The Values of Sustainability and Corporate Responsibility in the Core Mission of Management Education Programs in Jordanian Universities

Dr. Ahmad Assaf

Abstract— Business school students may need training in ethics and moral reasoning more than most other students. Research conducted by Best (1987) found that students in business school ranked lower in moral reasoning than students in philosophy, medicine and dentistry.

Academic institutions and management programs have the social responsibility to develop engaged world leaders. This required the right vision, oriented by sound universal principles.

Business ethics, social responsibility and corporate sustainability have interred in to the teaching of most management programs, however, they have not become an integral part of the strategic core of most management education colleges and universities. These values are increasingly present topics in management courses and curricula worldwide, but they are often relegated to electives and not placed at the center of the core courses and competencies of the programs.

The objective of this study is to evaluate the Business ethics, social responsibility and corporate sustainability in in the core mission of management education programs in Jordanian Universities.

The results shows that only two universities out of twelve achieved the highest scores in terms of availability of a clear of Business ethics and social responsibility concepts in its mission, in addition to availability of a compulsory course named Business ethics and social responsibility.

Keywords—social responsibility, corporate sustainability, management education programs, Jordanian Universities.

I. INTRODUCTION

As the opening vignette illustrates, determining how to conduct business appropriately can be challenging. Wrongdoing by businesses has focused public attention and government involvement to encourage more acceptable business conduct. Any business decision may be judged as right or wrong, ethical or unethical, legal or illegal.

Business ethics as the principles and standards that determine acceptable conduct in business organizations. The acceptability of behaviour in business is determined by customers, competitors, government regulators, interest groups, and the public, as well as each individual's personal moral principles and values.

According to Trevino and Nelson (1999), business school students may need training in ethics and moral reasoning more than most other students. Research conducted by Best (1987) found that students in business school ranked lower in moral reasoning than students in philosophy, medicine and dentistry. Crane (2004, p 149) cites a study of top business schools in the United States that found business school education not only fails to improve the moral character of students, but potentially weakens it. Buchholz (1989) defines business education as focusing on concepts and concerns that are essential to business theories of finance, management, economics, motivation etc., whilst business ethics focuses on the purpose and roles of these theories and techniques. It concerns itself with such matters as "the public interest", "social responsibility" "human rights" etc. Buchholz (1989) has identified a critical issue with management education, students are taught the theories of management, but are not necessarily exposed to the implications of their use. Questions such regarding the "right" and wrong of such theories and their implementation are rarely considered. Another complicating factor is that business programs, such as MBAs, are rarely holistic with subjects taught in isolation with little integration across the entire degree. Students are left with the task of trying to integrate the different theories and concepts.

In a survey of European Business Schools, Matten and Moon (2004) found that 47% of their respondents offered subjects in CSR or related fields such as citizenship, governance, business ethics etc. as optional subjects and 38% embedded the concepts in existing subjects. They pointed out that the most popular was of offering was through optional subjects however it has the disadvantage of not fundamentally changing the primary offering of the business school.

II. LITERATURE REVIEW

The social responsibility of business encompasses the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time (Carroll, 1979). The paper tries to answer whether Business and ethics are positively related. Although a lot of work has been done, but the question is far from being settled yet.

Recent research (e.g., Christensen, Peirce, Hartman, Hoffman, & Carrier, 2007) has indicated that a high percentage (84%) of top MBA programs require an ethics or corporate social responsibility component in their curricula, many as a stand-alone course or a combined course of ethics and sustainability issues. Other programs have opted to apply ethics and social responsibility issues across the curriculum, ostensibly as a component in business core courses. In accountancy programs, for example, coordinators reported an increase in coverage across their curriculum; moreover, these coordinators desired to increase it further (Madison & Schmidt, 2006).

An effort has been made to check whether CSR is a part of curricula in the major universities of North India. All major universities of North undertaken including Chandigarh University (University business school), Punjab Agriculture University, Punjabi University, Lovely Professional University, Punjab Technical University, and Thapar University don't have any CSR course in the curriculum of MBA programs, so there is strong need to start this course. Chandigarh University Management Education (UBS) is teaching corporate planning but corporate social responsibility is not offered till date in any of the above mentioned universities. In some cases CSR is included in business environment or corporate governance but a complete course on CSR is not introduced in the curricula of MBA programs. The present research tries to find out through a survey analysis whether there is a need for introducing CSR as a course work in Management Education.

III. DESIGN AND METHODOLOGY

The main question we required to this study is ethics and social responsibility being taught in business schools in Jordanian Universities?

The present study was conducted by analyzing the accredited business schools in most of government as well as private universities in Jordan. The analyzing includes the availability of ethics and social responsibility concepts in the school mission, in addition to find out the courses related to ethics and social responsibility in the study plan of these schools at its website.

IV. RESULTS

The following table shows the values of sustainability, ethics and social responsibility in the core mission of management education programs in Jordanian Universities. The evaluation the evaluation based on the following criteria:

Very high means that the university has a clear of Business ethics and social responsibility concepts in its mission, in addition to availability of a compulsory course named Business ethics and social responsibility.

