



**HIBERNIA
COLLEGE**

The Need to Personalise Business Ethics Education

Item Type	Article
Authors	McGrane, Fodhla
Citation	McGrane, F 2023, 'The Need to Personalise Business Ethics Education', Journal of Business Ethics Education, vol. 19, no. 2022, pp. 153-168. https://doi.org/10.5840/jbee2022199
DOI	https://doi.org/10.5840/jbee2022199
Publisher	Neilson Journals Publishing
Download date	2026-04-15 22:08:43
Link to Item	https://iasc.hiberniacollege.com/handle/20.500.13012/230

Title: The Need to Personalise Business Ethics Education

Abstract

Can business ethics textbooks and modules prepare business students to manage ethical challenges if they bypass students' personal ethics? This paper is an academic reflection by a Higher Education, business ethics tutor in the UK and Ireland. It charts a pedagogic journey of moving away from lecturing based on the contents of the standard, 'impersonal', business ethics textbook, to moving towards facilitating interaction among students about their ethics in all parts of life, and especially 'at work' in their part-time employment. The rationale for this pedagogic shift is supported by excerpts from Journal of Business Ethics Education (JBEE) articles and by current, UK, Higher Education (HE), quality frameworks. Qualitative student feedback on their experience of this more personal design of a business ethics module is included. Ten exercise suggestions and resources are offered. Business ethics textbook authors and tutors are recommended to begin their content with exercises in personal ethics.

Key words: personal ethics, business ethics, at work, textbook, resource, UK

Introduction

The purpose of this paper is to highlight the need to involve students' personal ethics in their business ethics education. Echoes from previous JBEE authors are gathered to reinforce the point. In addition, quality frameworks from the UK's HE sector on the subject of ethics education, reinforce the need to include students' personal ethics.

Personal ethics, put simply, are the values used uniquely by individuals when judging what is right and what is wrong. Both personal ethics and business ethics need to be explored together since both derive from the same person and both are engaged at work.

This paper adds to the infrequent discussions in business ethics education of the link between business and personal ethics. The terminology in these papers has evolved from 'personal business ethics' (Hollon and Ulrich, 1979); and 'personal ethical codes' (Ferris, 1996); to 'organisational citizenship' (Turnipseed, 2002), CSR (Carroll, 2016), and spirituality (Lozano, 2022a). Previous to these, academic discussion focused on 'corporations' and 'corporate ethics', rather than individuals/employees and personal ethics (Quinn, 1997).

This offering tells the evolution of my pedagogic story. I used this approach for the first time in my teaching of a business ethics module in 2022. A brief outline of the module content, and a note on the tutor's role, is followed by ten resources/exercises that contribute a personal dimension to business ethics education.

Recommendations point to the addition of a section on personal ethics to business ethics textbooks, and the continued sharing of new resources and exercises among the educator community in order to stay current in our business ethics education.

In the beginning ...

When I was invited to teach a stand-alone module on business ethics (entitled Business and Society), it had just been added to the curricula of two degrees during their course revalidations (the 'reval' exercise is compulsory every 5 years to ensure every course is fit for purpose). The module was designed for first year, undergrad students on two courses in Ulster University Business School. The module content was based on the renowned US text by Carroll, Brown and Buchholtz (2017) (8th edition was reviewed by Fraedrich in JBEE in 2011; currently Carroll and Brown, 2022). Then in its 10th edition, the textbook offered much to the tutor and student alike. It was one of the most revised textbooks on the market, and was packed with current topics. It was authored by Archie Carroll who created the CSR pyramid, a staple model on any business ethics course. It included useful exercises and many familiar cases (such as Toms Shoes, the Body Shop, and the Bill and Melinda Gates Foundation). However, like other textbooks, it did not include a section on personal ethics.

Meet them where they're at

Teaching business ethics by using students' own ethics is not new. In the early 2000s, academics from multiple disciplines advocated the need to include personal ethics in with business ethics education. What follows is excerpts from these proponents. I have quoted them deliberately in order to keep in line with the personal thrust of this paper and to capture their individual characters.

In a seminal paper by Rossouw (2002) on three approaches to teaching business ethics (namely cognitive, behavioural and managerial), he writes: "personal moral

development becomes the yardstick of success” (p. 414). “When it comes to the behavioural competence position, its agent-centred approach makes an important contribution to the field of business ethics by insisting that moral behaviour is dependent upon intra-personal transformation,” he explains (p. 424). In other words, a student’s (agent) ethical behaviour in business is based on their own personal (intra-personal) ethics and Rossouw explains that this includes their will and emotions.

