How Academic Department Chairs View the Influence of Corporate Ethics Scandals on

Ethics Education in Arizona Business Schools: A Qualitative Case Study at the

Postsecondary Level

Submitted by

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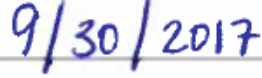
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Robert J. Gillis
Robert James Gillis

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Abstract

The purpose of this qualitative single case study was to explore how department chairs described the influence of recent corporate ethics scandals on content and availability of ethics education in postsecondary business schools in Arizona. The following research questions guided this study: RQ1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona? RQ2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona? RQ3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona? R4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals? The sample for this study was 9 department chairs out of 40 in postsecondary schools in Arizona that offer business degrees. It was important for the purpose of this study to focus on department chairs, because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty, and business schools. The Hosmer and Kiewitz managerial ethics theory provided the foundation of this research. The data analysis procedure chosen was the thematic analysis from the triangulation of three data sources. The results found that a higher number of participants perceived that recent corporate ethics scandals did have an influence on content and availability of ethics education.

Keywords: ethics, education, business, management, Arizona, scandal, corporate, social responsibility, postsecondary education

Dedication

"I know that you can do all things; no purpose of yours can be thwarted" (Job 42:2, New International Version). I want to first thank Jesus Christ, who is my Lord and Savior for having a purpose for me and for leading me to Grand Canyon University to find my purpose. I want to dedicate this dissertation to my mother, Carolyn Ruth Gillis, who has always been my best friend and touchstone.

Acknowledgments

"The purposes of a person's heart are deep water, but one who has insight draws them out" (Proverbs 20:5, New International Version). I want to thank Jesus Christ my Lord and Savior for blessing me with the perseverance and the many loving, patience, dedicated, and insightful people to help me draw out my purpose and obtain this degree. I have always believed that God had a purpose for me and learning has always been in my heart. I hope by earning this doctorate degree I can continue fulfilling God's purpose for me by helping others through learning. I would first like to thank my Dissertation Chair, Dr. Loretta Gorman. Words cannot really do justice to how extremely lucky I was to have this amazing person as my Chair and mentor.

Dr. Nancy Walker and Dr. Jason Ward, my methodologists. Dr. Jason Ward was instrumental in rescuing the prospectus and getting me back on the correct path his caring and kind explanations were crucial in getting me to this point. Dr. Walker, who took over for Dr. Ward, has been on board with my study and has provided me with thoughtful insight for my study. Dr. Amanda Guerrero, my content expert, spent many meetings with me to fine tune my dissertation; her time, assistance, and mentorship were instrumental in helping along this journey and in achieving my goal. In addition, I would like to thank Dr. Josh Ozymy, who showed patience and understanding with me through a difficult part of my life. When I first received my review back, I was stressed out because of life threating-health issue, and was even more stressed once I received his first rejection with feedback. I thought I was not going to make it through the AQR review portion of this journey. However, Dr. Josh Ozymy was there for me with amazing patience and understanding and his reviews with expanding notes, insights, and

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Chapter 1: Introduction to the Study

Introduction

The focus of this study was business ethics in business schools. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies: Rivard (2002) and Pangburn (2008). Therefore, this study was needed in order to fill in the gap in the literature on business ethics education in Arizona. Furthermore, this study built upon the Bynum-Simpson (2010) study to examine the phenomenon of business ethics taught in Arizona postsecondary business schools. Bynum-Simpson (2010) found that Michigan colleges and universities had a significant increase in ethical courses and training after the Enron scandal. However, since Bynum-Simpson (2010) examined the Enron and Arthur Anderson scandals in 2001, there have been many other large scandals. Enron Corporation was an American energy corporation which was headquartered in Houston, Texas. Enron, along with accounting firm Arthur Andersen, created dummy corporations to take bad debt to show that Enron was in better financial shape financially than what was actually true (Sapsford & Beckett, 2002).

In addition, Enron manipulated the energy markets by causing rolling power outages in California to increase energy prices. According to Yuhao (2010), the scandal was revealed in October of 2001, which led to the largest bankruptcy reorganization in American history. Enron, in partnership with Arthur Anderson, was without a doubt the biggest audit failure in U.S. history. This massive audit failure is what helped to cause the

company to collapse with record speed, causing massive losses to investors (Yuhao, 2010). Some of the U.S. scandals that have occurred since Enron in 2001 have been Adelphia 2002, Halliburton 2002, MCI/WorldCom 2002, Tyco 2002, and Global Crossing 2002 (Markham, 2006; Matkin, 2010).

Corporate scandals are a rare phenomenon and occur at the apex of corporate fame, when managerial fraud suddenly emerges in correlation with a large gap between perceived corporate success and actual economic conditions (Zona, Minoja, & Coda, 2013). In the last 10-12 years, scandals have not been a rare phenomenon. In fact, there has been a rise in the unethical behavior, leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, and Washington Mutual 2008 (Markham, 2006; Matkin, 2010). Many of the scandals in 2008 were from financial institutions that many believe was the inception of the economic downturn in the U.S. (Brescia & Steinway, 2013; Bynum-Simpson, 2010; Petrick, 2011).

Unethical behavior and scandals continued with Dynergy 2012, J.P. Morgan 2012, Yahoo 2012, and Wells Fargo, 2016. All of these unethical and illegal acts have led to a loud public outcry for stronger regulations and ethics training for business students (Beggs & Dean, 2007; Harris, Lang, Yates, & Kruck, 2011; Potts & Matuszewski, 2004). The post Enron scandals, which occurred between 2005 and 2013 were reviewed to see if scandals during this time period had any effect on the curriculum and instruction in business schools in Arizona. Many people in the corporate and academic communities consider the Enron Scandal the starting point of large corporate scandals (Yuhao, 2010).

For the purposes of this study, Enron was used as a reference point to examine what was happening in business ethics education prior to the Enron scandal.

The perception investors, stakeholders, and society have, is that business schools are not teaching business ethics, nor are they requiring business ethics training as part of a student's education, which is serving to facilitate these massive scandals (Cox, Friedman, & Edwards, 2009; Petriglieri, & Petriglieri, 2015). Furthermore, empirical research showed business schools are either deficient in their ability to teach business students ethics theories or they have made significant changes to their programs to address ethics education (Lee, 2014; Rasche, & Gilbert, 2015). Accordingly, this creates a problem where some business students are getting taught business ethics, while other business students are not taught any (Assudani, Chinta, Manolis, & Burns, 2011; Cavaliere, 2010; Swanson, 2004). Data from the Association to Advance Collegiate Schools of Business (AACSB) in 2011 showed they had accredited 405 U.S. business schools. Data from the Accreditation Council for Business Schools and Programs (ACBSP) in 2010 showed 215 accredited members, accounting for the roughly 650 accredited business schools in the United States. The Aspen Institute's 2009 report on business and society showed of these accredited schools only 34% required content in a core course in business and stakeholder ethics in their curriculum (Accreditation Council for Business Schools and Programs International, 2010).

In addition, Hosmer (2000) argued that even though there is a solid structure of business ethics as a discipline of study, there are many interpretations of ethics that are open to the teaching of business ethics to extensive conflicts within the discipline. The lack of a clear definition of ethics combined with a lack of commitment of business

schools to require courses in business ethics is believed to be a significant factor in the continuous occurrence of corporate scandals which emerged in 2001 with Enron (Bandyk, 2010). Hosmer (2000) further suggested that at some point the business ethics field must resolve these conflicts and narrow the interpretations which are debilitating the learning of business ethics. The contents of Chapter 1 include: the background of the study, problem statement, purpose of the study, the research question, how the study will advance scientific knowledge, the significance of the study, rational for methodology, nature of the research design, definition of terms, the assumptions, limitations, and delimitations, and a summary and organization of the remainder of the study.

Background of the Study

Enron Corporation, headquartered in Houston, Texas, was an American energy company, and was one of the world's energy giants employing 20,000 people who handled Enron's electricity, natural gas, communications, and paper subsidiaries. In the years between 1996 and 2000, Enron reported increases in revenue from $13.3 billion to $100.8 billion, which put Enron ahead of its five-year growth rate (Ackman, 2002). In fact, Enron doubled its reported revenue between 1999 and 2000. According to Ackman (2002), Enron obtained this substantial financial growth by forming independent private partnerships to take on bad debt. This enabled Enron to report that it was financially healthy, to obtain further investment, when in fact Enron was being pulled down by massive debit (Edwards, 2003).

The 2001 collapse of Enron was so large and the illegal and unethical behaviors so massive that it created a financial earthquake that rocked the U.S. financial markets to the core, causing ripple effects on financial markets around the world (Benston &

Hartgraves 2002; Ravenscroft, 2004). In addition, the collapse of Enron demonstrated the regulations and structures which were supposed to be powerful checks against unethical behavior were not as strong as many believed (Bratton, 2002). In response to the Enron Bankruptcy, and many other accounting scandals, the U.S. government created the Sarbanes-Oxley Act (SOX) in 2002, which is regulation aimed at making financial reporting and oversight more transparent and to enhance auditor independence by restricting the non-audit services. In addition, the U.S. government revised the 2004 Federal Sentencing Guidelines which was created and implemented to be able to audit and restrain corporate executives from rampant fraudulence on financial statements (Willits & Nicholls, 2014).

The unethical behavior of Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Lehman Brothers 2008, Washington Mutual 2008, Goldman Sachs 2009, Well Fargo, 2016 is further proof that legislation, such as Sarbanes-Oxley Act of 2002, and the 2004 Federal Sentencing Guidelines have been circumvented or ignored and in many cases both (Askew, Beisler & Keel, 2015; De Cremer & Vandekerckhove, 2016; Willits & Nicholls, 2014). Corporations that behave in an illegal and unethical way cause significant harm to stakeholders and in many cases society in general. Despite the opposition to Sarbanes-Oxley Act of 2002, the act did not go far enough and that expansion is necessary to add to the independence of the public accountant and increased competition in the accounting field which will benefit the investing public (Orin, 2008). In addition to laws and regulation a tool to measure corporate responsibility has been developed and is called the social responsibility ratings (SRR) or socially responsible investment (SRI).

SRR and SRI ratings are ratings derived from the gathering of basic data for evaluating a company's environmental, social, and internal and external governance, all of which is to determine if a company is safe to invest in. However, the problem is that these ratings are not the most accurate or reliable because they most entirely rely on self-reporting (Yates-Smith, 2013). Reitenga, Linthicum, & Sanchez (2010) examined the influence of social responsibility ratings on market returns to Arthur Andersen's clients. Reitenga et al. (2010) found Arthur Andersen's illegal and unethical accounting practices caused a loss of reputation in its role with the Enron scandal. Furthermore, Reitenga et al. (2010) found this loss of credibility resulted in significant losses to Arthur Andersen clients and ultimately the demise of Arthur Andersen.

There is a substantial amount of empirical literature on the subject of ethics and corporate ethic scandals that focuses on specific subject matter of each individual discipline of business. In addition, a large amount of the empirical literature mentions corporate scandals and the need for more ethics education (Cox, Friedman, & Edwards, 2009; Petriglieri, & Petriglieri, 2015). Further, within the scope of business ethics education there is also a large portion of the literature that address the need for ethics, how ethics should be taught and by whom, which has raised business ethics up in importance for the next cohort of business leaders (Arce & Gentile, 2015; Neesham & Gu, 2015; Piotrowski, & Guyette, 2013). This ongoing discussion in the literature that supports the need for ethics, and how ethics should be taught and by whom, gives support for the social need that business schools and the programs they offer, need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions. Despite the abundance of empirical articles on business

ethics, there are gaps in the literature because a large portion of the empirical literature does not examine whether corporate scandals have had any impact on the content and availability of business ethics courses (Elsass, Park, Adkins, & April, 2016;Schweigert, 2016).

This gap in the literature is substantial when examining business ethics education in Arizona. A study that was found during the literature review was the Bynum-Simpson (2010) study which examined the Enron scandal and its effect on business education in Michigan's postsecondary business schools. The Bynum-Simpson (2010) study was the closest to what the researcher wanted to examine for a study in Arizona. However, when searching for literature specific to Arizona, there were only two studies being found: Rivard (2002) and another study by Pangburn (2008). Rivard's (2002) study focused on how colleges and universities around the country started rethinking about their curriculum in the wake of the WorldCom and Enron scandals with the University of Arizona as being one of the schools to do this, and the Pangburn (2008) study focused on how ethics could be applied in organizations. This is made clear by the statement, "Broadly speaking, applied ethics attempts to apply concepts of moral philosophy to real world dilemmas" (Pangburn, 2008, p. 1). Therefore, this study is needed in order to fill in the gap in the literature on business ethics education in Arizona. Further, Romious, Thompson and Thompson (2016) found the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197).

With the collapse of Enron, Arthur Anderson, and numerous other large corporations, a call has rung out for greater ethics education in business school and

higher levels of ethical conduct by business (Bratton, 2002; Davis, 2016). The morals and ethical standards of U.S. society have eroded over time (Abend, 2013; Swanson, & Frederick, (2016); Trank & Rynes, 2003). Trank and Rynes (2003) found that an examination of the history of higher education suggests that corporate America has taken a path leading away from professionalism, which is not necessarily the main fault of management educators, but rather a replicative indifference towards ethics between business fields. Trank and Rynes (2003) argued that over time the erosion of ethics has added to the ethics problems in the market place and the practice of ethics in the business field. Gray and Clark (2002) suggested that business education and corporate scandals have a relationship and we, as a society, can no longer ignore the negative impacts to our economic stability and capitol welfare, due to the unethical and unlawful behaviors of senior leadership.

Corporate scandals occurring in the U.S. are being committed by highly educated senior leadership people (Berlau, 2002). Berlau (2002) studied the educational backgrounds of the executives and board members at Enron. The results found that all of the Enron board members had college degrees from Ivy League schools and state universities. Ken Lay, former chairman of Enron received his bachelor's and master's degree in economics from the University of Missouri. Jeffry Killing the former president and CEO of Enron had a degree in applied science from Southern Methodist University, and an M.B.A. from Harvard Business School.

Andrew Fastow, who was Enron's CFO, was credited with setting up many of Enron's suspicious partnerships, and was a graduate of Tufts University; with a double major in Chinese and economics before earning his M.B.A. from Northwestern

University's prestigious Kellogg School of Management. Lastly, Robert Jaedicke, a board member of Enron, was a graduate and Dean of the Ivy League Graduate School of Business at Stanford University. Robert Jaedicke testified before Congress in January and under questioning proclaimed he did not understand the deceptive accounting practices Enron had done (Berlau, 2002). The testimony of Robert Jaedicke, and the educational backgrounds of Enron's senior leadership, is important to understand. This is because it serves to ask further questions about business ethics. Did these highly educated people not have ethics education or did they simply choose not to act in an ethical manner?

Gray and Clark (2002) further argued that the lack of confidence in U.S. corporations by its stakeholders has dampened the belief that a market driven economic system can be a fair system to all involved in its transactions. Gray and Clark (2002) argued that the integrity of old where a person's word was their bond has eroded away much like the importance of business ethics education. Courses in business ethics, according to Gray and Clark (2002) are jokingly referred to as an oxymoron in many business educational programs. Halbesleben, Wheeler, and Buckley (2005) also argued that there is a relationship between the corporate ethics scandals of the 21st century and business ethics education.

Halbesleben et al. (2005) further argued that they are not alone in their argument that many corporate leaders and management scholars believe ethics education is a fundamental component in business school education and business practice. Halbesleben et al. (2005) argued if business ethics education is not valued and taught in business school programs, then, influences such as an underlying social cognitive error otherwise referred to as pluralistic ignorance, can further erode adherence to ethical principles.

Essentially, what Halbesleben et al. (2005) is suggesting is a domino effect. Society continues to place less and less value on honor and less value on integrity (Akrivou & Bradbury-Huang, 2015; Gray & Clark, 2002; MacIntyre, (2016). Business schools will place a lesser importance on ethics education until there is almost complete erosion of ethics.

It is this erosion of ethics education in business schools which has played a significant role in many corporate scandals in the U.S. In addition, Abend (2013) suggested that business ethics in the U.S. remains understudied and misunderstood, which has become a large public problem. It is becoming a public problem because as business ethics takes a lower importance in business schools and the variance in which business ethics is taught continues, we will not learn from past mistakes. This behavior, Abend (2013) argued is the reason why society is witnessing corporate scandal after corporate scandal.

Problem Statement

It was not known how department chairs at Arizona postsecondary business schools perceive the impact of ethics scandals on the content and availability of business ethics curriculum within the program. The general population for this study was composed of department chairs in postsecondary business schools (or programs) located in the American Southwest, who exercise authority over the curricular content of their programs. The target population for this study was composed of department chairs in postsecondary business schools (or programs) located in the state of Arizona that confer associate's, bachelor's and master's degrees, and have regional accreditation. The case

unit of analysis for this qualitative case study was business ethics education curriculum in Arizona postsecondary schools.

U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend, 2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013). Romious et al (2016) found the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). This is leaving business students unprepared to be practitioners of business ethics and corporate social responsibility. U.S. business schools have an academic standard that each regionally accredited college and university must meet (AACSB International, 2009, p. 16). In order for AACSB business school graduates to be prepared to practice business management theory in the real world, with a responsible worldview of ethics that benefits all stakeholders these academic standards must be met (Crossan, Mazutis, Seijts, & Gandz, 2013; Waddock, & Lozano, 2013).

There is little research on business ethics education in Arizona's postsecondary business schools. Rivard (2002) reported that the University of Arizona added a course; after the Enron scandal, to assist business students in managing ethical quandaries. Later, Pangburn (2008) stated that the University of Arizona has developed an ethics program at the Eller College of Management. However, it was not known whether any other Arizona's postsecondary schools have made any changes to their curriculum concerning business ethics as a response to publicly salient corporate ethics scandals. In order to determine whether the Enron scandal and other recent corporate ethics scandals have had any impact on business ethics education in Arizona's postsecondary college and

university-level business schools, further research is needed to fill this gap in the literature. In addition, this study could serve to advocate for possible change of ethics education, such as requiring more ethics class throughout the entire curriculum at college and university business schools within Arizona and elsewhere in the United States.

Purpose of the Study

The purpose of this qualitative, single case study was to explore how department chairs at Arizona postsecondary business schools perceive the influence of recent corporate ethics scandals on the content and availability of business ethics curriculum within their programs. Nine department chairs chose to participate, from the target population of all 43 postsecondary schools in Arizona, that offer a business degree were invited to participate as subjects of this study. However, when the research was conducted it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school, this left a total of 40 schools. It is important for the purpose of this study to focus on department chairs, because of their direct involvement in the management of their business degree programs (e.g., design and accreditation of required curriculum), faculty, and business schools. The phenomenon will be defined as the perceived influence of recent corporate ethics scandals on postsecondary business curricula. Corporate ethics scandals will be defined as, phenomenon which occur at the height of corporate notoriety when managerial fraud suddenly emerges in correlation with a large gap between perceived corporate success and real or true economic conditions (Zona, Minoja, & Coda, 2013, p. 265).

A qualitative case study was employed using triangulation of three data sources. The triangulation data sources were an emailed questionnaire that was sent to all 43 department chairs in Arizona's postsecondary business schools, with follow up Zoom Phone interviews from respondents of the initial emailed questionnaire, and a document analysis which was a review of ethics classes in archived college catalogs (Barnham, 2012; Taylor, 2011). The review of school catalogs will look at major salient corporate ethics scandals and business curriculum before 2005 and after 2013. This research will be vitally important to Arizona's postsecondary business schools and the state of Arizona. In order to bridge the gap in the literature (i.e., limited research done in Arizona), time constraints and limited resources it was decided to narrow the scope of the study to the state of Arizona. Rovai and Downey (2010) argued that universities are faced with ever increasing competition in recruiting efforts in order to reach a bigger and diverse student body. Rovai and Downey (2010) suggested that of the many factors that universities must contend with, it is essential that universities foster academic quality assurance. It is academic quality assurance which enables universities to be successful in student recruitment and retention, and faculty development.

Accordingly, Glasper and Duval (2010) argued that Arizona is at risk of being shut out of the middle class, because the state does not have enough quality postsecondary education graduates to fill the high wage jobs that companies are offering. Glasper and Duval (2010) stated that 45% of Arizona's high school students do not pursue any form of higher education after they graduate from high school. The ability of Arizona to attract top level business students to Arizona's collegiate business programs, will offer the state of Arizona a highly educated potential work force, which serves to

attract high paying industries and tax revenue to the state. This study is being completed to understand the phenomenon of business ethics in Arizona's postsecondary business programs by exploring business ethics in curriculum and instruction.

Research Questions

The research questions for this study serve to explore the phenomenon of how recent corporate scandals may have impacted the content and availability of business ethics education in Arizona postsecondary business schools, as perceived by department chairs in those schools. In addition, the research questions were formed in the context of Hosmer and Kiewitz (2005) managerial ethics theory, by trying to find out the level of ethics or as Hosmer and Kiewitz (2005) defined ethics as being about morality. The research questions were formed after reviewing the literature and finding gaps in the literature on how corporate scandals impact business ethics education in Arizona. The study that was the closest to what the researcher wanted to examine in Arizona was a study that was conducted by Bynum-Simpson (2010).

However, the Bynum-Simpson (2010) study had many research questions and numerous hypotheses, which consisted of one primary research question and six sub-questions. In addition, the Bynum-Simpson (2010) study had 10 hypotheses and 10 null hypotheses. Using the Bynum-Simpson (2010) as a guide for this research it was decided to narrow the research questions down from 10 to four, and to use a qualitative case study to give better clarity and understanding of the phenomenon. In addition, a qualitative approach was taken because a quantitative approach cannot yield perceptions of participants. Furthermore, a qualitative case study approach was chosen because it is best when the research seeks a deep understanding of the real-world phenomenon (Yin, 2014).

In addition, it was decided to narrow the research questions down from 10 to four, and use qualitative case study to give better clarity and understand of the phenomenon. The research questions directly link to the data because they ask department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The study further asked department chairs how they felt ethics education has changed and how it can be improved. When all the data is received and coded for patterns and theme the study should reveal answers to all four research questions. The following research question guided this study:

RQ1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

Advancing Scientific Knowledge

This study will advance scientific knowledge by researching an area of study that has very limited research in Arizona. The few studies that were found were Rivard (2002) and more recently, Pangburn (2008). These studies did not research the entire state of

Arizona; therefore, this study served to bridge the gap in the literature. The expected findings were that the Enron scandal, along with other recent corporate scandals had some effect on the need and importance of business ethics education in the curriculum of business programs in Arizona. However, there are many gaps in the literature, and very limited empirical published research has been found on the subject of business ethics curriculum in Arizona's postsecondary business schools. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete. The results showed research in other states but nothing showed any research for Arizona. In addition, it showed no connection between Arizona and other states.

This research adds to the body of knowledge by filling in a gap in the literature. In addition, the research will also serve as a possible platform for further research to be done which directly examines the curriculum of Arizona's postsecondary business schools, so that postsecondary business schools can start using research when designing their business programs. Grima-Farrell, Bain, and McDonagh (2011) argued that despite advances in the knowledge of evidence-based educational practice much of this knowledge does not reach the routine classroom practice. The inability to bridge the research-to-practice gap has an adverse effect on the progress of colleges and universities to meet the needs of students in the new economy, and raises issues about the limitations on how corporate ethics is currently being taught (Arce, & Gentile, 2015; Metzger, 2005; Sigurjonsson, Arnardottir, Vaiman & Rikhardsson, 2015; Swanson & Frederick, 2015). It

is the argument by Metzger (2005) which will allow this research study to serve as a platform to make changes to improve the business ethics education in Arizona's postsecondary business schools.

In addition, this research will expand on Hosmer's theory of ethics and morality (Hosmer & Kiewitz, 2005). The research will do this by seeing if corporate scandals; as perceived by department chairs, has made any difference in the curriculum and instruction at Arizona business schools. Once we understand this we can then better understand Arizona's business schools' moral standards of behavior, and compare them to Hosmer's six-step moral leadership method. The six steps are: to clarify the moral problem, develop the possible alternative courses of action to resolve the moral problem, try to resolve as many of the factual issues, consider the impact that each course of action will have on you as the decision maker and seek to reduce negative impacts, apply all ten of Hosmer's ethic principals (i.e., never take any action which is not honest, open, and truthful, and which you are not proud of…) finally at step six ask if you have ended up at a moral solution (Hosmer, 1994a, pp. 728-730).This according to Hosmer is how management should gauge individual and organizational actions. By gaining a better understanding of Arizona business schools cultural and morality norms in business ethics, we can use this understanding to determine whether the actions or inclusion of business ethics at Arizona business schools, are good or bad, fair or unfair, just or unjust as defined by (Hosmer & Kiewitz, 2005).

Significance of the Study

Although there is a great deal of research into business ethics and business ethics education (Beadle & Knight, 2012; Pressley, 2013), there is little research that has been

conducted on the level of business ethics being taught or incorporated into postsecondary business curriculums. Romious et al (2016) suggest the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). Self-efficiency in ethics is the belief that an individual has the skills to organize and execute action needed to produce expected better results (Nelson, Poms, & Wolf, 2012). This research study is critical in helping to understand the level of business ethics education in Arizona's postsecondary business schools. In addition, it serves to bridge the gap in the literature as suggested by (Nelson et al., 2012) and perhaps serve as foundation to improve the teaching of business ethics in Arizona postsecondary business programs.

The research questions were formed after reviewing the literature and finding gaps in the literature on how corporate scandals impact business ethics education in Arizona. The study that was the closest to the phenomenon that the researcher wanted to examine in Arizona was a study that was conducted by Bynum-Simpson (2010). However, the Bynum-Simpson (2010) study had many research questions and numerous hypotheses, which consisted of one primary research question and six sub-questions. In addition, the Bynum-Simpson (2010) study had 10 hypotheses and 10 null-hypotheses. Using the Bynum-Simpson (2010) as a guide for this research, it was decided to narrow the research questions down from 10 to four, and use a qualitative case study to give better clarity and understanding of the phenomenon.

In order to build upon the Bynum-Simpson (2010) study, it was important to understand the weaknesses of the method and design. The first was that the researcher used open-ended surveys, which were more qualitative in nature rather than quantitative.

The Bynum-Simpson (2010) study also never clearly defined how the results were measured quantitatively and combined a survey with data for distinct dates, which were before and after the Enron scandal, with so many research questions and hypotheses it was confusing to understand the phenomenon in the study. This type of methodology, which was not clearly defined is a major weakness of the study, which led to a lack of clarity. A strong argument can be made that a measure of the number of courses added and articles published cannot be related to the Enron scandal, because the methodology is too abstract and not narrowly defined in order to answer one to three research questions.

In order to build up the Bynum-Simpson (2010) study and to better understand the phenomenon of corporate scandals and their impact on business ethics education in Arizona's postsecondary schools (as compared to Wisconsin), an additional approach was a clearly defined qualitative case study design using four research questions. In addition, triangulation of data sources (i.e., e-mailed questionnaire, follow-up e-mail interview, and school catalogs) were employed to explore business ethics education as a phenomenon in Arizona's postsecondary business schools. Triangulation is recommended to provide strength to the findings in qualitative case study (Yin, 2013). Bordens and Abbott (2010) argued that taking a qualitative case study approach helps to define relationships in phenomenon and gives a greater understanding into what is actually happening in the phenomenon being studied.

Furthermore, Bordens and Abbott (2010) argued that, typically in qualitative research there will be a substantial literature review. The purpose of the literature is that it plays a critical role in justifying the need for the research problem and suggesting potential purposes and research questions for the study. The literature review serves to

create a need for the study and builds a case for the importance of the study. Furthermore, it serves to help understand phenomenon from a historical perspective and how relationships might or might not have changed over time. The research that was conducted has four research questions, which will serve to help understand the phenomenon being studied (Bordens & Abbott, 2010). A Qualitative case study is used when a researcher needs a design to understand and examine if relationships exists in order to understand a certain phenomenon (Thomas, Nelson, & Silverman, 2010).

Rationale for Methodology

The methodology that was used is qualitative. Qualitative methodology seeks to collect rich data for the understanding and explanation of a problem or phenomenon. Qualitative methodology is done within a framework of the causal relations leading to the understanding of a problem or phenomenon by using such scientific data collection methods as interviews, observations, document analysis, in program evaluation process (Arseven, & Eng, 2014). In the simplest definition, quantitative methodology is scholarly research where the data collected uses numeric values to describe some problem or phenomenon, whereas, qualitative methodology is scholarly research where the data collected uses descriptive terms to measure or classify some problem or phenomenon. These simple definitions do not tell the entire story of each method; however, qualitative research is more diverse than quantitative research, in its ways, thinking, methods, and in its data (Donnelly, 2007; Punch, 2013).

The phenomenon of corporate scandals and its influence on ethics education in Arizona business schools could be quantified through a quantitative method. However, a qualitative method was utilized because qualitative method is a more diverse method that

lends itself to exploratory research and the understanding of real world phenomenon which includes underlying reasons, opinions, and motivations. Furthermore, qualitative research with its diversity can provide deeper insight into phenomenon or problems which serve to facilitate new hypotheses and ideas for potential quantitative research (Punch, 2013; Wyse, 2011).

It is the Bynum-Simpson (2010) study which guided this study and was the closest to what the researcher wanted to examine for a study in Arizona. However, the Bynum-Simpson (2010) study used a mixed methods approach. The author of this current study wanted to get a deep understanding of the phenomenon of recent corporate scandals and the influences it had on the curriculum and availability of business ethics education as perceived from the department chairs at Arizona's postsecondary business schools. In order to gain a deep understanding of the department chair's perception of this phenomenon, a qualitative method was chosen over the mixed methods approach used by Bynum-Simpson (2010), because it is a proven method of yielding perceptions of phenomenon from the participants. With so little research on business ethics education in Arizona, qualitative methodology was the most appropriate methodology for this exploratory study, which sought to understand the phenomenon of the influence of recent corporate scandals on the curriculum and instruction of ethics education in Arizona's postsecondary business schools. Additionally, this qualitative study might possibly facilitate additional quantitative research into business ethics education in Arizona as suggested by (Wyse, 2011).

