

**Submission #: 10705**

**Title: Values, Virtues and Character- Foreigners in Management Education?**

- **Rethinking Management Education**

**Primary Sponsor: MED**

**Potential Secondary Sponsors: SIM**

**a) Abstract:**

Capitalism is in Question and so is management education. On one hand, the challenge for management education is achieving *re*-legitimization, particularly in the wake of corporate scandals and recent economic crises. On the other hand, management educators are challenged to fundamentally rethink their fundamental purpose in delivering management education. A focal point of criticism has been the lack of integrity at 1) the personal level of business leaders and 2) the general business culture. Business schools are rightly criticized for failing to contribute to the development of student integrity, our future business and societal leaders. The aim of the Professional Development Workshop is to highlight ways in which business schools could address some of the integrity related challenges by examining whether and how management education can meaningfully teach values, virtues and character. In this PDW we will allow for a collaborative space to discuss options for concerned educators and administrators on how to embark and continue on the journey to making business education part of the solution rather than the problem. We will focus on three main levels: 1) the class level, 2) the course level, and 3) the program level.

**b) Overview:**

**1) Participants**

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<p><b>Moderator:</b> Michael Pirson, Director, Center for Humanistic Management Assistant Professor for Global Sustainability and Social Entrepreneurship Fordham University Research Fellow, Harvard University</p>	

## **Introduction**

Capitalism is in Question and so is management education. From the 2008 global financial crisis to the repeated ethical lapses of the early 2000s that stunned the world, numerous critiques of management education have been increasingly raised (Bennis & O'Toole, 2005; Feldman, 2005; GENTILE REFERENCE; Ghoshal, 2005; Mintzberg, 2004; PIRSON REFERENCE; Pfeffer, 2005; Pfeffer & Fong, 2002; Rynes & Quinn Trank, 1999; Rynes, Trank, Lawson, & Ilies, 2003; Trank & Rynes, 2003; Wright, 2004; Wright & Goodstein, 2007; Wright & Lauer, 2013). (Dierksmeier, 2011; Gentile, 2011; Pirson, 2011). On one hand, the challenge for management education in dealing with the questions associated with capitalism is achieving *re*-legitimization. This is particularly so in the wake of the repeated government and corporate scandals and recent financial and economic crises. While most would agree that business education is at least partly to blame, the reasons why remain the subject of much debate (Wright, 2010). On the other hand, management educators are challenged to fundamentally rethink their basic purpose in delivering management education (Amann, Pirson, Diercksmeier, v. Kimakowitz, & Spitzack, 2011). A focal point of criticism has been the lack of integrity at 1) the personal level of business leaders and 2) the level of the general business culture. The aim of the Professional Development Workshop is to highlight ways in which business schools can address both of these integrity related challenges. We will structure the discussion along the drivers of individual integrity that over time have been established in philosophy, psychology and organizational behavior: values, virtues and character. As such we will be examining whether and how management education can effectively teach any of these. This PDW will allow for a collaborative space to actively engage our Workshop participants in a spirited discussion of options for concerned educators and administrators on how to make business education a critical

mechanism to generate effective and sustainable solutions. We will focus on three main levels of analysis: 1) the class level, 2) the course level, and 3) the program level.

**Question 1: Whether and how can business schools best educate for integrity?**

Can management education have any impact in terms of teaching personal integrity to our students? This basic question is the conundrum faced by those arguing for an integrity based business education. Initiatives such as Humanistic Management Network (H.; Spitzeck, Pirson, Amann, Khan, & Kimakowitz, 2009; H. Spitzeck, Pirson, von Kimakowitz, & Dierksmeier, 2010), the 50+20 initiative (Muff, 2013) as well as UN PRME network, (Escudero & Haertle, 2011) would argue that it can and needs to be done. However, such teaching definitely requires a deeper reflection on the current impacts of business education as well as the underlying pedagogy. To that end, we will proactively examine how pedagogy can move well beyond *knowing and analyzing* and address *doing* and *being*.

**Question 2: Should and how can business schools best teach values, virtue and character?**

After a critique of how current business education is mostly avoiding notions of values, virtues and character, we will examine how business education can meaningfully embrace values, virtues, and character as forms of *doing* and *being*. Given that starting point we will examine how the pedagogy can be shifted to embrace these questions. We will explore the types of transformative learning practices, issue –centered learning, reflective practice, and fieldwork which might be incorporated into management education to foster character-based leadership (Wright & Quick, 2011).

**Question 3: How can business schools best contribute to a business culture of integrity development?**

Going beyond the level of teaching individuals, the question we finally wish to explore is that of how a business school can contribute to a business culture of integrity. Adopting aspects of Bandura's (1977) social learning or modeling approach, we provide PDW participants with an overview of how can our students be encouraged to become more proactive and self-regulatory through the development of an agentic motivational perspective to the development of positive values, virtue and character.