High means that the university has a clear of Business ethics and social responsibility concepts in its mission, and a compulsory course in its study plan. But it lack social responsibility course in its study plan.

Moderate means that the university lack more than one of concepts (clear of Business ethics and social responsibility concepts in its mission, course located at compulsory courses, social responsibility course in its study plan).

Low means that the university lack one of concepts (clear of Business ethics and social responsibility concepts in its mission, course located at compulsory courses, social responsibility course in its study plan).

Very low means that the university has no courses related to Business ethics and social responsibility neither in mission nor in study plan.

TABLE 1. THE VALUES OF SUSTAINABILITY, ETHICS AND SOCIAL RESPONSIBILITY IN THE CORE MISSION OF MANAGEMENT EDUCATION PROGRAMS IN JORDANIAN UNIVERSITIES

University	Mission of Business College	Department Related to Business and Management	The evaluation				
			Very high	High	Moderate	Low	Very low
University of Jordan	To providing high quality academic business programs and research facilities that will enable its staff and graduates to excel through continuous improvement in learning, knowledge building, skills development, and community services while preserving the nation's values and culture.	Business Management	■				
Yarmouk University	-	Business Administration					■
Muta University	To graduate competent and qualified academic and administrative graduates through pioneering academic programs. We also support purposeful scientific research and effective partnership with the local community to achieve social responsibility.	Business Administration					■
The Hashemite University	1. Attract bright, intellectually curious and motivated students. 2. Provide the highest quality education in business and economics. 3. Advance the frontiers of business and economics knowledge by fostering innovative research that addresses significant global and regional issues. 4. Cultivate the principles of ethics and social responsibility. 5. Develop capable business and community leaders.	Business Administration		■			
Alalbayt University	1. Forming ethical, competent and confident students who have relevant skills (including critical thinking, leadership and ability to work in a team).	Business Administration					■

University	Mission of Business College	Department Related to Business and Management	The evaluation				
			Very high	High	Moderate	Low	Very low
	2. Providing knowledge and practical experience derived from coursework and interaction with the community. 3. Developing and utilizing a curriculum responsive to the needs of the community. 4. Continuing to recruit, develop and retain qualified faculty and staff. 5. Enhancing the scholarship of teaching through pedagogical research.						■
Al-Balqa Applied University	-	Business Administration					■
Al-Hussein Bin Talal University	To provide the highest quality education in business and economics.	Business Administration					■
Applied Science Private University	Create an excellent scientific and academic environment through the provision of creative human resources and technical and administrative advanced systems and outstanding research opportunities to create graduates capable of innovation and teamwork and by providing them with the knowledge and scientific and practical skills to meet the actual needs of business organizations and to contribute to the development of Jordanian and Arab societies.	Business Administration					■
Philadelphia University	To provide students with high quality education that emphasizes current knowledge, skills, ethical principles, professional development, and global market place understanding. Our college maintains an environment that encourages research and public services.	Business Administration		■			
University of Petra	Offering innovative and internationally - accredited programs that are appropriate to the needs of students, and the market, and continually improving its academic programs and encouraging research in order to maintain its standing as a faculty of excellence in higher education.	Business Administration	■				
Al-Zaytoonah University	Working according to high academic and professional quality standards leading to preparing and educating students with the knowledge and technology necessary for them to meet the new developments in the fields of economics and finance and administrative sciences and serve the local and regional market demands.	Business Administration		■			
Zarqa University	Providing distinctive educational programs to the students through qualifying graduates to match the requirement of local, Arabic and regional market needs in different fields namely ; economic, administrative sciences and finance. On the other hand, providing practical training programs to the students to cope up with market practical requirements beside encouraging scientific research for both faculty members and senior students. It also insists on monitoring latest developments in the related fields along with conducting international scientific conferences, seminars and group discussion session for this purpose.	Business Administration		■			

Source: the study plan of management departments of different Jordanian universities

THE TABLE ABOVE SHOWS THE FOLLOWING RESULTS:

1) Only University of Jordan and University of Petra that have achieved the highest scores in terms of availability of a clear of Business ethics and social responsibility concepts in its mission, in addition to availability of a compulsory course named Business ethics and social responsibility.

2) The Hashemite University and Philadelphia University has a clear of Business ethics and social responsibility concepts in its mission, and a compulsory course in its study plan. But it lack social responsibility course in its study plan.

3) Al-Zaytoonah University has no clear of Business ethics and social responsibility concepts in its mission, but there is a compulsory course in its study plan, and it lack social responsibility course in its study plan.

4) Zarqa University has a clear of Business ethics and social responsibility concepts in its mission, but the course is located at elective courses, and it lack social responsibility course in its study plan.

5) Muta University and Alalbayt University has no course related to Business ethics and social responsibility available, and that is contrasted with what stated in the faculty's mission.