Four years later in a JBEE forum entitled ‘what I try to achieve when teaching business ethics’, four university lecturers described their pedagogic journeys around teaching business ethics (DesJardins et al., 2006). DesJardins emphasizes both a personal and a social-justice side of ethics in his teaching. It boils down to the question “how should we live our lives?”, he says. “We are asking it not only about me, the individual person, but we’re asking it as citizens, members of the community. We are asking how we are all going to live together” (p. 87). In the same forum, Ryan explains to her students that they make ethical decisions regularly. “To help students clarify their own ethical systems, I remind them that they have one when they walk into class—one that they have somehow conglomerated from their experiences, their parents’ teaching, church, school, or friends. They use it to make ethical decisions all of the time” (p. 89). This echoes Bowie (2004) in a previous JBEE paper: “the one thing they cannot do is avoid ethics” (p. 9). The third lecturer in the forum, Weber, shares: “I learned that you have to go in their door to come out your door” (p. 97) and, in a list of his classroom tools, he includes students’ personal experiences and dilemmas. Finally from the forum, Wood writes “so, it’s best to start teaching ... ethics at the lowest possible level” (p. 101). Rather than asking students to imagine themselves as CEOs and make CEO-level ethical decisions, she urges

educators to “meet your students where they are” (p. 106). She teaches to the level of an assistant manager at a local shop because this is likely to be where her students will work when they graduate. Similarly, Poulton (2009) in his JBEE paper acknowledges that many students have little experience of the corporate world and that “many ethical situations are of a very personal nature and require personal responsibility” (p. 93). His paper discusses the use of short stories/narratives in teaching which can increase understanding of the personal nature of ethical decision making.

The conversation continues among the global academic community today (Boda and Zsolnai, 2016; Hooker and Kim, 2022; Lozano, 2022b). More locally, support is provided for a personal approach to ethics education from HE professional bodies in the UK. For example, SEEC is the UK HE reference point for credit-based learning, structures and processes. In the SEEC descriptor for ‘ethical awareness and application’ for the level of first year, a student: “applies an awareness of established ethical values and issues to personal decisions, actions and responsibilities in familiar and unfamiliar contexts” (SEEC, 2021, p.13). The personal dimension is included in the descriptor in terms of ‘personal decisions, actions and responsibilities’. Additionally, in the Quality Assurance Agency (QAA) for Higher Education in its subject benchmark statement on business and management (2019 with revision in 2023), it stipulates that graduates should know how to behave ethically.

The journey: redesigning a business ethics module

A series of events over the past year (2021-2) led to my redesign of the teaching and learning (T&L) methods on the stand-alone module.

After teaching the module for three years (2019-2021), I was ready to employ a different textbook and one that met the following criteria: explores personal as well as professional ethics, is written by UK/European authors or with co-authors from other continents, includes information on national, as well as global, topical issues, such as social movements and upcoming legislation (e.g. Europe's and UK's 'Right to Repair' law, 2021; The UK's 'Online Safety Bill', 2022), and features ethical challenges faced by small business. As a side issue, the topic of business ethics in small business, start-ups, and family business is lacking in business ethics textbooks (a gap also reported by Driscoll and Tesfayohannes, 2009 in JBEE). Small businesses are unlikely to have the ethics management tools that are provided in larger businesses (e.g. an ethics policy, code of ethics, code of conduct, ethics officer, ethics hotline, whistleblowing policy). Therefore, the standard business ethics textbook does not help to equip the UK and Ireland students with what they need for their home countries, which is where the majority are likely to work. Northern Ireland, which Ulster University (UU) serves, has predominantly a small business economy. 89% of businesses are micro-businesses i.e. less than 10 employees (NISRA, 2022). Family businesses represent 57% of all private sector employment in Northern Ireland (NI Family Business Forum, 2021).

Through a Masters in Higher Education with the University's Centre for Higher Education and Practise, I learned about, and experienced first-hand, the Integrated Curriculum Design Framework (ICDF, 2022) that is in use in many universities (Curran and Murphy, 2018). On the modular level, the starting point for the tutor is: 'what do you want the students to be able to do/know/be by the end the module?'. With this answer, the tutor designs assessments to check achievement of that learning, and only then prepares the module content, which should circle back

clearly to meet the original learning outcomes. In addition, the approach aligns with Ulster University's mission to create work-ready, future-fit graduates, by using inquiry-based methods, being research-led, and partnering with business, thereby serving industry as Northern Ireland's civic university (UU 5&50, 2016).