In addition to the reasons given in support of quantitative research by Punch, (2013) and Wyse (2011), Arseven and Eng (2014) suggested that in order to examine a

phenomenon occurring, qualitative research is carried out by gathering detailed data about a program or phenomenon to the extent of describing what is occurring and is an actual reflection of what is happening out in the field. Qualitative method is more diverse in its approach, gives detailed descriptive data, serves as exploratory research to facilitate quantitative research, and is the best for understanding complex real-world phenomenon (Arseven & Eng 2014; Davis, 2004; Punch, 2013; Vissak, 2010; Wyse, 2011). This academic literature supports why qualitative methodology was chosen over quantitative methodology for this study, because qualitative methodology combined with case study design is a well proven method for understanding complex contemporary phenomena within its real-life context especially in business and international business. Therefore, qualitative method was the best method to understand the phenomenon of corporate scandals and its impact on business ethics education in Arizona's postsecondary schools.

Nature of the Research Design for the Study

The research design of this study was a qualitative single case study, and the case unit of analysis was business ethics education curriculum in Arizona postsecondary schools, given that such curricula are likely to manifest quite differently (if at all) at Arizona business schools. According to Yin (2014) a qualitative case study is defined in two parts. The first part deals with the scope of the study which exclaims that a case study is an empirical inquiry which examines in depth, and within its real-world context a contemporary phenomenon. This is especially true when perimeters between the phenomenon and context are not always apparent or obviously evident. The second part of a case study definition deals with inquiry.

A case study design relies on multiple sources of data that must converge in a triangulation fashion with another result (Yin, 2014). Furthermore, case study inquiry benefits from prior development of theoretical propositions to guide data gathering and data analysis (Yin, 2014). This definition from Yin (2014), is why the research design of qualitative case study was chosen, because case study research is made up of a rigorous all-encompassing method that is rational in design, data gathering procedures, and detailed and explicit approaches to data analysis.

Furthermore, Yin (2014) argued that choosing to do case study research is best when; from a deep understanding of the real-world phenomenon being studied, one can make assumptions and recommendations that pertain to the actual case such as possible solutions to a problem. Barratt, Choi, and Li (2011) found that the increased use of implementing qualitative case studies in the research of business has led to increased contributions to the field and has provided the field with meaningful contributions, especially in theory building. Furthermore, Welch, Piekkari, Plakoyiannaki, and Paavilainen-Mäntymäki (2011) found that literature on case study design both in social sciences and international business focuses on analysis and data production, which offers proof of the validity of the methodology.

Therefore, in order to better understand the phenomena of business ethics education in Arizona's postsecondary schools a qualitative case study is the best approach. As compared to grounded theory, which was developed in the early 1960's by Glaser and Strauss, and has its theoretical orientation based in sociology. Ground theory seeks to understand and explain human behavior through a process of inductive reasoning; therefore, it is a better fit for research to be done in disciplines such as

sociology and nursing (Hussein, Hirst, Salyers, & Osuji, 2014). A narrative study has and strength of flexibility, that allows researcher and managers to customize content, however, it doesn't create a sense of objectivity, because of its rating system (Duff & Bell, 2002). In addition, ethnographic study has the researcher enter into a particular environment in order to understand the participants in-depth (O'Reilly, 2012). The constraints of this study did not allow for this type of method. Another method is the phenomenological study that focuses on phenomenological inquiry and seeks outs a person's perception of or rather the meaning of an event or phenomenon that happened, as opposed to the event as it exists externally (Padgett, 2016). The last method that was reviewed and rejected was descriptive. The simple descriptive study is a study that is designed to show participant in a very real way by direct observation, which is often backed up by recording participants (Vaismoradi, Turunen, & Bondas, (2013). Once again because of the time and financial restraints of this study, this design was also rejected.

The sampling method which was criterion sampling, which is used in other disciplines such as psychology, sociology, and education (Coolican, 2014). The sample was comprised of nine department chairs recruited from Arizona's 43 postsecondary schools that offer a business degree. These 43 postsecondary institutions were chosen from criteria based selection of institutions that offer an associate's, bachelor's, and master's business degrees and are based in Arizona. This study provided an opportunity for in-depth examination of ethics education in Arizona by those who are most associated with postsecondary business education in Arizona. Furthermore, the sample was chosen

because little research has been done in regard to business ethics education in Arizona and this study will help fill in the gap in the literature.

In addition, it can serve as a guide for understanding the current phenomenon of ethics education in Arizona and where possible suggest possible improvements. Adams and Cox (2008) argued that with rapid changing technologies in social research there is a growing need for expedient systems that accommodate various users. It has also led to an increased use of questionnaires and in-depth interviews in academic research. Adams and Cox (2008) further argued that depending on what is being studied that it is beneficial to start with a questionnaire, followed up by interviews, in order to fully explore the phenomenon being studied. Thus, this study uses triangulation and data were collected from three data sources as suggested by Adams and Cox (2008), the first data source was an e-mailed questionnaire which was sent to all 43 department chairs in Arizona's postsecondary business schools (see Appendix C). As suggested by Adams and Cox (2008), the second data source was a follow-up interview, from the respondents of the initial questionnaire (see Appendix D). Lastly, the third data source was a document analysis, which was a review of participant's institutions academic catalogs. The review of school catalogs was done to allow the researcher to look at major salient corporate scandals and business curriculum before 2005 and after 2013. The initial questionnaire was emailed to publicly found email addresses for each school. The instruments asked department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The study further asked department chairs how they feel ethics education has changed and how it can be improved. When all the data were, received and coded for patterns and

themes, the study should have revealed answers to all four research questions, giving a better understanding of the phenomenon.

The questionnaire, which includes the informed consent notice to participants, can be found in Appendix C. Participants had two weeks for completion and return. The second source was an interview conducted via Zoom with participants who responded to the initial questionnaire, which can be found in Appendix D. The third data source was a review of participant's institutions academic catalogs, which looked at major salient corporate scandals and business curriculum before 2005 and after 2013. These three data sources served to explore ethics education curriculum at Arizona's postsecondary educational institutions. The Enron scandal was used as a reference point. Therefore, the study reviewed business ethics education Pre-Enron scandal and Post-Enron scandal, along with taking into consideration the long list of recent corporate ethics scandals which have occurred since Enron.

Definition of Terms

Corporate scandal. Corporate scandals are defined as, rare phenomenon's which occur at the apex of corporate fame when managerial fraud suddenly emerges in correlation with a large gap between perceived corporate success and actual economic conditions (Zona, Minoja, and Coda, 2013).

Corporate social responsibility. Corporate social responsibility is a concept whereby companies voluntarily evaluate and implement environment; as well as, social concerns into their business operations along with their interaction with stakeholders (Patil, 2014; Young, & Thyil, 2014).

Ethics as defined by business. Business scholars define ethics as corporate social responsibility consisting of five dimensions which are stakeholder, social, economic, voluntariness, and environmental (Kraus & Brtitzelmaier, 2012).

Ethics as defined by psychology. Ethics defined from a psychological perspective as the social influences such as a person's culture, religion, and environment that the person is raised in makes up their moral psychology (Pathan, 2012; Pitesa & Thau, 2013).

Ethics as defined by sociology. Sociology defines ethics through the terminology of virtue. Sociologists build off Kant's virtue theory in defining ethics as the idea that as humans we possess a virtue of pure reason, which is innate because we are made in God's image (Dierksmeier, 2013).

Ethics as defined by the theoretical framework of this study. Hosmer and Kiewitz (2005) define ethics as being about moral standards of behavior, which is how society gauges individual and organizational actions (expanded theoretical framework found in Chapter 2 under theoretical foundations).

Managerial fraud. Is defined as management or internal groups which are dysfunctional and have a lack of sound ethics compass (Soltani, 2013).

Postsecondary school.: Is any educational institution that offers additional academic vocational, technical, home study, business, professional, or other school, college or university-or other organization or person-offering educational credentials or offering instruction or educational services after their secondary education (Putnam, 1981).

Assumptions, Limitations, Delimitations

The assumption of this study was that it would provide an insight to the current phenomenon of business ethics education in Arizona schools and to see if any relationship exists between the recent scandals (i.e., post-Enron) and the influence it has had on the content and availability on ethic education at postsecondary business schools in Arizona. Simon and Goes (2013) stated that "limitations of a research study are matters and occurrences that out of the researchers control" (p. 1). The limitation of this qualitative case study design is that it is only limited to the perception of the participants which are all the department chairs. It was assumed that it was important for the purpose of this study to focus on department chairs, because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty, and business schools.

In order to mitigate the limitations of the study the population was all 43 of Arizona's postsecondary institutions. However, when the research was conducted, it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school. This left the total amount of department chairs at 40, of which nine department chairs chose to participate, giving a participation rate of roughly 23%. This low participation rate was another limitation of the study. Even though participation rate was lower than expected due to factors beyond the researcher's control, there was enough information from the three data sources to interpret and analyze. Another limitation was there was a total of one page of data collected for all nine participants, from the review of school catalogs.

Furthermore, by focusing only on department chairs there might have been a missed opportunity to understand how ethics education is taught and how it is changed in real life. However, despite this limitation, it is important for the purpose of this exploratory study to focus on department chairs because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools. It is understood that this initial research might not go far enough to understand the entire phenomenon in Arizona business schools; however, it served as a platform for addition research into this phenomenon.

Simon and Goes (2013) defined delimitations as, "those characteristics that arise from the limitations in the scope of the study and by the conscious exclusionary and inclusionary decisions made during the development of the study plan" (p. 2.). The first delimitation of this study was the choice of the problem of recent corporate scandals and it impact on the content and availability of ethics education in Arizona's postsecondary business schools. This choice was made because it was a subject of great interest to the researcher. In addition, this study was needed to help fill in the gap in the literature, where after searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete only two studies were found Rivard (2002) and Pangburn (2008).

The second delimitation of this study was the research questions. In order to reduce any negative effects to this study the research questions were carefully chosen, to make sure they were relevant to the phenomenon at hand; as well as, being geared

towards the purpose, problem statement, sample data, and the participants of the study. The third delimitation of this study is the participants, who are department chairs from all 43 of Arizona's postsecondary business schools. In order to make this study practical and reduce negative impacts to the study, these participants were chosen over others because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools. The fourth delimitation of this study is the theoretical perspective. It was chosen to reduce any negative impact to the study, because Hosmer and Kiewitz managerial ethics theory is a well-accepted theory within the academic and business community. In fact, a quick search in Google Scholar has shown this theory has been cited more than 3,000 times within the academic and business community. All of these delimitations were chosen to conduct this exploratory research and give validity, reliability, and relevance to the study.

Summary and Organization of the Remainder of the Study

It is clear from the review of research and evident that the teaching and practice of business ethics remains a problem (Arseven & Eng, 2014). Unfortunately, the U.S. and the world have seen an increasing list of large corporate scandals. This is why it is so important that exploratory studies such as this one are done. Department chairs are important for the purpose of this exploratory study because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools. The key points of Chapter 1 are this study focuses on corporate scandal and its impact on business ethics education in Arizona in business schools.

This study will build upon and improve the original Bynum-Simpson (2010) study to examine the phenomenon of business ethics taught in Arizona postsecondary business schools. Bynum-Simpson (2010) found that Michigan colleges and universities had a significant increase in ethical courses and training after the Enron scandal. The second key point is that since Bynum-Simpson (2010) examined the Enron and Arthur Anderson scandals in 2001, there have been many other large scandals. Some of the U.S. scandals that have occurred since Enron in 2001 have been Adelphia 2002, Halliburton 2002, MCI/WorldCom 2002, Tyco 2002, and Global Crossing 2002 (Markham, 2006; Matkin, 2010).

In the last 10-12 years scandals have not been a rare phenomenon. The third key point is that corporate ethics scandals keep happening. In fact, there has been a rise in the unethical behavior leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, and Washington Mutual 2008 (Markham, 2006; Matkin, 2010). The fourth key point is that even though legislation has been enacted, the unethical behavior of Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Lehman Brothers 2008, Washington Mutual 2008, Goldman Sachs 2009, Wells Fargo 2016 is further proof that legislation, such as Sarbanes-Oxley Act of 2002, and the 2004 Federal Sentencing Guidelines have been circumvented or ignored and in many cases, both (Willits & Nicholls, 2014). Corporate scandals occurring in the U.S. are being committed by senior leadership people, who are highly educated and have degrees from Ivy League schools (Berlau, 2002). There has been a public outcry to improve business ethics education.

The fifth key point is that it was not known how department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in Arizona business schools. U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend, 2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013). This is leaving business students unprepared to be practitioners of business ethics and corporate social responsibility. U.S. business schools have an academic standard that each regionally accredited college and university must meet (AACSB International, 2009, p. 16), in order for their graduates to be prepared to practice business management theory in the real world, with a responsible worldview of ethics that benefits all stakeholders (Crossan, Mazutis, Seijts, & Gandz, 2013; Waddock, & Lozano, 2013). Romious et al (2016) suggested the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). The sixth key point is the purpose of this qualitative case study is to explore how department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in Arizona business schools.

The seventh key point is the research questions that guided this study. The eighth key point is the research design of this study is a qualitative case study. Yin (2014) argued that choosing to do case study research is best when; from a deep understanding of the real-world phenomenon being studied, one can make assumptions and recommendations that pertain to the actual case such as possible solutions to a problem. This study served to provide further understanding as to the level of ethics curriculum

and instruction in Arizona's postsecondary schools, and if the Enron scandals and more recent corporate scandals have had any effect on ethics education in Arizona.

It was hoped this exploratory study can and will provide a platform for further qualitative and quantitative research. The remainder of this study will consist of Chapter 2, which will have a brief introduction to the chapter and a review of the problem, a theatrical foundation of Hosmer and Kiewitz managerial ethics theory, a review what the empirical literature says was happening pre-Enron (Theme 1) and post-Enron (Theme 2) and lastly with have a summary. This will be followed by Chapter 3 which will discuss the methodology and research design of this study. In addition, Chapter 3 will provide important ethical considerations to protect the participants of the study. Chapter 4 will show the results of the study that will answer the research question. Lastly, Chapter 5 will discuss in further detail the summation of the study along with its limitations and possible recommendations for further research.

Chapter 2: Literature Review

Introduction to the Chapter and Background to the Problem

The business community is having a problem of corporate scandals that is causing havoc in financial markets, to investments, and to stockholders. With the collapse of Enron, Arthur Anderson, and numerous other large corporations (2005-2013), a call has rung out for greater ethics education in business school and higher levels of ethical conduct by business (Bratton, 2002). The morals and ethical standards of U.S. society have eroded over time (Abend, 2013; Stevens, 2013). The history of higher education suggests that corporate America has taken a path leading away from professionalism (Acevendo, 2013; Holland & Albrecht, 2013; Yeh, 2012). This is not necessarily the main fault of management educators, rather it an indifference towards ethics between business fields (i.e., accounting, management, finance, etc.) that is repetitively happening. Over time the erosion of ethics has added to the ethics problems in the market place and the practice of ethics in the business field. Business education and corporate scandals are related, and we as a society can no longer ignore the negative impacts to our economic stability and capitol welfare, due to the unethical and unlawful behaviors of senior leadership (Carroll, & Buchholtz, 2014; Sigurjonsson, Vaiman, & Arnardottir, 2013).

The focus of this study is business ethics in business schools. This study will build upon and improve the original Bynum-Simpson (2010) study to examine the phenomenon of recent corporate ethics scandals on the content and availability of ethics education taught in Arizona postsecondary business schools. The study will accomplish this by employing a qualitative method with a case study design, using triangulation as the instrumentation for this study. Bynum-Simpson (2010) found that Michigan colleges

and universities had a significant increase in ethical courses and training after the Enron scandal. However, since Bynum-Simpson (2010) examined the Enron and Arthur Anderson scandals in 2001, there have been many other large corporate scandals. The literature review will examine literature both pre-Enron scandal (2001) and after Enron to see if corporate scandals occurring between 2005 and 2013, such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, Washington Mutual 2008, Penn State 2011, Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012, have changed curriculum and instruction of business ethics in Arizona's postsecondary business schools.

The purpose of this qualitative case study is to explore how department chairs describe the influence of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The literature review will serve to assist in understanding this phenomenon in the U.S. and perhaps give us better understanding of how business ethics compare amongst Arizona colleges and universities. By surveying and comparing historical literature with current literature, a thoroughness of empirical evidence will serve to understand how; if at all, business ethics education in the U.S. has evolved over time. In addition to this introduction to Chapter 2, which includes the back ground of the problem, Chapter 2 will be organized by including the theoretical foundations, a review of literature, and a summary. The literature review will first address theoretical foundations and conceptual frameworks in order to give a historical perspective as well as lay the foundation for the literature review.

This literature review will employ managerial ethics theory of Hosmer and Kiewitz (2005). The literature review will then be broken up into two themes identified

throughout Theme 1 and Theme 2. Using the Enron scandal as a reference point Theme 1 will review the historic literature by examining business ethics education in the U.S. prior to 2005. The review of Theme 1 will be accomplished through a review of empirical articles published prior to 2005. This will help build on Hosmer and Kiewitz (2005) theory as well as help to build the framework for Theme 2. Theme 2 of the literature review will examine business ethics education in the U.S. post Enron (2005-2013).

The review of Theme 2 will be accomplished by reviewing empirical articles published from 2006 to current. This will therefore give a better understanding as to the state of business ethics education in the U.S. prior to the Enron scandal, by showing compliance to business ethics education verses commitment to business ethics education. Additionally, it will give a better understanding if the Enron scandal and more importantly the large list of recent corporate scandals have had any impact on the phenomenon of business ethic education in the United States. Lastly a summary will be written to surmise what the literature review has found and incorporate Hosmer's (1985) theory. The literature review will summarize a great deal of research on business ethics in the U.S. However, there is little research on business ethics education in Arizona's postsecondary business schools. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete only two studies were found Rivard (2002) and Pangburn (2008). Rivard (2002) reported that the University of Arizona added a course, after the Enron scandal, to assist business students in managing ethical quandaries. Later, Pangburn (2008) stated that the

University of Arizona has developed an ethics program at their Eller College of Management. Therefore, this study will help fill in the existing gap in the literature concerning ethics education in postsecondary business schools in Arizona. Therefore, this study will serve to bridge the gap in the literature as shown in Bynum-Simpson (2010) and suggested by (Nelson et al., 2012).

Theoretical Foundations

      Hosmer and Kiewitz managerial ethics theory. Hosmer and Kiewitz's (2005) managerial ethics theory provided the foundation of this research. Hosmer and Kiewitz (2005) theorized that ethics is actually about morality. Ethics is about the moral standards of behavior, which is how society gauges individual and organizational actions. These cultural or social morality norms are what we first use to determine whether actions of others are good or bad, fair or unfair, just or unjust. Ethics is directly related to moral standards of behavior, which are our innate gauges of an individual's or organizations actions.

      The problem argued by Hosmer and Kiewitz (2005) is that these cultural moral standards are in flux and are subjective. Therefore, any misbehavior or wrong doing in business is a direct result of the moral failure of individuals who make bad choices when having to deal with extreme pressures, risks, and the rewards of competition. This is because morals vary and are individual and personal. This is not a comprehensive or adequate criterion to base an absolute framework for making decisions about ethics and behavior. However, Hosmer and Kiewitz (2005) did define ethics as the obligation owed by members of society to other members of society.

The Hosmer and Kiewitz (2005) managerial ethics theory really asks, what is fair and just for all stakeholders? Determining what is fair and just for all stakeholders is based on what Hosmer and Kiewitz (2005) proclaimed as six universal concepts that each has a historical sequence and significance in the development of guiding ethical decisions based on what is fair, just, and right for everyone. The first concept is personal virtue based on the philosophy of Aristotle, which proclaims one should never do any actions that are not open, honest, and truthful. The second concept is religious injunction based on the philosophy of Saint Augustine.

This concept proclaims to never do any behavior that is not kind and/or does not serve to strengthen the community as a whole and or that does not work for the common good. Third is the concept of utilitarian benefits based off the philosophy of Betham and Mill. Betham and Mill are classical utilitarians philosophers, which is a philosophy concerned with moral and legal theory. It proposes to never do any action that does not show a higher level of good than bad for society. In other words, the good one does should always be greater than the bad.

The fourth concept is based off the philosophy of Kant, which suggests to never do any actions that you yourself would not be willing to see others take if the situation was the same. Kant is a central figure in modern philosophy who suggests that the human mind provides the framework for morality and the human experience. This is similar to the biblical saying of do on to others that you would have them do onto you. The fifth concept is distributive justice based on the philosophy of Rawls. Rawls is a political and ethics philosopher who attempts to find solutions to the distributive justice. This simply states, never do any action that hurts the powerless. Lastly, the sixth concept is

contributive theory based off the philosophy of Nozick. Nozick is a philosopher who argues for a theory of justice, decision theory, which proposes to never take any actions that would inhibit or interfere with the rights of others in the path for self-improvement and development.

Managerial ethics theory serves as a platform for theories such as stakeholder and organization theory along with many others, as they each theory debate what is right and wrong, moral and just. It for this reason and for the purpose of this study that the Hosmer and Kiewitz (2005) managerial ethics theory guides the problem that is under investigation. The reasoning is that since it was not known how department chairs describe the influence of recent corporate scandals in corporations on curriculum and in instruction in Arizona business schools, it is then not known what sense of managerial ethics (i.e., morality) business schools in Arizona have. The research questions align with Hosmer and Kiewitz (2005) managerial ethic theory by asking what Hosmer and Kiewitz (2005) define as the cornerstone question for business ethics which is what is fair and just for all stakeholders? In addition, Hosmer and Kiewitz (2005) defined ethics as the culture moral standards of behavior which is how society gauges individual and organization actions. Society has deemed that corporate ethics scandals (i.e., organization actions) as immoral and blame business schools for them.

Therefore, by asking through the research questions and examining how department chairs describe recent corporate scandals and its impact on the content and availability of ethics education in postsecondary business schools in Arizona, we can then attempt to understand how we can improve ethics education at business schools in

Arizona. Thus, the Hosmer and Kiewitz (2005) managerial ethic theory guides the
research questions of this study which are:

R₁: How do department chairs describe the influence of recent corporate ethics
scandals on the content of ethics education in postsecondary business schools
in Arizona?

R₂: How do department chairs describe the influence of recent corporate ethics
scandals on the availability of ethics education in postsecondary business
schools in Arizona?

R₃: How do department chairs feel that ethics education can be improved in
postsecondary business schools in Arizona?

R₄: How have postsecondary business schools in the state of Arizona changed their
ethics curriculum in response to recent corporate ethics scandals?

These research questions were chosen to align with Hosmer and Kiewitz (2005)
managerial ethics theory because the research question attempted to find out what
level of ethics or importance of ethics and morality does Arizona business schools
have as the study explored what affects have occurred in Arizona postsecondary
business schools since the recent corporate scandals (2005-2013), through Hosmer
and Kiewitz's (2005) theory and definition of ethics.

Thus, one is better able to understand the phenomenon of business ethics
education. In order to achieve this deep understanding of the phenomenon of the
perceived influence of corporate ethics scandals on business ethics education in
Arizona's postsecondary schools. A qualitative method along with a case study design
was utilized. The qualitative method in conjunction with case design allowed for a deep

understanding of this real-world phenomenon that would be difficult to quantify (Punch, 2013). A qualitative case study will be employed using triangulation which includes an emailed questionnaire, follow up emailed interview, and reviews of college catalogs to identify ethics classes (Barnham, 2012; Taylor, 2011).

Review of the Literature

       Business ethics education in U.S. business schools prior to 2005. Pizzolatto and Bevill (1996) found in their research that in 1976 the American Assembly of Collegiate Schools of Business (AACSB) strongly recommended that business educators include ethics in their curriculum and yet there is still great concern as to whether or not the coverage of ethics in the postsecondary business curriculum in adequate. This is supportive of Hosmer's (1985) argument that business ethics education in haphazard. Even though the AACSB recommended that ethics be incorporated into the instruction of business classes, the research of has found that many schools have little to no ethics curriculum and instruction (Schoenfeldt, McDonald, & Youngblood, 1991). Furthermore, there are no standard ethics requirements, which is enforced or has any consistent among postsecondary business schools. Cooke and Ryan (1988) claimed that part of the problem is that business ethics is not receiving the importance it deservers because of an old belief system.

       The first is the belief that ethics and profit are incompatible. Secondly, there is the belief that there is an absolute standard of right and wrong which enables one to draw a line between one's personal and professional life. Lastly, there is a belief that business ethics cannot be taught. These three beliefs, argued Cooke and Ryan (1988), are a significant factor in claims that business ethics is not a significant factor in the education

and preparation of business students (i.e., future managers). This is also supported by the research of Castro (1989) whose main research focus is derived from what he describes is a current interest in business ethic. Castro (1989) suggested that these temporary waves of interest in the subject matter of business ethics, is a perfect opportunity to review the entire enterprise of business education. If reviews were to be done they would have to be done with the level of importance that the topic of business ethics deserves with a commitment from all student and faculty, that both affirm the criticalness of ethical inquiry and to also build a greater level of collegial responsibility for the overall curriculum of the learners.

Schoenfeldt et al. (1991) found that the early recommendations of the AACSB showed a positive understanding of the importance of business ethics education and an attempt by business schools to actively incorporate ethics into their curriculum. However, the arguments of Cooke and Ryan (1988) might explain the patchwork of ethics education. In addition, George (1987) argued that there is an ongoing erosion of business ethics in America, and further argued that the ongoing question should be what are the country's business schools doing in order to prepare future leaders in government and industry who are ethically responsible? George (1987) found from a study of every program accredited by the AACSB that the treatment of business ethics curriculum, showed results that ranged from encouraging to disappointing, and strongly suggested that more should be done within the curriculum of American postsecondary business schools in the U.S.

One important revelation in the findings of George (1987) is that business ethics was shown to be represented both at the undergraduate and graduate level of both private

and public schools. However, business ethics classes were few and many times were electives instead of a requirement. In addition, the enrollment patterns showed low numbers of students in the colleges and universities where ethics classes were an elective. Schoenfeldt et al. (1991) also found that in the fall of 1988 the curriculum topic of business ethics received significant coverage in universities who associated with the AACSB.

In fact, Schoenfeldt et al. (1991) report that over 90% of the institutions covered ethics in their curricula, with 53 percent expressing an interest in increasing coverage and education of the subject of business ethics. Bassiry (1991) found from research of a random sample of 119 American business schools; just three years from the 1988 research of Schoenfeldt et al. (1991). A relatively low rate of business ethics courses offered or ethical training offered especially at the graduate level. This research demonstrates an early understanding of the importance of business ethics education, and a quick retreat from ethics education at U.S. business schools.

This is shown in the results of Pizzolatto and Bevill (1996), whose comparison study consisted of business students enrolled in capstone courses during the Fall semester of 1992 and the Spring semester of 1993. They found that the majority of business students felt undergraduate faculty should emphasize ethics in lectures. This shows that students recognized the importance of ethics education in 1993. Furthermore, Pizzolatto and Bevill (1996) found that even though business students understood the importance of ethics education in the business curriculum the issue of ethics was not being integrated into most classes (with the exception of Business Law classes) where 76% business students reported at least one full class being dedicated to ethics.

In addition to ethics not being integrated across the business curriculum, Adams, Harris, and Carley (1998) found that business ethics texts books and courses were focused on corporate and other high-level ethical issues, rather than including individual ethical decision making. This seems to contradict Hosmer and Kiewitz (2005) definition of ethics by focusing on what is ethical for organizations and corporate, instead of what is good, fair, and just for all stakeholders.

Focusing on corporate and organizational ethics, rather than individual ethics was proven to be a problem when Adams et al. (1998) found a high level of business school graduates reported having problems with individual level decisions, which often included attempts to influence new business school graduates from one or more of their work colleagues. In addition, Adams et al. (1998) found that there is still an ongoing pervasive argument against the teaching of ethics in business programs.

This was suggested 10 years earlier by Cooke and Ryan (1988). McDonald and Donleavy (1995) found the same argument be made and suggested from the empirical data they collected. However, McDonald and Donleavy (1995) also found that ethics courses can be a means of creating ethical awareness and sensitivity of business students. Therefore, the high level of objection to the teaching of business ethics greatly inhibited the successful introduction of ethics into business curriculum.

Hun-Joon (1998) argued that there were potential harms in the current state of business ethics education, which were due largely to what he/she described as restricted cognitive level of reasoning and an inhibited level of ethical conduct that remains only adapted and responsive, to the estrangement between strategic thinking and ethical thinking. In other words, because we are lacking in our ability to reason our society can

only adapt and respond to ethics scandals, because our society continues to ignore the importance of cognitive development in ethical reasoning. In addition, Hun-Joon (1998) argued for a new model for business ethics education which would be based off of three components. The three components are comprised of elevated moral imagination or reasoning, moral sentiments, and ethical praxis. This allows students to develop ethical wisdom and courage while increasing their meta-strategic ethics competencies. Business students must be able to practice ethical leadership, actualize integrity between individuals and organizations, and to fulfill the social responsibility of business organizations.

The research of Hun-Joon (1998) provided further proof that business ethics education was in a place of indifference and was still focused on the ethical development of corporation rather than the ethical development of the students. This lack of ethical development in business students combined with the low importance and indifference towards business ethics strongly gives explanation as to why there is such an ongoing onslaught of corporate scandals. Perhaps the argument of Hun-Joon (1998) also demonstrates that business departments and faculty fail to grasp the understanding of business ethics and their importance because they are too rigid in their thinking. Klein (1998) argued that the questions of how business ethics should be taught in business ethics classrooms had inundated the empirical literature up until 1998.

However, despite some interesting ideas of how business ethics should be taught there is nothing close to consensus amongst business scholars. This area of business pedagogy is stagnant. Authors consistently challenge the very idea of teaching business ethics, questioning the value of teaching business ethics once students graduate and go

out into the corporate and government workforce. Klein (1998) suggested that this lack of

pedagogical progress and the question of who should be teaching business ethics has

been for the most part largely ignored, stonewalled, or answered incorrectly. In part,

because business schools want to maintain control over their curriculum for convenience

have faculty who might not have any formal philosophical training at all, teach business

ethics.

