

DO THE RIGHT THING: BUSINESS ETHICS SCHOLARSHIP AND ITS IMPACT ON TEACHING AND SERVICE

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**The following values lie at the heart of the
University of Wisconsin – Whitewater**

3. Personal and professional integrity

Source: http://www.uww.edu/info/about/mission_objectives_goals.php

Introduction

As the above value statement demonstrates, personal and professional integrity are clearly values that the campus community is encouraged to develop and foster. But what is personal and professional integrity? Why personal and professional integrity? How can personal and professional integrity be fostered? I am honored to contribute to the debate around the above questions through this *Festschrift* for Chancellor Richard Telfer. Chancellor Telfer has been supportive of integrity efforts on campus in his capacity as Interim Chancellor and now Chancellor, and it seems logical to devote these efforts to his inauguration through this *Festschrift*.

My contribution to the *Festschrift* is structured as follows. In the first section, I define integrity, personal and professional integrity. I then couch the definitions within the business administration area to focus on ethics and business ethics. A discussion of the importance of business ethics is then presented. In the subsequent section, following the teacher-scholar model, I discuss my scholarship in the business ethics area and the implications of my findings. In the following section, I discuss how the research has affected my teaching. Finally, I also discuss my service in the business ethics area on campus and how the teaching, research and service aspects have all contributed to this concerted effort.

Personal and Professional Integrity, Ethics

Miriam-Webster defines integrity as the “steadfast adherence to a strict moral or ethical code.” What is a moral or ethical code? A moral or ethical code is concerned with society’s standards of what is right or wrong. However, some experts distinguish

between morals and ethics (Beauchamp, Bowie, & Arnold, 2008). Some see morals as societal view of whether an action is right or wrong. Ethics is concerned with the justification of whether such actions are actually right or wrong. Ethics is concerned with providing guidance to people when people are facing moral dilemmas to which societies have not yet provided answers. For instance, the traditional moral standard is that copying a book is wrong. However, if an author decides to post their book online and one decides to download the book, is it a moral action? Application of ethics and ethical theories can provide some answers to this dilemma.

Personal integrity thus relates to the adherence to standards that are perceived as correct or right. When applied to the occupation, professional integrity relates to the application of personal integrity to issues concerning workplace ethical dilemmas. For instance, should one refrain from making personal calls using a work phone? Should one refrain from requesting travel reimbursements when such travels were for personal use? At a university, we hope to educate our students so that they behave in ways that demonstrate personal and professional integrity. In other words, we hope that our students behave in ways that demonstrate honesty, fairness, respect for human beings and in a way that “uplifts the human personality” (Shaw & Barry, 2007).

A basic dilemma for any university is the role it should play in ensuring that students behave ethically. Should universities be held responsible for alumni defrauding companies and investors of millions of dollars? Should the curriculum be blamed for students’ zeal for profit maximization while blatantly disregarding other stakeholders? Should universities do more to encourage students to behave more ethically? In this discussion, it is important to note that the business media has been quick to blame business schools for the many ethical violations perpetrated by business school alumni. Clearly, the media and the public place most of the blame on the educational institution’s inability to inculcate ethical values in students.

It is clear from the University of Wisconsin – Whitewater’s earlier quoted value statement that we have adopted the position that we should play a major role in fostering integrity in our students. I have also embraced this position and have structured most of my professional life at Whitewater to focus on ethics. However, given my position in the College of Business and Economics, and the criticisms that business schools have faced, I have focused most of my efforts on business ethics education. Such a focus is well-founded as there is ample evidence that most business ethics issues may not be as simple as they are frequently portrayed. As I articulate below, education is extremely critical to provide students with the tools to analyze the business situations they are in to decide the appropriate course of action.

Business Ethics Definition and Importance

Business ethics is concerned with “the study of what constitutes right and wrong, or good and bad, human conduct in a business context” (Shaw & Barry, 2007). In the context of our university value statement, business ethics is most relevant to professional integrity. Business ethics is concerned with the study of the tools and

techniques and methods to ensure that employees display professional integrity. Business ethics education is therefore extremely critical to pursuing the university's mission.

