Teaching Ethics and Honesty in Business Classrooms: A Study of Changes in Student Perceptions

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Centennial Center for the Study of Ethics

Ethics in the Professions

Edited by Rich Alexander & David Wall
### Table of Contents

- The Culture of LUSC and How It Is Communicated
- How to Communicate
- Fast Food Education: Do You Want Fries With That?
- Climate and Community Come to College
- The Parent as Educator
- Ethics and the Part-Time Professor
- The Role of a Parent: How One Teacher Can Strengthen Parent-Child Relationships
- Continuing Risk Exposures for Public Violence: Ethical Practice is Possible
- Informing Coaches and Clinicians: Dissemination and Acceptance
- Ethical Concerns Regarding Pharmacological Trials
- The Breakthrough to Behavioral Change: A Reality Check within an Ethical Perspective
- A Study of Climates in Student Perception: Teaching Ethics and Honesty in Business Classrooms
- Ethical Implications of Strategic Leadership within the Context of Business
- The Culture of LUSC and How It Is Communicated
Teaching Ethics and Honesty in Business Classrooms: A Study of

By

Su-san R. Madson, Olivia Timpuli

Abstract

W

Changes in Student Perceptions: A Study of

Teaching Ethics and Honesty in Business Classrooms...
The study was conducted in light of the evidence from the literature that the...
Table 1. Means and Standard Deviations

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The table above shows the means and standard deviations for the data collected in the study. The data includes various measurements related to the study. Further analysis and discussion of the results are provided in the subsequent sections.
Students who strongly agreed that honesty was important at the beginning of the semester were similar (P = .36). Student responses at the beginning of the semester were also similar (P = .34) and at the end of the semester (P = .27).

Table 2: Intercorrelations

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On the qualitative section of the instrument, students were asked to analyze vignettes relating to ethical decision making as a human resource practitioner. The first scenario described a situation in which the student is to imagine that he or she is a human resource department project manager who is in charge of several employees. The written instructions direct the project manager to be fair and honest in his or her interactions with employees. In response to the questions from students who had strong agreement with the dealerships, the student responses were also similar (P = .34), at the beginning of the semester. The students also agreed strongly with the dealerships at the beginning of the semester (P = .27).


References


Traditional Leadership

Implementations of some of the fundamental tenets of the philosophy of servant-leadership

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