Klein (1998) exclaimed that many of the faculty in business schools are experts in

one thing such as finance and accounting and therefore lack the expertise in ethics and

the philosophy of ethics and moral reasoning. Furthermore, Klein (1998) strongly argued

that business ethics should be taught by experts in ethics such as Ph.D.'s in philosophy,

because of their sanctioned expertise in ethics, moral and reasoning. While

acknowledging that some cross over between faculty members who hold Ph.D.'s,

M.B.A.s, and J.D.s in Management, Economic, Psychology, and Communication, they

are not experts in the field of ethics and moral reasoning philosophy. If colleges and

universities want to give serious adherence to the accreditation standards of the AACSB,

then they need to adhere to a standard that explicitly requires the coverage of ethics in the

common body of knowledge, specifically taught by ethics experts in the field of

philosophy (Klein, 1998). The argument is put into focus when Klein (1998) states,

"Specifically if the teaching of business ethics is to be taken seriously, however, it should

be taught by experts, anything less is academically immoral and disingenuous" (p. 563).

The argument of Klein (1998) is supported by the research of Morris (2001)

whose study presented results and conclusions from a survey of 2,830 colleges and

university undergraduate business and philosophy departments regarding their business

ethics offerings. The reason for the research of Morris (2001) was to seek a greater knowledge of the problems where business ethics courses are the solution. Morris (2001) proposed that if it were known what the business ethics faculty were using to assess the students' achievement of the course objectives, we would have a better understanding of what problems business ethics are to solve. The survey centered around six assessment criteria which were pulled from the current literature on teaching business ethics.

The findings of Morris (2001) and the suggestions of Klein (1998) showed there was more uniformity expressed by philosophy professors teaching business ethics than by business professors teaching business ethics. These results suggest that there is large disagreement of what and how to teach business ethics among business faculty. This therefore, adds to the problem of business students not only having conflicting levels in the amount of business ethics classes offered, to conflicting understanding of what business ethics are, based on disagreement and understanding by business faculty. This is compounded by many colleges and universities not understanding the importance that the subject of business ethics deserves, because they are still stuck in old business theory dogma, which is ethics has no place in business.

Hosmer (1999) examined the phenomenon of business ethics within postsecondary business schools. Hosmer (1999) conducted research with participants, who individually subscribed to *Business Ethics Quarterly*. Three hundred and seventy-nine questionnaires were sent out to the participants many of whom were people active in the teaching and research of business ethics. Of the 158 responding participants, most were from large (i.e., over 10,000 students) and very large (i.e., over 30,000 students)

universities. The results showed that the participants believed that neither the teaching nor research of ethics had very high levels of support from deans, faculty, and students.

Furthermore, most of the participants from the Hosmer (1999) study perceived that their teaching and research in business ethics was so lacking that teaching and research of business ethics did not help their careers with promotions/tenure and or salary increases. The findings of Hosmer (1999) suggested that when the teaching and research of business ethics does not help careers of postsecondary educators, then what to teach and what to research is impacted causing further erosion in the curriculum and instruction of business ethics at college and universities? Madison's (2002) in research conducted at Ohio's colleges and universities found that undergraduate students received only 10 hours of classroom based ethics education over the entire time they earn their bachelor's degree. This is a very small number of hours when one considers that more than half of the colleges and universities studied required all business students to take an ethics specific class.

Tomaso, Parks-Yankee, and Post (2003) further argued business schools, business students, and faculty have failed in ethics education because they are unable to give the importance to business ethics in education and to keep pace and or make changes to ethics education that stresses the relationships in business. Tomaso et al. (2003) suggested that too much attention is paid to an individualist perspective on corporate behavior and too little attention is given to the social and political relationships between people internal and external to the corporation. This is the same thing that was found in (Adams et al., 1998; Hun-Joon, 1998) which shows that even five years later nothing much has changed in the teaching of business ethics. The focus is still on ethical decision

making of organizations instead of the ethical development of the individual business student. How do business schools expect corporations to make better ethical decisions when the business students they send out into the world that make up the corporations lack the growth and development in ethics, because most were never educated on how to make good ethical decisions?

In U.S. there is a business culture where top corporate executives are praised and glorified for making huge multimillion dollar salaries, no matter if these executives lead their firms and organizations to success or failure. More and more the companies these top executives are managing are led into financial trouble and failure, where they are further financially rewarded for their incompetence and collapse of their firms by receiving even more money for themselves with built in bonuses and golden parachutes. Golden parachutes are substantial benefits given to top executives in the event the firm which they are managing is taken over, merges with another company or goes out of the business. It is a type of unemployment insurance built into the contracts of top executives that protects them and in many cases, rewards them for failure.

These benefits can include such items as stock options, large cash bonuses, generous severance pay or any combination of these benefits (Boon & Polansky, 2014). At the same time, top corporate executives that are not making huge sums of money compared to their counterparts and run a successful and profitable organization are chastised and denigrated, for many reasons most of which are because they are not meeting unreasonable growth set by investors. This argued Tomaso et al. (2003) is where business schools have failed to teach students about ethics and smart management. Additionally, business schools are teaching that in order to be successful in their careers

one must focus on one's self and have a collective blindness to the structural and relational nature of responsible and successful business, where interdependence and social outcomes matter just as much as gross profit.

Crag (1997) suggested that the traditional attitudes towards business ethics fail to recognize that the main function of ethics is to encourage and provide a framework of cooperation. Crag (1997) further argued that businesses as compared to all other social activity can only move forward if the people involved commit to play by the rules and have respect for the rules which are broken up into three dimensions. Of the three dimensions Crag (1997) argued that the second dimension which is what we see and how we see it, along with the third dimension of what is described as the ethics of being (i.e., we have innate ability of increased reason as to what is right and wrong), are the ones that philosophers use when teaching business ethics. It is this role that is not being taught to its full potential. One of the reasons that cause conflict is that business still struggles with idea or rather the philosophy that the primary purpose of business is to generate profit.

The example given by Crag (1997) was that in the decade prior to 1997 corporate environmental awareness was seen as a threat that would put firms out of business, and contrary to that belief it is now the corporations who are environmentally aware are at a competitive advantage. O'Connor (2002) supports the argument of Crag (1997) in that business students are being sent mixed messages and are being taught that they have to operate in conflict of interest state. O'Connor (2002) argued that the collapse of Enron was bound to happen and others like it, because accounting firms are supposed to be independent of the audit client and act on behalf of public and shareholders. However, O'Connor (2002) suggested that the problem is that the way the system works makes it

impossible for business student accountants to be independent from their auditing clients. The findings of O'Connor (2002) are supported by the earlier finding of Gray, Babington, and McPhail (1994), who argued that there was considerable evidence of ethical and intellectual failure among accounting practitioners, and that accounting education bears responsibility, because it fails to develop accounting students intellectually, ability to relate, as well as the students' moral maturity.

It is the content of accounting classes; where what passes as accounting knowledge, shows characteristics which are related to superficial learning strategies and moral positions which are ethically immature. The literature from the period prior to 2005 strongly suggests that business ethics clearly lacked importance and understanding that has left U.S. business schools with a patchwork of business ethics education. Swanson (2005) suggested there is a crisis of business schools having a longstanding habit of avoiding or sidestepping ethics education with the help of educational accrediting agencies failing to require business schools to require stand-alone ethics coursework. Swanson (2005) further argued this problem could be resolved if business schools adopted a three-pronged approach using ethics as a foundation for coursework. First, Swanson (2005) suggested accrediting agencies require business school to require at least one ethics course. Second, these ethics courses can act as a fulcrum for integrating ethics into the business program curriculum in other areas of the business curriculum other than just the ethics class offered. The third tactic the business schools should carry over ethics training into other initiatives by offering service learning projects, hosting guest speakers, and establishing people who serve as endowed chairs of ethics.

The literature further shows that business schools are still stuck in antiquated thought process that ethics and profits do not mix. It also, shows an ongoing problem that of the business schools that do attempt to teach ethics that the focus is on the organization's ethical decisions rather on than focusing on the growth and development of the business student. Additionally, in order to have better corporate structure that enables the individual members of that corporation to make better ethical decisions, there must be special divisions within an organization that is dedicated to the implementation of ethics. The same argument can be made about business schools. Business schools must have all faculty members to become committed to the ethics and moral education. The suggestion that business schools cannot teach ethics, because of the ambiguity of whose values should we teach, is a weak argument because ethics, values, and morals can be taught by focusing on values we all share (Tesconi, 1991).

Business ethics education in the U.S. post-Enron (2005-2013). The goals of business education and business schools is to educate students to understand and practice thinking critically and to be able to communicate so they can be able to effectively manage small and large organizations to successfully serve society in a socially responsible manner. However, current ethical scandals are being blamed and linked to business graduates and the business schools from which they graduate. Therefore, it is suggested that reflection and self-analysis are required for business education and its curricula. New ways of educating students to critically examine the purpose of business in society must be explored instead of just relying on the shareholder and stakeholder approaches (Akrivou, & Bradbury-Huang, 2015; Cavico & Mujtaba, 2009; Johnson, Naughton, & Bojan, 2013; May, Luth, & Schwoerer, 2014; Seethamraju, 2012).

With the call to increase attention on business ethics in business schools after the Enron scandal of 2001, and the many others that followed between 2001 and 2004, the AACSB in 2005 put a set of standards into accredited undergraduate programs, (business and accounting). This represented a major revolution in business school accreditation, because for the first-time topics such as what should be the new business and accounting standards that should be met in order to meet accreditation were set. In addition, new standards for strategic management, innovation, learning and testing requirements were updated. It was hoped that these new accreditation standards would ring in a new higher standards for business academics and further increase the respect of AACSB accreditation (Celuch, & Saxby, 2013; Floyd, Xu, Atkins, & Caldwell, 2013; Krom & Buchholz, 2014; Lilley, Barker, & Harris, 2014; Nicholls, Hair, Ragland, & Schimmel, 2013; Trifts, 2012).

Heller and Heller (2011) examined if these new standards were being implemented and met, by examining fifty AACSB business schools, which were randomly selected. They chose one per state during the Fall of 2009 semester and the Spring 2010 semester, and examined the undergraduate business ethics course content, textbooks, and other related readings. The colleges and universities ranged in size from 4,000 students to over 55,000 students. Heller and Heller (2011) found that the AASCB's four broad standards (responsibility of business in society, ethical leadership, ethical decision making, and corporate governance) were being covered in all the courses examined. Heller and Heller (2011) believed that the AACSB broad standards have been implemented in the six years since the AACSB had recommended them. However, despite their findings Heller and Heller (2011) suggested that this was exploratory

research and only suggests that the standards are being met at AACSB accredited schools, and therefore more research is needed to understand if these four broad categories are being implemented in all business schools and across disciplines.

Despite the positive findings of Heller and Heller (2011) corporate scandals continue to occur, and further research shows that ethics education and for many colleges and universities have fallen by the wayside. This demonstrated a repeated behavior by business schools when it comes to business ethics. The same behavior of adherence to AACSB standards with a quick decline in adherence was found 24 years earlier in the findings of George (1987). This strongly suggests that the topic and importance of business ethics education is only important while it is in the spotlight of the media. AACSB standards erode over time and in are in need of continuous update and improvement. Furthermore, by continually seeking to update and improve accreditation requirements to AACSB accreditation, education administrators are able to continuously improve the overall quality of the education process and quality of the students AACSB intuitions produce (Attaway, Chandra, Dos Santos, Thatcher, & Wright, 2011; Dumond & Johnson, 2013; Godemann, Haertle, Herzig, & Moon, 2014; El-Sayed, El-Sayed, Morgan & Cameron, 2011; Zapalska & Barbiaux, 2013).

Egri (2013) argued these are still challenging times for business ethics education because the list of business ethics scandals continues to grow each year. With the increasing rise in public scandals in business, many argue of a renewed focus on the effectiveness of ethics educations in business schools. Egri (2013) further suggested that business schools have a responsibility to society to inculcate an ethical mind-set into their business students before they assume decision making roles.

Some business schools have heard the public outcry over the display of gross violations of ethics and concern for stakeholders. This outrage and call for reform is summed up best by Gardiner (2010) when she stated:

> The study of ethics, once an academic orphan, is grabbing a more central role at many business schools since the financial crisis shone a spotlight on the damage that can be done by irresponsible business practices and an exclusive focus on the bottom line. (p. 1)

In addition to the quick change of the importance given to ethics education, there has been a rapid deterioration of business ethics education offered in the curriculum at many collegiate institutions around the country. This includes vast inequities in business ethics education at different business schools and misconceptions of what business ethics are which has effects on all areas of business (Acevendo, 2013; Baden, 2014; Holland & Albrecht, 2013; Martinov-Bennie, & Mladenovic, 2015; Miska, Hilbe, & Mayer, 2014; Van Auken, 2016; Yazdani, & Murad, 2015; Yeh, 2012). Bynum-Simpson (2010) asked a primary research question of, have there been changes in ethics education in undergraduate and graduate programs at four-year postsecondary business schools in Michigan since the Enron scandal? In order to help answer this question along with the sub-questions asked in Bynum-Simpson (2010) had a methodology which was a quantitative survey design. The 30 questions survey was sent out to department chairs of undergraduate and graduate business schools at Michigan's 41 four-year colleges which offered undergraduate and graduate business degrees.

Bynum-Simpson (2010) found that Michigan business schools have increased the number of ethics courses required and offered. In addition, there was a significant

increase in the frequency of ethical discussions and teaching ethics in other business courses. Bynum-Simpson (2010) found conflicting results with the graduate business programs. The results for the graduate business programs showed Michigan graduate business schools did not significantly increase the number of separate business ethics courses. In addition, there was also not a significant increase in ethical content or discussions offered in other business classes in the graduate program. The research results of Bynum-Simpson (2010) are similar to a second study by Ninneman (2011) which examine graduate and undergraduate students.

Ninneman (2011) started by asking if there was a difference in between graduate business students and non-business graduate students in their personal views and perception of social responsibility and business ethics. Ninneman (2011) used a quantitative survey design from a sample of 1000 student participants from private online universities in the Midwest. The sample was broken down into 500 participants who were graduate business students and 500 participants who were non-business graduate students to test if any correlations existed. Ninneman (2011) thought it important to note that by having the sample at the same interval in their education it added more validity to the research. Ninneman (2011) found there was very little difference in how graduate business students and non-graduate business students acknowledged or viewed ethical dilemmas, and how they handled ethical dilemmas.

Even though there is little difference in the way undergraduate and graduate students from business and non-business programs view ethical dilemmas, there seems to be confusion on how business ethics should be taught. This is combined with differences on what business ethics actually are. Business schools seem to realize importance of

ethics in the curriculum, in light of recent corporate scandals; however, business ethics tends to get lost in the shuffle in the questions of what are ethics, and how ethics should be taught. Many times, personal choices of faculty influence if ethics should be taught and if there is an ethics class offered it usually is an elective instead of a requirement (Dhooge, 2011; Elliott, Marquis, & Neal, 2013; Medeiros, Mecca, Gibson, Giorgini, Mumford, Devenport, & Connelly, 2014; Payne, 2011; Sigurjonsson, Arnardottir, Vaiman, & Rikhardsson, 2015).

The personal perception of faculty compared to student on business ethics adds to the confusion and erosion of business ethics. Murphy (2011) conducted research to understand perceptions between students and faculty in ethics education and training. Murphy (2011) asked five research questions. The first question asked, what are the demographics and business ethics education characteristics of business faculty at an undergraduate college? Second, what are the demographics and business ethics education characteristics of business students at an undergraduate college? Third, what are the differences in business faculty perceptions of business ethics education at an undergraduate college based on demographics and business ethics education characteristics? Fourth, what are the differences in business student perceptions of business ethics education at an undergraduate college based on demographics and business ethics education characteristics? Fifth, what are the differences between business faculty and business student perceptions of business ethics education at an undergraduate college?

The methodology used by Murphy (2011) was a quantitative survey design that used a sample population consisting of a business faculty and business students, at a

particular college in an area selected because it met criteria of study. In the study, an undergraduate college was compared to another graduate school which offers business ethics in its curriculum. Murphy (2011) found that students and faculty had significant perception differences in business ethics education in specifically two areas. Business faculty members perceived there is more importance placed on teaching business ethics, compared to what business students perceived. Business faculty also perceived they had larger responsibility to business ethics than what their students perceived.

One of the most important discoveries of Murphy's (2011) research was finding significant differences in views of what business ethics education actually is, or what it actually encompasses. This includes vast inequities in business ethics education at different business schools. In fact, according to Murphy (2011), there is even disagreement about business ethics teaching and learning between faculty and business students. Murphy (2011) found that faculty members perceived there is a high level of importance and a greater responsibility placed on teaching business ethics. In contrast, Murphy (2011) found students did not perceive there is a low level placed on teaching and learning business ethics. In addition, faculty and students had similar contrasting percepts of the amount of time spent on a business ethics education.

The research of Bynum-Simpson (2010) found big differences between undergraduate and graduate business programs in ethics education after the Enron scandal. The findings of Bynum-Simpson (2010) suggested the undergraduate programs in Michigan business schools was far more responsive to the ethical issues that the Enron scandal brought to the public's attention, than their graduate counterparts. Ninneman (2011) found that there were no differences between graduate business student and non-

graduate business students when it came to their views on ethical business issues and the way each sample group handled ethical business issues. The findings of Bynum-Simpson (2010) and Ninneman (2011) suggested that graduate student's ethics are the same and could suggest little importance given to ethics education at the graduate level. Murphy (2011) also showed complete different perceptions of the levels of ethical education in the programs, the responsibility of placing higher importance of teaching business ethics, and a complete disagreement or consensus of what business ethics education actually consists of or rather what really defines business ethics education.

These different perceptions and levels of ethic education in business programs combined with the continued argument of if ethics is really needed, and if so, what actually are business ethics is consistent with how ethics are covered in business text books. This is leading to gaps between business schools and business practitioners and even more arguments among competing theories about moral reasoning. Therefore, many textbooks are suggesting business managers should perceive what the situation demands the use of moral reasoning and principals instead of approaching all business situations with equitable business ethics. In addition, many textbooks tend to only approach business ethics from a highly negative approach, and only mention corruption, scandal, and fraud. Thus, students learn that business ethics are only used to avoid pitfalls, instead of learning how business ethics can help to drive business to increased success. In addition, other textbooks are showing innovating approaches in combining ethics into all areas of business (Anderson, 2014; Custin, Demas, Lampe, & Custin, 2013; David, David, & David, 2011; Eid, 2012; Johnson, Swicegood, & Williams, 2013).

Even with the disparity of how ethics is covered in business textbooks, the good news is that there seems to be an increase in coverage of business ethics in textbooks (Gordon, 2011). A study by Geiger (2010) evaluated five strategic management texts to find out what prevalence was given to the subject of ethics and that the coverage of the subject of ethics had increased greatly in business textbooks over the last eight years. Geiger (2010) research question asked, what was the prevalence of ethics content in strategic management textbooks? Geiger (2010) also wanted to know if there was a correlation between the Enron scandal and the amount of ethics education being covered in college management textbooks.

Geiger (2010) collected data from a sample of two different editions of five strategic management textbooks from the 2002-2003 editions and from the 2010-2011 editions. It is important to point out the sample of textbooks ranged from the 2nd editions to the 17th editions. Geiger (2010) did this to prevent any bias of newness or oldness occurring in the final results of the study. The results showed a significant increase in ethics coverage in the post Enron years of 2010-2011. An average of 17.6-page increase was shown in the 2010 to 2011 coverage.

Geiger (2010) and Gordon (2011) found that the subject of business ethics in being included in business textbooks at an increasing rate. In addition, their research provides a framework for additional research into business ethics education. Such as trying to find out, if increased coverage and instruction from those textbooks is working to give great awareness of business ethics, what else could have an impact on the improvement of business ethics education? These popular textbooks were from introductory management courses, which usually introduce corporate social responsibility

and business ethics to beginning business students to help them develop a sense of reasoning and ethical awareness.

Acevedo (2013) argued that ethics as a professional human undertaking has to be built on sound ethical underpinnings. However, Acevedo (2013) found in a review of a sample of popular management textbooks, evidence of common misconceptions regarding the discipline of ethics in introductions to the topic. These findings would definitly suggest what is mentioned in the increased coverage of ethics in textbooks is not being re-inforced and taught by faculty as suggested by Amlie (2010). There is a disconnect between the textbook and the classroom because what is mentioned in the textbooks lacks understanding and commonality. A strong argument could be made that even with the knowledge of the financial devastation caused by Enron and many other corporations, along with the increased awareness of the importance of ethics in textbooks, a large portion of business academia (i.e., business departments and faculty) place lower importance on teaching the importance of ethics. They also have a lack of common understanding of ethics theory, and thus fail to serve as strong renforced role models when teaching business theory and practice.

Thus there is a growing argument that business students participate in community service programs. Gillmor, Rabinowicz, and Sieder (2011) in their research study entitled "The Impact of Community Service Learning Upon the Worldviews of Business Majors Versus Non-Business Majors", examined how community service; through a program called SERVE, which combines philosophy and theology influences non-business majors as compared to business majors. The two research questions asked were first, how do SERVE participants majoring in business describe and understand the impact of SERVE

upon their worldview? Secondly, what impact does the SERVE program have upon the worldview of Ignatius University students majoring in business in comparison to student pursuing other disciplines?

The quantitative sample of the Gillmor et al. (2011) study was made up of 362 Ignatius University student enrolled in the SERVE program during 2008-2009. Of the total 362 sample, 76 students were business majors or majoring in a business-related field, and 286 were majoring in the liberal arts, nursing, or education. Gillmor et al. (2011) found both business majors and non business majors showed increases in greater awarness of the causes of the poverty of others. The findings of Gillmor et al. (2011) found a shift away from the participants previously held views of the causes poverty, which were more centered on indivdual blame. When a indivdual ANOVA was done it revealed a significant variance between business majors and non-business majors in that the non-business major started with a more structural understanding of poverty than their business counterparts. Over the course of the year of volunteering in SERVE business major show on average a smaller shift to greater understanding of what causes poverty. Business majors remained more reliant on explanations of indivdual causes of poverty.

It is suggested that by having students participate in community service programs that it promotes and provides a framework for students to gain a greater moral attentivness and a increased awareness of moraility, moral elements, and experiences on which to reflect on. This attentive moral reflection was found to act as a mediator in the relationship between education in business ethics and a stakeholder view of management. Furthermore, participation in community service programs enables students to have greater social awareness through social learning;therefore, maximizing academic and

social awareness. This increased social awareness has been found to have a greater chance of carrying over when students are in real world practice of corporate social responsibilty (André, 2013; Cadwallader, Atwong, & Lebard, 2013; Hesselbarth, & Schaltegger, 2014; Rynes, & Bartunek, 2013; Wurthmann, 2013; Zlotkowski, 2013).

In contrast to Gillmor et al. (2011) and the findings of (André, 2013; Cadwallader, Atwong, & Lebard, 2013; Hesselbarth, & Schaltegger, 2014; Rynes, & Bartunek, 2013; Wurthermann, 2013; Zlotkowski, 2013) studies which examined the impact of community service on students percpetion and practice of business ethics. Amlie (2010) conducted a study, which focused on the perception of who has responsibility for setting the standard of ethical training and expectations. Amlie's (2010) research study was based off of the public demand from business organizations who are calling for greater ethics education in business schools; however, this public demand was coming from the same business organizations and industries that were in the middle of many of the ethics scandals. Therefore, Amlie (2010) explored the concept of how colleges and universities can teach ethics when the organizations calling for more ethical education and reform cannot practice what they preach? The two research questions which Amlie (2010) wanted to address was first, can we expect ethical behavior on one dimension (i.e., the professional duties of the accountant) from one whose overall ethical orientation is suspect. Secondly, is it possible to develop the ethical sensiblity of student when the system within which they learn and will utlimately work, is ethically imparied?

The method of Amlie (2010) was more qualitative because he based his research more on the reviews of scholary literature. What Amlie (2010) found was that there is moral deficiencies on the teaching of ethics, however, instructors of accounting students

must server as firm moral example. In addition, Amlie (2010) conclusions found that instructors and practitioners must actually practice the ethics they preach or no amount of the teaching of ethics will be successful because the ethical behavior students witness overides what has been taught. The final result and conclusion of Amlie (2010) is that universities have a huge responsibility to set the stage for long term improvement in ethical behaviors and academia commitment to increased ethical education will serve to foster future moral growth of the indivdual student.Therefore many colleges and universities are attempting to foster moral growth in there students by included community service into their programs to increased moral development which enables students to practice corporate social responsibility

A study by Gillmor et al. (2011) examined how community service which combines philosophy and theology influences non-business majors as compared to business majors. Gillmor et al. (2011) compared liberal arts majors and business majors as both groups of students served as volunteers at a community organization. This research of Gillmor et al. (2011) is part of a small group of research where the research actually examined how business students make ethical decisions as compared to researching what composes a business students' view of ethics. This is important to note since much of the research has focused on possible ways of improving business ethics education rather than examining how students make decisions and why, and then make recommendations on how business students can make better ethical decisions.

The findings of Gillmor et al. (2011) were surprising, because the research found no real significant difference between the group of business students and the liberal arts students. In addition, Gillmor et al.'s (2011) research study showed that the actual

volunteering in the SERVE community program and the belief good will would be the major variable that influenced both groups to make more ethical decisions while volunteering. We know from the research of Gillmor et al. (2011) that ethics courses where ethics theory is applied through actual practice; can lead future business leaders to make better ethical choices. This was argued back in 1994 when Trevino and McCabe (1994) strongly suggested if business ethics education is extended beyond just formal curriculum to one that is hidden; whereby, messages about ethics and values are received and sent implicitly, business students will thereby become active participants in an honorable business school community. Trevino and McCabe (1994) further theorized that by business schools taking a community of practice approach, students then have to make constant ethical choices where real ethical issues are discussed openly and acted upon; therefore, making them better ethical business practitioners once they move on to real business community.

Still some in the academic community argue that community service is not enough and that theology should be also integrated into business ethics education. In contrast to Gillmor et al. (2011) there is an argument that core ethical values that are consistent with Christian teaching is essential for building a moral framework that can be retained and used to improve marketing and management real world issues, despite the criticisms from business people and students on the pertinence of relativism of universal moral principals in business. Relativism is the doctrine that truth, morality, and knowledge exist in relation to one's society, culture, and history which are not absolute (Demuijnck, 2014). The rejection of relativism is a prerequisite for business ethics to happen and be implemented. Unfortunately, teachers, students, managers, and researchers

often have radically different conceptions of moral relativism (Alonso-Almeida, Fernández de Navarrete, & Rodriguez-Pomeda, 2015; Demuijnck, 2014; DesJardins, & McCall, 2014; Gowans, 2014; Klein, & Laczniak, 2013; West, 2014).

What is being advocated by scholars such as Gillmor et al. (2011) and Demuijnck, (2014) and Klein, and Laczniak (2013) is for business schools to teach business ethics through moral development. Moral development includes having business students growing a moral framework through the combination of community service and theology that will give students the moral compass that will enable them to make ethical decisions when they become practitioners of business. This is essential for improving business ethics education which has come under intense public scrutiny as a direct result of continued corporate scandals and ethical dilemmas. This is true for business degrees in general, and is especially important for M.B.A. programs to intergrade and exchange from other disciplines into the business for instilling relevance in ethics education (Gruber, & Schlegelmilch, 2013).

This concept of moral development through integration of other disciplines is growing in academic acceptance. Research shows that education in business ethics is positively affected when reflective and perceptual moral attentiveness, along with perceptions of the role of ethics and social responsibility stakeholder factors were developed in business students. Programs such as The Building Ethical Leaders using and Intergraded Ethics Framework (BELIEF) have shown to increase student awareness of ethical issues and strengthen their decision-making ability concerning ethical issues. This increased ability to make ethical decisions is caused by students having growth in

empathy for stakeholders (Dzuranin, Shortridge, & Smith, 2013; Kurtines, Gewirtz, & Lamb, 2014; Noddings, 2013; Wurthmann, 2013).

Crossan, Mazutis, and Seijts (2013) argued that one of the problems with the teaching of business ethics education is that ethical decision making has been dominated by a consequentialism approach in scholarship to date. Therefore, by reintroducing values and virtue ethical perspectives back into ethical decision-making theories, will serve to illuminate deficiencies in existing decision making models. Additionally, once the deficiencies have been shown character strength and motivational values can bridge a connection to virtues and values framework; whereby, ethical decision making is improved. By requiring business students to take ethics course that incorporate other disciplines such as psychology, theology, sociology, and philosophy student can develop stronger abilities that are more ethically sound.

A study done by Cloninger and Selvarajan (2010) supports the argument of Crossan, Mazutis, and Seijts (2013) that most the scholarship was consequentialist. Cloninger and Selvarajan (2010) argued that there was little research that addressed if taking classes in ethics can change and improve decision making and behavior. In order to answer this question, Cloninger and Selvarajan (2010) performed a study involving a sample of 175 participants who were employed at firms from large to small and who all were pursuing a master's degree. Most of the participants were pursuing a master's in business. Half of the participants were required to take a business and society course, and were surveyed before and after the course. The other half of the participants; were not required to take the course. They were also surveyed before and after the other participants completed the course.

The results showed that the participants who complete the course showed improved ethical judgment than students who had not completed the course. This is proof that business ethics education can make a difference in how business students make decisions. The research of Budden and Budden (2011) support the argument that more education in business programs does influence the decision-making business students do after they graduate; however, they argue that business schools need to make case studies more realistic for business students to be able to develop higher ethical decision-making skills. Developing a higher ethical maturity should be the goal of every ethics course. Like many other disciplines, they evolve over time. The business academic discipline is no exception to this evolution. A book entitled, *The M.B.A. Oath,* by Anderson and Esher (2010) described how in 2008, Wall Street suffered a high magnitude financial earthquake, that cost the world a total of $50 trillion in financial assets. Anderson and Escher (2010) claimed the epicenter of this earthquake's center was Wall Street, and many of those responsible for putting this economic disaster into motion were people who hold Master of Business Administration (M.B.A.) degrees.