Why is business ethics generally and teaching business ethics so critical? Experts agree that business ethics involve complex situations that require complex analysis. For instance, consider the dilemma faced by a chief executive officer (CEO) when considering whether a plant should be closed in a town. At first glance, it may seem unethical to close the plant and destroy economic vitality in the town. However, if one takes into consideration the repercussions of not closing the plant and potentially running into bankruptcy in the future because of inefficiencies, ethics takes a different dimension. Consider that Paraquat, a chemical manufactured by Chevron, is an important chemical that increases crop yield, but is toxic to humans. Or that the tobacco industry is clearly selling a harmful product that provides livelihood in some parts of the US. Business ethics training therefore provides students with the necessary tools and techniques to be able to adequately analyze such situations to decide the appropriate course of action. The goal of business ethics training is not to provide students with a strict set of rules and guidelines, but rather to provide employees with the necessary intellectual capital, ideas and vocabulary to be able to make sense of their environments and to be able to participate more effectively in the ethical decision making process.

Another important reason why universities should focus on business ethics is to be innovators and to be proactive in leading students to become better citizens. Specifically, the late Goshal (2005), an expert of business education, has argued that our focus on specific theories has perhaps contributed to the business atmosphere geared towards self-interest. For instance, the assumption in economics of human beings as being rational has resulted in a very pessimistic view of managers. As such, it is frequently assumed that managers will pursue profit motive goals while ignoring the needs of other stakeholders such as employees or society. Similarly, the assumption that markets are deterministic, has provided unethical executives with the argument that they are powerless and thus immune from prosecution. Milton Friedman's view that the "sole responsibility of the manager is to maximize profits for the shareholders" has also influenced managerial education and practice. All of the above examples show that business ideas, paradigms and thoughts may have resulted in managerial education geared towards profit maximization and self-interest. Business ethics education thus has an important role to play in questioning such assumptions and in providing students with alternative paradigms to influence future managerial practices.

Empirical evidence also suggests that a focus on business ethics within companies can have important benefits for both employees and companies (Ferrell, Fraedrich, & Ferrell, 2005). By providing training to its employees, a company can show its dedication to socially responsible practices. Such practices can lead to higher commitment and job satisfaction among employees. Furthermore, companies can also minimize legal repercussions if they can show that they have provided adequate business ethics training. Specifically, when companies engage in unethical behavior, their fines can be

significantly reduced under the Federal Sentencing Guidelines if the companies can provide evidence of an outstanding business ethics training program.

Finally, I would like to discuss my own experiences teaching business ethics courses on campus. Students have consistently voiced their views that it was one of the most engaging courses they have taken. Furthermore, extensive discussions around controversial issues such as affirmative action, sexual harassment, employee privacy, employment at will, et cetera, not only result in active and passionate dialogues, but also in making students more energized about ethics issues. My conversations with graduating students have also provided evidence that, increasingly, companies want some form of ethics training in potential new employees. In many cases, those students who took the business ethics course found employers who were appreciative of the training.

As the above shows, business ethics education is a critical component of business education. Next, I discuss my business ethics scholarship and its influence on my teaching and service.

Business Ethics Scholarship

My scholarship and extensive foray in the business ethics field have been strongly influenced by my doctoral advisor, Professor John Cullen. In 1988, Victor and Cullen published an influential piece that proposed a theoretical approach to understand how companies approach ethics. Specifically, the ethical climate conceptualization suggested that most companies had dominant climates regarding how ethical dilemmas could be addressed. The ethical climate was the foundation for my first business ethics publication.