This approach to T&L resonated with a discussion on module content which I had with an industry experienced, research active, colleague in the business school. He advocated: "give the students what they need". From my experience of multiple occupations, in multiple sectors, and in multiple countries, each occupation based on a university degree, I knew that what students needed was not solely a range of theories but also the language and skills to speak up and manage ethical situations, the ability to research and think critically (I recommend Ivory, 2021), and the knowledge of tools and resources that are available for employees to manage ethical situations.

At the end of the last academic year (July 2021), I was troubled by a number of issues. I felt beleaguered by the increase in academic offences at university, which took up so much of a tutor's time and energy. I was concerned by societal changes away from ethical norms (e.g. increases in relativism, and a loss of confidence in traditional faith organisations which had historically provided the nation's values education). I was also bothered by how business schools (which includes me) were sometimes blamed for the persistence of ethical scandals in business (Giacalone and Wargo, 2009, in JBEE).

I made a decision to see if I could use the business ethics module to make a difference on these issues. I redesigned the module for the 2022 iteration and conducted an empirical study to evaluate the effectiveness of the new T&L

approach. An interactive and dilemma-based, T&L approach was rolled out. Choice of this approach was based on literature supporting its effectiveness in business ethics education (for interactive methods, see Chavan and Carter, 2018 and Kreismann and Talaulicar; 2021; for dilemma-based methods, see Stanley and Neck, 2020). It allowed me the flexibility to increase the difficulty level by moving the focus from personal ethics, to students' 'at work' ethics, to general, and finally specific, business ethics. 82% of students (74/90 students) judged the approach as having aided their ethical development (the majority of the remainder chose 'unsure' as opposed to 'no'). More importantly, in an end of module survey covering the module as a whole, the students rated themselves as having grown in ethical awareness, with the average student rating of ethical awareness at 3.7/10 at the start of the module, compared to 8/10 at the end of the module.

The final milestone in my journey occurred when I was invited to review two textbooks on business ethics by one of the world's largest publishers. One of the review questions asked if my teaching in the module followed the chapters in the textbook. This question proved pivotal to concretising my redesign. My answer was an emphatic 'no' and I provided a detailed explanation of my current approach. The mission of the textbook under review was to prepare managers for the ethical issues what they would face in business. If that was to remain the mission for the revised edition, I advocated that Part 1 of the text be based on an explanation of the link between personal ethics and professional ethics, current research evidence to support this link, and materials to facilitate an exploration of personal ethics.

This is me! Personal ethics in Business Ethics Education

The new module design involves starting with the student's personal ethics, before looking 'at work' as most students are employed. The first class begins with a

personal values test; a discussion and poll based on the Princeton seminary experiment; a discussion and poll of the famous Heinz dilemma, and real situations which students experience (e.g. driving at 30mph, disposing of their plastic bottles in the landfill bin, the temptation to cheat at uni, avoiding class by lying about receiving a positive Covid test result, etiquette using social media, and treatment of family, classmates, and friends). The following classes include a series of dilemmas and discussions which move in focus from being purely personal (a situation at home, in sport, in uni, in the community), to personal experiences at work (stealing, lying, treatment by others and of others), to workplace scenarios that they may face in the future (e.g. padding expenses, deliberately misinterpreting data, reporting on bullying), to business ethics that apply to all business (e.g. data protection, employee monitoring, agile working) and specifically to their degree subjects (e.g. ethical hiring in HRM). I include the standard business ethics content (such as stakeholder theory, CSR, greenwashing, regulations, and the latest business ethics research) as they emerge in class, rather than devoting lectures to them.

In the words of the students

At the end of each semester, all students are invited by the University to complete its formal module feedback survey. The following is a sample of the comments from the students who experienced the new module design in 2022.

"The subject matter of ethics was easily the most engaged I think I have ever been in any subject in education and the fact that my own sense of morality evolved throughout this module is an unforgettable experience."

"I enjoyed this module a lot! I found the topics being covered to be very interesting and fun, particularly the group discussions as they allowed for me to see others' points of view."

"I also enjoyed how much we used Menti as I loved seeing everyone's views on ethics."

