Addressing the needs of students who choose careers in business, this annotated bibliography contains 30 references of articles and papers in the ERIC database dealing with ethics in business. Sources cited in the first section, "Business Instruction," deal with teaching ethics in business communication, business literature, and other areas of the business education curriculum. Sources in the second section, "The Relationship of Business and Higher Education," address such concerns as universities' role in commercial activities and industry-sponsored research, their investments in South Africa, and student-sponsored commercial enterprises. The last section, "Big Business," contains citations on values and codes of ethics in the corporate world. (MS)
increasingly, people are worried about the ethical standards of those choosing a career in business. Are students being assisted to recognize ethical dilemmas and to make wise choices? Do students even see a need for ethical instruction? A search of the ERIC database provides information on these and other questions concerning the role of ethics in business and business education.

This FAST Bib has been divided into three sections. Sources cited in the first, "Business Instruction," deal with teaching ethics in business communication, business literature, and other areas of the business education curriculum. Sources in the second section, "The Relationship of Business and Higher Education," address such concerns as universities' role in commercial activities and industry-sponsored research, their investments in South Africa, and student-sponsored commercial enterprises. The last section, "Big Business," contains citations on values and codes of ethics in the corporate world.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The ED numbers for sources included in Resources in Education have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to RIE for the full abstract on those sources not available through EDRS. The citations to journals are from the Current Index to Journals in Education, and thes.

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Business Instruction


Surveyed 38 college advertising programs for answers to ques-

Proposes general semantics as the ideal means of teaching a process-oriented analysis of ethical standards. Discusses general semantics principles and their applicability in teaching business ethics.


Discusses various aspects of ethics in business: recent trends in business, definitions of ethics, ways of applying the Good Rule, management's role, educating people to think about ethics differently, beyond ethics training, making standards clear and sticking to them, and the belief that people want to do the right thing.


Discusses the relationship between liberal education and careers in business and covers a seminar discussing ethics and the teaching of morality.


Developed for the purpose of providing educators with current, meaningful instructional materials to guide students' personal discovery and development of affective skills vital to both work and life success. This curriculum guide discusses ethics, safety, and the work future; getting to know yourself; self-management skills; and efficiency for greater productivity.


Discusses the development of the interest in business ethics as a regular part of the business education curriculum. Indicates that ethics is an essential issue today because of information technology and changes in the socio-political environment.


Argues that standard approaches to ethics in business writing do not adequately stress the inescapable power of language to perpetuate certain values. Claims that prospective writers within professions and organizations, students need to learn about this power in order to use and respond to it responsibly.


Contains that thinking and ethical judgment are needed in all areas of business, and instruction in these areas should be included in business communication courses. Argues that business communication textbooks should provide the explanatory and exercise materials required to teach thinking and ethical judgment, but seldom do. Suggests that instructors who wish to include such instruction will have to develop their own supplemental materials and offers approaches for instructors to follow. Includes a list of thinking skills and ethics objectives adapted for business communication.


Discusses the teaching of moral and ethical education to business students. Topics include: (1) Who should teach morals and ethics? (2) How should it be taught? and (3) Will it make a difference?


Surveys marketing students and faculty members on their attitudes toward cheating behaviors. Finds that 42% of the students stated that they had cheated at school and that there is an inverse relationship between the frequency of the occurrence of cheating and the person's judgment as to the seriousness of the cheating behavior.


Discusses the ethics of marketing educational programs. Presents the difference between the potential negative impacts of big business and high-pressure advertising in education versus marketing as an acceptable process that attempts to establish mutually satisfying exchange relationships between those who provide and need services. Covers the literature devoted to market segmentation, in which the aggressive marketing style is contrasted to more balanced approaches to marketing.

The Relationship of Business and Higher Education


Describes the growth of industry-supported research in universities and debates ethical issues and the role of universities in commercial activities. Discusses industrial objectives, a comparison of some specific agreements, and desirable directions for university support of university research.


Considers the value issues raised by the commercial ties formed between university scientists and commercial corporations. Presents arguments for and against patenting the results of university research. Compares cases involving an independent inventor, groups of industrial researchers, and university researchers.


Expresses concerns about quality control in workshops, seminars, and other educational offerings of profit-making organizations. Admonishes colleges to verify the academic excellence of these programs before entering into an alliance with their sponsors.


Examines moral and economic issues relating to college withdrawal of investments in South Africa, using the experiences of Harvard University and Exxon stock for illustration.


Examines management approaches in ethical terms, arriving at numerous criteria applicable to educational administration. Discuss-
ses scientific management, morally neutral concepts, hyper-rationalization, tightening of controls, and the business/industry model as having eclipsed or confused the moral dimensions of education. Calls for enlarged moral sensitivity and responsiveness.


Reviews the conflict over student-sponsored commercial enterprises on legal and philosophical bases, illustrated by several court cases. Considers nonjudicial challenges to such activities and proposes guidelines colleges can follow to minimize conflict.

**Big Business**


Discusses new values and codes of ethics emerging in the corporate world. Suggests the secretary's role as a gatekeeper.


Argues that A. W. Page's six principles of corporate behavior, which were developed in the 1920s, are still valid today, and that the corporate communicator has the responsibility to raise business standards.


Discusses financial contributions by American corporations that are designed to influence domestic or foreign policies. Identifies ways that business corporations can influence either general policy or particular decisions. Presents a brief history of corporate philanthropy in the United States and financial support for public policy purposes. Includes six policy guidelines to help corporations determine which public policy groups share their political philosophy, and what the relation between donor and recipient should be.


Examines the church's economic power, its ties with the corporate world, and what kind of moral responsibility this entails.


Compares the decision making process of large and small advertising agencies to determine if the size of the agency, in terms of gross annual billing, had any effect on adherence to the rules set forth in the American Association of Advertising's Standards of Practice. Finds that the subjects viewed their personal ethics along rule utilitarian lines, or the concept of making decisions based on rule following, and that subjects conceptualized rule following to be more important in the area of interacting with "close-at-hand" business and social associates than with the "far away" consumer.


Reports comparisons of the results of the ethical inclinations of present and future managers. Discusses the ethics of future executives.