In Cullen, Parboteeah and Victor (2003), published in the *Journal of Business Ethics*, we contributed to the business ethics literature by arguing that some specific types of ethical climates should have a positive influence on important organizational outcomes. Although there was anecdotal evidence of the benefits of a positive ethics climate, no study had yet investigated how ethics were related to positive organizational outcomes. We therefore argued that three different ethical climate types would have different effects on organizational commitment. Specifically, the ethical climate literature suggested that companies could have (1) benevolent climates whereby the dominant bases for ethical reasoning in the company was the “greatest good for the greatest number of people in the organization,” (2) egoist climates where the dominant concern was self-interest, and (3) principled climates where ethical issues were dealt with by conforming to rules and procedures. We proposed that both principled and benevolent climates should be positively related to organizational commitment, the degree to which employees feel attached and committed to their company. We also hypothesized that, because of the emphasis on self-interest, the egoist climate was negatively related to organizational commitment. Testing our hypotheses in two studies involving employees of telephone companies and accounting organizations, we found support for most of our hypotheses. Specifically, we found that benevolence and principled ethical climates

had positive influences on organizational commitment while egoist climates had negative influences on organizational commitment. Our study thus made an important contribution to the literature showing that ethics and ethical climates had a significant influence on the degree to which employees felt connected to their organizations. Such findings provided evidence of the necessity for companies to design the appropriate environment to encourage benevolent and principled climates while discouraging egoist climates.

The second business ethics article, which appeared in the *Academy of Management Journal*, was a natural outcome of my interest in international management issues. Prior to Cullen, Parboteeah and Hoegl (2004), most business ethics scholarship examining international ethics lacked theoretical justification for their choice of variables while also focusing on national culture as the sole explanation for cross-national ethics. We therefore built on the work from my doctoral dissertation to argue that cross-national ethics could best be understood by incorporating both social institutions and national culture. We therefore used anomie theory, a sociological theory developed by Durkheim, to argue that specific national culture variables (achievement, individualism, universalism and pecuniary materialism) and specific institutions (economy, polity, family and education) had influences on how managers justified ethically suspect behaviors. We used a database of 3,450 managers from 28 countries to test our hypotheses. Most of the hypotheses were supported, providing evidence that cross-national ethics could indeed be best understood by examining both culture and social institutions. Most importantly, this study was the first to provide a theoretical approach to comprehensively understand how managers viewed ethics differently in different societies. This study had an important impact on the direction of the international business ethics field and also provided some bases that managers could use to understand ethics in the societies in which they operated.

This interest in global ethics then resulted in several new pieces that appeared in reputable journals. In Parboteeah, Hoegl and Cullen (2004), we used primarily a sociological approach to understand cross-national deviance. Additionally, with Dr. James Bronson, a colleague at the University of Wisconsin – Whitewater, we examined the impact of national culture on understanding cross-national ethics. Specifically, we developed hypotheses using the newest national culture scheme, the Global Leadership and Organizational Behavior (GLOBE) studies, to understand its influence on cross-national understanding of ethics. The Parboteeah, Bronson and Cullen (2005) piece was the first piece to incorporate the GLOBE framework to understand cross-national ethics.

In Parboteeah, Cullen, Victor and Sakano (2005), which appeared in the *Management International Review*, we addressed another important gap in the international ethics literature. Few studies had understood how national culture influenced ethical climates in companies within the country. Given the importance of ethical climates as indicators of the ethical orientation in a company, we examined how the national cultures in the US and Japan influenced the development of ethical climates in companies located in the US and Japan. We argued that, because of the strong Japanese collectivistic traits

(preference given to group interests over individual interest) and strong individualistic traits (more self-centered and concern for self-interest) in the US, that in Japan stronger benevolent climates were more likely to develop while in the US stronger egoist climates were more likely to develop. We further proposed that, because of the preference of situational and personal contingencies in Japan and US tendencies to be more anchored in principles when making decisions, stronger principled climates would develop in the US than in Japan. We tested these hypotheses on an equivalent sample of accountants from US and Japanese companies. Our findings were surprising in that we found that the US accountants actually developed stronger benevolent climates while there was no difference on egoism. However, we did find that the US accountants had stronger principled climates. We nevertheless explained our findings by arguing that the US professional body tended to have a strong regulative effect on accountants. Given the strong emphasis on being ethical, it was therefore not surprising to see that the US accountants actually developed stronger benevolence as a reflection of their professional training. In contrast, Japanese accountants may have needed to be more responsive to specific company needs as an indication of their loyalty and may not necessarily have behaved in benevolent ways. The study made a critical contribution showing that both national cultures and occupational cultures influenced the development of ethical climates in a nation. Our findings were useful in that multinationals could thus design the appropriate environment to counter any egoist force.

