

**“To study contribution of Management Institutes
in Pune Region in promoting Business Ethics
among Management Students.”
(2012 – 2014)**

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Under the Board of Studies of ‘Management’

**By
Mrs. Dipti Dattatray Tulpule**

**Under the Guidance of
Dr. S. G. Bapat**

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This thesis is dedicated to my loving brother

Late Dipesh Deepak Kale.

1980-2013

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|Shree Ganeshaya Namah |

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Mrs. Dipti Tulpule

Research Student

Declaration

I, **Mrs. Dipti Dattatray Tulpule**, hereby declare that the thesis entitled
**“To study contribution of Management Institutes in Pune Region in promoting
Business Ethics among management students.”**

submitted by me for the degree of Doctor of Philosophy is the record of work carried out by me during the period from July 2010 to April 2014 under the guidance of **Dr. S. G. Bapat** and has not formed the basis for the award of any degree, diploma, fellowship, titles in this or any other University or other institution of Higher learning.

I further declare that the material obtained from other sources has been duly acknowledged in the thesis.

Pune

Date :

Mrs Dipti Tulpule

Research Student

Dr. S.G.Bapat
'Vijigeesha', 17, Prashant Nagar,
L.B.S. Road, Navi Peth,
Pune - 411030

Certificate of the Guide

Certified that the work incorporated in the thesis

“To study contribution of Management Institutes in Pune Region in promoting Business Ethics among Management Students.” submitted by **Mrs. Dipti Tulpule** was carried out by her under my supervision / guidance. Such material as has been obtained from other sources has been duly acknowledged in the thesis.

Pune

Date :

Dr. S.G.Bapat

Research Guide

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In the business world today, issues of trust, respect, fairness, equity and transparency are gaining more attention. Business Ethics includes organizational values, guidelines and codes, legal compliance, risk management, and individual and group behavior within the workplace. Effective leadership, with open dialogue and thoughtful deliberation, develops the foundation of an ethical workplace, is woven into the fabric of the organizational culture and is mirrored in ethical decision-making.

Toward the end, all organizational leaders have a key role in establishing corporate values and modeling ethical behavior for their workforce, organization and community. The importance of ethical leadership has grown exponentially. A 2009 special report from the Business Roundtable Institute of Corporate Ethics and the Arthur W.¹ It emphasizes that trust is a critical factor in business. The report points out: “even in the best of times, the dynamism of trust requires continual monitoring and rebalancing as economic and social situations change.” Companies can create positive Business Ethics by generating goodwill, communicating openly and taking advantage of opportunities for leaders to create value based on a foundation of accountability, responsibility and integrity. Ultimately, trust—through good Business Ethics—“positively impacts business success in a number of critical areas, such as employee performance, customer retention and innovation.”²

Organizational culture and values are integral in the foundation of an ethical workplace. The primary audiences—human resource professionals, people managers and senior management thoughtfully consider the state of Business Ethics in their respective companies, identify related challenges and

¹ Page Society focuses on the issue of leadership and trust. *The Dynamics of Public Trust in Business – Emerging Opportunities for Leaders*

² Forth Quarter – 2009 – Business Ethics : The Role of Culture and Value for an Ethical Workplace.

opportunities, and rethink how better to communicate, restructure and/or reframe policies and practices that influence the organization's ethical stance.

Organizational culture and ethical leadership are at the core of Business Ethics. Each shapes and reinforces corporate values, and influences employee attitudes and behaviors. Broadly defined, Business Ethics includes ethical conduct, legal compliance and, in some cases, corporate social responsibility. Ethics-related outcomes can be seen in nearly every aspect of a company, from employee perceptions of fairness, to employee engagement and retention. As companies are realizing the importance of Business Ethics, ethical behavior, it has also highlighted the importance of penetrating the importance of practicing Business Ethics among the management students as they are the future product of companies. When the importance of leadership comes, it eventually needed to develop the ethical youth. The researcher has tried to understand the contribution of Management institute towards Business Ethics and ethical development of students who are future managers.

The establishment of Business Ethics as policy is not new. A number of business codes were established and in use in the 1920s. In fact, the retailer J. C. Penny Company introduced a company code of conduct in 1913. The focus on Business Ethics, particularly ethics policies and programs, rapidly grew in the United States in the 1980s and 1990s in response to government and legal pressures. The Defense Industry Initiative (DII), created in the 1980s in response to government regulations, was developed for defense contractors to comply with a high standard of conduct. DII was the first organized attempt at creating standard ethics and compliance programs. In 1999, a survey of a sample of *Fortune* 1000 companies by researchers Weaver, Treviño and Cochran found that only 20% had adopted ethics policies prior to 1976. This created a interest to the researcher for further study of Business Ethics. Further the topic was narrowed down for the research purpose.³

³ Business Ethics in Theory and Practice : Diagnostic Notes A A Prescription for value – Edward J Welch

1.1.1 A FRAMEWORK FOR THINKING ETHICALLY

We all have an image of our better selves-of how we are when we act ethically or are "at our best." We probably also have an image of what an ethical community, an ethical business, an ethical government, or an ethical society should be. Ethics really has to do with all these levels-acting ethically as individuals, creating ethical organizations and governments, and making our society as a whole ethical in the way it treats everyone.

1.1.2 WHAT IS ETHICS?

Simply stated, ethics refers to standards of behavior that tell us how human beings ought to act in the many situations in which they find themselves-as friends, parents, children, citizens, businesspeople, teachers, professionals, and so on.

Definition: Webster's Coolegiate Dictionary defines "ethics" as the "Discipline dealing with what is good and bad and with moral duty and obligation". "A set of moral principles of values" or "a theory or system of moral values". Ethics assists individuals in deciding when an act is moral or immoral, right or wrong. Ethics can be grounded in natural law, religious tenets, Parental and family influence, educational experiences, life experiences and cultural and societal expectations.

Broadly, this description of Ethics is at the core of this research work.

It is helpful to identify what ethics is NOT:

- Ethics is not the same as feelings. Feelings provide important information for our ethical choices. Some people have highly developed habits that make them feel bad when they do something wrong, but many people feel good even though they are doing something wrong. And often our feelings will tell us it is uncomfortable to do the right thing if it is hard.
- Ethics is not religion. Many people are not religious, but ethics applies to everyone. Most religions do advocate high ethical standards but sometimes do not address all the types of problems we face.
- Ethics may not be following the law. A good system of law does incorporate many ethical standards, but law can deviate from what is

ethical. Law can become ethically corrupt, as some totalitarian regimes have made it. Law can be a function of power alone and designed to serve the interests of narrow groups. Law may have a difficult time designing or enforcing standards in some important areas, and may be slow to address new problems.

- Ethics is not necessarily following culturally accepted norms only.
- Ethics is obviously not pure science. Social and natural science can provide important data to help us make better ethical choices. But science alone does not tell us what we ought to do. Science may provide an explanation for what humans are like. But ethics provides reasons for how humans ought to act. And just because something is scientifically or technologically possible, it may not be ethical to do so.
- It is about concepts such as good and bad, right and wrong, justice and virtue.
- Some distinguish ethics, what is wrong and right based on reason, from moral, what is considered right or wrong behavior based on social custom.
- Duties or conduct relating to moral action, motives or character.
- Ethics is also explained as the study of principles relating to right and wrong conduct. Morality, the standards that govern the conduct of a person especially a member of a profession.

Thus, ethics is a dynamic concept & it does cut across various disciplines.

1.1.3 WHY IDENTIFYING ETHICAL STANDARDS IS HARD?

There are two fundamental problems in identifying the ethical standards we are to follow:

1. On what do we base our ethical standards?
2. How do those standards get applied to specific situations we face?

If our ethics are not based on feelings, religion, law, accepted social practice, or science, what are they based on? Many philosophers⁴ and ethicists have

⁴ Names of Philosophers –e.g. Judith Martin, Rush Worth, Lester Thurow, Richard T. De George, Diego Prior, Jordi Surroca, Joseph A. Tribo, F. Bahar Ozdagaon, Zeliha Eser, Ronald F. Duska

helped us answer this critical question. They have suggested at least five different sources of ethical standards we should use.

Researcher felt it obvious to have this paragraph as the teacher, Director, Corporate Employees usually face the problem in identifying ethical standards.

1.1.4 FIVE SOURCES OF ETHICAL STANDARDS⁵

The Utilitarian Approach

Some ethicists emphasize that the ethical action is the one that provides the most good or does the least harm, or, to put it another way, produces the greatest balance of good over harm. The utilitarian approach deals with consequences; it tries both to increase the good done and to reduce the harm done.

The Rights Approach

This approach starts from the belief that humans have a dignity based on their human nature per se or on their ability to choose freely what they do with their lives. On the basis of such dignity, they have a right to be treated as ends and not merely as means to other ends.

The Fairness or Justice Approach

Aristotle and other Greek philosophers have contributed the idea that all equals should be treated equally. Today we use this idea to say that ethical actions treat all human beings equally-or if unequally, then fairly based on some standard that is defensible. We pay people more based on their harder work or the greater amount that they contribute to an organization, and say that is fair. But there is a debate over CEO salaries that are hundreds of times larger than the pay of others; many ask whether the huge disparity is based on

⁵ “A Frame work for Thinking Ethically.” ETHICS 1,no.2 (Winter 1988).
<http://www.scu.edu/ethics/practicing/decision/framework.html>

a defensible standard or whether it is the result of an imbalance of power and hence is unfair.

The Common Good Approach

This approach suggests that the interlocking relationships of society are the basis of ethical reasoning and that respect and compassion for all others—especially the vulnerable—are requirements of such reasoning. This approach also calls attention to the common conditions that are important to the welfare of everyone. This may be a system of laws, effective police and fire departments, health care, a public educational system, or even public recreational areas.

The Virtue Approach

A very ancient approach to ethics is that ethical actions ought to be consistent with certain ideal virtues that provide for the full development of our humanity. Virtue ethics asks of any action, "What kind of person will I become if I do this?" or "Is this action consistent with my acting at my best?"

Putting the Approaches Together

Each of the approaches helps us determine what standards of behavior can be considered ethical. There are still problems to be solved, however.

The first problem is that we may not agree on the content of some of these specific approaches. We may not all agree to the same set of human and civil rights.

We may not agree on what constitutes the common good. We may not even agree on what is a good and what is a harm.

The second problem is that the different approaches may not all answer the question "What is ethical?" in the same way. Nonetheless, each approach gives us important information with which to determine what is ethical in a particular circumstance. And much more often than not, the different approaches do lead to similar answers.

1.1.5 MAKING DECISIONS

Making good ethical decisions requires a trained sensitivity to ethical issues and a practiced method for exploring the ethical aspects of a decision and weighing the considerations that should impact our choice of a course of action. Having a method for ethical decision making is absolutely essential. When practiced regularly, the method becomes so familiar that we work through it automatically without consulting the specific steps.

The more novel and difficult the ethical choice we face, the more we need to rely on discussion and dialogue with others about the dilemma. Only by careful exploration of the problem, aided by the insights and different perspectives of others, can we make good ethical choices in such situations.

We have found the following framework for ethical decision making a useful method for exploring ethical dilemmas and identifying ethical courses of action.

1.1.6 A FRAMEWORK FOR ETHICAL DECISION MAKING⁶

1. Recognize an Ethical Issue

- ❖ Could this decision or situation be damaging to someone or to some group? Does this decision involve a choice between a good and bad alternative, or perhaps between two "good's" or between two "bad's"?
- ❖ Is this issue about more than what is legal or what is most efficient? If so, how?

2. Get the Facts

- ❖ What are the relevant facts of the case? What facts are not known? Can I learn more about the situation? Do I know enough to make a decision?
- ❖ What individuals and groups have an important stake in the outcome? Are some concerns more important? Why?

⁶ This framework for thinking ethically is the product of dialogue and debate at the Markkula Center for Applied Ethics at Santa Clara University. Primary contributors include Manuel Velasquez, Dennis Moberg, Michael J. Meyer, Thomas Shanks, Margaret R. McLean, David DeCosse, Claire André, and Kirk O. Hanson. It was last revised in May 2009.

- ❖ What are the options for acting? Have all the relevant persons and groups been consulted? Have I identified creative options?

3. Evaluate Alternative Actions

- ❖ Evaluate the options by asking the following questions:
 - Which option will produce the most good and do the least harm? (The Utilitarian Approach)
 - Which option best respects the rights of all who have a stake? (The Rights Approach)
 - Which option treats people equally or proportionately? (The Justice Approach)
 - Which option best serves the community as a whole, not just some members? (The Common Good Approach)
 - Which option leads me to act as the sort of person I want to be? (The Virtue Approach)

4. Make a Decision and Test It

- ❖ Considering all these approaches, which option best addresses the situation?
- ❖ If I told someone I respect-or told a television audience-which option I have chosen, what would they say?

5. Act and Reflect on the Outcome

- ❖ How can my decision be implemented with the greatest care and attention to the concerns of all stakeholders?
- ❖ How did my decision turn out and what have I learned from this specific situation?

Researcher has proposed the following frame work for ethical decision making to the institutes, as the end product of the Institutes are students and they need to take various type of business decision when they are out in the field.

Any how this framework gives a general idea to each and everyone who is involved in any sort of business.

1.1.7 HOW TO IDENTIFY AN ETHICAL ISSUE⁷

Ethical judgments are made about actions or situations that are right or wrong, good or bad. One clue that an action or situation needs an ethical rather than simply a business judgment is that the action or situation involves actual or potential harm to someone or some thing. Another clue would be that there seems to be a possibility of a violation of what we generally consider right or good.

1.1.8 THE SMELL TEST

Another good way to identify when an ethical issue that needs to be addressed is to use the “Smell Test: “What would the action or situation we are considering smell like if we read about in a front-page news article or in a popular blog? Would we be comfortable reading a Wall Street Journal story that our company was doing this or letting the current situation continue for long? Would I be comfortable explaining it to my spouse, or my grandmother?”

The Smell Test is familiar ground in most businesses and is a good place to begin. It is a “quick and dirty” test for deciding if something is an ethical issue and useful because brand name and a person’s reputation are important in business.

1.2 WHAT DO WE MEAN WHEN WE TALK ABOUT SOCIAL JUSTICE

By Noelle Lopez⁸

Engagement with "social justice" manifests in many ways at Santa Clara University. For example, I count myself among the SCU students past, present, and future who have participated in community-based learning and immersion trips in order to experience issues related to "social justice" firsthand. I too have had the opportunity to work with student organizations

⁷ Ref:© 2009 J. Brooke Hamilton III, Ph.D.

⁸ Noelle Lopez was a 2009-10 Hackworth Fellow at the Markkula Center for Applied Ethics
September 2009

and clubs that hold "social justice" central to their mission. Business decisions, sustainability initiatives, theatre productions, art exhibits, committees and coalitions on campus also incorporate "social justice" in some way or another. However, while social justice is clearly a central theme in the university's mission and in Jesuit education, the term "social justice" at SCU can also seem rather unclear: its many invocations commonly come without definition or critical discussion.

The five questions that follow stem from work I did during the 2008-09 academic year with the Markkula Center for Applied Ethics as a Hackworth Fellow. My intentions as a Hackworth Fellow were to get clear on what we mean when we talk about "social justice" at SCU. I chose these questions because they've helped me engage critically with "social justice" as a moral concept, and I believe they can help us all start thinking and talking about social justice more clearly. If we ever hope to engage in effective discussion and seek cooperative action with those who understand justice differently, we must first understand what we mean by social justice and why.

I see these questions as a first step. My hope is that they'll stimulate and challenge in ways ultimately edifying to you as well as to the communities of which you are a member. My hope is that they'll help us all be just a little better.

1. Santa Clara University mission statement.
2. David Hollenbach, S.J., *Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition*, (New York: Paulist), 152.
3. Michael Novak, "Defining Social Justice," *First Things* 108 (Dec. 2000), 11-13. Rev. Peter-Hans Kolvenbach, S.J. "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education".

1.2.1 TYPE AND UNDERSTANDING OF ETHICS⁹

To make the clear understanding of ethical aspect that are related to the research, researcher has tried to make a clear understanding of ethics aspect.

⁹ Website : Dictionary.com

By far the most common way to approach applied ethics is by resolving individual cases. This is, not coincidentally, also the way business and law tend to be taught. *Casuistry* is one such application of case based reasoning to applied ethics. Almost all American states have tried to discourage dishonest practices by their public employees and elected officials by establishing an Ethics Commission for their state. Bernard Crick in 1982 offered a more socially-centered view, that politics was the only applied ethics, that it was how cases were really resolved, and that “political virtues” were in fact necessary in all matters where human morality and interests were destined to clash. This and other views of modern universals is dealt with below under *Global Ethics*.

The lines of distinction between meta ethics, normative ethics, and applied ethics are often blurry. For example, the issue of abortion is an applied ethics topic since it involves a specific type of controversial behavior. But it also depends on more general normative principles, such as the right of self-rule and the right to life, which are litmus tests for determining the morality of that procedure. The issue also rests on meta-ethical issues such as, “where do rights come from?” and “what kind of beings have rights?”

Descriptive ethics

Some philosophers¹⁰ rely on descriptive ethics and choices made and unchallenged by a society or culture to derive categories, which typically vary by context. This leads to situational ethics and situated ethics. These philosophers often view aesthetics and etiquette and arbitration as more fundamental, percolating ‘bottom up’ to imply, rather than explicitly state, theories of value or of conduct. In these views ethics is not derived from a top-down a priori “philosophy” (many would reject that word) but rather is strictly derived from observations of actual choices made in practice :

- Ethical codes applied by various groups.

¹⁰ Names of Philosophers – e.g. Judith Martin, Rush Worth, Lester Thurow, Richard T. De George, Diego Prior, Jordi Surroca, Joseph A. Tribo, F. Bahar Ozdagaon, Zeliha Eser, Ronald F. Duska

- Informal theories of etiquette which tend to be less rigorous and more situational.
- Practices in arbitration and law, e.g. the claim by Rushworth Kidder that ethics itself is a matter of balancing “right versus right”, i.e. putting priorities on two things that are both right, but which must be traded off carefully in each situation.
- Observed choices made by ordinary people, without expert aid or advice, who vote, buy and decide what is worth fighting about. This is a major concern of sociology, political science and economics.

Those who embrace such descriptive approaches tend to reject overtly normative ones. There are exceptions, such as the movement to more moral purchasing.

Particular fields of application

Bioethics

Bioethics is the study of controversial ethics brought about by advances in biology and medicine.

Business Ethics

Business Ethics (also corporate ethics) is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations.

Business Ethics has both normative and descriptive dimensions. As a corporate practice and a career specialization, the field is primarily normative. Academics attempting to understand business behavior employ descriptive methods. The range and quantity of business ethical issues reflects the interaction of profit-maximizing behavior with non-economic concerns. Interest in Business Ethics accelerated dramatically during the 1980s and 1990s, both within major corporations and within academia. For example, today most major corporations promote their commitment to non-economic values under headings such as ethics codes and social responsibility charters.

Adam Smith said, "People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices." Governments use laws and regulations to point business behavior in what they perceive to be beneficial directions. Ethics implicitly regulates areas and details of behavior that lie beyond governmental control. The emergence of large corporations with limited relationships and sensitivity to the communities in which they operate accelerated the development of formal ethics regimes.

Relational ethics

Relational ethics are related to an ethics of care. They are used in qualitative research, especially ethnography and autoethnography.

Machine ethics

In *Moral Machines: Teaching Robots Right from Wrong*, Wendell Wallach and Colin Allen conclude that issues in machine ethics will likely drive advancement in understanding of human ethics by forcing us to address gaps in modern normative theory and by providing a platform for experimental investigation.

Military ethics

Military ethics are intended to guide members of the armed forces to act in a manner consistent with the requirements of combat and military organization.

Public service ethics

Public service ethics is a set of principles that guide public officials in their service to their constituents, including their decision-making on behalf of their constituents. Fundamental to the concept of public service ethics is the notion that decisions and actions are based on what best serves the public's interests, as opposed to the official's personal interests (including financial interests) or self-serving political interests.

Moral psychology

Moral psychology is a field of study that began, like most things, as an issue in philosophy and that is now properly considered part of the discipline of psychology. Some use the term "moral psychology" relatively narrowly to refer to the study of moral development.

Evolutionary ethics

Evolutionary ethics concerns approaches to ethics (morality) based on the role of evolution in shaping human psychology and behavior. Such approaches may be based in scientific fields such as evolutionary psychology or sociobiology, with a focus on understanding and explaining observed ethical preferences and choices.

Researcher has tried to explain types of ethics the clear bifurcation is very much required to make all the readers clear about the ethics. As in general ethics is always taken with religion. But in reality ethics is independent of religion. The researcher at her utmost effort has tried to keep the two aspect separate during her studies.

Researcher has always and best tried to give reference where ever required to give due respect to all the researchers and writers.

Why is practical ethics training now is a requirement of nearly all professional training programmes? The short answer is that it is thought to be conducive to ethical decision-making and ethical behaviour. In recent years, the received idea that competency in moral reasoning implies moral responsibility has been the subject of much critical attention. Today, researchers in moral education widely regard moral reasoning as but one among at least four dimensions of moral development alongside moral motivation, moral character and moral sensitivity. Reflecting these developments, educationalists in the diverse fields of medicine, education, business, philosophy and nursing now openly question how to take professional ethics education beyond the development of skills in moral reasoning. Frequently topping the list of suggested improvements is to provide support for empathic capacities of response. This work gives this proposal the sustained attention that it deserves but which it has until now lacked. The challenge of empathic development in practical ethics education,

it argues, is to encourage the appropriate extension of natural concern for one's kith and kin to the needs of strangers as well.

Is ethics futile?¹¹

The whole assumption of the field of ethics is that agreement is possible. And since agreement is possible, ethics is possible.

The term *ethics* is actually derived from the ancient Greek *ethos*, meaning moral character. *Mores*, from which morality is derived, meant social rules or etiquette or inhibitions from the society. In modern times, these meanings are often somewhat reversed, with ethics being the “science” and morals referring to one's conduct and character. But it is significant that the origins of the words reflect the tension between an inner – driven (character) and an outer-driven (conduct) view of what constitutes morality.

What are the differences between values, morals and ethics? They all provide behavioral rules, after all. It may seem like splitting hairs, but the differences can be important when persuading others.

Values

Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. They also tell us which are more or less important, which is useful when we have to trade off meeting one value over another.

Morals

Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values.

Ethics

You can have professional ethics, but you seldom hear about professional morals. Ethics tend to be codified into a formal system or set of rules which are explicitly adopted by a group of people. Thus you have medical ethics.

¹¹ Dictionary.com/ http://www.charaterunlmitted.com/character_ethics.htm

Ethics are thus internally defined and adopted, whilst morals tend to be externally imposed on other people.

The rules or standards governing the conduct of a person or the members of a profession.

Ethics of principled conviction asserts that intent is the most important factor. If you have good principles, then you will act ethically.

Ethics of responsibility challenges this, saying that you must understand the consequences of your decisions and actions and answer to these, not just your high-minded principles. The medical maxim 'do no harm', for example, is based in the outcome-oriented ethics of responsibility.

Understand the differences between the values, morals and ethics of the other person. If there is conflict between these, then they probably have it hidden from themselves and you may carefully use these as a lever.

Beware of transgressing the other person's morals, as this is particularly how they will judge you.

Talking about professional ethics puts you on a high moral platform and encourages the other person to either join you or look up to you.

Ethics, also known as **moral philosophy**, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behavior.

Major areas of study in ethics may be divided into 3 operational areas:

- Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth values (if any) may be determined;
- Normative ethics, about the practical means of determining a moral course of action;
- Applied ethics, about how moral outcomes can be achieved in specific situations;

Each of these areas include many further sub-fields of study.

*Approaches To Ethical Decision-Making*¹²

Philosophers have studied and written about ethics for thousands of years. The moral philosophies or ethical "theories" that have been developed form the foundation for ethics in business. The ethical philosophies is briefly considered in this section.

Teleological	Actions are judged as ethical or unethical based on their results.
Egoism	Actions are judged as ethical or unethical based on the consequences to one's self. Actions that maximize self-interest are preferred.
Utilitarianism	Actions are judged as ethical or unethical based on the consequences to "others." Actions that maximize the "good" (create the greatest good for the greatest number) are preferred.
Deontological	Actions are judged as ethical or unethical based on the inherent rights of individual and the intentions of the actor. Individuals are to be treated as means and not ends. It is the action itself that must be judged and not its consequences.
Justice	Actions are judged as ethical or unethical based on the fairness shown to those affected. Fairness may be determined by distributive, procedural, and/or interactional means.
Relativism	Actions are judged as ethical or unethical based on subjective factors that may vary from individual to individual, group to group, and culture to culture.

Individual Ethical Decision-Making

There are many approaches to the individual ethical decision-making process in business. However, one of the more common was developed by James Rest and has been called the four-step or four-stage model of individual ethical

¹² Encyclopedia of Management

decision-making. Numerous scholars have applied this theory in the business context. The four steps include: ethical issue recognition, ethical (moral) judgment, ethical (moral) intent, and ethical (moral) behavior.

Ethical Issue Recognition.

Before a person can apply any standards of ethical philosophy to an issue, he or she must first comprehend that the issue has an ethical component. This means that the ethical decision-making process must be "triggered" or set in motion by the awareness of an ethical dilemma. Some individuals are likely to be more sensitive to potential ethical problems than others. Numerous factors can affect whether someone recognizes an ethical issue; some of these factors are discussed in the next section.

Ethical (Moral) Judgment.

If an individual is confronted with a situation or issue that he or she recognizes as having an ethical component or posing an ethical dilemma, the individual will probably form some overall impression or judgment about the rightness or wrongness of the issue. The individual may reach this judgment in a variety of ways, as noted in the earlier section on ethical philosophy.

Ethical (Moral) Intent.

Once an individual reaches an ethical judgment about a situation or issue, the next stage in the decision-making process is to form a behavioral intent. That is, the individual decides what he or she will do (or not do) in regard to the perceived ethical dilemma.

According to research, ethical judgments are a strong predictor of behavioral intent. However, individuals do not always form intentions to behave that are in accord with their judgments, as various situational factors may act to influence the individual otherwise.

Ethical (Moral) Behavior.

The final stage in the four-step model of ethical decision-making is to engage in some behavior in regard to the ethical dilemma. Research shows that behavioral intentions are the strongest predictor of actual behavior in general,

and ethical behavior in particular. However, individuals do not always behave consistent with either their judgments or intentions in regard to ethical issues. This is particularly a problem in the business context, as peer group members, supervisors, and organizational culture may influence individuals to act in ways that are inconsistent with their own moral judgments and behavioral intentions.

Some specific factors that influence the individual ethical decision-making process, as outlined above, are presented in the final section of this essay.

1.2.2 FACTORS AFFECTING ETHICAL DECISION-MAKING

In general, there are three types of influences on ethical decision-making in business: (1) individual difference factors, (2) situational (organizational) factors, and (3) issue-related factors.

Individual Difference Factors

Individual difference factors are personal factors about an individual that may influence their sensitivity to ethical issues, their judgment about such issues, and their related behavior. Research has identified many personal characteristics that impact ethical decision-making. The individual difference factor that has received the most research support is "cognitive moral development."

This framework, developed by Lawrence Kohlberg in the 1960s and extended by Kohlberg and other researchers in the subsequent years, helps to explain why different people make different evaluations when confronted with the same ethical issue. It posits that an individual's level of "moral development" affects their ethical issue recognition, judgment, behavioral intentions, and behavior.

According to the theory, individuals' level of moral development passes through stages as they mature. Theoretically, there are three major levels of development. The lowest level of moral development is termed the "pre-conventional" level. At the two stages of this level, the individual typically will evaluate ethical issues in light of a desire to avoid punishment and/or seek

personal reward. The pre-conventional level of moral development is usually associated with small children or adolescents.

The middle level of development is called the "conventional" level. At the stages of the conventional level, the individual assesses ethical issues on the basis of the fairness to others and a desire to conform to societal rules and expectations. Thus, the individual looks outside him or herself to determine right and wrong. According to Kohlberg, most adults operate at the conventional level of moral reasoning.

The highest stage of moral development is the "principled" level. The principled level, the individual is likely to apply principles (which may be utilitarian, deontological, or justice) to ethical issues in an attempt to resolve them. According to Kohlberg, a principled person looks inside him or herself and is less likely to be influenced by situational (organizational) expectations.

The cognitive moral development framework is relevant to Business Ethics because it offers a powerful explanation of individual differences in ethical reasoning. Individuals at different levels of moral development are likely to think differently about ethical issues and resolve them differently.

Situational (Organizational) Factors.

Individuals' ethical issue recognition, judgment, and behavior are affected by contextual factors. In the Business Ethics context, the organizational factors that affect ethical decision-making include the work group, the supervisor, organizational policies and procedures, organizational codes of conduct, and the overall organizational culture. Each of these factors, individually and collectively, can cause individuals to reach different conclusions about ethical issues than they would have on their own. This section looks at one of these organizational factors, codes of conduct, in more detail.

Codes of conduct are formal policies, procedures, and enforcement mechanisms that spell out the moral and ethical expectations of the organization. A key part of organizational codes of conduct are written ethics codes. Ethics codes are statements of the norms and beliefs of an organization. These norms and beliefs are generally proposed, discussed, and defined by the

senior executives in the firm. Whatever process is used for their determination, the norms and beliefs are then disseminated throughout the firm.

Almost all large companies and many small companies have ethics codes. However, in and of themselves ethics codes are unlikely to influence individuals to be more ethical in the conduct of business. To be effective, ethics codes must be part of a value system that permeates the culture of the organization. Executives must display genuine commitment to the ideals expressed in the written code; if their behavior is inconsistent with the formal code, the code's effectiveness will be reduced considerably.

Organizations must also ensure that perceived ethical violations are adequately investigated and that wrongdoing is punished. Research suggests that unless ethical behavior is rewarded and unethical behavior punished, that written codes of conduct are unlikely to be effective.

Issue-Related Factors.

Conceptual research by Thomas Jones in the 1990s and subsequent empirical studies suggest that ethical issues in business must have a certain level of "moral intensity" before they will trigger ethical decision-making processes. Thus, individual and situational factors are unlikely to influence decision-making for issues considered by the individual to be minor.

Certain characteristics of issues determine their moral intensity. In general, the research suggests that issues with more serious consequences are more likely to reach the threshold level of intensity. Likewise, issues that are deemed by a societal consensus to be ethical or unethical are more likely to trigger ethical decision-making processes.

In summary, Business Ethics is an exceedingly complicated area, one that has contemporary significance for all business practitioners. There are, however, guidelines in place for effective ethical decision making. These all have their positive and negative sides, but taken together, they may assist the businessperson to steer toward the most ethical decision possible under a particular set of circumstances.

1.3 ETHICS AND EDUCATION¹³ :

Herbert Spenser says, “The great aim of education is not knowledge but action”. There are four pillars of education, learning to know (knowledge), learning to do (to tackle many situations), learning to live together (interdependence) and learning to be (develop one’s personality). We have moved from a world of profit, market share and business success to a world of business values and social responsibility. In this information age, ethics becomes a necessary function of management and business.

Recently, there has been an increasing awareness, and more importantly increasing interest in the field of Business Ethics. This is indeed a very welcome trend! In fact, perhaps, there has not been any time in the history of business development when the concepts and understanding of the nature of Business Ethics has been so urgently needed, so urgently felt, never before had the need of ethical practices in business so widely felt.

Ethics is thus said to be the source of morals; a treatise on this; moral principles; recognized rules of conduct. Webster’s Dictionary defines ethics as: the discipline dealing with what is good or bad, and with moral duty and obligation, the system or code of morals of a particular person, religion, group, profession, etc. By Cater Mcnamara- “ Business Ethics is generally coming to know what is right or wrong in the workplace and doing what is right- this is in regard to effects of products/services and in relationship with stake holders”. According to John Donaldson- Business Ethics in short can be defined as the systematic study of ethical matters pertaining to business industry or related activities, institutions and beliefs. Business Ethics is the systematic handling of values in business and industry.

Since laws and legal enforcement are often not always sufficient to help guide or solve complex human problems relating to business situations, the question arises: can ethics help? If so, how? And can Business Ethics, then, be taught? This ongoing debate has no final answer, and studies continue to address the

¹³ Ethics and Education – vol. 1, 2006, 2 issues per year Print ISSN 1744 – 9642, Online ISSN 17449650, Editor by Richard Smith, University of Durham, UK.

same. The discussion begins with what Business Ethics courses cannot or should not do.

Teaching ethics: There has been a continuing debate regarding the extent to which ethics is able to be taught and the degree to which the teaching of ethics influences people's future behavior. This debate goes back to the time when Plato and Socrates debated whether or not virtue could be taught (Louden, 2000). Socrates believed that "ethics was the search for a good life in which one's actions are in accord with the truth" .Age of Enlightenment, believed that the teaching of ethics required structure and discipline to produce ethical human behavior (Louden, 2000; Kant, 2004).Many would agree that students should have learned values and ethics before they entered college. For the most part, students have learned their values in the home, school, church, and through their interaction with members of the society in which they live. Colson argues that institutions of higher education cannot make morally corrupt students virtuous or unintelligent students smart. Chen and Tang (2006) believe that "more research is needed to identify possible ways to unlearn the unethical orientation and instill proper ethics and values among college students in the future". Mintzberg and Gosling (Chen & Tang, 2006) believe that ethical managers cannot be created in a university classroom. They believe that professors are not able to teach management to individuals who are not managers and that people need to learn from their own experiences.

Teaching ethics in Management Schools: Teaching ethics in business schools is essential to direct prospective business personalities to understand and apply a code of conduct concerning their behavior when delivering products and services. The teaching of ethics helps businessmen to tackle difficult situations in their profession constructively. Teaching ethics in business schools involves an interactive study of various circumstances that lead to success in business. The roles of culture, position of an executive and human behavior are also included in the syllabus. Leadership and organizational power are key words in the teaching of ethics in business schools. Professors detail with examples and models the ways in which leaders

have incorporated ethics in their business dealings. The courses help students to attain organizational quality based on values. Teaching ethics in business schools gives an opening about various issues to be faced when dealing with social challenges. The works of various philosophers such as Adam Smith, Marx and John Stuart Mill are taught in business schools to connect ethics and economics. Fresh perspectives are introduced in courses with the help of visiting scholars. They conduct joint research projects with faculties of the institution. A wide variety of executive programs to evaluate new tactics, values and leadership in business firms, is conducted in business schools. Case studies, internal debates and seminars are techniques adopted in teaching ethics in business schools. The concept of ethics is always linked with social factors. In addition to values practiced in a business society, the syllabus also incorporates social inference of business strategies and corporate social responsibility. Now the questions comes “How Business Ethics can be taught effectively?”

Teaching Business Ethics Effectively: Ethics course should not advocate a set of rules from a single perspective nor offer only one best solution to specific ethical problem. Businesses have recently become aware of the severe implications of the unethical behavior of employees. One of the greatest challenges in teaching Business Ethics is determining the subject matter and content that needs to be taught. When examining Business Ethics courses it is obvious that there are many different framework issues and philosophies for teaching the course. The author has made an attempt to define and describe some approaches which would give some direction in this regards:

Business Ethics in organizations requires values-based leadership from top management, purposeful actions that include planning and implementation of standards of appropriate conduct, as well as openness and continuous effort to improve the organization’s ethical performance. By focusing on business issues and organizational environments, students see the roles and responsibilities they may face as they advance in the workplace. The goal is to enhance the awareness and the decision-making skills students will need to make Business Ethics decisions that contribute to responsible business

conduct. By focusing on the concerns and issues of today's challenging business environment, one can demonstrate that studying Business Ethics provides vital knowledge that contributes to overall business success.

A successful ethics component within a business program does not guarantee that its participants will never behave immorally. Not even churches or prisons boast that kind of effectiveness. So why should we expect it of an ethics class? What we expect is that when students complete the ethics component, they will approach moral problems with greater thoughtfulness and intellectual sophistication, as well as be more likely to resolve these problems in the right way. The goal is improvement, not perfection. There is something more for business students to learn in ethics classes, and throughout their business programs. As education should give the learners not only intellectual stimulation, but a purpose and this would happen only if ethics would incorporate into education. Therefore, our education system must find the guiding principles, codes of ethics in the aims of the social order for which it prepares and which, in the nature of civilization, it hopes to build.

1.3.1 CONFLICTING VIEWS ABOUT ETHICS EDUCATION

There are conflicting views on whether ethics can be learnt and conflicting expectations about how the learning of ethics will lead to more ethical behavior. A business course focusing on ethics can facilitate growth in principled moral reasoning and education is the best means of developing good ethical behavior in the modern business environment.

Educators can reinforce students' ethical attitudes by teaching ethical principles rather than moral standards of behavior and by introducing them to the ethical arguments.

It is found that ethics education can increase skills in identifying and analyzing problems, and therefore help to handle conflicts of values which arise between the practitioners, clients and society. Business students exposed to courses having a purposeful focus on professional ethics and ethical issues show significantly greater growth in the use of principled moral reasoning than similar students not exposed to such courses.

However, some studies have provided indications that ethics courses may have little to no statistically significant impact on student attitudes indicates that requiring students to learn professional regulations and guidelines in order to pass an ethics examination does not ensure that they will retain a concept of ethical behavior. A one semester ethics curriculum would have minimal impact on ethical values and attitudes.

If one wants to answer the question of whether Business Ethics can be learnt or not, one should identify what the goal of Business Ethics education is. Therefore, some literatures conclude that formal courses in Business Ethics have little effect in the sense that students will learn to behave more ethically.

Adolescence: Ethical influences starts very early in the life of an individual, as early as the age 6-8 years a child is influenced by the acts of his or her parents and other immediate family members. This forms an impression in the minds of the young kids which influences its future behavior and action. If the parents are involved in some unethical practices the child is bound to develop a kinship towards those activities.

Secondly the teachers form a very important component who instill moral values in the impressionable minds of the children. At this young age, the children are guided by the actions of their teachers and parents.

Young Adults: When the child reaches young adulthood i.e. between the age of 16-24, the biggest influence is the friend circle that an individual maintains. Peers and friends form a big part of the behavioral outcome of the person. While good company can turn unethical individuals towards the right course in life while even the opposite can be true.

Young adults have various role-models during their growing up; these role-models also influence the individuals' manifolds. The activities of this person can influence the behavior of the persons following him.

Maturity: After attaining maturity, the work environment and the organization an individual works in plays the pivotal role in determining whether he or she will be involved in unethical business practices or not.

Sometimes even competitive pressure forces an individual in getting involved in various activities which he or she wouldn't have been involved in otherwise.

Even the colleagues and other co-employees influence individuals, which finally results in the outcome of ethical or unethical behavior.

1.3.2 ETHICAL PERSPECTIVE

Ethical behavior relies on more than good character. Although good upbringing may provide a kind of moral compass that can help the individual determine the right direction and then follow through on a decision to do the right thing, it's not the only factor determining ethical conduct.

In the complexity of today's society, individuals need additional guidance. They can be helped to recognize the ethical dilemmas that are likely to arise in their jobs, as well as the rules, laws, and norms that apply in that context.

They also can learn reasoning strategies that can be used to arrive at the best decision. And they also can grasp an understanding of the complexities of organizational life that can conflict with one's desire to do the right thing.

With the increasing globalization of business through travel and the use of the worldwide web, more managers are finding themselves in an international environment full of ethical challenges. If managing business activities with ethical conduct is a challenge in one's own culture, imagine how the difficulties multiply when the culture and language are foreign, and the manager is under increased stress. Individuals need to be taught about the conduct of business in different cultures as well as about the broader organizational issues concerning whether and how to conduct business in foreign nations, and how to guide employees working in a global business environment.

To a great extent, ethical conduct is influenced and controlled by our environment in work settings, by leaders, managers, and the entire cultural context. As a result, it can definitely be said that educational institutions and work organizations can and do have an opportunity to teach people about ethics and to guide them in an ethical direction.

1.4 HOW THIS ETHICAL BEHAVIOR CAN BE INCULCATED

- Dramatic changes occur in young adults in their 20s and 30s in terms of the basic problem-solving strategies they use to deal with ethical issues.
- These changes are linked to fundamental changes in how a person perceives society and his or her role in society.
- The extent to which change occurs is associated with the number of years of formal education (college or professional school).
- Deliberate educational attempts (formal curriculum) to influence awareness of moral problems and to influence the reasoning or judgment process have been demonstrated to be effective.
- Studies indicate that a person's behavior is influenced by his or her moral perception and moral judgments.

1.4.4 CAN BUSINESS ETHICS BE LEARNED?

Is there a connection between academic honesty and professional ethics? Can ethics be taught and retained or must they necessarily be lost in the shuffle of a dog-eat-dog world?

Professors and administrators disagree with the criticism that most students arrive at college in an ethically inflexible state.

"When you look at a place where you can teach ethics, teaching academic integrity is a great example of [doing so]," says Diane Waryold, executive director of the Center for Academic Integrity.

"College is an incredibly formative period," says Elizabeth Kiss, director of the Kenan Institute of Ethics. "

One false assumption guides the view that Business Ethics can't be taught: the belief that one's ethics are fully formed and immutable by the time one enters college or begins a job. Research in moral psychology has found that this is definitely not the case. Moral judgment develops throughout childhood and young adulthood in a complex process of social interaction with peers, parents and other significant persons, and this development continues at least through young adulthood. Research, then, supports the argument that ethics can be taught. Given that most people enter professional education programs and

corporations during young adulthood, the opportunity to influence their moral reasoning clearly exists. In fact, young adults in their twenties and thirties enrolled in moral development educational programs have been found to advance in moral reasoning even more than younger individuals.

1.5 ETHICS AND CULTURE¹⁴

Culture is a very complex environmental influence, encompassing knowledge, beliefs, values, laws, morals, customs, and other habits and capabilities an individual acquires as a member of society. These elements of culture vary greatly from one society to another. What the Japanese view it as their cultural values may be trivial things for Americans and vice versa. What is considered as most important in an Asian culture like preserving the continuity may be viewed as an age-old idea from the western viewpoint. In Japan and many Asian countries, the culture emphasizes the social relationship as the foundation of business.

There are also many other distinguishing features between American and other cultures. An American business executive will seek to obtain a legal contract which American culture views as the basis for any business relationship. Further, in the American culture, time is valued as a precious commodity; therefore punctuality is emphasized. However, many other cultures value a more relaxed life style. Hence arriving late for a business appointment is not considered as rude.

The multinational companies must train their executives to be culturally sensitive in business practices. This is truer in the present globalization scenario. Hence management must know that cultures are learned, cultures vary, and cultures influence behavior.

Culture influence behavior, Religious ceremonies, beliefs, values, work habits, social activities and food habits determine behavioural differences between people. The attitude towards work, authority, material possessions, competition, time, profit making, risk taking and decision making differ

¹⁴ Concepts and Realities in Business Ethics, Author S.Parthasarathy, P.Rengarajan, Sadagopan Publishers, January 2003 edition

considerably among different groups of people, which in turn reflect on the ethical values, attached in business and other activities.

1.6 IMPORTANCE OF ETHICS IN BUSINESS

To understand the importance of ethics in business, we try to ask the basic question confronting human beings. What is the greatest predicament of mankind today? The predicament is nothing but the lack of adjustment of the human spirit to the starting developments in science and technology. In spite of great achievements, we seem to suffer from arrogance to nature, from cultural disintegration and tend to lead a type of mechanical life. In short we suffer from inward loneliness. The only way out is a moral and spiritual revolution in every walk of life and particularly in business.