"I liked how engaging the class was. It helped me remember a lot of the things we covered in class as I'm more of a visual and aural learner. "

At the end of the day ... we are both ethical and unethical

My final teaching point was a personal revelation that resulted from my experience of teaching the personalised module: "We are all ethical and unethical". At the start of the module, I was striving to be ethical 100% of the time in 100% of my life. Being highly sensitised to the topic, I noted frequently how I failed to reach this standard. By the end of the module, I concluded that people are both ethical and unethical. This seemingly obvious point, when said in class, was received with a sigh of relief from the students. This statement of reality felt more achievable to us all, than the ideal. I think the students did not take this as permission to do whatever they want, but more that ethical behaviour is complex, difficult, sometime conscious, sometimes unconscious, sometimes deliberate and sometimes not.

Tutor's role as balanced facilitator

Before outlining some of the resources I use on the redesigned module, allow me to stress that the role of the tutor when using these resources is one of facilitator of discussion, not a judge of the students' opinions. That being said, as tutor I am content to express judgments in class of what I regard as ethical vs unethical business.

Support for the tutor as facilitator is provided by Rossouw (2002). He advises: “the class serves as a moral community where members of the class can learn from one another.... This however, implies a very different approach to teaching, viz., one where the teacher does not primarily convey knowledge to students, but rather creates learning experiences that will be conducive to the development of those characteristics such as moral sensitivity, courage and imagination that are required for moral behaviour. In doing this the teacher will play more of a facilitator” (p. 428).

The second role of the tutor is to balance out negative with positive examples of ethical behaviour (from personal life as well as at work), to give examples of businesses who made mistakes in the past and have worked to redeemed themselves (e.g. Nike), and to discuss changes that current unethical businesses could make to become more ethical.

Exercises and resources to tune into personal ethics

The following resources are accompanied by suggestions of how to use them as T&L materials.

1. Personal Values Assessment (individual exercise)

I considered requesting funds to purchase tests from the variety available (Rest’s Defining Issues Test (DIT), 1979; Reidenbach and Robin’s (1990) Multidimensional Ethics Scale) but I was satisfied with a free online tool, the personal values assessment (PVA), and the four page personalised report one receives after completing it (Barrett, 2022). I found it served my purposes as a conversation starter.

I was also encouraged by Haines, Ockree, and Sollars (2009) from their JBEE paper which advised that expensive resources were not the basis of effective ethics instruction. The students appreciated the prompt email of the report (which could be saved and the results used in other modules), the bespoke report, and the confidentiality of the assessment. Some remarked on being disappointed with their results because they wanted to see other values take a higher position in their lives (I saw that as an example of ethical development).

2. Ethical and unethical situations faced by students: class discussion

Identify ethical and unethical situations faced by students

Step 1: With the students, create a list of ethical situations that students face.

Step 2: Divide these into a. non-business situations (personalised and localised examples that do not involve a business), and b. business related situations (e.g. in employment/at work, observations they made in a shop, data privacy, returning goods that were purchased).

Step 3: Divide the list into unethical and ethical situations (to force the point that we engage in both)

- Unethical acts: stealing in all its forms from work (stealing time, use of printers, stationery, padding expenses, work supplies for home), disrespectful treatment of fellow employees, not adhering to the speed limit, buying and binning plastic bottles when there are recyclable alternatives. Stealing from parents. Telling lies in relationships. Buying only fast fashion. At university: lying to tutors or peers, cheating, plagiarism.
- Ethical acts: respecting people's data and protecting their privacy; treating people as you would like to be treated (Kant's mere means principle). Volunteering time, and care. Acts of kindness with no return. Pay it forward (e.g. people paying for

next car at toll booth). Bringing unwanted clothes to charity shop; recycling, donating to charity (Amazon Smile, giving money to charity collection box in shop, buying a charity raffle ticket, adding a donation to charity when making an online order, completing a survey in return for a donation to a charity). Giving when no one is looking.

3. Ethical Dilemmas (can be used in class and/or assessments)

Identify ethical dilemmas in students' lives (this may include results from exercise no 2)

In full class or in small groups:

1. Begin with renowned dilemmas often used in teaching ethics (Kohlberg's Heinz Dilemma, 1981)
2. Dilemmas at work as an employee. The business ethics textbook by Ferrell, Fraedrich, and Ferrell (2022) contains an ethical dilemma at the start of every chapter (total of 12 in the book) e.g. padding expenses by adding tips given for taxis, meals etc (p. 2).
3. IBE's pandemic dilemmas (2021). This is a series of six written dilemmas related to business ethics that apply to the Covid19 pandemic. The majority can be easily tweaked to remove the Covid dimension if desired. Each dilemma ends with four options from which to choose. Students vote for their choice using an online survey tool, such as Mentimeter (Vallely and Gibson, 2018). Tutor should only reveal results after all students have voted, to avoid influencing each other's votes. Three of the dilemmas include a webinar with an expert panel. Watch the videos after each classroom poll to compare the

class's result to a. results from a poll of IBE members, and b. the expert panel who give thorough explanations of their choices.