The interest in business ethics also led to some new interest in social issues in management factors. While there was strong interest in reducing unethical behaviors, the management field had also strived to understand what motivated people to engage in activities with positive outcomes. In that light, the Parboteeah, Cullen and Lim (2004) article published in the *Journal of World Business* examined formal volunteering. Specifically, there was ample evidence that companies that gave time for volunteering activities had employees who were happier, more satisfied with their jobs, and more committed to their company. A review of the extant literature showed a dearth of studies to understand volunteering at a cross-national level. We therefore contributed to the literature by arguing that three forms of capital at the country level, namely social capital, human capital and cultural capital, contributed to higher levels of formal volunteering. Formal volunteering referred to activities such as belonging to an environmental organization or charitable organization. We tested our hypotheses using a sample of 78,547 individuals from 53 countries. Our findings provided overwhelming support for our hypotheses. Most importantly, our paper provided multinational managers with an understanding of the country factors that either impeded or encouraged volunteering. If a multinational was interested in promoting volunteering, our findings indicated where stronger measures could be taken to counteract country factors that impeded volunteering. Furthermore, our study also made an important contribution to the scholarly literature by shedding light on the factors that influences volunteering cross-nationally.

Despite the strong scholarship in international ethics, I also retained interest in more refined understanding of ethics at a domestic level. After regularly collaborating with

another colleague in the Department of Occupational and Environmental Health and Safety on teaching, we embarked on a research project in 2007. The collaboration efforts with Dr. Andrew Kapp resulted in a publication in the *Journal of Business Ethics*. In the Parboteeah and Kapp (2008) article, we observed that there was only one study that had examined the relationship between ethics and safety. Given the critical importance of workplace safety and the significant costs in terms of human lives and productivity as a result of workplace incidents, we sought to understand how ethics were related to safety. Such an endeavor was logical given that ethics was ultimately concerned with the welfare of others. We thus proposed that benevolent and principled climates should have positive influences on safety outcomes. Conversely, we hypothesized that egoism would have a negative impact on safety outcomes. We considered three important safety outcomes, namely incidences of injuries, safety compliance motivation (degree to which employees felt that it was important to participate in activities related to safety), and safety participation (degree of safety behaviors). We tested these hypotheses using a sample of 237 workers in a Midwestern manufacturing plant. Results showed that none of the ethical climates were related to the actual incidence of injuries. However, our findings showed that principled climates were most influential on safety in the company. We therefore made an important contribution showing that safety could be promoted by strongly enacting safety rules and procedures. Furthermore, we also contributed to the literature by providing an enhanced understanding of an important, but neglected, determinant of workplace safety.

In understanding the impact of ethics on companies, I realized that it was critical to also understand what caused people to behave ethically. This led to the interest in understanding the role of religion and its relationship with business ethics. When a literature review was done to see how religion was linked with ethics, I was surprised to find that not much rigorous work had been done. Most studies either looked at uni-dimensional aspects of religion or studied convenient samples such as students. Absent was a rigorous study that included all of the world's religion in a more comprehensive framework. Parboteeah, Hoegl and Cullen (2008), published in the *Journal of Business Ethics*, built on Cornwall's scholarship and argued that there were three critical dimensions of religion, namely a cognitive aspect (the knowledge dimension of religion), an affective aspect (the feeling dimension of religion), and a behavioral aspect (the doing manifestation of religion). We hypothesized that all three should have a positive influence on justification of ethically suspect behaviors. We tested these hypotheses on 63,087 individuals from 44 countries. The findings provided support for these hypotheses, although we found no relationship between one manifestation of the cognitive aspect and ethics. We nevertheless made a significant contribution to the literature by showing the effects of religion on ethics and also discussing a comprehensive framework to understand religions.