There are definite signs of moral and ethical deterioration in all walks of life. Business is not an exception to this. The result is poor quality of life. Money is assumed to be the ultimate thing. But a business enterprise cannot exist just for profits alone. The ultimate objective of a business enterprise is 'human happiness'. But the sad truth is that the material progress achieved could not bring in human happiness. Then what is the missing element? The missing thing seems to be human values and ethics. It is ethics, which seems to provide the necessary glue between the individual and the society. Without it, we tend to be more like robots.

When people tend to practice unethical practices, they forget that they are also part and parcel of the society. The poor quality products, environment abuse, corruption and even exaggerations in advertisement affect these people and their families also. If it is not for anybody else, the decision-makers must be ethical for their own good.

Next, ethics is good for the sake of business because our effectiveness at work is tied to exercising intrinsic human values i.e. moral and ethical values. These established values support established business values such as service, communication, excellence, credibility, innovation, creativity and coordination. The managerial functions like direction, control, communication, and supervision become much easier and more accelerated if

ethical procedures are established. Ethical thinking also may lead to customer, workers and citizen satisfaction. They also enhance reputation and goodwill of the organization. With ethics, the business can have inner strength and outer strength. The inner fulfillment is related to our spiritual, mental, emotional and physical enrichment. The outer achievement is related to achieving set goals. It is the combination of these two achievements, which bring in greater benefits to employees, customers and public.

Further, nation can achieve greatness if the businesses are run with better work ethics and devoid of corrupt practices. Japanese companies are known to provide priorities for the objectives of the nation. With globalization all around, no company can be a big player in the world market if the nation does not command any great respect. The companies are not just selling their wares but are also exhibiting the character and culture of the nation. Businesses have a greater role to lift the spirits of a nation and ethics seems to be the best tool for this.

Ethics in business is directly related to social responsibility of business. Controlling environmental pollution, providing better products, building health care centers of highest quality for employees and the immediate community around etc. are some of the ways to nurture ethical thinking in corporate agenda. Taking up social responsibilities on their shoulders without losing sight of their primary objective of running the business with profits can be the best course not only to survive but also to flourish in future.

Ethics in business are required to combat and weed out unethical practices in business itself. This is needed to make unethical people a minority in business. To become an unethical person in business is just like crossing a road. But to remain ethical in business is just like holding one's breath under water. Scandals involving, banks, capital markets, non banking financial institutions, plantation companies, and adulteration in basic food items and life saving drugs etc leave one with the belief that business as a whole is one big dust bin. Such things in business are not just a cancer to the businesses but to the entire society. Many companies in U.S. have paid the price for the follies of their manager's misconduct. Several companies have gone bankrupt because of

unethical practices. In India small investors and general public pay a heavy price every day.

Finally, the managerial decision-making is becoming more and more complex. Managers find it difficult to identify what is ethical and what is not in many situations. In order to choose a basis for selecting the correct alternative and to ensure that managers follow ethical standards in decision-making, the study and application of ethics has become a necessity.

1.7 INSTITUTIONALIZING ETHICS

What is meant by Institutionalizing Ethics?

Institutionalizing ethics simply means setting up of a system by which the ethical behavior in all aspects becomes a corporate way of life rather than behaving ethically in spurts. This needs a mechanism, committed leadership, cooperation and understanding of all employees concerned and effective communication.

Ethical problems are inevitable at all levels of a business and this means that it's simply good sense for companies to take seriously the task of institutionalizing ethics in their organizations. Accordingly, an important segment of corporations has begun relying on such tools as : statements of corporate values, codes of conduct, ethics workshops, hotlines, even corporate ethics offices and board level ethics committees. In short, they are setting up corporate ethics programs.

What does an ethics program look like? What does it do? Most importantly, what should you do – and not do – if you want to set one up?

1.7.1 WHY ETHICS? THE VIEW FROM THE TOP

When one looks at corporations with a strong commitment to ethics, the first thing one notices is that the leaders of these organizations are the strongest advocates of corporate integrity. CEOs and Chairmen of such companies are clear and vocal, forcefully charging everyone in the company to look at not only how profitable their actions are but how ethical. To the skeptics who

think that ethics and business go together as well as oil and water, their message is little short of heresy.

When most CEOs explain the value of ethics, however, they generally refer to something less tangible than money. In the view of some, it's their company's reputation. "Texas Instruments' reputation for integrity", explains its CEO, "dates back to the founders of the company. And we consider that the reputation to be a priceless asset." Walter Klein, CEO of the Bunge Corporation for 27 years and currently Chairman, sees it similarly, "The Company gains if it's ethical because that will preserve its reputation. If the company is unethical, that company is going to be cheated by its own employees". Back in India, Mr. Ratan Tata and Mr. Birla Kumarmangalam hold similar such high ideals from the founders of their respective organizations and carry it further with great zest and zeal. It is obvious that the CEO's of ethically committed corporations believe that no matter how large the financial gain may be from doing something unethical, there's a cost somewhere else in the business. Finally, the corporate leadership stresses that the activities of a business are simply the interactions of ordinary people. And how these people deal with each other now sets the tone for how (and if) they'll do business in the future. If you recognize this, it's very easy to understand why one person wouldn't take unethical treatment from another for very long if they had any choice. In sum, then, CEO's who have committed their corporations to ethics have done so in the name of maximizing long-term profits and fostering the health of their organizations.

If commitment from the top is the first characteristic of companies strong on ethics, the existence of a formal and visible ethics program is generally the second.

1.8 ETHICS PROGRAMS – WHAT ARE THEY?

Corporate ethics programs are fairly new, but their number is growing. They usually consist of a variety elements aimed at: communicating the corporation's values, describing what constitutes acceptable behavior in problem areas, providing resources for employees with questions or accusations about wrongdoing, and establishing a mechanism for oversight

and enforcement. The most extensive ethics programs, generally found in the industry, include: statements of corporate values, codes of conduct, ethics workshops, hotlines, even corporate ethics offices and board level ethics committees.

At the hearth of the ethics program is a set of standards which defines acceptable behavior in a variety of areas : conflicts of interest ; selling and marketing; antitrust; pricing, billing and contracting; time card reporting; suppliers and consultants; quality and testing; expense reports; company and consumer resources; security; political contributions; environmental actions; and international business. Violations of these standards carry mandatory sanctions, which range from warnings, demotions, and temporary suspensions to discharge and referral for criminal prosecution.

The program is structured so that it spans every level of the company. It starts with a Board Committee on Corporate Responsibility. This is made up entirely of outside directors and is responsible for overseeing the ethics program. Next comes the Corporate Ethics Steering Group, which consists of the heads of major departments within the corporation, and directs the ethics program's policies and general administration. There's a Corporate Ethics Program Director at corporate headquarters who reports to the Chairman and CEO. And there are also Ethics Program Directors for each division. The Program Directors work with the company's general managers in implementing the program and serve as ombudsmen when necessary. Finally, line management is given the responsibility for overseeing the implementation of proper standards among the company's employees.

Every member of the corporation receives a copy of the standards and also attends an "ethics awareness workshop." These training sessions explain the aims of the ethics program and include exercises that let people practice using the standards. Participants are also told how to get help from the ethics office with resolving ethical problems and how to report infractions. A critical part of the program is a hotline.

It is increasingly concern showing by the public regarding the Business Ethics, values, behavior and the knowledge or knowledge level that are the main

constituents of the firms. To identifying the relations between them it is better to look the definitions given by different scholars. Ethics are defined as, “the conception of what is right and fair conduct are behavior (Carrol, 1991)”. Ethics is a system of values principles are practices and definition of right and wrong, (Raiborn & Payne, 1990)”. Values are defined as , “the core set of beliefs and principles deemed to be desire able (by groups) of individuals (Andrews, 1987; Mason 1992)”. The other definition given by Hunt, 1986 and Vitell, 1992; “the cultural values or norms as one of the constructs affect one’s perceptions in ethical situations”¹⁵.

Given the recent incidences of major corporations engaging in unethical employee behaviors and the aftermath of the financial meltdown in 2008, more and more businesses are under governmental scrutiny and hence expect their employees to maintain high ethical standards at all times. Learning how college students perceived ethics can be a key for employers, as college students are the main source for new employment due to their fresh knowledge in the field, their potent interpersonal skills and their well-built communication strategies. By gaining an insight into how college students perceive an activity to be ethical or unethical, businesses can determine how these potential hires will make ethical business decisions when confronted with similar moral dilemmas in the real world. Hence, it is understandable why many firms today are placing the ability to make ethical decisions in the real world first and foremost on their lists of desired qualifications for new hires. Further, many AACSB – accredited business school deans are under the pressure to prepare graduates for the unavoidable ethical predicaments in the business world. Many top business schools have continue to stimulate a sense of ethics, accountability, corporate social responsibility, and environmental sustainability through teaching, classroom discussions, research, institutional best practices, as well as active citizenship.¹⁶

Recent research has focused on ethics education as a factor that influence ethical behavior. Conflicting results have surfaced, with disagreements on

¹⁵ Far East Journal Vol 3 No 2 May 2011 (Page 61)

¹⁶ Journal of Academic and Business Ethics

whether classroom instruction significantly affects ethical perceptions and actual behavior. If the business discipline has become corrupt in practice, then it seems necessary that ethics education be built into a required college curriculum. The challenge, however, is to determine whether the students would perceive this education as beneficial and whether it would affect the behaviors of future business leaders.

The views of Top Management emphasize on the need of ethical behavior among the new recruits, it seems prudent to conduct a research that explore the influence of ethics education on management students : values and integrity.

The further Chapters of Literature Review supports the views and points indicated in introduction chapter. Chapter of Literature review signify the various research that supports the researcher in justifying her points towards Contribution of Education Institutes towards developing ethically strong environment.

The researcher has acknowledged most of the original sources from where the information and inspiration has been derived. The main purpose obviously is to link up the opinions of authors and interviewer to the main stream of the thesis.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Review of past and present literature is an important activity in the research work. It plays an important role as it helps the research worker in achieving the following objectives¹⁷.

- to frame the problem under scrutiny
- to identify relevant concepts, techniques and methods
- to position the study

The research worker can refer to the various sources for this purpose, eg.

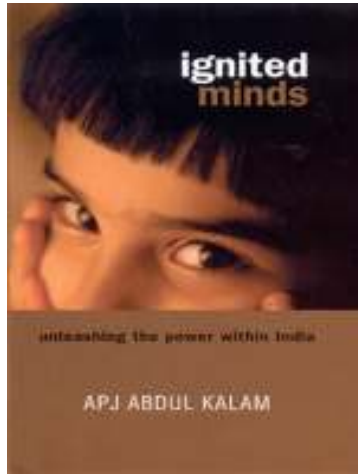
- books by eminent authors
- state of art articles / reviews
- data base (internet)
- conference proceedings / journals
- conference participation
- experts

The research student has made use of some of these sources. Here it is proposed to give abridged reviews of some important books / publications in this chapter. Certain references have been used while writing other chapters also. They have been duly acknowledged. It has been seen that whatever has been included is relevant and important to the study. A summary of the contents of these books, articles has also been given at the end of this chapter.

¹⁷ Research methods in business studies - Parvez Ghauri and Kjell Gronhaug, (Prentice Hall, England) - Edition 2005, page nos 52 - 54

2.2 REVIEW OF BOOKS

2.2.1 Ignited Minds – Unleashing the Power within India



A.P.J. Abdul Kalam

Published by Penguin Books, 2002

ISBN 10: [067004928X](#) / ISBN 13:

[9780670049288](#)

The book's chapters and contents give us a role model, visionary teachers and scientists, learning from saints and se..... the following book highlights the aspects of teaching youngsters

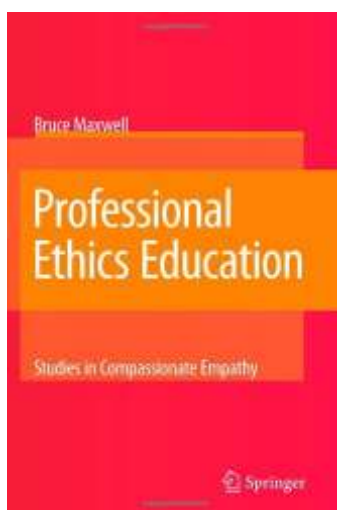
at very early stage to train them for future.

The follow up to the author's bestselling book India 2020, this book goes the next logical step and examines why, given all the skills, resources, and talents of the Indian people, they settle for the worst. The theme of Ignited Heart is that the people of a nation have the power,

by dint of hard work, to realize their dream of a truly good life.

This book was a motivation for the researcher to perceive her research.

2.2.2 Professional Ethics Education : Studies in Compassionate Empathy



Maxwell Bruce

Published by Springer (2010-10-19)

ISBN 10: [9048177529](#) / ISBN 13:

[9789048177523](#)

Why is practical ethics training a now requirement of nearly all professional training programmes? The short answer is that it is thought to be conducive to ethical decision-making and ethical behavior. In recent years, the receive idea that competency in moral reasoning

implies moral responsibility has been the subject of much critical attention. Today, researchers in moral education widely regard moral reasoning as but one among at least 4 dimensions of moral development alongside moral

motivation, moral character and moral sensitivity. Reflecting these developments, educationalists in the diverse fields of medicine, education, business, philosophy and nursing now openly question how to take professional ethics education beyond the development of skills in moral reasoning. Frequently topping the list of suggested improvements is to provide support for empathic capacities of response. This work gives this proposal the sustained attention that it deserves but which it has until now lacked. The challenge of empathic development in practical ethics education, it argues, is to encourage the appropriate extension of natural concern for one's kith and kin to the needs of strangers as well.

2.2.3 Ethics in Management and Indian Ethos - (Second Edition)

Vikas Publishing House Pvt Ltd

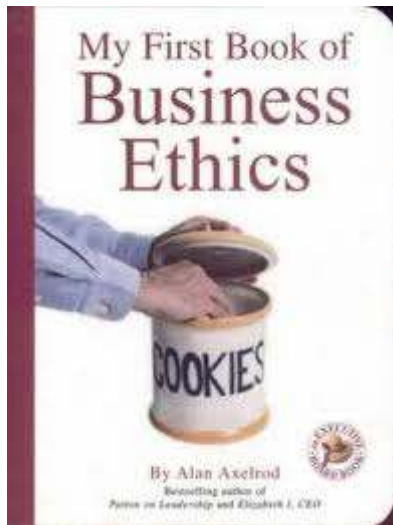
**Author: Biswanath Ghosh- Prof of Business Administration and Dean,
Bengal College of Engineering and Technology, Durgapur, W Bengal**

In the epic Mahabharata, Guru Dronacharya rewarded Arjuna with the supreme weapon, Brahmastra. He did not give it to his own son, Ashwathama. Dronacharya was reluctant to give the most sophisticated weapon to his own son because he was afraid that Ashwathama might misuse it as he had high skills but low values.

In the beginning of the 20th century, Tagore was concerned about humanity's moral problems in the age of science. He has aptly said: our scientific world is our world of reasoning. We are ready to pay the homage due to it but the reality of the world belongs to the personality of man and not to reasoning which useful and great though it be, is not the man himself.

Radhakrishnan said, in a technological civilization, in a mass society, the individual becomes a depersonalized unit. Things control life. Statistical average replace qualitative human beings.

2.2.4 My First Book of Business Ethics



Author Name – Alan Axelrod

ISBN – 1-931686-89-0

Publication – AN QUIRK BOOKS

What is Business Ethics? – Cynics say that “Business Ethics” is a contradiction in terms. But cynicism rarely leads to success, and the fact is that ethics is not only compatible with business, it is at the very heart of business.

Business is the exchange of value for value. Joe Customer wants a widget. Acme Widgets

sells him one. Joe’s money has value. Acme’s widget has value. Business is the exchange of these.

Ethics is the process of learning what is right or wrong, then doing what is right.

- In the case of business, what is right is always the fair and just exchange of value for value.
- Business Ethics is about giving fair value to all stakeholders in exchange for fair value from all stakeholders.
- Honest organizations build trust not only among customers, but among the members of the organization.
- In the long run ethical firms are more profitable than unethical ones.
- There is no profit in gaining the entire world if you must lose your soul in the bargain.
- In the long run, ethical people are more likely to be successful in business than unethical people.
- Character describes a cluster of personal qualities each of us can cultivate to help us work ethically and thereby create more ethical businesses.
- Often, an accurate description of the problem will reveal its own solution.
- If the decision you have made does not produce good results, the ethical thing to do is rethink the decision and, if necessary, modify it.

This book is widely circulated in USA as per the information given by the publisher – in schools.

2.2.5 Human Values & Professional Ethics

Author Name – Dr. Pragya Agarwal

Publication – Savera Publication House, New Delhi

Pages - 263

Price – Rs. 195/-

Meditation and Human Values

What are human values? Compassion, cooperation, friendliness, smiling, laughter, lightness, wanting sense of belongingness, caring for each other – all of these qualities contribute to human values, and they need to be nourished and brought out.

Basically a child is born with these values. Children have these values within them. Teachers and parents need to nourish these values consciously, and by example. As they grow-up, some of the values are not apparent. Meditation can bring out the human values in everyone, values that are clouded by stress.

Nourish Human Values in Children

Often teachers need to deprogram some of the programming or behaviors that children have learned at home. Sometimes in the school itself children start exchanging their programming. Meditation can help overcome this negativity in the child. With loving attention and care you can bring out the positive human values in the child.

Negativity is not the real nature of the child. With loving attention and care you can bring out the positive human values in the child. This is true even with a rebellious child. A rebellious child needs more physical contact, and more encouragement. Make the children feel that they are loved, that they belong, and that you really care for them.

Human Values in Adults

Meditation plays a vital role in cleansing the negative emotions in a person. Several prisoners around the world have done some breathing exercises and meditation, and have been able to get completely rid of the hatred, anger and the revengeful feeling that grip them.

“Inside every culprit, I see a victim crying for help. It’s the stress, lack of broad vision about life, lack of understanding and bad communication, which

leads to violence in society. Love, being the very central force of a human life gets covered by stress and distress. Only the spiritual knowledge and education in human values, can help an individual stand up to the demands of the day, and also help in managing the problems one faces in their daily lives.” Human beings are at the crossroads today, where on one side they become violent or frustrated and on the other side depressed or suicidal. Only the knowledge about our spirit – which is all love, beauty and peace, and which transcends the boundary of all our concepts, imaginations and identities – can help us bring freedom from this frustration and violence.

As responsible citizens, we need to bring that responsibility to our society, and to take responsibility for themselves and for the environment around.

There are five stem values and many sub-values or virtues that come from the main values. Together they make up the tapestry that forms an individual of character, containing all that makes human-being noble, caring and kind.

Meaning of value education

Value education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced.

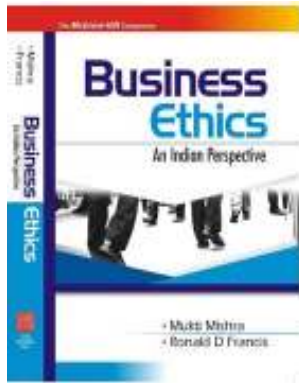
This means that values education can take place at home, as well as in schools, colleges, universities, offenders institutions and voluntary youth organisation. There are two main approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community. In general, important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not. Values exert major influence on the behaviour of an individual and serve as broad guidelines in all situations.

2.2.6 Business Ethics An Indian Perspective

By Prof. Ronald D. Francis and Prof. Mukti Mishra

ISBN – 13 – 978 – 0-07-015259-5

Publication – Tata McGraw-Hill



The book is written keeping in mind the requirements of the students of business management, the text provides a lucid treatment of principles and theories of ethics, underpinning back ground factors (such as culture, values as well as practical issues which

makes the text a well rounded one

This book deals with ethics in a manner intended to be useful to businesses in India. The authors have given ethical principles, along with their backgrounds and explanations, as well as small cases elucidating the methods of solving ethical problems.

Written keeping in mind the requirements of the students of business management, the text provides a lucid treatment of principles and theories of ethics, underpinning background factors (such as culture), values, as well as practical issues, which makes the text a well rounded one.

The Ethical Dilemma boxes and the Ethics in Action boxes narrate day to day instances in business life, which further reinforce the practical and application-based orientation of this book.

About the Authors

Prof. Ronald Francis

Ronald Francis is the Professorial Fellow in the Centre for International Corporate Governance Research at Victoria University in Melbourne.

Prof. (Dr) Mukti Mishra

Mukti Mishra earned his Masters degree in Business Administration and Ph.D. from the Victoria University, Melbourne, Australia.

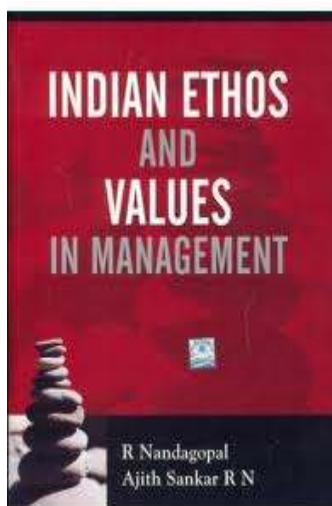
The importance of ethics in business is emphasized upon by its appearance on the motto or coat of arms of several reputable Indian organizations such as

TATA Group of Industries, Infosys, Wipro, Godrej, and so on, as well as on a number of relevant Indian websites. Ethics and professional competence seem to be two aspects of major significance: they are really both part of the same family of concerns. One cannot imagine being incompetent and ethical any more than one can imagine being competent and unethical. Business Ethics, community responsibilities and governance in India are now assuming greater importance in all spheres; there is a pressing need for all of them.

This book deals with ethics in a manner intended to be useful to business in India and other emerging economies – and that is to be put in context. In the Transparency International Corruption Perception Index for the Asia-Pacific region, India ranks 90 out of 145 (New Zealand is ranked first and Bangladesh bottom). That, in itself, is an interesting finding worthy of ethical debate and investigation.

The authors have attempted to provide a work that gives a background and an explanation of salient principles, cases and methods of solution of ethical issues. An essential feature of this book is that it is to be useful not only to senior students and business executives, but also the kind of book that students will use when they move from study into professional positions.

2.2.7 Indian Ethos and Values in Management



By R. Nandagopal, Ajith Sankar R N

ISBN – 13 – 978 – 0-07-106779-9

Publication – Tata McGraw-Hill

Indian Ethos and Values in Management provides updated subject knowledge to students, but does not stop here. It facilitates transformation of managers from corporate professionals to ‘managers with a difference’. This is achieved by the authors by going to the roots of our ancient wisdom – the Indian ethos and value system. The

authors have used captivating live examples from around the world which will held the students in effective decision making as practicing managers.

About the Authors

R Nandagopal is the Director of PSG Institute of Management (PSG IM), Coimbatore.

Ajith Sankar R N is a faculty member at PSG Institute of Management, Coimbatore.

The problems of the world seem never ending. Discontent among people seems to be on the rise. As workplaces are not secluded islands, the turbulence seen in society is seen at work places as well. A number of people equate management with manipulation. In such a scenario, an increasing number of people are questioning the existing notions of work.

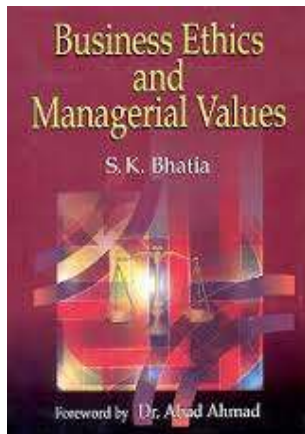
This book with the conviction that the journey towards the zenith of human potential was a much discussed and practiced aspect in ancient India. Pure knowledge was conveyed not just in the serene environs of the Himalayan Mountains or in an atmosphere of quietude in a *gurukula*, but also in the context of stress and fury, and confusion and agitation, as in the war fields of Kurukshetra. It was conveyed not just between a teacher and a pupil, in the conventional sense of the word, but also among people playing other roles – a son conveying this knowledge to his mother (Kapila to Devahuti), between friends (Lord Krishna's Gitopadesa to Arjuna), from a father to son (Uddalaka to Svetaketu) and from a husband to a wife (Yajnavalkya to Maitreyi).

Quite a number of people in the world have a religious belief system. An organization is a subset of this world, and thus there is a need for management students to connect to universal beliefs and values. Religious scriptures also offer insights into the secular and spiritual world. Many a time, we find that intellectual debates and discussions are only information, and no transformation. In contrast, ethos and spirituality have much to do with the assimilation of positive values, transformation of personalities and cultivation of character. The study of universal spiritual concepts is essential for a management student.

Authors have tried to adopt an approach that will help the students appreciate the essence of Indian ethos, while making reading enjoyable and introspective. Towards the objective of character building and facilitating transformation, the

authors have provided certain exercises that can be done in formal class sessions and / or alone at home. The case studies and the caselets provided will act as a bridge between conceptual knowledge related to ethos and values and its practice in the day to day life.

2.2.8 Business Ethics and Managerial Values



By S.K.Bhatia

Publication – Deep & Deep Publications Pvt. Ltd.

There is no agreement as to what the term Business Ethics means. Let us remember story of a boy who went to priest and said, “ I will give you an apple if you tell me where God is!”? priest replied, “But I will give you two apples if you tell me where he is not?”

It is much the same with Business Ethics. One can hardly say where it is not. It is discipline which addresses numerous issues, problems and dilemmas.

Scope Of Business Ethics

Ethical issues are there everywhere, at all levels of business activity. Business Ethics concern the ground rules of individual company, and societal behavior.

(a) Societal Level

- Concern for poor and down –trodden.
- No discrimination against any particular section or group.
- Concern for clean environment.
- Preservation of scarce resources for posterity.
- Contributing to better quality of life.

(b) Stakeholder’s Level

(1) Employees

- Security of job.
- Better working conditions.
- Better recommendation.
- Participative management.

- Welfare facilities.

(2) Customers

- Better quality of goods.
- Goods and services at reasonable price.
- Not to corner stocks and create securities.
- Not to practice discriminatory pricing.
- Not to make false claims about products in advertisements.

(3) Shareholders

- Ensure capital appreciation.
- Ensure steady and regular dividends.
- Disclose all relevant information.
- Protect minority shareholders interests.
- Not to window dress balance sheets.
- Protect interests in times of mergers, amalgamations and takeovers.

(4) Banks and other Lending Institutions

- Guarantee safety of borrowed funds.
- Prompt repayment of loans.

(5) Government

- Complying with rules and regulations.
- Honesty in paying taxes and other dues.
- Acting as partner in the progress of the country.

(c) Internal Policy Level

- Fair practices relating to recruitment, compensation, layoffs perks, promotion, etc.
- Transformational leadership to motivate employees to aim at better and higher things in life.
- Better communication at all levels.

(d) Personal Policy Level

- Not to misuse other for personal ends.
- Not to indulge in politics to gain power.
- Not to spoil promotional chances of others.
- Not to use office car, stationery and other facilities for personal use.
- Not to fall prey to shortcuts and easy money.
- Promise Keeping
- No violence, i.e. preventing or not causing physical harm to others.
- Mutual help.
- Respect for persons and property.

Nature Of Business Ethics

Ethical issues occur frequently in management and extend far beyond the commonly discussed problems of bribery, collusion and theft, reaching into areas such as corporate acquisitions, marketing, policies and capital investments. For ex. after the merger of two firms, ethical questions arise whether to demote or fire the employees those who have been serving honestly for so many years.

Ethics requires a manager to be honest with himself and society. The manager's performance and quality reflect in the success of a business. Sometimes ethical issues occur as managerial dilemmas because they represent a conflict between an organisation's economic performance (measured by revenues, costs and profits) and its performance (stated in terms of obligation to persons both inside and outside the organisation).

Three "C" S Of Business Ethics

1. The need for compliance of rules. Including-
 - Laws
 - Principles of morality, the customs of community.
 - Policy of the company and fairness.
2. The contribution business can make to society through-
 - The core values,
 - Quality of one's products and services.

- By providing jobs to employees.
 - Usefulness of activities to surrounding community,
 - QWL(Quality of work Life) influenced by ethical and moral values
3. The consequences of business activity-
- Towards environment inside the plant and outside the organisation and community, e.g. Bhopal Gas Leaking Tragedy.
 - Social responsibility towards shareholders, bankers, supplies, customers, and employees of organisation.
 - Good public image, sound business practices so that public image is not tarnished.

Why Business Ethics is Vital for Managers/ Students/ Organisations?

Apart from the hard skills, tools and management techniques like just in time, total quality management, business process re-engineering etc. adequate attention must be paid to the relatively softer skills like Business Ethics and business practices. As a training ground of professional managers the effort must first start in the management schools. In the west, a course on Business Ethics, cross- cultural variance with respect to values, corporate social responsibility, forms an integral part of the MBA curriculum.

Benefits For Students

Some benefits for the student young managers are:

- (i) Young managers should understand and be aware of the reasons that underlie moral principle. These are helpful in fostering ability to reason when applying these principles. It is vital part of ensuring compliance by managers with company standards for conduct.
- (ii) Knowledge of Business Ethics will help managers in resolving ethical issues/ dilemmas as they arise
- (iii) Knowledge will help managers in setting highly responsible tone for the organisation- in individual judgements and decisions whether ethical or not.
- (iv) The study of Business Ethics will provide conscientious managers with morally responsible approach to business. The need for responsible

managers is acute questions of Business Ethics cannot wholly be determined by law or government regulations, but must remain the concern of individual manager.

- (v) It helps managers to realise their social responsibility. Many organisations find it wise to go beyond their primary mission and take into account needs of the community. Business Ethics makes managers more accountable for social responsibility.
- (vi) The study of Business Ethics inculcate high level of integrity in managers. Goal of ethics education is to share knowledge, build skills and develop minds. It helps to gain clarity and insight into Business Ethics and avoid business misconduct in organisations. The study of Business Ethics helps manager arrive at a decision that he feels to be “right and proper” just. It facilitates individual’s to understand their moral standards and ethical norms, belief and values so that they can decide when faced with business dilemma.
- (vii) Business Ethics creates awareness of social and moral values through education (value education) because erosion of essential values and increasing cynicism in society is leading to violence, superstition and fatalism.

In view of aforesaid benefits, majority of business Management Institutes in India have now introduced a separate course on Business Ethics for management students. Knowledge and awareness of the concepts and practices of Business Ethics is equally helpful to practicing managers in managerial conduct and decision- making. Business Ethics improve the skills of reflective managers both in analyzing concrete moral issue and in deliberating and deciding upon strategies for solving moral dilemmas. The study of cases by students reminds them the importance of precise and accurate judgement that take into account the concrete facts and issues. Business Ethics contributes by highlighting basic principle in a systematic manner.

In nutshell Business Ethics provides a basic outlook to the training of a business manager. He would enter the bad word with fortified set of values and less of doubts.

Current Issues In Corporate Ethics

These problems can be mentioned in 4 categories as under:

(i) Equity

Equity includes fairness apart from established legal human rights. For ex. sometimes top directors' salary scales are inequitable- there is often controversy on such matters.

(ii) Rights

Rights are treatments to which a person has just claim- through legislation. The rights defend individual autonomy from encroachment. The rights keep a check on the hire and fire equal employment opportunity, etc.

(iii) Dignity

Dignity is sub- category of rights, e.g. employee privacy, protection from sexual harassment. There are a lot of court decisions on these topics but no absolute formula is there to guide. Similarly, screening of employees for drug abuse to maintain safe work place is debatable issue.

(iv) Honesty

Honesty in corporate ethics relates to integrity and truthfulness of company policies, e.g. misleading advertising, gifts for foreign officials, fraud in government contracts are labeled as dishonest.

Which Ethical Issues Are Most Important?

Some current important issues which are ethical in nature are as under:

- Environmental issues.
- Product and work place safety.
- Security of company records.
- Employee health screening.
- Shareholder interests.

Understanding Ethics

Table 2.1

Kohlberg's Six- Stage Category System of Understanding Moral Development

	Focus of Concern	Characterized by	Motivation	Sounds like:
Stage 1:	Self	Obedience to powerful authority	Fear of punishment	"I must do what my supervisor tells me to do or he'll fire me".
Stage 2:	What another person can do for me	"Looking out for number one".	Satisfaction of my own needs.	"You scratch my back and I'll scratch yours (but I want to come out a little bit ahead whenever we exchange favours)" and "It's all right to steal, especially if you get away with it".
Stage 3:	Meeting the expectations of groups of people, performing "good" and "the right" roles and conformity to group norms.	"Going alone to get along"	Acceptance as "a nice guy / gal" affection plays a strong role	"Let's be good to each other so we look good as a group".
Stage 4:	Preserving the social order	"doing what is expected"	Desire to follow the social rules	"on my honour I will do my duty to uphold the rules"
Stage 5:	Free arguments and social contracts	"what I right is what the whole society decides .society can changes the standards if everyone agrees"	Desire to achieve the greatest good for the greatest no. of people there are no legal absolutes	"where the law is not affected what is right is a matter of personal opinion and agreement between persons".
Stage 6:	Universal ethical principles	Principles that are general ("all persons are created equal") instead of rules that are specific("thou shall not kill")	What is right is a decision of one's conscience, based on ideas about rightness that apply to everyone (all nations, people, etc.) these are general ethical principle not specific rules.	"the most important ethical principle deals with justice, equality and the dignity of all people" these principles are higher than any given law.

1. Difference between corporate social responsibility and Business Ethics

Michael J.D. Hokins makes the following distinction in his book “corporate social responsibility come of age.”

Corporate social responsibility goes much further than Business Ethics social responsibility encompasses good Business Ethics applying to what business does within its walls that is to four of its stakeholders- (i) managers, (ii) consumers, (iii) investors/ owners, and (iv) employees.

Less concern is laced on other three stakeholders, ex. (a) the natural environment, (b) the community and (c) its suppliers and their conditions of work. Thus social responsibility encompasses good ethics both within the walls of the company and outside. It encourages enterprises to be involved in social issue such as community improving under-developed working conditions and so on; that are outside the walls of the enterprise.

It is argued that corporations are so powerful they have an obligation to assume social responsibilities. Corporations should be managed for the benefit of their stakeholders, i.e. The customers suppliers managers employees and local communities as well as their owners. Corporate leaders bear fiduciary responsibility to all stakeholders.

2. Different between Office and Business Ethics

The author in her monumental book “You want to do what” has given the difference between office and business ethic. We quote her views, “broadly speaking discussions of Business Ethics refer to the “big picture decisions”

affecting the management of our organizations. Discussions of office ethics, on the other hand focus on the “small picture choices our personal and interpersonal conduct at work. I believe it is the day to day exercise of a person’s office ethics that make Business Ethics possible and meaningful throughout an organization. Here are some of the ways these two views of ethics are inter-related.:

Table 2.2

Offices Ethics Vs Business Ethics

	Offices Ethics	Business Ethics
(i) Chief characteristics	<ul style="list-style-type: none"> • Focus is on personal conduct (office ethics guide our individual behavior and interpersonal relationships at work) • Based on long- held personal beliefs and values which are not likely to change 	<ul style="list-style-type: none"> • Focus is on corporate conduct (Business Ethics guide corporate strategies, decisions, policies and culture) • Based on the organization’s customs and culture that have been successful in the past these are easy to describe but difficult to change.
(ii)Time reference	<ul style="list-style-type: none"> • Short term decisions; office ethics guide personal choices on a case-by-case tactical basis (“Do I or don’t I? “what am I going to do about this?”) 	<ul style="list-style-type: none"> • Sustained mid- and long term efforts Business Ethics build corporate and guide strategic decisions (“what is the company going to do about our environmental problems?” and “How can we improve our customers service?”)
(iii)Typical application	<ul style="list-style-type: none"> • Generally reactive 	<ul style="list-style-type: none"> • Generally proactive
(iv) who can influence these ethics?	<ul style="list-style-type: none"> • Each and every one of employees 	<ul style="list-style-type: none"> • The leaders and decision makes in the organization who: • Establish the expectations for performance (e.g. how much will the company tolerate in order to achieve its goals?) • Write the rules for others to follow • Lead by their ex. thereby creative the climate for the company ethical conduct

(v)who is affected by these ethics?	<ul style="list-style-type: none"> • Every person we have personal conduct with e.g. coworkers customers, vendors 	<ul style="list-style-type: none"> • Employees customers, other organizations, community leaders, media, shareholders and other within the sphere of influence of the organization.
(vi)Questions asked of ethical dilemmas	<ul style="list-style-type: none"> • How am I going to handle this? • How do I feel about this? • What's the right thing to do? 	<ul style="list-style-type: none"> • How should the company handle this? • What's our policy? • What have we done in the past? • What's the right thing to do?
(vii)Examples of dilemmas where these ethics can help guide conduct	<ul style="list-style-type: none"> • Harassment • Lying to supervisor or co worker • Challenges tampering with files or documents • Use and misuse of company/ resources • Knowledge of schemes or practices that take advantages of the company • Requests for confidential information • Sharing and withholding information • Rumors and gossip • Contributing or withholding support to the office team • Time card reports • Gifts, gratuities, entertainment • Security, theft • Outside interests • Expense reports • Quality, testing, financial reports • Failure to follow 	

	<p>through</p> <ul style="list-style-type: none"> • Selling marketing practices • Conflicts of interest • Inside information 	
(vii)How do I know when I/we have an ethical office and/ or an ethical business?	<ul style="list-style-type: none"> • “my coworkers and I am a real team we support each other without whining and we trust each other to be fair and honest • “I’m proud of my company” • “I’m proud of what I accomplish • “I respect my boss’s integrity” • “I know my manager values my work and my input” • “I can talk to my ethical concerns I have confidence they will be taken seriously and addressed”. 	<ul style="list-style-type: none"> • The company has earned a reputation for honest communication with all its constituencies • Sales growth is above average. • Customer and employee retention is above average. • Subordinates trust their managers and viceversa. • Concerns about ethics are listened to seriously • We back up the company’s statements of values with meaningful actions. • People who leave the company for whatever reasons are treated fairly

Myths about Business Ethics

Carter Mc Namara has emphasized that “Business Ethics at workplace is about prioritizing moral values for the workplace and ensuring that behaviours are aligned with those values- its values management. “He has highlighted certain myths which arise from notion of ethics as well as views of ethical dilemmas as under:

1. Myth: Business Ethics is a more matter of religion than management. This is not true, Diane Kirrane asserts that “Altering people’s values or souls is not the aim of an organisation ethics programme- managing values and conflict among them is

2. Myth: our employees are ethical so don't need attention to Business Ethics- most managers face complex ethical dilemmas at workplace and most people realise there's wide. "Grey area" when trying o apply ethical principles".
3. Myth: Business Ethics is a discipline best led by philosophers, academics and theologians who treat it is philosophical debate or a religion. However, Business Ethics is a management discipline with practical approach in all areas of management".
4. Myth: Business Ethics (i.e. code of ethics and ethical values) are superfluous- they only assert the obvious: "Do Good". However the value of a codes of ethical values in that workplace. For ex. if an organisation is struggling around continuing occasions of deceit in the workplace a priority on honesty is very timely- and honesty should be listed in that orgainsation code of ethics".
5. Myth: Business Ethics is a matter of the good persons preaching to bad persons. However top management's realise that good people can take bad actions. Managerial ethics requires us to help each other manager to remain ethical while handling stressful ethical dilemmas".
6. Myth: Business Ethics is the new police person in organisations and it is recent phenomenon. However, Business Ethics was written about 2000 years ago. Business Ethics has gotten more attention recently because of social responsibility movement started in the 1960s.
7. Myth: Ethics cannot be managed. Actually, ethics is always managed- But, too often, indirectly- for ex. behavior of the organisation's founder is a strong influence on behavior of the regulations' and rules directly influence behaviours to be more ethical to influence harm to the community. Similarly, "Codes of Ethics" have great influence in moulding manager's value system".
8. Myth: Business Ethics had social responsibility are same thing. No the social responsibility is one aspect of overall discipline of Business Ethics
Madsen and Shafritz reine the definition of Business Ethics to be:
 - (i) An application of ethics to be corporate community,
 - (ii) A way to determine responsibility in business dealings,
 - (iii) The identification of important business and social issues, and

(iv) A critique of business

Items (iii) & (iv) are often matter of social responsibility writings. About social responsibility often do not address practical of managing ethics in the workplace, e.g. developing codes. Updating policies and procedures approaches to resolving ethical dilemmas, etc.

9. Myth: Our organization is not in trouble with the law so we are ethical. One can often be unethical yet operate within the limits of the law, e.g. withhold information from superiors, fudge on budgets, etc. However, breaking the law often starts with unethical behavior that has gone unnoticed.
10. Myth: Managing ethics in the workplace has little practical relevance. Managing ethics in the workplace involves identifying and prioritizing values to guide behaviors in the organisations, and establishing associated policies and procedures to ensure those behaviors are conducted. One might call this “values management” values management is also highly important in other management practices, e.g. managing diversity total quality management and strategic planning.

Value - Based Managerial Leadership

“some say knowledge is power,
Others say, the above is not true,
Character is power and wealth”.

-Satya sai Baba

Character is based on divine values.

Divine values are based on wisdom.

Management with proper combination of values and skills can assure harmony and progress of an organisation as well as society.

Ethical And Human Values

The most valuable human possessions are health, harmony, happiness, wisdom and above all character reflecting ethical and human values.

When these values are manifested in your thoughts, speech and actions, you are called a noble and enlightened person. As we think sincerely and

constantly so we become. Our actions and behavior reflect our ideas and feelings.

We work (not only for name, fame, money, power and status) but for greater worth for cultivating values for building up strong character for wisdom so that our intrinsic value enhances.

What Are Values?

Values express wealth of character (divine nature) or dharma (Indian ethos); and ideas of integrity (as in the west)

(1) Let us understand integrity

Integrity is:

- (i) Wholeness- meaning soundness total perfection and completeness.
- (ii) Goodness- covers values of honestly kindness, fairness charity truthfulness, generosity, etc. we need goodness in our thoughts our speech and action.
- (iii) Courage- telling the truth even in the face of danger/ risk.
- (iv) Self discipline self control following norms/ laws.
- (v) Living by inner truth and inner mind to remain yourself incorruptible, clean from kick backs, double dealing etc. Let your mind be guided by conscience,

(2) Dharma is ways of life and conduct that shape character which brings happiness to self and others. Dharma is almost synonymous with integrity, however it has wider scope as it includes (i) spiritualism (divine spirit to do good be good), (ii) righteousness (godliness- right action) (iii) fearlessness, (due to his protection to you)

Significance Of Values

- (a) Human values help in self-development
- (b) Human values help in good inter personal relations.
- (c) Human values help in reduced conflicts and disputes improves process of improvement customer, worker and citizen satisfaction.
- (d) Human values enhance reputation, good-will and image of the organization.

- (e) It will be appropriate to understand difference between human values and skills/ specializations we possess.

Table 2.3

Values	Skills
<ul style="list-style-type: none"> • To become ethical and human need values. 	<ul style="list-style-type: none"> • To do we need skills.
<ul style="list-style-type: none"> • Values act as base to skills. Values are means of perfection. 	<ul style="list-style-type: none"> • Skills must have sound values otherwise we manipulate skills e.g. communication.
<ul style="list-style-type: none"> • Values are internal dealing with internal development of a person purify mind and heart. The person become good in thought speech and in action job or work. 	<ul style="list-style-type: none"> • Skills only make a person proficient.
<ul style="list-style-type: none"> • Values bring excellence and universal good (software aspect) these are ends. 	<ul style="list-style-type: none"> • Skills are mechanics of management (hardware) these are means.
<ul style="list-style-type: none"> • Values are enduring some principles and values are fundamental. 	<ul style="list-style-type: none"> • Not enduring skills change with passage of time.

Value Driven Management

Effectiveness in performance of managers and employees is a function of values and skills together. Every effort is to be made by top management to inculcate values. Values relate to internal domain of business, i.e. interactions with employees customers suppliers, creditors, public, etc. in the corporate vision mission or creed we describe values, goals and objectives cherished by the organisation.

