

# Introducing the Journal of Business Ethics Education - JBEE

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## Editor's Introduction

The collective decisions of business people profoundly influence lives and events around the world. The task of business ethics education is to supply the conceptual tools managers need to make choices that are ethically responsible and culturally sensitive, as well as technically sound. The mission of the *Journal of Business Ethics Education* is to assist educators in this task in two ways: by providing timely educational materials, and by sponsoring a forum for the exchange of ideas and research.

*Educational materials.* These will include case studies, articles written for student use, role-playing material, syllabi, software and videos. To ensure timeliness, we offer fast-track reviewing and publication of materials that address current issues. Associate Editor Bruce Macfarlane provides, elsewhere in this issue, a fuller introduction to this aspect of the journal.

*Exchange of ideas.* We welcome research articles, literature surveys, opinion pieces, and book reviews. Articles can include descriptions of teaching methods and their effectiveness, reports on classroom or business experience, analyses of ethical issues written for instructors, relevant findings from other

disciplines, and discussions of pedagogical issues. Some issues that might be addressed are the proper role of ethics in business education, whether ethics can be taught, factors that shape student values and business school culture, integrating ethics into other business courses, cross-cultural matters, and the relationship between business and law. None of this, however, is meant to exclude additional topics that may be relevant and interesting for our readers.

We invite contributions from both educators and business people. The intended audience includes teachers of ethics courses and other business courses where ethical issues arise (whether it be in an academic, corporate, or other organizational setting), as well as managers who are concerned with company ethics. Since the journal is available both online as well as in print form, published materials can be purchased and downloaded in multiple copies. Authors receive royalties from purchases of their writings.

We wish to host a lively and innovative colloquy that nonetheless benefits from careful reviewing. Our commitment to quality is evident in the collection of distinguished individuals who comprise our editorial board. Our commitment to diverse and novel points of view will become clear in the variety and scope of the first few issues.

In particular we solicit contributions that reflect a variety of cultural traditions. (We can provide English translation or editing services if needed.) Arguably one of the functions of business ethics education is to reconnect business people with the underlying cultural practices and norms that make their activities possible, so as to discredit the notion that business is a game that can be played in isolation from society. These norms differ around the world, and an educational journal that aspires to be international, as this one does, should reflect this fact. The increasing globalization of Western practices and the resulting collision of values likewise demand attention.

In sum, we want *JBEE* to be an indispensable companion to every business ethics educator. It should address the concerns of real classroom and company experience, report the best educational research, pool the experiences of teachers and managers worldwide, and provide materials that they will want to use.

*In this issue.* This first issue begins with a forum that taps the wisdom and experience of five prominent business ethicists. Norman Bowie, Richard De George, Joan Fontrodona, William Frederick, and Alexander Horniman give us their personal perspectives on the topic, "What I Try to Achieve by Teaching Business Ethics."

The forum is followed by four research articles. Heidi Høivik explores the role of moral imagination in the case study method and illustrates her analysis in the context of case study involving in the Shell Sola Refinery in Norway. Bruce Macfarlane, Joe DesJardins, and Diannah Lowry carry out a dialogue on an ethical question that arises in ethics instruction: should instructors reveal a

personal opinion on normative issues discussed in class? Robert Prentice provides us a survey of psychological mechanisms that may bias ethical decision making in practice. He recommends that we bring these to the attention of our students. The fourth article is my analysis of some arguments against teaching business ethics that I often hear from students, colleagues and media commentators. I try to show why they are all wrong.

Finally, following Bruce Macfarlane's introduction to the instructional materials section of the journal, we present N. Craig Smith and Michelle Quirk's extensive case study of the demise of Arthur Andersen LLP. It includes teaching notes for the instructor, as will all future instructional materials we publish.

John Hooker  
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