4. Movies and documentaries with ethical themes (class discussion)

Viewing 1 from Tutor Selection:

Provide the name of one movie/documentary that is easily accessible. Ask students to watch before the next class and in small groups preferably. Discuss the ethical issues in the next class. Five suggestions follow:

- 'Fast fashion: The shady world of cheap clothing' (2022) is a documentary, 42 mins duration. Made by DW, Germany. Watch on YouTube https://youtu.be/YhPPP_w3kNo.
- 'Seaspiracy' (2021) is a documentary, 90 mins in duration, made by Netflix. It reports the effects of our waste in the seas and oceans;
- 'Takeaway Secrets Exposed' (2019) is a documentary of 30 mins duration, made by BBC Panorama (about disruptors like Deliveroo and UberEats) and how disruptors exploit loopholes in the law for their benefit. Watch on YouTube <https://youtu.be/6eWZx53tel0>.
- 'The Great Hack' (2019) is a Netflix documentary, of 140 mins duration. It is about the exploitation of personal data by Cambridge Analytica and Facebook (includes involvement in 2016 US Presidential elections and the Brexit leave.eu campaign).
- 'Pay It Forward' or 'Dark Waters'. These are movies that show both positive and negative examples of business ethics.

Viewing 2 from Student Choice:

Collect student recommendations (must be accessible to majority of students at little or no cost). Vote for students' top choice. Students watch before the next class. In next class, hold a discussion (in small groups) or debate sides (business vs consumer/community).

5. Maxims: What's your worldview?

The following is a list of maxims relating to ethics which I have encountered:

- Philosophy of Beneficence: First, do no harm.
- 'Ours not to reason why, ours but to do and die'. Line from poem, Charge of the Light Brigade, by Alfred Lord Tennyson (1992)
- If you're not part of the solution, you're part of the problem.
- If you stand for nothing, you'll fall for anything.
- If you're not with me, you're against me.
- An organisation is only as good as the people in it.
- It's easier to ask for forgiveness than permission.
- Pick the better of two evils.
- A necessary evil (e.g. the pain of surgery in order to get better)
- Better the devil you know.
- Everything will come to light.

In class:

- Collect other maxims from students.
- Give examples from business of each maxim.
- Hold class discussion (or in small groups).

- The maxims we use can reflect our worldview. What's your lens on the world? (e.g. are people good or bad, lazy or motivated? Are businesses only about profit and serving oneself?)
- How do these lenses effect your thoughts, attitudes and actions?

6. What's in the news? So what?

Allow time for students to research the news headlines. Hold a discussion about a recent scandal and a positive story in business. Current ethical issues include the war in the Ukraine, Presidents Putin and Zelensky, the refugee crisis, the global threat, the impact on energy and food supplies, the business sanctions. Ask the students the powerful 'so what?' question. How does this issue effect them personally? Tutor to contribute facts and figures from latest business reports. Then ask how the issue effects local business.

7. Social experiments: what would you do?

For example, discuss The Princeton Seminary Experiment. Inspired by the Biblical parable of the Good Samaritan, Princeton social psychologists, John Darley and Dan Batson (1973), set up this experiment to examine the effect of situational variables on the helping behaviour of students in an emergency situation. Students going between two buildings encountered a shabbily dressed person slumped by the side of the road. Students who were in a hurry to reach their destination were more likely to pass by without stopping. Some students were going to give a short talk on the parable of the Good Samaritan, others on a non-helping relevant topic; this made no significant difference in the likelihood of their giving the victim help.

Ask students to project themselves into that situation at university: what would they do? Conduct a poll providing multiple choice answers. This allows students to see the total responses from all the class, and from my experience last term, their answers can be quite a shock!