Success of Japan is based on values using spiritual education and practices, e.g. concentration, meditation, mind stilling institution etc. to into management organisation. Japan has combined spiritualism and materialism and adopted value driven holistic approach and organisation.

Building Corporate Image

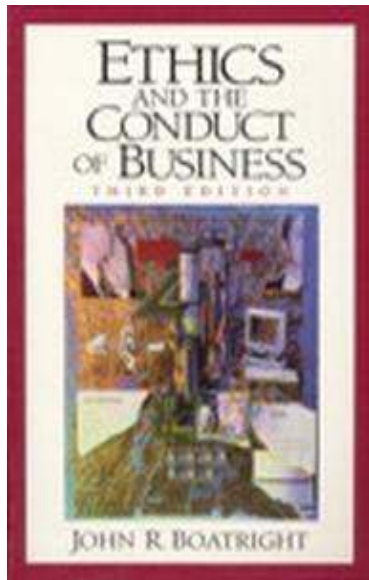
Importance Of Corporate Image

Nothing matters more to a company than its corporate image. The Tata's Infosys, Wipro, Reliance.... More and more companies are realizing the virtues of brand positioning and building up corporate images.

The role of CEOs is vital some CEOs have become brands for their companies. We have numerous examples.

- Microsoft flashes images of Bill Gates.
- GE flashes image of Jack Welch.
- Infosys flashes image of Narayana Murthy.
- Wipro flashes image of Azim Premji
- Tata's flashes image of Ratan Tata.

2.2.9 ETHICS AND THE CONDUCT OF BUSINESS



By John R. Boatright

Published by Prentice Hall, 1999

ISBN 10: [013083145X](#) / ISBN 13: [9780130831453](#)

The field of Business Ethics has grown in recent years into an interdisciplinary area of study that has found a secure niche in both liberal arts and business education credit for this development belongs to many individuals – both philosophers and business scholars who

have succeeded in relating ethical theory to the various problems of ethics that arise in business. They have shown not only that business is a fruitful subject for philosophical exploration, but also that practicing managers in the world of business can benefit from the results.

Ethics and the conduct of Business, fifth edition, is a comprehensive and up-to-date discussion of the most prominent issues in the field of Business Ethics and the major positions and arguments on these issues. It is intended to be used as a text in Business Ethics courses on either the undergraduate or M. B. A. level. The substantial number of cases included provides ample opportunity for a case- study approach or a combined lecture- discussion format. There has

been no attempt to develop a distinctive ethical system or to argue for specific conclusions. The field of Business Ethics is marked by reasonable disagreement that should be reflected in any good textbook.

Levels of Decision Making

Decision making occurs on several distinct levels; the level of the individual the level of the organization and the level of the business system that confront individuals in the workplace and require to make a decision about their own response are on the level of individual decision making. An employee with an unreasonably demanding boss, for example, or a boss who is discovered padding his expense account faces the question: what do I do? whether to live with the difficult boss or to blow the whistle on the padding question to be answered by the individual and acted on accordingly.

Many ethical problems occur at the level of the organization in the sense that individual decision maker is acting on behalf of the organization in bringing about some organizational changes. Sexual harassment, for ex. Is an individual matter for the person suffering the abuse, but a manager in an office where sexual harassment is happening must take steps not only to rectify the situation but also ensure that it does not occur again. The decision in this case may be a disciplinary action, which involves a manger acting within his or her organizational role.

The Moral Point of View

Decision making in business involves many factors, of which ethics is only one. In order to gain an understanding of the relevance of ethics for the conduct of business it will be useful to begin with a description of three points of view from which decisions in business can be made: the economic, the legal, and the moral. Then we can see hoe these points of view may be integrated form an approach to business decision making that can aid people facing difficult ethical situations.

An Integrated Approach

The approach advocated in this book is that decision making in business should involve an integration of all three points of view; the economic, the

legal, and the moral. Business Ethics is in part the attempt to think clearly and deeply about ethical issues in business and to arrive at conclusions. That are supported by the strongest possible arguments. This is say that Business Ethics involves taking the moral point of view. However, managers must also make economically sound business decisions, ones that achieve the objectives of the organization. Although profit is often used as a measure of success, the ultimate purpose of any business organization is to produce goods or services with the greatest efficiency. Doing this in a competitive market requires economically sound decision making.

In making business decisions, a manager must also consider the applicable law. In some situations the law provides all the guidance that a manager needs. For ex. the terms of contracts or regulations for filling reports must generally be followed. Much law is like the rules of a game.

It constitutes the basic framework within which economic activity is conducted. Not only must manager be aware of the law in order to avoid violations, but they must also ensure that the people they manage comply with the law. An understanding of the law is an essential component of managerial decision making.

Ethical Management and the Management of Ethics

A useful distinction can be made between ethical management and the management of ethics. Business Ethics is often conceived as acting ethically as a manager by doing the right thing. This is ethical management. Acting ethically is important, both for individual success and organizational effectiveness. Ethical misconduct has ended more than a few promising careers, and some business firms have been severely harmed and even destroyed by the actions of a few individuals. Major scandals in the news attract our attention, but people in business face less momentous ethical dilemmas in the ordinary course of their work. These dilemmas sometimes result from misconduct by others, as when a subordinate is ordered to commit an unethical or illegal act, but they are also inherent in typical business situations.

The management of ethics is acting effectively in situations that have an ethical aspect. These situations occur in both the internal and external

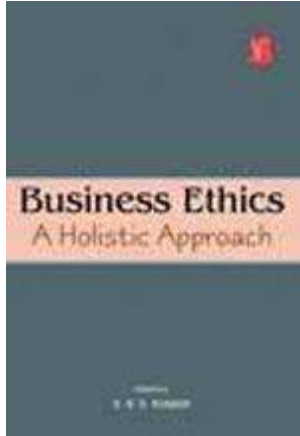
environments of a business firm. Internally, organizations bind members together through myriad rules, procedures, policies and values that must be carefully managed some of these such as a policy on conflict of interest or the values expressed by the Johnson & Johnson credo, explicitly involve ethics. Effective organizational functioning also depends on gaining the acceptance of the rules, policies, and other guides and this acceptance requires a perception of fairness and commitment. For ex. an organization that does not “walk the talk” when it professes to value diversity is unlikely to gain the full cooperation of its employees. With respect to the external environment, corporations must successfully manage the demands for ethical conduct from groups concerned with racial justice, human rights the environment. And other matters.

In order to practice both ethical management and the management of ethics it is necessary for managers to possess specialized knowledge. Many ethical issues have a factual background that must be understood. In dealing with a whistle- blower or developing a whistle- blowing policy, for ex. the managers of a company should be aware of the motivation of whistle- blowers, the measures that other companies have found effective, and not least, the relevant law. Some of this background is provided in chapter 4 on whistle-blowing. In addition many ethical issues involve competing theoretical perspectives that need to be understood by a manger, whether it is ethical to use confidential information about a competitor or personal information about an employee depends on theories about intellectual property rights and the right to privacy that are debated by philosophers and legal theorists. Although a manager need not be equipped to participate in these debates. Some familiarity with the theoretical considerations is helpful in dealing some familiarity with the theoretical considerations is helpful in dealing with practical situations.

To make sound ethical decisions and to implement them in a corporate environment are skill that come with experience and training. Some managers make mistakes because they fail to see the ethical dimensions of a situation. Other managers are unable to give proper weight to competing ethical factors or to see other people’s perspectives. Thus a manager may settle a controversial question to his or her satisfaction, only to discover that others still disagree. Moral imagination is often needed to arrive at creative solutions

to problems. Finally, the resolution of a problem usually involves persuading others of the rightness of a position and so the ability to explain one's reasoning is a valuable skill.

2.2.10 BUSINESS ETHICS - A HOLISTIC APPROACH



By K.B.S.Kumar

This book is a humble attempt to identify those manifold domains where Business Ethics has a significant role to play. The four prime domains identified are human resource management, leadership, marketing and accounting. The book captures a panoramic view of ethics by looking at the domain from four major functions, which make the ecosystem of an organization. This book intends to evaluate an organization's adherence to ethics in all its major operations.

This book is a collection of articles of articles by experts on Business Ethics and passes advocacies of those subject experts on various above mentioned domains, and evaluates the efficacy of the management, while leading the organization adhering to ethics. The articles addressing various domains are classified into five sections viz Introduction, to Business Ethics, Leadership and Ethics, Ethics in HR, Ethics in Marketing, and Ethics in Accounting.

The first article is "Business Ethics- AN UMBRELLA VIEW" authored by *KBS Kumar and P Lalithya*. The article discusses the subject of 'Professional ethics' which covers the myriad of practical ethical obligations involved in the specific functional areas of companies viz; human resource management, leadership, marketing and accounting. The article emphasizes the need to support whistleblowers, who ring the warning bell when an organization resorts to unethical practices. Further, the article throws light on the ethical responsibilities that companies have towards protecting the environment in which they operate.

The next article titled "**Ethical Dilemma: Managerial View**" written by *Mita Vora*. The article cities situational based decision, affected by his/her cultural values or background as a few reasons for ethical dilemma. Further, the author

suggests as to how to reduce ethical dilemma by bringing awareness about the pros and cons of each factor affecting decisions by having a neutral attitude and seeking assistance of experts whenever required.

The third article of the book “Putting Business Ethics in Practice; some Issues” is by T Krishna Kumar. The article discusses issues like how and why a company needs to define code of ethics for shareholders, consumers, HRD practices, product quality, environment, remuneration of board members, who should evolve code of ethics and the advantages of the same.

The penultimate article of the first section is “Ethics at Workplace” written by *Nidhi Dhiman*. The article discusses the concept of ‘Ethics +Morality + Law’ in the workplace and the necessity to keep a proper balance of morality, ethics and law. The author suggests to organizations to provide Ethics Management workshops for their employees to refrain them from such situations and discusses the benefits such a workshop bring in.

The last article of the first section is the review of the book “The Management and Ethics Omnibus” authored by *S K Chakraborty and reviewed by Kanugovi Sreenath*. The book compares and contrasts the Western and Eastern management thought with Indian ethos to rekindle value- based management philosophy for organizational growth and well-being. Rooted in the deep structure of Indian culture and society, the author lists values like respect to an individual considering him an embodiment of the divine, cooperation trust (oneness in all), and Chitta Shuddhi (purification of mind) through noble thought noble thoughts like compassion, friendliness, humility, gratitude, containment of greed, inspiration to give(sense of sacrifice), renunciation and detachment. The author sensitizers as to how neoclassical capitalistic economics and socialistic economics are losing their ground, and how their extended philosophies in the organizational set-up are affecting the ethico moral fabric of the manger.

The first article of the section “Ethical Leadership: The New Base Of Power” by Sumati Reddy emphasizes the responsibilities of organizations in building ethical leadership, setting up a transparent culture, seeking employee participation in decision- making, aligning rewards with ethical behavior, building teamwork and assigning team rewards.

The next article is “Role of Ethics in Leadership: Leading by Setting Examples” written by Sujata Patnaik. The article advocates the role of ethics in leadership and the need for business leaders to have a code of conduct based on integrity. It speaks about the importance of integrity in action both at the workplace and on the personal front with illustrations from the lives of leaders like Azim Premiji and Narayana Murthy. It examples when business leaders fail the test and the consequences- John Rigas of Adelphia Communications. The article discusses how the ethical leaders influence the employees in organizations. The article concludes that business need not assume the need for immorality and relegate values to the background and that integrity is what gives business leaders an edge over their competitors and makes them more effective.

The next article “Where’s the Leadership?

Question of Ethics Should Start with Questions of Leadership” authored by William S Lightfoot. Good Leadership is vital for establishing an ethical culture in the organization. The article discusses a leader’s role in ensuring that the company supports ethical, sustainable and responsible scenario, and recommends the need for a framework for ad agencies so as to fulfill the responsibilities of both business and ethics.

The seventeenth article titled “The Eleventh Commandment: Ethical Issues in Marketing: Thou shall not be found out!” is authored by Rajan Mani. It takes a close look at various ethical issues involved in marketing and what organizations are doing to tackle unethical ones. The author focuses on each of the 4 Ps of marketing – product, price, place and promotion – to analyze how each of these changed when the rules of the game were drawn anew.

“Unethical Dimensions of Marketing: Consumers Beware!” is the last article of this section and is authored by K Suresh. Marketing has been acquiring the shades of an unethical disciple, of late, and believes that effective leadership is the need of the hour to curb these unethical practices prevailing in the marketing domain. The article discusses in detail a few unethical marketing practices like discriminatory pricing, making tall claims in advertising, deceptive sales etc. The author opines that the causes for abundance of unethical practices range from inadequate, regulations, lax implementation

mechanisms, lacks of industry- level initiatives, and absence of internal policies to promotion ethics and punishing unethical practices.

The last section begins with the review of the book “Ethics in Accounting: Global and Experiences” authored by V R K Chary and reviewed by KV Saraswati. The author says that following a few strict certifications like internal checks, external checks, transparent regulatory mechanism etc. can mitigate frauds. The book is rich with good example of notorious cooperative bank scams, defaulters of banks and financial institutions.

The next article in this section is “Ethics in Financial Reporting” written by Swapan Kumar Bakshi. Ethical behavior is essential for a company to survive in the long run. Financial is being discussed from both ethical and economic point of view by author in this article. The role of an auditor in maintaining good governance is also stressed upon in the article.

“New Initiatives in Ethical Accounting: AN Analysis” is the third article of the section, which is authored by Manoj Pillai. Accounting practices, in recent times, are being scrutinized more meticulously in the light of recent accounting scandals. This article outlines different initiatives which are aiming at making financial reporting more accountable and stakeholder – friendly. This article present the reader with a few important clauses of Sarbanes – Oxley law. It discusses in detail the concept of strategic audit, with all its facets.

The penultimate article of the book is “The Ethical Dilemma Caused by Fighting Fraud” authored by Barry Zalma. This article deals with the essentials and significance of having an anti-fraud program for insurers with personnel who have the expertise in insurance, insurance claims handling, insurance coverage etc. The articles emphasizes that such programs would help in preventing frauds and discusses in detail the requisites of a good training.

The last article of the book is “Ethics and Tax Evasion in Asia” authored by Robert W McGee. This is a study conducted in different Asian countries on the ethics of tax evasion. Though in general tax evasion is not that justifiable it is considered ethical in cases where either the tax system or the Government is unjust or corrupt. This article puts forth the opinions of several groups across Asia on the ethics of tax evasion.

Ethical Dilemma: Managerial View

Ethical dilemma is a phenomenon, which is used in a situation that generally arises in the life of a manager. This is very common in today's managerial atmosphere because it affects the success of the company. There are basically two ways of achieving success. They are shortcut and long-run-based ways. When the situation arises for a decision-making, the manager has to decide on whether to adopt short-run way or to go for a long-run way. The ethical implementation in the decision-making demands sound knowledge of the ethics. But every situation is not as simple as it looks. Every managerial decision includes several alternatives, and each alternative involves certain Pros and Cons. So, if one alternative is beneficial to one party then it may be harmful to another party. It is the situation that and in which manner an individual can adjust to the situation.

What is Ethical Dilemma?

According to Rushworth Kidder, "In ethical dilemma the toughest choices are right versus right." P Kidder further adds that, "They are genuine dilemmas precisely because each side is firmly put in one of our basic core values".

Ethical dilemma is the situation where a person's view regarding selection of an object or the alternative includes series of outcomes, which is very confusing. Each outcome has a series of overlapping outcomes, which cannot be at a tie considered. One outcome may be ethically right for one person but the same outcome may be ethically wrong for the other.

Reasons for Ethical Dilemma

A person while performing his duty might have undergone several dilemmatic situations and one of the situations may be balancing his personal and professional life. This situation arises when he has to manage his personal life schedule with the family and at the same time he is also demanded at his workplace. To manage this situation he has to go through ethical dilemma. The reasons may be:

Situational-based Decision: When a decision is taken by manager, it may be so that the situation demands him to decide on certain things which are not

beneficial for all but benefits the company alone. Example: Automation of a plant.

Human Nature is Dynamic and Different: Ethical dilemma arises due to difference of the opinions among the group of people. Whatever is good for one person, the same may not be good for another. Due to this ethical dilemma arises.

Conflict between Organizational and Individual Goals: When the organizational and individual goals overlap, it becomes difficult to balance these things. The problem arises when one thing has to be sacrificed for the sake of other. To achieve organizational goal, individual goal has to be compromised and the vice versa. So this leads to ethical dilemma.

According to Peter Pratley the essence of Business Ethics is “Virtue ethics can be represented as a mental construction with prudence. More exactly this mental construction has two ceilings- one by private crowns and other by public prudence. This image describes how we can distinguish two spheres of excellence, public and private well- being.” One should make every effort to gain a wider understanding of corporate, private and social well-being.

Person’s Decision is Affected by His / Her Cultural Values or Background. Since childhood each of us has certain background. Every individual’s decision is based on such background. For some people it may be ethical to give priority for self and then decide about others but some others it may be the other way round. Thus, background and value system creates the ethical dilemma.

How to Reduce Ethical Dilemma?

If it is not possible to avoid or ethical dilemma from the decision –making process, then the only alternative is to find out the ways through which one can control the ethical dilemma or one can reduce it to a certain extent. One should find out the ways to reduce it to a certain level/ extent. There are many ways through which one can reduce anxiety of dilemma.

Awareness about the Pros and Cons of Each Factor: Before selecting any alternative a manager should be aware of the results or possibilities of the effect, so that he can decided in the light of its effect.

Neutral Attitude: One should have a neutral attitude without any partiality so that he or she does not favor any alternative but will select only one, which is most practical and acceptable.

Seeking Assistance of Experts: If experts provide assistance then to a certain extent the problem of dilemma can be solved. Nowadays, a lot of expert advice is available through counseling and one can easily access that. This can reduce ethical dilemma.

These are some of the ways through which one can reduce confusion arising out of ethical dilemma. Try to say “No” to unimportant things: one has to hear lot many proposals on the same day but cannot say “YES” to everyone and every matter. So a person falls immediately into a dilemma when he cannot say “NO” to anyone. So one has to develop the habit of saying “NO” so that “YES” can be said in important matters.

Examples of Ethical Dilemma

In the routine course of life when we think of conflict, we generally think of stress, which is quite common due to imbalance in personal and professional lives. As per the survey conducted among 179 CEOs, it shows that many of them are struggling with this issue. They have passed through severe stress and they are experiencing ethical dilemma.

Another incident/ experience that all of us generally face is the dilemma between personal and organizational objectives. Once we commit ourselves for the individual objectives, we feel that some where we are compromising on the ground of organizational objectives like searching the Web for job opportunities in the working hours etc.

So in many matters truth versus loyalty, individual versus community, short term versus long term and justice versus mercy arises in the way of decision making and one has to balance it by reducing ethical dilemma and by improving ethical reasoning.

Institutionalization of Ethics

A way of institutionalizing ethical behavior is by providing training in ethics to the employees so as to enable them to identify and deal with ethical issues. This can be done through orientation, seminars and video training sessions.

For an ethical code to have credibility, an organization must be willing to discipline any employee found guilty of a breach. The procedure needs to be simple and should involve an officer from legal department. Sometimes situations arise that have not been anticipated by the code and where no clear consensus exists. Opportunities for debate on new issues and feedback about the working of the code will take care of this problem.

Often problems arise for the companies working in nations where laws, values and customs are different from those of the headquarter country. Tom Donaldson (1989) identified eight major issues that multinational corporations need to address regarding ethics. There are related to; bribery and corrupt payments, employment and personnel issues, marketing practices, impact of the multinationals. On the natural environment, cultural impacts of multinational operations, relations with host government, and relations with home countries. These problems may be solved by looking into the guidelines provided by the international bodies and other documents (Simon Webley: 2002).

Conclusion

It must be realized that ethical management practices do not just happen; no magic wand exists to see that it prevails at all times. The objective of ethical behavior needs to be pursued with diligence and persistence. Ignoring Business Ethics is verily the 'Kiss of Death' for corporate and the headlines would continue to chronicle the moral drift. This is particularly so when the organization tries to expand its wings beyond the boundaries of the host country. However the crucial issue is how to make the organization rise to the expectations of stakeholders concerned as far as ethical is concerned.

Ethical Leadership: The New Base Of Power

The most powerful members of the organization, i.e. the founder, CEO, and managing director are the ones who can play a key role in setting the right tone for organizational conduct. If ethical leadership and ethical culture begin to have an influence on these sources of power, the likelihood of power being used in constructive and ethical ways is heightened. Through their style of operation, they can ensure that other powerful members in the organization

follow suit. Similarly, such a conduct can play a key role in creating an ethical culture, which can serve as the new power base such that a positive work culture can be created which can lead to all round benefits for the employees, customers and the external stakeholders of the organization.

Twelve reasons why an ethical culture can lead to a new power base*

1. Ethics is power because for people who operate ethically their word is their bond.
2. Ethics is power because people who operate ethically do not have any hidden agendas.
3. Ethics is power because you don't have to watch your back.
4. Ethics is power because it fosters the development of trust –one of the most crucial success elements for organizations.
5. Ethics is power because ethical people are preferred team members treated as equal to and sometimes greater than technical competence.
6. Ethics is power because operating ethically increases one's reputation in the firm and therefore informal influence and power in the organization.
7. Ethics is power because people ethical are more resistant to influence attempts from 'political persons' Thus unethical behavior gets dampened and overall ethical influence is enhanced in comparison.
8. Ethics is power because ethics means doing the right thing Doing things right increases the chances of success which in turn increases power.
9. Ethics is power because the boss is willing to delegate more responsibility to an ethical person other factors being equal this can give the ethical person more responsibility and influence.
10. Ethics is power because ethical people are less likely to spend precious energy in internal turf battles. This can free up an enormous amount of energy for task accomplishment. It thus empowers teams and organizations to better serve customers and operate more efficiently can be greater power and influence in the marketplace.
11. Ethics is power because operating ethically can increase personal self-esteem and confidence which can make them more powerful and influential with others.

12. Ethics is power because those higher in the organization are more inclined to listen to someone who is ethical versus someone who they believe is trying to advance personal agendas

At the core of an ethical culture is ethical leadership. It all starts with the leader. The leader of the organization sets the tone for the work culture. Therefore, building ethical leadership also forms the base for an ethical culture and ethical business practices based on transparency, fairness, accountability etc.

To begin with ethical leadership has to be based on an ethical premise according to Hawkins (2000) a leader needs to have philosophical or theological basis from which an understanding of ethics is derived. In the absence of such a base, ethical behavior will be subject to change based on changes in circumstances and personal preferences. There are a number of frameworks and ethical guidelines, some of which are briefly touched upon in the following section.

2.2.11 MANAGEMENT ETHICS INTEGRITY AT WORK

By Joseph A. Petrick, John F. Quinn



Published by SAGE Publications, Inc (1997-06-10)

ISBN 10: [0803957971](#) / ISBN 13: [9780803957978](#)

The primary objective of this book is to enhance and link ethics and management competence in planning, organizing, leading, and controlling for management integrity in private and public sectors, domestically and globally. The major philosophical assumption underlying our approach is that just as the unexamined personal life is not worth living, the unexamined work life is not worth working. When managers regularly use the theories and tools in this book to handle moral complexity and build integrity responsibly, the quality of work and work life will improve markedly.

We have witnessed these improvements in managerial performance and quality of work life as organizational ethics consultants in the United States and abroad. With a combined total of more than 50 years

2.3 ARTICLES AND RESEARCH PAPERS REVIEWS

2.3.1 Title Of Paper : Impact Of Culture On Business Ethicsⁱ

Author : Mohsin Shakeel, Muhammad Mazhar Khan,
Dr. Muhammad Aslam Khan

Business in a global world are interconnected with each other and practices at organizations for the compliance of business purpose. Organization cannot survive in isolation. The survival of organization depends upon the integration of business codes with the societal ethics and combinely format into an adjoined ethical practices prevailing saturate in market. Business Ethics are gaining importance day by day which results into more saturation of business practices. The area of focus in this study is to investigate the effect of culture on ethics. Results proved in light of prior research that culture significantly effect on Business Ethics. Therefore it is very important need to give awareness to the employees so that firms can follow the ethics codes for doing business in good ethical ways.

Culture and cultural dimensions are considered the collective horizon representing a specific social reality (the objectivity of subjectivity). “Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditioning elements of future action.”

Ethics is the common agreed upon practice of different moral principles or values. It concentrates on the general nature of morals and the specific moral choice an individual makes in relationship to others. It represents the rules and/or standards governing the conduct of the member of a profession. The context of this inquiry will be ethics applied to business.

It is clear from statistical analysis of the article that the organizational culture having knowledge, behavior and values have effect on the Business Ethics but the knowledge and the values have positive effect on the Business Ethics so organization should emphasis on enhancing the knowledge level of their

employees through learning sessions and prevailing good ethical values in the organization so that employees should be confident and the loyal to the organization.

Many recent studies in Business Ethics education reveal a positive outlook on the impact of education in promotion the standers of ethics (Swanson & Fisher, 2008). Systematic ethics education system not only enhance moral recognition but also equips individuals with the ability to resolve complex moral issue and encourage them to stand up against opposite forces in their organization (May et al., 2009).

Culture and ethics are interrelated and intertwined in such a way that it makes it difficult to know which factor is guiding / motivation the behavior arising from a given situation.

Linkage to Research:

This article focuses on the effect of culture on ethics. Result of this study has proved that culture significantly effect on Business Ethics and has also showed the importance that need to give awareness to the employees so that firm can follow the ethics code for doing business in good ethical ways. Hence this will helps the researcher to put forth the point of creating a learning culture in the Institute that encourages students to follow and learn Business Ethics. If organization try to develop the cultural background of the student by providing then various activities that emphasize on Business Ethics will definitely develop students to be more ethically strong students need to have an experiential awareness of the types of ethical dilemmas they may face, and they need to know what actions to take in these dilemmas. Providing ethics training for students is one key to increasing this awareness

2.3.2 Title of Paper: College students' perception of ethicsⁱⁱ

Authors : Linda K. Lau, Brandon Caracciolo,
Stephanie Roddenberry, Abbi Scroggins

The purpose of this research is to examine the college students' perception of ethics using five factors : (1) the impact of education and faculty / instructors on ethics; (2) students' attitude towards cheating; (3) the impact of

technology; (4) the importance of ethics; and (5) the ethical campus environment.

There were sufficient evidence to conclude that college students' perceive ethics instruction, and those who teach it, to be relevant and beneficial in shaping their own ethical behaviors. Students' attitude towards cheating is measurement by their perception of cheating in high schools, colleges, and non-major classes. Students tend to cheat less in colleges than high schools and in non-major classes. Students also stated that they do not feel compelled to report cheaters to the proper authority. The use of technology has an impact on college ethics since it is easier to cheat in online/hybrid classes and when some kind of technology is used in a course. Further, students admitted that ethics is very important to them and that hold themselves to the same ethical standards that they hold others to. Finally, college students believe that they are living in an ethical campus environment, where their faculty members are mostly ethical in nature and that it is never too late to learn about ethics in colleges.

Linkage to Research:

This is article has highlighted the college students perception of ethics. Using five factor 1) The impact of education and faculty/ instructors on ethics. 2) Students attitude toward cheating 3) The impact of technology 4) The importance of ethics 5) the ethical campus environment. The research questionnaire of this research paper was been used as guide line to form questionnaire .the focus of students has helped researcher to understand the students perception and undertaking of Business Ethics what students feel about their Institute and teachers in term of ethics .This article helps in supporting the thought that students perception of ethics is positively influenced by ethics education and that their perception also changes overtime. This article helps in supporting the thought that students perceive ethics instruction and those who teach it to be relevant and beneficial in shaping their own ethical behavior.

2.3.3 Title of Paper: Can Business Ethics Be Taught?ⁱⁱⁱ

Authors : Yi Hul Ho, Chieh-Yu Lin

The scandals in recent years reminded business schools have to take responsibility for instilling ethical concepts to the students who will become the future managers. Business schools have a role to play in increasing the likelihood that students are less likely to end up committing unethical acts. This paper aims to review literature published in the field of Business Ethics education in order to answer the question : Can Business Ethics be taught? The main purpose of this paper is to analyze different perspective on Business Ethics education in higher education to study whether Business Ethics can be learned as a result of the educational process, and subsequently to identify the goals of Business Ethics education that can facilitate educator designing and teaching Business Ethics courses. This paper supposes that we should identify the goals of Business Ethics education before answering that question.

Ethics is important for businesses because public entrusts them with the responsibility of ensuring that corporate entities are held accountable for their actions. Business Ethics can be defined as the study of those decisions of managers which involve moral values (Gandz & Hayes, 1988). Business schools, which act as the role of fostering manpower in business specialties, also take the responsibility of infusing ethics into students. Increased attention has been directed toward the ethics curriculum in business schools. Many colleges realize the importance of ethics and set up related courses to help construct ethical concepts of students before they join the businesses (Mann, 2005). However, can Business Ethics be taught?

A majority of research supports that ethics can be taught. A business course focusing on ethics can facilitate growth in principled moral reasoning (St. Pierre, Nelson, & Gabbin, 1990; Armstrong, 1993; Ponemon, 1993; Shaub, 1994; Bonawits, 2002). Penn and Collier (1985) claim that there is a need to implement an education program which results in the advancement of students to higher stages of moral development. Wright (1995) noted that education is the best means of developing good ethical behavior in the modern business environment. Wimalasiri (2001) suggests that there is at least a partial role of ethics in educational intervention.

Hosmer (1988) indicates that educators can reinforce students' ethical attitudes by teaching ethical principles rather than moral standards of behavior and by introducing them to the ethical arguments. Loeb (1988) found that many accountants themselves believed that classroom exposure to accounting ethics would enable individuals to better handle ethical dilemmas encountered in business practices. Kavathatzopoulos (1991) concludes that ethics training can improve students' abilities to deal with business dilemmas through the Business Ethics courses offered by many business schools. Kerr and Smith (1995) found that ethics education can increase skills in identifying and analyzing problems, and therefore help to handle conflicts of values which arise between the practitioners, clients and society. Carlson and Burke (1998) found that students taking ethics courses are more perceptive, more willing to read between the lines, more sensitive to the ambiguities and more curious to the effects of their decisions. Bonawitz (2002) suggests that business students exposed to courses having a purposeful focus on professional ethics and ethical issues show significantly greater growth in the use of principled moral reasoning than similar students not exposed to such courses.

Hosmer (1985) has admitted that it is hard to change habits, beliefs and values and thus such change should not be the primary goal of a Business Ethics course. In his view the primary goal is to teach ethical systems of analysis, not moral standards of behavior. A longitudinal study conducted by Murphy and Boatwright (1994) to investigate the effectiveness of a Business Ethics course found that the Business Ethics course could influence a student's ability to identify ethical scenarios; however, the course did not lead to a change in the ethical values of the students. They suggested that the goal of ethics education should not be to change the ethical values of students, but to help them identify situations of an ethical nature.

Therefore, as to question "Can Business Ethics be taught?" based on the literature favoring Business Ethics education, our answer will be "Yes" if the goals of Business Ethics education are to provide theories, models, approaches, examples or case studies which might be useful in handling business ethical dilemmas, to make students more sensitive to the ethical implications of some business activities, and to provide students with a set of tools that could help them analyze difficult ethical situations later in their

business careers. An amount of evidence reveals that such goals can be achieved through teaching Business Ethics in the classroom. Business Ethics education can broaden students' understanding of ethics and its complexity (Wright, 1995; Fleton & Sims, 2005).

According to the literature published in the field of Business Ethics education, this paper suppose that we should identify the goal of Business Ethics education before answering that question. Based on above discussion, it might be impractical to expect Business Ethics courses can significantly change students' moral will and ethical behavior. To make Business Ethics education more effective, ethics courses had better act as a role of guiding students and fostering students' ability to deal with ethical issues which they will face somehow in their business careers.

Linkage to Research:

When researcher tried to understand contribution of Institution Business Ethics as the topic of research. The first question that came to my mind was Can Business Ethics be taught? In search of more secondary data. This article has helped to frame a strong base for further study. This paper aims to consider literature published in the field of Business Ethics education in order to answer the question : Can Business Ethics be taught? The main purpose of this paper is to analyze different perspectives on Business Ethics education in higher education to study whether Business Ethics can be learned as a result of the educational process and subsequently to identify the goals of Business Ethics education that can facilitate educator designing and teaching Business Ethics courses.

In the complexity of today's business environment, student still need additional guidance for making ethical decision which can help them to recognize the ethical dilemmas that are likely to arise in their jobs as well as the rules, laws and norms that apply in the business content. They can learn reasoning strategies that can be used to arrive at a better ethical decision and can grasp an understanding of the complexities of organization life that may conflict with one's desire to do the right thing. Business Schools have moral obligations to contribute to the ethical development of students.

2.3.4 Title of Paper : **Teaching Ethics to International Business Students :
Impact, Response and Directions^{iv}**
Authors : **Hanoku Bathula & Sanjaya S. Gaur**

In the last decade, many global businesses were found to be involved in financial scandals and other unethical practices. In the current competitive global environment, too much emphasis is placed on maximizing shareholder value, sometimes to the exclusion of other stakeholders' interests. Scholars and oversight bodies are concerned about lack of sensitivity and/or deliberate ignorance of ethical issues in global business operations. Consequently, the curriculum for international business education is being refocused on the age old theme of ethics in order to prepare business students for the future role as global managers by imparting necessary knowledge and imparting sensitivity to ethical issues. The paper examined the impact of an undergraduate Business Ethics paper of an international business programme. Using a survey method, the study examined how much students learn in different area of business and social ethics and their intention of knowledge usage in their future managerial positions. Findings indicate that students gained understanding of significantly in all areas of examined: knowledge of Business Ethics, application of Business Ethics, and influence of ethics on personal matters. Surprisingly, some students indicate preference for unethical decisions in order to exploit business opportunities. This is typical of behavior of managers involved in fraudulent activities. The implications of these results are discussed in the light of extant literature and contemporary business and social practices. The paper concludes with a set of recommendations that would be of interest to business, higher education institutions and policy makers.

The paper examines the impact of a Business Ethics course on a group of international undergraduate students of business degree from an Auckland based tertiary institute. The rest of the paper is presented in four sections. Next section reviews the literature and then undertakes description of the Business Ethics course considered in this study. Then methodology and findings are discussed. The paper is finally concluded along with a set of recommendations.

In general business courses have placed primary emphasis on the goal of shareholder maximization. Successful managers are those that bring about increase in shareholder value, reduce cost, increase revenue even if it means short-shifting other stakeholder of the organization such as employees, customers, community and environment. This approach is no longer considered tenable as there is renewed emphasis on stakeholder model and ethical behavior of managers.

Influence on Personal Ethics

The study also investigated the impact of studying Business Ethics course on personal ethics. Students were asked about impact of the business course on their ethical attitude towards some personal issues related to their student life. Since most of the students were international in their background, some questions were related to job search, CV preparation etc.

Linkage to Research:

The researcher has tried to understand the combination of Management Institute towards Business Ethics. Hence one of the way of contribution is by making student study the subject of Business Ethics and providing them training on this sensitive issue. This research paper have supported the research by its finding that reflects that after providing training and education on the ethics, students gained understanding of knowledge of Business Ethics, application of Business Ethics ad influence of ethics on personal matter.

Some finding that helped researcher to claim his hypothesis and objective of study where student during the research indicated their learning gains made in this area as below :-

- 1) By attending the course on Business Ethics, Students gained more Business Ethics knowledge in many area. Knowing what is right and wrong in doing business and also the effects of adopting the knowledge.
- 2) It is necessary to learn and implement ethics in business. If unethical behavior is practiced, business organization and individuals will never be, able to grow ... it will affect the society adversely.
- 3) Without learning the course on Business Ethics. I think I would have taken some unethical decision rather easily, without thinking about the consequences.

- 4) By studying this course, we learnt a lot about ethics and related issues that we did not know before and / or understand, what is right or wrong in some specific area it is very important for people running a business.

Studying ethics as part of education will have far reaching impact on future leaders of business. It also helps them to internalize the ethical values and internalize them so that they are part of their thinking and decision making. Warren Buffet observes that “Success in business requires three qualities : Competence, Passion and Integrity and that without the third, the first two do not count (Cited in Sims and Felton, 2006, P. 300)

**2.3.5 Title Of Paper : Business Ethics and CSR As Part Of MBA
Curricula: An Analysis of Student Preference¹⁸**

Authors : Michael Segon * and Christopher Booth**

**Dr. Michael Segon. Senior Lecturer, Graduate School of Business, RMIT, Australia, Email: Michael.segon@rmit.edu.au*

*** Christopher Booth, Lecturer, Graduate School of Business, RMIT, Australia, Email : chris.booth@rmit.edu.au*

Business Ethics, Corporate Social Responsibility and Sustainability have arguably become more important to both the business world and business schools in recent years. The Masters of Business Administration program is regarded as the premier business qualification for practicing managers with career aspirations. It would seem logical that MBA programs would address the topics of Business Ethics, Corporate Social Responsibility and Sustainability in a clear and strategic fashion.

This paper reviews some of the literature concerning MBA program curricula and the current trends with regards including Business Ethics, CSR and sustainability in MBA programs.

According to Baruch and Leeming (1996) there is considerable agreement about some areas taught in a conventional MBA. They identify core subjects such as finance, human resource management, international business and

¹⁸ International Review of Business Research Papers (Vol.5, No.3 April 2009 Pp. 72-81)

marketing as fundamental to MBA programs. However, consistent with their observations concerning the need for flexibility and relevance, they identify that many scholars frequently put forward new subjects for the curriculum addressing areas such as : such as entrepreneurship, information technology and management information, international human resources management and production and operations. Baruch and Leeming (1996) also note that Business Ethics is an emerging issue that can be seen as a critical component of an MBA program. This is consistent with Neelankavil (1994, p47) who states, that from a organization's perspective, new subjects such as : entrepreneurship, ethics, global environment, production and operations management and quality management, must be part of MBA programs to broaden the outlook of future managers so as to tackle key issues now facing business. Paucar-Caceres (2008, p 189) noted that despite the influence of national culture and economic issues, the majority of MBAs show "signs of being fairly similar across the huge range of business schools."

MBA Programs and Business Ethics / CSR

According to Trevino and Nelson (1999), business school students may need training in ethics and moral reasoning more than most other students. Research conducted by Best (1987) found that students in business school ranked lower in moral reasoning than students in philosophy, medicine and dentistry. Crane (2004, p 149) cites a study of top business schools in the United States that found business school education not only fails to improve the moral character of students, but potentially weakens it. Buchholz (1989) defines business education as focusing on concepts and concerns that are essential to business theories of finance, management, economics, motivation etc. whilst Business Ethics focuses on the purpose and roles of these theories and techniques. It concerns itself with such matters as "the public interest", "social responsibility" "human rights" etc.

There is clear support for the inclusion for Business Ethics or Corporate Social Responsibility as part of the MBA curricula within both academic and business circles. It would seem that more information about its importance as a management competency to aid business would increase its attractiveness to students. Similarly, as argued by Freeman (1984) business leaders need to be more vocal in their support for the inclusion of such important content.

Linkage to Research:

Researcher wanted to know the understanding of students towards Business Ethics. While discussing informally with students during pilot survey, Researcher tried to understand the reasoning of students towards Business Ethics and CSR. As many times these words are interchangeable. This article supports the research by providing the light on the CSR and Business Ethics as a subject in MBA curriculum. According to Trvino and Nelson (1999), Business School Students need training in ethics and moral reasoning more than other students as they are going to face the challenges in this competition world and will be at cross road at the time of decision making. Teaching Business Ethics and CSR subject is not solely about helping managers resolve a specific moral dilemma, but also to develop competencies or capabilities for, ethical judgments in business scenario, the ability to integrate a broad social issues with the managerial role and then further implement it as a whole.

2.3.6 Title of Paper : Faculty Perceptions Concerning the Ethics of Classroom Management Practices

Authors :

Thomas Davies-The University of South Dakota Beacom School of Business

David Moen-The University of South Dakota Beacom School of Business

DeVee Dykstra-The University of South Dakota Beacom School of Business

This paper summarizes the results from a study that was conducted of academicians teaching at a Midwestern midsized doctoral-granting liberal arts university. Faculty and administrators were asked whether a hypothetical professor's behavior in 42 described scenarios was totally ethical, totally unethical, or somewhere in between the two extremes. The purpose of the study was to provide guidance to professors in setting their own classroom policies and procedures.

Ethics is susceptible to different meanings and thus alternate interpretations. Conceptually, it generally involves moral principles and practically, it requires doing the right thing, which some would argue depends on the situation (i.e. situational ethics). In the case of business schools, the study of ethics seems to ebb and flow. While not merely a fad, its curricular significance or importance

at any particular moment tends to depend on the current state of the business environment. According to the Association to Advance Collegiate Schools of Business International (AACSB), ethics is deserving of more elevated status. While the AACSB does not require any specific ethics classes to be offered, the curriculum must include learning experiences designed to provide students with an understanding of ethics at the undergraduate level, plus convey the importance of ethical and legal responsibilities in organizations and society in both the baccalaureate and graduate programs.

The authors described 42 classroom management practices, course policies, and faculty/student scenarios and asked respondents to a survey to indicate their perception of the hypothetical professor's degree of ethical behavior. The survey was administered to professors from various colleges and schools (including business, fine arts, arts and sciences, education, medicine and law) teaching at a Midwestern mid-sized doctoral granting liberal arts university.

What is considered appropriate behavior is generally a personal decision that can be shaped by one's view of ethics. Few would argue that what a professor teaches, i.e. the substance of a course, is likely more important than the method employed to teach it. While policies, practices and procedures an instructor uses to manage his or her classroom would typically be viewed as being of secondary importance, the absence of well thought out policies and procedures could hinder student learning. How course management techniques are perceived by students, fellow faculty and administrators may have a bearing on a number of important issues, including annual evaluations, merit raises and promotion decisions.

The paper described a survey that was administered to faculty teaching at a Midwestern mid-sized doctoral granting liberal arts institution, with the objective of shedding light on the degree of ethical behavior associated with 42 classroom management practices.

Linkage to Research :

Researcher was keen in understanding the role of faculty members in conveying the ethical knowledge among the student. This article shed light as to what practices professionals think either are or are not ethical.

The article supports the objective and hypothesis of research by stating the contribution of Institution through the business program required to establish expectations for ethical behavior by administration, faculty members and students similarly teachers or administrator who actually teaches Business Ethics must operate with integrity. When dealing with students and colleagues. As their teachers are going to be the role model for the students. Students consciously, sub consciously try to follow the way their teachers or administrator behavior. This article supported the perception of faculty member about ethical behavior of students the article also highlight the demographic difference, age difference, cultural difference of faculty member found their believes in ethical behavior of students.

2.3.7 Perceptions of college and university codes of ethics

Authors

Michael A. Yahr, Lois D. Bryan, Kurt Schimmel

Recent pressures for better corporate governance and greater accountability have spurred business organization and academic institutions to reexamine their code of ethics. The creation of an ethical code demands an assessment of its effectiveness. The literature suggests that key influences on ethical decisions making include stakeholder involvement, code design, code implementation and enforcement, and organizational culture, Using those criteria, a survey instrument was developed and administrated to university and college faculty and administrators for the purpose of assessing their perceptions of their institutions' codes of ethics. This article presents a conceptual framework for code evaluation; a description of the survey; and results of the survey examining how faculty members and administrators perceived their institutional codes.