It is because of this link between M.B.A. holding executives causing ongoing corporate scandals, society is demanding business schools to update and evolve their M.B.A. programs to an ethical and stakeholder approach. This is because research has shown that even though the M.B.A. is one of the most successful academic programs in academia in the last 50 years, the degree has transformed over time into one that actually has negative effects in the theory and practice of management. This is because historically at the end of the 19th century judgments of the U.S. Supreme Court absolved corporate directors from and responsibility to adhere to societal needs and demands and

essentially putting the needs of shareholders above all else. Thus, M.B.A. programs have evolved to be at odds with business ethics. In fact, a survey that was conducted on the top M.B.A. programs found that sixty percent do not require business ethics courses to be taken by their students. The findings also showed that instead of practice of ethics theory it required behavior that focused on an imagined universal principal that was cynical and mocked business ethics. The M.B.A. degree in its structure, pedagogy, and its underlying epistemological assumptions builds a framework that work in conjunction with one another to make M.B.A. practitioners unwilling and unable to utilize ethics (Bowie, 2013; Doh, & Tashman, 2014; Hühn, 2013; Sharma, & Hart, 2014).

It is the intense outcry from the public that has sparked a discussion that like their academic colleagues in the disciplines of law and medicine M.B.A. graduates should also have to become licensed. A study conducted by Congleton (2014) argued that society is dependent on markets. Therefore, just as trustworthy people are needed in the fields' medicine, healthcare, law, and education society also needs people who are trustworthy in business such as managers, corporate officers, and directors. Congleton (2014) argued that when it comes to the screen of candidates in the areas such as medicine and law the attention to ethics and knowledge was upgraded with the licensing of individual practitioners.

Congleton (2014) argued that in contrast to other areas of practice, the U.S. has fallen behind in the field of business and the screening of its practitioners. The problem is U.S. corporate businesses have been way to accepting of problematic executives. This Congleton (2014) pointed out is in stark contrast to other areas of practice, therefore, the M.B.A. programs in the U.S. need to be upgraded and strengthened by establishing

licensing. The facts are that the majority of individuals who created the financial meltdown and numerous other corporate scandals which have followed hold M.B.A.s. Congleton (2014) argued that it is essential that in order to hold a senior level management position; where essentially the individual is practicing business, one would have to not only have an M.B.A. but also be licensed to practice business.

Given the findings of this research along with, the world actually witnessing and being affected by the financial meltdown, there must be an urgency given to the importance of ethics within business schools around the world to upgrade their business programs. This upgrade must include the requirement of an M.B.A. and licensing by senior management who are practicing business and who have the possibility of causing so much financial damage. This financial damage not only hurts the markets around the world but also causes significant pain and suffering for the individuals who at the age of retirement find 30 to 40 years of retirement investments gone. Additionally, people retired also suffer from financial damage and find themselves having to move in with relatives or seek employment (Jin, Drozdenko, & DeLoughy, 2013; Mayer, Cava, & Baird, 2014; Segal, Haberfeld, & Gideon, 2013).

This upgrading that Congleton (2014) suggested needs to included not only teaching ethical theory, but continuing on to teaching business students the application of ethical theory. These recommendations and call for the improvement and requirement of business ethics classes in business programs are made repeatedly in the literature. It is continued pressure from society that is causing business ethics to take a more prominent role in business ethics education. Calls for reform have increased the publication of ethics focused research in scholarly business literature. In fact, a recent study showed the over a

five year period between 2006 and 2010 ethics research and publication of this research increased by 5.8% in the strategic management journal (Robertson, Blevins, & Duffy, 2013).

Despite the positive steps that some business schools are taking to improve their business programs and lead more business schools towards improving business ethics education at their colleges and universities. The progress is slow and is still irregular and inconsistent across the country. Ninneman (2011) found in a research sample of 500 participants who were graduate business students and 500 participants who were non-business graduate students, that there was virtually no difference in how graduate business students and other graduate students perceive and handle ethical dilemmas. This is substantial proof that business schools even today are not developing ethics curriculum that addresses modern socialization and business, which enables business graduates to be practitioners of business ethics.

The results of Ninneman (2011) have substantial merit and are supported by the findings of Giacalone and Promislo (2013) who suggested that students are being socialized with destructive thinking towards ethics and virtue, which distorts their perception of what it means to be successful in business long before they enter the classroom. Giacalone and Promislo (2013) argue that business faculty can do a better job at teaching business ethics; however, it is much harder because of external societal variables which teach entering business students' values, language, and cognitive thought processes which are based in glorified materialism which emphasizes power and winning no matter the cost. Giacalone and Promislo (2013) found that this is what new business students are carrying into the classroom, which also includes disparaging virtue and

vilifying people who need help. This is modern type of socialization is leaving a higher rate of students that are morally broken and suspicious of those who are living ethical lives. Giacalone and Promislo (2013) concluded that because of this stigmatization of goodness, now more than ever business schools need to conform these problems in the classrooms which they recommended teaching students the ethics of care, that focuses on the benefits of interconnectedness, caring, and sharing interests. The findings of Giacalone and Promislo (2013) supported what DiTomaso et al. (2003) suggested back in 2003, where we are still battling an erosion of ethics and virtue in society which is making it all the more challenging to teach business ethics in today's classrooms as suggested by Egri (2013).

These findings are further supported by Holland and Albrecht (2013) who wanted to get the perspectives of scholars and what they believed to be the most important issues in business ethics education. Holland and Albrecht (2013) did this by conducting a research study involving a survey of 211 academic professionals with expertise in business ethics. Utilizing content analytic procedures, participants were asked to state three issues they felt were the most important to business ethics in postsecondary education in the coming decade. The results of Holland and Albrecht (2013) showed eight important issues.

The first was the curriculum, pedagogy, faculty, and accreditation of business ethics education. The second was the validity of the field of business ethics itself. Third was the ethics of environmental ethics. Fourth was the quality of business ethics research. The fifth issue was the deterioration of ethical behavior in organizations and society as a

whole. The sixth was corporate social responsibility. Seventh was globalization, and eighth was the incorporation of ethics into business.

These eight important issues that academic scholars viewed as being important issues or concerns in the next decade show that the discipline of business ethics is vitally important and will probably face numerous challenges in the future just like it has in the past. However, unlike the past we now have what appears to be a reduction in ethical behavior in organizations and society. This was number five in the most important issues right behind the actual teaching of business ethics. Which means if the deterioration of ethical behavior continues it will become more difficult to try to teach ethical behavior to students. Holland and Albrecht (2013) concluded that the eight issues that emerged from their study will have important research and teaching implications for the longevity of the discipline of business ethics.

The findings of Holland and Albrecht (2013) are important because it gives an insight of the issues and problems of business ethics as a worthy field of serious consideration and at the same time outlines issues that must be addressed now and in the future. With the long list of corporation scandals society and business schools understand the need and importance of business ethics, yet there seems to be no established standards for all business programs to follow in order to have not only regional accreditation but AACSB and Accreditation Council for Business Schools and Programs (ACBSP) accreditation. Tello, Swanson, Floyd, and Caldwell (2013) argued that it is clear that a large amount of business practitioners and scholars understand and acknowledge the importance of business ethics education, and realize it should be a priority in curriculum. However, Tello et al. (2013) studied the current literature on the state of business ethics

education, and found that the same people, who criticized the current approaches being taken in the teaching of business ethics, also claim that the teaching of business ethics at many postsecondary business schools is ineffective.

Therefore, Tello et al (2013) argued that a new integrative model for the instruction and curriculum of business ethics is needed. This new model includes Transformational Learning, Fink's Taxonomy of Significant Learning, and Bloom's Taxonomy. Tello et al (2013) concluded that by implementing these along with the nine models of Transformational Learning would allow for each model to work in partnership with one another. Tello et al (2013) argued this would provide the continuity in business ethics education through common language, learning goals, and by providing a framework for comprehension of educational objectives, which is currently lacking in today's business ethics education in postsecondary schools in the United States.

It is evident that the practice of business ethics and business ethics education in the United States is lacking. Business ethics are going by the wayside in the practice of business by CEO's that are more concerned about their own financial gains than those of the corporations which they claim to serve. In addition, the lack of clarity and continuity in the teaching of business ethics across the country adds to the problem of not placing ethics as a cornerstone of business programs. Instead many academic institutions mere give lip service to the business ethics (Ferrell, & Fraedrich, 2014; Lindsey, & Pate, 2013; Muff, Dyllick, Drewell, North, Shrivastava, & Haertle, 2013; Sekerka, Comer, & Godwin, 2014).

Unethical beliefs and conduct is still rampant on today's college campuses. Despite academic evidence that shows that more than fifty percent of business students

admit to dishonest practices, only about five percent of business school deans surveyed believed that dishonesty is a problem at their own schools. The AACSB has resisted recommendations to deans and business experts to require business schools to teach and ethics class. The AACSB is one of the organizations that establish policy standards for the accreditation of business schools. It is believed that because of this fewer than one third of business schools now teach and or require business ethics courses at the undergraduate and graduate levels (Cooper, Parkes, & Blewitt, 2014; Floyd et al., 2013).

With the increasing number of recent corporate scandals, the instruction of business ethics is becoming a subject of great concern as both corporations and business schools seek to develop effective approaches that foster ethical behavior. The approach that has been previously reviewed and is also being explored as the possible future of business ethics education is not just ethics courses but a psychological education. This would be an extension of ethics courses that and integrate elements of moral and developmental theory. This has been proven to be very effective with practicing professionals and college students, and recently with undergraduate business students. The belief is that by teaching students how to approach things in a psychological manner is helps to undo previously held psycho-beliefs, which led to unethical behavior and decision making that some research have argued added to recent corporate scandals (Chen, 2013; Craft, 2013; Jordan, Brown, Treviño, & Finkelstein, 2013; Schmidt, Davidson, & Adkins, 2013).

Business schools are taking the blame for corporate ethical scandals because they fail at fostering thinking and integrity skills which is critical for future managers. A foundational framework of developmental and business ethics curriculum must be built in

business schools and must be grounded in the development goals of ethical understanding, reasoning abilities, managerial knowledge, and ethical understanding. These are the very foundations that are recommended by the AACSB but these guidelines are not enforced by the AACSB. This framework should consist of two building blocks, where each building block having tests, which would provide a standard, by which the quality of ethics knowledge and understanding could be measured and developed. In addition, business ethics should be taught across the entire curriculum of business programs (Carson, 2013; Mudrack, & Mason, 2013; Van Wart, Baker, & Ni, 2013; Zaheer, 2014).

In addition, to possible new ways of teaching business ethics, there is still an ongoing and underlying call to give them the importance that they deserve. The business environment of today is very different from the past. Today's corporation find themselves operating in the age of globalization. Therefore, if the management of global corporations chooses to behave unethical the repercussions are felt around the globe. This is in stark contrast to the business environment of the past where damage was localized and felt in the local economy. Thus, there is an increasing need for business students to be taught ethics from a global perspective. This will enable business graduates to have the global perspective needed in order to manage a wide array of ethical dilemmas that are faced by global corporations (Koumbiadis, Okpara, & Pandit, 2014; Shami, Box, Fort, & Gordon, 2014; Wang, & Thompson, 2013).

A study done by Nastase and Gligor-Cimpoieru (2013) suggested that managers currently are operating in an ever increasingly competitive environment and their education and formation as a business student should take into account the new global

challenges. Nastase and Gligor-Cimpoieru (2013) found in their research of Romanian universities, that like their U.S. counterparts, the acceptance of business ethics as a fundamental topic for grooming future managers is an ongoing process, often seen as a subject that is supplemental instead of part of the core business education. Therefore, Nastase and Gligor-Cimpoieru (2013) argued for greater importance that business ethics education has on future global managers. The teaching of business ethics is a task that is not easily accomplished. It is even harder putting this education into real world use, given the contexts and constraints of current business practices.

ElZein and Alameddine (2012) argued that although some universities have tried to give business ethics importance and integrate the business ethics into the core curriculum, they weren't able to empower this issue in an effective way. This is very problematic given that business ethics have been a big discussion as of late, given the rash of corporate scandals that continue to happen. Part of the problem is the idea or argument that by the time business students get to college levels it is too late to teach them, because morals and ethics are learned in one's upbringing. This argument that business students are too morally damaged by the time they get to college, is one of the leading rhetorical arguments helping to push business ethics into the core of business programs.

This argument is still being made by many in the academic community despite all the recent research that strongly indicates that people into their 20's and 30's can learn and develop new ethical values. Not only can they learn and grow these new ethical values, they can implement them in their basic problem solving as argued by (Velasquez, Andre, Thomas, Shanks, & Mayer, 2012). These recommendations for implementation

and improvement of business ethics are critical for decreasing the ongoing problem of corporate scandal. According to Kim (2011) who argued that even though there has been change in corporate America, there are still 10 practices that have remained the same. These ten practices are conflicts of interest continue to occur, investments that are too good to be true, regulators not having enough autonomy from the people who they are supposed to be regulating, not enough transparency, not enough capital (if you increase capital requirements for institutions you lower the risk for stakeholders), excessive leverage in the marketplace, poor corporate leadership, preferred stockholders getting preferred treatment, constructing fragile financial structures, and lastly big names in business seen as infallible. It is important that business schools study these ongoing practices so they can integrate them into business curriculum.

Methodology. Throughout this literature review the various methodologies that have been used, have been quantitative, qualitative, and mixed method for the study of business ethics. Nelson, Smith, and Hunt, (2014) in their exploration of seeing if academia is not preparing business students to make ethics decisions, argued that qualitative method with a case study design are well suited to provide narratives of events, people, and experiences. They further argue that case studies almost always contain strong analysis of a company, industry, or person(s) as a phenomenon evolves within certain contexts. Because of this business schools such as Harvard and Stanford, along with many others frequently us the case study method within their curricula. Therefore, it is a well proven approach and will be used for this study.

Instrumentation. The instrumentation for this research was an emailed qualitative questionnaire (See Appendix C), followed up with interviews conducted via

Zoom Phone technology from the initial respondents from the questionnaire (See

Appendix D), and review of the participant's institutions academic school catalogs look

at major salient corporate scandals and business curriculum before 2005 and after 2013.

This instrumentation was chosen because a case study design relies on multiple sources

of data that must converge in a triangulation fashion with another result (Yin, 2014).

Furthermore, case study inquiry benefits from prior development of theoretical

propositions to guide data gathering and data analysis (Yin, 2014). This definition from

Yin (2014) is why the research design of qualitative case study was chosen, because case

study research is made up of a rigorous all-encompassing method that is rational in

design, data gathering procedures, and detailed and explicit approaches to data analysis.

There are many studies that have demonstrated that qualitative method combined

with case study design is a time-tested method for achieving reliable results in social

research. Qualitative method using case study design has been used to study many areas

of business ethics including public relations, published business literature on ethics,

ethics literature on servant leadership, teaching of business ethics (Biedenweg, Monroe,

& Oxarart, 2013; Ki, Kim, & Ledingham, 2015; Liyanagunawardena, Adams, &

Williams, 2013; Parris, & Peachey, 2013). This well proven method of qualitative case

study design; which has been used and tested by other researchers in the field of business

ethics are near the subject matter of this study and the instrumentation of this study fits

with these prior studies, this is the reason why this method was chosen.

Summary

According to Schmidt et al. (2013), the teaching of business ethics is an ongoing

concern as business schools and business organizations seek to develop approaches that

are effective in chaperoning ethical behavior. The conclusions to this objective have been varied, and consistent scholarly evidence for a particular approach has not emerged. Bynum-Simpson (2010) showed results that undergraduate programs underwent changes to increase the ethics training in Michigan business school programs while graduate business students did not have such a dynamic change. Ninneman (2011) found no difference in the way graduates and undergraduates handled and viewed ethical dilemmas. Murphy (2011) found complete different viewpoints between business school faculty and business students on levels of ethics education and what ethics education actually is.

If one correlates this with the findings of Geiger (2010) of a significant increase of ethics being addressed in text books, and Gillmor et al. (2011) findings that showed that business majors had a greater understanding of external variable that lead to poverty, after participating in community service and ethics classes it proves that business students are teachable. They can learn and grow in ethical maturity if given the opportunity through increased business ethics classes. Still, the topic of ethics in business education is an ongoing state of conflict and confusion. Changing developments in the business world such as globalization add to the need for the teaching of business ethics.

The literature has information on business ethics; and the importance of business ethics, but the finding of Ninneman (2011) and Murphy (2011) demonstrates a clear lack of importance placed on the practice of business ethics in business theory. The current literature then supports the same conclusion of Amlie (2010) that the academic community has prime responsibility to serve as strong ethical role models when teaching business theory and practice. Some of the key points to emerge through this literature

review has been, that there is much more research that needs to be done to understand the level of ethics curriculum and instruction in business programs. In addition, business ethics education and eroded over time as less importance has been given to them. There is a relationship between corporate scandal and business ethics education. Additionally, the literature review has shown that ethics classes do in fact help business students to develop their ethical level of maturity. Therefore, business schools need to require more ethics classes, community service, theology, psychology, and philosophy for students so they are able to develop the moral maturity necessary to make more ethically sound choices when they are practicing in the business community. This is why this study is so important, because despite the findings of the current literature, there are many gaps in the literature as pointed out by Bynum-Simpson (2010). Furthermore, no empirical published research has been found on the subject of business ethics curriculum in Arizona's postsecondary business schools.

In addition, it showed no connection between Arizona and other states. Therefore, this research served to help fill in this gap in the literature by conducting a research study which is specific to Arizona. In order to fill in the gap in the literature and gain a better understanding of the phenomenon of business ethics educations in Arizona business schools, a qualitative method along with a case study design will be utilized. The qualitative method in conjunction with case design will allow for a deep understanding of this real-world phenomenon that would be difficult to quantify (Punch, 2013). A qualitative case study will be employed using triangulation which includes an emailed questionnaire, follow up interview, conducted via Zoom, from the respondents of the initial questionnaire, and reviews of college catalogs, that looked at major salient

corporate scandals and business curriculum before 2005 and after 2013 (Barnham, 2012; Taylor, 2011).

Furthermore, this study servef to address the problem statement by exploring how department chairs of Arizona's business schools perceive the influence of recent corporate scandals has had any impact on curriculum and instruction. In doing so it will answer the research questions of this study of, how do department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in Arizona business schools? This research will serve as a platform for further research into Arizona's postsecondary business schools. Other studies could be done using different schools and participants thereby giving us an even great body of knowledge of the phenomenon of business ethics education in Arizona's postsecondary schools on which to draw upon.

A case study inquiry scope includes the technically unique situation where there are many variables of interest than data points with one result. In addition, it relies on multiple sources of data that must converge in a triangulation fashion with another result (Yin, 2014). In addition, Yin (2014) suggested a case study inquiry benefits from prior development of theoretical propositions to guide data gathering and data analysis, this case study will help advance Hosmer and Kiewitz's (2005) managerial ethics theory. By using a case study design with triangulation this study will be able to gain an understanding of the participants perception on the influence of recent corporate scandals and its impact on the curriculum and instruction at Arizona's postsecondary business schools, it will help us to better understand how Arizona's business schools define ethics as compared to Hosmer and Kiewitz (2005) definition of ethics. Hosmer and Kiewitz

(2005) defined ethics as the obligation owed by members of society to other members of society. This study will also serve to gain an understanding of how Arizona postsecondary business schools apply their definition of ethics to the teaching of business ethics, in comparison to Hosmer and Kiewitz's (2005) managerial ethics theory. Chapter 3 will go into more detail and will include and cover in detail an introduction, statement of the problem, research question, research methodology, research design, population and sample selection, sources of data, validity, reliability, data collection procedures, data analysis procedures, and ethical considerations.

Chapter 3: Methodology

Introduction

The purpose of this qualitative case study was to explore how department chairs at Arizona postsecondary business schools perceive the influence of recent corporate ethics scandals on the content and availability of business ethics curriculum within their schools (or programs). The case unit of analysis was business ethics education curriculum in Arizona postsecondary schools with regional accreditation, and offering Associate, Bachelors, and Master's degrees in business. Department chairs from all of 43 postsecondary schools in Arizona that offer a business degree were invited to participate as subjects of this study. However, when the research was conducted, one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school; this left a total of 40 schools. Romious et al. (2016) suggested the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). There were only two studies found when searching for empirical literature examining business ethics education in Arizona, which was Rivard (2002) and another study by Pangburn (2008). Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete. The results showed research in other states, but nothing showed any research for Arizona.

This research added to the body of knowledge by filling in a gap in the literature. In addition, the research will also serve as a possible platform for further research to be done which directly examines the curriculum of Arizona's postsecondary business schools, so that postsecondary business school can start using research when designing their business programs. Chapter three will include the following: Statement of the problem, research question, research methodology, research design, population and sample selection, sources of data, validity, reliability, data collection procedures, data analysis procedures, ethical considerations, limitations, and summary.

Statement of the Problem

It was not known how department chairs at Arizona postsecondary business schools perceive the impact of ethics scandals on the content and availability of business ethics curriculum with their program. The general population for this study was composed of department chairs in postsecondary business schools (or programs) located in the American Southwest, who exercise authority over the curricular content of their programs. The target population for this study was composed of department chairs in postsecondary business schools (or programs) located in the state of Arizona that confer associate's, bachelor's and master's degrees, and have regional accreditation. The case unit of analysis for this qualitative case study was business ethics education curriculum in Arizona postsecondary schools, given that such curricula are likely to manifest differently (if at all) at Arizona business schools. In fact, the research questions essentially call into question whether such curricula exist uniformly.

U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend,

2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013). A study by Rasche, Gilbert, and Schedel (2013) found that among business schools that offered MBA degrees the number of ethics courses double between 2005 and 2009, and that 75% of those courses were electives. In addition, the integration of ethics was varied between disciplines with management related courses. Rasche, Gilbert, and Schedel (2013) stated that these trends in business ethics education is causing confusion, leading students to have increased questions on ethics. Trends such as this are leaving business students unprepared to be practitioners of business ethics and corporate social responsibility. Romious et al (2016) suggested the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). U.S. business schools have an academic standard that each regionally accredited college and university must meet (AACSB International, 2009, p. 16), in order for their graduates to be prepared to practice business management theory in the real world, with a responsible worldview of ethics that benefits all stakeholders (Crossan, Mazutis, Seijts, & Gandz, 2013; Waddock, & Lozano, 2013).

There is little research on business ethics education in Arizona's postsecondary business schools. Rivard (2002) reported that the University of Arizona added a course after the Enron scandal, to assist business students in managing ethical quandaries. Later, Pangburn (2008) stated that the University of Arizona has developed an ethics program at the Eller College of Management. However, it was not known if any other Arizona's postsecondary schools had made any changes to their curriculum concerning business ethics. In order to determine if recent corporate scandals (i.e., that have occurred from 2005 to the present), have had any impact on business ethics education in Arizona's

postsecondary business schools an academic research study is needed. This research may also serve to improve business ethics education in Arizona.

Research Questions

The research questions for this study served to explore the phenomenon of how recent corporate scandals may have impacted the content and availability of business ethics education in Arizona postsecondary business schools, as perceived by department chairs in those schools. In addition, the research questions were formed in the context of Hosmer and Kiewitz (2005) managerial ethics theory, by trying to find out the level of ethics or as Hosmer and Kiewitz (2005) defined ethics as being about morality. The research questions were formed after reviewing the literature and finding gaps in the literature on how corporate scandals impact business ethics education in Arizona. The study that was the closest to what the researcher wanted to examine in Arizona was a study that was conducted by Bynum-Simpson (2010). However, the Bynum-Simpson (2010) study had many research questions and numerous hypotheses, which consisted of one primary research question and six sub-questions.

In addition, the Bynum-Simpson (2010) study had 10 hypotheses and 10 null-hypotheses. Using the Bynum-Simpson (2010) as a guide for this research, it was decided to narrow the research questions down from 10 to four, and to use a qualitative case study to give better clarity and understanding of the phenomenon. In addition, a qualitative approach was taken because a quantitative approach cannot yield perceptions of participants. Furthermore, a qualitative case study approach was chosen because it is best when the research seeks a deep understanding of the real-world phenomenon (Yin, 2014).

The research questions directly link to the phenomenon being explored because

they ask department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The study further asks department chairs how they feel ethics education has changed and how it can be improved. The following research questions guided this study:

RQ1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

The approaches used to collect the data to answer the research questions included an emailed questionnaire (See Appendix C), a follow up interview via Zoom Phone from respondents of the initial questionnaire (See Appendix D) and a review of participant's institutions academic catalogs. Qualitative methods are more flexible in its approach to understand the phenomena (Davis, 2004; Punch, 2013). Therefore, this qualitative triangulation data collection approach is most appropriate to answer the research question, because it would be extremely difficult to try to quantify the phenomenon of business ethic education in Arizona.

Research Methodology

The methodology that was used is qualitative. Qualitative methodology is a research approach where the researcher seeks to collect rich data for the understanding and explanation of a problem within a framework of the causal relation (Yin, 2014; Yin, 2015). Qualitative methodology leads to the understanding of a problem or phenomenon by using scientific data collection. Qualitative data collection includes: interviews, observations, and document analysis (Arseven, & Eng, 2014).

In the simplest definitions quantitative methodology is scholarly research where the data collected uses numeric values to describe some problem or phenomenon (Donnelly, 2007; Punch, 2013) whereas, qualitative methodology is scholarly research where the data collected uses descriptive terms to measure or classify some problems or phenomenon (Donnelly, 2007; Punch, 2013). These simple definitions do not tell the entire story of each methodology; however, qualitative research is more diverse than quantitative research (Donnelly, 2007; Punch, 2013). The phenomenon of corporate scandals and its influence on ethics education in Arizona business schools could be quantified through quantitative methodology. However, a qualitative methodology was utilized because qualitative methodology is a more diverse method that lends itself to exploratory research and the understanding of real world phenomenon, which includes underlying reasons, opinions, and motivations (Punch, 2013).

Furthermore, qualitative research can provide deeper insights into phenomenon or problems which serve to facilitate new hypotheses and ideas for potential quantitative research (Davis, 2004; Punch, 2013; Wyse, 2011). With so little research on business ethics education in Arizona, qualitative methodology is the most appropriate method, for

this exploratory study, which seeks to understand the phenomenon, of the influence of recent ethics scandals, on the curriculum and instruction of ethics education in Arizona's postsecondary business schools. In addition, this qualitative study might possibly facilitate additional research into business ethics education in Arizona as suggested by (Wyse, 2011).

In addition, to the reasons given in support of quantitative research by Punch (2013) and Wyse (2011), Arseven and Eng (2014) suggested that in order to examine a phenomenon occurring, qualitative research is carried out by gathering detailed data about a program or phenomenon to the extent of describing what is occurring and is an actual reflection of what is happening out in the field. Qualitative methodology is more diverse in its approach, gives detailed described data, serves as exploratory research to facilitate quantitative research, and is the best for understanding complex real-world phenomenon (Arseven & Eng, 2014; Davis, 2004; Punch, 2013; Vissak, 2010; Wyse, 2011). This academic literature supports why for this study qualitative method was chosen over quantitative method, because qualitative method combined with case study design is a well proven method for understanding complex contemporary phenomena with its real-life context especially in business and international business.

As mentioned in Chapter 1, qualitative methodology was chosen over quantitative methodology for this study because qualitative methodology combined with a case study design is a well proven method for understanding complex contemporary phenomena within its real-life context (Vissak, 2010). Schuder (2011) also used qualitative methodology when researching how business ethics were being integrated into business

schools. Therefore, this methodology is well proven and had been used in previous research related to business ethics education.

Barratt et al., (2011) examined qualitative case studies in operation management by looking at five journals that were published between 1992 and 2007, which specifically covered the topic in operations management. The scholarly journals included *Decision Management, Management Science, Journal of Operations, International Journal of Operations,* and *Operations Management*. A study that was found during the literature review was the Bynum-Simpson (2010) study which examined the Enron scandal and its effect on business education in Michigan's postsecondary business schools. The Bynum-Simpson (2010) study was the closest to what the researcher wanted to examine for a study in Arizona. This study will improve upon the research method compared to the original study of Bynum-Simpson (2010), which is the study that is being extended and built upon. The original research that was conducted by Bynum-Simpson (2010) used what appeared to be a mixed methods approach; however, the method that was defined was a quantitative method which lacked clarity in its definition.

However, the Bynum-Simpson (2010) study had many research questions and numerous hypotheses, which consisted of one primary research question and six sub-questions. In addition, the Bynum-Simpson (2010) study had 10 hypotheses and 10 null-hypotheses. Using the Bynum-Simpson (2010) as a guide for this research it was decided to narrow the research questions down from 10 to four, and to use a qualitative case study to give better clarity and understanding of the phenomenon. In addition, a qualitative approach was taken because a quantitative approach cannot yield perceptions of participants. Furthermore, a qualitative case study approach was chosen because it is best

when the research seeks a deep understanding of the real-world phenomenon (Yin, 2014).

In addition, it was decided to narrow the research questions down from 10 to four, and

use qualitative case study to give better clarity and understand of the phenomenon.

Barnham (2012) argued that quantitative and qualitative methodologies have

different approaches and different results because their goals are different. Furthermore,

choosing to do qualitative case study research is best when one wants to understand real-

world phenomenon (Yin, 2014). This study explored if recent corporate scandals (2005-

2013) have had on business ethics education in Arizona's postsecondary schools.

Therefore, in this research a qualitative methodology was used in order to better

understand the phenomena of business ethics education in Arizona's postsecondary

schools.

Research Design

The design of this research was a qualitative single case study, and the case unit

of analysis was business ethics education curriculum in Arizona postsecondary schools,

given that such curricula are likely to manifest quite differently (if at all) at Arizona

business schools. In fact, the research questions essentially call into question whether

such curricula exist uniformly. According to Yin (2014) a qualitative case study is

defined in two parts. The first part deals with the scope of the study which exclaims that a

case study is an empirical inquiry which examines in depth, and within its real-world

context a contemporary phenomenon. This is especially true when perimeters between

the phenomenon and context are not always apparent or obviously evident. The second

part of case study definition deals with inquiry. A case study inquiry scope includes the

technically unique situation where there are many variables of interest than data points

with one result. In addition, it relies on multiple sources of data that must converge in a triangulation fashion with another result. Furthermore, case study inquiry benefits from prior development of theoretical propositions to guide data gathering and data analysis (Yin, 2014).

Other qualitative research designs were considered, such as a narrative study which is used for deep understanding of many social and clinical problems reports the life of an individual. Grounded theory is systematic used to identify intervening and causal factors in addition to context of an issue. Phenomenology is primarily used to understand a participant's individual experience, perception, and understanding of a phenomenon. Ethnographies are designed to study groups or different cultures (Hancock & Algozzine, 2015; Smith, 2015).