8. Recycle your e-waste. An action project

Electronic waste (e.g. batteries, broken mobile phones, home phones, scart leads, internet leads, out of date computers) and its management relates to UN SDG No 12: Responsible Consumption (Ferguson and Roofe, 2020). The students are invited to take a photo at home of their e-waste drawer/box (I reckon everyone has one) and share the photo in class the following week. The students are then asked to research the options for getting rid of their e-waste since binning is not allowed (e.g. re-use, sell, donate, recycle, local council or corporate schemes). They are also asked to research the issues with e-waste (such as toxins, depletion of raw materials, costs of recycling). Finally they are invited to take action on their e-waste before the following class and share their progress. To encourage student engagement, I run a poster competition in conjunction with our Student Union (SU) who offer a prize. Using the information gathered, the students create a poster to encourage their peers to recycle their e-waste. The winner is publicised with his/her poster on the University's and SU's website, LinkedIn and social media.

9. Research exercises using free website resources

1. Ethisphere available at <https://ethisphere.com/what-we-do/worlds-most-ethical-companies/>

Ethisphere is an annual report of the world's most ethical companies. It has been running since 2006. Also available is benchmarking data for best practise, and the

'ethics premium' showing the financial benefits of being an ethical business.

Students can check to see if companies they use are in this year's ranking of ethical companies.

2. B Corporation available at <https://www.bcorporation.net/>. B Corp is a movement that promotes 'business for good'. It offers standards data and a certification process. Familiar businesses that have achieved the B Corp standard are Innocent Drinks and Patagonia Works. On the website, students can search for B Corp accredited companies in their country, and the standards required to receive the accolade.

3. Students can calculate their carbon footprint using

<https://www.carbonfootprint.com/calculator.aspx>

10. Webinars for the latest research news and hot topics

Attend and engaged in regular, free webinars on recent business ethics research and publications from the UK's Institute of Business Ethics (IBE)

<https://www.ibe.org.uk>. Recordings are also available. Regular features include the results of the annual Edelman Trust Report and the IBE's annual survey of the attitudes of the British public to business ethics. For example, the upcoming webinar topic is the ethics of using AI in recruitment.

Coming full circle: Writing new module descriptors

Five years have passed since the last revalidation of the two courses that contained the first year (Level 4), business ethics module. For the upcoming revalidation exercise, the task of researching and writing a proposed module descriptor for the next five years (2023-2028) falls to me. This time around, separate modules are being created for each degree. This benefits everyone by enhancing the class identity per their degree, halving the class size (to approx. 60), and allowing content to be tailored to each programme speciality. One module is moving up to second year (Level 5) and is being combined with the subject of sustainability (module title: Business Ethics and Sustainability). The other module is remaining in first year to serve as a foundational module for the rest of the course. The learning outcomes for both modules have been revised to include self-awareness of one's personal ethics (in line with the SEEC credit level descriptors, 2021). All assessments will be by coursework (no exams). A proposed assessment for the new second year module is a version of Clark's (2019) exercise published in JBEE, The Most Ethical Company in My Town. In terms of reading material, both descriptors will contain my recommendations of recent, quality reads, listens, and views. Current textbooks will be used as reference material. These will be supplemented with multi-disciplinary resources and UK/European business resources.

In conclusion, this paper advocates for the active inclusion of students' personal ethics in their business ethics education. This call is on the basis that students' ethics are in a state of development and that their ethics, in whatever level of development, will be brought into work, both now in their part-time employment, and on into their future careers in business. The need for tutors to 'meet them where they're at' resounds in numerous JBEE articles over the past two decades. The personal dimension is also evident in current module level descriptors and

benchmark statements from the UK's HE quality assurance bodies. Their inclusion in this paper may prompt readers to compare with their own HE sector statements.

Students were positive about their experience of this T&L approach. Ten exercises, accompanied by suggestions for use, are included for business ethics educators.

This paper is limited in that it is based on a snapshot in time of one educator's experience of teaching business ethics in the UK and Ireland, HE sector. It is offered humbly to join with the voices of the US educators who have also contributed their approach to teaching business ethics in JBEE. Due to revisions every 3-5 years of subject benchmark statements, credit level descriptors, and course curricula, combined with the constant change in business, content in this paper will need to be updated.

In terms of recommendations, authors and editors of textbooks on business ethics are encouraged to address the gap in content on personal ethics. As new resources and exercises continue to be developed and evaluated, sharing these is encouraged to support the field of business ethics education. Research is needed to research multiple approaches of using personal ethics in the classroom and their effectiveness in terms of ethical development.