Better corporate governance and greater accountability have once again surface as exigent issues. Organizations continue to recognize the value of ethical culture. One recent survey found that 94% of employee respondent strongly stated the need for an ethical employer and that 36% said they have left a job in disagreement with a company's ethical standards (LRN Ethics Study 2007).The Sarbanes – Oxley legislation and Scandals at Enron, Global

Crossing, WorldCom and other large corporations, have spurred organizations to reexamine how they conduct business. Likewise at colleges and universities, trustees, accreditation bodies and other stakeholders have prompted changes in codes of conduct and the pedagogy of ethics. Rezaee, Elmore and Szendi found that more than 70% of their surveyed universities and colleges reported having ethics codes(2001).

The Effectiveness Of Codes.

Ethical codes are intended to compensate for deficiencies in the law and market mechanism. They mitigate executive dilemmas; proscribe unethical behavior; provide guidance to employees; foster a desired corporate climate; validate disciplinary action; and generate external confidence in business (1987). In another study university financial administrators strongly agreed that codes “can demonstrate the university’s commitment to a set of standards that society expects them to meet” and that ethical standards are needed to resolve ethical dilemmas in academic institutions” (Rezaee et. al. 2001, 176 – 177).

Organizations, including universities and colleges, employ codes of ethical conduct to define and promote ethical behaviors. Their effectiveness is a function of their design, distribution, and implementation. It should not be assumed or expected that a code covers all intended practices and behaviors; codes evolve, and as living documents, must be redesigned and implemented. Codes that are not assessed for effectiveness may be merely window dressing. A confidential audit of an institution’s code of ethics may shed light on the following critical issues of code ownership and effectiveness. Codes do not guarantee desired outcomes and they cannot operate without the support of and interaction with other cultural elements. Successful implementation might be improved through mentoring, live educational sessions or e-tutorials. Recalling or being reminded of a code of ethics may help.

Linkage to Research:–

In view of contribution of Management institute toward Business Ethics code of conduct mentioned or framed by the Institute also makes lots of sense in Communicating moral expectation of all the stake holders behavior and

ethical code are intended to compensate for deficiencies in the law and market mechanism. They instigate executive dilemmas ,prescribe unethical behavior; provide guidance to employees; foster a designed corporate climate;Validate disciplinary action and generates external confidence in business (1987). In another study university financial admiring factors strongly agreed that code can demonstrate the university commitment to a set of standard that society expects then to meet and that ethical standard are needed to resolve ethical dilemmas in academic institution (Razaee et. Al 2001, 176 -177).

2.3.8 Attitude towards Business Ethics: Examining the Influence of Religiosity, Gender and Education Levels

Authors :

Choe Kum-Lung-Department of International Business, Universiti Tunku Abdul Rahman Sungai long Campus, Lot PT21144, Jalan Sungai Long, kajang 43000, Selangor, Malaysia

Lau Teck-Chai (Corresponding author)

This study aims to explore the influence of religiosity, gender and education levels on attitude towards Business Ethics. Religiosity has long been regarded as the key determinant in shaping ethical values. The well-established scale of Attitude Towards Business Ethics Questionnaire (ATBEQ) was adapted. Religiosity was measured using the Religious Commitment Inventory Scale (RCI-10). There are two dimensions of religiosity – intrapersonal religiosity and interpersonal religiosity. Results showed that intrapersonal religiosity was a significant determinant to attitude towards Business Ethics but interpersonal religiosity was not. Comparisons were also made across several demographic characteristics with regards to Business Ethics. There was no significant difference between gender. Significant difference was found in Business Ethics across different educational levels.

The ever-growing influence from transnational and multinational corporations on global society has further strengthened the critical role of Business Ethics in the governance of corporations (Barclay & Smith,2003). Research has also indicated that the cost of running business in a corrupted environment is much higher than in environment with high integrity (Phau & Kea, 2007).

Business Ethics

The findings from this study suggest that gender differences were not as prevalent as claimed in some earlier research. According to McCuddy & Perry (1996), there may only be a trivial relationship between gender and ethical behavior if there is any.

The findings on education levels are supported by Giacalone et al., (1988) and Kraft & Singhapakdi (1991). Both studies show that individuals with higher level of education tend to be more ethical because when they go through formal education, they have more resources in hand to make judgments about ethical behavior. Common education builds a foundation of informal belief systems which helps individuals to decide what is considered acceptable behavior and what is not.

Linkage to Research –

There is a long recognition on the significant role of religion in shaping human attitudes and the current trend is towards the re-emphasis of organized religiosity (Amould et al. 2004) As such, it is appropriate to study the relationship between ethical judgments and religious values. This article helped the research in understanding the influence of religiosity (intrapersonal and interpersonal) with attitudes towards Business Ethics. To support the research on contribution of Institutes towards Business Ethics, this article also helped in undertaking the significant difference between gender and education levels with attitude towards Business Ethics. Religion plays an eminent ethical role in Contemporary life from a religious standpoint, the divinity's laws are absolutes and shape the whole of an individual life. Faith rather than reasoning and knowledge, provides the foundation for a moral life build on religion (Vitell & Paolillo, 2003). Religion provides the most basic building block for an individuals cognitive world. It is an innate values that defines how to do things Right and provides a series of tools and techniques for social behaviour (Dekner, 1994). And education builds a foundation of informal belief system which helps individuals to decide what is acceptable behavior and what is not systematic ethics education system not only enhances moral recognition and reasoning but also equips individuals with the ability to resolve complex moral

issues and encourage them to stand up against opposite forces in their organizations.

2.3.9 Attitudes towards Business Ethics : A view of the Business Student in Denmark, Germany and the United States

Author: Michael Sauerbrey

Supervisor: Erik Kloppenborg Madsen, Aarhus School of Business May 2010

Business is essential for the development and well-being of a society. However, business does not exist in a vacuum, but is simultaneously dependent on a number of stakeholders, be it employees, customers, investors, interest groups, or the government. In this sense, an extensive and critical debate about the role and conduct of business, and their associated corporate responsibilities in the community, is taking place among academics and practitioners alike. Thereby, it is essential to consider that the practices of corporations are first and foremost resulting from decisions and behaviors of human beings. Business students in their role as future managers are likely to be faced with critical ethical decisions their daily work routine. Thus, investigating their moral mindset about aspect of Business Ethics is of great importance.

Problem Statement

Business students are at the center of this scenario. In their role as stakeholders, they are first and foremost citizens that are affected by corporate decision in the environment they live in. In many cases they are also customers of a company. Graduating from university and entering the job.

In addition, it¹⁹ has to be critically noted that a corporation is a creation by man, which receives authorization from government, and is managed by people. Thus, every corporate decision, and the conduct that results from it, is first and foremost the outcome of human activity. As this chapter has argued, the fundament for responsible business practice is that corporate decision makers increase their personal moral awareness toward ethical dilemmas

¹⁹ Ulrich's approach

among the relation of business and society. Moreover, managers need to judge these dilemmas with ethical soundness, establish a moral intention to solve these dilemmas, and engage in ethical behavior with integrity. Thereby, it is essential that corporate culture, but fundamentally lived and supported in society in general. The outcome of corporate conduct can only be as good as the decisions that are made by corporate managers, and can only be legitimated if people in society feel this outcome to be appropriate, fair, and sensible.

Integrity Culture & Ethical Corporate Conduct

Whilst moral leaders are doubtlessly important to shape the ethical orientation of corporations, their influence on employee behavior is somehow limited, especially in large organizations. Thus, for an ethical sound organizational culture, a set of standards and norms of ethical conduct is additionally required. More and more corporations set up a compliance program that defines the conformity with externally imposed standards to prevent misconduct through employee education, reduced discretion, auditing and controls, and penalties (Paine 1994).

Attitudes Of Business Students

Business students are frequently studied in empirical Business Ethics research (Peterson & Ferrell 2005). From all the articles in the Journal of Business Ethics, reporting empirical research in the years between 1985 and 2005, 25 percent have been conducted among college students (ibid), and there is still high interest in this field of research, especially in the U.S.

Culture

Lamsa et al. (2008) applied a questionnaire that was formerly developed by The Aspen Institute (2001, 2003). Their study gathered data from more than 200 Finnish Master Students, and compared them with the results of the American MBA student sample conducted by Aspen. Both surveys focused on the attitudes of business students toward corporate responsibilities. Students were asked how they define a well-run company, and how important these criteria are in a notional job offer situation. Results revealed that both Finnish

and American students generally considered a strong code of ethics and ethical values, though not as top, but as important characteristics of a well-run company, with increasing importance of ethical aspects over the years.

Ethical Leadership

The second step in Jones' (1991) model, which refers to the cognitive development of moral judgement, has been considered as the most important among researchers (O'Fallon & Butterfield 2005). Clearly, individuals need to know which behaviors are ethical and which are not, in order to adapt their behavior to ethical criteria. This applies not only for aspects of personal life, but also for the role of individuals as employees of a corporation. Whilst various factors from a person's behavioral intentions, it is the corporation to a great extent through its structure, policies and culture that determines the rules and principles of behavior of its employees (Maak & Ulrich 2007). >> Organizational factors<<, as Jones (1991: 391) agrees, >>are likely to play a role in moral decision-making and behavior at two points: establishing moral intent and engaging in moral behavior<<, which refers to the third and fourth step of his model.

Linkage to Research -

This article has helped in explaining the theoretical concept that can support the study.

2.3.10 An investigation into the attitudes toward Business Ethics by University Students in South Africa

Olawale Fatoki^{1} and Mathew Marembo²*

Department of Business Management, Auckland Park Kingsway campus, University of Johannesburg, South Africa.

Department of Business Management University of Fort Hare, Alice, South Africa. Accepted 6 March, 2012

The main objective of this study was to investigate the attitudes toward Business Ethics by business students in relation to gender, level of study and nationality. The empirically tested attitude towards Business Ethics

questionnaire (ATBEQ) developed by Neumann and Reichel (1987) based on the earlier work on Business Ethics by Stevens (1979) was used to collect data in a survey of 106 respondents.

According to Rossouw (2004: 8) Business Ethics has gained strategic for business. The neglect of Business Ethics constitutes a high risk behaviour that can cost companies dearly in terms of both reputational and financial damage. Sedmak and Nastav (2010) point out that the 2008/2009 global economic crisis came about with vast impacts on the population, workforce and business. Unethical business practices have been identified as one of the key factors in the business crisis. Ng and Burke (2010) point out that with the growing interest and debate surrounding globalization, no one can underestimate or push aside the importance of the perception of ethical behaviour in Business Ethics is now included in most business courses in top business management schools. Felton and Sims (2005) argue that students will eventually be hired as managers and supervisors by many employers. Therefore universities and business schools proactively take on more of the responsibility of seeing that their graduates appreciate the broad range of ethical behaviour expected of them by employers and society.

Sigma- Muga et al. (2005) suggest that individuals make ethical judgements based upon complex interactions among multiple variables which include cultural background, gender and educational orientation. According to Gill (2009) females are believed to be more ethical than men. Perryer and Jordan (2002) note that males tend to exhibit less diversity in ethical decision making while females show much different dimensions in different business scenarios. Ahmed et al. (2003) observe that cultural differences have an impact on the perceptions and attitudes of people towards Business Ethics.

This study makes an important contribution to the body of literature on the attitudes of university students toward Business Ethics especially in South Africa where there is a dearth of empirical literature. The theoretical background of the study included the theory of reasoned behaviour; the stakeholder theories as well as Hofstede's five cultural dimensions theory. The findings of the study revealed that differences

exist in attitudes toward Business Ethics in relation to the level of study whilst no significant differences exist in relation to gender and nationality.

To improve the attitudes of business students toward Business Ethics, there is need to reshape Business Ethics education in higher learning institutions so that students can develop better awareness towards Business Ethics. Business Ethics should be given priority and be incorporated in the Business Ethics as a major from the first year. In the business world cases of fraud, corruption and cheating are reported. Elimination of such practices can be achieved through ethics education in the school system. This can significantly reduce unethical behaviours at work places which are dangerous to business image and profitability.

Linkage to Research-

This article is significant because the main objectives is to investigate into the influence of demographic factors on business students attitudes towards Business Ethics. This article focus on the relationship between Business Ethics and gender, Business Ethics and Nationality, Business Ethics and level of Education

2.3.11 Title of Paper : **A Comparative Study of Business Student's Attitude towards Business Ethics. The Case of Denmark and Romania**

Authors : Ana Maria Bordieanu (288243)
 Alexandra Dragomir (402884)
 School of Business and Social Science, Aarhus
 University, May 1st 2012

The importance of responsibility for good business and the social impact of businesses in society have received an increased attention in the contemporary business environment. In this context, business students as future drivers of the economic and social engine of the society, as future leaders and potential employees, became the main target of researches.

This study examined ethical attitudes of 327 business students from Denmark and Romania. More specifically, the extent to which gender, study level,

business education in terms of ethics course attendance and work experience had an effect upon the formed attitudes, was investigated.

The main research question this study aimed to answer is the following: Do business students' attitudes' towards Business Ethics differ according to a specific social cultural and economical context? A survey consisting of 64 statements related to general ethics dimensions, role and responsibilities of a company, ethical dilemmas, business education and HR recruitment was developed.

Overall, differences in attitudes were revealed across the two sample groups. The results of the paper suggested that as a whole, business students were in favor of the stakeholder model even if the two sample groups assessed diverse groups of stakeholders with different weights. The key findings are relatively consistent with previous studies, females' respondents indicating a stronger ethicality and morality. Business education was found only having a marginal effect on business students attitudes', while work experience had no significant effect.

There is a growing perception that the education offered by business schools is inadequate in the contemporary society and there was registered as well an increasing request for academics to research and teach Business Ethics. Also many business schools included ethical and sustainability aspects in their curriculum, as they realized their need to educate responsible and moral leaders.

To conclude, the presented contemporary business environment had a significant effect on the field of Business Ethics, well documented through the multitude of empirical researches recently conducted. There is a need in assessing the attitudes and values of business students in society, as they are "the change agents in business", future leaders and future employees. (Kleinrichert & Albert, 2011)

This research paper reflects on business students attitudes, providing a comparison between a *developed* country: Denmark and a *developing* one: Romania. The objective of the comparison is to bring an input to academia when it comes to the global plenary, and see how these societies are developing prospective employees when it comes to Business Ethics and being social responsible.

This research paper draws upon socialization theory and ethical theories, counting as well for the cultural implications of the research. Furthermore, the concept of attitude, corporate social responsibility and as well as other models relevant for this paper, are presented and discussed.

The purpose of this study was to look into business students' attitudes towards Business Ethics and underlying implications when assessing companies in a job-offering situation. Moreover, the main objective of the paper was to provide a comparison between a developed country, Denmark, and a developing one, Romania.

The study began by addressing the fundamental and most relevant theories in the field of Business Ethics, in order to provide a comprehensive framework for the proposed research. Therefore, socialization theory, ethical theories, the concept of attitude, and the main approaches to corporate social responsibility were covered.

In order to investigate business students' attitudes and account for results of the proposed research topic, a quantitative approach was adopted and the results were interpreted and discussed.

The rapid changes our society has to face and the phenomenon of globalization has put the subject of Business Ethics in the spotlight. Thus, the study of Business Ethics has become important not only for academia but also for "business managers in their decision making process and for students in their evaluation of business activities" (Crane, 2010)

It is not only individuals who come across situations where one needs to choose between right and wrong in their everyday lives, but companies as well. In the business context, however the situation is more complex. This section will look at the major ethical theories in order to count for their applicability in Business Ethics by offering the reader an in-depth understanding. All of the following theoretical approaches to ethics look at business ethical problems from different angles with the purpose of presenting the reader a pluralistic perspective.

When examining ethical dilemmas within business it is important to account for individual behavior and the organization systems and characteristics. A number of scholars, mention that it is very important to analyze the climate of

particular businesses and the characteristics of it. (Weaver, Trevino, & Bradley, 2005)

In conclusion, ethical leadership becomes representative when discussing ethicality and Business Ethics dilemmas. Theory shows that there are a number of factors that influence the ethicality of a leader but also its impact on a corporation. The topic has had many debates in literature with regards to the different areas and the different categories that have been made in the context of ethicality. However it remains an important aspect when it comes to Business Ethics and its effect on corporations and society.

2.3.12 Title of Paper : Teaching Business Ethics Effectively”

Author : Dr. Manisha N. Paliwal

Herbert Spenser says, “The great aim of education is not knowledge but action”. There are four pillars of education, learning to know (knowledge), learning to do (to tackle many situations), learning to live together (interdependence) and learning to be (develop one’s personality). We have moved from a world of profit, market share and business success to a world of business values and social responsibility. In this information age, ethics becomes a necessary function of management and business.

Recently, there has been an increasing awareness, and more importantly increasing interest in the field of Business Ethics. This is indeed a very welcome trend! In fact, perhaps, there has not been any time in the history of business development when the concepts and understanding of the nature of Business Ethics has been so urgently needed, so urgently felt, never before had the need of ethical practices in business so widely felt.

Ethics is thus said to be the source of morals; a treatise on this; moral principles; recognized rules of conduct. Webster’s Dictionary defines ethics as: the discipline dealing with what is good or bad, and with moral duty and obligation, the system or code of morals of a particular person, religion, group, profession, etc. By Cater Mcnamara- “ Business Ethics is generally coming to know what is right or wrong in the workplace and doing what is right- this is in regard to effects of products/services and in relationship with stake holders”. According to John Donaldson- Business Ethics in short can be desired as the systematic study of ethical matters pertaining to business

industry or related activities, institutions and beliefs. Business Ethics is the systematic handling of values in business and industry.

Since laws and legal enforcement are often not always sufficient to help guide or solve complex human problems relating to business situations, the question arise: can ethics help? If so, how? And can Business Ethics, then, be taught? This ongoing debate has no final answer, and studies continue to address the same. The discussion begins with what Business Ethics courses cannot or should not do.

Teaching ethics: There has been a continuing debate regarding the extent to which ethics is able to be taught and the degree to which the teaching of ethics influences people's future behavior. This debate goes back to the time when Plato and Socrates debated whether or not virtue could be taught (Louden, 2000). Socrates believed that "ethics was the search for a good life in which one's actions are in accord with the truth". Age of Enlightenment, believed that the teaching of ethics required structure and discipline to produce ethical human behavior (Louden, 2000; Kant, 2004). Many would agree that students should have learned values and ethics before they entered college.

Teaching ethics in Management Schools: Teaching ethics in business schools is essential to direct prospective business personalities to understand and apply a code of conduct concerning their behavior when delivering products and services. The teaching of ethics helps businessmen to tackle difficult situations in their profession constructively. Teaching ethics in business schools involves an interactive study of various circumstances that lead to success in business. The roles of culture, position of an executive and human behavior are also included in the syllabus. Teaching ethics in business schools gives an opening about various issues to be faced when dealing with social challenges. The works of various philosophers such as Adam Smith, Marx and John Stuart Mill are taught in business schools to connect ethics and economics.

Teaching Business Ethics Effectively: Ethics course should not advocate a set of rules from a single perspective nor offer only one best solution to

specific ethical problem. Businesses have recently become aware of the severe implications of the unethical behavior of employees. One of the greatest challenges in teaching Business Ethics is determining the subject matter and content that needs to be taught. When examining Business Ethics courses it is obvious that there are many different framework issues and philosophies for teaching the course.

Strategies for Effective Teaching: Business Ethics education can only be effective if it is supported widely by the faculty and administration of the school. Responsibility for ethics in the business curriculum must be borne by the entire business faculty, not outsourced or handled by one or two specialists. Some suggestive strategies for effective teaching of ethics could be:

- Character education programs that work are, in fact, a giant mutual-improvement process involving students, teachers, administrators, parents, and other stakeholders. None of this is easy, especially given all the things we are already asking schools to do. When we talk with teachers about character education, they usually are enthusiastic about the idea but daunted by the problem of fitting it into crammed curricula.
- Faculty should identify elements of the curriculum that support the virtues and add other materials on ethics.
- Just as we remind our students that their management education does not end with a degree or a diploma, we must remind ourselves that education in ethical awareness must continue and be strengthened over time. This means not only that faculty and administrators need continuing education, but also that faculty need to be supported in research and case writing on the ethical aspects of their respective specialties.
- Ethical decision making should be taught and practiced throughout the school, but it is supplemented by training in reflection, coping skills, and cooperation. In this, they should be joined by parents, who can receive help through the school in strategies for raising ethical children. These can include such important skills as maintaining a daily dialogue with a child; connecting with his or her friends; effective, consistent reinforcement of desired behaviors; and skillful reduction of undesired behaviors.

Linkage to Research:

This article highlights on some aspects of contribution of Management Institutes , Faculty members in making students ethically strong by teaching them Business Ethics as a subject in the class room. This article highlights the importance of Business Ethics teaching and learning at the school and college level. The author has made an attempt to define and describe some approaches such as :-

1. Individual perspective and focus on personal Morals Approach
2. Case study Approach
3. Organizational values and compliance systems approach
4. Resolve legitimate ethical dilemmas Approach .
5. Rethink the Business Curriculum approach
6. Personal Interactions Approach .

2.3.13 Title Of Paper : Can Business Ethics Be Learnt

Author : Rikdev Bhattacharya

Business Ethics or corporate ethics is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations.

A fundamental principle of ethics is fairness. Ethical people play fairly. They respect the rules, judge circumstances by ethical criteria, and follow through appropriately. In a competitive business climate, the ethical lines are blurred by the urgency to make the sale, outmaneuver the competition, and leverage anything and everything to close the deal. The big question is how you can stand by the principle of fair business dealing when it seems so advantageous not to; and even if you do does it come from the innate qualities of a person or is it something which can be ingrained into a person through formal training?

The main purpose of this paper is to analyze different perspectives on Business Ethics education and tries to uncover whether Business Ethics and its core principles be learned or whether it is something innate i.e. a consequence of the upbringing, influences and attitude of individuals.

Education and Ethics:

There are conflicting views on whether ethics can be learnt and conflicting expectations about how the learning of ethics will lead to more ethical behavior. A business course focusing on ethics can facilitate growth in principled moral reasoning and education is the best means of developing good ethical behavior in the modern business environment.

Educators can reinforce students' ethical attitudes by teaching ethical principles rather than moral standards of behavior and by introducing them to the ethical arguments.

It is found that ethics education can increase skills in identifying and analyzing problems, and therefore help to handle conflicts of values which arise between the practitioners, clients and society. Business students exposed to courses having a purposeful focus on professional ethics and ethical issues show significantly greater growth in the use of principled moral reasoning than similar students not exposed to such courses.

However, some studies have provided indications that ethics courses may have little to no statistically significant impact on student attitudes indicates that requiring students to learn professional regulations and guidelines in order to pass an ethics examination does not ensure that they will retain a concept of ethical behavior. A one semester ethics curriculum would have minimal impact on ethical values and attitudes.

If one wants to answer the question of whether Business Ethics can be learnt or not, one should identify what the goal of Business Ethics education is. Therefore, some literatures conclude that formal courses in Business Ethics have little effect in the sense that students will learn to behave more ethically. By the time people reach college age their moral formation is, by and large, complete. Ethics are learned early in life and by the time individuals reach college they are either honest or not. Thus one can't learn Business Ethics by just reading text books or undergoing some form of formal training or education; instead it involves a process through which ethical principles are instilled in the psyche of a person. Ethical behavior is the outcome of various factors that influences an individual's cognition from the time of his/her birth till he/she reaches maturity. It can be explained through the following model:

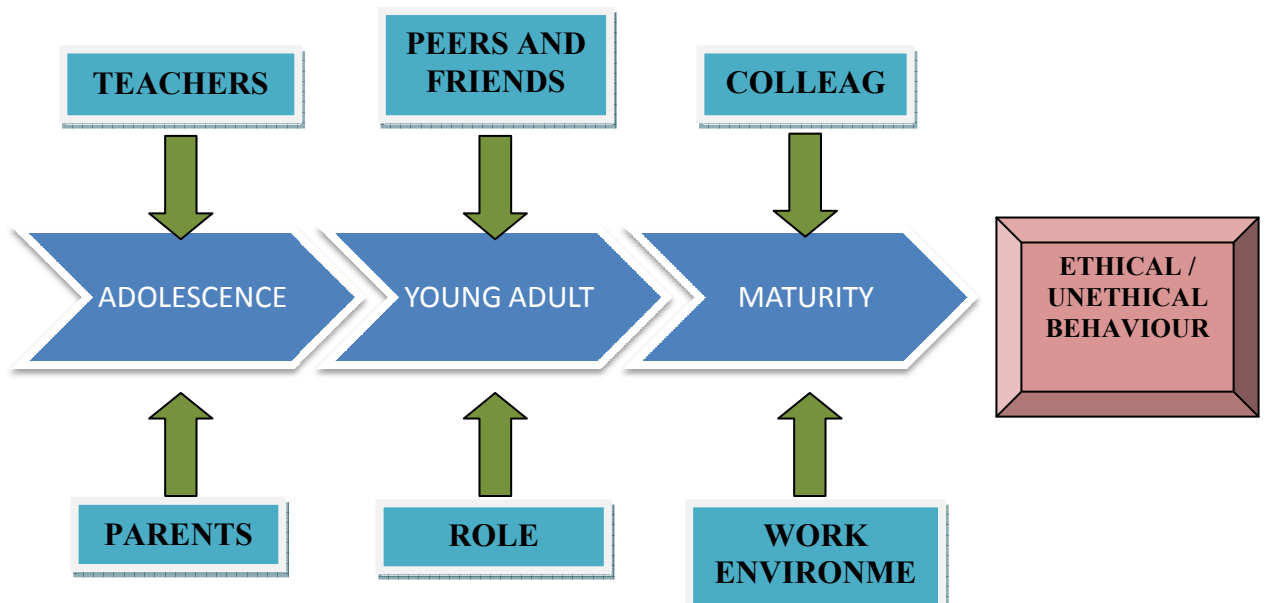


Fig 2.1 Ethical Development in Individuals

Adolescence: Ethical influences starts very early in the life of an individual, as early as the age 6-8 years a child is influenced by the acts of his or her parents and other immediate family members.

Young Adults: When the child reaches young adulthood i.e. between the age of 16-24, the biggest influence is the friend circle that an individual maintains.

Maturity: After attaining maturity, the work environment and the organization an individual works in plays the pivotal role in determining whether he or she will be involved in unethical business practices or not.

Ethical Perspective:

Ethical behavior relies on more than good character. Although good upbringing may provide a kind of moral compass that can help the individual determine the right direction and then follow through on a decision to do the right thing, it's not the only factor determining ethical conduct.

They also can learn reasoning strategies that can be used to arrive at the best decision. And they also can grasp an understanding of the complexities of organizational life that can conflict with one's desire to do the right thing.

According to the literature published in the field of Business Ethics education, this paper supposes that we should identify the goals of Business Ethics education before answering that question. Based on above discussion, it might be impractical to expect Business Ethics courses can completely change

students' moral will and ethical behavior. To make Business Ethics education more effective, ethics courses must act as a role of guiding students and nurturing students' ability to deal with ethical issues which they will face somehow in their business careers.

Linkage to Research -

This article focus on the level of learning during the life time of the students . This supports the comment that yes ethics can be learnt at any age and hence Institutes can try to make their students behavior ethically strong.

2.3.14 Title of Paper : Can Business Ethics be Learned

Author : Vinay Kumar²⁰



Business Ethics is a form of professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and business organizations as a whole. Applied ethics is a field of ethics that deals with ethical questions in many fields such as medical, technical, legal, and Business Ethics.

Why should one be Ethical?

There is already something odd about this question. It is like asking, “Why are bachelors unmarried?” They are unmarried by definition. If they were married, they would not be bachelors. It is the same with ethics. To say that one should do something is another way of saying it is ethical. If it is not ethical, then one should not do it.

Perhaps when business people ask why they should be ethical, they have a different question in mind: what is the motivation for being good? Is their something in it for them?

It is perfectly all right to ask if there is a reward for being good, but this has nothing to do with whether one should be good. It makes no sense to try convincing people that they should be good by pointing to the rewards that

²⁰ Acharya Institute of Management and Science .

may follow. One should be good because “good” is, by definition, that which one should be

7 Principles of Admirable Business Ethics

1. Be Trustful: Recognize customers want to do business with a company they can trust; when trust is at the core of a company, it's easy to recognize.

2. Keep an Open Mind: For continuous improvement of a company, the leader of an organization must be open to new ideas. Ask for opinions and feedback from both customers and team members

3. Meet Obligations: Regardless of the circumstances, do everything in your power to gain the trust of past customer's and clients, particularly if something has gone awry.

4. Have Clear Documents: Re-evaluate all print materials including small business advertising, brochures, and other business documents making sure they are clear, precise and professional. Most important, make sure they do not misrepresent or misinterpret.

5. Become Community Involved: Remain involved in community-related issues and activities, thereby demonstrating that your business is a responsible community contributor.

6. Maintain Accounting Control: Take a hands-on approach to accounting and record keeping, not only as a means of gaining a better feel for the progress of your company, but as a resource for any "questionable" activities.

7. Be Respectful: Treat others with the utmost of respect. Regardless of differences, positions, titles, ages, or other types of distinctions, always treat others with professional respect and courtesy.

How this Ethical Behavior can be inculcated

- Dramatic changes occur in young adults in their 20s and 30s in terms of the basic problem-solving strategies they use to deal with ethical issues.
- These changes are linked to fundamental changes in how a person perceives society and his or her role in society.
- The extent to which change occurs is associated with the number of years of formal education (college or professional school).

- Deliberate educational attempts (formal curriculum) to influence awareness of moral problems and to influence the reasoning or judgment process have been demonstrated to be effective.
- Studies indicate that a person's behavior is influenced by his or her moral perception and moral judgments.

Can Business Ethics be learned?

Is there a connection between academic honesty and professional ethics? Can ethics be taught and retained or must they necessarily be lost in the shuffle of a dog-eat-dog world?

Professors and administrators disagree with the criticism that most students arrive at college in an ethically inflexible state.

"When you look at a place where you can teach ethics, teaching academic integrity is a great example of [doing so]," says Diane Waryold, executive director of the Center for Academic Integrity.

"College is an incredibly formative period," says Elizabeth Kiss, director of the Kenan Institute of Ethics. "

One false assumption guides the view that Business Ethics can't be taught: the belief that one's ethics are fully formed and immutable by the time one enters college or begins a job. Research in moral psychology has found that this is definitely not the case. Moral judgment develops throughout childhood and young adulthood in a complex process of social interaction with peers, parents and other significant persons, and this development continues at least through young adulthood. Research, then, supports the argument that ethics can be taught. Given that most people enter professional education programs and corporations during young adulthood, the opportunity to influence their moral reasoning clearly exists. In fact, young adults in their twenties and thirties enrolled in moral development educational programs have been found to advance in moral reasoning even more than younger individuals.

The Myth of Business Ethics can't be learned is not true, Business Ethics can be learned through our natural and curriculum. All the learning's are can be learned from our 20's- 30's age. The learning's depends on our thoughts and our thoughts depends on the quality of people we will meet and it depends on the surroundings and the environment.

The idea of Business Ethics, it is important to practice good ethical behavior. Leading by examples; teaching by example; being a role model; these are all things will come if you practice ethical behavior and chose to make the right decision

"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters." -- **Alan K. Simpson**

Linkage to Research -

This article supports the understanding that to a great extent, ethical conduct is influenced and controlled by our environment in work settings, by leaders, managers and the entire cultural context. As a result, we believe that education institutions and work organizations can and do have an opportunity to teach people about ethics and to guide them in an ethical direction.

Table 2.4 : Review of Literature in Nutshell

S. No	Articles	Reference	Authors	Linkages to the research
1	Impact of Culture on Business Ethics	Far East Journal of Psychology and Business- Vol3 No 2 May 2011	Mohsin Shakeel / Muhammad Mazhar Khan / Dr. Muhammad Aslam Khan	This article focuses on the effect of cultural on ethical gesture of people, further help researcher to show linkage between the institute cultural and students grooming. By creating a learning cultural in the institute students can be developed ethically strong.
2	College Students' Perception of Ethics	Journal of Academic and Business Ethics	Linda K. Lau/Brandon Caracciolo/ Stephanie Roddenberry/ Abbie Scroggins	This article highlight the college students perception of ethics. Using five factors 1) The impact of education2) students attitude toward cheating 3) The impact of technology 4) The importance of ethics 5) The ethica campus environment.
3	Can Business Ethics Be Taught?	The Journal of Human Resource and adult Learning May 2006	Vi Hui Ho and Chieh-Yu- Lin	This paper supported the ideas of researcher that education institutes do make a sence in making new managers more ethically strong

4	Teaching Ethics to International Business Students : Impact, Response and Directions	ISSN-1176-7383, Working paper No 23 Dec 2011	Haniku Bathula and Sanjay S Gaur	This article helped in understanding the contribution of Management Institute toward developing students by teaching them the subject of Business Ethics
5	Business Ethics and CSR AS a part of MBA Curricula: An Analysis of students Preference	International Review of Business Research Papers Vol 5No 3 April 2009Pp72-81	Michael Segon / Christopher Booth	This article highlighted the difference between ethical activities and CSR
6	Faculty Perceptions Concerning the Ethics of Classroom Management Practices	Journal of Academic and Business Ethics	Thomas Davies /David Moen/ DeVee Dykstra	This article shed light on what practices professors think ether are or are not ethical , given the importance of teaching both to the institutions and the individual academicians
7	Perceptions of College and University codes of ethics	Journal of academics and Business Ethics	Michael a Yahr/ Lois D Bryan / kurt Schimmel	This article helped in understanding the codes of ethics and its influence on the behavior of the students and teachers .
8	Attitude towards Business Ethics: Examining the Influence of Religiosity , Gender and	International Journal of Marketing Studies Vol.2 No 1 ; May 2010	Choe Kum- Lung/ Lau Teck- Chai	This article helped the researcher in understanding the influence of religiosity (interpersonal and intrapersonal) with

	Education Levels			attitude towards Business Ethics
9	An investigation into the attitude towards Business Ethics by University students in South Africa	African Journal of Business Management Vol.6(18), PP5865-5871,9 May 2012, Available online at http://www.academicjournals.org/AJBM ISSN 1993-8233@2012academic Journals	Olawale Fatoki and Mathew Marembo	This article helped in understanding the relationship between Business Ethics and gender, nationality and level of education.
10	Attitudes toward Business Ethics: A view of the Business Students in Denmark, Germany and the United States	Department of Marketing and Statistics – Master Thesis – Aarhus School of Business, May 2010	Michael Sauerbrey /supervisor: Erik Kloppenborg Madsen	This article helped in understanding the students perspective toward Business Ethics irrespective of located in different origins
11	A Comparative Study of Business Students' attitudes towards Business Ethics – The Case of Denmark and Romania	School of Business and Social Science , Aarhus University ,May 1 st 2012,	Ana Maria Bordieanu (288243)/ Alexandra Dragomir(402884)	This paper highlights the attitude of Business Students attitude towards Business Ethics and the underlying implication when assessing companies in a job offering

				situation. It also helped in understanding the attitude towards Business Ethics and CSR implication to today's current state
12	An Essay Titled –“Teaching Business Ethics Effectively”	National Level Business Essay Competition on Business Ethics organized by Vishwakarma Institute Of Management	Dr. Manisha N. Paliwal (Professor)	This article reflects the contribution of teachers and institute towards making ethically strong students
13	An Essay Titled –“ Can Business Ethics Be Learnt”	National Level Business Essay Competition on Business Ethics organized by Vishwakarma Institute Of Management	Mr Rikdev Bhattacharya(Professor)	This article helped in understanding the level of learning ethical aspects among the students .
14	An Essay Titled –“ Can Business Ethics Be Learnt”	National Level Business Essay Competition on Business Ethics organized by Vishwakarma Institute Of Management	Mr Vinay Kumar P (Management Student)	This article supports the understanding that to a great extent , ethical conduct is influenced and controlled by our environment in work setting , by leaders , managers and the netire cultural context .
15	Book – Ethics in management		Biswanath Ghosh	This booked helped in clearing the concept

	and Indian Ethos – Second Edition			of religion , ethics , spirituality and Indian aspect of Ethics
16	My first Book of Business Ethics – ISBN 1-931686-89-0	Publication -An Quirk Books	By Alan Axelrod	This book is an A BC for Business Ethics , helped researcher is proposing definition, and ABC concept of Ethics .
17	Book – Professional Ethics Education :Studies in Compassionate Empathy	- 2008,XIV, 198p- Hardcover ISBN: 978-1-4020-6888-1	Maxwell, Bruce	
18	Human Values and professional ethics	Savera Publishing House , New Delhi	Dr Pragyaa Agarwal	This book helped in clarifying the concept of Human Values and Professional Ethics. The purpose of education is to enable or human being in line a fulfilling life, in harmony with one self and with family society and native.
19	Research Methodology –A Guide for Researchers in Management and Social Sciences	Prentice Hall India	Bill Taylor/ Gautam Sinha / Taposh Ghoshal	Helped in understanding the statistical tools, methodology and statistical aspect that are required through the research.
20	An Indian Perspective	The MC Graw Hill	Ronal D. Francis	This book deals with ethics in a manner

		<p>Companies ISBN – 13-978-0-07-015259-5</p>	<p>Mukti Mishra</p>	<p>intended to be useful to business in India. The authors have given ethical principles, along with their background and explanations as well as small cases elucidating the methods of solving ethical programs.</p>
<p>21</p>	<p>Indian Ethos and Values in Management</p>		<p>R Nandagopal and Ajith Sankar, RN</p>	<p>This book has adopted an approach that will help the students appreciate the essence of Indian ethos. This book includes certain exercises on character building. That will act as a bridge between conceptual knowledge related to ethos and values and its practice in the day to day life.</p>

2.4 SUMMING UP

The literature for the Topic Business Ethics' is studied from the combination of Reference Books, related text books, various HR Journals & Research Articles. The concept of Business Ethics covered in the research is explained by understanding the various definition of ethics and importance of ethics understanding among the students. The literature review has also covered the discussion about whether ethics can be taught and learnt. Various research on ethical attributed of students have helped researched in drafting the hypothesis and questionnaire.

Researcher made an attempt to link education – management education and corporate ethics. She observed that a lot of literature is available on ethics' philosophy, myths of ethics, linking of ethics with Business Ethics, but there was very limited literature on how Business Ethics can be taught in Management Institutes and will have reasonably good impact on promoting ethical behaviour to the corporate.

The chapters which follow identify the facts and figures, views and opinions of captain of industries, head of Management Institutes & Universities, management teachers and management students who reflects on the need for and utility of study of Business Ethics in Management Institute. Researcher's beliefs has been reinforced by the data which is represented in graphs and tables. This journey has been very enriching.

The researcher has acknowledged most of the original sources from where the information and inspiration has been derived. The main purpose obviously is to link up the opinions of authors and interviewer to the main stream of the thesis.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the Earlier chapters, the Introduction of Research topic was explained in detail, and in the Second chapter the available literature for the research topic was studied and the overall research done results in developing the bridge between the available literature and the present scenario results, through proper observations and research. As the research is based on the contribution of Management Institutes toward promoting Business Ethics among management students the combination of research methodology techniques is being used. The Primary data was collected started with the facts and findings of the related study. Researcher has made a thought on making a qualitative conclusions from the research, therefore has implemented the interview and discussion of few top and renowned people of society from the segment that work close to the students, teaching fraternity and Institutes. The questionnaire analysis and the interviews would provide the qualitative solution for the Research. In this chapter the research student aims in describing the methodology obtained for research and to focus on research design.

In this section, researcher has attempted the compilation of general points in Research Methodology and specific points in the current research, considering the typical nature of the topic.

The research of “Business Ethics” is a very crucial and sensitive study to be done in Management Institutes. Most of the times the management is afraid to talk about the Ethical performance in that Institute and on the contrary the teachers and students in the institute due to inadequate knowledge or authority to discuss are uncomfortable with this topic. The methodology for researching and analyzing the data collected from various phase and respondents was a challenging task for the researcher, hence researcher chose methods for collection of data through questionnaire, discussions, personal interviews.

The whole research is divided in to five phases –

Management Institutes from Pune region were considered for research.

- I - Business Ethics survey conducted for 250 students of Management Institutes 10 colleges 25 students of each college.
- II- Survey conducted for 60 faculty members, six faculty members each from ten colleges.
- III - Personal Interviews of the Six Directors from the Management Institutes of Pune region.
- IV- Personal Interviews of the Six Corporate Representatives from the reputed companies of pune region.
- V - Discussions with the subject matter expert, senior consultant, Captains of Industries from the corporate and Captains of Academics. (Thoughts Leaders)

The ten Institutes that were studied –

- Nanavati Institute of Management
- Marathwads Mitra Mandal Institute of Management.
- MIT School of Business
- Amity Global Business School , Pune
- Vishwakarma Institute of Management
- Novel Institute of Management
- Allana Institute of Management
- Sinhagad Insitute of Management
- MIT School of Management , Kothrud
- Padmabhooshan Vasantdata Institute of Technology.

These Institutes were selected (considered in the thesis) on the basis of accessibility, location and favorable response, number of intake of MBA students and its occupancy in the institute and sufficient questionnaires filled by the students of the institute (strength).

The Corporate representatives were from following companies –

Tech Mahindra Ltd, Tata motors, Infosys, ARAI, Wipro, Glaxo Smit Kline.

3.2 MEANING OF RESEARCH

The very common meaning of research is “a search for knowledge”. Research is an art of scientific investigation. It is a movement from the known to the unknown. Curiosity is as essential natural feeling of every human being. Whenever the unknown fact confronts us, we try to find the meaning and causes of that fact. This feeling of human being is the mother of all knowledge and the method which he employs for obtaining the knowledge of whatever the unknown, is called as research. Thus, research is a voyage of discovery. It is a scientific and systematic search for pertinent information on a specific topic. It is an organised enquiry. It clarifies doubtful facts. It corrects the misconceived facts or ideas. It seeks to find explanations to unexplained phenomenon. In fact, research is an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, research is nothing but the search for knowledge through objective. It is a systematic method of finding solution to a problem.

According to Clifford Woddy, the research is defined as *“the process which includes defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.”*

3.2.1 OBJECTIVES OF RESEARCH

- 1) To understand the extent of Management Institute’s Contribution towards Business Ethics.
- 2) To understand the influence of Business Ethics activities on students / Faculty Members and Management.
- 3) To study the importance of value Education through subject of Business Ethics in curriculum of MBA,
- 4) To understand the view points of corporate / top management and Institutes towards Business Ethics.
- 5) To study the preference of students and Faculty members towards Business Ethics.

- 6) To understand the corporate inclination about Business Ethics while selecting the Management Institute and students for recruitment and placement.

3.3 TYPES OF RESEARCH

Types of research applicable for this research are as below:

I. Qualitative Research

There are two basic approaches to research, viz. quantitative approach and the qualitative approach. The researcher has implemented the qualitative approach for this research.

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions. Generally, the techniques of focus group interviews, projective techniques and depth interviews are used. Qualitative research is especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.

II. Social Research

Social research is the scientific analysis of the nature and trends of social phenomena of groups, or in general, of human behaviour so as to formulate broad principles and scientific concepts. Social research is the systematic method of discovering new facts or of verifying old facts, through sequences, interrelationship, causal explanations and the natural laws, which cover them.

Objectives of Social Research :

1. Development of Knowledge : The main object of research is to add to the knowledge. Similarly social research is an organised and scientific effort to acquire further knowledge about the social phenomenon and social facts.

2. Scientific Study of Social Life : Social research or research is an attempt to acquire scientific knowledge about the social phenomenon and social facts. It makes study of human being, human behaviour and collects data about various aspects of the social life of man and formulates laws in this regard.

3. Welfare of Humanity : To promote the welfare of humanity by the results of investigation may be the ultimate aim of one scientist. Another may set as his goal the achievement of material security and social prestige for himself.