A narrative study has the advantage of flexibility that allows researcher and managers to customize content and the stories from participants is likely to be more representative of the participants lived experience; however, its disadvantages are that it doesn't create a sense of objectivity, because of its rating system. In addition, one of the pitfalls is research have to make sure that what is being told is the event as it was lived and that embellishment does not take control the narrative (Duff & Bell, 2002). Ground theory has many advantages it is not limited to any particular field, discipline, or any type of date. It fosters creativity, because it doesn't start with testing existing hypotheses, rather it employs the use of empirical data to generate concepts and theories. However, the disadvantages are that grounded theory is an exhaustive process with many researchers being overwhelmed at the coding level, and losing sight of finishing the

research task, because of this there is a high potential for methodological error, lastly it usually generates low levels of theories (Hussein, Hirst, Salyers, & Osuji, 2014).

In addition, ethnographic study has the advantages of very in-depth understanding of societies and human cultures, because it usually requires the research to live among the people they study. The disadvantages of ethnographic study are researchers can either become ethno centric or have cultural bias, and ethics are a big concern (O'Reilly, 2012). Another method is the phenomenological study that its advantages are that is provided a detailed and very rich in-depth description of the human experience, because results emerge from the data, instead of being imposed by a structured statistical analysis. Focuses on phenomenological inquiry and seeks outs a person's perception of or rather the meaning of an event or phenomenon that happened, as opposed to the event as it exists externally.

The disadvantages of employing phenomenology are it is difficult to detect and or prevent research induced bias, including a difficulty in ensuring pure bracketing, which can lead to problems in the interpretation of the data (Padgett, 2016). The last method that was reviewed and rejected was descripted study. The simple descripted study is a study that has advantages because it is designed to show participant in a very real way by direct observation, which is often back up by recording participants that provides detailed descriptions. Its disadvantages are it usually cannot or is weak on generalizing to a wider population, draw cause and effect relationships, and test hypothesis (Vaismoradi, Turunen, & Bondas, (2013).

These five other qualitative research methods were rejected because, in contrast to a narrative study, grounded theory, phenomenology, ethnographies designs, and

descriptive a case study design was the most appropriate choice for this study for its flexibility in its application, which can take a quantitative and qualitative approach, its ability to investigate in depth analysis of one unit of study or several units of analysis. A case study unit of analysis is flexible as well can include a single individual or groups of people, organizations, or institutions, to gain understanding of a phenomenon in a real-world context. Furthermore, case study unit of analysis is a good for ideas about behavior, opportunity for innovation, method to study rare phenomena, challenge theoretical assumptions, and as an alternative or complement to group focus of psychology, sociology, business, and more (Chris, 2016; Petty, Thomson, & Stew, 2012; Hussein, Hirst, Salyers, & Osuji, (2014); Yin, 2014). This study seeks to gain an understanding of real world phenomenon from several postsecondary educational institutions, therefore, a case study was chosen. To further clarify, a case study is a highly valid research design based on triangulation from the collection of data from three or more sources depending on the structure of the design. Data sources include observation, questionnaires, and interviews where this data can be reviewed for themes and relationships giving the qualitative researcher the ability give deeper meaning the themes and relationships which are uncovered, rather drawing wide generalizations (Lyons, 2009; Yin, 2014).

Barratt et al., (2011) found that the increased use of implementing qualitative case studies in the research of business has led to increased contributions to the field and has provided the field with meaningful contributions, especially in theory building. Furthermore, Welch et al., (2011) found that literature on case study design both in social sciences and international business focuses on analysis and data production, which offers

proof of the validity of the methodology. In addition, Welch et al. (2011) found in their
research investigating case study design that international business research is advanced
by the ability of case study design for theory building which gives a two-dimensional
typology which is causal explanation and contextualized explanation. Therefore, a case
study design was chosen because it is the most appropriate design to explore themes and
relationships to understand the phenomenon in this study.

An emailed questionnaire (See Appendix C) was employed to collect the
participant's responses. In addition, a follow up interview via Zoom Phone from the
respondents of the initial questionnaire (See Appendix D) was utilized to gain further
clarity (Crowe et al., 2011). Lastly, a review of participant's institutions academic
catalogs was looked at major salient corporate scandals and business curriculum before
2005 and after 2013. This qualitative case study explored what changes if any, have
occurred to increase or improve ethic education in Arizona's postsecondary business
schools since recent (2005 to 2013) corporate ethical scandals. A case study design
allows for in-depth and multi-faceted exploration of complex issues in a real-life
situation; therefore, a case study design was successful in exploring and understanding
themes and relationships between corporate ethics scandals and business ethics education
curriculum and instruction in Arizona's postsecondary business schools (Crowe et al.,
2011, p. 1).

Population and Sample Selection

The general population for this study was composed of department chairs in
postsecondary business schools (or programs) located in the American Southwest, who
exercise authority over the curricular content of their programs. The target population for

this study was composed of department chairs in postsecondary business schools (or programs) located in the state of Arizona that confer associate's, bachelor's and master's Degrees, and have regional accreditation. The case unit of analysis for this qualitative case study was business ethics education curriculum in Arizona postsecondary schools. For the purposes of this study the sampling method which was used is a criterion-based sample which is commonly used in qualitative research. Criterion-based sampling is used when researchers intentionally select sites and individuals in order understand a central phenomenon (Coolican, 2014; Nastasi, 2012; Yin, 2014). In order to obtain the sample, the criteria established were that the institutions had to be postsecondary, had to offer associate, bachelor's and master's degrees in business, had to be Arizona based, and had to have regionally accreditation. The researcher's sample frame, or list of prospective participants, was department chairs from all of Arizona's 43 postsecondary schools that offer a business degree and have regional accreditation. However, when the researcher was recruiting, which consisted of emailing out an initial contact letter discussing the study, he learned that one school had closed its branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school. This left the total amount of available department chairs for recruitment at 40, of which nine department chairs chose to participate as the sample, giving a participation rate of approximately 23%. This low participation rate was another limitation of the study. The list of schools for the state of Arizona was identified using the web site for the Arizona State Board for Private and Postsecondary Education (ppse.az.gov) along with the individual school web sites. The confidentiality protection was provided to the participants by assigning each participant an ID-Code, instead of using their names.

It is assumed from their positions as department chairs, that this population is highly educated with years of experience in postsecondary business education. Therefore, this population should give a strong familiarity with the phenomenon being researched. The e-mailed questionnaire was emailed to publicly found email addresses for each school. This is all part of the interview protocol which can be viewed in Appendix F. The e-mailed questionnaire had informed consent notice, confidentiality measures, and ethical guidelines to the participants, which appeared in the first part of the e-mailed questionnaire (See Appendix C). Data collection includes three sources of data so as to enable triangulation during the analysis phase. The first source was an e-mailed questionnaire, as mention above (See Appendix C). The second source is a follow-up interview conducted via Zoom Phone technology, from the participants who respond to the initial questionnaire (See Appendix D) and returned informed consent (Appendix C). The third source is a review of archival data: namely, the academic catalogs for each participant's school, which will provide insight into salient corporate scandals and business curriculum before 2005 and after 2013.

Participants initially had two weeks to complete the e-mailed questionnaire and return. However, once out in the field the time was expanded. Participants that responded to the initial questionnaire completed a Zoom phone follow up interview. These three data sources will serve to explore ethics education curriculum at Arizona's postsecondary educational institutions. The Enron scandal was used as a reference point for the review of school catalogs. In addition, this allowed for the study to review business ethics education Pre-Enron scandal and Post-Enron scandal, along with taking into

consideration the long list of recent corporate ethics scandals which have occurred since Enron (2005 to 2013).

Sources of Data

Thomas et al. (2010) proposed that developing a richer understand of a phenomenon viewed from multiple perspectives (as is common in qualitative research) often benefits from multiple sources of data. The data collection sources for this study were interviews, questionnaires, and archival data in the form of program catalogue materials. The use of a questionnaire and follow-up interviews, allowed the researcher to assess the qualitative data once the initial data has been coded, categorized, and then put into Themes (Thomas et al., 2010; Zikmund, Babin, Carr, & Griffin, 2012). There are several forms of triangulation in social research, and this particular study relied on data triangulation, which is described below.

The first source of data was a questionnaire, which gathered response data from the nine sample participants, who include department chairs from the nine postsecondary business schools (or programs) willing to participate in this study (See Appendix C). The second source of date was a follow up interview conducted via Zoom from respondents to the initial questionnaire (See Appendix D). The third source of data was a review of ethics classes in school catalogs (Deakin & Wakefield, 2014; Mann & Stewart, 2000). The purpose of reviewing school catalogs was to look at major salient corporate scandals and business curriculum before 2005 and after 2013. The initial questionnaire was comprised of 11 questions and was emailed to publicly found email addresses for each school (See Appendix C). The initial questionnaire consisted of structured and

unstructured questions. The follow up interviews had open-ended questions, allowing for the gathering of more in-depth data (Deakin & Wakefield, 2014; Mann & Stewart, 2000).

Structured questions are questions that are closed ended and have predefined answers by giving respondents a set of answers. Unstructured questions are questions that are open ended and allow the respondent to answer however they want (Garner, & Scott, 2013). The first question was the informed consent agreement. The next seven questions were unstructured and included the four research questions, along with six other questions, which pertained to the four research questions to gain further clarity and the data will serve to answer the four research questions. The three remaining questions consisted of structured questions, which included demographic questions such as age/gender of participants, total student population at academic institution, and the degree the department chair holds (i.e., M.B.A. in finance, marketing, accounting, etc.).

As recommended by Adams and Cox (2008), follow-up interviews using new forms of technology served to fully explore phenomenon. Therefore, the second data source was a follow-up phone interview conducted via Zoom technology, from the respondents of the initial questionnaire. The follow-up Zoom interview consisted of six main unstructured questions, along with follow up question to help draw more data (See Appendix D).

Lastly, the third data source was a review of archival data; namely, the academic school catalogs for each participant's school, which shed light on salient corporate scandals and business curriculum before 2005 and after 2013, and examine business ethics classes listed and or ethics listed in the course description. The academic catalogs were reviewed in two sets. The first was two years prior to 2005 (2003 and 2004). The

second was two years after 2013 (2014 and 2015) for greater data clarity. Catalogs were

reviewed to count business ethics classed offered for the two years prior to Enron, and to

compare those to a review of participant's institutions academic catalogs for the two-year

following the more recent scandals that occurred between 2005 and 2013 (Qwest 2005,

Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman

Brothers 2008, Washington Mutual 2008, Dynergy 2012, J.P. Morgan 2012, and Yahoo

2012). This was not to make the case for a cause and effect relationships, but rather to see

if business ethic classes increased, decreased, or stayed the same. Classes were coded and

counted that have the patterns and themes as outlined in Appendix G.

Validity

Validity continues to be an ongoing challenge when undertaking a case study.

However, to address this challenge practices such as rival explanations, triangulation, and

logic models serve to enhance validity in case studies (Yin, 2013; Yin, 2014). Qualitative

research validity encompasses the idea that research results must reflect accurately how

the phenomenon was perceived, and weave together such perceptions to form a coherent

story of the phenomenon in terms of its social, cultural, and institutional context (Guion,

Diehl, & McDonald, 2011; Yin, 2014). The goal for validity procedures such as

triangulation is as much about achieving a holistic understanding as it is about accuracy

(which to some extent, is obscured by human subjectivity). According to Guion et al.

(2011), data triangulation involves the researcher gathering different sources of data,

which gives a more accurate reflection of the situation being studied. This type of

triangulation (i.e., data triangulation) is the most effective and easy to implement,

because it is very beneficial to one's research in providing confirmation of results

through increased comprehensive data and increased validity, by giving a completeness of picture or a wholeness of understanding of the phenomenon, thus increasing the understanding of studied phenomena (Heath, 2015). This makes data triangulation widely used among researchers in qualitative research (Bekhet & Zauszniewski, 2012; Guion et al., 2011). Furthermore, utilizing triangulation in case study research is what has made case study research a preferred research method in business, because of its highly valid results (i.e., multiple data sources) which facilitates understanding of complex social phenomenon (Yin, 2013; Yin, 2014). This study examined how department chairs describe the influence of recent corporate ethics scandals on content and availability of ethics education in postsecondary business schools in Arizona.

Data triangulation seeks to add validity to data through a process of cross verification between two or more sources of data, where "validity" simply means a richer, more contextualized understanding with greater trustworthiness. Another form of triangulation, which was not used in this study, is inter-method triangulation, which examines the consistency of findings produced by using different methods. Yet another form is analyst triangulation, which uses several analysts to review findings and it can also use multiple sets of observers and analysts to review and strengthen findings. Theory triangulation is still another form of triangulation and uses multiple theoretical perspectives to interpret and examine the data (Denzin, 1978; Heath, 2015).

Triangulation refers to a research approach constructed with operationalization from several perspectives that allows the true constructs (here stories as perceived by participants) to be identified with greater certainty compared to mono-operationalization (Heath, 2015). A more generic definition of triangulation is the use of multiple sources of

data, multiple analysts, multiple investigators, multiple theories, or multiple methods in the study of the same object. For this particular study, the concept of triangulation involves varieties of data, or multiple sources of data (to be more accurate). To summarize, the five basic types of triangulation are: data triangulation investigator triangulation (multiple vs. singles observation of same phenomenon); analyst triangulation (multiple analyses vs. single analysis of same collected data); theory triangulation (multiple theories vs. a single theory of the same set of phenomenon); and methodological triangulation. Data triangulation allows researchers to not only may use triangulation by methodology, but also by data sources (Denzin, 1978). In order to increase the validity of this research, data triangulation was employed by multiple sources of data collection which included the main questionnaires, and interviews to gain great clarity of response.

Reliability

Lewis (2009) suggested that reliability and validity are related in qualitative research and important to the dependability of the results of qualitative research. In order to increase reliability of qualitative research code checking should be used to help ensure that the researcher accurately have interpreted the collected data. In addition, Lewis (2009) recommended that a test and re-test addition be made to the method as another check to increase intercoder reliability. The intercoder reliability of a measure is the extent to which one would get the same result if one were to give the same measure again to the same person under the same circumstances. This, then, makes sure the researcher is interpreting data correctly.

The study of Bynum-Simpson (2010) had a reliability issues because of the weakness in the quantitative methodology used. This study is using a well-defined and proven qualitative case study method; therefore, the reliability of the qualitative case study method will have an increased validity and reliability. According to Houghton, Casey, Shaw, and Murphy (2013), qualitative case studies design has credibility, are dependable, and have confirmability. Furthermore, Houghton et al. (2013) suggested that most importantly studies that utilize qualitative case study design have transferability for further research because of the flexibility and rigorous manner of the research methods, which is demonstrated in the final results by answering the research questions. A qualitative case study was chosen for this study and triangulation was employed, because of its ability to answer the research questions of the study. The data collected from the data points (i.e., the initial questionnaire, along with the follow-up interviews conducted via Zoom Phone from the respondents to the initial questionnaire, and a review of participant's institutions academic catalogs) are linked to the research questions because they ask what the research questions seek to answer.

In addition, the third data point, which was a review of institutions' academic catalogs, showed if the number of business ethics classes had increased or decreased. The third data point was not to prove any relationships. The data points directly and indirectly asked department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The study further asked department chairs how they feel ethics education has changed and how it can be improved. When all the data were received and coded for patterns and theme, the study revealed answers to all four research questions. Besides the

demographic questions, the questions were designed with the primary goal of answering the research questions of the study. Furthermore, the review participant's institutions academic catalogs showed if the amount of business ethics course both pre-Enron (2005) and Post-Enron (2013) which also served to help answer the research will questions of this study, by seeing if the availability of business ethics course has changed (i.e., number of ethics courses increased or decreased). In addition, the review of participant's institutions academic catalogs can see if the content of the courses has been changed by reviewing the course description and searching for the codes and themes (Please See Appendix G).

In addition, qualitative case study adds to the internal and external validity of the study, because of increased attention to intercoder reliability, and triangulation practices (Aron & Aron, 2010; Yin, 2013; Yin, 2014; Zikmund, Babin, Carr, & Griffin, 2012). This was also found to be the case in Cheremshynski, Lucyshyn, and Olson (2013), who studied the relationship between a Japanese mother and a child with autism. Cheremshynski et al. (2013) suggested the qualitative case study design was significant to understanding the family's culture, the perspectives of the mother, and the interventionist's perspectives on the provision of behavior support of the family. Therefore, case study methodology lends itself to understanding of what influence, if any, recent corporate scandals have had on business ethics curriculum and instruction from the perspectives of Arizona's postsecondary college department chairs.

Data Collection and Management

This research included an emailed questionnaire (See Appendix C), followed up with interviews conducted via Zoom Phone technology from the initial questionnaire

respondents (See Appendix D), and review of the academic school catalogs. For each participant's school, the researcher looked at major salient corporate scandals and business curriculum before 2005 and after 2013. The questions were developed by refining the questions of Bynum-Simpson (2010) as mentioned in Chapter 1 – research questions. The nine participants were department chairs from nine postsecondary business schools (or programs) willing to participate in this study. However, at the time when the research was conducted, it was found out that two schools had closed and one school merged with another school, leaving a total of 40 schools. The Arizona State Board for Postsecondary Education website was the primary resource to determine which of Arizona's colleges and universities met the criteria. The criteria that were established were that the institutions had to offer associate's, bachelor's, and master's degrees, be located in Arizona, be regionally accredited.

The initial email address for each department chair was found on publicly available internet school websites. The participants were emailed a letter which included: the introduction, purpose of the study, informed consent form, and the online questionnaire. The first question was the informed consent agreement after the participant clicks their permission the remaining part of the questionnaire will appear. Participants must have agreed to the informed consent before they were allowed to continue and complete the questionnaire. In addition, this study received exempt status approval from the IRB Committee at Grand Canyon University. This approval, along with federal law, requires that the researcher does not discuss or disclose the individual participants or the institutions they are affiliated with. Therefore, participants were assigned an ID-code, and the institutions were assigned a pseudonym (See Table 1). Consent in an online

questionnaire or via e-mail is an appropriate way of informing participants of their rights and to obtain their consent (Buchanan & Hvizdak, 2009; Faught, Green, & Whitten, 2004).

The data were collected in between August 2016 to October 2016. Participants had 2 weeks to respond to the online questionnaire. However, once the researcher was out in the field, the response time had to be increased to 4 weeks. The follow-up Zoom Phone interviews were conducted following the collection of the initial questionnaire. The data, which included the returned e-mailed questionnaire and MP4 files from Zoom, were stored on a secure thumb drive that only the researcher and required committee members will have access to. The data that is collected will be kept for a 3-year time period as recommended by the Grand Canyon University Institutional Review Board Handbook section 3.4 (Grand Canyon University, 2012). This includes all required notifications to the participants such as the purpose of the study and the information and notice that participation in this research study is completely voluntary will also be retained for three years following the publication of the study. At the end of the 3-year period all the electronic data will be erased (GCU, 2012; Wicherts, Bakker, & Molenaar, 2011).

Data Analysis Procedures

Data were analyzed by using thematic analysis, in order to answer the following research questions:

RQ1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2:   How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3:   How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4:   How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

Much of the analysis that is carried out in qualitative research is done with thematic analysis (Fade &Swift, 2011). In order to improve validity and reliability, data were extracted from all three data sources in order to identify patterns, themes, commonalities and possible relationships. The triangulation for this study is: an emailed questionnaire (See Appendix C), a follow-up Zoom phone interview from the respondents of the initial questionnaire (See Appendix D), and review of school catalogs which will allow the research to gain greater clarity of responses (Campbell, Quincy, Osserman & Pedersen, 2013; Pieters & Dornig, 2013). For this qualitative case study data was analyzed by utilizing thematic analysis. Once the data was coded it was matched or mapped to the category and then to the corresponding theme. This followed "The Coding Pyramid" from Chris Hann's Techniques and Tips for Qualitative Researchers. The levels are as follows:

- Level 1-Intial Coding or open coding
- Level 2-Focused coding and category development
- Level 3-Axial or thematic coding
- Level 4-Answers and theories emerge

Thematic analysis searches for themes or patterns that help researchers to understand phenomenon. It is a systematic technique to the analysis of qualitative data which consists of identifying themes and patterns by classifying data, mostly textual data according to themes.

The analyzing strategy for this study was that the researcher had preconceived deductive categories and did deductive analysis. Data were then interpreted through the classifications of set themes and structures; the researcher sought out patterns, commonalities, relationships, and explanatory principles. The thematic analysis approach is unique to qualitative design research methods, but is applied by scholars across various disciplines and fields of research. Thematic analysis is an analytical tool and a synthesizing strategy which is used as a process to many research designs, including case study to add meaning, reliability, and validity to research (Mills, Durepos, & Wiebe, 2010; Vaismoradi, Turunen, & Bondas, 2013; Yin, 2014).

Thematic analysis was proven to be effective in another case study conducted by Sadler (2012), who investigated how new lectures in higher education were developed by teachers and what influenced those changes in development. The data collected from the data points (i.e., the questionnaire and follow-up Zoom phone interview) were linked to the research questions because they directly ask what the research questions seek to answer. In addition, the third data point, which is the review of participant's institutions academic school catalogs, showed if the number of business ethics classes has increased or decreased, which is the goal of this data point. The third data point was not to prove any relationships.

The data points asked directly and indirectly the department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The research questions further asked department chairs how they feel ethics education has changed and how it can be improved. When all the data were received and coded for keywords or phrases and theme, the study revealed answers to all four research questions. In addition, thematic analysis was done from the three data sources, as recommended by Sadler (2012), by coding then looking for themes and patterns as outlined in Appendix G.

In addition to thematic analysis, Microsoft Excel software was used. In the past software such as Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) was only used for quantitative research. However, with the advances in technology, SPSS and other software has proven to be extremely helpful in qualitative research, by assisting the research in looking for phrases and keywords data retrieved from respondents (D'Alessandro, Peltier, & Dahl, 2012). Microsoft Excel is a computer application which gives statistical analysis of quantitative and qualitative data. It serves to provide an in-depth preparation and reporting of data by being able to visually show research results (Maul, 2014).

In addition, Microsoft Excel and SPSS in qualitative research allows the researcher to store and retrieve data better, provide descriptive statistics in summation and visual data such as bar charts, line graphs, box plot, correlogram, histogram, scatter plot, and tables (See Appendix G). In qualitative research, it can also provide other descriptive statistics such as the mean, mode, media, and frequency tables. SPSS has also been effective in qualitative case studies in grounding theory through complete statistical

tests. Lastly, Microsoft Excel and SPSS is useful for publication because of its ability to create visuals and tables in APA format (Maul, 2014). Therefore, Microsoft Excel was used in this study to help store data, theme and code, and create visual data charts.

Ethical Considerations

This study received exempt status approval from the IRB Committee at Grand Canyon University. This approval along with Federal law requires that the researcher does not discuss or disclose the individual participants or the institutions they are affiliated with. The ramifications of this study are minimal, however if the participants identity were not protected they could possibly be harmed financially (i.e., their job being affected). Therefore, in order to manage the ethical risks for those involved, the participants were assigned and ID-code and the institutions were assigned a pseudonym (See Table 1).

The rational for exempt status was that the research would be conducted off site via electronic means (i.e., e-mail and Zoom phone interviews). In addition, the participants of this study are not part of any special class of participants that need extra protections, such as children, the elderly, or prisoners. Lastly, it was because of the participant's position within higher education institutions that it was assumed they would be very knowledgeable about conducting research. This assumption was based on the participants holding advanced degrees. In addition, participants would either hold doctoral degrees or work extremely close with other doctoral faculty members who are doing research. Furthermore, participants might have previous experience doing research, or they might currently be conducting research of their own and have experience of working with their schools IRB Committee for any faculty doing research in their

department. Therefore, it was assumed that participants would be well versed in the research protocol and issues such as ethical concerns, their rights such as informed consent, and the right to withdraw from the research at any time, that would have the risk level be minimum and an IRB exempt status being very appropriate for this study.

The participants who were invited to participate are highly educated graduate and post-graduate degree holding, department chairs of Arizona's 40 postsecondary business schools. Out of 40 postsecondary business school department chairs that were invited to participate, nine department chairs chose to participate. However, despite the participants of this study not being a part of any special class of participants, according to the Belmont Report all human subjects in research require protection, through the adherence of respect, beneficence, and justice. Therefore, for this study the Belmont ethical principles and guidelines was the ethical framework and foundation of this research study as outlined in Grand Canyon Universities IRB handbook Section 2.0, 2.1, and 2.2.

The Belmont Report's research guidelines that are were signed into law on July 12, 1974 requires some fundamental basic ethical principles and guidelines for research involving human subjects. The foundation of these guidelines starts out with three basic ethical principles followed up with the application (i.e., practice) of the three basic ethical principles. The basic ethical principles of the Belmont Report are:

1. Respect for persons which is the incorporation of ethical rules. Individuals should be treated as autonomous agents.

2. Beneficence which is the understanding that persons are to be treated in an ethical manner by not only respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being.

3. Justice which asks the question who ought to receive the benefits of research and bear its burdened? In other words, it is a burden of fairness in the distribution and or what is deserved from the research (Office for Human Research Protections, 1979).

Applications of the Belmont Report's basic ethical principles to conduct research

requires the following three requirements:

1. Informed consent, which is the respect for the persons involved in the study, by giving all persons a complete disclosure of the study including any possible risks or costs to them they can make an informed decision to participate or to not participate, with the understanding if they choose to participate they can change their mind and choose not to participate at any time (i.e., a complete understanding that their participation is completely voluntary).

2. Assessment of risks and benefits which is the practice of benefits to the persons of the study. This is done by analysis of the risks and benefits to the persons involved in the study. The research must always look for way to minimize risks while maximizing the benefits.

3. The selections of subject which is the practice of justice that is the moral requirement to the persons involved in the study to be just and fair in procedures and outcomes in the selection of research subjects. In other words, it means that the research is not picking particular participants to get a particular result to benefit only a certain organization or group that is in conflict with justice and equitability (Office for Human Research Protections, 1979).

The Belmont Report's application guidelines for research involving human

subjects, requires informed consent. The ethical considerations of this research are

centered on informed consent and confidentiality the participants were given initial

disclosure in the e-mailed letter. Then the participants were sent the initial e-mailed

questionnaire that gives a full expanded detailed disclosure of the study, the estimated

risks, benefits, and costs, along with explanation that their participation if completely

voluntary and even if they choose to participate they can quite participation at any time.

Participants then mark that box that they fully have read and understand the disclosure

and agree or not agree to participate (please see Appendix C) (Office for Human

Research Protections, 1979; Juritzen, Grimen, & Heggen, 2011). The concerns for

violation of research ethical codes are minimal, because the research design of a case

study questionnaire allows for autonomy of the participants, by assigning participants a

number instead of using their names (Deventer, 2009). Questionnaire research demands the same standards in research practice as any other research approach. With all research, the human participants have rights and must be protected (Deventer, 2009; Schrag, 2009).

According to Mills, McMillian, Schumacher, and Creswell (2002), researchers should have a perspective on ethics that is very close to their own personal ethical position. In other word research need to think about how they would like to be treated with care, respect, and full informed consent. Mills, McMillian, Schumacher, and Creswell (2002) argued that Flinders' conceptual framework offers up a very usefulness in guiding ethical conduct in qualitative research. This framework consists of utilitarian, deontological, relational, and ecological ethics.

The first concept which is utilitarian ethics is the idea of the greatest good for the larger good or whether more good than harm is likely to be produced by a given decision. The second concept is deontological ethics; this concept in simple terms is a perceived obligation or duty, meaning that even though an action may show good results, unless it complies with ethics standard the action is not deontologically correct. The third concept is relational ethics. This concept is a perspective that focuses on collaboration in an action research effort.

This includes participants talking, working, and discussing together to help each other achieve collective and individual goals. In other words, it is necessary group member's to work out mutually beneficial agreements for everyone who participates in the research. Lastly, the fourth concept is ecological ethics. This perspective suggests that the researcher must remain attentive to the relationships between the research and the participants. This perspective allows researchers to confront the socially responsive

characteristics of our research efforts and being life enhancing, liberating, equitable, and democratic.

As mentioned earlier participants have the right to privacy or non-participation, this includes researchers not asking for information which is not relevant to the research, and permission where necessary. Participants have the rights to remain anonymous, the researcher did communicate that the study focuses on group data, and an ID number were used rather than a participant's name to record data and to protect the identity of the participants (Giordano, O'Reilly, Taylor, & Dogra, 2007). Furthermore, access to original data should be kept to as few people as possible. Participants also have the right to autonomy and confidentiality and need to be informed who will have access to the original data by which participants could be identified (Giordano et al., 2007). The people who did have access to the research data are the researcher, the researcher's chair, methodologist, content expert, and required university members (i.e., IRB and AQR reviewers, Doctoral College Dean, etc.) Lastly, the participants have a right to expect the research is accountable, responsible, well-meaning, and sensitive to human dignity, therefore, participants must be informed about the purpose of the study and must not be misled (Beaty, 2011; Fleming & Reynolds, 2008).

According to Lundin (2011), who has substantial experience as an author, reviewer, journal editor, and chair of research tracks in conference proceeding, suggested that there are many temptations and pitfalls for researcher. There are many written and unwritten rules and the lines between acceptable and unacceptable are not always clear. Lundin (2011) argued that in the competitive publish or perish dogma of academia there is added pressure for researchers to be tempted. The reason is a researcher without good

research cannot survive in academia. However, Lundin (2011) argued that no matter the amount of temptation if the researcher falls into temptation that he or she will not have good research, and thus still not survive in academia or any other area of employment. Therefore, Lundin (2011) suggested that researchers follow some basic rules when conducting research. The first is never falsifying data. The second is never disclose or report the secrets of a company, organizations, or participant that are not relevant to the research (i.e., stick to the research topic). The third and one of the most important is to respect the wish of the participants to keep their identity secret. Lastly, the forth is to be aware on balancing real case data with fictional data you might want a participant to have (i.e., stay impartial and only report what the participant is reporting or you are observing).

