The Application of Experiential Teaching Method in the Teaching of Business Ethics

Ling Ren[1,a]

[1]Management School of Jilin University，China

[a]renling@jlu.edu.cn

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Abstract. Experiential teaching method is a suitable teaching method for "business ethics" course. Its main effect is that it can effectively promote students to think positively about relevant issues, effectively improve students' business ethics consciousness, and effectively improve their ability to analyze and solve ethical problems in business activities by using business ethics theory.This paper intends to discuss the experiential teaching method and its application in the teaching of "business ethics" in order to improve the teaching effect of "business ethics" course.

1. The Teaching Objectives of Business Ethics Course

According to the developing history of business ethics education, most school put the teaching of "business ethics" in the philosophy or psychology department. But in recent decades, "Business Ethics" course is independent from those departments.

"Business Ethics" reflect the core values of society, that is, emphasizing legal norms, moral ethics and social responsibility. The moral bottom line of business ethics is the relevant legal norms. It requires students to recognize the responsibility of operators in their business activities and the legal norms they should abide by through learning. They should rationally restrain their actions and perform their legal responsibilities according to law. It also requires teachers to guide students to pay attention to those immoral business practices that do not violate the relevant laws, i.e. the grey zone in law, so as to help students enhance their ethical awareness and raise their awareness of business ethics issues.

The theory of morality and ethics is based on philosophy. Traditionally, there are four basic theories in business ethics theory, namely ethical egoism, ethical relativism, utilitarianism and Kant's ethical philosophy. Each of these theories has its own advantages and disadvantages. The purpose of learning business ethics theory is to cultivate students' ability of logical analysis and rational thinking, and to provide basis for judging whether business behavior is reasonable or not, so as to correctly analyze and properly deal with business ethics problems that may be encountered in business activities.

Social responsibility is another important aspect of business ethics. Social responsibility emphasizes that as a successful entrepreneur, he or she should not only assume economic, legal and moral responsibilities in his business activities, but also be responsible for those who have direct or indirect interests in his or her business activities. In this way, it requires operators to think from a higher angle, to deal with the problems encountered in the process of operation and management from the perspective of sustainable development, and even to care about human civilization and progress.

Aim to test whether the teaching of business ethics can achieve the teaching objectives, some foreign scholars have done a lot of research. The main objectives of "business ethics" teaching are: to improve students' business ethics awareness and understanding and judgment ability of business ethics theory; to improve students' ability to analyze business ethics problems; to enable students to learn to deal with moral conflicts and moral problems encountered in business activities; to learn to make appropriate business decisions; and to learn to improve their business behavior. Some scholars believe that the combination of theoretical research and practical application can achieve good results in the teaching of business ethics. Some scholars hold the opposite view. They believe that for those

who lack experience, the current business ethics education in business colleges is not enough to make them form ethical awareness.

In fact, the actual situation is that the teaching of Business Ethics should be practical. If there is no real teaching situation, it will be extremely difficult to achieve the teaching objectives. Therefore, the teaching of "business ethics" must combine theory with practice so as to create a more real situation for students to engage in business activities. However, it is easy to create such a situation.

2. Experiential Teaching Method

Experiential learning is a learning process that integrates emotion, concept, cognition and behavior. Experiential learning is learning through experiencing process. According to Kolb and Hunt's study, compared with traditional teaching method, experiential teaching method has different ways of information transmission. Experiential teaching pays more attention to the training of students' skills and case analysis, and more attention to the training of students' ability of analysis and evaluation.

According to those scholars' research, experiential teaching method has some characteristics: 1) Emphasizing student-centered. In the process of experiential teaching, teachers change their roles, focusing on guiding students to learn by participating in practice; 2) action-oriented learning process. In the process of experiential teaching, teachers should set up a real situation for students, and then let students learn through observation, understanding and experience of relevant issues in this situation. 3) Teachers create a more pleasant atmosphere for students and encourage them to use imagination to understand the problems they want to learn or understand. 4) Teachers carefully design and organize students to carry out experiential learning.

According to the requirements of experiential teaching, students should also reflect on relevant issues in the learning process. In business ethics course, teachers can design different teaching contents to encourage students to reflect on relevant issues. Normally, teachers will ask students the following questions: Are your decisions legitimate ? (legal standards); Are your decisions in line with the interests of the majority? (utilitarian standards); Are your decisions universal? (Kant's absolute laws); What are the feelings of people affected by your decisions under such circumstances? (women' ethics/caring ethics); Stand right. If you think from the perspective of the parties, do you agree to make such a decision? (golden rule); and if all stakeholders can accept your proposed criteria for problem solving? (communication ethics).