4. Classification of Facts : In the words of P.V. Young, “Social research aims to clarify facts. To develop a series of clear-cut concepts and to examine the old concepts which are to define social life”.

5. Social Control and Prediction : The ultimate objects of many research undertakings is to make it possible, to predict the behaviour of particular type of individuals under specified conditions.

Social research thus studies the social values, beliefs, traditions, events, etc. It also finds out new facts and verifies the old facts on the basis of the touch stone or tests applied to old facts. It is in fact the scientific method for the study of the social life in scientific manner. It also studies the dynamics of social relationship and social phenomenon.

3.4 RESEARCH DESIGN

A researcher attempting to solve her problem should necessarily prepare a plan which will help her to attain her ultimate motto. This plan is nothing but a research design.

According to Pauline V. Young, a research design is “the logical and systematic planning and directing a piece of research.” The design, according to her “results from the structure and process of the research programme. Without such a plan of study no scientific study is possible.

The design may be a specific presentation of the various steps in the process of research. These steps include the selection of a research problem, the presentation of the problem, the formulation of the hypothesis, conceptual clarity, and methodology, survey of literature and documentation, bibliography, data collection, testing of the hypothesis, interpretation, presentation and report writing.

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. The plan is the overall scheme or programme of research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of the data.

Research Design Implemented by the Researcher

Introduction: The Researcher has chosen statistical representation (Quantitative analysis) and Descriptive interviews (Qualitative analysis) as the method of presentation in the thesis. The data collected at students and faculty members level is presented in statistical form and the interviews conducted by all subject expert from corporate, academics and social life is presented in descriptive form. Interviews and discussion with the subject experts excels at bringing us to understanding the complex issue of Business Ethics related to organizational, Institutional, teachers and students psychology. This method acts as a extend experience or add strength to what is already known through previous research. This representation of qualitative and quantitative data prepared, studies emphasize detailed contextual analysis of the activities and functions handled in the institutes and corporate related to ethics. Mainly the Research Topic is qualitative based to examines contemporary real-life situations and provide basics for the application of ideas and extension of methods. The representation of research also proves as a best method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context and as a exploratory tool.

The Researcher has applied the research in 10 different Institutes and six different corporate (List Attached in Annexure V & VI)

The key areas of methodology used in research design is as follows :-

1. Primary Data –

Collection of Primary data for the related research topic is collected through various Questionnaires, Mock discussions, Interviews.

2. Secondary Data –

Collection of secondary data for additional references is collected through the Medium of printed material by each Institute or through their official web-site. The data was also compiled through the sources like books, journals and articles on the same topics.

Questionnaire –

In part I and part II of the Research Methodology, researcher determined the particular questionnaire to be asked to Student and Faculty members .The questionnaire designed for the analysis of students and Faculty members orientation toward Business Ethics was a close ended type having options to be selected and preference to be rated .

The questionnaire was based on various ethical dilemmas they face , values and opinions about Business Ethics as a subject , understanding of ethics , Teachers contribution about teaching Business Ethics subject ,students preference towards companies while getting selected for final placement practices and policies implemented in each Institutes .

In Part III- of research, the research designed the questionnaire, in accordance to analysis of part – I and part II, for the Directors of the Institute. The questionnaire designed for the analysis of directors or top management orientated toward Business Ethics was an open ended type having options to be selected and preference to be rated as well as guide the researcher with the various inputs about the contribution of Institute and their views towards promoting Business Ethics among management students .

In part – IV of Research, the Researcher designed the questionnaire, in accordance to the analysis of Phase – I, II and III, questionnaire was designed to be discussed and interview for Chief or Manager of selected six corporate organizations. This questionnaire was more over with a view of education strategy and system and expectation from Management Institutes towards Business Ethics.

Interviews –

In phase – V of research after the collection of questionnaires filled by the students and faculty members and views of Directors and Corporate Representatives the results and outcome was discussed by the representatives and contributors of society. They were been asked to suggest and comment about the scenario of ethics at social level in general. Their views about the topic was collected that valued the thesis.

3.5 HYPOTHESIS

Hypothesis for Research Presented,

Hypothesis-

- 1) Business Ethics can be taught and learn.
- 2) There is no significant relationship between Teaching Ethics and Ethical Behavior.
- 3) Management Institutes conduct various activities keeping in view high ethical standards.
- 4) Teaching Business Ethics as part of Management studies will sensitize students about ethics.

3.6 SAMPLING DESIGN

A definite plan for obtaining a sample from a given population is called as ‘sample design’. It is a technique of selecting items for the sample. It lay down the number of items to be included in the sample. It should be reliable and appropriate for the research study of the researcher. It is determined before data are collected. Convenient and purposive sampling method is used while selecting Institutes – (Students & Faculty Members)

The sample selected for the presented research consist as follows –

Phase I and II-Primarily 250 students and 60 faculty members from various Management Institute of Pune region.

Phase III - Six Directors form Six Management Institutes

Phase IV – Six Corporate Representatives from six different companies .

Phase V – Top contributors in the society

The researcher selected major ten institute to collect the data and Six organizations . A separate list of Institutes and Organization is also attached in the annexure V.

Phase – I & II

The Research started with floating questionnaire to the students and faculty members from various institutes of Pune region. This included the survey on the perception, understanding, contribution and preference of the respondents towards Business Ethics. The students selected were management student pursuing his or her management degree. The faculty members were selected randomly from the Management Institutes.

This survey included the Questionnaire of general questions related to student's awareness for Business Ethics as a subject, activities that can provoke the ethical values in their personality, their preference about the companies during the placement, their behavior in the class and on ground, teachers as an idol for them and so on. The survey for faculty members related the questions about their teaching sessions including ethical examples, their teaching plans including a topic for generating awareness among the students for Business Ethics, their views about students changing behavior, their views on ethical behavior in today's scenario, contribution they make so forth and so on.

The copy of questionnaire is attached in 'annexure I to II-. After the survey was conducted in Management Institutes the Analysis was done, for the data collected and was interpreted accordingly. The analysis helped in understanding the contribution of teachers and students towards developing ethically strong students and ethical culture in the Institute. The analysis also helped in understanding the relation between the teachers ethical teaching and making students ethically strong. Afterward overall result was plotted in the graphical Representation and qualitative form.

Phase – III & IV

The phase III and IV was the one, which gave insight on the contribution, understanding and perception of Business Ethics by the Top Management of Institutes and Corporate Representative respectively. This survey included the questionnaire of general question related to awareness of ethics, level of ethics in present and future, contribution of management towards understanding, penetrating and maintenance of Business Ethics.

In the Phase III researcher tried to understand what institutes do to provoke ethical values. Their contribution in terms of teaching, activities, rule and regulations, code of conduct and developing mannerism among the student and staff that reflect ethical values.

In the IV Phase researcher tried to understand Corporate Representatives rating of ethics in present and future, their contribution towards maintaining, understanding and penetration of ethics. Researcher tried to understand their expectations from the Institutes towards developing the students who are further absorbs by them. The copy of questionnaire attached in annexure III and IV. After the survey was conducted in Institutes and Companies the analysis was done for the data collected and was interpreted accordingly. The representation of analysis is in qualitative form (interview). The questionnaire was prepared to have structure interview session. The analysis helped in understanding the contribution of Management Institutes towards developing ethically strong student and ethical culture in the Institutes. It also highlighted the expectation of institutes from regulating body and industries. The analysis also help the researcher to understand the measures that institutes follow to regularize ethical behavior of students and staff in the campus.

The analysis of Corporate Representative helped in understanding their outlook towards ethical behaviour of students. It highlighted the gap between Institute's contribution and Corporate expectations about Business Ethics.

The analysis is further represented in Interview form and outcome is properly mention from both phases separately.

Phase V

Phase V covers the discussion session with the Thought Leaders of the Society. The finding of Phase I to IV was discussed with the Thought Leaders of the Society from the various field.

Researcher tried to understand the view of thought Leaders about ethics in general and Business Ethics in specific. The analysis of interview conducted with Thought Leaders highlights the system, process and expectation from education system. It clearly explains the precaution, methods, process that can be followed by Institution and Individuals towards penetration for ethical value. Further the data interpretation is presented in standard format.

The interpretations of Interviews and data have helped in coming up with finding and suggestions accordingly in the next chapter.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

Business Ethics can not be studied in isolation. The study needs a complete view of present states of Business Ethics from Education Institute to Corporate world and overall society. The study try to understand the present states of Business Ethics in view of students, Faculty Members (teacher), Corporate Representative, Directors and Thoughts leaders. And their expectation about future of Business Ethics in India.

4.2 STUDENTS

Some output –

Age – 93.1% students are in the age group of 21 – 25 years, remaining are above 25 years.

Sex – 58.7% are male and 39.8% are female, 1.5%

Area – 64.1% students are from Maharashtra, 16.6% students are from Out of Maharashtra, whereas 19.3% students not mentioned their area.

Father Occupation – 42.1% student's father are businessman, 22.8% student's father is in Private service, 20.5% student's father is in Government Sector, whereas 14/7% students not mentioned father's occupation.

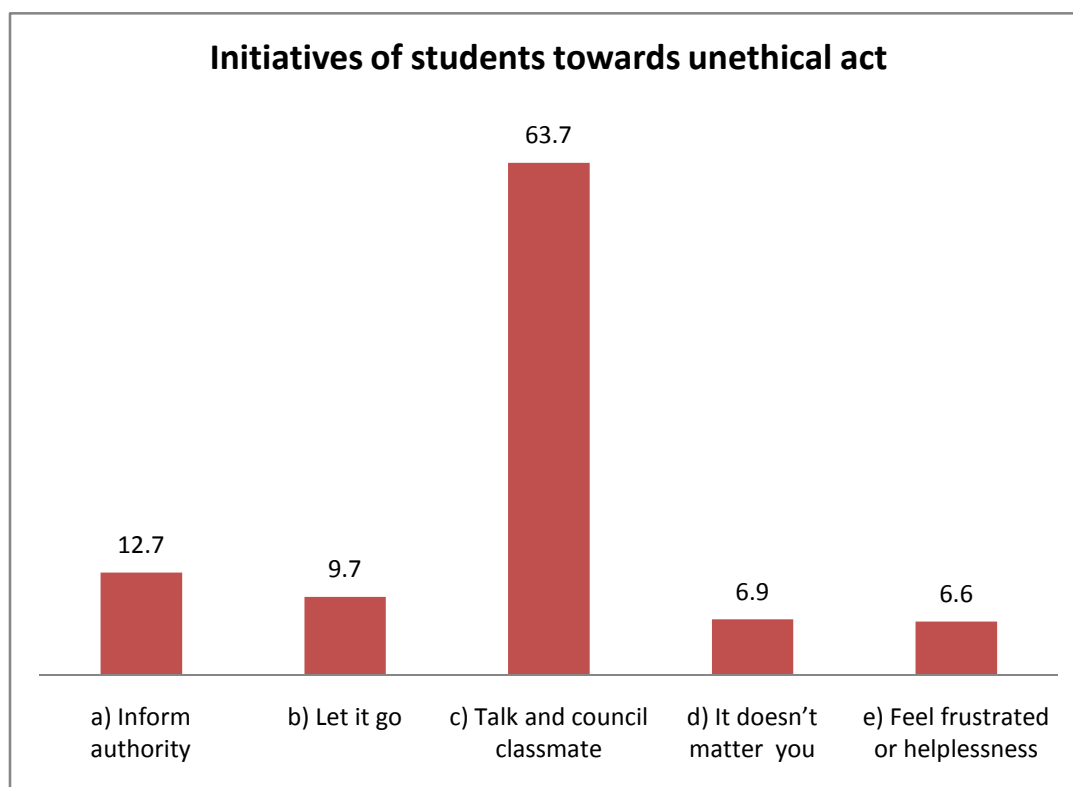
Mother Occupation – 5.0% student's mother are businesswomen, 6.2% mother are in private service, 7.3% mothers are in government job, 68.3% mother of students are housewife (home maker), 13.1% students not mentioned mother's occupation.

Students

Graph 4.1

- Q.4 If you see a classmate doing something dishonest/unethical, what do you do?
- a) Inform authority
 - b) Let it go
 - c) Talk and counsel classmate
 - d) It doesn't matter you
 - e) Feel frustrated or helplessness

	Result
a) Inform authority	12.7
b) Let it go	9.7
c) Talk and counsel classmate	63.7
d) It doesn't matter you	6.9
e) Feel frustrated or helplessness	6.6



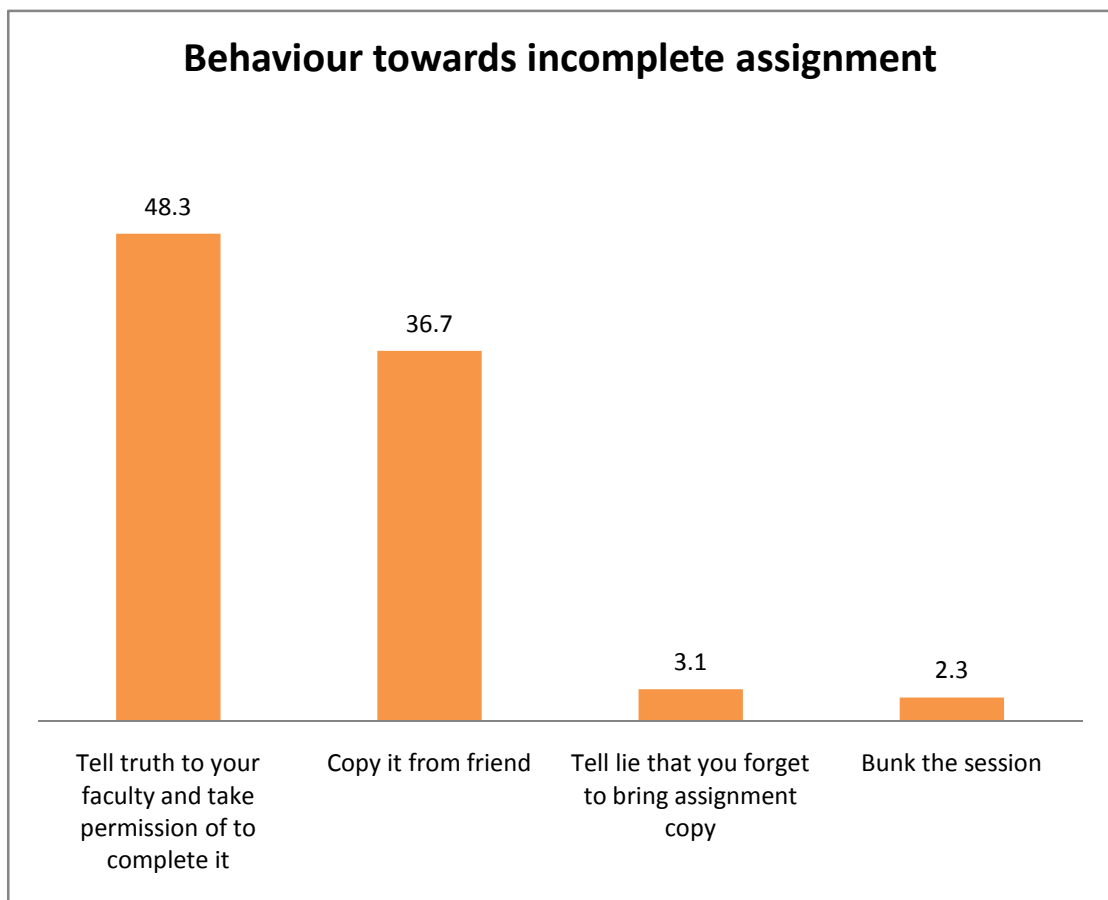
Interpretation :

63.7% students talk and counsel classmates when they see them doing something dishonest / unethical. This reflects the concern about the fellow students and indicates that the students influence the behaviour of each other and are ready to care for the fellow heads. 9.7% students let it go, 12.7% students inform authority, 6.9% students say it doesn't matter to them and 6.6% feel frustrated or helplessness.

Graph 4.2

- Q.8 What you do when you have not completed your assignment?
- a) Tell truth to your faculty and take permission of to complete it
 - b) Copy it from friend
 - c) Tell lie that you forget to bring assignment copy
 - d) Bunk the session

	Result
a) Tell truth to your faculty and take permission of to complete it	48.3
b) Copy it from friend	36.7
c) Tell lie that you forget to bring assignment copy	3.1
d) Bunk the session	2.3



Interpretation

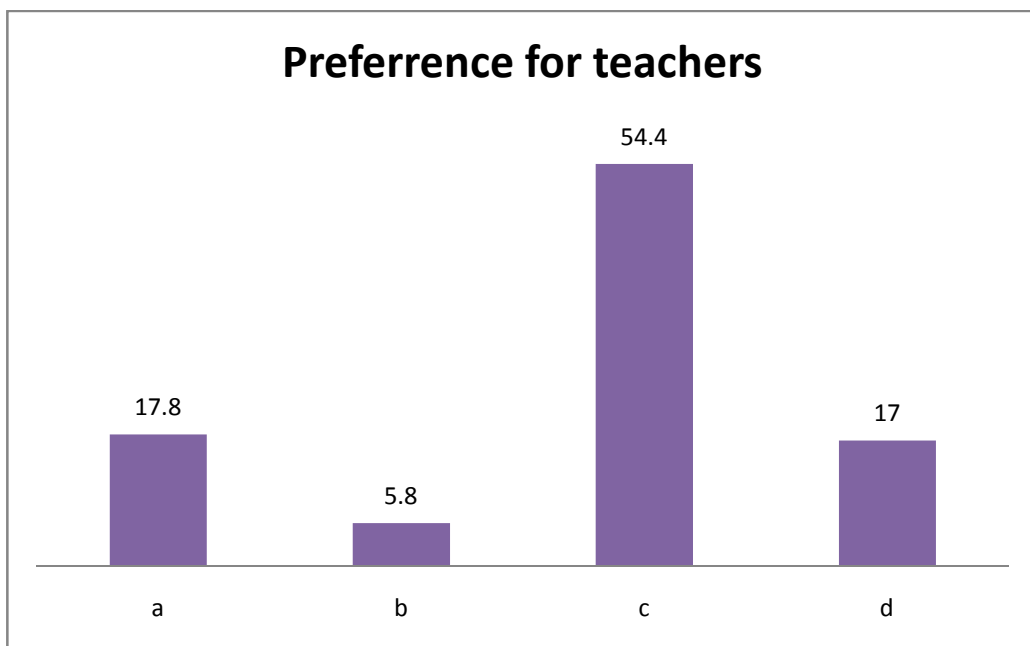
The graph represents the action that student take when they have not completed assignments. 48.3% tell truth to their faculty members and take permission to complete it. 36.7% copy it from friend. 3.1% tell lie and 2.3% students bunk the session. This highlights the equal tendency to get into dilemma when they are required to take decision. Graph also represent that majority of the students have tendency to tell truth and face the consequences.

Graph 4.3

Q.10 Whom you value most?

- a) Teacher good in teaching content but lack in student control and ready to be lenient in giving marks to the student.
- b) Teacher who is good with subject content dominant on students and uses students for personal reasons.
- c) Teacher who is not that good with subject content but discuss lot of incidents that help in developing logical and moral building of student and very strict with student.
- d) Teacher who is very good at subject content, very lenient and friendly with students but undisciplined.

	Result
a)	17.8
b)	5.8
c)	54.4
d)	17.0



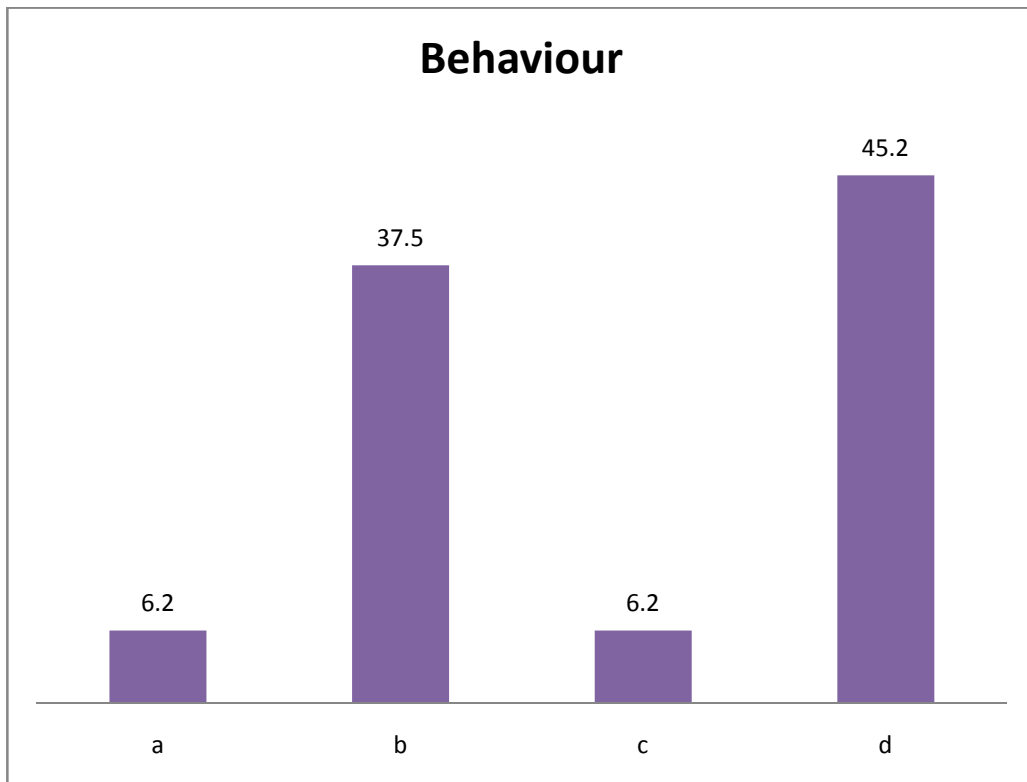
Interpretation

The graph represents 17.8% students value teacher good in teaching content but lack in students control and ready to lenient in giving marks to the students. 5.8% value teachers who is good with subject content dominant on students and uses students for personal reasons. 54.8% value teachers who is not that good with subject content but discuss lot of incidences that help them in developing logical and moral building and very strict with student. 17.0% value teachers who is very good at subject content, very lenient and friendly with students but undisciplined.

Graph 4.4

- Q.11 If anyone shares stories or incidents with you that needs to follow ethics in life and at workplace. You react to it as
- a) Ignore and thinks its very difficult to be ethical in this phase of life.
 - b) Listen and try to imbibe it when it is in your favour and benefit.
 - c) Get frustrated, as it can be achieved, is what you think.
 - d) Try to learn and follow it in your day to day activities.

	Result
a)	6.2
b)	37.5
c)	6.2
d)	45.2



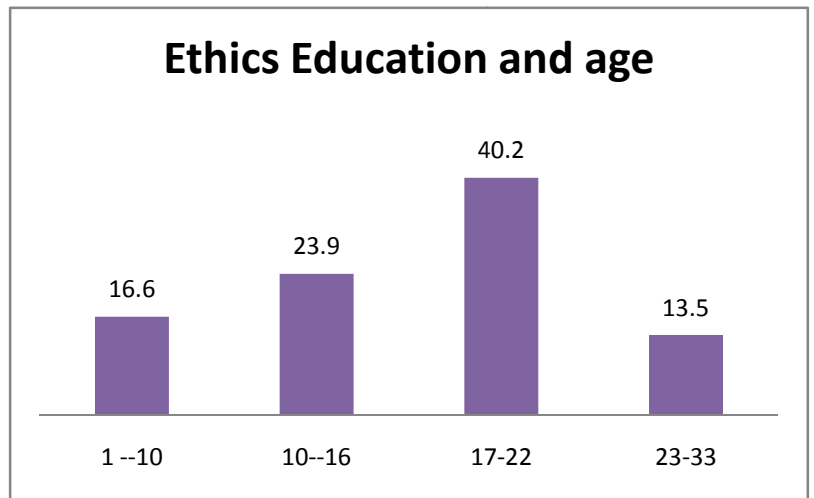
Interpretation

If any one share stories or incidents with students that needs to follow ethics at life and workplace. They react to it as – 45.2% have rated the option try to learn and follow it in day to day activities, 37.5% have rated option listen and try to imbibe it when it is in their favor and benefits.

Graph 4.5

- Q.15 At what age, do you think message of ethics can be learnt?
 a) 1-10
 b) 10-16
 c) 17-22
 d) 23-33

Age	Result
1-10	16.6
10-16	23.9
17-22	40.2
23-33	13.5



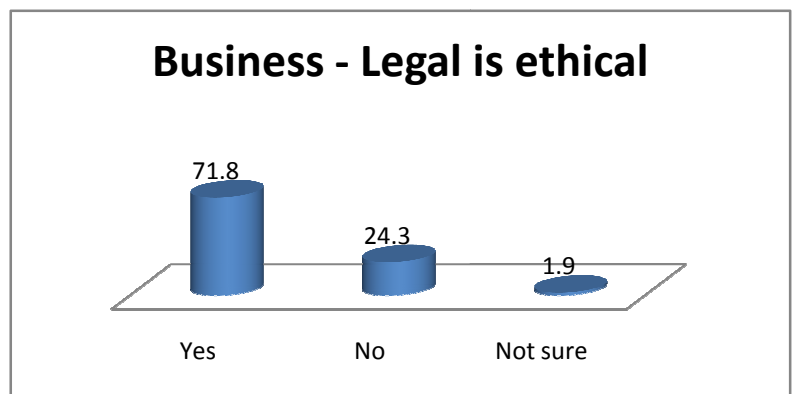
Interpretation

According to the student the best age to learn message of ethics is 17 – 22 years. 16.6% students have rated 1-10 years, 23.9% have rated 10-16 years, 40.2% have rated 17-22 years and 13.5% have rated 23 – 33 years. This indicates the institutes can be optimistic in conveying the message of ethics at the institute level as the students at this level is of 17 – 22 years.

Graph 4.6

- Q.17 Do you believe business that is legal is ethical? Yes / No / Not sure

Yes	71.8
No	24.3
Not sure	1.9



Interpretation

71.8% student agree that business that is legal is ethical. 24.3% students somewhat agree that business is legal is ethical.

Graph 4.7

Q.20 Do you think having Business Ethics as one of the subject of your course helps you in developing ethical behaviour?

Agree	40.2
Somewhat agree	35.1
Not sure	11.2
Somewhat disagree	5.8
Disagree	5.0



Interpretation

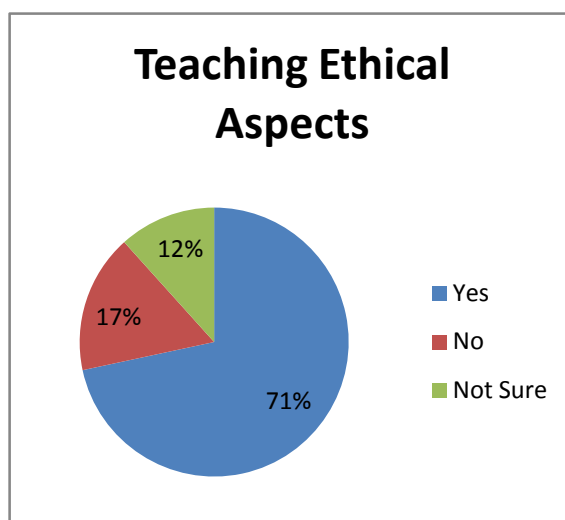
According to the table and graph majority of the students agree to the statement that having Business Ethics as one of the subject in the course can help in developing ethical behaviour. 40.2% students agree, 35.1% students somewhat agree, 11.2% are not sure about the statement whereas 5.8% somewhat disagree and 5.0% disagree to the statement that having Business Ethics as one the subject in the course can help in developing ethical behaviour.

Faculty Members

Graph 4.8

Q. 4 Do you try to communicate some ethical aspects during your sessions.
(Yes / No/ Not sure)

Yes	71.7 %
No	16.7 %
Not Sure	11.7 %



Interpretation

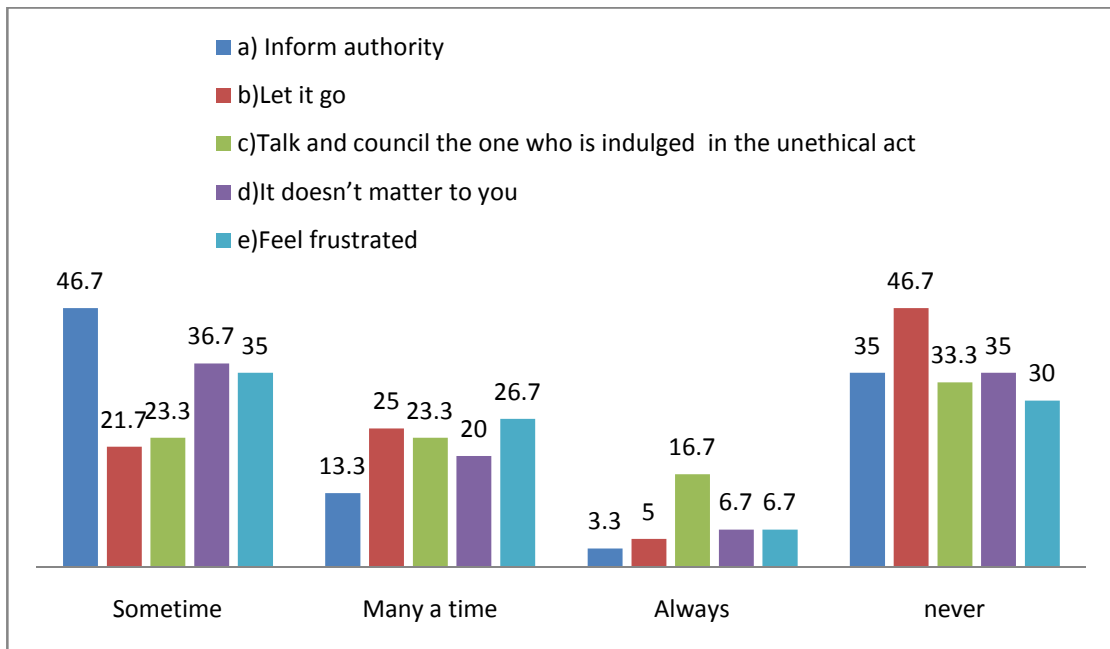
71.7% faculty members try to communicate some ethical aspects during their sessions. 16.7% said no that they do not communicate ethical aspects during their sessions.

Graph 4.9

Q.6 If you see your college is doing something unethical/dishonest

- Inform authority
- Let it go
- Talk and counsel the one who is indulged in the unethical act
- It doesn't matter to you
- Feel frustrated

Action	Sometime	Many a time	Always	never
a) Inform authority	46.7	13.3	3.3	35.0
b) Let it go	21.7	25.0	5.0	46.7
c) Talk and counsel the one who is indulged in the unethical act	23.3	23.3	16.7	33.3
d) It doesn't matter to you	36.7	20.0	6.7	35.0
e) Feel frustrated	35.0	26.7	6.7	30.0



Interpretation

46.7% faculty members sometimes inform authority if they see their college (staff) is doing something unethical or dishonest.

46.7% faculty members never let it go this indicate when there is need to communicate to the top management, people are not that comfortable. They are under pressure of loosing their job or personal desire, hence nobody dare and talk to take step against the management. 33.3% have rated never to talk and counsel the one who is indulged in the unethical act. 36.7% state that sometime it doesn't matter to them and 35.0% said sometimes they feel frustrated when they see college doing something unethical.

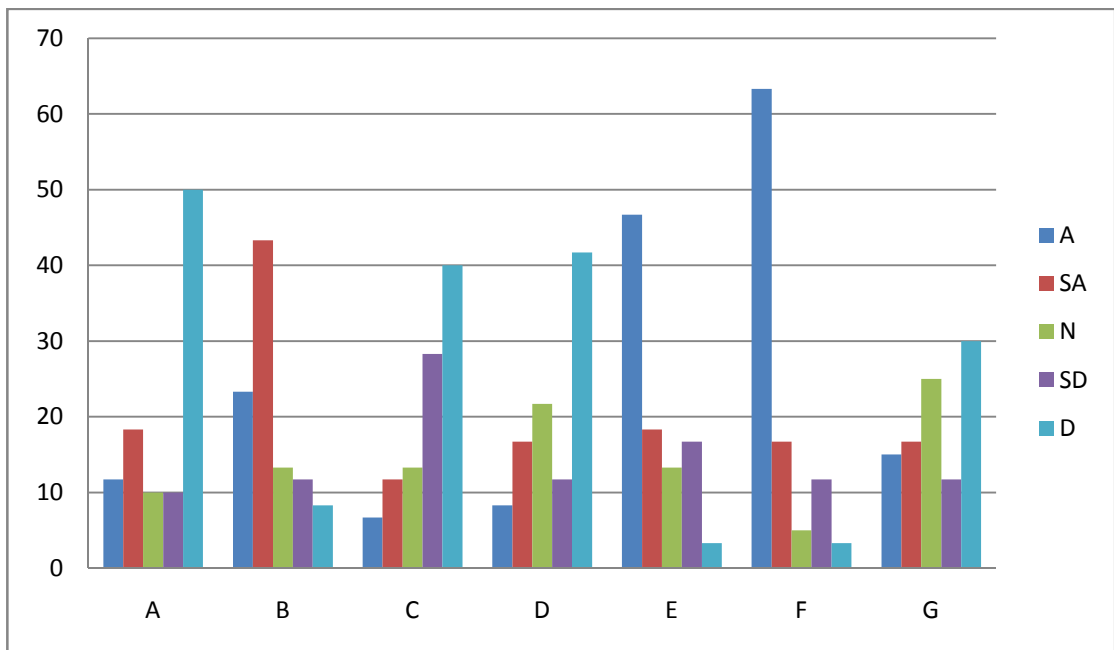
Graph 4.10

Q.8 Rate the variables

(A – Agree; SA - Somewhat agree; N - Not Sure; SD - Somewhat disagree; D - Disagree)

- a) The only moral for Business Ethics is to make money
- b) Act according to the law and you can't go wrong ethically.
- c) Ethical values are irrelevant to the business model.
- d) I view sick days as vacation days I deserve
- e) If a student is involved in cheating, mal-practicing, or wrong deed, he/she must be fired
- f) Business Ethics is good for image and profitability
- g) Business Ethics is a concept for public relations only.

Statement	A	SA	N	SD	D
A	11.7	18.3	10.0	10.0	50.0
B	23.3	43.3	13.3	11.7	8.3
C	6.7	11.7	13.3	28.3	40.0
D	8.3	16.7	21.7	11.7	41.7
E	46.7	18.3	13.3	16.7	3.3
F	63.3	16.7	5.0	11.7	3.3
G	15.0	16.7	25.0	11.7	30.0



Interpretation

Graph indicates that the faculty members are not clear about the concept and equation of –

illegal – unethical

legal – ethical

legal – unethical

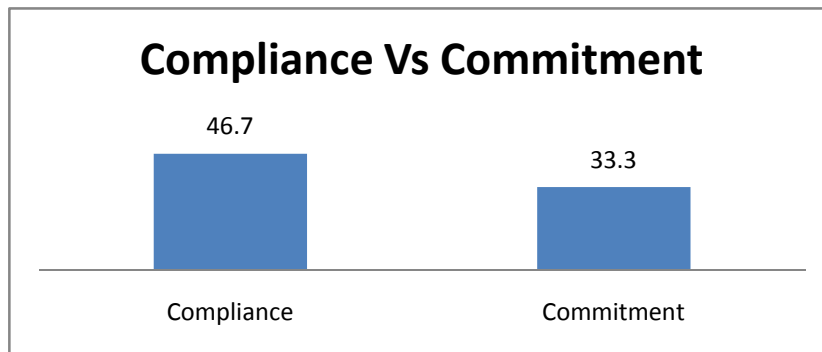
illegal – ethical

This also indicates that the majority of faculty members agree that the child should be punished for wrong deeds and unethical acts at time strict punishment are advisable.

Graph 4.11

Q.15 Do you do the activities keeping in mind Compliance or commitment

Compliance	46.7
Commitment	33.3



Interpretation

46.7% faculty member do the activities keeping in mind compliances and 33.3% faculty members do it with commitment.

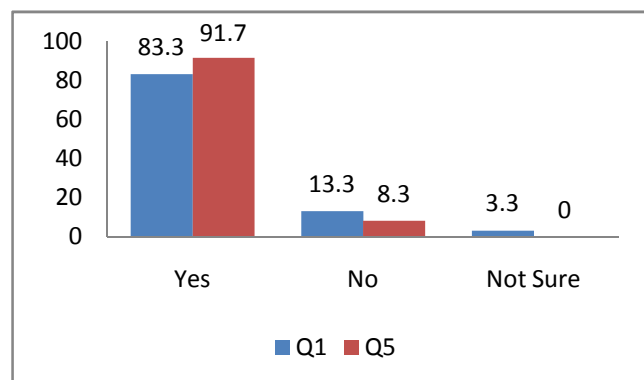
Graph 4.12

Q1 – Can Business Ethics be taught?

Q5 – Do you think curriculum should have Business Ethics as one of the subject?

Q1 * Q5 Cross tabulation (Faculty Questionnaire)

	Q1	Q5
Yes	83.3	91.7
No	13.3	8.3
Not Sure	3.3	0



Interpretation

Majority of the faculty those who feel that Business Ethics can be taught also think curriculum should have Business Ethics is one of the subject. 83.3% faculty members think Business Ethics can be taught and 91.7% faculty members think curriculum should have Business Ethics as one of the subject. But the variation also indicates that faculty members who thinks about Business Ethics as a subject in curriculum is more than who believe it can be taught. This reflects they are not confident about teaching Business Ethics as a subject.

Graph 4.13

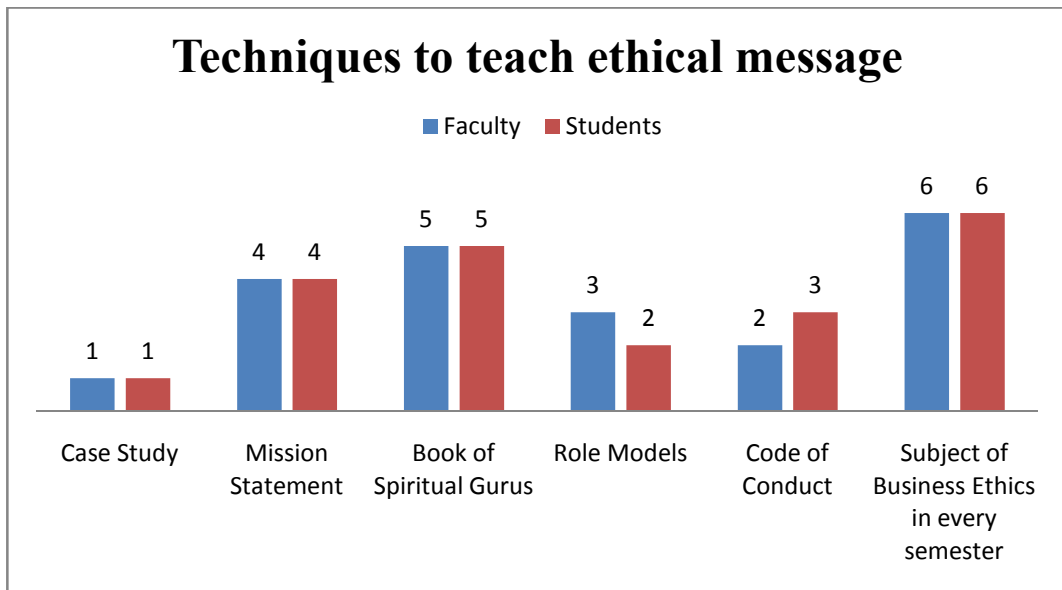
According to you what are the technique best applicable to teach ethical message? Prioritizes it in scale of (1-7) (1-highly preferred to 7- least preferred)

- a) **Case studies**
- b) **Mission statements**
- c) **Books of spiritual gurus**
- d) **Role models**
- e) **Code of conduct**
- f) **Subject in every semester of a course with 100 credit(external)**
- g) **Any other please specify-----**

Q16 (S) * Q7(F) Cross tabulation (Students + Faculty) (In preferred level)

Technique	Students			Faculty		
	Percentage	Preference Scale	Sequence	Percentage	Preference Scale	Sequence
Case Studies	28.2	1	1	41.7	1	1
Mission Statements	22.8	4	4	25.0	4	4
Books of Spiritual gurus	23.2	5	5	23.3	6	5
Role Models	27.4	1	2	23.3	2	3
Code of conduct	20.1	2	3	30.0	1	2
Subject of Business Ethics in every semester	47.5	6	6	26.7	6	6

	Case Study	Mission Statement	Book of Spiritual Gurus	Role Models	Code of Conduct	Subject of Business Ethics in every semester
Faculty	1	4	5	3	2	6
Students	1	4	5	2	3	6



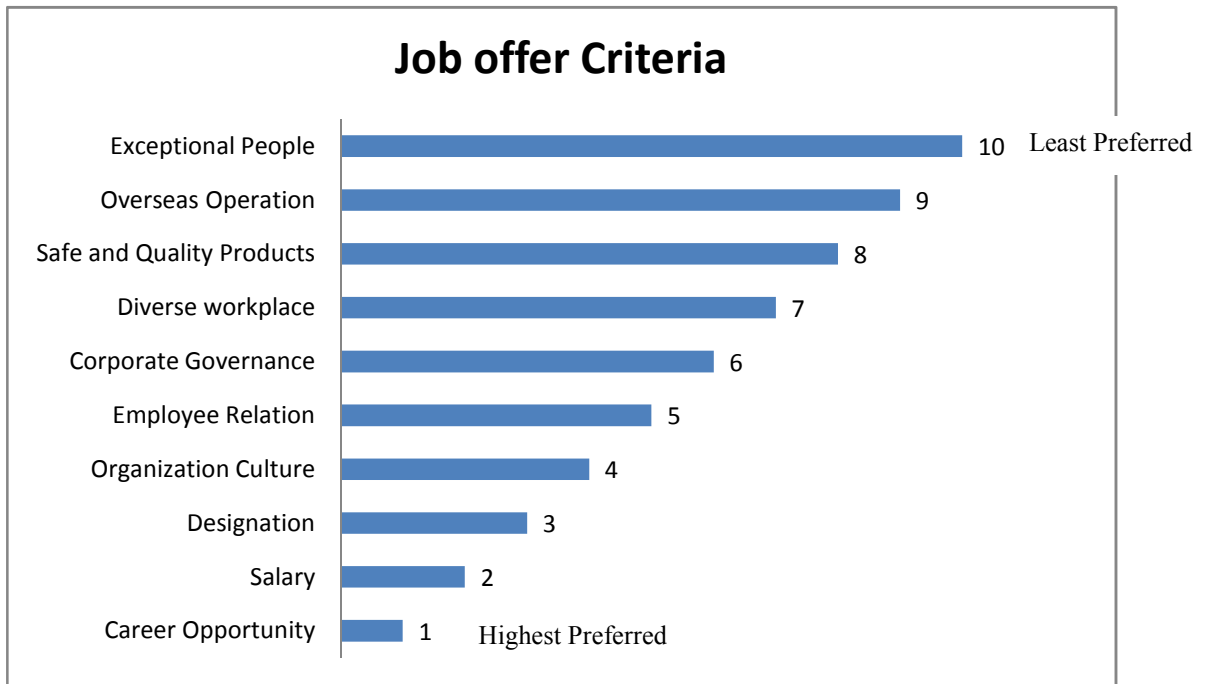
Interpretation

According to teachers and students case study is a technique best applicable to teach ethical message. On the second level faculty members have rated code of conduct and students have rated role models this indicates students follow elders. Hence teachers have to be cautious about their behaviour as student may look at them at their role model.