These guidelines, recommended by Beaty (2011), Fleming and Reynolds (2008), Giordano et al. (2007), Lundin (2011), and Mills, McMillian, Schumacher, and Creswell, (2002), are crucial to be aware of and follow in doing research. Weather doing academic research in person or through technology such as e-mail and skype. Kerbs (2005) argued that without following the same ethic principles and rules when conducting research with technology there is problems with the loss of the participants privacy, exploitation, and identity. Therefore, in order to help mitigate the risks for the participants of this stud,y all the rules and recommendations of the Belmont ethical principles and guidelines were adhered to as outlined in Grand Canyon Universities IRB handbook Section 2.0, 2.1, and 2.2, and as discussed above were followed, to protect the privacy, identity and the possible expatiation of the participants.

Limitations and Delimitations

  The limitations of this study are that it was not representative of the U.S. population; rather it gave information related to the current phenomenon of business ethics education in Arizona. In addition, when the research was conducted, it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school. This left the total amount of department chairs at 40, of which nine department chairs chose to participate as part of the sample, giving a participation rate of approximately 23%. This low participation rate was another limitation of the study. Even though participation rate was lower than expected due to factors beyond the researcher's control, there was more than enough information from the three data sources to interpret and analyze. Another limitation was there was a total of one page of data collected for all nine participants, from the review of school catalogs.

  This study does not propose to depict or claim that the results of the study are absolute, rather this study depicts what department chairs viewed as changes made to business ethics curriculum; if any, and if the recent corporate ethics scandals that have occurred from 2005 to 2013 have had an influence on any changes to the business ethics education in their schools. The triangulation data collected were mostly self-reported and subjective. Therefore, one must consider the possibility that the response given by the participants might be what others want them to say instead of honest answers (Näher & Krumpal, 2012). It is understood that this initial research might not go far enough to understand the entire phenomenon in Arizona business schools, because the study was only focused on how department chairs describe the influence of recent corporate ethics

scandals on the content and availability of ethics education in postsecondary business schools in Arizona. However, for this study, it was important for the purpose of this exploratory study to focus on department chairs, because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools. In addition, it will serve as a platform for addition research into this phenomenon.

The understanding that the study might not go far enough is also one of the delimitations of the study because it has set a boundary of those participants. Simon and Goes (2013) defined delimitations as, "those characteristics that arise from the limitations in the scope of the study and by the conscious exclusionary and inclusionary decisions made during the development of the study plan" (p. 2.). The first delimitation of this study is the choice of the problem of recent corporate scandals and it impact on the content and availability of ethics education in Arizona's postsecondary business schools. This choice was made because it was a subject of great interest to the researcher.

The second delimitation of this study was the research questions. In order to reduce any negative effects to this study the research questions were carefully chosen, to make sure the research questions were relevant to the study at hand; as well as, being geared towards the purpose, problem statement, sample data, and the participants of the study. The third delimitation of this study is the participants, who were department chairs from all 43 of Arizona's postsecondary business schools. However, when the research was conducted, it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school. This left the total amount of 40 department chairs who were invited to

participate. In order to make this study practical and reduce negative impacts, these participants were chosen over others because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools.

The fourth delimitation of this study is the theoretical perspective. It was chosen to reduce any negative impact to the study, because Hosmer and Kiewitz's managerial ethics theory is a well-accepted theory within the academic and business community. In fact, a quick search in Google Scholar has shown this theory has been cited more than 3,000 times within the academic and business community. All of these delimitations were chosen to conduct this exploratory research and give validity, reliability, and relevance to the study.

The delimitations of this research, like other research, are that because of its limitations (i.e., perspectives of only the department chairs at Arizona business schools), it can provide a stepping stone to further research into business ethics at Arizona's postsecondary business school, which is currently lacking. Therefore, this study was needed to help fill the gap in the literature, where after searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete only two studies were found: Rivard (2002) and Pangburn (2008). By conducting more case studies and gathering the perspective of other populations such as the faculty at each institution in Arizona, further research might serve

to continually update and improve ethics education at postsecondary Arizona business schools.

Summary

In summation, Chapter 3 covered that the qualitative methodology that was chosen for this study combined with the case study research design is a well proven way of understanding complex phenomenon as it has occurred in a real-life context (Barratt et al., 2011; Vissak 2010). In addition, case study design allows for the collection of several sources of data giving researchers a substantial amount of data; whereas, they can look for patterns and or themes to best describe a phenomenon which in turn allows researchers to be able to understand relationships in a more intimate level. Furthermore, it also allows researchers the ability to make generalizations, predictions, and explain relationships in the phenomenon that is being studied (Lyons, 2009; Petty et al., 2012; Yin, 2013; Yin, 2014). Therefore, a qualitative methodology with a case study design was chosen because it is the most appropriate design to explore the data for themes and relationships in a quest to understand the phenomenon of the influence of recent corporate scandals on the content and availability of ethics education in postsecondary business schools in Arizona. Furthermore, the methodology, design, and data collection that were chosen for this study will be most appropriate to answer the research questions which are:

RQ1:   How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

This chapter examined how the qualitative case study design and method, along with employing triangulation data collection allowed for deeper understanding of the phenomenon being studied in this research. Chapter 4 will explain how once the data was collected, analyzed, and coded (for themes and patterns), the results gave us perceptions that gave a story or description of the phenomenon of recent corporate scandals and it impact on business ethics curriculum in Arizona's postsecondary business schools. Chapter 4 will go further in depth about the data analysis and results and will consist of an introduction to the chapter and will cover the descriptive data, data analysis procedures, results, and a summary of the study.

Chapter 4: Data Analysis and Results

Introduction

This study used a qualitative method with a single case study design. The focus of this study was the case unit of analysis: business ethics curriculum in Arizona-based postsecondary business schools. The justification for this is that curricula are likely to manifest quite differently (if at all) between each Arizona business school. The research questions call into question whether such curriculum exists uniformly. The researcher's sample frame, or list of prospective participants, was department chairs from all of Arizona's 43 postsecondary schools that offer a business degree and have regional accreditation. However, when the research was conducted it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school, thus leaving a total of 40 schools.

The achieved sample was a group of nine department chairs from Arizona postsecondary schools who volunteered to participate. This study was needed in order to fill a gap in the literature on business ethics education in Arizona. Furthermore, this study built upon the Bynum-Simpson (2010) study to examine the phenomenon of business ethics taught in Arizona postsecondary business schools. Bynum-Simpson (2010) found that Michigan colleges and universities had a significant increase in ethical courses and training after the Enron scandal. However, since Bynum-Simpson (2010) examined the Enron and Arthur Anderson scandals in 2001, there have been many other large scandals. Enron Corporation was an American energy corporation which was headquartered in Houston, Texas. Enron along with accounting firm Arthur Andersen created dummy

corporations to take bad debt to show that Enron was in better financial shape financially then what was actually true (Sapsford & Beckett, 2002).

In addition, Enron manipulated the energy markets by causing rolling power outages in California to increase energy prices. According to Yuhao (2010), the scandal was revealed in October of 2001, which led to the largest bankruptcy reorganization in American history. Enron, in partnership with Arthur Anderson, was without a doubt the biggest audit failure in U.S. history. This massive audit failure helped cause the company to collapse with record speed, causing massive losses to investors (Yuhao, 2010). Some of the U.S. scandals that have occurred since Enron in 2001 have been Adelphia 2002, Halliburton 2002, MCI/WorldCom 2002, Tyco 2002, and Global Crossing, 2002 (Markham, 2006; Matkin, 2010).

Corporate scandals are a rare phenomenon and occur at the apex of corporate fame when managerial fraud suddenly emerges in correlation with a large gap between perceived corporate success and actual economic conditions (Zona, Minoja, & Coda, 2013). In the last 10-12 years scandals have not been a rare phenomenon. In fact, there has been a rise in the unethical behavior leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, and Washington Mutual 2008 (Markham, 2006; Matkin, 2010). Many of the scandals in 2008 were from financial institutions that many believe was the inception of the economic downturn in the U.S. (Brescia & Steinway, 2013; Bynum-Simpson, 2010; Petrick, 2011).

Unethical behavior and scandals continue with Penn State 2011, Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012. All of these unethical and illegal acts have led to a

loud public outcry for stronger regulations and ethics training for business students (Beggs & Dean, 2007; Harris, Lang, Yates, & Kruck, 2011; Potts & Matuszewski, 2004). The post Enron scandals which occurred between 2005 and 2013 was reviewed to see if scandals during this time period had any effect on the curriculum and instruction in business schools in Arizona. Many people in the corporate and academic communities consider the Enron Scandal the starting point of large corporate scandals (Yuhao, 2010). For the purposes of this study Enron was used as a reference point to examine what was happening in business ethics education prior to the Enron scandal.

The perception investors, stakeholders, and society have, is that business schools are not teaching business ethics nor are they requiring business ethics training as part of a student's education, which is serving to facilitate these massive scandals (Cox, Friedman, & Edwards, 2009; Petriglieri, & Petriglieri, 2015). Furthermore, empirical research shows business schools are either deficient in their ability to teach business students ethics theories or they have made significant changes to their programs to address ethics education (Lee, 2014; Rasche, & Gilbert, 2015). Accordingly, this created a problem where some business students are getting taught business ethics, while other business students are not taught any (Assudani, Chinta, Manolis, & Burns, 2011; Cavaliere, 2010; Swanson, 2004). Data from The Association to Advance Collegiate Schools of Business (AACSB) in 2011 showed they had accredited 405 U.S. business schools. Data from The Accreditation Council for Business Schools and Programs (ACBSP) in 2010 showed 215 accredited members, accounting for the roughly 650 accredited business schools in the United States. The Aspen Institute's 2009 report on business and society showed of these

accredited schools only 34% required content in a core course in business and stakeholder ethics in their curriculum (AACSB International, 2009).

In addition, Hosmer (2000) argued that even though there is a solid structure of business ethics as a discipline of study there are many interpretations of ethics that are open to the teaching of business ethics to extensive conflicts within the discipline. The lack of a clear definition of ethics combined with a lack of commitment of business schools to require courses in business ethics is believed to be a significant factor in the continuous occurrence of corporate scandals which emerged in 2001 with Enron (Bandyk, 2010). Hosmer (2000) further suggested that at some point the business ethics field must resolve these conflicts and narrow the interpretations which are debilitating the learning of business ethics. In addition, this study employed triangulation from three different data points to gain richer data to answer the following research questions: interviews using zoom-based technology, email questionnaires, and archival data (academic catalogues).

There were four guiding questions for this study: R_1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona? R_2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona? R_3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona? R_4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals? Chapter four will explain how once the data was collected, analyzed, and coded (for themes and patterns), the results

gave us perceptions that gave a story or description of the phenomenon of recent corporate scandals and it impact on business ethics curriculum in Arizona's postsecondary business schools. Chapter 4 will go further in depth about the deductive data analysis and results and will consists of an introduction to the chapter and will cover the descriptive data, data analysis procedures, results, and a summary of the study.

Descriptive Data

The descriptive data for this study was qualitative data collected from the participants. The descriptive data that comes from qualitative research has a wide array of data sets which encompasses approaches such as grounded theory, phenomenology, ethnography, discourse analysis, and protocol analysis. For the purposes of this study, all of the data collected depended on linguistic data, in contrast to numerical data. In addition, it relied on use-based meaning, rather than statistical forms of data analysis (Elliott & Ladislav, 2005; McNabb, 2015; Merriam & Tisdell, 2015, Palinkas et al., 2015; Tolley, Ulin, Mack, Robinson, & Succop, 2016). The descriptive data were collected from participants from three data collections points (i.e., triangulation).

The participants were 9 department chairs drawn from 40 of Arizona's postsecondary business colleges and universities. The population initially started out with 43 schools; however, during the recruitment and sampling process, the researcher found out that one school had closed its branch in Arizona, another school did not offer a business degree, and yet another one was absorbed by a larger state school. This left the total amount of department chairs at 40, of which nine department chairs chose to participate as a sample, giving a participation rate of roughly 23%. This low participation rate was another limitation of the study. Even though participation rate was lower than

expected due to factors beyond the researcher's control, there was enough information

from the three data sources to interpret and analyze. It is important to note that this study

received exempt status approval from the IRB Committee at Grand Canyon University.

This approval along with federal law requires that the researcher does not discuss or

disclose the individual participants or the institutions they are affiliated with. Therefore,

participants were assigned and ID-code, and the institutions were assigned a pseudonym.

The table below is the list of all the postsecondary schools of this study with their

assigned school pseudonym and participant ID-code (See Table 1), which was derived

from email questionnaires.

Table 1.

List of Individual Participants and Their Colleges and Universities in Arizona

School Pseudonym	Participant ID-Code	Individual's years of experience	Degrees Offered	Tax Status
1	A	0-5	Associate	Public/Non-Profit
2	B	21+	Associate	Public/Non-Profit
3	C	11-15	Associate	Public/Non-Profit
4	D	16-20	Associate	Public/Non-Profit
5	E	16-20	Associate	Public/Non-Profit
6	F	0-5	Bachelor, Master, Doctoral	Private/For-Profit
7	G	11-15	Bachelor, Master, Doctoral	Private/For-Profit
8	H	21+	Bachelor, Master	Private/For-Profit
9	I	16-20	Bachelor, Master, Doctoral	Private/Non-Profit

It was important for the purpose of this study to focus on department chairs,

because of their direct involvement in the management of their business degree programs

(i.e., design and accreditation of required curriculum), faculty, and business schools.

Because of the participants having the position of department chair it was assumed that

all of the participants will have graduate and post-graduate degrees. The participants

tended to be older, because of the years of education and experiences required to become

a department chair, and were of mixed genders. The Arizona State Board for

Postsecondary Education website was the primary resource to determine which of

Arizona's colleges and universities, meet the criteria. The criteria that was established

was that the institutions had to be at the postsecondary level, offer associate's, bachelor's,

and master's degrees, be in Arizona, be regionally accredited, and represent both for

profit and not-for-profit institutions

The initial email address for each department chair was found on publicly

available internet school websites; the participants were emailed a letter advising them

who the researcher is and about the study. It is important to note that this study received

exempt status approval from the IRB Committee at Grand Canyon University. This

approval along with federal law requires that the researcher does not discuss or disclose

the individual participants or the institutions they are affiliated with. Therefore,

participants were assigned an ID-code, and the institutions were assigned a pseudonym

(See Table 1). The first data collection point was sent out which is the initial

questionnaire (Appendix E), and therefore included: the introduction, purpose of the

study, informed consent form, and include the online questionnaire. The first question

(Appendix C) was the informed consent agreement; after the participant clicks their

permission the remaining part of the questionnaire will appear. Participants had to agree

with the informed consent before they were allowed to continue and complete the

questionnaire. Consent in an online questionnaire or via e-mail is an appropriate way of

informing participants of their rights and to obtain their consent (Buchanan & Hvizdak,

2009; Faught, Green, & Whitten, 2004; Robson & McCartan, 2016; Smith, 2015).

The data were collected in between August 2016 to October 2016. Participants initially had 2-week to complete the online questionnaire, however, after going out into the field the time limit had to be extended to 4 weeks to respond to the online questionnaire. There was a total of 66 pages collected with the online questionnaire. The second data gathering procedure was a follow up Zoom Phone interview was conducted the following week. There was a total of 43 pages of transcripts collected from the Zoom phone interview. Lastly, the third data point was a review of archival data, namely the academic catalogs for each participant's school. There was a total of one page of data collected for all nine participants, from the review of school catalogs. The data for school catalogs was more minimal than expected due to the low participation rate. The lower participation rate could be due to this research being approved at the same time that all colleges and institutions were just beginning a new semester. In addition, besides the one page data uncovered from counting ethics classes from school catalogs, other sources of archival data were not available that would have uncovered the number of ethics classes in the curriculum. This is because the schools simply do not keep any other sources of data that pertain to classes and class descriptions besides their annual catalogs.

The data collected were stored on a secure thumb drive that only the researcher and required university staff have access to. The data collected will be kept for 3 years as recommended by the Grand Canyon University Institutional Review Board Handbook section 3.4 (GCU, 2012). This includes all required notifications to the participants such as the purpose of the study and the information and notice that participation in this research study is completely voluntary will also be retained for 3 years following the publication of the study. At the end of the 3-year period all the electronic data will be

erased, by deleting and trashing all data collected for this study and stored on the thumb
drive (GCU, 2012; Wicherts, Bakker, & Molenaar, 2011).

Table 2.

Pages of Data Collected

School Pseudonym/Participant ID-Code	Zoom Interview transcripts (single-spaced pages)	Follow-up Zoom Interview duration (minutes)	Email questionnaire feedback (double-spaced pages)
A-1	6	30	8
B-2	4	16	7
C-3	5	20	7
D-4	3	15	7
E-5	5	19	8
F-6	6	25	7
G-7	6	40	7
H-8	4	17	7
I-9	4	19	8
Totals	43	201	66

Data Analysis Procedures

The study had the following research questions:

RQ1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

The analyzing strategy for this study was that the researcher had preconceived deductive categories and did deductive analysis. The analytical strategy for the conceptual framework for the data analysis of this study was derived from the research of Bynum-Simpson (2010), whereby deductive categories in Bynum-Simpson were used to group frequently recurring words and phrases which the researcher identified as "keywords and phrases" and coded for importance in each category. There were six deductive categories in total, under which keywords and phrases were grouped after identification through frequency-counts in SPSS.

Once all data had been put in the corresponding categories, the data from the categories were moved into the corresponding six themes (See Appendix G). The theoretical framework for this study was Hosmer and Kiewitz's (2005) managerial ethics theory, which at the time of data analysis was not a concern, because results from this study were needed first. Therefore, by having the six themes answering the research questions and knowing how department chairs describe recent corporate scandals and its influence on the content and availability of ethics education in postsecondary business schools in Arizona, one can then attempt to understand how institutions can improve ethics education at business schools in Arizona, based on Hosmer and Kiewitz's (2005) managerial ethics theory.

The first step in analyzing the data was to start to organize and separate the data into different Microsoft Excel spreadsheets. The Microsoft Excel spreadsheets were labeled Final Questionnaire Table 1.2, Fin Questionnaire Table 1.3, Final Interview Table 2.1, Final Interview table 2.2, and School Catalogs. This was done so that all the data that were analyzed and coded (coded data were also counted for frequency to develop

supporting frequency tables), could then be put into the six different categories, and then fit into the six different themes to answer each of the research questions. However, the first set of data to be separated out was the demographic data, which was not accessible to deductive categorization. The demographic data were compiled, organized, and counted from data set one: the e-mailed questionnaire. The data were accessed and counted from each participant, in order to obtain an understanding of the participant's demographic makeup, such as gender, age, and years of experience (illustrated in Table 3). The second step was to separate out into Microsoft Excel spreadsheets the questions from the data set one (the questionnaire instrument) and data set two (the Zoom phone interview) that were related to research questions one and two.

The non-demographic, qualitative-rich data was coded for high frequency and then categorized into Category 1 and 2, as these two categories are related to Research Questions 1 and 2. The Bynum-Simpson (2010) used a more mixed methods approach, because her surveys used open ended questions to identify themes. In addition, Bynum-Simpson (2010) did do coding for her triangulated data by comparing the words, such as ethics, business ethics, business & society, and social responsibility in business school catalogs. Bynum-Simpson's (2010) content analysis approach measured the frequency of words that exist in selected documents.

The analytical strategy for the conceptual framework for the data analysis of this study was based off the research of Bynum-Simpson (2010), whereby categories 1, 2, 3, and so on were assigned for keywords and phrases, the latter of which were identified by frequency count in SPSS. The researcher saw that in many of the responses that there were similar keywords and phrases used by the participants. Therefore, keywords and

phrases were categorized as 1, 2, 3, and so on, keeping with the conceptual framework of Bynum-Simpson (2010). For the list of codes that were used for each of the six categories and themes see Appendix G. Once the data was put into the appropriate category, it was then put into the corresponding theme. Bynum-Simpson (2010) used a more mixed methods approach, because her surveys used open ended questions to identify themes. The thought process of having the categorized data move to themes was similar to and followed Bynum-Simpson (2010). The categories for this research were closely related to the themes of this research. Because of this close association, it allowed for the data to flow to the appropriate theme and cut down on human judgment errors, which would increase the validity of the data. For example, Category 1 is content. Theme 1 was Influence of Corporate Scandals on Content (See Appendix G).

This was done for each participant, in order to obtain an understanding of the participant's perception of the phenomenon, and to have themes answer the Research Questions 1 and 2. The third step was set was separated out the questions from the data set one (the questionnaire instrument) and data set two (the Zoom phone interview) that were related to research questions three and four. The data were coded and then categorized into Categories 3 and 4, as these two categories are related to research questions three and four. Then the data were put into the corresponding theme in order to answer Research Questions 3 and 4. This was done for each participant, in order to obtain an understanding of the participant's perception of the phenomenon. The six themes for this study were:

- Theme 1: Influence of corporate scandals on content
- Theme 2: Influence of corporate scandals on the availability)
- Theme 3: Improving Ethics Education

- Theme 4: Ethics Integration

- Theme 5: Ethics Theory

- Theme 6: Integration and Time spent on ethics education

In order to draw out data in relation to the each of the six categories and then to themes, and to be able to offer answers to research questions, this process was repeated for Research Questions 3 and 4, covered next after the discussion of Research Questions 1 and 2. This is because the questions in data set one (questionnaire) and data set two (Zoom phone interview) are related to research question one and research questions two. The responses were organized then sorted and coded or more aptly categorized at first with a one along with other codes (See Appendix G), when participants answered with a perception that corporate scandals did have an impact on the content and availability of business ethics at their schools. In addition, a code of two along with other codes were given (See Appendix G) when participants did not perceive that recent corporate scandals had an influence on the content and availability of ethics education in their business schools. For example, Participant 1 was asked, how do you as a department chair describe the influence of recent corporate ethics scandal on the content of ethics education in postsecondary business schools in Arizona? Participant 1 stated, "I haven't noticed much difference or influence on the content of ethics education in postsecondary schools in Arizona". This was axial coded, to reflect the participant's perception.

This axial coding approach based on the one used for Bynum-Simpson (2010) was done for each of the nine participants (ID-Code 1-9), and then the data were put into categories. Once all data were put into the categories, the data from the categories were put into the corresponding six themes (See Appendix G). The six themes of the study served to help understand the phenomenon, but also to answer the research questions of

the study. Deductive analysis was done in this research, where the researcher had preconceived categories. The analytical strategy for the conceptual framework for the data analysis of this study was based off the research of Bynum-Simpson (2010) where by categories of 1, 2, 3, and so on were given to keywords and phrases identified in SPSS-based frequency counts. The researcher saw that in many of the responses that there were similar keywords and phrases used by the participants. For example, for Category 1 (Content) the phrase: ethics content increase was coded with a 23, keeping with the conceptual framework of Bynum-Simpson (2010). Therefore, as the researcher saw that ethics content increase was shown across participants and also among each data gathering tool/instrument that it also came to the surface. The research noted a category named Content that showed the similarities between Content and the participant's responses that exemplified the data gathering source. For the list of codes that were used for each of the six categories and themes see Appendix G.

Bynum-Simpson (2010) used a more mixed methods approach, because her surveys used open-ended questions to identify themes. In addition, Bynum-Simpson (2010) did do coding for her triangulated data by comparing the words, such as ethics, business ethics, business and society, and social responsibility in business school catalogs. Bynum-Simpson's (2010) content analysis approach measured the frequency of words that exist in selected documents. The thought process of having the categorized data move to themes was similar to and followed Bynum-Simpson (2010). The categories for this research were closely related to the themes of this research. Because of this close association, it allowed for the data to flow to the appropriate theme and cut down on human judgment errors, which would increase the validity of the data. For example,

Category 2 is availability. Theme 2 was: Influence of Corporate Scandals on Availability (See Appendix G). For this study, they were developed in relation to the research questions, to seek out and identify patterns, commonalities and possible relationships from the data (i.e., keywords, phrases, and codes). Then the data from the categories would then flow into themes to answer the research questions.

Therefore, the qualitative data were collected, counted/coded, categorized, and then put into the six themes. This was done in order describe the perceptions of each of the participants. By placing the coded and categorized data into each of the corresponding six themes, which are related to the research questions, the results helped to synthesize the perception of the participants and describe the story of the participants. In addition, the theme data, along with the participants own words served to answers to the research questions about the phenomenon of corporate ethics scandals and its impact of ethics education in postsecondary business schools in Arizona. The participants' own words (i.e., quotes) that serve to paint a picture and describe the phenomenon of ethics education in Arizona's postsecondary business schools. Data obtained were stored in Microsoft Excel spreadsheets to produce the frequency tables (See Table 4 and Table 5).

The next step was categorizing the rest of the raw data for Categories 3, 4, 5, and 6; from data set one (the questionnaire), and data set two (Zoom phone interview) and examining how the coded data fit into each category. Once the data were all categorized, they were then placed into the appropriate theme. The analytical strategy for the conceptual framework for the data analysis of this study was based off the research of Bynum-Simpson (2010) whereby categories of 1, 2, 3, and so on were given to keywords and phrases identified by high frequency count in SPSS. For example, Theme 3

(Improving Ethics Education), was related to Research Question 3 and Category 3 (Ethics Education). It included phrases such as ethics are important, which were coded with a one, ethics are not important was coded with a two, and so on with other keywords and phrases which were given a 3, 4, 5, and more (See Appendix G). This is because the questions in data set one (questionnaire) and data set two (Zoom phone interview) are related to Research Question 3. When participants answered their questions about their perception of how ethics education could be improved the responses were organized, counted, and coded the same way as the data that was pertinent to categories one and two.

Bynum-Simpson (2010) used a mixed-methods approach, because her surveys used open-ended questions to identify themes. In addition, Bynum-Simpson (2010) did do coding for her triangulated data by comparing the words, such as ethics, business ethics, business and society, and social responsibility in business school catalogs. Bynum-Simpson's (2010) content analysis approach measured the frequency of words that exist in selected documents. This was thought process of having the categorized data move to themes and was similar to and followed Bynum-Simpson (2010).

The categories for this research were closely related to the themes of this research. Because of this close association, it allowed for the data to flow to the appropriate theme and cut down on human judgment errors, which would increase the validity of the data. One of the common perceptions found was that the participants perceived that ethics education could be improved by requiring ethics classed throughout a student's entire curriculum. For example, Participant 2 when asked, as a department chair, how do you think business ethics education can be improved at your business school? Participant 2 stated, "I think the main thing is that it needs to be an across the curriculum type of

instruction and practice, and ingraining; as opposed to isolated instances in isolated courses."

The same process was done for Theme 4 (Ethics Integration), which was related to research question four and category four, which included code phrases such as classes are mandatory, ethics classes are included. The responses were narrowed down, coded for when participants answered with their perception of how ethics are integrated into the curriculum at their schools. Although the perceptions varied, one of the common perceptions was that ethics are integrated into textbooks, which therefore the subject is covered in different business classes. For example, participant four when asked, how do you perceive ethics are integrated into your curriculum? You mentioned briefly that they're in text books? Participant two stated, "I'd say, yes, text books. And you know, like, additional resources could be a YouTube video. It could be reading the Wall Street Journal. It could be, you know, asked to take on a case study project. But, I mean, it's going to probably be through—I don't know that it's been integrated that tightly in the curriculum, I don't think, I'm not just saying that. I suspect it's probably because the market place dictates better exposure to these topics, so it's going to show up more in text books, or in YouTube videos, or resources. Maybe its computerized resources available with the text book those kinds of things."

For Theme 5 (Ethics Theories) and Theme 6 (Integration and Time spent on ethics education), the questions in data set one (questionnaire) and data set two (Zoom phone interview) are related to Category 5 and Category 6, which are related to research questions one through four and themes one through four. These additional categories and themes served as additional data collected in support of the categories and themes of one

through four, and serve to answer the four research questions, which guided this study. For theme five, it is important to know if ethics theory is being integrated into the curriculum, and if corporate scandals have had in impact on content of ethics theory in the classroom. The responses were narrowed down, coded for when participants answered with their perception of how ethics theory is integrated into or covered the curriculum at their schools. Perceptions varied, one of the common perceptions was that ethics theory is being covered. For example, Participant 8 when asked, how does the ethical content taught in business courses cover one or more of the following? Participant 8 checked that both ethical theories such as teleology theory, deontology theory, and Virtue ethics theory were being covered, in combination with ethical decision-making models.

For Theme 6 (Integration and Time Spent on Ethics Education), it is important to know how much time is being spent on teaching of business ethics, and if corporate scandals have had in impact on time being in the classroom (i.e., content and availability of ethics classes, improvement of ethics education, changing of curriculum). The responses were narrowed down, coded for when participants answered with their perception of how ethics is integrated into or the time spent in the classrooms at their schools. Perceptions varied, one of the common perceptions was that ethics coverage is being covered and has increased since all the recent corporate scandals have occurred. For example, participant nine wrote, "…new focus has emerged in various business education courses, including our business programs, in which we are a signatory to Principles for Responsible Management Education, United Nations, as a campus-wide focus on responsible management, across disciplines".

For all six categories the data were collected, organized, coded and were fit into each applicable category, because the questions from data set one (questionnaire) and data set two (Zoom phone interview) was related to all six categories. The analytical strategy for the conceptual framework for the data analysis of this study was based off the research of Bynum-Simpson (2010) whereby Categories of 1, 2, 3, and so on were given to keywords and phrases identified through high frequency count in SPSS. The researcher saw that in many of the responses that there were similar keywords and phrases used by the participants. For example, Category 6 (Curriculum and Coverage) the phrase that was used by participants was: ethics are integrated just in business program or class, was coded with a one (See Appendix G).

The categories for this research were closely related to the themes of this research. Because of this close association, it allowed for the data to flow to the appropriate theme and cut down on human judgment errors, which would increase the validity of the data. This is how the data was assigned to the appropriate themes in order to answer the research questions. This procedure was done from the data collected from each data collection instrument, and for each of the participants, to help find common and non-common perceptions, and give a deeper understanding of the phenomenon being studied. This was shown through the quotations from the participants along with the data from the themes. Thereby weaving together enough data to help tell the story of the phenomenon with the themes of the study suggesting possible answers research questions. Data were stored in a Microsoft Excel spreadsheets to produce the frequency table (See Table 4 and Table 5).

Lastly, the review of school catalogs was conducted. The number of classes was counted from the respondents of the study and again the number of classes prior to 2005, and after 2013 was recorded into a Microsoft Excel spreadsheet to show if the number of ethics classed has increase, decreased, or stayed the same. There was no coding of the school catalogs just the counting of ethics classes (See Table 8).