The Future of Work with agile working, digitisation, and AI, is changing the work context for us all (Hooker and Kim, 2022; Prodan, 2019). While business ethics are being managed by people (as opposed to AI), tutors can provide a safe space for students' to engage with their personal ethics in class, while they exercise them at work.

References

B Corporation (2022), Make business a force for good. Available from

<https://www.bcorporation.net/>.

Barrett, R. (2022), *Personal Values Assessment*. Available from

<https://www.valuescentre.com/tools-assessments/pva/>.

Boda, Z., and Zsolnai, L. (2016), “The failure of Business Ethics”, *Society and*

Business Review, 11(1): pp. 93–104.

Bowie, N.E., (2004), “What I Try to Achieve by Teaching Business Ethics”. *Journal of*

Business Ethics Education, 1(1): pp.7-9.

Carbon footprint (2022), Available from

<https://www.carbonfootprint.com/calculator.aspx>.

Carroll, A. B. (2016), “Carroll’s pyramid of CSR: taking another look”. *International*

journal of corporate social responsibility, 1(1): pp. 1-8.

Carroll, A.B., Buchholtz, A.K. and Brown, J.A., (2017), Business and society:

Ethics. *Sustainability, and Stakeholder Management*, 10th ed. NY: Cengage.

Carroll, A. and Brown JA (2022), Business and society: Ethics. *Sustainability, and*

Stakeholder Management, 11th ed. NY: Cengage

Chavan, M. and Carter, L.M. (2018), “The value of experiential and action learning in

business ethics education”. *Journal of Business Ethics Education*, 15: pp.5-32.

Clark, L. A. (2019), “Most Ethical Company in My Town – An Experiential Learning

Project with Deliverables Beyond the Classroom”, *Journal of Business Ethics*

Education, 16: pp. 135-166.

Curran, R. and Murphy, C. (2019), "Empowering curriculum leaders to innovate: an overview and evaluation of an Integrated Curriculum Design Framework". In *Staff and Educational Development Association (SEDA) Spring Teaching, Learning and Assessment Conference: Collaboration to support the student experience and progression*. Staff and Educational Development Association (SEDA). Available from https://www.seda.ac.uk/resources/files/03_Curran.pdf.

Darley, J.M. and Batson, C.D., (1973), " From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior, *Journal of personality and social psychology*, 27(1): p.191-214.

Desjardins, J., Ryan, L., Weber, J., and Wood, D. (2006), "Overarching Goals of Teaching Business Ethics: What Should We Be Trying to Achieve?" *Journal of Business Ethics Education*, 3: pp.83-109.

Driscoll, C., and Tesfayohannes, M. (2009), "Big" Business Ethics Textbooks: Where Do Small Business and Entrepreneurship Fit? *Journal of Business Ethics Education*, 6: pp. 25-42.

Ethisphere (2022), Available from <https://ethisphere.com/what-we-do/worlds-most-ethical-companies/>.

Ferrell, O.C., Fraedrich, J. and Ferrell, L., (2022), *Business Ethics: Ethical Decision Making and Cases*, 13th ed. Boston, MA: Cengage.

Ferguson, T. and Rooft, C.G., (2020), "SDG 4 in higher education: Challenges and opportunities". *International Journal of Sustainability in Higher Education*, 21(5): pp.959-975.

Ferris, W. P. (1996), "The effectiveness of teaching business ethics using moral philosophy and personal ethical codes". *Journal of Management Education*, 20(3): pp. 341-357.

Fraedrich, J., (2011), "Book Review: Business & Society: Ethics, Sustainability, and Stakeholder Management, 8th edition". *Journal of Business Ethics Education*, 8(1): pp.403-405.

Giacalone, R. A., and Wargo, D. T. (2009), "The Roots of the Global Financial Crisis Are in Our Business Schools", *Journal of Business Ethics Education*, 6: pp. 147-168.

Haines, J., Ockree, K., and Sollars, D. (2009), "A Framework for Review of Ethics Instruction". *Journal of Business Ethics Education*, 6: 69-92.

Hollon, C. J., and Ulrich, T. A. (1979), "Personal business ethics: Managers vs managers-to-be". *Southern Business Review*, 5(1): pp. 17-22.

Hooker, J. and Kim, T.W. (2022), "Humanizing Business in the Age of Artificial Intelligence", in: M. Dion, R. E. Freeman and S. D. Dmytriyev (Eds.), *Humanizing Business. Issues in Business Ethics*, vol 53. Cham, Switzerland: Springer, pp. 601–613.