Graph 4.14

Q13 (S) (In preferred level)
Company for placement

Job Offer Criteria	Percentage	Level	Preferred Rating
Career Opportunity	52	1	1
Salary	24.7	2	2
Designation	22.8	2	3
Corporate Governance	15.1	6	6
Employee Relation	20.8	5	5
Overseas Operation	16.2	9	9
Organization Culture	18.5	4	4
Diverse workplace	22.4	8	7
Safe and Quality Products	14.7	9	8
Exceptional People	41.7	10	10



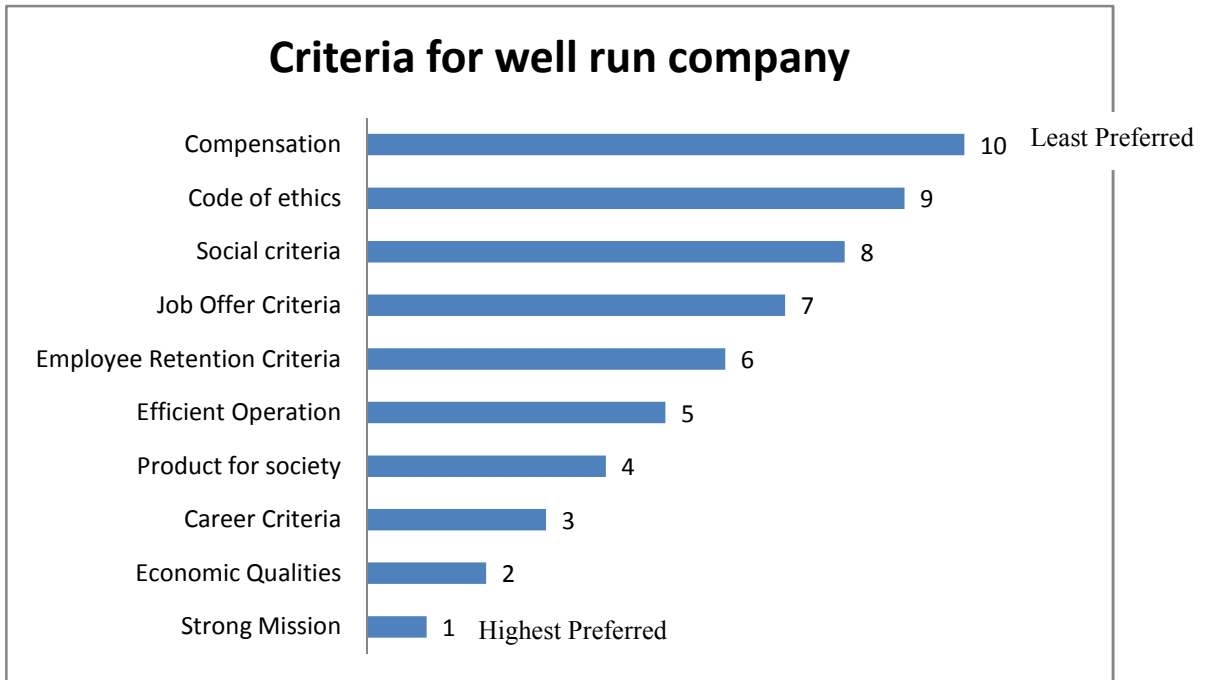
Interpretation

When personally preferring companies for placement the first three preferred criteria for placements are career opportunities, salary, designation respectively followed by culture.

Graph 4.15

Q 14 (S) (In preferred level)
How do you rate a well run company?

Criteria for well run company	Percentage	Level	Preferred Rating
Economic Qualities	20.1	1	2
Job Offer Criteria	14.7	5	7
Career Criteria	17.8	2	3
Employee Retention Criteria	15.8	5	6
Social criteria	14.3	5	8
Efficient Operation	15.1	3	5
Product for society	14.7	2	4
Code of ethics	16.2	8	9
Compensation	20.1	10	10
Strong Mission	24.3	1	1



Interpretation

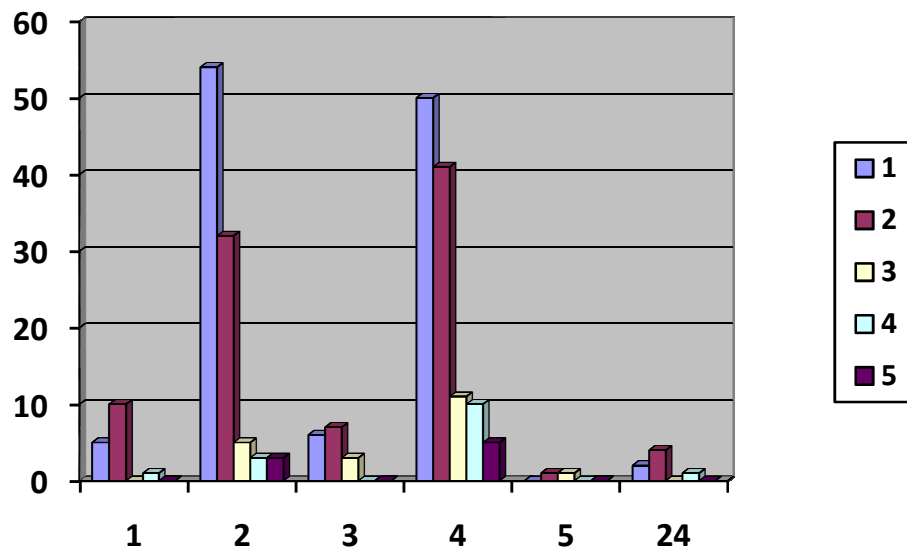
When students were asked for well run company the preferred criteria were strong mission, economic qualities, career criteria respectively at level 1, 2, 3 and so on. This indicates they are conscious for product for society, working culture, environment as the most and least concern on the compensation.

Graph 4.16

- Q.3 Do you think Business Ethics can be learnt?
 Agree/Somewhat agree/Not Sure/Somewhat disagree/Disagree
- Q.11 If anyone shares stories or incidents with you that needs to follow ethics at life and workplace. You react to it as
 a) Ignore and thinks its very difficult to be ethical in this phase of life.
 b) Listen and try to imbibe it when it is in your favour and benefit.
 c) Get frustrated, as it can be achieved, is what you think.
 d) Try to learn and follow it in your day to day activities.

Q3 * Q011 Cross tabulation (Students Data)

		Q011						Total
		1	2	3	4	5	24	
Q3	1	5	54	6	50		2	117
	2	10	32	7	41	1	4	95
	3		5	3	11	1		20
	4	1	3		10		1	15
	5		3		5			8
Total		16	97	16	117	2	7	255



Interpretation

This indicates that students who think ethics can be learnt also depicts that if anyone share story or incidence with them that need to follow ethics in life an at workplace. Maximum of them have said that they try to learn and follow it in their day to day activities. Also majority figure indicates that they are ready to listen and try to imbibe it when it is in their favor and benefits.

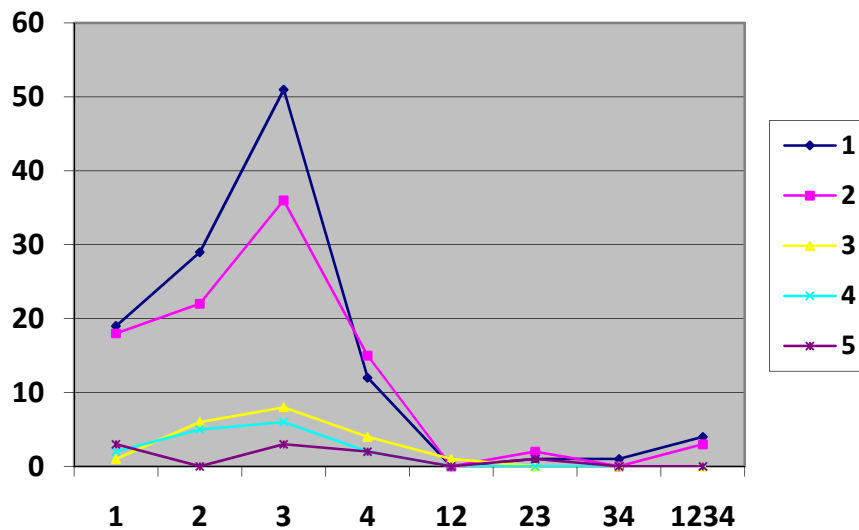
Graph 4.17

Q.3 Do you think Business Ethics can be learnt?
 Agree/Somewhat agree/Not Sure/Somewhat disagree/Disagree

Q.15 At what age, do you think message of ethics can be learnt?
 a) 1-10
 b) 10-16
 c) 17-22
 d) 23-33

Q3 * Q15 Cross tabulation

		Q15								Total
		1	2	3	4	12	23	34	1234	
Q3	1	19	29	51	12		1	1	4	117
	2	18	22	36	15		2		3	96
	3	1	6	8	4	1				20
	4	2	5	6	2					15
	5	3		3	2		1			9
Total		43	62	104	35	1	4	1	7	257



Interpretation

Students who think Business Ethics can be learnt have indicated 17 – 22 years as the most preferred age when ethical message can be learnt.

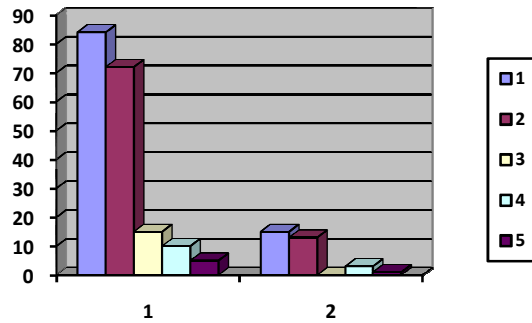
Graph 4.18

Q.3 Do you think Business Ethics can be learnt?
Agree/Somewhat agree/Not Sure/Somewhat disagree/Disagree

Q.21 If given a choice to select Business Ethics as an electing subject, you will give higher or less preference

Q3 * Q21 Cross tabulation

	Q21		Total	
	1	2		
Q3	1	84	15	99
	2	72	13	85
	3	15		15
	4	10	3	13
	5	5	1	6
Total		186	32	218



Interpretation

Majority of the student who think they can learn ethics have also given higher preference to the statements that if given a choice to select Business Ethics as one of the elective subject they are ready to so.

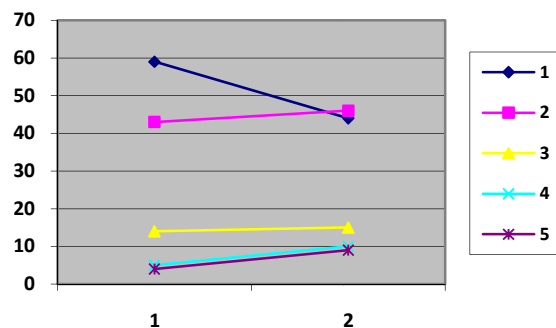
Graph 4.19

Q.20 Do you think having Business Ethics as one of the subject of your course helps you in developing ethical behaviour?

Q.28 If Business Ethics is an optional subject in your institute and you need to pay for it. will you pay- Yes/No

Q20 * Q28 Cross tabulation

	Q28		Total	
	1.00	2.00		
Q20	1	59	44	103
	2	43	46	89
	3	14	15	29
	4	5	10	15
	5	4	9	13
Total		125	124	249



Interpretation

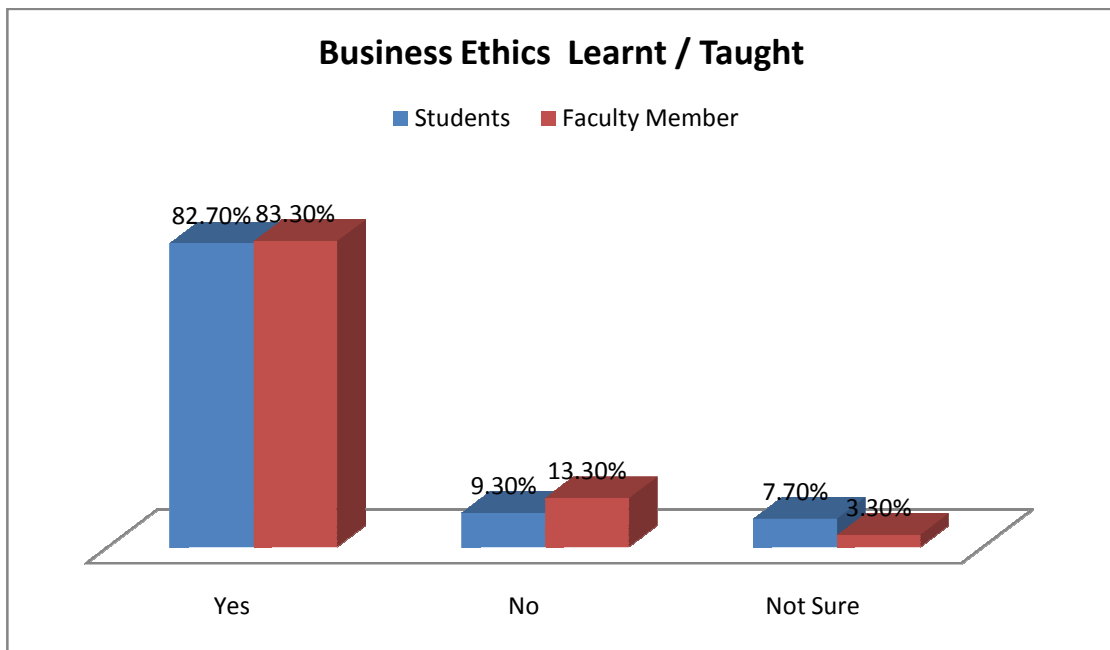
Students those who are ready to opt Business Ethics as an optional subject are also ready to pay for it if required and they also think having Business Ethics as one of the subject in their course helps them in developing ethical behaviour.

Cross tables – Students and Faculty

Graph 4.20

Can ethics be learnt? (Student) / Can ethics be taught? (Faculty members)

	Students	Faculty Member
Yes	82.7%	83.3%
No	9.3%	13.3%
Not sure	7.7%	3.3%



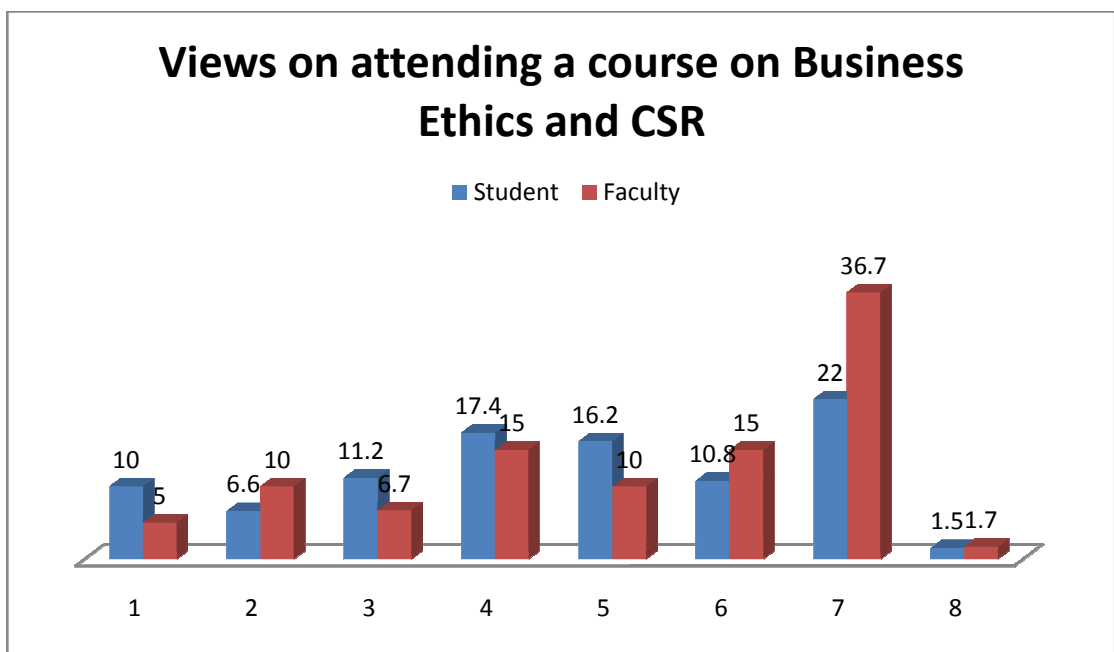
Interpretation

83.3% faculty members and 82.7% students have rated the Business Ethics can be taught and learnt respectively.

Graph 4.21

All Business students must attend a course in Business Ethics and corporate social responsibility (rate it on the scale of 7, 1- strongly disagree..... 7 – strongly agree)

	1	2	3	4	5	6	7	8
Students	10.0	6.6	11.2	17.4	16.2	10.8	22.0	1.5
Faculty	5.0	10.0	6.7	15.0	10.0	15.0	36.7	1.7



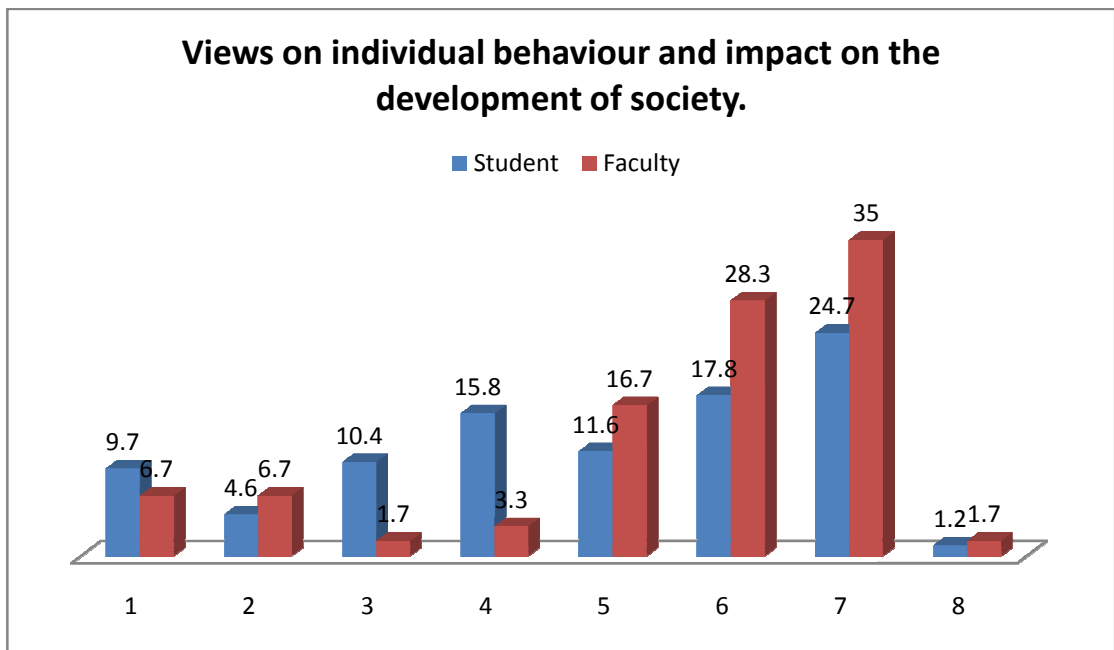
Interpretation

36.7% Faculty members and 22.0% students strongly agree that Business students must attend a course in Business Ethics and corporate social responsibility. Majority of the finding from the graph indicates agreement for the statement.

Graph 4.22

I feel that as an individual citizen. I can have a positive impact on the development of society. (rate it on the scale of 7, 1- strongly disagree..... 7 – strongly agree)

	1	2	3	4	5	6	7	8
Students	9.7	4.6	10.4	15.8	11.6	17.8	24.7	1.2
Faculty	6.7	6.7	1.7	3.3	16.7	28.3	35.0	1.7



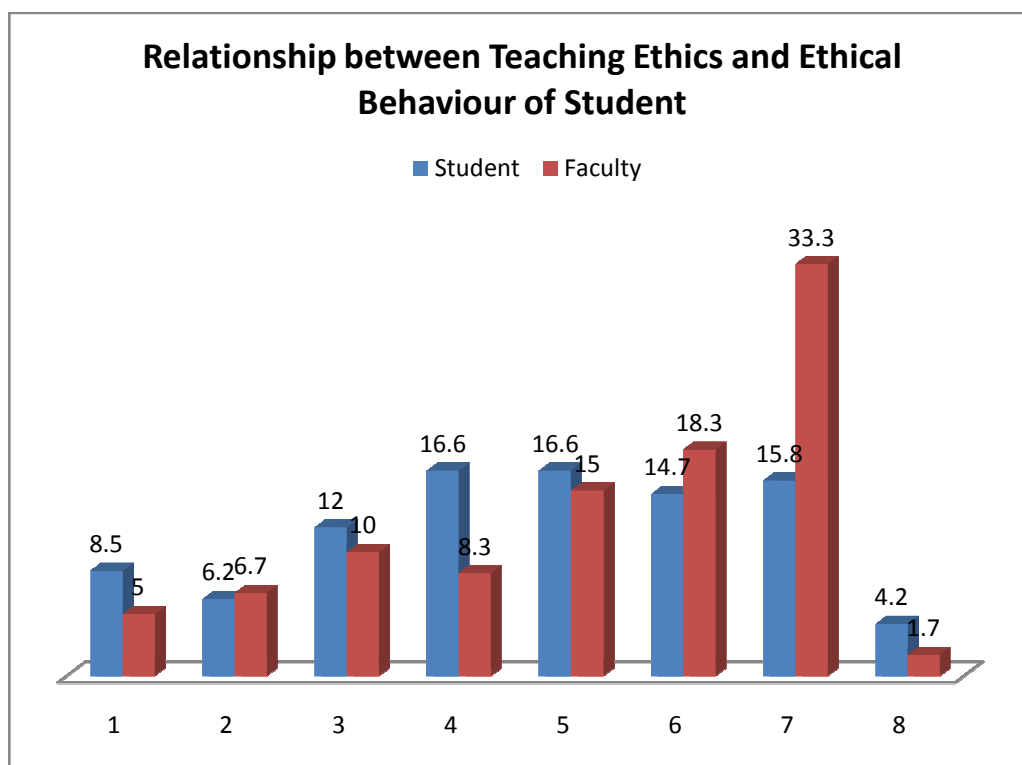
Interpretation

24.7% students and 35.0% Faculty members strongly states that as a individual citizen they can have a positive impact on the development of society. This gives confidence for researcher to state that Management Institute can definitely work on grooming the students and staff towards ethical behaviour.

Graph 4.23

Teachers teaching to the students make them ready to take the best ethical decision. (rate it on the scale of 7, 1- strongly disagree..... 7 – strongly agree)

	1	2	3	4	5	6	7	8
Students	8.5	6.2	12.0	16.6	16.6	14.7	15.8	4.2
Faculty	5.0	6.7	10.0	8.3	15.0	18.3	33.3	1.7



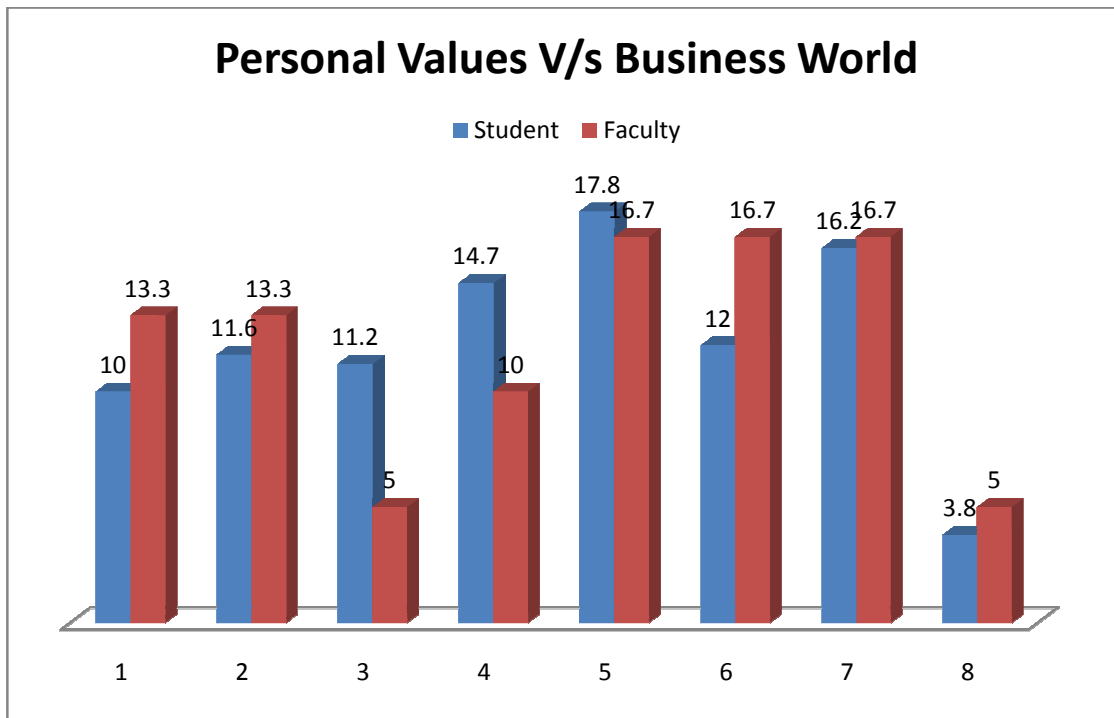
Interpretation

33.3% faculty members and 15.8% students feels teachers teaching to the students make them ready to take ethical decision.

Graph 4.24

I am concerned that in my job, my personal values will conflict with those of the business world. (rate it on the scale of 7, 1- strongly disagree..... 7 – strongly agree)

	1	2	3	4	5	6	7	8
Students	10.0	11.6	11.2	14.7	17.8	12.0	16.2	3.8
Faculty	13.3	13.3	5.0	10.0	16.7	16.7	16.7	5.0

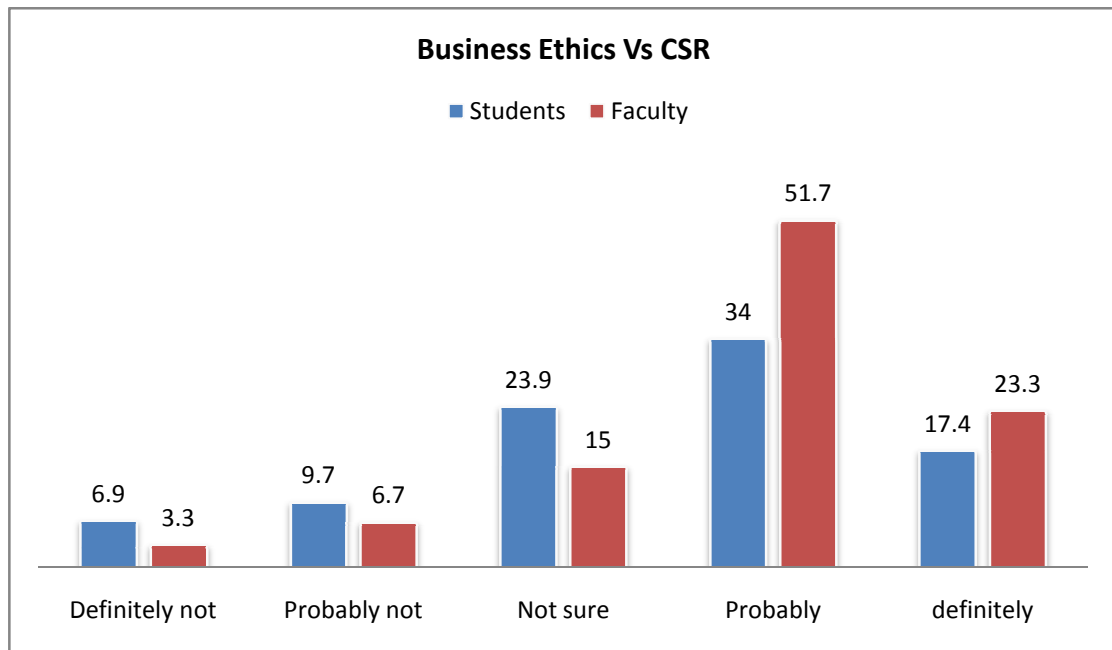


Majority of the faculty members and students are concern that in their job their personal value may conflict with those of business world.

Graph 4.25

Are Business Ethics and CSR related?

	Definitely not	Probably not	Not sure	Probably	definitely
Students	6.9	9.7	23.9	34.0	17.4
Faculty	3.3	6.7	15.0	51.7	23.3



Interpretation

34.0% students and 51.7% faculty members state that Business Ethics and CSR are probably related. This indicates the confusion among the students and faculty members about the concept of Ethics and Corporate Social Responsibility.

Graph 4.26

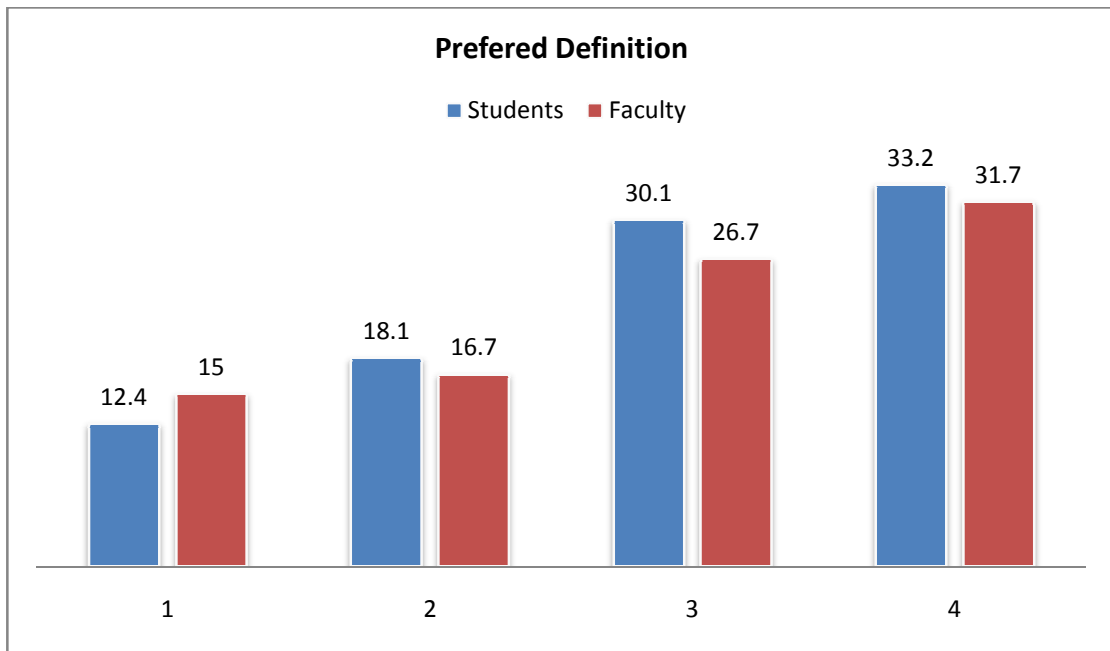
Q.22 Out of the following definition of Business Ethics which would you prefer?

- a) IT is about concepts such as good and bad, right and wrong, justice and virtue.
- b) Some distinguish ethics, what is right and wrong based on reason from morals, what is considered right or wrong behaviour based on social custom.
- c) Duties or conduct relating to moral action, motive or character.

- d) The study of principles relating to right and wrong conduct: Morality, The standards that govern the conduct of a person especially a member of a profession.

Definition of Business Ethics.

	1	2	3	4
Students	12.4	18.1	30.1	33.2
Faculty	15.0	16.7	26.7	31.7



Out of the four definitions the fourth definition is most preferred by the students and faculty members.

“The study of principles relating to right and wrong conduct: Morality, The standards that govern the conduct of a person especially a member of a profession.”

4.3 DIRECTORS

“College is an incredibly formative period”

- Elizabeth Kiss,

Director of The Kenan Institutes of Ethics

Directors Views about Business Ethics

Q2. On an average Director have rated the present level of Ethics in India at three -

They have following reason to rate it so-

- There is a general decline in ethical Behaviour .
- The principle of Ethics lies only in theories.90% people are unethical (making noise, breaking traffic rules , bribe, splitting on road etc).
- Indiscipline action of People in public life, right from top politicians to Government servants are the examples.
- Lack of state wise governance and state wise discrepancy in India have provoked many unethical acts.
- In Indian Context there is a contradiction between people driven by ethics and people driven by quest for success. We are in an evolving state ,may be in a decade we should be at level 5.

Q 3. Director’s have estimated the level of Ethics in general in 2025 at level 5 –

Reasons for rating at level 5 -

- Growing awareness, high demographics dividend favouring youth, increasing concerns for effective governance and growing activism will play an important role in bringing this change.
- Increasing use of IT (Information Technology) will empower individuals and force organizations / government / society to be more ethical.
- Globalization, westernization will get code of conduct at work place, which eventually will approve the society , civic ethics in broad .
- Present younger generation is the only hope.
- Education, Globalization, media and legislation will make a difference.
- Improved Political system will improve the governance of states of India.

Q 4. The important Major function prioritized by the Directors are –

- Make sure its customers (students) needs are met.
- To ensure proper conduct of lectures and sessions for the students.
- To create value for the local community in which it operates.
- To prepare young professionals leaders who are committed to the task of nation building, society and environment as a good and responsible citizen.

Q 5 Steps that government should immediately take to improve the standards of ethics in general and Business Ethics in specific –

- Tackle corruption and bureaucracy and bring it down.
- Reduce the number of laws in India and simplify them.
- Punishment level for offender should go up, as it will grow ethics will be maintained automatically.
- Positive reinforcement for compulsory compliance (appreciate people who follows ethics).
- Have clean people in politics and governance.
- Transparency and more regulations and control.
- Set right standards and procedures of a system, stop corruptions and awareness about code of conduct and importance of ethics among general public.
- Training on Ethics in school and colleges.
- Better Business environment i.e. 1) less complexity in tax structure, 2) open licence policy, 3) land reforms, 4) Better interest rates.

Q 6 Suggestions for value education at –

School Level/ college level / management institute level / Society in all -

- Ethical and unethical behaviour should be openly discussed amongst students / kids and employees.
- Parents and teachers are followed by the children and students, they should make their behaviour as a role model to the children and students (specially at primary and secondary level).
- Discuss Cases on Ethical issues and create awareness among the youth.

- Have Business Ethics as an internal subject with no pressure of marks and exam.
- At Institute level strict action about the attendance on independence day and republic day.
- Communicating clear fundamentals of ethical behaviour at school level.
- At Management level students can be made to participate in activities that provoke ethical behaviour and supports ethical behaviour.
- Stop Glorification of negative stories. Media can play a major contribution in it.
- At management level along with IQ (Intelligent Quotient) and EQ (Emotional Quotient)also work on SQ(Spiritual Quotient)of students .

Q 7 The two most intolerated act rated by the Directors are –

Students :

- Cheating in test and exam
- Using fake ID for jobs etc.
- Giving proxy attendance in class room session.
- Getting a fake/ falsified medical certificate .
- Presenting miss leading information.

Teachers :

- Manipulate the official records
- Falsify CV
- Using Fake ID for jobs
- Ignoring essence of education

Q 8 Rating of interventions of following agencies in certification and policy framing at Management Institute Level.(overall impression)

- UGC : needs a considerable improvement
- AICTE: Good
- Government of India : needs a considerable improvement
- Government of Maharashtra : needs a considerable improvement
- Local Bodies : needs a considerable improvement .

Q 9 The various initiatives that institutes have taken towards Ethical development of students –

- Conduct mandatory course in Business Ethics and Corporate Governance.
- Zero tolerance to behaviour resulting in moral turpitude.
- Acknowledgement of Demonstrated ethical conduct.
- Transparency and adherence to impartial and objective policies.
- Complete transparency in all matters.
- Involvement through committees.
- Sharing information through website.
- Mentoring or Counseling.
- Various competitions that encourages thought on Business Ethics.
- Continuously teaching ethics with practical exposure and group discussions.
- Teachers are encouraged to cover ethical issues in every periods.
- Separate classes are conducted on the subject.
- Involvement of students in lots of practical activities that encourages CSR and Ethical Aspects.

Q 10 Initiatives towards teaching and non teaching staff-

- Lectures by sisters from BK (Brahma Kumaries) and members of Happy Thoughts groups were conducted.
- Educating through role models case studies.
- Participation in activities.
- Faculty Development programs covering Ethical aspects.
- Strict Code of conduct (UGC)
- Employees are told not to misrepresent / fake/ falsify records.
- Open information sharing at all levels.
- Consistent and regular interaction, facilitating sharing of view points.
- Encouraging and appreciating ethical behaviour.
- Incentives for good conduct.

Q 12 Factors encouraging Institutes to address –

- Ethics provides value and long standing acknowledgement. It leads to irrevocable advantages over others, hence institutes looking ahead must focus on Ethics.
- Today's environment – Cyber crime, Changing economy, social living – living relationship etc.
- The philosophy of the founders.
- Responsibilities towards society .

Q 14 Directors have rated never for companies demanding ethically strong students while selecting and placing them in their companies .

Q 15 They have rated some time for students inclined to select employers who are ethically strong.

Q18 Ethics one line definition –

- It is something that has to be practised rather than preached .
- Ethics is simply a manifestation of individual character prevailing over demands and pressures for quick gain.
- Good, more to come.
- No tolerance for unethical practices.
- It must be preached and practised.

Outcome of the DIRECTORS Interviews :

“leadership of an organization makes an organization” is very true it has been observed through the data that the Directors ,who are member of some or the other associations that work towards Business Ethics are very keen in sensitizing their students toward the issues of ethics . They have number of activities planned and implemented that emphasis on ethical aspects of life. In general they have rated Ethics at level 3, As the corruption, bribery, misconduct, people following wrong deeds breaking of rules, causing imbalance in the society.

Because of poor regulatory system there is a poor check on the behavior of the people, lack of state wise governance and state wise discrepancy in India have provoked many unethical acts.

Directors of the Institutes were very optimistic towards improvement in the level of Business Ethics. They appreciated the technological changes globalization and demographic changes, as they will bring transparency, code of conduct at workplace, regularization in the governance, which eventually will improve the society, civic ethics in broad.

Directors have mentioned the various factors like irrevocable advantage over competitive institutes, today's environment, cyber crime, changing economy, social living – living relationship etc, The philosophy of the founders, the responsibilities towards society are encouraging institutes to address the issues of the Business Ethics. Directors have highlighted the gap between the Companies demand and Institute's contribution towards Business Ethics. Both of them will have to work hand in hand to develop ethical students and further ethically strong Corporate Leaders.

Directors tried to propose few steps that a government should take to improve the standards of ethics in general and Business Ethics in specific – make a transparent and clear working government system. Design the laws that are easy to understand and implement, Quick decisions on punishment and its implementations. Punishments will create a fear among the public and they will be bind to follow rules and regulations. Strict action on the most intolerated acts mentioned under Q. 7 of the questionnaire will definitely make students and faculty members follow ethics in their day to day activities. Have strict regulations on media, not to publicize the news that increases their TRP but think of societies influence, stop glorification of negative stories.

At Institute Level they emphasized on positive reinforcement of punishment and also appreciate the one, who follows ethical behavior . They emphasized on developing SQ- Spiritual quotient of the students along with IQ- Intelligent Quotient and EQ- Emotional quotient. They suggested in making the staff and teachers behavior as a role model to the students.

Ethical and unethical behavioral differences should be openly discussed among the students and employees.

At Management level students can be made to participate in activities that provoke ethical behavior, not only as CSR activity. Directors have highlighted various activities and measures they take towards staff to inculcate value of ethics in their behaviour and activities.

Director showed a grudge toward government agencies, they feel that on an average agencies need a considerable improvement in their procedures of certification and policy framing.

The interviews with the Directors helped researcher in understanding the contributions of top management toward ethical activities. How they develop students and employee behavior to be more ethically sound. What is their contribution towards corporate / companies during selection procedures in terms of providing well groomed students.

4.5 CORPORATE REPRESENTATIVES

Corporate Representative Views about Business Ethics :

They have rated Business Ethics at level three reasons for rating it –

- Ethics are compromised at every level and present in a conditioned manner.
- Needs Improvement
- In India the number of ethical persons is less, who can only display the courage which is required in creating ethical corporate culture.
- Transparency in various activities at different levels is lacking thereby creating most unsecured atmosphere.
- No proper laws and no proper and regular legal action.

Q2 According to the Corporate Representatives Level of Ethics in 2025 is rated as four. The reasons to rate it so are as follows -

- Actually difficult to predict but with the changing scenario it can be revolutionary change towards ethical norms.
- Corporate employees will be more aware of Business Ethics and its importance.
- Top management executive are very optimistic to improve upon the present level of ethics by way of having code of conduct and following it

very religiously periodical training on corporate ethics would promote ethical corporate culture .

- Change on the aspect of ethics is very slow. Education and awareness may improve the level slowly.

Q4 Two major steps which government should immediately take to improve the standards of ethics in general and Business Ethics in particular –

- Implementation of stringent laws.
- Transparency of activities and immediate punishment.
- Conviction to both parties found guilty
- To initiate strict disciplinary action against corrupt Govt officials.
- To impose very drastic / severe punishment upon the persons involved in sex scandals / scams. Due to this deterrence would be created among others who have such type of mentality and they will be refrain from doing such misdeeds.
- Replace cash transaction by electronic media
- Adversities impetuously on human rights, child labour and sermons on moral on audio visuals.
- Reward to honest servants.

Q5 Suggestion for value education –

- Its Important at all level school, college, Management Institute and Society in all.
- At school level Value education, Ethics as a subject can be introduced , NSS,NCE and Physical Training .
- At college and Institute level Ethics as a subject , Case studies and discussion of ethical issues and problems .
- Developing Ethical corporate Culture, Ethical Behavioural pattern, Ethics education at all level.
- Emphasis on Indian Culture at school level and then global / cross cultural to be taught at college and Management Institute level.
- Pragmatic aspect on subjects supporting ethics .

- At society level cultural prospers meeting and get-togethers promoting healthy and unbiased culture.

Q7 Various initiatives that organizations has taken towards Ethical

Development of employees –

- Certification and Tests
- Regular Mailers , Mandatory CEBC Certification, strict action against the matters .
- Transparency in most of the systems and activities at all levels thereby creating most secured and congenial atmosphere in the Organization.
- Code of conduct in the organization must be at place and be followed religiously.
- Declaration of relatives if any in organization.
- Ethics counselor at corporate, plant and divisional levels.
- Visual Displays in plants on TCOC – Tata code of Conduct.
- Self declaration and reinforcement of ethical policy understanding and implementation rights form entry in the organization as employee.
- Periodical training on Ethics must be imparted.

Q9 What factors are encouraging corporate / Industries to address Ethics

- Frauds, Economic and human offenses.
- Images with clients and Grow
- Business competition and new challenges .
- Policy on financial matters – System Driven
- Burnishing of Brand image .
- Honest auditing of self performance with comparison to competitors.

Q10 Steps organizations take for maintaining ethical standards –

- Punishment for unethical behaviour
- Allowing free and frank discussion
- Training on regular basis

Q15 One line comment on Business Ethics –

- It Should come within
- Good leadership is the right way to maintain the Business Ethics at the Best
- Need to reinforce 200%

Out Come of Questionnaire analysis and Interview :

Managers were asked through the questionnaire consisting of 15 items about their attitude towards ethical practices in the business, expectation from the institutes and students, and their own contribution in eradicating unethical practices. The findings of the study reveals that majority of the managers do not show positive attitude towards Business Ethics at present but they are optimistic towards the development in future. They rated ethics at level three , reason to quote so is improper governing system and no practice of laws and rules by government bodies and general public.

They are on other hand are also optimistic toward increase in level of Business Ethics by having code of conduct, code of ethics and developing corporate culture that will encourage ethical behavior of all the employees.