In Martin, Cullen, Johnson and Parboteeah (2008), published in the *Academy of Management Journal*, we sought to understand why bribery at the company level differed among societies. We therefore used institutional anomie theory and made several multi-level hypotheses to specify relationships between aspects of the national

environment and bribery. The results not only provided support for many findings, but also contributed to the literature by showing the factors that explained why bribery was different between countries.

Finally, in 2008, I also published an article in the *Journal of International Business*. In Parboteeah, Hoegl and Cullen (2008), we considered another issue related to social issues in management. Specifically, we tried to explain why managers around the world had different gender role attitudes. Some societies tended to have traditional gender role attitudes where the role of women was assumed to be more concerned with taking care of people and children, and the role of men was assumed to be more concerned with economic achievement. However, some societies had a less distinct perception of the necessity of dividing these roles. Given the negative impact of traditional gender roles on the advancement of women, it was therefore critical to understand how managers around the world viewed gender roles. We therefore proposed hypotheses developing our arguments based on the theoretical underpinnings of the country institutional profile (Kostova, 1997). We tested our hypotheses on 2,086 managers from 14 countries and found support for most hypotheses. Most importantly, we made an important contribution in understanding the factors that enhanced societies to have more traditional gender roles. Multinationals could use the findings and implement stronger programs to redress gender roles in those societies with stronger traditional gender roles.

As the above shows, my research in the business ethics field has been of high quality and has been published in the field's premier journals. Many of the above articles had significant influence in the discipline as evidenced by the high numbers of citations for these pieces. However, this research did not just have significant impact on future scholarship in business ethics. It was also an important influence on my teaching and service. Next, I discuss the impact of my scholarship on my teaching and service.

Business Ethics Scholarship: Impact on Teaching and Service

My business ethics scholarship has had significant influence on my teaching and my service. I regularly teach the business ethics course at the graduate level and I have made every effort to integrate the findings of my various studies in the classroom. For instance, the finding that a benevolent climate had positive outcomes led me to focus on ways that benevolence could be encouraged. Similarly, my research in the international ethics area helped me guide students in understanding why ethics are viewed differently around the world and how they can help design systems to counter cultural tendencies that support unethical behaviors. Additionally, the finding in the *Management International Review* piece on the importance of occupational cultures also influenced my teaching of the importance of occupational cultures. Collectively, the research had major and sometimes subtle effects on my teaching. I believe that this approach benefitted my students as they consistently rated the course as excellent and provided qualitative feedback to show their appreciation.

My scholarship also had significant impact at the undergraduate level. Specifically, when I first joined the College of Business and Economics, there was no business ethics course at the undergraduate level. My business ethics research and the current business climate suggested that a business ethics course was critical for any undergraduate student in business. Former Dean Christine Clements also understood this need and sent a few faculty members to attend the Association of Collegiate Schools of Business (AACSB) Teaching Business Ethics Seminar. These various events were instrumental in encouraging the development of a business ethics course. In collaboration with Dr. Jerry Gosen, a business ethics course was proposed in the Department of Management. The course has now been offered frequently over the past few years and has always been well attended. Students regularly voice their appreciation for the course. More and more employers are focusing on ethics and students who have informed views of the importance of business ethics at work have a significant advantage over others who have not taken the business ethics course. Many students have also regularly voiced that this was one of the most interesting courses they had taken. Such comments were not surprising as we engaged in frequent discussions around sometimes controversial issues. Students felt that they were better educated about critical workplace aspects and that such knowledge was important as they interviewed.

Another key contribution of my scholarship to my teaching was an invitation to join an international management book project. The book entitled *Multinational Management: A Strategic Approach* is now in its fourth edition and significantly benefitted from my expertise in international ethics (Cullen & Parboteeah, 2008). Specifically, I was asked to contribute many chapters, including the international ethics chapter. My research endeavors in the area helped produce a solid text that is now highly ranked in the international management area. The international ethics chapter was a synthesis of my business ethics scholarship and was typically well received by students.