ICDF (2022), Integrated Curriculum Design Framework on Ulster University's Centre for Higher Education Research and Practise (CHERP). Available from <https://www.ulster.ac.uk/cherp/resources/icdf>

Institute of Business Ethics (IBE) (2022), Available from <https://www.ibe.org.uk>.

Ivory, S.B. (2021), *Becoming a Critical Thinker: For Your University Studies and Beyond*. UK: Oxford University Press.

Kohlberg, L. (1981), *Essays on Moral Development, Vol I. I: The Philosophy of Moral Development*. San Francisco, CA: Harper & Row.

Kreismann, D., and Talaulicar, T. (2021), “Business ethics training in human resource development: A literature review”. *Human Resource Development Review*, 20(1): pp.68-105.

Lozano, J.M. (2022a), “Spirituality and CSR”, in T. Maak, N. Pless, M. Orlitzky, and S. Sandhu (Eds.), *The Routledge Companion to Corporate Social Responsibility*, New York: Routledge, pp. 88–98.

Lozano, J.M. (2022b), “From Business Ethics to Business Education: Peter-Hans Kolvenbach’s Contribution”, *Humanistic Management Journal*, 7(1): pp. 135–156.

NI Family Business Forum (2021), *Celebrating national family business day*. Available from <https://www.harbinson-mulholland.com/family-business/ni-family-business-forum/67/celebrating-national-family-business-day>

NISRA (2022), Inter Departmental Business Register. Available from <https://www.nisra.gov.uk/publications/current-publication-and-idbr-tables-1>.

Online Safety Bill (2022), Department for Digital, Culture, Media & Sport, UK government. Updated 19 April 2022. Available from <https://www.gov.uk/government/publications/online-safety-bill-supporting-documents/online-safety-bill-factsheet>.

Poulton, M. S. (2009), “Undergraduate business ethics pedagogy: Writing constructed narratives”, *Journal of Business Ethics Education*, 6: pp. 93-102.

Prodan, G. (2019), “Can artificial intelligence replace the managers?”, *Business and Economics*, pp. 182-186.

Quality Assurance Agency (QAA) for Higher Education (2019), Business and Management subject benchmark statement, November. Available from <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>.

Quinn, J.J. (1997), "Personal Ethics and Business Ethics: The Ethical Attitudes of Owner/ Managers of Small Business". *Journal of Business Ethics*, 16, pp. 119–127.

Reidenbach, R.E., and Robin, D.P., (1990), "Toward the development of a multidimensional scale for improving evaluations of business ethics". *Journal of business ethics*, 9(8): pp.639-653.

Rest, J. (1979), *Defining Issues Test (DIT)*. Available from <https://ethicaldevelopment.ua.edu/ordering-information.html>

Rest, J. (1986), *DIT manual*. Minneapolis, MN: Center for the Study of Ethical Development, University of Minnesota.

Right to Repair (2021), UK Right to Repair Regulations. Available from <https://researchbriefings.files.parliament.uk/documents/CBP-9302/CBP-9302.pdf>.

Right to Repair Law in EU (2021), Available from [https://www.europarl.europa.eu/RegData/etudes/BRIE/2022/698869/EPRS_BRI\(2022\)698869_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2022/698869/EPRS_BRI(2022)698869_EN.pdf).

Rossouw, G.J. (2002), "Three approaches to teaching business ethics", *Teaching business ethics*, 6(4): pp.411-433.

SEEC (2021), *Credit Level Descriptors for Higher Education*. Available at www.seec.org.uk.

Stanley, M. L., and Neck, C. P. (2020), "Students' Reasoning about Dilemmas in Business Ethics", *Journal of Business Ethics Education*, 17: pp. 5-28.

Tennyson, A. (1992), *The charge of the light brigade and other poems*. North Chelmsford, MA: Courier Corporation.

Turnipseed, D. L. (2002), "Are good soldiers good?: Exploring the link between organization citizenship behavior and personal ethics". *Journal of business research*, 55(1): pp. 1-15.

UU 5&50 (2016), *Five Year Strategic Plan Fiftieth Year Strategic Vision 2016–2034*. Available from <https://www.ulster.ac.uk/fiveandfifty/home>.

Vallely, K., and Gibson, P. (2018), "Engaging students on their devices with Mentimeter". *Compass: Journal of Learning and Teaching*, 11(2), pp.1-6.

ENDS