3. The Application and Effect of Experiential Teaching Method in the Teaching of Business Ethics

This study makes an empirical study on the application and effect of experiential teaching method in the teaching of business ethics. In the course of the study, relevant materials were collected through classroom observation and interviews with students. In this study, experiential teaching is divided into the following steps: 1) at the beginning of teaching, teachers divide students into groups and assign each group several situations with business ethics problems; 2) organize students to discuss the above-mentioned situation in groups, and ask them to record the results of the discussion, and then submit a written report; 3) teachers teach students relevant ethics theory and knowledge; Students are asked to reflect on their original judgment by referring to the teacher's explanation. 4) Students record the results of their second discussion and then submit a written report. 5) Teachers give comments on the written report formed after the two discussions. Through the analysis of the data obtained from the two written reports and interviews of the students, we have come to the following understanding:

First of all, experiential teaching can promote students to think positively about relevant issues, and then express their understanding. For example, in experiential teaching, many groups of students have completely different understanding of the same problem situation before and after. In the initial stage of teaching, students' understanding is judged according to their intuition and their existing moral concepts. Teachers do not give them any theoretical guidance. In the stage of reflection, teachers ask them to reflect on their original understanding according to the theory they have learned.

Secondly, experiential teaching can effectively improve students' business ethics awareness and their ability to use business ethics theory to analyze and solve ethical problems in business activities. For example, in interviews, students said, "Learning ethics courses can deepen my understanding of certain issues. In the past, I did not see some things as involving business ethics. Now I think that if I can be beneficial to others, I should try my best to do better". Another student said, "I used to judge ethical issues intuitively. After completing the course, I will think about the interests of all parties concerned from different perspectives." Some students said, "Business ethics can bring more benefits to enterprises. I used to think that the main goal of business executives should be to maximize the interests of enterprises and their shareholders. Now I know that great entrepreneurs also have a responsibility to promote people's happiness and social progress. This should become the core value that enterprises should pursue and the highest standard to measure the success of enterprises." Another student said, "After completing the ethics course, I can consider the problem from all angles, rather than just looking at the surface of the problem."

Through classroom observation, we also find that in some cases, students' understanding and behavior of the problem will be contradictory. For example, some students think that it is inappropriate for drug companies to sell their unique patent medicines in high price, but after listening to the opinions of others in the group, they stop jumping to such conclusion easily. Through interviews, we know that the impact of the environment is the main cause of this contradiction. For example, some students explained, "Sometimes theory can not cope with the reality of some of the situation. The drug companies should consider about their employees,shareholders, and also should consider about the research fees already spend on the development of patent drugs. In this case, if you can not change the environment, then you can only change yourself to adapt to the environment. Students said, "Ethical learning can broaden our perspective on problems, but some problematic behaviors are inevitable in reality. These questionable actions are immoral from the perspective of business ethics, but when faced with reality, we will become very entangled. Hunt's theory holds that environmental impact is the main reason for the contradiction between people's understanding and their behavior. Generally speaking, there are two ways to judge moral or immoral behavior: one is to judge the quality of the behavior itself, the other is to judge the advantages and disadvantages of a certain behavior. The inconsistency between the individual's understanding and the behavior of the actor is common. The factors that influence the intention of the actor include the culture of the society in which the actor lives, the common practices in the industry, and the influence from his peers. Through experiential teaching, we find that the "entanglement" psychology of students in the face of difficult choices is caused by the inconsistency between the behavior they have to choose and the behavior they have to choose. Therefore, in teaching, we can help students to analyze the causes of the problems, guide students to explore their role in system building, laws and regulations building and improving the social environment, and further explore ways to alleviate the pressure faced by individual actors.

4. Summary

Under the background of global economic integration, investors and operators in various countries hope that their business environment will be fair, transparent and healthy competition. Therefore, business ethics is not only related to the behavior of operators themselves, but also an important area of concern and research by the government, education and other circles. How to reduce business scandals, regulate practitioners' behavior, and explore preventive measures.Business ethics education becomes more and more important.

Acknowledgement

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