



## **In This Issue**

This issue begins with transcripts of three panel discussions that took place at a recent conference on teaching business ethics. Panelists who have spent their careers struggling with the challenge of teaching ethics in business schools present their positions and respond to questions from the audience. The first panel discusses the place of ethics in the business curriculum, the second considers philosophies of business ethics education, and the third presents some success stories.

Following this, Mari Kooskora, Jaan Ennulo, and Anu Virovere report on the state of business ethics in Estonia and how they address the need for training in this area with an Ethics Centre at the Estonian Business School. They draw lessons for post-socialist states with emerging market economies.

Cathy Driscoll and Jacqueline Finn next raise the issue as to how students perceive efforts to integrate ethics across the business curriculum. They find that students often have differing impressions than instructors as to whether ethics is actually discussed in non-ethics courses, and if so to what extent.

Jim Wishloff then describes his experience with a framework for classroom discussion that explicitly acknowledges that ethical choices flow from an underlying worldview and encourages students to articulate theirs.

The issue concludes with a detailed and comprehensive case study by N. Craig Smith and Anne Duncan that addresses one of today's most pressing issues of corporate responsibility: to what extent are pharmaceutical companies obligated to make their products affordable and available to poor people in developing countries? The case study describes the complex situation encountered by pharmaceutical giant GlaxoSmithKline when its chief executive announced, "I don't want to be the CEO of a company that only caters to the rich... I want those medicines in the hands of many more people who need them."

John Hooker, Editor