In this research, deductive analysis was carried out, and the researcher had preconceived deductive categories. Because of the use of deductive analysis and the researcher having preconceived deductive categories, the data were grouped into categories after being coded for high frequency count in SPSS. The analytical strategy for the conceptual framework for the data analysis of this study was based off the research of Bynum-Simpson (2010) whereby categories of 1, 2, 3, and so on were given to keywords and phrases, which were based on the relevant corresponding six categories of the study. The researcher saw that in each response that there was a similar word; therefore, the phrase more time could be spent on ethics was coded and as the researcher saw that the phrase more time could be spent on ethics was shown across participants and also among each data gathering tool/instrument, that it also came to the surface, the research noted a category named curriculum and coverage that showed the similarities between category curriculum and coverage and the participants responses that exemplified the data gathering source.

Then the data from the categories was put into one of the six themes of the study. The Bynum-Simpson (2010) used a more mixed methods approach, because her surveys used open ended questions to identify themes. This study followed the conceptual framework of Bynum-Simpson (2010), where the categories for this research were

closely related to the themes of this research. Bynum-Simpson (2010) used a more mixed methods approach, because her surveys used open-ended questions to identify themes. In addition, Bynum-Simpson (2010) did coding for her triangulated data by comparing the words, such as ethics, business ethics, business and society, and social responsibility in business school catalogs. Bynum-Simpson's (2010) content analysis approach measured the frequency of words that exist in selected documents. Because of this close association, it allowed for the data to flow to the appropriate theme and cut down on human judgment errors, which would increase the validity of the data.

The frequency tables in this research are to support the theme data and the participant's perception by giving a visual of the responses.

Frequency tables are a tabular representation of data sets. They are used to organize and summarize data. Specifically, it is a list of either qualitative or quantitative values that a variable takes in a data set and the associated number of times each value occurs. (Lavrakas, 2008, p. 1)

In addition, a frequency table is an easy way to summarize the obtained values for variables that contain a small number of different attributes or different values, including questions that require a simple yes or no answer in addition to reasons behind that yes or no answer (Meyers, Gamst, & Guarino, 2006). It is the themes of this study, along with the participants own quotes, that explained the phenomenon being studied and answer the research questions of the study. This leads to a deeper understanding of the phenomenon being studied. (Bryman, 2015; Fade & Swift, 2011; Yin, 2015).

In order to improve validity and reliability, data was extracted from all three data sources. The first two instruments (i.e., the questionnaire, and the follow-up Zoom phone

interview) were the main sources of data. The data from those two sources were organized and counted for high frequency in SPSS in order to identify prominent keywords, phrases, patterns, commonalities, and possible relationships. Once this was completed and all data was put into the appropriate category, the data from the categories were put into themes (See Appendix G). By completing these steps this research followed the suggestions of Bryman, (2015), Fade and Swift, (2011), and Yin, (2015) because by first separating out each data set in to several parts the data could then be carefully organized into sections. Second, the data could then be coded for keywords, phrases, patterns, etc. that was then put into the preconceived categories and then put into appropriate themes.

In addition, by completing these steps where the data that was coded, categorized, and put into themes; allowed the researcher to be able to produce frequency tables as a visual aid to support the research themes of the study. It was the themes of the study which answered the research questions. However, the participants own words also helped to gain a deeper seminal understanding of the phenomenon of the influence of corporate ethics scandals and business ethics education in postsecondary business schools in Arizona, giving this study improved validity and reliability from data being extracted from more than one data source.

The triangulation for this study included an emailed questionnaire (See Appendix C), with an opportunity for a follow-up Zoom interviews (See Appendix D), and review of school catalogs. There was a total of one page of data collected for all nine participants, from the review of school catalogs. The data for school catalogs were more minimal than expected due to the low participation rate, given the researcher's initial

expectation of a much higher participation rate. In addition, other sources of archival data were not available, that would have uncovered the number of ethics classes in the curriculum. Therefore, mainly two sources of data (i.e., the initial questionnaire, and the follow-up Zoom phone interview) drove the triangulation of this study rather than three. (Campbell, Quincy, Osserman & Pedersen, 2013; Eriksson & Kovalainen, 2015; Pieters & Dornig, 2013). For this qualitative case study data were analyzed by utilizing thematic analysis. Thematic analysis searches for themes or patterns that help researchers to understand phenomenon. It is a systematic technique to the analysis of qualitative data which consists of identifying themes and patterns by classifying data, mostly textual data according to themes.

Data were then interpreted through the classifications of set themes and structures and seeks out patterns, commonalities, relationships, and explanatory principals. The thematic analysis approach is not unique to any particular research methods but is applied by scholars across various disciplines and fields of research. Thematic analysis is an analytical tool and a synthesizing strategy which is used as a process to many method, including case study to add meaning, reliability, and validity to research (Durepos, & Wiebe, 2010; Hancock, & Algozzine, 2015; Houghton, Murphy, Shaw, & Casey (2015); Vaismoradi, Turunen, & Bondas, 2013; Yin, 2014). Thematic analysis was proven to be effective in another case study conducted by Sadler (2012) who investigated how new lectures in higher education were developed by teachers and what influenced those changes in development.

It was the instrument questions that were linked directly to the data. The point of connection between the research questions and the instrument questions was the analytic

process. Therefore, the data that was gathered from all three data sources, describes a story of what the research questions seek to answer, because they ask department chairs for their perception of recent corporate ethics scandals on the content and availability of ethics education in postsecondary business schools in Arizona. The study further asks department chairs how they feel ethics education has changed and how it can be improved. When all the data was received, it was coded, categorized, and put into themes the study revealed answers to all four research questions. In addition, thematic analysis was done from the three data sources; as proven by Sadler (2012), by coding then looking for themes and patterns as outlined in Appendix G.

In addition, Microsoft Excel and Microsoft Word software were used. Microsoft Word software was used in helping to search for phrases and keywords counts that fit into each of the categories (i.e., coding to category) in order to build the code to category/category to themes framework. This was done with the each of the data sets. The totals were then entered into Microsoft Excel spreadsheets, divided out by category, and then the software was used to complete all the frequency tables giving the research results in *n*=number of times a phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents. This is how the frequency tables were done from the data obtained from the coding that was categorized, and then put into themes. It is the six themes of this study that answers the four research questions of the study.

Results

This study used data triangulation which attempts to converge on meaning from data sets from three different sources. To further clarify, a case study is a highly valid research design based on triangulation from the collection of data from three or more

sources depending on the structure of the design. Data sources often include observation, questionnaires, and interviews, where this data can be reviewed for themes and relationships giving the qualitative researcher the ability give deeper meaning the themes and relationships which are uncovered, rather drawing wide generalizations (Lyons, 2009; Yin, 2014).

The first source of data collection was an initial emailed questionnaire. The second source of data collection was a follow up Zoom phone interview from participants who responded to the initial questionnaire. Lastly, the third source of data collection was a review of school catalogs from each of the respondent's schools. There was a total of one page of data collected for all nine participants, from the review of school catalogs. The data for school catalogs was more minimal than expected due to the low participation rate; given the researchers initial expectation of a much higher participation rate. In addition, other sources of archival data were not available, that would have uncovered the number of ethics classes in the curriculum. Therefore, mainly two sources of data (i.e., the initial questionnaire, and the follow-up Zoom phone interview) drove the triangulation of this study rather than three.

The first two sources of data were separated out, coded, and counted in order to gain the frequency and percentages (See Table 4, Table 5, Table 6, and Table 7). The research started out with a list of 43 schools, rom which to draw the sample participants of 43 department chairs. However, when the research was conducted, it was found out that one school had closed their branch in Arizona, another school did not offer a business degree, and another one was absorbed by a larger state school. This left the total amount of department chairs at 40 of which nine department chairs chose to participate,

giving a participation rate of roughly 23%. This low participation rate was another limitation of the study. In addition, the data that was gathered exemplified the data analysis tables, in light of full explanation. This is because the data in themes matches up to the tables of the study.

Demographic data. The participants consisted of five males and 4 females, of which six had some form of doctoral degree and three had some form of master's degree. Four of the participants represent small schools with; populations of 1 to 10,000 students, two represented medium sized schools with; populations of 11,000 to 20,000 students, and three represented large schools that have a population of 21,000 to 30,000 students. There were 2 participants who each had zero to five years' experience, four participants who each had 11 to 15 years' experience, one participant with 16 to 20 years' experience, and two participants who each had with 21-years plus of experience (See Table 3). Table 3 contains the all the demographics of the study, which is the size of the institution of each participant, the highest degree held, gender, and the participants years of experience.

Table 3.

Data Set 1 Questionnaire Demographics

	Data Points				
Size of College	Small 1 to 10,000 students **N=1**	Medium 11,000 to 20,000 students **N=2**	Large 21,000 to 30,000 students **N=3**	Extra Large 31,000 students and above **N=4**	
Degree Held	Bachelor's **N=1**	Master's **N=2**	Doctorate **N=3**		
Gender	Female **N=2**	Male **N=1**			
Years of Experience	0-5 years **N=2**	6-10 years **N=0**	11-15 years **N=4**	16-20 years **N=1**	21 years and over **N=2**

Research Question 1. The data that were extracted by the first two sources of

data (i.e., e-mailed questionnaire and follow-up Zoom phone interview) obtained enough

subjective input (i.e., perceptions and perspectives) from participants, which were done

through written and oral dialogue. That data were then used to put together a meaningful

account of the phenomenon and suggest answers as to what the research questions seek to

understand. The one page of ethic class counts before and after the Enron scandal was

additional data to give a deeper understanding of the phenomena. This was done through

a multi-stage analysis approach that involved coding through frequency statistics in

SPSS, deductive categorization of the codes into six categories, and then a thematic

grouping of those categories into six themes.

Once all the data was in the corresponding category the data was moved into the

appropriate themes of the research study. It was the themes of this study that provided the

answers to the research questions. Theme 1 was: Influence of corporate scandals on

content. This theme is associated with Research Question 1. The results showed that almost all of the participants perceived that corporate ethics scandals had an influence on the content of ethics education, such as a greater awareness, and increased coverage in text books, classes, and class content compared to a much lower number of participants that perceived it did not have and influence (See Table 4). This finding is supported by Participant 7's perception when he stated:

> Yes, I think that the impact—clearly the textbooks have been updated. Most of the publishers have reflected the most recent cases of corporate ethical misconduct, which, you know, certainly that led to the Great Recession, and certainly the things with regard to the housing fiascos, those credit default swaps, that whole shamanism there.

In addition, the theme data (data set two) showed that all of the participants perceived that corporate ethics scandals had had an influence on the content of ethics education (See Table 6). This is supported by Participant 9, particularly when he was asked as a department chair whether he though corporate ethic scandals have had an impact on the content and availability of ethics education at his business school. And what impact do you think has occurred, he stated:

> I'll try to be brief. 1) Is the increase in the number of case examples that have been discussed, both by students and faculty 2) It appears as though recent additions of course text books have included a bit more on ethics and responsibility, and 3), I think in the business textbooks it's been emphasized more as a leadership function.

Participant 6's response also supports this when he stated, "Yes. It's Law and Ethics. Everybody takes it. So, it's a required part of our business courses."

The result from the theme (data set two) further supports the findings in data set one, whereas, the participants perceived that corporate ethics scandals has had an influence on both the content of the ethics courses and the availability of ethics courses. Thereby, giving substantial support for both research questions one which ask about the content of ethics courses and Research Question 2 which asked about the availability of ethics courses. Thus, a higher number of respondents perceived that recent corporate ethics scandals have had an impact on the content and availability of ethics classes. This was especially the case when it came to greater awareness, and increased coverage in text books, classes, and class content the highest percentages were in increased classes, class content, and increases in coverage of ethics in the textbooks (See Table 4 and Table 6).

This finding is further supported by Participant 7. When asked the same questions Participant 7 said:

Yes… I think that the impact clearly the textbooks have been updated. Most of the publishers have reflected the most recent cases of corporate ethical misconduct, which, you know, certainly that led to the Great Recession, and certainly the things with regard to the housing fiascos, those credit default swaps, that whole shamanism there. So, I think that it's good in that, regrettably we continue to do this. We did it in the '80s with the savings and loans disasters. We did it around 2000 with Enron and WorldCom, and all that stuff. And then, sure enough here we go, and we're doing it again in 2008/9, and stuff like that. So, I do think the text books have been updated to be a little bit more current. And most

people still haven't recovered from the recession, so that's at least where I live in Arizona most housing prices still haven't gone back to where they were prior to this. So, I think its current enough. Clearly, with it being forefront, just an example of, you know, faculty use it in the classroom, whether it's an online class or a face-to-face ground class. You know, a year ago you had the deal with Chase, and their manipulating the Libor rates with their European subsidiaries. They paid a billion dollar fine or something like that. Amazingly, Jamie Dimon didn't lose his job over it. I found that astounding.

This quote is very substantial in expressing the perception of most of the respondents, where their perception is that corporate scandals have defiantly has had in influence on the awareness level of the importance of ethics, along with influencing the content and availability of ethics course and curricula.

Research Question 2. Theme 2 was: Influence of corporate scandals on curriculum availability. This theme is associated with Research Question 2, which was: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona? Theme data (data set one) showed a much higher amount of the participants described or perceived recent corporate scandals have had an impact on the availability ethics education in postsecondary schools in Arizona, compared to a much lower number of participants who did not perceived there was any changes to availability of ethic education (See Table 4).

The higher rate of participants that perceived that recent corporate scandals have had an impact on the content of ethics education is supported by Participant 2, who checked the yes box, and wrote,

Including the content regarding these events into the business curriculum is most important. Ethical behavior needs to be addressed as if our students do not realize its importance; they may land in a bad position in life, costing them their career. Content needs to be in-depth and specific and allow students to learn how to ethically behave in the business world and provide an understanding of the ramifications if they don't.

Similarly, Participant 3, also checked the yes box and stated:

I do have faculty that are involved directly in the curriculum of their content areas. Each of the Business and Information Technologies faculty, are very involved with their curriculum content and meet once a month with their counterparts from other schools in our district to discuss such content items.

Lastly, Participant 4, also checked the yes box and wrote, "Class content for several GCC BIT Department classes (GBXxxx, SBUxxx, SBSxxx, CISxxx, MGTxxx) now include reading and discussion on business ethics and the background of recent more publicized case studies."

Theme data (data set two) showed that all of participants perceived that recent corporate ethics scandals have had an impact on the availability of ethics educations in postsecondary business schools in Arizona (See Table 6). This high level of participant perception is supported by Participant5, stated,

I will say 'yes.' And then, to give you a little more information it's an idiosyncratic kind of 'yes'. I would say that those faculty and courses that are already keyed into, tuned into the notion of ethics react strongly, and have incorporated more and different ethics conversations within their courses.

Just like in the results of Rsearch Question 1, the majority of participants perceived that both faculty and students have a greater awareness of the importance of business ethic and that there is an increased coverage in text books, classes, and class content. The theme results (data set two) mirrors the results from data set one with all participants perceiving that recent corporate scandals have influenced the availability of ethics education at their business schools (See Table 6). The perceptions of the participants are summed up when Participant 2 stated, "What I've seen is more curriculum in the leadership area, the critical thinking area. And that's supported by industries stating that people that they're hiring are lacking these skills and that we need to work on them."

The theme result (data set two) further supports the findings in data set one, especially when it came to greater awareness, and increased coverage in text books, classes, and class content the highest percentages were in increased classes, class content, and increases in coverage of ethics in the textbooks (See Table 6). This is supported by Participant 4 when exclaiming:

Yes, I think that in a variety of classes it showed up as discussion items. Or in many cases, it's in the text book, and it's probably there as a case study or two on it. So, it gets either pulled in as part of the lesson plan, or as part of the reading,

which may not be your lesson plan, but it is kind of a sundry item that gets pulled through.

Below are Table 4 and 5 which are the data tables that was derived from data collected, from using the first data collection tool, which was the questionnaire. Participant one also had a similar perception as participant four, by restating, "Like I said, only books talks about the ethics, you know, or situation of the scandals are mentioned in the texts that we cover with the students". The tables below help to give a visual to the first two data sets, and support of the perceptions of the participating department chairs.

Frequency tables are a tabular representation of data sets. They are used to organize and summarize data. Specifically, it is a list of either qualitative or quantitative values that a variable takes in a data set and the associated number of times each value occurs. (Lavrakas, 2008, p. 1)

In addition, a frequency table is an easy way to summarize the obtained values for variables that contain a small number of different attributes or different values, including questions that require a simple yes or no answer in addition to reasons behind that yes or no answer (Meyers, Gamst, & Guarino, 2006). The tables below help to give a visual to the first two data sets, and support of the perceptions of the participating department chairs. They are separated out where the results show from data sets one and two, according to their relevance to the research questions. On the right-hand side of the chart, it is as follows: n=number of times a phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents.

Table 4.

Data Set 1: Questionnaire Part 1

Key Words, Phrases, and Codes	Categories	Themes	yn	%	nn	%
Yes, no, little change, some change, required ethics classes, business ethics, business ethics classes, ethics required, psychology, sociology, philosophy, elective, recommended, ethics integration, ethics education, Enron, Tyco, Halliburton, theology, some influence, big influence or change, large influence or change, ethics content –increase, decreased-is now covered, has stayed the same	Content (Related to R1)	Theme 1: Influence of Corporate Scandals on Content	8	89%	1	11%
Yes, no, curriculum availability, ethics are important, ethics are not important, Enron, Tyco, Halliburton, MCI/WorldCom, AIG, Goldman Sachs, Lehman Brothers, Washington mutual, increase in ethics classes and awareness, decrease in ethics classes, ethic are required, ethics classes have stayed the same, ethics classes are available throughout school, psychology, sociology, philosophy, elective, recommend, ethics integration, ethics education, theology	Availability (Related to R2)	Theme 2: Influence of Corporate Scandals on Curriculum Availability	7	78%	2	22%
ethics are important, ethics are not important, corporate scandals influence, corporate scandals impact, increase in ethics classes, integrations of ethics into all curriculum, decrease in ethics classes, ethics are required, psychology, sociology, philosophy, religion teaching morals, morality, theology, the school should require more ethics classes	Ethics Education (Related to R3)	Theme 3: Improving Ethics Education	8	89%	1	11%

yn/nn=number of times a yes/no and phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents.

Table 5.

Data Set 1: Questionnaire Part 2

Key Words, phrases, and codes	Categories	Themes	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
business classes, classes are mandatory, classes are elective, classes are recommended, classes are required, no ethics classes, some ethics classes in psychology, sociology, philosophy, humanities, theology, religion, ethics included in all programs, ethics only in business textbooks, ethics only in other areas	Ethics coverage (Related to R4)	Theme 4: Ethics integration	3	33	2	22	1	11	0	0	0	0	4	44	1	11	1	11	1	1
Theory is important to ethics, Theory is not important in ethics, Theory impacts ethics, Hosmer, Kohlberg, Gilligan, Flinders, utilitarian ethics, deontological ethics, relational ethics, ecological ethics, theology ,Cognitive moral philosophy, Ethical Decision-making Models	Theories (Related to R1, R2, R3, R4)	Theme 5: Ethics theory	4	44	1	11	1	11	4	44	6	66	1	11	0	0	0	0	0	0
Ethics integrated just in business program or class, ethics integrated throughout curriculum, not sure enough time is spent on teaching ethics, not enough time spent on teaching ethics, no time spent in teaching ethics, the right amount of time spent on teaching ethics, more time could be spent on ethics	Curriculum and Coverage (Related to R1, R2, R3, R4)	Theme 6: Integration and Time spent on ethics education	5	56	3	33	0	0	0	0	0	0	0	0	0	0	1	11	0	0

n=number of times a phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents.

Research Question 3. Theme 3 was: Improving ethics education. This theme is associated with research question three. The results for research question three (R$_3$: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?), showed from data set two that almost half of participants believe that not enough time is spent on ethics, and that more time needs to be spent on ethics, along with integration of ethics into a student's entire curriculum (See Table 7). This seems to be the perception of Participant 1 who exclaimed:

…this is something that has to be set by the tone of the universities that will trickle down to us. That's the only way I can see something like that will make any kind of changes, if it's something that the university level, or higher institution, or accreditation. We just do what we, you know, make our programs to meet the needs of the universities. And at this time, I don't see anything unless they do something.

Participant 2 supported this by stating, "I think the main thing is that it needs to be an across the curriculum; type of instruction and practice, and ingraining, as opposed to isolated instances in isolated courses." Participant 2 when more in depth after being asked, so having it as part of the general education credits as wells as in the core? Participant 2 further exclaimed:

Right, right. And in general education, the students can choose to take, say, a philosophy of ethics course, or a couple others that have an ethical type background to it, but they are not necessarily always mandated to do so. But again, if you went to that core curriculum, and each and every course they take, economics, macro-and micro-, their statistics course that is a great place to put

ethical decisions into it. And so, if you have that ethical theme running throughout, then it's ingrained in them, and it's known as being the practice to strive for.

Furthermore, theme data (data set one) show that almost all of the participants believed that ethics are important and that schools need to require more ethics class not only in business but throughout the curriculum (See Table 4). This high percentage of department chair that perceived that more ethics classes should be required throughout the curriculum was also supported by Participant 5, when asked how she feels ethic education can be improved she stated,

> I think it should be a part of every business class… Just like any important topic, whether its internationalization or literacy, I think what would be optimal is to have it inserted right into the curriculum, whether that's a class. We do have a class in business ethics, or within, you know, appropriately within classes have a topic itself.

This perception is also supported by Participant 8 who exclaimed, "Ethics curriculum can continue to incorporate the latest issues and involve students in decision-making scenarios so they can experience the trade-offs that executives need to make".

This was a significant underlying theme that was uncovered in this research. However, even though almost all of the participants believe that ethics are important and that schools need to require more ethics classes throughout the entire curriculum. The theme data results showed that over half of participants believe that ethics were only integrated into the business classes, while much lower number of participants believed that ethics are ingrate into the entire curriculum of business students and believe that is

the way of the future to improve business ethics education (See Table 4 and Table 5). These results seem to be supported by the perception of Participant 3, who stated,

> I think, right now at this point, I think we offer some classes to all of our business students. A lot of the courses contain that element in them, even our so, we have business classes, we have CIS classes, we have accounting classes. All of those have an inclusion of ethical behavior.

This point was driven home by Participant 1 whose perception was that his school is dependent on the standards of the state universities and therefore present in business course and not throughout the entire curriculum. Participant 1 stated:

> The state universities take a lead as to what courses are transferrable and if the universities would accept a community college course in business ethics, then it would be feasible for (school name deleted) to offer such course. As it is the Associate of Business is dictated by universities and the curriculum is very structured and rigid. As an alternative (school name deleted) could recommend the Phi 105 Ethics as part of the Humanities requirement, but that is not the case at this point.

In addition, the theme results showed that many of the participants believed that theory is important in the improvement and teaching of ethics with almost half of the participants perceiving using a deontological theory approach, and over half of the participants perceiving using and ethical decision-making theory approach. These results came from the participants, checking the box for which theory they perceived and being taught in their business schools (See Table 5). It is important to note some participants used more than one theoretical method in their business schools. The participants

perceived that in the amount of time they had to cover ethics that it was important to take a deontology virtue ethics approach where character matters above anything else, and combined that with ethical decision-making models where you teach students how to make better ethical decisions, by trying to determine how different decisions can impact them (i.e., the student) and others.

    Research Question 4. Theme 4 was ethics integration. This theme is associated with Research Question 4, which was: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?) showed theme data (data set one) that almost all of the participants perceived that the way ethics has changed curriculum has changed in response to recent corporate ethics scandals is through a greater awareness, increased coverage in textbooks, increased classes, and class content on ethics has increased (See Table 4). The theme results (data set two) showed that all of participants believe that the way ethics has changed curriculum has changed in response to recent corporate ethics scandals is through a greater awareness, increased coverage in textbooks, increased classes, and class content on ethics has increased (See Table 6). This is supported by Participant 4 when he said,

    I think that in a variety of classes it showed up as discussion items. Or in many cases, it's in the text book, and it's probably there as a case study or two on it. So, it gets either pulled in as part of the lesson plan, or as part of the reading.

Participant 2 agreed that have been changes but argues more needs to be done, by exclaiming:

    Including the content regarding these events into the business curriculum is most important. Ethical behavior needs to be addressed as if our students do not realize

its importance; they may land in a bad position in life, costing them their career. Content needs to be in-depth and specific and allow students to learn how to ethically behave in the business world and provide an understanding of the ramifications if they don't**.**

Results from the themes which were arrived at by the data collect from both data sets suggest the same conclusion that recent corporate scandals have had and some impact on the curriculum, by having and increased coverage of business ethics covered in business classes combined with the increased coverage in the required textbooks that are used in business classes. In contrast, the results from data set one also shows that a very low number of participants perceived that recent corporate scandals have had little to no impact on the coverage of business ethics education (See Table 4 and Table 5). Below are Table 6 and 7 which are the data tables that were derived from data collected, using the second data collection tool, which was the follow up Zoom phone interviews. The data contrived from the themes of this study answered the research questions. The frequency tables are there to support the results of the theme by providing additional visual support of the first two data sets and to support the theme data collected from the perception of the participants.

Frequency tables are a tabular representation of data sets. They are used to organize and summarize data. Specifically, it is a list of either qualitative or quantitative values that a variable takes in a data set and the associated number of times each value occurs. (Lavrakas, 2008, p. 1)

In addition, a frequency table is an easy way to summarize the obtained values for variables that contain a small number of different attributes or different values, including

questions that require a simple yes or no answer in addition to reasons behind that yes or no answer (Meyers, Gamst, & Guarino, 2006). The tables below help to give a visual to the first two data sets, and support of the perceptions of the participating department chairs. They are separated out where the results show from data sets one and two, according to their relevance to the research questions. On the right-hand side of the chart it is as follows: n=number of times a phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents.

Table 6.

Data Set 2 Interviews Part 1

Keywords, phrases, and codes	Categories	Themes	yn	%	nn	%
Yes, No, change or influence, little change, some change, required ethics classes, business ethics, business ethics classes, ethics required, psychology, sociology, philosophy, elective, recommended, ethics integration, ethics education, Enron, Tyco, Halliburton, theology, some influence, big influence or change, large influence or change, ethics content -increase, decreased is now covered, has stayed the same.	Content (Related to R1)	Theme 1: Influence of Corporate Scandals of Content	9	100	0	0
Yes, No, curriculum availability, ethics are important, ethics are not important, Enron, Tyco, Halliburton, MCI/WorldCom, AIG, Goldman Sachs, Lehman Brothers, Washington mutual, increase in ethics classes and awareness, decrease in ethics classes, ethic are required, ethics classes have stayed the same, ethics classes are available throughout school, psychology, sociology, philosophy, elective, recommend, ethics integration, ethics education, theology	Availability (Related to R2)	Theme 2: Influence of Corporate Scandals on Curriculum Availability	9	100	0	0
Ethics are important, ethics are not important, corporate scandals influence, corporate scandals impact, increase in ethics classes, integrations of ethics into all curriculum, decrease in ethics classes, ethic are required, psychology, sociology, philosophy, religion teaching morals, morality, theology,t he school should require more ethics classes	Ethics Education (Related to R3)	Theme 3: Improving Ethics Education	8	89	1	11

yn/nn = number of times yes/no and a phrase(s) or keyword(s) occurred and the % = to the percent out of total of respondents.

Table 7.

Data Set 2 Interviews Part 2

Keywords, Phrases, and Codes	Categories	Themes	Sites with Frequencies																
			1		2		3		4		5		6		7		8		9	
			n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Business classes, classes are mandatory, classes are elective, recommended or required, no ethics classes, some ethics classes in psychology, sociology, philosophy, humanities, theology, religion, ethics included in all programs, ethics only in business textbooks, ethics only in other areas	Ethics coverage (Related to R4)	Theme 4: Ethics integration	1	11	2	22	0	0	0	0	0	0	0	0	4	44	2	22	0	0
Theory is important to ethics, Theory impacts ethics, Hosmer, Kohlberg, Gilligan, Flinders, utilitarian ethics, deontological ethics, relational ethics, ecological ethics, theology, Cognitive moral philosophy, Ethical-decision making models	Theories (Related to R1, R2, R3, R4)	Theme 5: Ethics theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethics integrated just in business program or class, ethics integrated throughout curriculum, not sure enough time is spent on teaching ethics, no time spent in teaching ethics, the right amount of time spent on teaching ethics, more time could be spent on ethics	Curriculum and Coverage (Related to R1, R2, R3, R4)	Theme 6: Integration and Time spent on ethics education	4	44	6	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0

n=number of times a phrase(s) or keyword(s) occurred and the %=to the percent out of total of respondents.

The third data set of this study was a review of school catalogs from the participant's schools. As stated earlier this third source of data is not to advocate or to suggest a causational relationship, but rather to given a deeper understanding of the perspectives. In addition, this study received exempt status approval from the IRB Committee at Grand Canyon University. This approval along with Federal law requires that the researcher does not discuss or disclose the individual participants or the institutions they are affiliated with. Therefore, participants were assigned and ID-code and the institutions were assigned a pseudonym. Below is Table 8 which reports the data, collected by using the third data collection tool which was the review of school catalogs from each of the participant's schools. Data is reported using the pseudonym of the school and the ID-code assigned to each participant to protect the well-being of the participants and the identity of their institutions.

Table 8.

Data Set 3 School Catalogs: A Count of Ethics Classes

School Pseudonym	Participant ID-Code	2003	2004	2005	2013	2014	2015	Results
1	A	0	0	0	0	0	0	No Change
2	B	1	1	1	1	1	1	No Change
3	C	3	3	3	3	3	3	No Change
4	D	1	1	1	1	1	1	No Change
5	E	3	3	3	3	3	3	No Change
6	F	1	1	1	2	2	2	Increase
7	G	3	3	3	5	5	5	Increase
8	H	3	3	3	5	5	5	Increase
9	I	3	3	3	5	5	5	Increase

However, one theme that did emerge during the course of the research was the belief that in order to improve business ethics education ethics has to be integrated into a student's entire curriculum. This could be a possible underlying problem to improving

ethics education because just over half of participants perceived that ethics only integrated into the business classes, while less than half of the participants perceived that ethics are ingrate into the entire curriculum of business students and believe that is the way of the future to improve business ethics education.

