Part XIII:
Teaching and Training in Virtue Ethics

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Teaching and Training Virtues: Behavioral Measurement and Pedagogical Approaches (1)

- Discussion about the <u>importance of virtue education and the challenges of teaching virtues</u> in the modern educational system.

- Virtues such as <u>honesty</u>, <u>integrity</u>, and <u>compassion </u>are essential for effective leadership.

- **Problem**: virtues are **abstract concept** difficult to define and measure objectively (surveys and questionnaires are not adequate).

- **Solution**:
  - virtues can be developed through deliberate practice and training;
  - new measure approach: observing and evaluating individuals' behaviour in real-world situations to assess their virtuousness.

Teaching and Training Virtues: Behavioral Measurement and Pedagogical Approaches (2)

- Neubert explores different pedagogical approaches to teaching and training virtues, including:

    - <u>Experiential learning</u> (case-studies): where learners engage in real-world activities and reflect on their experiences.
    - <u>Reflective writing</u>: where learners reflect on their thoughts and feelings related to ethical dilemmas.
    - <u>Ethical decision-making simulations</u>: where learners practice making ethical decisions in a safe and controlled environment.

- These approaches can be incorporated into leadership development programs to help learners develop and strengthen their virtues.

Developing Courage Through the Ethics SLAM![1]

- Discussion about the <u>use of the Ethics SLAM</u> (Service Learning Applied to Management) program <u>as a tool for developing courage</u> in business students

- **Courage**:
  - crucial trait for success in business;
  - essential for ethical decision-making → involves taking risks and standing up for one's values in the face of opposition.

- The Ethics SLAM! is a live, interactive event involving <u>simulated ethical decision-making</u> → students work together, with nonprofit organizations, to navigate challenging ethical scenarios and make ethical decisions.

Developing Courage Through the Ethics SLAM!(2)

- Three stages of Ethics SLAM! Programme:

  - <u>Preparation</u> → students participate in a lecture that introduces them to ethical decision-making;

  - <u>Consultation</u> → students work in teams to develop ethical solutions to the problems faced by the organizations;

  - <u>Presentation</u> → students present their solutions.

- A study on the impact of the Ethics SLAM program found that students who participated increased levels of courage, as measured by their willingness to **take risks** and **stand up for their values.**

Developing Character in Business Schools[1]

- <u>Main idea</u>: business schools should focus on **developing character** in their students, rather than just teaching technical skills.

- A framework for character development is proposed that includes four key elements:

  - **Self-awareness** → develop an understanding of their own values, strengths, and weaknesses;

  - **Empathy** → develop an understanding of the perspectives and feelings of others;

  - **Integrity** → develop a strong sense of ethics and the courage to act on their values;

  - **Responsibility** → take responsibility for their actions and be willing to learn from their mistakes.

Developing Character in Business Schools(2)

- <u>Three</u> main strategies for incorporating character development into business school curricula:
  - Using case studies that focus on ethical decision-making;
  - Encouraging students to participate in community service and other activities that foster empathy and accountability;
  - Providing opportunities for students to receive feedback on their character development from faculty and peers.

- **Conclusion**: developing character in business school students is essential for creating ethical and effective leaders.

Teaching Virtues to Business Professionals[1]

- <u>Main idea</u>: virtues such as integrity, honesty, and responsibility are essential for success in business → business schools should focus on teaching these virtues to their students.

- A framework for virtue teaching is proposed that includes four key elements:
  - **Intellectual** → develop critical thinking and problem-solving skills, as well as an understanding of the principles of ethics and values;
  - **Moral** → develop a strong sense of right and wrong, as well as the courage to act on their convictions;
  - **Emotional** → develop empathy, compassion, and emotional intelligence;
  - **Spiritual** → develop a sense of purpose and meaning in their lives.

Teaching Virtues to Business Professionals(2)

- **Conclusions**:

  - Teaching virtues to business professionals is essential for creating a culture of ethical behavior in the business world.

  - Companies and their employees benefit from the teaching of virtues, as it leads to improved trust, loyalty, and productivity.

  - Business schools need to adopt a more holistic approach to education that integrates the teaching of virtues into the curriculum and provides students with the tools they need to become ethical and effective leaders in the business world.

THANK YOU