**c) Interest to MED and SIM**

The question of management education and its future is directly linked with the All Academy topic "Capitalism in Question." Despite its central relevance to the All Academy Theme, we believe that the more focused question on educating for integrity is core to MED. We also consider that the notion of educating for integrity is of interest to the SIM division, which features questions related to business ethics more centrally.

#### **d) Description of Workshop Format**

The Workshop will consist of two parts. In the first part, prominent scholars will present their pedagogical perspectives which will serve as a catalyst for the ensuing collaborative discussion in the second part.

##### **Part 1: Seeding the conversation about the role of values, virtues and character in management education.**

**Michael Pirson** will outline the workshop goals and introduce the structure of the PDW. He will then moderate the discussion and support the collaborative process.

**Mary Gentile**, the director and founder of the Giving Voices to Values pedagogy (GVV) (Gentile, 2010) will outline how the GVV pedagogy was developed and how it can be applied on a class and course level. She will outline how the GVV pedagogy introduces a novel perspective of teaching, which allows students to make value-based arguments for a certain decision, and develop scenarios how they would defend a certain perspective over another. Research finds that such scripting has helped others to make value-based decisions in difficult circumstances. Practicing such personal value-based judgments and decision making can help to bring personal values to the fore of the discussion, without moralizing.

**Claus Dierksmeier**, director of the Global Ethic Institute, will share his perspectives on the relevance of virtues in management education and outlines which virtues particularly merit closer consideration (Dierksmeier, 2011; Dierksmeier & Pirson, 2010). First, that we view virtues not as constraints of managerial freedom but as their fulfillment and culmination. More specifically, that we reconnect to a perspective of a virtue as an articulation of individual and institutional excellence rather than as only the substrate of squeamish moralizing. In addition, when we see the operation of values as internal and conducive to business success rather than an

attempt to curb the latter, then it becomes clear that virtues are not just a means to reduce transaction costs but also a medium of realizing opportunity benefits through socially sustainable strategies. Yet in an increasingly multi-cultural work environment, managers must be literate not only in terms of values and virtues of their own culture but rather learn to be conversant in the language of global virtues. As a result, they need to be taught which overall ethic underlies the various cultural divides that their businesses bridge. Because of the apparent divergence of manners and customs all around the globe, a conscious and conscientious focus on the convergence of their normative foundations is requisite for practitioners and hence becomes an important objective of management theory.

**Thomas A. Wright**, will share his perspective on character, character development and measurement of character strengths (Wright, 2010; Wright & Goodstein, 2007; Wright & Huang, 2008; Wright & Quick, 2011). He will discuss at what level management education could refocus on character and have an effect on character development. He will also focus on how character is different from virtues and values and why that distinction matters (Wright & Goodstein, 2007). His research suggests that character can be measured and such outcomes as employee health and well-being can be discussed meaningfully as a class level intervention. He will discuss how his findings on “profiles in character” can be both highly instrumental in helping to select, train and develop students of character and also be part of a program level outcome evaluation. Finally, he will outline how studying these profiles in character can help bring the topic of character development to the fore in a non-threatening manner.

**Jonas Haertle**, head of the UN PRME initiative will share his perspective on a different understanding of the fundamental role of the business school faculty and business school for the larger society (Escudero & Haertle, 2011). He will outline the various initiatives undertaken at

the UN PRME initiative and highlight which approaches have been getting the most traction within UN PRME signatory schools. He will distinguish between class level, course level, and program level interventions.

After the short introductory remarks the workshop format will allow for an interactive question and answer period and then setup the smaller collaboratory conversations in the second part.

## **Part 2: Collectively Examining an Integrity-based Future of Management Education**

We suggest the following thematic conversations which can draw on prior presentations as well as bring in previously neglected perspectives. In moving this conversation forward, we will organize the collaborative conversations around the three questions:

- 1) Whether and how can business schools best educate for integrity?**
- 2) Should and how can business schools best teach values, virtue and character?**
- 3) How can business schools best contribute to a business culture of integrity?**

We suggest that the above questions for this PDW unfold along multiple lines:

- **Class:** How can values, virtue and character become part of traditional management classes? What kind of exercises, tasks or evaluations can be undertaken to bring integrity based business education to the fore.
- **Course:** How can values, virtue and character become part of traditional business courses such as finance, marketing or accounting? What kind of exercises, tasks or evaluations can be undertaken to shift entire courses towards integrity based business education.
- **Program:** How can values, virtue and character become part of traditional management programs including minors, majors and at all levels, bachelors, masters and PH.D. levels?

What kind of changes would need to be implemented starting from student selection to program design to alumni and mentoring programs for post-graduation.

- Pedagogy: What kind of pedagogical philosophies should we look at to help the integrity based transformation of business education? Is participant learning superior to lecturing? Is a practice-reflection a la Henry Mintzberg's executive programs a better basis for teaching?

Collaborative exploration of these questions and a reporting of results to the entire group will conclude the session.

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