6) Al-Balqa Applied University, Al-Hussein Bin Talal University, Yarmouk University and Applied Science Private University has no course related Business ethics and social responsibility available neither in mission nor in courses.

V. CONCLUSION

The objective of this study is to evaluate the Business ethics, social responsibility and corporate sustainability in in the core mission of management education programs in Jordanian Universities.

Evaluation shows that only two universities achieved the highest scores in terms of availability of a clear of Business ethics and social responsibility concepts in its mission, in addition to availability of a compulsory course named Business ethics and social responsibility. Only two universities have a clear of Business ethics and social responsibility concepts in its mission, and a compulsory course in its study plan. But it lack social responsibility course in its study plan. Two Universities has no course related to Business ethics and social responsibility available, and that is contrasted with what stated in the faculty's mission. One University has a clear of Business ethics and social responsibility concepts in its mission, but the course is located at elective courses, and it lack social responsibility course in its study plan.one University has no clear of Business ethics and social responsibility concepts in its mission, but there is a compulsory course in its study plan, and it lack social responsibility course in its study plan. Three Universities has no course related Business ethics and social responsibility available neither in mission nor in courses.

REFERENCES

[1] Baruch, Y. and Lemming, A., (1996). "Programming the MBA- the quest for curriculum" Journal of Management Development, vol. 15 no. 7, 1996, pp. 27-36.

[2] Buchholz, R., (1989.) Fundamental concepts & problems in business ethics,Prentice-Hall, Englewood Cliffs.

[3] Cowton, C.J. and Cummins, J., (2003). "Teaching business ethics in UK higher education: progress and prospects" Teaching Business Ethics; vol.7, no. 1, pp.37-54

[4] Crane, F.G., 2004 "The teaching of business ethics: An imperative at business schools" Journal of Education for Business. vol. 79, no. 3; pp. 149-151

[5] Donaldson, J., (1989) Key issues in business ethics, Academic Press, London.

[6] Donaldson, T. and Werhane, P., (eds) (1999). Ethical issues in business: a philosophical approach, 6th edn, Prentice-Hall, Upper Saddle River, N.J.

[7] DeGeorge, R.T., (1997). Business ethics, Macmillan, New York.

[8] Dunfee, T.W and Robertson, D.C., (1988). "Integrating Ethics into the Business School Curriculum", Journal of Business Ethics, vol. 7, pp. 847-59.

[9] Ferrell, O.C,, Fraedrich, J. and Ferrell, L.(2005). Business ethics: ethical decision making and cases, 6th edn, Houghton Mifflin, Boston.

[10] Freeman, R., (1984). Strategic management a stakeholder approach, Pitman, Massachusetts.

[11] Gardiner, L. and Lacy, P., (2005). "Lead, respond, partner or ignore: the role of business schools on corporate responsibility" Corporate Governance, vol.5, no.2, pp 174-185.

[12] Gioia, D.A., (2002). "Business education's role in the crisis of corporate confidence". Academy of Management Executive, vol. 16, no. 3, pp.142-145.

[13] Gosling, J. and Mintzberg. H., (2004). "The Education of Practicing Managers" MIT Sloan Management Review, vol. 45, no. 4, pp. 19–22.

[14] Hilgert, A.D., (1995). "Developmental outcomes of an executive MBA program" Journal of Management Development, vol. 14, no. 10, pp 64-76

[15] Powers, C.W. and Vogel, D., (1980). "Ethics in the Education of Business Managers" The Hastings Center, Hastings-on-Hudson, New York, NY.

[16] Johnson, T.R, Mc Laughlin, S.D, Saari, L.M. and Zimmerle, D.M., (1988). The Demand and Supply of University-based Executive Education, Graduate Management Admission Council, Los Angeles, CA,

[17] Kathawala, Y., Abdou, K. and Elmuti, D., (2002). "The global MBA: a comparative assessment for its future" Journal of European Industrial Training, vol. 26, no. 1, pp 14-23

[18] Louw, L, Bosch JK and Venter DJ (2001). "Quality perceptions of MBA subjects and required management competencies" Quality Assurance in Education, vol. 9, no. 2, pp 72-80

[19] Matten, D. and Moon, C., (2004). "Corporate Social Responsibility Education in Europe" Journal of Business Ethics, vol. 54, pp 323–337

[20] Mintzberg, H., (2004). Managers not MBAs: A hard look at the soft practice of managing and management development, Pearson, London.

[21] Neelankavil, J.P., (1994). "Corporate America's Quest for an Ideal MBA" Journal of Management Development, vol.13, no. 5

[22] Paucar-Caceres, A., (2008). "Mapping the structure f MBA (AMBA Acreddited) programs in the UK and France" International Journal of Education Management, vol. 22, no. 2, pp 184-209

[23] Power, S.J. and Lundsten, L.L., (2001). "MBA student opinion about the teaching of business ethics: preference for inclusion and perceived benefit" Teaching Business Ethics, vol. 5, no.1, pp 59-70

[24] Robbins, S.P., (1990). Management: concepts and applications, Prentice Hall, Englewood Cliffs.