Major steps that government can take according to corporate representatives are implementation of stringent laws, transparency of activities and immediate punishment to the culprit. Replacement of cash transactions by electronic media.

At Management level they said we appreciate Management Institutes that provide us well groom students, but yet at this level we never emphasized on ethical aspect of students, as we were of impression that even if we select them we will further have to develop them according to the company need and conduct. But Yes we emphasis on institutes that work very hard on developing their students as overall employable and ready to serve package.

Researcher got an idea of various initiatives that an organization take toward ethical development of employees that help in forming recommendations to the Institutes. Transparency, code of conduct is base of all.

The major reason or factors that are encouraging corporate / Industries to address ethics are Frauds, economic and human offenses, Images with clients,

Business completion and new challenges, honest auditing of self performance with comparison to competitor.

4.6 INTERVIEWS OF THOUGHT LEADERS

Introduction :

Researcher is also a member of Business Ethics Foundation of Pune, and was secretary in the year 2012—13. Under one of the activity (Details Attached in annexure) She was a part of interviews conducted with Top representative of the society. The researcher conducted interviews of eminent personalities of the society such as –

1. Mr. Pramod Chaudhari
2. Dr. Deepak Shikarpurkar
3. Dr. Deepak Tilak
4. Dr. Vijay Bhatkar
5. Mr. Ravi Pandit

Researcher has tried to put forth the Compiled thoughts of all the top representatives under following 6 headings-

- 1) Socio Ethical Aspects
- 2) Challenges in our country
- 3) Our Government and President
- 4) Education and Ethics
- 5) Corporate Governance and
- 6) Role Model.

4.6.1 Interview No: 1

Interview with : Mr Promod Chaudhari ,
Executive Chairman,
Praj Industries Ltd.

Date of Interview : 2nd April ,2013



Mandatory requirements play important role than only a self realization. The rules and regulations enforce the people to follow the systems. The ethics is prevailed due to the mandatory requirements and rules. Hence the

implementation of the rules must be strictly made and penalties to defaulters be thoroughly levied. In our country ethical level in the segment of public limited companies is fair. It can be ranked 5th in the scale 1 – 7. However the ethical level among other areas seems to be unsatisfactory. Unethical practices have happened due to desire and aspiration for betterment. A person in a hutment keeps a desire to get the things, for which he is deprived of. Some politicians take an undue advantage of this situation. During the election period, some political parties and leaders follow malpractices. They keep youths in the slum areas to promote their campaign. Ethical principles through such people are violated.

To inculcate ethics, Corporate Social Responsibility (CSR) drive plays important role. Creating empathy and sensitivity in promotion of CSR is a need of an hour. Companies can promote practicing ethical values through their own staff and serve the society.

While addressing a question on ethics promotion, Mr.Pramod Chaudhari said *“We have sponsored the necessary funds to one of our staff members, while he was standing for election. We did this to help the person who was really worth, honest to be a political leader, who in turn will contribute to improve the systems”*

Ambiguity in rules is a big cause of worry. We must form the corporate rules and laws in clear sense, with no ambiguity so that people are well aware about their worth. The out dated laws must be revamped. The legal process must follow a fast track decision making route.

The “Discretion” which has been creating vital impact on implementing the rules needs to be clearly defined. People in our country sometimes become “Policy Paralyzed”- They need to remain too meticulous. They adopt an attitude- I should not get caught anywhere.

Praj has been put to loss in this rules and discretion fusion- paying electricity charges at commercial rate as applicable to production unit for their R & D department at Hinjewadi.

The office of the President generally carries a political ambiguity and has not been able to position itself at unbiased mode. The President of the country can

play an important role in promoting and strengthening ethical standards among the people. He must not be influenced by any of the political party and must be free from any political biases.

Our government must emphasize on implementing rules and regulations to promote ethics. At the same time the discretion must be logically practised.

Any organization or an individual, who follows the regulations meticulously, must be rewarded. Government must explore the scalable measures to identify the honest followers. One of the measures being “Tax payer”, and the felicitation to the highest tax payer, identified from different stratified groups.

Undoubtedly the Ethics and Values are merged in the blood through the education. The schools, colleges and Management Institutes must exercise the value education programs in their curriculum and must adopt good values in the work culture. They can demonstrate the benefits of high moralities in a practical way quoting the case examples of such persons. They must reward their students and staff who practice moral principles.

Mr.Chaudhari, who has undergone CSR course during his Engineering at IIT, Mumbai has a visionary quote *“We at Praj strive to be a socially responsible corporate citizen, creating wealth for our stakeholders”*

Several compliances in the form of taxes have been levied to corporate. The taxes like sales tax, E.P.F. are mandatory to be paid, otherwise penalty is levied. This is a driving force for corporate to follow the norms and maintain the ethical governance.

Public companies under obligation of mandatory compliances follow the regulations and systems; however this alone is not a sufficient evidence to state precisely that the corporate governance has taken the roots in India.

Among the few in the first generation entrepreneurs, Mr.N.R.Narayan Murthy has demonstrated ethical standards and innovation widely.

Following establishments follow ethics implications reasonably well (Positioned in the order of degree of ethics)

1. C.I.I.
2. FICCI – Federation of Indian Chambers of Commerce and Industry

3. Rotary Clubs

4.6.2 Interview No : 2

Interview with: Dr Deepak Shikarpur-
A dedicated IT Evangelist ,A
Technopreneur, a counsellor , a
successful writer and an excellent
orator .



Date : 28th Nov 2012

Dr Deepak Shikarpur , a person blend with academics and corporate was very firm in answering the questions focusing on ethical aspect in general and education in specific. He rated the level on Business ethics at level 4, according to him the level of ethics and ethical practices depend on the type of organizations, varies form services sector to Manufacturing sector. He rated service to be more ethical (4th level), Infrastructure at (level 2nd) and engineering and manufacturing at (3rd Level).

The major reason for an employee to be unethical is target pressure at workplace. In order to achieve his targets the employees get involved in bad practices. In It sector its 24*7 hr of work, high globalized pressures. Employees are ready to do job on what may come to satisfy the boss and his targets.

He suggested that ethical work pressure should be practiced at top and then it should penetrate down. People who follow ethical norms should be appreciated and should be encouraged to do so in future . This will force others to follow the ethical norms .

Since people are becoming more and more professional . If follow of ethical code get associated with performance measures it will help corporate to focus on ethical gestures of employees and then certainly corporate can think of becoming ethical .

Corporate governance is taking roots in India He explained and supported it by stating the amendments in company Acts recently.

According to him spirituality is realized when a person is about to die, so it's difficult to say and talk about any organizations whether they really follow any ethical standards. Infosys is seen and talked more on their ethical standards, but at this stage, who knows what they did at the yearly years to climb the ladder of success.

Teaching ethics at management Level is difficult better start it at early age in schools. In colleges students are more concerned with jobs, promotions etc, they are ruthless to understand what is ethical and what is not .They are not bothered about the subjects any more.

To make a better understanding of ethical practices. better to create table about ethical / non ethical because at time you see where the act is unethical but not illegal , common man understand the language of legality. So it will not work unless, it is mentioned or categorized the unethical part of illegal or legal act.

Ethical aspects can be taught with examples /situational analysis / case studies. If ever we take initiative in making people understand it by explaining ethics with decision making.

Making people learn it should be within . Its not only in Business it should be in the way of life. Parents are the one important parts in making person learn to be ethical .Ethics are not only a part to be taught in Ashram. It should be in acharan.

Corporate to get their job done they need to satisfy many middle man . Hence government has a big role to play. Proper system to be set and implemented.

4.6.3 Interview : 3

Interview with : Dr Deepak Jayant Tilak ,
Trustee , Kesari Mahratta Trust /
Editor Daily 'Kesari Founded by
Lokmanya Tilak in 1881/ Vice
Chancellor , Tilak Maharashtra Vidyapeeth (Deemed
University), Pune



Date :

6th June 2013

Dr.Tilak said that till now there has been a monopoly of the government as far as the education sector is concerned. Hence there was a lot of pressure on the government and things became difficult. Autonomy and choice to the private institutions will contribute positively. Infact, said Dr.Tilak that quality will play a vital role in education sector to enhance the level of ethics. Institutions will not be affected by the things like Fee structure but they will have to follow the ethical practices in order to gain the competitive edge. Introduction of Credit system to the students and Academic Audit to the teachers will help maintain the quality in this sector. Dr.Tilak also believes that the media is many a times responsible in highlighting the unethical behavior. It's the situation that makes people follow the wrong path and do the wrong deeds. The monopoly, policies on reservations, pressurizes people to behave unethical at time. They do not follow standards and hence give rise to corruptions.

He rated at 4 and is optimistic that level will reach to 6 in 2020. Due to corruption and misled procedure and working system he rated it at level 4. He is optimistic as the technological changes are getting more and more transparent. The major reason as per Indian scenario that encourages to work unethical is survival of the fittest.

Corporate governance has not yet taken roots in India. Corporate governance is new only in metro or few places. Not much penetration in the backward area of the country and all the sectors .

Dr.Tilak has experienced difficulties in maintaining ethical standards in the government offices.

- experience with builders – Since people have done huge investments and they have to recover it with in a given span of time . They follow wrong path to get the job done so that they don't suffer loss.

He believed that it is impossible to display ethical practices due to bureaucracy and red tape in India.

Dr.Tilak 's role Model is Mahatma Gandhi who displayed ethical behaviour throughout his life.

Dr Tilak would like to add Lokmanya Tilak in the list .

Teachers (school colleges) have to work as friend , philosopher and guide . They should behave in away that students follow them as a role model.

Yes ethics can be taught and learnt. Credit system will have choice for teaching / evaluation / and choice subjects . As it have continuous evaluation will definitely develop students. Making students involved in CSR will help students a responsible citizen.

Government should develop a strong system and monitor it in clear spirit. This will help in eradicating the level of corruption. Present legal system is not that strong. It needs to be strictly monitored and emended as per the current scenario and need.

Dr.Tilak is of the opinion that today's youth will definitely capable of displaying ethical behavior.He cited the recent Nirbhaya Rape case where the youth of India came together and made the government take the notice of the same .He also mentioned the Anna Hazare movement ,in which the youth of the country was instrumental in making the movement a success.

All the government bodies and companies should work ethically at their respective work and system. It will eventually make all of them ethical. Dr.Tilak believes that the president of India can definitely play an important role by encouraging the youth of India to follow ethics. The President can himself be a role model by displaying ethical behavior and being influential. He cited few names who have being successful in displaying the ethical behavior-Dr. Shankar Dayal Sharma and Dr.APJ Abdul Kalam.

Dr. Tilak Suggested Awareness and continuous Training about ethics.A Devotional Work and Culture Based education to enhance the ethical practices.

WAYS to make people work ethical –

1. Continuous training and monitoring
2. Devotionally work- be dedicated

3. Make people aware of their job tell them its important. let them feel it.

Tilak sir shared his own experience – He once had a session with non teaching staff of TILAK University on work awareness and requirement . where he found a 40% change in attitude of people towards their job .He encouraged them to give suggestions on improvement of their own jobs.

It depend on leader / head of the department/ boss how he makes his work place culture. Hence top management plays a major part in developing ethical culture and inculcating it among the youth.

4.6.4 Interview :4

Interview with: Dr Vijay Pandurang Bhatkar ,
Indian Scientist , Know for
architect of PARAM Series of
Super Computers .



Date : 3rd April 2013

Dr Vijay Bhatkar rated the level of Business Ethics at level four. He emphasized on sensitizing people towards Business Ethics. He shared an examples of engineers for the sake. Engineers are evolved in building the nation. All the constructions / irrigation / infrastructure are furnished by engineers but if something goes wrong only Politian's are blamed not the engineers. Are the engineers/ Contractors sanitized about ethics. Dr Bhatkar Said "I recommend that it should be part of engineering Curriculum . Add a subject of Business Ethics as subject not only in engineering course but also in all professional course". He believe subject ethics can be taught. It can be made aware through case/ stories / discussion. Its only about continuous improvement. As software was not much known in earlier days, but since 40 till today we have improved a lot and even in terms of quality. So keep on improving.

In Satyam it was ambition and compilation that spoiled the whole story and soon on the corruption started .Ethics should not only be taught as subject, it have to be inculcated in day to day gesture. Don't ask students to just score

marks for that subject, but ask and encourage them to learn and make it as a habit. Teaching ethics starts from school days till college level and then just discussion the dilemmas and right gestures at that movement. Tell students about death – life is illusion where ethics can be learned. Tel them re-birth and calculation of good and bad deeds.

He particularly said that “Don’t Understand spirituality with religion or caste”

Even corporate they will have to leave the attitude of “Chalta hai” and train their executives on Ethical decision making.

Corporate Governance is slowly penetrating in India, that can be a positive hope for improvement. People are improving transparency in annual reports. Various mandatory clauses are coming up, as or CSR 2% is compulsory .

There are lot many people who can be role model, they have generally and really have contributed towards ethics. It only about following them and improving. Ethics is not a responsibility or monopoly of any generation / religion/ cast or society.

Books like Upnishadas / Mahabharata as so on helps a person to think and develop his acharan. Leadership is important, President at the society level can play a major role in penetrating ethical norms.

As a society we have done a wonderful purushartha- giving meaning to life – covering every body. Dharma – Environment /Aarth - Enrichment /Kam- Fullfillment and Moksh – Enlightenment . At community level search for yourself . if this is understood then ethical behavior will automatically taken care.

4.6.5 Interview :5

Interview with: Mr. Ravi Pandit
Chairman & Group CEO, KPIT,
Pune

Date : 27th March 2014



Mr. Ravi Pandit who rules by his own example, dynamic and straight forward. He rated the level of ethics in India at 1 (very poor) in general and at level 4

specific for Business Ethics. He was very clear that since government intervention is not so in corporate, the ethics norms followed are much particular and so the level of Business Ethics is much better. He was very rigid and clear in not forecasting the level of ethics in 2020. He specifically tried to emphasize on reason for unethical behaviour among corporate- on individual level and organization level. He gave an example of purchase manager who charges extra amount on every purchase. He do leads to unethical act on individual level and company paying bribes for any regulatory body is unethical act on company's part. The reason for any unethical act is to make quick and more money.

Experience that he shared one was of a company which invested a lot in setting up plant and infrastructure in a country and when an official ask for a bribe to provide electricity. Management has to pay, as ultimately, they have to run their business.

According to him his role model is Mahatma Gandhi as world follow him. Expose students to lot of good books and examples of successful leaders.

To maintain ethical standards, they follow it at top level, express company's values and practice it at all level is the best philosophy to follow. Their company is strict in action, they punish the individuals found indulge in unethical act.

They have whistle Blowing policy in their own company. The complaint directly get registered to the higher authorities—audit committee, to the board members. If allegation is proved strict actions are taken. According to him ethics can't be trained - It's the moral value of an individual that provoke him to behave ethical or unethical. Ethics can be learnt and taught, but at very early age. At college and Management Institute level a person is already made, at that level he behaves the way he want.

At school level, ethics can be taught by discussing characters of good leaders, by telling mythological stories, moral education stories.

To tell government plays a role in maintaining ethical standards is difficult. They can set standards, rules, policies but following them generally remains a point of concern .legal Structure is adequately strong as we have rules and

regulations set. But are they followed and also followed ethically remains a major question. Youth are ready and can protest the challenges. Develop Youth and their thought process.

CSR and ethics has no relation. CSR are well being of society responsible behaviour driven and Ethics is value based , moral driven . Students should be made clear about the difference between CSR activities and ethical behaviour.

“What I say do not Matter, What I do matter”. The ethical Behaviour is followed and absorbed when top management follows it. So rule your employees, followers by examples. If leaders follow it , people follow too.

At Management Institute Level as leaders – teachers do follow the ethical behaviour as they are taken role model by the students and that will definitely help in developing students thought process.

Out Come of the Interviews :

Thought leaders in the following interviews emphasized on following points in ethics:-

All the leaders stated the level of Ethics at 4 in general. And were optimistic in developing more ethically strong nation. But inculcating ethical values among people there was a mixed response about the age and efforts .Some preferred it at school level only and some supported it at graduation as well at school level. Subject on Ethics should be involved at all the professional courses, that will develop their mind set to take ethical decision in their life.

Organization Culture, Institute Culture, Nations Culture plays a very important part in developing and practicing ethical aspect. It should be practiced from top to bottom. There is a tremendous need in developing a transparent working system – may be academic, economic, financial, governance. Every sector of society need a transformation in terms of rules and procedure.

There was no chance of improvement in academics earlier due to monopoly of government. But due to changes in teaching system – Syllabus revision , involvement of governing bodies / Literates / corporate and changing rules and

regulation of government has made the education more flexible and updated with the world . Institutes are given chance to change their teaching pedagogy, update themselves with corporate, design the syllabus which meet the resent needs, This will certainly improve the working culture of the Institutes and get more and more technological changes. Introduction of Technology in many sector will leave very less chance of cheating and under table transitions.

The best way to inculcate ethics is lead by examples. It's the Top Management responsibility to inculcate the ethical behaviour down the line. So at societal level government should have strict rules and regulations and of course its implementation. Similarly Top Management of Institutes should followed strict ethical culture in the campus so that staff and students follow the same.

All the Thought leaders have emphasized on making the youth aware of books that can shape their thoughts and value system. They have highlighted many Books like Mahabharata, Upanishads, Dasbodh, Quran, Bibal – They are not only religious book but they show a way of life that every individual should follow. Spirituality and ethics are two different things they should not be confused upon. These books inculcate the sanskar among the individual which ultimately develop their wisdom and this wisdom help an individual to differentiate between what is wrong and what is right and take right decision. Follow the rule of Hari path – Ram – Achar /Krishna – Vichar and Hari – Liberation.

A personal thanks to all the eminent thought leaders to give their valuable time and guidance to the researcher. Their blessings and well wishes have always inspired the researcher throughout the journey of research.

CHAPTER 5

FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

In the previous chapter of Analysis and Interpretation, the results for data collected through the appropriate methodology and its analysis and interpretation accordingly is being explained, in this chapter the findings and conclusion made by the collected information is focused.

Findings are basically the conclusions reached after examination or investigation of the research data, and Conclusions are the answers to the Research questions. A conclusion is the best explanation the researcher can come up with at a given time to account for a collection of observations, events, references or other kinds of data.

The Information collected was in regards to the students, Faculty members and Directors in the selected Institute for the implementation of awareness about the Business Ethics among the students and staff.

5.2 FINDING FROM STUDENTS AND FACULTY MEMBERS

1. 93.1% of the respondent were in the age group of 21 to 25 and 3.9% were above 25. Out of which 58.7% were male and 39.8% were female students.
2. To understand the background of respondent area and parents occupation was collected. 64.1% of the students were from Maharashtra and 16.6% were out of Maharashtra.
42.1% students father are businessman. 22.8% students father is in private service. 20.5% further is in govt. service. 68.3% mother of students are house wife. 50% students mother is business women 6.2% mother are in private service.
3. 18.1% have pursued a course in Business Ethics and 69.5% have not pursued a course in Business Ethics. This reflects the opportunity to establish and implement an course in Business Ethics.
4. 40.2% students feel that parents should be respected for its own sake and 20.5% disagree to the students. This reflect that students are not clear

about the relationship and its dignity, which further reflects the thought process of young generation.

5. 40.2% students have rated parents as one who have influenced students life sustainably and 22.0% have rated all of them – teachers, parents, friends, Society, Grand Parents who have influence life sustainably.
6. 45.6% agree and 37.1% somewhat agree that Business Ethics can be learnt. This shows that 82.7% students feel that Business Ethics as a subject can be learnt.
7. 63.7% student talk and counsel classmate when they see them doing something dishonest / unethical. This indicates that students are concern about the fellow students and they influence the behaviour of each other. So if provided a culture of ethics and principles of ethics in life, they will inculcate the mannerism that leads to ethical behaviour.
8. 54.8% students value teacher who is not that good with subject content but discuss lot of incidents that help in developing logical and moral building of students and very strict with students. This indicate that students value the preaching that their teachers give them during the sessions. 45.2% students also try to learn and follow it in their day to day activities when anyone shares stories or incidents with them that needs to follow ethics at life and workplace.
9. Majority of students 40.2% have rated that message of ethics can be learnt at the age of 17 - 22 years.
10. 52.1% students agree and 19.7% students somewhat agree that business that is legal is ethical this reflects that majority of the students are not clear about the definition of
legal – ethical
legal – unethical
ethical – but not legal
unethical – but legal
11. 36.3% agree and 37.5% somewhat agree to inter relation between CSR and profitability.
12. 40.2% agree and 35.1% students some what agree. Majority of the students agree to the statement that having Business Ethics as one of the subject in the course can help in developing ethical behaviour.

13. 71.8% students have given higher preference to the statement that if give a choice to select Business Ethics as a electing subject. This indicate that students if asked to option for selecting Business Ethics as an optional subject. They are ready to do so.
14. The preferred definition of Business Ethics by the students are – The study of principles relating to right and wrong. Conduct – Morality the standards that govern the conduct of a person especially a member of a profession.
15. 22.0% students strongly agree to the statement that all business students must attend a course in Business Ethics and Corporate Social Responsibility.
16. 17.0% students have rated the statement – Order to succeed in business, it is often needed to compromise one’s ethics at level. On the preferred rating scale. This indicate that students are at dilemma about the above mentioned statement.
17. Majority of the student have shown a concerned that in their future job, their personal values will conflict with those of the business world.
18. 60.2% students have said that they do not have any forum/club or regular activities related to Business Ethics in their institute.
19. 49.4% student are even ready to pay if Business Ethics is an optional subject in the Institute and they need to pay for it.
20. 23.9% students are not sure about the statement. An Business Ethics and CSR related whereas 34.0% students have opted probably. This reflect a higher confusion among the students about the difference between CSR and Business Ethics.
21. Majority of the student are of the opinion that Business Ethics can be learnt and teacher play a major role in moral developing of the student (67) a majority of them have agreed that they value not to the teacher who is not that good with subject content but discuss lot of incidents that help in developing logical and moral building of students and very strict with students. And when it about understanding and embibing ethics they listen and try to imbibe it when it is in their favour and benefit.
22. Students who agree that Business Ethics can be learnt are of opinion that 17 – 22 is best years to learn Business Ethics.

23. Students do think having Business Ethics as one of the subject in the course helps in developing ethical behaviour and they will give higher preference if given a choice to select Business Ethics as an electing subject and they are also ready to pay if they Business Ethics is an optional subject is the institutes and they an required to pay.
24. According to teachers the best technique applicable to teach ethical message is case study at level 1, code of conduct at level 2, role model at level 3, mission statement at level 4, subject of Business Ethics at level 5 and books of Spiritual Gurus at level 6, whereas students have preferred case study at level 1, role model at level 2, code of conduct at level 3, mission statement at level 4, books of spiritual gurus at level 5 and subject of Business Ethics at level 6.
25. 85.0% of respondent are between age group 20-24 years and 13.3% of the respondent are equal and above 45 years of age group. Out of which 31.7% are male respondent and 66.7% are female respondent. The experience background of respondent are as follows –
- 35.0% are below 5 years
 - 40.0% are more and equal to 5 years
 - 6.7% are equal to 10 years and above
 - 18.3% are 15 years and above.
26. 51.7% faculty members have taught Business Ethics as a subject. But it is observed informally while discussing with the faculty members that according to faculty members its Ok that they have taught, but they are not competent to teach Business Ethics. As they have here been exposed to any orientation to teach Business Ethics. They feel students take them as a role model and if they are not perfect or if they are not clear with the principles of ethics that will be injustice with the students.
- Still with the same thought when teachers were asked whether Business Ethics can be taught as subject. 83.3% faculty member are confident and agree the Business Ethics as a subject can be taught and 91.7% Faculty Members think and support that Business Ethics as one of the subject should be included in curriculum.
27. 71.7% Faculty Members try to communicate some ethical aspects during their sessions.

28. Finding from Q 6.1 and Q 6.2 indicates when there is need to communicate to the top level people are not that comfortable. They are under pressure of losing their job or personal desire. Hence nobody dare to talk and take steps against the management doing unethical act.
- But it true that act of unethical deed affects teachers and it matter to them.
29. 68.3% faculty members have informed that they do not have forum /club or regular activities related to Business Ethics in their institute.
30. Majority of the Faculty Members have indicated that Business Ethics and CSR are definitely related term. This indicates the unclear understanding about the concept of ethics and CSR activities.
31. 31.7% faculty member have preferred the definition “The study of principles relating to right and wrong conduct : Morality, the standards that govern the conduct of a person especially a member of a profession.”
32. 49 out of 55 faculty members are of opinion that Business Ethics can be taught and it should be added as one of one subject in the curriculum and best technique to teach ethical message is case study.
33. The findings have indicated that students are at dilemma when required to take decision but data also reflect they tend to behave more ethical at tender age of 17 – 22 years as they cross the age of 25 the probability of getting effected by unethical act is more that has also been reflected through the findings from faculty members.

5.3 OBSERVATIONS

Teachers primary responsibility is to their students. They are teachers first. They prepare their session plan for the lecture, which also can be said is mandatory as per regulative bodies like AICTE/ UGC etc. But the important part that reflected through research is that maximum teachers try to communicate at least some ethical aspects during the sessions.

When asked about whether Business Ethics can be taught, more than 50% faculty members have confidence. They have suggested the following methods as the most preferred and best applicable to teach ethical message – code of conduct, Case study method, role model subject in every semester.

As a part of teaching fraternity and with their background, it has been observed that the tendency of defending ethical issues decreases with comparison to the students. Question no 6, of the questionnaire reflects the tendency of neglecting the surrounding unethical issues is prominent in people of the age group 30 and above. They prefer not to talk and counsel the one who is indulge in the unethical act.

Q8 of the questionnaire (Annexure II) has helped in understanding the clear understanding of ethics among the teaching fraternity, the rating of Q8(a), Q8(d) and Q8(f) had made clear picture of what teaching fraternity understand about the ethics, what they look for, what they preach and what they follow. Maximum faculty members have agreed that Business Ethics and CSR are related, wherein there is a vast difference between BE and CSR. They both can be matched together but they cannot be taken synonymy. We can find any company or organization highly and regularly involved in CSR, but loosely maintaining their finance and marketing and vice versa, this reflect that CSR and BE are not related.

Question 15 have also highlighted that many activities are completed keeping in mind the compliance part of it, not the commitment. It has also been observed that faculty members feel that we cannot influence ethical behaviour at the Management Institutes level as they are no more of impressionable age. So age plays a part in teaching ethical behaviour.

Question 20 of the questionnaire (annexure II) put forth the teacher's contribution towards ethical behaviour of the students:-

- Project yourself as ethical and do not compromise even for smallest gains.
- Trust begets Trust.
- Making and realizing them by doing ethical events with them.
- Students should inculcate ethical behaviour in their day to day work, which will be helpful for them to sustain in competitive working environment.
- Be socially responsible then only we can follow Business Ethics.
- Practice what you preach. i.e. first do yourself and then advice the students.
- Taking lectures ethically.

- Need to be checked in their basic way of behaviour.
- Try to always demonstrate impartial, transparent approval in every interaction. when you practice ethics people surrounding you automatically respond positively. “You reap what you sow”.
- Realize students what is wrong and what is right and tell them to work for ethical one. We have taken various training on human values and core principles to live the life ethical and happy one.
- Talking about ethics during the course of regular lectures.

5.4 TESTING OF HYPOTHESIS

Researcher has framed four Hypothesis.

H1- Business Ethics can be Taught and Learn.

H2- There is no significant relationship between teaching ethics and ethical behaviour.

H3- Management Institutes conduct various activities keeping in view promotion of ethical standards.

H4- Teaching Business Ethics as part of Management Studies will sensitize students about ethics.

Out of these four hypothesis first two (I and II) are proved by Quantitatively (statistical Representative) and last two (III and IV) are proved qualitatively.

H1 and H2:-

H1- Business Ethics can be taught and Learn.

H2- There is no significant relationship between teaching ethics and ethical behaviour.

63.7% students talk and counsel their classmates when they see them doing something dishonest / unethical. 48.3% tell truth to their faculty members and take permission to complete assignments. 54.4% value teacher who may not be that good with the subject content but discuss lots of incidents that help in developing logical and moral building of students and very strict with students. 45.2% students have rated they try to learn and follow the message when shared through stories or incidents with them that need to

follow ethics in life and at workplace. 46.7% faculty members try to sometime inform authorities if they see their college (staff) is doing something wrong. 33.3% Faculty Members and 15.8% students feels teachers teaching to the students make them ready to take ethical decision. These observations help in proving the statement that ethics education and behaviour of the students and staff is interrelated. If Institute work hard in inculcating the ethical message among the students and staff members, they may change the behaviour of individuals. This has helped in disapproving the hypothesis II “There is no significant relationship between teaching ethics and ethical behaviour.”

83.3% faculty members think Business Ethics can be taught and 91.7% faculty member think curriculum should have Business Ethics has one of the subject and 41.7% have also rated case study as one of the best method to teach Business Ethics among the students. Majority (82.7%) of the students say it can be learnt and those who have indicated that Business Ethics can be learnt have indicated 17 - 22 years as the best age to learn Business Ethics. The students who feel Business Ethics can be learnt also are ready to accept or select it if it is given as optional subject and are also ready to pay. 36.7% Faculty Members and 22.0% students strongly agree that Management students must attend a course in Business Ethics and Corporate Social Responsibility. These finding indicates and help in proving the hypothesis I “Business Ethics can be taught and learn”.

Hypothesis (H1) has been proved and Hypothesis (H2) has been disapproved. This conclusion was possible after the finding from students and faculty. Few views of top management and thought leaders have also helped in proving the hypothesis.

Please refer Graph nos (G 4.1to G 4.5, G4.7, G 4.12, G 4.13, G 4.16 to 4.23)

The following graphs and findings have represented the findings that help to explain the hypothesis. Majority of the students and faculty members are of opinion that Business Ethics can be taught and learn. Students and faculty members have concluded that when ethical message is shared by the students they are ready to understand and imbibe it in their course of action. students

also prefer faculty members who share and guide the student with ethical message and moral stories . Which ultimately guide them to change their behaviour. Hence H1 is proved and H2 is disapproved.

H3 and H4

H3- Management Institutes conduct various activities keeping in view promotion of ethical standards.

H4- Teaching Business Ethics as part of Management Studies will sensitize students about ethics.

H3 and H4:- These two hypothesis has been proved qualitatively. The outcome of the interviews of Directors, corporate Heads and Thought Leaders have helped in proving these hypothesis

Page 158 to 163 Directors

Page 163 Corporate Representatives

Page 174 to 175 Thought Leaders

Graph – G 4.8, G 4.11, G 4.13 to G 4.15, G 4.19, G 4.22, G 4.25

Q5 and Q10 asked to corporate Representatives: Q6/Q7/Q9/Q10/ Q12 asked to Directors have specifically reflected the views and points that helped in proving the hypothesis.

Thought Leaders and Representatives of top management do prefer that subject of Ethics should be involved at all the professional course that will develop their mind to take ethical decision in their life. All the top management people were of the opinion that it is necessary to develop a strong ethical culture in the Institute campus, which will subconsciously make individual to follow ethical path. Take initiatives that encourage the learning of Business Ethics in their day to day life.

71.1% faculty members try to communicate some ethical aspects during their lecture irrespective of subject they teach. 46.7% faculty members do the activities keeping in mind the compliance. 33.3% faculty members do it with commitment. Graph 4.14 and Graph 4.15 indicates the awareness and understanding of the students while selecting a company for placement and job criteria which eventually reflects the sensitivity of students toward ethical aspects of company they work for. The three preferred criteria selected by the

students are Career Opportunity, Salary, Designation respectively. When students were asked for well run company the preferred criteria were strong mission, economic qualities, career criteria respectively. This indicates they are conscious for product for society. Working culture, environment as the most and least concern about the compensation.

5.5 SUMMING UP

In this chapter the contents of various observation, findings and conclusions were elaborated. The views and the opinions about Business Ethics at every phase was consider which further held in framing the suggestion and recommendation through the research work in the next chapter.

CHAPTER 6

SUGGESTIONS, RECOMMENDATIONS AND LIMITATION

6.1 SUGGESTIONS

The part of recommendations and suggestions strongly believes in the researchers experiences while performing the specific research task. These suggestions and recommendations come out as a result of efforts taken to accomplish the specific work. The concept of Business Ethics has been explained as an art of making the intangible to tangible work in regards to developing man power.

After performing the research task, the researcher felt immense need to develop activities and sessions that encourages the ethical aspects in life. Business Ethics should be given priority and incorporated in the business programmes as a major from the first year. Management Institutes can help in reducing unethical behavior by punishing students who are involved in academic dishonesty. This can help students to realize the serious implication of unethical conduct (annexure IX: Types of Punishment)

A person or an organization may get a quick returns if ,he /she/ it, takes short cuts and climb over other's shoulders , or put down in competition – but in the long race of professional life , he / it is inevitably left behind .

Learning to recognize ethical issues is the most important step in understanding Business Ethics. An ethical issue is an identifiable problem, situation, or opportunity that requires a person to choose from among several actions that may be evaluated as ethical and unethical.

Since the present students doing Management course from different institutes will resume responsibility as managers in future, it is essential to inculcate ethical values in them. They should be taught moral and ethical values through curriculum. Also they should be trained and practice values in their life so that they implement it in their professional life. They should be told about consequences of unethical practices by quoting real life examples and also examples of cooperate world as case study. They should be told about methods to overcome unethical practices. Training sessions, workshops,

seminar etc should be organized for them regularly. They should be made realize that there is no short cut to success but only hard work.

A formal Subject of 100 credit should be introduced in the professional course that should be made compulsory to take. The subject of Business Ethics should not only designed to evaluate and earn credit but to learn. This will create a great impact on students and teachers decision making process. (Annexure : X – Draft Syllabus).

Planning to teach Business Ethics is doubly difficult because not only are there numerous ethical theories from philosophy about which students should be familiar but also there is a lack of consensus as to the goals to be sought in incorporating ethics in our course (Challan 1980). There is an tremendous need to train the faculty members who teaches Business Ethics as a subject.

Ethics training become important for both the parties - students and teachers. Ethics training normally begins with orientation sessions and open discussions of the institutes code of ethics. Employees / Students of the Institute should be encouraged to participate at a high level in these sessions as well as in other training that follows.

Academic Institutions should push for more online connectivity, Instructional learning and evaluation; as the excessive use of technology may erode the unethical practices of the participants .

Most of the corporate have now begun to integrate Business Ethics in their corporate culture and concentrate on putting appropriate governance mechanism in place and formulating the code of ethics coupled with social responsibility in place. Hence this shows their keen interest in developing their managers more ethical. The Management Institutes who provide them the bidding managers should integrate their Institute culture with that of corporate ethical norms. The culture can be developed by integrating strict code of conduct, ethical practices and encouragement to the members who follow them strictly. Code of Ethics at Management Institute (Annexure VII)

Through data / findings it has been identified that the term CSR (Corporate Social Responsibility) is interpreted in a number of ways, in fact they proposed that CSR is used synonymously with the term Business Ethics (BE). Institutes should make it very clear to the students about the difference between CSR and BE. By separating the activities and making clear

identification of objectives of the activities that cover the concept of CSR and BE.

Corporate Houses can help educating future managers and employees of the Institutes by sponsoring training programmes intended to the students and employees, Conduct CSR activities involving students. take sessions for students on BE/ code of Ethics/ CSR / Corporate Governance and so on that will give them live and actual focus on Business Ethics .

The private sector can combine with government, educational bodies / NGO's to breed next generation of leaders and business people who are more ethically oriented.

Government should take the initiatives of promoting ethical behavior. Develop a transparent system which will eventually govern the unethical practices. Hard rules and punishment against such unethical activities can reduce the risk of economic problem, corruption and illegal transactions. If government can eradicate unethical practices among government official, it will than motivate the private sector to conduct business ethically .Government should encourage NOG's that are working towards ethical deed , examples like , Business Ethics Foundation -Pune , Arthakranthi (annexure XI and XII) .

Specific Recommendations :

- 1) Government should try to inculcate strong rules and regulations to eradicate unethical behavior.- F: CR/ D
- 2) The private sector can combine with government , educational bodies / NGO's to breed next generation of leaders and business people who are more ethically oriented .- F: CR/D/TTL
- 3) Corporate Houses can help educating future managers and employees of the Institutes by sponsoring training programmes intended to the students and employees , Conduct CSR activities involving students - F:CR
- 4) The Management Institutes who provide them the bidding managers should integrate their Institute culture with that of corporate ethical norms - F:D
- 5) The culture can be developed by integrating strict code of conduct, ethical practices and encouragement to the members who follow them strictly. Code of Ethics at Management Institute (Annexure VII)- F: D/CR

- 6) Academic Institutions should push for more online connectivity , Instructional learning and evaluation ;as the excessive use of technology may erode the unethical practices of the participants .F:D
- 7) Management Institutes can help in reducing unethical behavior by punishing students who are involved in academic dishonesty. This can help students to realize the serious implication of unethical conduct (annexure IX: Types of Punishment). F:D
- 8) A formal Subject of 100 credit should be introduced in the professional course that should be made compulsory to take. The subject of Business Ethics should not only designed to evaluate and earn credit but to learn. This will create a great impact on students and teachers decision making process.(Annexure : X – Draft Syllabus).F: Fac/D/TLTL
- 9) Teachers should be trained before they teach the subject of Business Ethics. F : CR
- 10) Design various types of activities at college level which involve the understanding and implementation of ethical aspects. Institutes should deliberately form club or forum that can promote events that highlights the ethical value among the student and staff member. F : St / Fac
- 11) Teacher should design their session plan which cover the message on ethical background with respect to their subject. F : St / Fac

6.2 TOPIC FOR FURTHER RESEARCH :

Researcher have tries to propose the following topics for further research.

1. To study the contribution Of IIM's towards preaching Business Ethics among the Management Students .
2. To study the implications of code of Ethics in various types of Industries .
3. To understand the implementation of code of conduct (ethics) in public sector.
4. Introducing Ethics and CSR as a part of graduation Curricula: An analysis

6.3 NEW TRENDS AND PRACTICES IN BUSINESS ETHICS

It was not only just to complete the research work and get the thesis done, but it was more for further research. During the study researcher got various insight about the topic which she felt should be shared by the readers which may help them to understand and know more about the topic “Business Ethics” in general. This chapter also can be a contribution of researcher to encourage many more research on the same topic. Those new entrants anxious to perceive research in ethics will find following paragraphs extremely useful. As ethical decision are voluntarily human actions. All human being have the freedom of choice and of free will.

6.3.1 WHISTLE BLOWING¹

Whistle blowing is nothing but alerting management to decisions, policies, or practices that may be ill advised, detrimental or illegal. It can include publicizing such matters outside the organization. Many firms have a reputation for actively discouraging whistle blowing. In fact, whistleblowers can be very useful in organizations, which perform social responsibilities as mere social obligation. Hence, one author has put it, whistle-blowers “represent one of the least expensive and most efficient sources of feedback about mistakes the firm may be making”. Other firms find the “benefit of muffling whistle-blowers is illusory”. Once the damage has been done – whether it is asbestos hurting workers or a chemical plant making hundreds of people ill – the cost of making the damage right can be enormous. Yet firms often retaliate against whistleblowers, either by firing them or by moving them to marginal jobs. There is also a feeling that whistle – blowers are either disloyal or ‘kooks’, or both. The right approach would be to listen and identify the truth in the matter and report it to the highest levels for prompt action. IBM has an open door policy; other companies in U.S.A. have employed outside ombudsman or used confidential surveys and questionnaires. In addition, a number of states in U.S.A. have passed laws protecting

¹ Concepts and Realities in Business Ethics, Author S.Parthasarathy, P.Rengarajan, Sadagopan Publishers, January 2003 edition

whistleblowers from retaliation. However, care must be taken to see that some whistle blowers don't misuse this facility.

A study published in the American Behavioural Scientist (Volume 43, No. 2, October, 99) by C. Fred Alford (University of Maryland) addresses the following questions : What does the world look like to those who have risked much to do the right thing as they saw it and paid a heavy price? Why do they do it? How do they face the retaliation by the organizations, which have much greater power? Why do so many organizations have trouble tolerating ethical dissent even when dissent does not expose the organization to the outside world?

Some of the findings are very interesting. Most of the whistle blowers are middle aged and in the middle management. Most of them get fired and rarely get their jobs back. Most lose their families and homes. Only 4 out of 10,000 cases have gone in favour of the whistle blowers and a lag of 7 to 8 years between appeal and decision is normal. This is the case in U.S.A. where there are protection to whistle blowers. The stress and ethical challenge to whistle blowers will be worse in other countries. (Source :TOI, 20th March, 2000)

A typical example where whistle blowing could have been used properly was the case of Challenger Disaster. In 1986, the space shuttle challenger, exploded immediately after take-off causing human losses, loss of faith in the technology and public aversion to such adventures. Fingers were pointed at suspected that something was wrong with the design of the O-rings, which allowed flames to leak out. Yet when they complained, wrote memos, and blew whistles, nothing happened until the explosion. Senior managers saw the engineers' jobs as implementing policy, not questioning it. Following the incident, NASA underwent sweeping management changes.

6.3.2 BUSINESS ETHICS MANAGEMENT

These are few key result areas which can be focused to manage ethical values in an organisations or institutes.