My scholarship in the business ethics area also resulted in guest speeches and teaching opportunities at an international level. I have been a regular guest speaker in the business ethics undergraduate course at Marquette University where I have lectured on global ethics. Furthermore, when the leading business school in Germany, the WHU Otto Beisheim School of Management, was looking a professor to teach their inaugural business ethics course, I was contacted for that purpose. I offered their business ethics course to great success and I have become a regular instructor in their program teaching the business ethics course when it is offered. This allowed me to expand my perspective on business ethics and discussions with my German students allowed me to understand how Germany sees business ethics. This also enabled me to apply these lessons to my courses in Whitewater and such knowledge has been very useful to my students at the University of Wisconsin – Whitewater.

My international ethics expertise and scholarship have also been instrumental in finding ways whereby such expertise can be shared with multinational corporations. In the Fall of 2006, I applied for a curriculum development grant offered by the University of Wisconsin – Madison Center for International Business Research (CIBER) and was

awarded funds to develop a course in international ethics. In collaboration with Dean Smith and Dr. Linda Reid, I took advantage of the online education infrastructure to develop an online certificate in global ethics. Presentations on various international ethics areas such as the importance of global ethics, the foreign corrupt practices act, et cetera, were developed and the course is now available through Desire2Learn.

My business ethics scholarship was also very useful in outreach efforts. For instance, in 2004 and 2006, I was part of the team that received over \$400,000 in grants from the U.S. Department of Agriculture to further cooperation and exchanges between the State of Wisconsin and both India and China. I lectured on business ethics issues to the leading business people from India and these discussions were very informative in providing an understanding of business ethics in India. However, most importantly, I believe that the discussions and lectures encouraged participants to consider the ethical implications of their business decisions. The grant effort was recognized by Governor Doyle with the Small Service/Export Assistance Industry Governor's Award.

Beyond teaching, my business ethics scholarship also greatly influenced my service at the University of Wisconsin – Whitewater. For instance, a collective look at many of my studies and the prevailing evidence suggested that employees involved in ethics development and training in a company were more likely to be active participants in the ethics environment and less likely to behave unethically. A natural extension of this argument was that the more students and faculty members were involved in ethics initiatives on campus, the more likely they would be to actively support and participate in such activities. Such participation could also result in a better understanding of the need to be ethical and to behave with integrity.

Given the above, in collaboration with Dr. Linda Reid, I started an ad-hoc business ethics committee in the College of Business and Economics. The committee's role was to examine the current state of business ethics in the college and to make recommendations. One of the outcomes of the business ethics committee was a business ethics roundtable. The business ethics roundtable started meeting in 2005 and has been very successful in encouraging many changes in the College. For instance, the activities of the group encouraged the adoption of honor codes for both faculty and students. Surveys were also conducted to determine the level of business ethics coverage in the College and faculty members were strongly encouraged to support business ethics coverage in most business courses. The business ethics committee was therefore very instrumental in encouraging a stronger focus on business ethics in the college.

Beyond faculty participation, it also became obvious that involving students in business ethics initiatives could be beneficial. In the Fall of 2006, I therefore encouraged students in my social responsibility of business course to create a business ethics association. The Business Ethics Student Association (BESA) was created and has had significant influence on business ethics activities on campus. The student association initiated the Business Ethics Day in 2007. However, the event was so well attended and that it was later extended to a Business Ethics Week. Members of the

association have also been involved in activities in cooperation with surrounding companies. For instance, students assisted the Greenhouse Café to submit an application for the Better Business Bureau Torch Award and the Greenhouse Café was the 2007 runner-up for the one to ten employee category. Overwhelmingly, students who were involved in BESA have voiced their opinions about the value of participating in BESA activities. Furthermore, one of the first co-presidents of BESA went to work for Wells Fargo and has had significant influence in shaping gender-related programs at the company. Her strong interests in shaping the business ethics work environment at Wells Fargo came from her participation in BESA.