1. Mission or value Statement
2. Code of ethics
3. Reporting / advice channels
4. Risk analysis and management

5. Ethics managers ,officers , committees
6. Ethics Consultants
7. Ethics education and training
8. Auditing ,accounting and reporting
9. Managing Stake Holders relationship
 - Resource Intensity
 - Culture Clash
 - Schizophrenia
 - Uncontrollability
 - Co-option
 - Accountability
 - Resistance

6.3.3 FOUR WAYS OF ORGANISING FOR BUSINESS ETHICS MANAGEMENT

Business Ethics Management

Mission or value Statement

Code of ethics

Reporting / advice channels

Risk analysis and management

Ethics managers, officers, committees

Ethics Consultants

Ethics education and training

Auditing , accounting and reporting

Managing Stake Holders relationship

- 1) Resource Intensity
- 2) Culture Clash
- 3) Schizophrenia
- 4) Uncontrollability
- 5) Co-option
- 6) Accountability
- 7) Resistance

Four Ways of Organising for Business Ethics Management

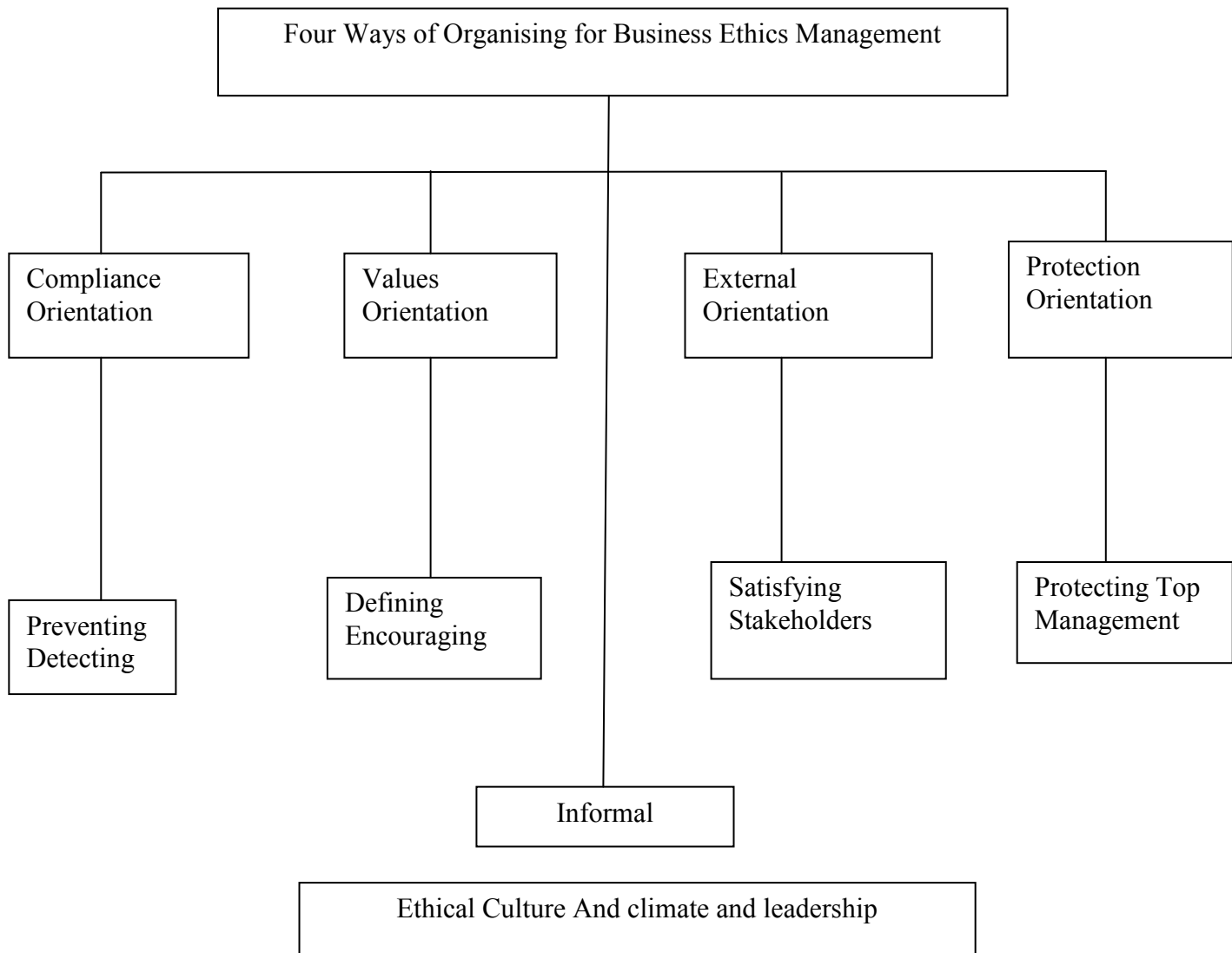


Fig 6.1

6.3.4 ETHICAL DILEMMAS AT WORKPLACE²

Due to rapid globalization managers have to face number of ethical challenges. Despite all efforts to deal systematically with these ethical issues, unethical conduct does occur at times in most corporations.

Ethical dilemmas by their very nature involve a range of actions and their corresponding consequences. In making decisions a manager often has to make a choice between alternatives. Sometimes the choice is clear; there is right answer and wrong answer. However, in many cases the choice is more difficult which leads to an ethical dilemma, where one has to make some sort of compromise. The problems arise due to their involvement in value judgments which by their nature are rarely clear cut. To resolve an ethical dilemma one has to priorities values to the extent possible and violate least number possible. Both employees and employers face dilemmas at work. Following are the common ethical dilemmas relate to:

1. Power, authority and trust
2. Secrecy, confidentiality and loyalty

To resolve the above dilemmas, managers need to develop the skill and experience for coping with the same. Manager has to use four major rationalization which include actions within reasonable, ethical and legal limits, actions aimed at the individuals or corporations, best interest, their actions will not be disclosed and published and manager will be protected by his company. Employees can also help to resolve ethical dilemmas occurred because of absence of commonly held beliefs and values. With the help of training they can resolve the dilemmas with a step by step process known as belief which includes background, estimate, list, impact, eliminate, value and evaluate.

² Business Ethics and Corporate Governance published by Tilak Maharashtra Vidyapeeth, Pune, Edited by Dr. Deepak J. Tilak

6.3.5 IMPORTANT ISSUES IN BUSINESS ETHICS WHICH ALL PROGRESSIVE BUSINESS MANAGEMENT SHOULD PRACTICE ³–

Issues relating to :

- Business objectives (Reasonable profit; not for hoarding of goods, black marketing, speculation etc)
- Consumers (Goods quality, reasonable price, correct weights and measures, safety, purity, consumer education, protection etc.)
- Employees (pertaining to their welfare – Number of legislations for appointments , transfers , promotions , salaries , working conditions etc)
- Government (Maintain proper books of accounts, implementing government policies, no false income return and statements etc.)
- National interest (National priority, balanced development and distribution of economic power, export policy matters, national reputation).
- Competition (Not to cheat customers, dealers, agents, unhealthy unnecessary competition avoidance).
- Fair trade practices (price stability, not to create shortages by hoarding etc)
- Environmental protection (abide by the rules of various pollution control bodies for air, noise, water and land, not to resort to activities causing pollutions).

6.3.6 SEVEN GENERAL MORAL PRINCIPLES FOR A MANAGER ⁴

- 1) Dignity of Human Life: Right to live; obligation to respect that right to life; life to be preserved and treated as sacred.
- 2) Autonomy: Right to self determination; All persons are intrinsically valuable ; We should act in a way to demonstrate person's worth. Dignity and right to free choice.
- 3) Honesty : Right to know truth ; Honesty known as integrity , truth telling and honour.

³ Ref : Business Ethics – Text and cases by C.S.V Murthy – Himalaya Publications House (Pg 554)

⁴ Ref : Business Ethics – Text and cases by C.S.V Murthy – Himalaya Publications House (Pg 555)

- 4) Loyalty: Honour Promises , contracts and commitments ; promise keeping, keeping the public trust , good citizenship , excellence in quality of work , reliability ; commitment to and honouring just laws, rules and policies .
- 5) Fairness: People to be treated justly , fairly , impartially , equitably ; All have the right to the necessities of life (especially those in deep need and helpless); justice includes equal , impartial , unbiased treatment , tolerates diversity , accepts differences in people and their ideas .
- 6) Humanness: Do good to others; actions accomplish good; avoid doing bad; concern for the well being of others (compassion, kindness, serving and caring)
- 7) The common Good: Actions accomplishing; Greatest good for the greatest number of people; Act and speak in this way, while protecting the rights of individuals.

6.4 LIMITATIONS

A limitation basically means the act of following only a specific unit of selected topic. The limitations observed in this research as mentioned under:⁵

- The topic: To study the Contribution of Management Institute towards Business Ethics in Pune region, it itself a unique topic to be studied. Hence, the previous researches in this field were not much found.
- As the topic is related to ethics, it is pretty sensitive related to the perception of the concept which has got certain different colours through feelings, emotions etc.
- The social desirability aspect is very important to be considered as an implication , due to the fact that some respondents might have answered what they think is moral, rather than what they actually think.

6.5 THE SUMMING UP:

The research topic was felt very interesting and unique while selecting it. After the research work started, it gave rise to many challenges for Business Ethics awareness in the Institutes and Corporate. The survey and questionnaire enabled the researcher to think in the different way and suggest some good and useful, unique tools which would benefit the Teachers, Institutes and also corporate to implement programmes on Ethics awareness and code of conduct. and also enhance the contributions of Management Institutes toward developing ethically strong youth At the end with the analysis and interpretation of research work done and conclusion of the evaluation of data obtained, proved the hypothesis.

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- 2) **www.scribd.com**

Excellent website to view many research papers by the known experts in the related field.

- 3) **www.sharetermpapers.com**

Being a registered member can avail the benefit of getting the newsletter for HRM/HRD.

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Annexure I

I, have undertaken this research project on “**To study contribution of Management Institute of Pune Region in promoting Business Ethics among management students.**” I request you to kindly extend your co-operation with your genuine responses and thus contribute in bringing an awareness of the Business Ethics among education institute.

.....

Guidelines for providing responses :

1. Read each statement carefully. Kindly do not evaluate the statement. After reading the statement give your free and frank opinion by encircling the appropriate alternative.
2. If you desire to change your alternative, circle and cross it...⊗ then provide the other alternative.

Questionnaire for students

Name : _____

Institute: _____

Course pursuing: _____ Graduation: _____

Mail id: _____ Age: _____ Gender: _____

Area / Region/ State you belong:

Family Background:

Father 's name: _____ - Occupation: _____

Mother's name _____ Occupation: _____

Any course in CSR or Business Ethics pursued by you YES/NO

Q.1 Do you feel that parents should be respected for its own sake?

Agree/Somewhat agree/Not Sure/Somewhat disagree/Disagree.

Q.2 From your childhood who have influenced your life sustainably?

Teacher/Parents/Friends/Society/Grand parents/All / Non of them / Any other
(please mention)

- Q.3 Do you think Business Ethics can be learnt?
Agree/Somewhat agree/Not Sure/Somewhat disagree/Disagree
- Q.4 If you see a classmate doing something dishonest/unethical, what do you do?
a) Inform authority
b) Let it go
c) Talk and counsel classmate
d) It doesn't matter you
e) Feel frustrated or helplessness
- Q.5 Would you like to state any two books that have shaped your principles of life.
a)
b)
- Q.6 Out of the few industries whom will you value most in terms of Business Ethics.
a) TATA
b) Infosys
c) WIPRO
d) Hindustan leaver
- Q.7 Do you have access to following books –(yes /No)- Please tick which you have read
a) Dr.A.P.J. Abdul Kalam – Ignited Minds
b) Dale Carnegie- How to win friends and influence people.
c) Napoleon Hill- think and Grow Rich
d) James Allen – As a Man Thinketh
e) Quotes of Swami Vivekanand
- Q.8 What you do when you have not completed your assignment?
a) Tell truth to your faculty and take permission of to complete it
b) Copy it from friend
c) Tell lie that you forget to bring assignment copy
d) Bunk the session

- Q.9 Tell me about a time, you have experienced a loss for doing what is right.
- Q.10 Whom you value most?
- a) Teacher good in teaching content but lack in student control and ready to be lenient in giving marks to the student.
 - b) Teacher who is good with subject content dominant on students and uses students for personal reasons.
 - c) Teacher who is not that good with subject content but discuss lot of incidents that help in developing logical and moral building of student and very strict with student.
 - d) Teacher who is very good at subject content, very lenient and friendly with students but undisciplined.
- Q.11 If anyone shares stories or incidents with you that needs to follow ethics at life and workplace. You react to it as
- a) Ignore and thinks its very difficult to be ethical in this phase of life.
 - b) Listen and try to imbibe it when it is in your favour and benefit.
 - c) Get frustrated, as it can be achieved, is what you think.
 - d) Try to learn and follow it in your day to day activities.
- Q.12 Who is your role model for Business Ethics –
- a) Rattan tata
 - b) Azim premji
 - c) Narayan Murty
 - d) Bill gates
 - e) Any other
- Q.13 When you opt for a company for placement, your job offer criteria is on-
Prioritizes it in scale of (1-10) (1-highly preferred to 10- least preferred)
- a) Career opportunity
 - b) Salary
 - c) Designation

- d) Corporate governance
- e) Employee relation
- f) Overseas operation
- g) Organization culture
- h) Diverse workplace
- i) Safe and quality products
- j) Exceptional people

Q.14 How do you rate a well run company –
 Prioritizes it in scale of (1-10) (1-highly preferred to 10- least preferred)

- a) Economic qualities
- b) Job offer criteria
- c) Career criteria
- d) Employee retention criteria
- e) Social criteria
- f) Efficient operations
- g) Product for society
- h) Code of ethics
- i) Compensation
- j) Strong Mission

Q.15 At what age, do you think message of ethics can be learnt?

- e) 1-10
- f) 10-16
- g) 17-22
- h) 23-33

Q.16 According to you what are the technique best applicable to teach ethical message?

Prioritizes it in scale of (1-10) (1-highly preferred to 10- least preferred)

- h) Case studies
- i) Mission statements
- j) Books of spiritual gurus

- k) Role models
- l) Code of conduct
- m) Subject in every semester of a course with 100 credit(external)

Q.17 Do you believe business that is legal is ethical?

Yes	No
-----	----

(A – Agree; SA - Somewhat agree; N - Not Sure; SD - Somewhat disagree; D - Disagree)

Q.18 Rate your opinion on inter-relation between CSR and profitability.

Q.19 In order to succeed in business it is often necessary to compromise one's ethics.

Q.20 Do you think having Business Ethics as one of the subject of your course helps you in developing ethical behaviour?

Q.21 If given a choice to select Business Ethics as an electing subject, you will give higher or less preference

Q.22 Out of the following definition of Business Ethics which would you prefer?

- a) IT is about concepts such as good and bad , right and wrong , justice and virtue
- b) Some distinguish ethics , what is right and wrong based on reason from morals , what is considered right or wrong behaviour based on social custom.
- c) Duties or conduct relating to moral action, motive or character.
- d) The study of principles relating to right and wrong conduct: Morality , The standards that govern the conduct of a person especially a member of a profession.

A	SA	N	SD	D

Q.23 Priorities your rating in implementing personal ethics

- a. cheating in test or exam
- b. using fake ID for jobs etc
- c. manipulate
- d. falsify CV
- e. ignoring proper citation or referencing
- f. covering up absent students
- g. using friend's previous assignments
- h. floating driving license restrictions
- i. asking a friend to write your assignment
- j. presenting misleading information
- k. getting a fake/falsified medical certificate

Q.24 Prioritize your ranking for application of ethics –

- a. Advertising
- b. Globalization
- c. Human Resource
- d. Marketing and sales
- e. Employee rights
- f. Environmental issues
- g. Finance
- h. Corruption and bribery
- i. Workplace safety
- j. Research and development

Q.25 Rate seven point linkert scale
(1–strongly disagree 7-strongly agree)

- a) Good ethics is good business
- b) The profit performance of a firm is directly related to its social responsibility.

1	2	3	4	5	6	7	I don't know

- c) I believe that corporations/ Institutes need to act accordingly to the societal and ethical norm.
- d) All business students must attend a course in Business Ethics and corporate social responsibility.
- e) I feel that as an individual citizen .I can have a positive impact on the development of society.
- f) My teaching to my students make them ready to take the best ethical decision.
- g) In order to succeed in business, it is often needed to compromise one’s ethics.
- h) Within a business firm, the purpose justifies the means.
- i) I believes it is a difference between what businessman communicate and what they actually do.
- j) I am concerned that in my future job, my personal values will conflict with those of the business world.

Q.26 Do you have any forum/ club or regular activities related to Business Ethics in your institute

Yes	No

Q.27 Are Business Ethics and CSR related.
Definitely not / probably not/ not sure / probably / definitely

Q.28 If Business Ethics is an optional subject in your institute and you need to pay for it. will you pay-

Yes	No

Annexure II

I, have undertaken this research project on “**To study contribution of Management Institute of Pune Region in promoting Business Ethics among management students.**” I request you to kindly extend your co-operation with your genuine responses and thus contribute in bringing an awareness of the Business Ethics among education institute.

.....

Guidelines for providing responses :

1. Read each statement carefully. Kindly do not evaluate the statement. After reading the statement give your free and frank opinion by encircling the appropriate alternative.
2. If you desire to change your alternative, circle and cross it...⊗ then provide the other alternative.

Faculty Member

Name of the Faculty _____

Gender - _____ **Age -** _____

Institute - _____

Contact Number - _____ **Mail Id** _____

Year Of Experience In Teaching –

Area Of Specialization -

Academic Qualification -

Have You Taught Business Ethics – Y/N

.....

Q.N. Question

Q.1 Can Business Ethics be taught?

Yes	No	Not sure
-----	----	----------

Q.2 Who is your role model for Business Ethics?

- Stephen Covey
- Ratan Tata
- Azim Premji
- Narayan Murthy
- Bill Gates

Q.3 Do you prepare session plan for your lecture?

Yes	No	Not sure
-----	----	----------

Q. 4 Do you try to communicate some ethical aspects during your sessions

Yes	No	Not sure
-----	----	----------

Q.5 Do you think curriculum should have Business Ethics as one of the subject?
Yes / No

Q.6 If you see your college is doing something unethical/dishonest

Sometime	many a time	always	never
----------	-------------	--------	-------

a) Inform authority
b) Let it go
c) Talk and counsel the one who is indulged in the unethical act
d) It doesn't matter to you
e) Feel frustrated

Q.7 According to you what are the technique best applicable to teach ethical message?
Priotizes it in scale of (1-7) (1-highly preferred to 7- least preferred)

n) Case studies
o) Mission statements
p) Books of spiritual gurus
q) Role models
r) Code of conduct
s) Subject in every semester of a course with 100 credit(external)
t) Any other please specify-----

Q.8 Rate the variables

A SA N SD D

(A – Agree; SA - Somewhat agree; N - Not Sure; SD - Somewhat disagree; D - Disagree)

a) The only moral for Business Ethics is to make money					
b) Act according to the law and you cant go wrong ethically.					
c) Ethical values are irrelevant to the business model.					
d) I view sick days as vacation days I deserve					
e) If a student is involved in cheating, mal-practising, or wrong deed, he/she must be fired					
f) Business Ethics is good for image and profitability					
g) Business Ethics is a concept for public relations only.					

Q.9 Do you plan any ethical message at the end of your topic in a session.

Sometime	many a time	always	never
----------	-------------	--------	-------

Q.10	Rate seven point linkert scale (1–strongly disagree 7-strongly agree)	1	2	3	4	5	6	7	I don't know
a)	Good ethics is good business.								
b)	The profit performance of a firm is directly related to its social responsibility.								
c)	I believe that corporations/ Institutes need to act accordingly to the societal and ethical norm.								
d)	All business students must attend a course in Business Ethics and corporate social responsibility.								
e)	I feel that as an individual citizen .I can have a positive impact on the development of society.								
f)	My teaching to my students make them ready to take the best ethical decision.								
g)	In order to succeed in business, it is often needed to compromise one's ethics.								
h)	Within a business firm, the purpose justifies the means.								
i)	I believes it is a difference between what businessman communicate and what they actually do.								
j)	I am concerned that in my job , my personal values will conflict with those of the business world.								

Q.11	Do you have any forum/ club or regular activities related to Business Ethics in your institute	Yes	No
------	--	-----	----

Q.12	Are Business Ethics and CSR related?	Definitely not	probably not	not sure	probably	definitely
------	--------------------------------------	----------------	--------------	----------	----------	------------

- Q.13 What would you do if someone senior from management side ask you to do something unethical.
- a) State forwardly say no
 - b) Will do it as job is important.
 - c) Will do it if it falls in the legal frame work.

- Q.14 priotize your ranking for application of ethics – Priotizes it in scale of (1-10) (1-highly preferred to 10- least preferred)
- a) Advertisement
 - b) Globalization
 - c) Human Resource
 - d) Marketing and sales
 - e) Employees rights
 - f) Environmental issues

- g) Finance
- h) Corruptions and Bribery
- i) Workplace safety
- j) Research and Development

Q.15 Do you do the activities keeping in mind Compliance or commitment

Q.16 Prioritise your rating in implementing personal ethics- Prioritizes it in scale of (1-10) (1-highly tolerated to 10- least tolerated)- tolerance rate

- a. cheating in test or exam
- b. using fake ID for jobs etc
- c. manipulate
- d. falsify CV
- e. ignoring proper citation or referencing
- f. covering up absent students
- g. using friend's previous assignments
- h. floating driving license restrictions
- i. asking a friend to write your assignment
- j. presenting misleading information
- k. getting a fake/falsified medical certificate

Q17) Would you like to state any two books that have shaped your principles of life.

- a)
- b)

Q18) Tell me about a time, you have experienced a loss for doing what is right.

Q19) Out of the following definition of Business Ethics which would you prefer?

- e) IT is about concepts such as good and bad , right and wrong , justice and virtue
- f) Some distinguish ethics , what is right and wrong based on reason from morals , what is considered right or wrong behaviour based on social custom.
- g) Duties or conduct relating to moral action, motive or character.
- h) The study of principles relating to right and wrong conduct: Morality, The standards that govern the conduct of a person especially a member of a profession.

Q20) Anything you want to say about your contribution towards ethical behaviour of students.

Thank You

Annexure III

I am, pursuing PhD in Management. My topic for research is “To study the contribution of Management Institute in Pune region in promoting Business Ethics among the Management Students”. You are requested to fill the questionnaire. I assure you the confidentiality will be maintained with the data collected.

Questionnaire for Directors

Name :

Institute :

Contact Number:

Mail ID :

Years of Experience:

Are you associated to any professional body like Business Ethics forum (India or abroad)- Yes ___ No ___ like to join one shortly_____

If Yes please mention: -----

Q1 Do you have Ethics Forum at you institute – Yes / No/in process of forming

Q2 According to you , the present level of ethics in India is

(1- poor to 7 – outstanding)

1 2 3 4 5 6 7

Please express Your View point _____ -

Q3 What is your estimate of ethics level in 2025-(1- poor to 7 – outstanding)

1 2 3 4 5 6 7

Please express your view point-----

Q 4 Sir, I know that you have to perform all the functions mentioned below :

- a) To maximise earnings for its owners.
- b) Make sure its customers (students) needs are met .
- c) To fulfil its legal responsibilities
- d) To invest in the growth and wellbeing of its staff and employees
- e) To create value for the local community in which it operates.

- f) To ensure confidentiality in the use and transfer of information.
- g) To ensure not to miss guide the students for admissions.
- h) To ensure equal treatment for all the students from any background (state / outside the state / open / reserved categories etc).
- i) To ensure proper conduct of lectures and sessions for the students.
- j) Any other (please specify)_____

Kindly specify two major functions in the above list.

Q5 Please specify two steps which government should immediately take to improve the standards of ethics in general and Business Ethics in particular.

- 1.-----
- 2.-----

Q6 What are your suggestion for value education at

- a) School level___
- b) College level_____
- c) Management Institutes level _____
- d) Society in all_____

Q7 Prioritise your rating in implementing personal ethics(rate of tolerance)- Please mention the two most un-tolerated act.

7.1)With Ref to students :-

- a) cheating in test or exam
- b) using fake ID for jobs etc
- c) ignoring proper citation or referencing
- d) Giving proxy attendance in class room session.
- e) using friend's previous assignments
- f) asking a friend to write your assignment
- g) presenting misleading information
- h) getting a fake/falsified medical certificate

7.2) With Ref to Teachers :-

- a) using fake ID for jobs etc

- b) manipulate the official records
- c) falsify CV
- d) ignoring proper citation or referencing
- e) covering up absent student
- f) presenting misleading information
- g) getting a fake/falsified medical certificate
- h) Ignoring essence of education

Q8 How will you rate the intervention of following agencies in certification and policy framing at Management Institute level .

- a) UGC – poor / needs a considerable improvement/satisfactory good/ very good/Excellent.
- b) AICTE - poor / needs a considerable improvement/satisfactory good/ very good/Excellent.
- c) Govt of India - poor / needs a considerable improvement/satisfactory good/ very good/Excellent.
- d) Govt of Maharashtra - poor / needs a considerable improvement/satisfactory good/ very good/Excellent.
- e) Local Bodies - poor / needs a considerable improvement/satisfactory good/ very good/Excellent.

Q9 What are the various initiatives that your institute has taken towards Ethical development of students in recent past and near future.

Q10 What are the various initiatives that your institute has taken towards Ethical development of teaching and non teaching staff.

Q11 Do you give formal training and coaching to the faculty members who teach Business Ethics as a subject .

Always/many times /Sometime / never

Q12 What factors are encouraging Institutes to address ethics –

- Q13 Please specify which specific step your organization takes for maintaining ethical standards –
- Training on regular basis
 - Counselling and Mentoring
 - Punishment for unethical behaviour
 - allowing free / frank discussion
 - any other -----(Specify)
- Q14 Do you face challenges from companies demanding ethically strong students while selecting and placing them in their companies.
Always /many times/ sometime / never
- Q15 Do you feel students are inclined to select employees who are ethically strong
Always /many times/ sometime / never/ not sure.
- Q17 In the near future what can be your contribution as a Director towards
- Penetrating Ethical Behaviour of students , teachers and non teaching staff.----

 - Strengthening Ethical Behaviour of students, teachers and non teaching staff._____
 - Maintaining Ethical Behaviour of students, teachers and non teaching staff.

- Q18 Are you a members of Ethics committee internally, if so what is your experience. ---
- Encouraging
 - Reasonably good
 - Discouraging
- Q19 Sir, Your one line comment on Business Ethics in the Institute.

Thank You

Annexure IV:

I, pursuing PhD in Management. My topic for research is “To study the contribution of Management Institute in Pune region in promoting Business Ethics among the Management Students”. You are requested to fill the questionnaire. I assure you the confidentiality will be maintained with the data collected.

Questionnaire for Corporate Representative (HEAD – HR)

Name :

Organization :

Contact Number:

Mail ID :

Years of Experience:

Are you associated to any professional body like Business Ethics forum (India or abroad)- Yes ___ No ___ like to join one shortly _____

If Yes please mention: -----

Q1 According to you , the present level of ethics in India is

(1- poor to 7 – outstanding)

1 2 3 4 5 6 7

Please express Your View point _____ -

Q2 What is your estimate of ethics level in 2025-

(1- poor to 7 – outstanding)

1 2 3 4 5 6 7

Please express your view point-----

Q3 Prioritize your ranking for application of ethics – Prioritize it in scale of

(1-10) (1-highly preferred to 10- least preferred)

- a. Advertisement
- b. Globalization
- c. Human Resource
- d. Marketing and sales
- e. Employees rights
- f. Environmental issues
- g. Finance
- h. Corruptions and Bribery
- i. Workplace safety
- j. Research and Development

Q4 Please specify two steps which government should immediately take to improve the standards of ethics in general and Business Ethics in particular.

- 1.-----
2.-----
- Q5 What are your suggestion for value education at
a. School level ____
b. College level ____
c. Management Institutes level ____
d. Society in all ____
- Q6 Do you emphasis on ethical background of Management Institutes at the time of Campus Recruitment.
- Q7 What are the various initiatives that your organization has taken towards Ethical Development of employees.
- Q8 Do you give formal training and coaching to the trainers who take sessions on Business Ethics during the training sessions
Always/many times /Sometime / never
- Q9 What factors are encouraging corporate/ Industries to address ethics –
- Q10 Please specify which specific step your organization takes for maintaining ethical standards –
a) Training on regular basis
b) Counselling and Mentoring
c) Punishment for unethical behaviour
d) allowing free / frank discussion
e) any other -----(Specify)
- Q11 Do you feel Management Institutes are doing sufficient contribution in developing ethically strong students those who can be selected directly in the companies. (Always /many times/ sometime / never)
- Q12 Do you feel students are inclined to select employers who are ethically strong
Always /many times/ sometime / never/ not sure.
- Q13 In the near future what can be your contribution as a Corporate / Industry representative towards
a. Penetrating Ethical Behaviour of employees (New and Young recruits).--
b. Strengthening Ethical Behaviour of employees .
c. Maintaining Ethical Behaviour of employees.
- Q14 Are you a members of Ethics committee internally, if so what is your experience. ---
a) Encouraging
b) Reasonably good

c) Discouraging

Q15 Sir, Your one line comment on Business Ethics in the Institute.

Annexure V

The Corporate representatives were from following companies –Tech Mahindra Ltd ,
Tata motors, Infosys, ARAI, Wipro, Glaxo Smit Kline.

List of Management Institutes

S.no	Management Institute
1	Nanavati Institute of Management
2	Marathwads Mitra Mandal Institute of Management.
3	MIT School of Business
4	Amity Global Business School , Pune
5	Vishwakarma Institute of Management
6	Novel Institute of Management
7	Allana Institute of Management
8	Sinhgard Institute of Management
9	MIT School of Management, Kothrud
10	Padmabhooshan Vasantdata Institute of Technology.

Annexure VI

List of Companies :

S.no	Company Name	Name of Corporte Representative Interviewed
<u>1</u>	ARAI	Dr. Uchgaonkar Mohan Vasant
<u>2</u>	Wipro	Mr. Sachin Pote
<u>3</u>	Tech Mahindra Ltd	Mr. Anant Gopal Rayrikar
<u>4</u>	Tata Motors	Mr K.N. Deshpande
<u>5</u>	Infosys	Mrs Sheetal Potdar
<u>6</u>	Glaxo SmithKline	Mr Ashok G.Deshpande

Proposed

Code of Ethics in Management Institutes*

1. Institute Behaviour :- Beyond the letter of Laws towards a spirit of trust.
2. Support for all the stake holders (students / Employees etc)
3. The economic and social impact of Institutes towards innovations, justice and word community.
4. Respect for rules and regulations
5. Respect for Environment
6. Transparency in operations
7. Regulating various types of Quotas (ie Cast / Management Quota seats / Financial etc)
8. Respect for regulations by Government bodies – Local Managing committees / state University / UGC / AICTE.
9. Support and respect protection of Human Rights.
10. Strict follow of abolition of ragging, discrimination among students.
11. Strict follow of safety regulation and dress code.
12. Strict follow of time tables / session plans and evaluation rules by teaching feternity .
13. Respect and dedication towards individual responsibilities.
14. Proper citation and referencing for the research / assignment s / documentations etc.
15. Respect for Placement rules and regulations that are followed with the companies.
16. Follow regular coding and maintaining of documents.
17. Regular follow of financial audits.
18. Respect Basic Rights of individual.

** It is suggested that each Management Institute should build up its own code of conduct broadly on the basis of above mentioned points.*

Annexure : VIII

Top Five Factors Most Likely to cause people to compromise ethical Standards :

- 1) Pressure to meet unrealistic business objectives / deadlines.
- 2) Desire to further one's career.
- 3) Desire to protect one's career.
- 4) Working in environment with cynicism or diminished morale.
- 5) Improper training / ignorance that the act was unethical.

Source : Business Ethics Survey 2005.

Top Five Most Internal Practices / programmes for Ensuring an ethical Culture :

- 1) Code of conduct
- 2) Ethics in Training
- 3) Corporate Social responsibility Programs
- 4) Ethics helpline
- 5) Ethics audits

Source :Business Ethics Survey 2005.- American Management Association .

Top Five Practices and Programs for Board of Directors:

1. Director's code of conduct
2. Ethics training
3. Independent directors
4. Diversity among directors
5. Non management directors .

Annexure : IX

Suggested Punishment for unethical behaviour in Management Institutes* :-

Punishments at time can be a better check to reinforce the right gestures among the students and teaching staff which will eventually help us in creating a healthy culture in the Management Institute. Besides following the code of conduct and regular rules, depending up on the severity of unethical gesture punishments can be given.

- 1) Miss conduct in class with fellow students :-
Depending upon the severity rusticate the students from attending lectures for one week. If the deed fall in line with ragging rusticate the student from the Institute.
In case of minor fault ast a student to write an apology letter and read it in front of entire class.
- 2) Debarred a student from placement activity if he or she provides a false and illegal information.
- 3) If a student is found cheating in the examination keep a backlog for that subject.
- 4) Strict follow of all the rules and code of conduct formed by the institutes / Committee for dress code / Corridor behaviour / canteen behaviour / Library lab and computer Lab behaviour.
- 5) If a student found covering up absent, he /she should not be given attendance for three days for all the subjects.
- 6) If a student is repeatedly not following the rules and regulations, he should not be allowed to attend semester end Internal examination , which will ultimately keep his semester clearance on hold .
Even if the Code of Professional is mentioned in the gazette of the government bodies like (UGC AND AICTE) that govern the Institutes few punishments are below mentioned, which can be strictly adhered to.
- 7) If a faculty member is found indulge in using fake ID for Job, manipulating data and misleading information, he or she should be terminated form job.
- 8) Faculty members found in unethical practices in class room like not following proper evaluation , covering unethical practices of the students , discriminating among the students , not taking proper lectures , giving misleading information about the rules and regulations of the institutes. Should immediately asked to improve with the semester, if not found improving he or she should be terminated. A teacher is constantly under the scrutiny of his students and the society at large. Therefore every teachers should see that there is no incompatibility between his precepts and practice.

* *Researcher Firmly believes that punishments are desirable on firm and fair basis.*

Annexure : X

Draft Syllabus for Business Ethics

The proposed syllabus for the subject Business Ethics if implement in curriculum of MBA course for 100 credit

Objectives of the subject :

- 1) To increase student s awareness of the ethical , legal and social dimensions of business decision making .
- 2) To develop analytical skills for resolving ethical issues .
- 3) T o expose students to the complexity of ethical decision making in Business.

Evaluation Pattern :

Evaluation can be done on 50 /50 ratio . 50 as internal evaluation and 50 as external evaluation.

Scheme of evaluation : (Suggested)

S.no	Criteria	Marks	Scale it down to
1	Presentation (three per students)	(10 marks each) 30	10
2	Case study Participation	20	10
3	Witten test	10	10
4	CSR Activity Participation	20	10
5	Class participation + Follow of code of conduct	20	10
	Total	100	50

**Syllabus of Business Ethics for first semester as a core and compulsory subject in
MBA course .**

Subject : Business Ethics and CSR (Subject Code ☺)

Unit I :-

Introduction – Morals- Values and Ethics – Integrity – work Ethic- Service Learning – Civic Virtue – Respect for others – Living peacefully- caring – sharing – Honesty – Courage- Valuing time – Cooperation – Commitment – empathy – self confidence – Character – Spirituality.

Unit II:-

Human Values and Professional Ethics : Meaning of value education, Importance of value education, self exploration, self exploration about career , evolution of self awareness towards anxiety and consciousness-Happiness and prosperity : our Aspirations, Prosperity : A Choice Available to everyone .Leading Theories of ethics

Unit IV :-

Managing Ethical Decisions : Legal base – Moral Base – Insider Trading – whistle Blowing – Codes , rules , Regulations .

Unit V:-

Understanding Harmony in the Human –Being /family and society / Nature and Existence /Professional Ethics – Introduction, Harmony in I-Harmony in family : relationship, expectation - ,Science and education –Environmental ethics – Knowledge of Existence.

Professional Ethics : Natural Acceptance of Human values – The value of Truth – Values and Principles – Rights and Responsibilities – Professional Ethics in Light of right Understanding – Professional obligation

Unit VI:-

Safety - Responsibility and Rights : safety and risk- Assessment of safety and right-risk benefit analysis and reducing risk – Occupational crime – code of conducts and right in Marketing / Human Resource / Research/ advertisement – Respect for Intellectual Property – Discrimination.

Unit VII:-

Global Issues:- Multinational Corporation- Environment Ethics - Computer ethics weapons development – Moral Leadership – Bribery and extortion – Managing ethics across borders .

Ref:

- 1) ANNA University Tiruchirapalli –Syllabus for BE computer Science and Engineering – Sem VIII- Professional Ethics and Human values .
- 2) Business Ethics – as a study material for the students – By Prof. Narayan Gune
- 3) Human values and Professional Ethics – Dr Pragya Agarwal
- 4) Search for references should continue....

Currently Pune University offer Business Ethics as one of the subject in MBA – International Marketing .Accordingly to 2008 syllabus this is an internal subject of 50 credit.*

408F

**BUSINESS ETHICS AND SOCIAL RESPONSIBILITY
(INTERNAL PAPER)**

1. Fundamental principles of ethics (2)
2. Ethics in international business (6)
Normative and relative ethics, concept and choice.
Legal compliances, Sarham Oxley Act (SOX)
Home and host country's regulations and compulsions of international agencies
3. Corporate governance beyond legal compliance (4)
4. Human dignity (5)
Meeting stake holders, expectations, competitiveness and fair trade practices
Employee wellness. International Importance of integrity, avoidance of corrupt practices
5. Importance of doing business on merit. (2)
6. Wider concept of social responsibility
Balance between profit and social / moral obligations and survival. Ethics and human rights Balanced global environment Kyoto Protocol concern of global warming, judicious use of natural resources (5)
7. Maintenance of ecological balance (2)
8. Sustainable development (2)
9. Cost benefit analysis of corporate social responsibility and good corporate citizenship (2)
10. Cases-
Analysis of failure of leading corporate and top auditing firms due to lapses in ethics and social responsibilities.
Role of international trade and business organizations
Concept of Ombudsman

Books Recommended:

1. Business Ethics, Crane& Matten OUP
2. Corporate Governance 2/e Mallin, OUP
3. The Management and ethics omnibus- Chakraborty, OUP
4. Its only Business, Mitra, OUP
5. Values and Ethics for Organizations, Chakraborty, OUP/OIP
6. Perspectives in Business Ethics, Hartman, Chatterjee

** Researcher has come to a conclusion based on her study that the paper should be "cove" and "compulsory" (as mentioned in Annexure X)*

ARTHAKRANTI

Arthakranti is an Ngo that have proposed some measures to the government that will help in reducing level of corruption in India .

As per the root cause diagnosis done by Arthakranti , current reality is nothing but an effect of following System Level Technical Flaws .which are very much correctable:

- 1) Irrationally High Denomination and its irrational Distribution.
- 2) Undeveloped Banking Practices .

Arthakranti Proposal

- 1) Withdrawal of existing Taxation System Completely (except Customs / Import Duties)
- 2) Every Transaction routed through a bank will attract a certain deduction in appropriate percentage (say 2%) as a Bank Transaction Tax (BTT) –(A single Point Tax Deducted at Sources)
- 3) Withdrawal of High Denomination Currency (say above Rs 50)
- 4) Cash Transactions will not attract any Tax .
- 5) Government should make legal provisions to restrict cash transactions up to certain limit (say Rs 2000).

Effects of the Arthakranti Proposal :

- Adequate Revenue for Government at All Levels.
- Generation of Black Money is Technically Impossible.
- Merger of the existing Black Money into white Money (Thanks to withdrawal of higher Denominations)
- Government, Administration, Law and Order Maintaining systems Freed from the influence of the parallel Economy.
- Public Psyche also freed from the influence of the Economy, thereby boosting an atmosphere of security and confidence .
- Budgetary (White Money) Provisions for the Political system
- Social Security for one and All.
- Effective Control over Terrorism Possible by way of withdrawal of high denomination currency .

BUSINESS ETHICS FOUNDATION



(Section 25 Company CIN – U93000PN2012NPL142019 2011 – 2012)

C/o. Dr. S.G.Bapat

17, ‘Vijgeesha’, Prashant Nagar, NaviPeth, Pune – 411030

Ph : 020-24533931, Email – punebef@gmail.com website - www.f4be.org

Forum to Foundation

Formation Stage :

Dr. S.G.Bapat & Associates – training organization was actively involved in organizing **“International Conference on Business Ethics & Social Responsibility”** on **Dec 3-4-5, 2009** in **Belgaon** (IMER sponsored). There were 100 plus participants from India and abroad. About 35 participants were from Pune.

- Inspired from the conference and particularly inspired by Mr. Suresh Hundre’s “Business Ashram” in Belgaon, some like-minded people decided to form the Forum for Business Ethics on 15th January 2010 at PUMBA to take Business Ethics movement ahead.
- The meeting of founder members continued on 15th Feb 2010 at Emerson Engineering Exports, Pune and 15th March 2010 at M/s. Praj Industries, Pune.
- Indira Institute of Management, Pune invited Dr. S.G.Bapat & Associates to conduct Status Report on Ethics among College students, teachers and Corporates. The report was published on 5th March 2010 at the hands of Mr. Abhay Firodiya at Maharashtra Chamber of Commerce, Tilak Road, Pune.
- The founder Chairman Wg.Comdr. Ramesh Jog and the managing committee finalized The Vision, Mission and strategy statements as below :

Vision

The forum values ethically conducted business operations in public, private and government sector and supports systems which will enhance the scope of such operations at national and global levels.

Mission

For achieving this purpose forum is focused on initiatives in legislative, methodological or business systems and standards, educational and informational activities

Strategy

1. Forum will use media and networking to induce increasing numbers of organizations into the fold of ethical practices (regulatory or voluntary) for business operations to create an equitable and sustaining environment as responsibility of an organization.
2. Promote the cause across the state and create global bodies of the forum.

Incorporation Stage

On 2nd Nov 2012 Forum was re-named as **Business Ethics Foundation** and was registered with Registrar of Companies as section 25 not for profit co. **Our Reg. No. CIN – U93000PN2012NPL142019**

April 2010 to March 2011

Office Bearers –

Chairman :	Wg.Comdr. Ramesh Jog
Secretary :	Mr. Dhananjay Apte
Treasurer :	Dr. G.V.N. Rao
Co-ordinator :	Dr. S. G. Bapat
Office Secretary :	Mrs. Madhuri S. Chiddarwar

April 2011 to March 2012

Office Bearers –

Chairman :	Dr. Arvind Joshi
Secretary :	Mr. Dhananjay Apte
Treasurer :	Dr. G.V.N. Rao
Co-ordinator :	Dr. S. G. Bapat
Office Secretary :	Mrs. Madhuri S. Chiddarwar

April 2012 to March 2013

Office Bearers –

Chairman :	Dr. Rashmi Hebalkar
Secretary :	Mrs. Dipti Tulpule
Treasurer :	Dr. G.V.N. Rao
Co-ordinator :	Dr. S. G. Bapat
Office Secretary :	Mrs. Madhuri S. Chiddarwar

April 2013 onwards.....

Office Bearers –

Chairman :	Dr. Mohan Uchgaonkar
Secretary :	Mrs. Shweta Bapat
Treasurer :	Dr. G.V.N. Rao
Co-ordinator :	Dr. S. G. Bapat
Office Secretary :	Mrs. Madhuri S. Chiddarwar

Tasks on Hand

MBA Oath* :

1. Novel Institute of Management
2. Dr. Vikhe Patil Foundation's Pravara Centre for Management Research and Development, Pune
3. MIT School Of Management
4. Indira Institute of Management

(* covered approx. 350 students)

Top Management Interviews completed

1. Mr. Vivek Sawant, M.D, CEO, MKCL
2. Mr. Gajendra Chandel, President, TACO, Pune
3. Mr. Suhas Mantri, Chairman & M.D., Mantri Constructions Ltd.
4. Mr. Deepak Shikarpur, Software Expert & Consultant
5. Mr. Uday Borawake, Agri Business
6. Mr. Dilip Borawake, Agri Business
7. Mr. D.S. Kulkarni, Construction industry, Real Estate, Toyota etc.
8. Mr. Vasudeo Gade, V.C. Pune University
9. Mr. P.C. Chhabria, Chairman, Finolex Cables Ltd.
10. Mr. Anand Deshpande, M.D., Persistent Systems Ltd.
11. Mr. Pramod Chaudhari, M.D., Praj Industries Ltd.
12. Dr. Raghunathrao Mashelkar – Innovation
13. Mr. Pradeep Bhargav, Chairman, Western Region, CII
14. Ms. Anu Aga – Thermax Ltd.
15. Mr. Vijay Bhatkar – ETH-Research Lab
16. Mr. Shrikant Marathe, Director, ARAI

ABBRIVATIONS

St= Students

Fac= Faculty Members

D = Director

CR= Corporate Representatives

SR= Social Representatives

F= Findings

C= Conclusions

R = Recommendations

Ob= Observations

Q = Question no.- Q1/Q2/Q3 and so on

F: St = Findings from students analysis

F: Fac = Findings from Faculty Members analysis

F: D = Findings from Directors

F: CR = Findings from Corporate Representatives

F: SR= Findings from Society Representatives

R1= Recommendation one and R2/R3/R4 so on

F: CR/D = findings from Directors analysis and Corporate Representative Analysis.

F: CR/D/SR = finding from Director analysis / Corporate Representative analysis and Society Representatives

F: St/ Fac = findings from Students and Faculty Members analysis.

G 4.1 = Graph 4.1

ⁱ Far East Journal of Psychology & Business, Vol 3 No. 2 May 2011

ⁱⁱ Journal of Academic and Business Ethics

ⁱⁱⁱ The Journal of Human Resource and Adult Learning * May 2006

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