My business ethics leadership and expertise has also been recognized at the state level. For instance, in 2006, the Wisconsin Better Business Bureau invited me to become a judge for their annual Better Business Bureau Torch Awards. The Better Business Bureau Torch Award is one of the highest achievements companies can reach for their ethical practices. Being a judge was therefore an important honor. There were only eight judges for the award and being invited to judge the portfolios legitimized my business ethics expertise. I have now been a judge for the last three years and have learned tremendously from the process. I have been able to see what the best companies do to be ethical. Furthermore, I have also been able to see the critical business ethics areas in practice. Such knowledge has greatly enhanced my teaching as I have been able to share these best practices lessons with my students in both undergraduate and graduate courses.

Being a judge has also been a major influence in my teaching. Armed with the knowledge garnered from my scholarship that involved employees were more likely to understand and uphold ethical decisions, I decided to involve students in the Wisconsin Better Business Bureau Torch Awards. In the Fall of 2007, I taught a Masters in Business Administration course at the American Family Insurance headquarters in Madison. One of the assignments was for students to complete an application portfolio for the Better Business Bureau Torch award. Six groups in the class submitted portfolios for the award and we were pleasantly surprised to find that three companies (Alliant Energy, American Family Insurance, and Total Administrative Services Corporation) were either runner-ups or honorable mentions for the award. Students commented very positively on the experience. For instance, Jennifer LaBrosse was definitely impressed with the practical application of this class assignment and said “It was the kind of assignment that I expected to have in my MBA program. Professor Praveen Parboteeah gave excellent direction to the application process.” Another student, Zachary Robert, commented that the assignment gave students the opportunity to apply concepts from the course to the real world and added “The experience reinforced my understanding of business ethics as well as my company’s (American Family Insurance) commitment to the highest of ethical standards and practices. Ultimately, an experience like this adds value to the UW-Whitewater MBA program and the future business leaders participating in the program. This experience not only allowed students to see what companies are doing to be more ethical but also gave a chance for UW-Whitewater to become more connected with these companies.”

Beyond the immediate campus and surrounding communities, my business ethics scholarship has also been very influential in my service to my profession. Specifically, my expertise in business ethics has resulted in regular invitations to review papers on business ethics in prominent journals such as the *Academy of Management Journal*, *Academy of Management Review*, *Journal of Business Ethics* and *Management International Review* among others. I have also been invited to be a track chair for the ethics division for the Western Academy of Management for the 2007 and 2008 conferences. Such ethics scholarship has therefore been very helpful to serve the profession.

Conclusion

As the above few paragraphs show, my business ethics scholarship has been very influential in shaping my teaching and service. All three areas have interacted to provide me with the opportunity to take business ethics leadership initiatives in the College of Business and Economics. Furthermore, all of this would not have been possible without the support of the College. Interim Provost Chris Clements has provided ample financial and institutional support to make many of the ideas become reality. Many of my colleagues have also provided support for these ideas through collaboration and other forms of support. The institutional environment has also been very supportive.

Where do I go from here? As environmental sustainability becomes more critical for businesses, I see the potential to apply many of the above teaching and service lessons to the sustainability area. In fact, there is no doubt that environmental sustainability is a core aspect of business ethics in any company. A company has to take into consideration the needs of many stakeholders to be ethical. Most company executives realize that it is important to take care of society and the earth as crucial stakeholders. I therefore believe that my business ethics knowledge and expertise will be very beneficial in taking sustainability initiatives on campus. In fact, I have already started a book club in the College of Business and Economics and will hold another book club in the Spring of 2009 for the campus community. I am fully involved in planning Earth Day activities for 2009 and will be responsible for bringing a speaker for the business side of Earth Day. I also envision developing a course in the College of Business and Economics.

As I mentioned at the outset, I am honored to be able to contribute to this *Festschrift* to honor Chancellor Telfer's Inauguration. I look forward to being part of his vision for the campus and to continuing the important work started in business ethics and sustainability.

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