Summary

The focus of this study is business ethics in business schools. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies were found Rivard (2002) and Pangburn (2008). Therefore, this study is needed in order to fill in the gap in the literature on business ethics education in Arizona. One of the limitations of the study was instead of a total of 43 business schools there was a total of 40. When the research was conducted it was found out that one school had closed their branch in Arizona, another school didn't offer a business degree, and another one was absorbed by a larger state school. This left the total amount of schools at 40 of which 9 schools chose to participate, giving a response rate of roughly 23%. However, even though response rate was lower than expected due attrition factors beyond the researchers control there was more than enough information from the three data sources to interpret and analyze. This study employed the use of triangulation. The three sources of data were an e-mailed questionnaire, a follow-up Zoom phone interview, and a review of school catalog (a counting of ethics classes per and post-Enron). This low response rate was another

limitation of the study. It was the first two data sources that provided most of the data for this study.

Research Questions 1 and 2 wanted to know if department chairs perceived if recent corporate scandals have had an impact on the content and availability of ethics education in postsecondary business schools in Arizona. The results of this study found that corporate ethics scandals, has had an impact on the content and availability of ethics education in in postsecondary business schools in Arizona. The results for research question one (R_1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?) showed that almost all of the participants perceived that corporate ethics scandals had an influence on the content of ethics education, such as a greater awareness, and increased coverage in text books, classes, and class content compared to very few of the participants that perceived it did not have and influence (See Table 4).

The results for Research Questions 2 are very similar to the first research question. Data set one showed that a majority of participants believed recent corporate scandals have had an impact on the availability ethics education in postsecondary schools in Arizona, compared to less than a quarter of participants who did not perceived there was any changes to availability of ethic education (See Table 4). Research Question 3 was: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona? The results for Research Questions 1 and 2 show that the majority of the participants perceived that recent corporate ethics scandals have had an impact on the content and availability on business ethics education in Arizona.

The results for Research Question 3 (R$_3$: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?), showed from data set two that less than half of participants believe that not enough time is spent on ethics (See Table 6). Furthermore, from data set one almost all of the participants perceived that ethics are important and that schools need to require more ethics class not only in business but throughout the curriculum (See Table 7). The results for Research Question 4, which focused on how postsecondary business schools in the state of Arizona have changed their ethics curriculum in response to recent corporate ethics scandals, showed from data one almost all of participants believe that the way ethics has changed curriculum has changed in response to recent corporate ethics scandals is through a greater awareness, increased coverage in textbooks, increased classes, and class content on ethics has increased (See Tables 4-7).

The results for Research Questions 3 and 4 show that the majority of participants perceive that ethics education can be improved by requiring ethics be taught throughout the entire program of student's curriculum. The belief is that by requiring students to obtain an ethics education from other disciplines such as psychology, sociology, and philosophy students will have a better foundation on which to build on when they encounter business ethics within their business classes and business classes that are specific to business ethics. In addition, a high number of participants perceive that their schools have already begun to start to require more ethics throughout the students required program, in addition to more coverage of the subject matter in business classes and textbooks. Therefore, it can be concluded that recent ethics scandals have not only had an impact on the content and availably on business ethic education it has also has

motivated more business schools in Arizona to improve ethics education by changing student curriculum to include ethics education in the general education requirements. More findings, recommendation, and conclusions will be discussed in the next chapter. Chapter 5 will include an introduction, summary of the study, summary of findings and conclusion, implications (theoretical, practical, future), and recommendations (for future research, for future practice).

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

The need for this study arose because there has been a rise in the unethical behavior in corporations, as well as a lack of scholarly information on ethics training in postsecondary business schools. The problem is that in the last 10-12 years scandals has not been a rare phenomenon. Unethical choices and behavior has led to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs, 2009, Lehman Brothers 2008, Washington Mutual 2008, and Wells Fargo, 2016 (Markham, 2006; Matkin, 2010; White, 2016). Many of the scandals in 2008 were from financial institutions that many believe was the inception of the economic downturn in the U.S. (Brescia & Steinway, 2013; Bynum-Simpson, 2010; Petrick, 2011). Thus, the following problem statement guided this study: It was not known how recent corporate ethics scandals impact the content and availability of ethics education in postsecondary business schools in Arizona. U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend, 2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013).

Romious et al (2016) found the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). This is leaving business students unprepared to be practitioners of business ethics and corporate social responsibility. U.S. business schools have an academic standard that each regionally accredited college and university must meet (AACSB International, 2009, p. 16). In order for AACSB business

school graduates to be prepared to practice business management theory in the real world, with a responsible worldview of ethics that benefits all stakeholders these academic standards must be met (Crossan, Mazutis, Seijts, & Gandz, 2013; Waddock, & Lozano, 2013).

Therefore, this study was done to examine the impact of these recent corporate scandals and their impact on the content and availability of business ethic education in postsecondary business schools in Arizona. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies were found Rivard (2002) and Pangburn (2008). Therefore, this study was also needed in order to fill in the gap in the literature on business ethics education in Arizona.

In order to answer the research questions this study was conducted by using a qualitative method case study design was chosen, which employed triangulation data. This qualitative method, case study design, and triangulation data are appropriate and well proven to gain deep understanding of real world phenomenon and have proven efficient in answer the research questions in qualitative case studies (Yin, 2014; Yin, 2015). The three data sources for this study were This researcher implemented an emailed qualitative questionnaire (See Appendix C), followed up with interviews conducted via Zoom Phone technology from the initial respondents from the questionnaire (See Appendix D), and review of the participant's institutions academic school catalogs look

at major salient corporate scandals and business curriculum before 2005 and after 2013. The research questions for this study were:

RQ1:   How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2:   How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3:   How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4:   How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

It is these research questions that served to help us understand the phenomenon of recent corporate scandals and its impact on business ethics education here in Arizona. Chapter five will go into further detail about the results of this study. The next chapter will include the following sections: a summary of the study, a summary of the findings and conclusions, implications, recommendations for future research and recommendations for practice.

Summary of the Study

Corporate scandals are a rare phenomenon and occur at the apex of corporate fame when managerial fraud suddenly emerges in correlation with a large gap between perceived corporate success and actual economic conditions (Zona, Minoja, & Coda, 2013). In the last 10-12 years, scandals have not been a rare phenomenon. In fact, there

has been a rise in the unethical behavior leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, and Washington Mutual 2008 (Markham, 2006; Matkin, 2010, Wells Fargo, 2016). Many of the scandals in 2008 were from financial institutions that many believe was the inception of the economic downturn in the U.S. (Brescia & Steinway, 2013; Bynum-Simpson, 2010; Petrick, 2011).

Unethical behavior and scandals continue with Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012. All of these unethical and illegal acts have led to a loud public outcry for stronger regulations and ethics training for business students (Beggs & Dean, 2007; Harris, Lang, Yates, & Kruck, 2011; Potts & Matuszewski, 2004). The post Enron scandals which occurred between 2005 and 2013 will be reviewed to see if scandals during this time period had any effect on the curriculum and instruction in business schools in Arizona. The problem was that it was not known how recent corporate ethics scandals impact the content and availability of ethics education in postsecondary business schools in Arizona. U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend, 2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013).

This study was important because there is little to no research done in business ethics education as it pertains to Arizona. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies were found Rivard (2002) and Pangburn (2008). In

addition, it was not known whether and how recent corporate ethics scandals impact the content and availability of ethics education in postsecondary business schools in Arizona. The main issue being research was recent corporate ethics scandals and it impact on business ethics education in postsecondary business schools in Arizona. Therefore, the following research questions were developed to guide this study:

R$_1$: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona? R$_2$: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

R$_3$: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

R$_4$: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

It is clear from the review of research and evident that the teaching and practice of business ethics remains a problem (Arseven & Eng, 2014). Unfortunately, the U.S. and the world have seen an ever increasing list of large corporate scandals. This is why it is so important that exploratory studies such as this one are done. Department chairs are important for the purpose of this exploratory study because of their direct involvement in the management of their business degree programs (i.e., design and accreditation of required curriculum), faculty and business schools. The key points from Chapter 1 is first this study focuses on corporate scandal and its impact on business ethics education in Arizona in business schools.

This study will build upon and improve the original Bynum-Simpson (2010) study to examine the phenomenon of business ethics taught in Arizona postsecondary business schools. Bynum-Simpson (2010) found that Michigan colleges and universities had a significant increase in ethical courses and training after the Enron scandal. The second key point is that since Bynum-Simpson (2010) examined the Enron and Arthur Anderson scandals in 2001, there have been many other large scandals. Some of the U.S. scandals that have occurred since Enron in 2001 have been Adelphia 2002, Halliburton 2002, MCI/WorldCom 2002, Tyco 2002, and Global Crossing 2002 (Markham, 2006; Matkin, 2010).

In the last 10-12 years scandals have not been a rare phenomenon. The third key point is that corporate ethics scandals keep happening, In fact there has been a rise in the unethical behavior leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, and Washington Mutual 2008 (Markham, 2006; Matkin, 2010). The fourth key point is that even though legislation has been enacted, the unethical behavior of Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Lehman Brothers 2008, Washington Mutual 2008, Goldman Sachs 2009 is further proof that legislation, such as Sarbanes-Oxley Act of 2002, and the 2004 Federal Sentencing Guidelines have been circumvented or ignored and in many cases, both (Willits & Nicholls, 2014). Corporate scandals occurring in the U.S. are being committed by senior leadership people, who are highly educated and have degrees from Ivy League schools (Berlau, 2002). There has been a public outcry to improve business ethics education.

The fifth key point is that it was not known how department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in Arizona business schools. U.S. business schools have inconsistencies and sometimes a complete lack of business ethics education among undergraduate and graduate business students (Abend, 2013; Cavaliere, 2010; Egri, 2013; Giacalone & Promislo, 2013). This is leaving business students unprepared to be practitioners of business ethics and corporate social responsibility. U.S. business schools have an academic standard that each regionally accredited college and university must meet (AACSB International, 2009, p. 16), in order for their graduates to be prepared to practice business management theory in the real world, with a responsible worldview of ethics that benefits all stakeholders (Crossan, Mazutis, Seijts, & Gandz, 2013; Waddock, & Lozano, 2013). The sixth key point is the purpose of this qualitative case study is to explore how department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in Arizona business schools.

The seventh key point was the phenomenon being examined, which was to find out how corporate scandals impact the content and availability of ethics education in postsecondary business schools in Arizona? And how can business ethics education be improved or has curriculum already changed. The eighth key point is the research design of this study is a qualitative case study. Yin (2014) argued that choosing to do case study research is best when; from a deep understanding of the real-world phenomenon being studied, one can make assumptions and recommendations that pertain to the actual case such as possible solutions to a problem. This study will serve to provide further understanding as to the level of ethics curriculum and instruction in Arizona's

postsecondary schools, and if the Enron scandals and more recent corporate scandals have had any effect on ethics education in Arizona.

It is hoped this exploratory study can and will provide a platform for further qualitative and quantitative research.

According to Chapter 2, Schmidt et al. (2013) argued the teaching of business ethics is an ongoing concern as business schools and business organizations seek to develop approaches that are effective in chaperoning ethical behavior. The conclusions to this objective have been varied, and consistent scholarly evidence for a particular approach has not emerged. Bynum-Simpson (2010) showed results that undergraduate programs underwent changes to increase the ethics training in Michigan business school programs while graduate business students did not have such a dynamic change. Ninneman (2011) found no difference in the way graduates and undergraduates handled and viewed ethical dilemmas. Murphy (2011) found complete different viewpoints between business school faculty and business students on levels of ethics education and what ethics education actually is.

If one correlates this with the findings of Geiger (2010) of a significant increase of ethics being addressed in text books, and Gillmor et al. (2011) findings that showed that business majors had a greater understanding of external variable that lead to poverty, after participating in community service and ethics classes it proves that business students are teachable. They can learn and grow in ethical maturity if given the opportunity through increased business ethics classes. Still, the topic of ethics in business education is an ongoing state of conflict and confusion. Changing developments in the business world such as globalization add to the need for the teaching of business ethics.

The literature has information on business ethics; and the importance of business ethics, but the finding of Ninneman (2011) and Murphy (2011) demonstrates a clear lack of importance placed on the practice of business ethics in business theory. The current literature then supports the same conclusion of Amlie (2010) that the academic community has prime responsibility to serve as strong ethical role models when teaching business theory and practice. Some of the key points to emerge through this literature review has been, that there is much more research that needs to be done to understand the level of ethics curriculum and instruction in business programs. In addition, business ethics education and eroded over time as less importance has been given to them. There is a relationship between corporate scandal and business ethics education. Additionally, the literature review has shown that ethics classes do in fact help business students to develop their ethical level of maturity. Therefore, business schools need to require more ethics classes, community service, theology, psychology, and philosophy for students so they are able to develop the moral maturity necessary to make more ethically sound choices when they are practicing in the business community. This is why this study is so important, because despite the findings of the current literature, there are many gaps in the literature as pointed out by Bynum-Simpson (2010).

In addition, the Bynum-Simpson study showed no connection between Arizona and other states, because the Bynum-Simpson (2010) study was only examining colleges and universities in the state of Michigan. Furthermore, Romious et al (2016) suggested the following need, "MBA programs need to be proactive in preparing ethical-minded professionals who are able to assess ethical issues critically and make effective decisions" (p. 197). There were only two studies found when searching for empirical literature

examining business ethics education in Arizona, which was Rivard (2002) and another study by Pangburn (2008). Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporation, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete. The results showed research in other states but nothing showed any research for Arizona.

Therefore, this research served to help fill in this gap in the literature by having conducted a research study which is specific to Arizona. In order to fill in the gap in the literature and gain a better understanding of the phenomenon of business ethics educations in Arizona business schools, a qualitative method along with a case study design was utilized. The qualitative method in conjunction with case design allowed for a deep understanding of this real-world phenomenon that would be difficult to quantify (Punch, 2013). Furthermore, this qualitative case study employed using triangulation which included an emailed qualitative questionnaire (see Appendix C), follow up with interview, conducted via Zoom Phone technology from the initial respondents from the questionnaire (See Appendix D), and reviews of the participant's institutions academics school catalogs, that will look at major salient corporate scandals and business curriculum before 2005 and after 2013 (Barnham, 2012; Taylor, 2011).

Furthermore, this study served to address the problem statement by exploring how department chairs of Arizona's business schools perceive the influence of recent corporate scandals has had any impact on curriculum and instruction. In doing so it will answer the research questions of this study of, how do department chairs describe the influence of recent ethics scandals in corporations on curriculum and instruction in

Arizona business schools? This research will serve as a platform for further research into Arizona's postsecondary business schools. Other studies could be done using different schools and participants thereby giving us an even great body of knowledge of the phenomenon of business ethics education in Arizona's postsecondary schools on which to draw upon.

A case study inquiry scope includes the technically unique situation where there are many variables of interest than data points with one result. In addition, it relies on multiple sources of data that must converge in a triangulation fashion with another result (Yin, 2014). In addition, Yin (2014) suggested a case study inquiry benefits from prior development of theoretical propositions to guide data gathering and data analysis, this case study will help advance Hosmer and Kiewitz (2005) managerial ethics theory. By using a case study design with triangulation this study will be able to gain an understanding of the participants' perceptions on the influence of recent corporate scandals and its impact on the curriculum and instruction at Arizona's postsecondary business schools, it will help us to better understand how Arizona's business schools define ethics as compared to Hosmer and Kiewitz (2005) definition of ethics. Hosmer and Kiewitz (2005) defined ethics as the obligation owed by members of society to other members of society. This study will also serve to gain an understanding of how Arizona postsecondary business schools apply their definition of ethics to the teaching of business ethics, in comparison to Hosmer and Kiewitz (2005) managerial ethics theory.

In summation Chapter 3 covered that the qualitative methodology that was chosen for this study combined with the case study research design is a well proven way of understanding complex phenomenon as it has occurred in a real-life context (Barratt et

al., 2011; Visak 2010). In addition, case study design allows for the collection of several sources of data giving researchers a substantial amount of data; whereas, they can look for patterns and or themes to best describe a phenomenon which in turn allows researchers to be able to understand relationships in a more intimate level. Furthermore, it also allows researchers the ability to make generalizations, predictions, and explain relationships in the phenomenon that is being study (Lyons, 2009; Petty et al., 2012; Yin, 2013; Yin, 2014).

Therefore, a qualitative methodology with a case study design was chosen, because it is the most appropriate design to explore the data for themes and relationships in a quest to understand the phenomenon of the influence of recent corporate scandals, on the content and availability of ethics education in postsecondary business schools in Arizona's. Furthermore, the methodology, design, and data collection that were chosen for this study will be most appropriate to answer the research questions which are:

R_1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

R_2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

R_3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

R_4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals? In addition,

the qualitative case study design and method, along with employing

triangulation data collection allowed for deeper understanding of this

phenomenon.

In Chapter 4, there was a reintroduction of the study followed by the explanation

of the descriptive data for this study, which was qualitative data that was collected from

the participants. The descriptive data that comes from qualitative research can come in a

wide array of data sets which encompasses approaches such as grounded theory,

phenomenology, ethnography, discourse analysis, and protocol analysis. The data

collected from this study came from three data sources which were an initial

questionnaire (See Appendix C), a follow-up Zoom phone interview (See Appendix D),

and a review of school catalogs.

The study was carried out through the following steps. The first step that was took

in analyzing the data was to start to separate the data into different tables so that all the

data could be interpreted and analyzed to answer each of the research questions. The first

set of data to be separated out was the demographic data, which was interpreted from data

set one the e-mailed questionnaire. The data was and counted from each participant, in

order to obtain an understanding of the participant's demographic makeup, such as

gender, age, and years of experience. Data obtain was and stored in a Microsoft Excel

spread sheet to produce the data table (See Table 4).

In order to answer the research questions one and two, the second step was that

each data set (i.e., the e-mailed questionnaire and the follow up Zoom phone interview)

were separated and the data was interpreted and analyzed into two separate data sets. This

is because research question one and research questions two responses had to be

narrowed down and categorized as more yes declarative (coded as 1) that department chairs perceived that recent corporate scandals had has an influence on the content and availability of ethics education or no declarative (coded as 2) that department chairs did not perceive that recent corporate scandals had has and influence on the content and availability of ethics education in their business schools. There were yes and no declarative themes were counted for the number of time or the frequency in which they happened to obtain the percentages to answer research questions one and two. Data obtain was and stored in a Microsoft Excel spread sheet to produce the frequency table (See Table 4 and Table 5).

The next step was too interpreted and analyzed the rest of the data from data set one the questionnaire and data set two the follow up Zoom phone interview and code the responses. Theme four was coded with ten pattern responses, theme five was coded with six pattern responses, and theme six was coded with eight pattern responses. Again, pattern codes were counted for the number of times or the frequency in which they happened to obtain percentages to answer research questions three and four. Data obtain was and stored in a Microsoft Excel spread sheet to produce the frequency table (See Table 4, Table 5, Table 6, and Table 7). Lastly, the review of school catalogs was conducted. The number of classes was counted from the respondents of the study, and again the number of classes prior to 2005 and after 2013 was recorded into a Microsoft Excel spreadsheet to show if the number of ethics classed has increase, decreased, or stayed the same (See Table 8).

This was followed up by the results. The results for research question one (R_1: How do department chairs describe the influence of recent corporate ethics scandals on

the content of ethics education in postsecondary business schools in Arizona?) showed that 89% of participants perceived that corporate ethics scandals had an influence on the content of ethics education, such as a greater awareness, and increased coverage in text books, classes, and class content compared to 11% that perceived it did not have and influence (See Table 4). In addition, data set two showed 100% of the participants perceived that corporate ethics scandals had had an influence on the content of ethics education (See Table 5). The result in data set two further supports the findings in data set one, especially when it came to greater awareness, and increased coverage in text books, classes, and class content the highest percentages were in increased classes, class content, and increases in coverage of ethics in the textbooks (See Table 4 and Table 6).

The results for research questions two (R_2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?), are very similar to the first research question. Data set one showed 78% that perceived recent corporate scandals have had an impact on the availability ethics education in postsecondary schools in Arizona, compared to 22% who did not perceive there was any changes to availability of ethic education (See Table 4). For data set two showed that 100% of participants perceived that recent corporate ethics scandals have had an impact on the availability of ethics educations in postsecondary business schools in Arizona (See Table 5). Just like in the results of research question one the majority of participants perceived that both faculty and students have a greater awareness of the importance of business ethic and that there is an increased coverage in text books, classes, and class content. The results from data set two mirrors the results from data set one with 100% perceiving that recent corporate

scandals have influenced the availability of ethics education at their business schools (See Table 5). The result in data set two further supports the findings in data set one, especially when it came to greater awareness, and increased coverage in text books, classes, and class content the highest percentages were in increased classes, class content, and increases in coverage of ethics in the textbooks (See Table 6).

The results for research question three (R3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?), showed from data set two that 44% of participants perceived that not enough time is spent on ethics (See Table 6). Furthermore, from data set one 89% of participants perceived that ethics are important and that schools need to require more ethics class not only in business but throughout the curriculum (See Table 5). In addition, many of the participants believed that theory is important in the improvement and teaching of ethics with 44% using a deontological theory approach, and 56% percent using and Ethical Decision-making theory approach (See Table 4). It is important to note some participants use more than one theoretical method in their business schools.

The results for research question four (R4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?) showed from data one 89% of participants perceived that the way ethics has changed curriculum has changed in response to recent corporate ethics scandals is through a greater awareness, increased coverage in textbooks, increased classes, and class content on ethics has increased (See Table 4). Data set two showed from data one 100% of participants believe that the way ethics has changed curriculum has changed in response to recent corporate ethics scandals is through a greater

awareness, increased coverage in textbooks, increased classes, and class content on ethics has increased (See Table 4). The summary of the findings will be discussed further in the summary of findings.

Summary of the Findings and Conclusion

The phenomenon and purpose of this qualitative case study is to explore how department chairs describe the influence of recent corporate ethics scandals, on content and availability of ethics education in postsecondary business schools in Arizona. In order to examine this phenomenon, this study was conducted using a qualitative methodology with a case study design. Case study inquiry benefits from prior development of theoretical propositions to guide data gathering and data analysis (Yin, 2014). Thus, the study relied on multiple sources of data that must converge in a triangulation fashion as suggested by Yin (2014), with an emailed qualitative questionnaire (See Appendix C), followed up with interviews conducted via Zoom Phone technology from the initial respondents from the questionnaire (See Appendix D), and review of the participant's institutions academic school catalogs look at major salient corporate scandals and business curriculum before 2005 and after 2013. There was a total of one page of data collected for all nine participants, from the review of school catalogs. The data for school catalogs was more minimal than expected due to the low participation rate; given the researchers initial expectation of a much higher participation rate. In addition, other sources of archival data were not available, that would have uncovered the number of ethics classes in the curriculum. Therefore, mainly two sources of data (i.e., the initial questionnaire, and the follow-up Zoom phone interview) drove the triangulation of this study rather than three.

The following research questions guided this study:

RQ1:   How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona?

RQ2:   How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona?

RQ3:   How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona?

RQ4:   How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?

The finding of the study is that for research questions one and two show that the majority of the participants perceived that recent corporate ethics scandals have had an impact on the content and availability on business ethics education in Arizona. The results in data set two further supports the findings in data set one, especially when it came to greater awareness, and increased coverage in text books, classes, and class content the highest percentages were in increased classes, class content, and increases in coverage of ethics in the textbooks (See Table 6).The results for research questions three and four show that the majority of participants perceive that ethics education can be improved by requiring ethics be taught throughout the entire program of student's curriculum. The belief is that by requiring students to obtain an ethics education from other disciplines such as psychology, sociology, and philosophy students will have a

better foundation on which to build on when they encounter business ethics within their business classes and business classes that are specific to business ethics.

In addition, a high number of participants perceive that their schools have already begun to start to require more ethics throughout the students required program, in addition to more coverage of the subject matter in business classes and textbooks. Therefore, it can be concluded that recent ethics scandals have not only had an impact on the content and availably on business ethic education it has also has motivated more business schools in Arizona to improve ethics education by changing student curriculum to include ethics education in the general education requirements.

These findings seem to suggest that Arizona business schools are in line with the rest of the United States, whereas, you have an increased awareness of the importance of business ethics, but have no continuity between business schools and business programs. The results of study showed that recent corporate scandals have had: no impact, some impact, and greater impact on some Arizona business schools compared to others. There were a small number of schools that perceived there was little to no impact. Most schools had a greater awareness and increased coverage of ethics in their textbooks; thus, the business classes had increased coverage of business ethics. Then there was a smaller amount of schools that have committed to increasing ethics education by incorporating it into the entire curriculum. This approach gave students a starting foundation of ethics and ethical principles on which to build on throughout their entire educational program. This approach was an underlying significant theme that was uncovered in this research. Most of the participants agreed that the best approach to teaching ethics was to include ethics throughout a student's entire curriculum.

In Chapter 2, Schmidt et al. (2013) the teaching of business ethics is an ongoing concern as business schools and business organizations seek to develop approaches that are effective in chaperoning ethical behavior. The conclusions to this objective have been varied, and consistent scholarly evidence for a particular approach has not emerged. Bynum-Simpson (2010) showed results that undergraduate programs underwent changes to increase the ethics training in Michigan business school programs while graduate business students did not have such a dynamic change. Ninneman (2011) found no difference in the way graduates and undergraduates handled and viewed ethical dilemmas. Murphy (2011) found complete different viewpoints between business school faculty and business students on levels of ethics education and what ethics education actually is.

These findings of Bynum-Simpson (2010), Ninneman (2011), and Schmidt et al. (2013) are similar with the finding of this study. This study found that on one hand some participant's business schools have had an increase in business class, increased ethics coverage in other classes such as management, and requiring ethics classes in the student's entire business curriculum. While on the other hand you had some others that did not have much change at all. In addition, while the great majority of participants 89% to 100% agree on that corporate scandals have had an impact of the content and availability of ethics education in Arizona, they varied on the level of what business ethics is or how to define it.

However, one significant theme that did emerge during the course of the research was the believe that in order to improve business ethics education ethics has to be intergraded into a student entire curriculum. The results showed 56% of participants

believe that ethics were only integrated into the business classes, while 33% believe that ethics are ingrate into the entire curriculum of business students and believe that is the way of the future to improve business ethics education (See Table 5). This could be a possible underlying problem or a hindrance to improving ethics education in Arizona's postsecondary business schools. If the majority (i.e., 56%) of business school department chairs perceive that ethics are only being taught in business class, then it is in direct contrast to, the findings from data set one where 89% of participants believed that ethics are important and that schools need to require more ethics classes that are not only in taught in business classes but throughout the curriculum (See Table 5).

It can be concluded that although the majority of business school department chairs in Arizona believe that ethics education is of significant value, they are not being taught throughout the entire curriculum, therefore, causing a deficiency in ethical foundations from which to build on by the time they reach their business ethics class. It can also be concluded from the finding of this research that more research into business ethics education needs to be done in Arizona, in order to hopefully come towards a greater continuity on the high agreement among participants of requiring ethics in general education sections of students require programs, as well as more requirements in the major sections of the business section of the students required programs. In addition, further research would also serve to fill in the gaps in the literature as it relates to business ethics education in Arizona. Most importantly this research and its findings can possibly help to find a solution to the problem of ongoing corporate scandals that are caused by unethical and illegal decision making, by serving as a foundation to make policy changes to the curricula at Arizona business schools. There are no absolutes or

guarantees that academic research will end corporate scandals and people acting unethically. However, if the business schools of Arizona; and every other decision maker of curriculum development and accreditation, used the finding of this research and included ethics education throughout the entire curriculum there would be a reduction in the amount of corporate scandals. This research hopefully can and should be used to help all of Arizona's business schools make a greater commitment to ethics education.

Implications

The implications of this research are that this research could serve as a mechanism to improve business ethics education in postsecondary business schools in Arizona. In addition, it can serve in tandem with other research to facilitate improving ethics education nationally. Theoretical, practical, and future implications are presented below.

Theoretical implications. Hosmer and Kiewitz's (2005) managerial ethics theory was the theoretical foundation of this research. Hosmer and Kiewitz (2005) theorized that ethics is actually about morality. Ethics is about the moral standards of behavior, which is how society gauges individual and organizational actions. These cultural or social morality norms are what one first uses to determine whether actions of others are good or bad, fair or unfair, just or unjust. Ethics is directly related to moral standards of behavior, which are our innate gauges of an individual's or organizations actions. Therefore, the theoretical implication of this study is the expansion of Hosmer and Kiewitz (2005) managerial ethics theory. This expansion is done through the research questions and examining how department chairs described recent corporate scandals and their impact on the content and availability of ethics education in postsecondary business schools in

Arizona. With the knowledge gained by this study, one can then attempt to understand how the level of ethics education as defined by Hosmer and Kiewitz (2005) at business schools in Arizona.

Another way to explain it that Hosmer and Kiewitz (2005) define ethics as morality (based off his theory of management ethics). Until this study was done we did not know the level of morality/ethics at Arizona business schools. Now that this study has provided some insight into the level of morality/ethics we can then perhaps use this study to improve ethics by requiring more classes in ethics that are developed off of Hosmer and Kiewitz (2005) Theory of Management Ethics. Once the level of ethics education is discovered, then this research can help guide a business education culture of continuous improvement of ethics education in postsecondary business schools in Arizona. This improvement could include new policy initiative and institutional changes that include requirements of ethics class throughout a student's entire curriculum.

Practical implications. The practical implications of this study is that this study can and should be used by national region accreditation agencies, national business school accreditation agencies, and curriculum committees. The problem was that it was not known how recent corporate ethics scandals impact the content and availability of ethics education in postsecondary business schools in Arizona. Therefore, the purpose of this qualitative case study is to explore how department chairs describe the influence of recent corporate ethics scandals, on content and availability of ethics education in postsecondary business schools in Arizona business. One of the limitations of the study was instead of a total of 43 business schools there was a total of 40. When the research was conducted it was found out that one school had closed their branch in Arizona,

another school didn't offer a business degree, and another one was absorbed by a larger state school. This left the total amount of schools at 40 of which 9 schools chose to participate, giving a response rate of roughly 23%. This low response rate was another limitation of the study. However, even though response rate was lower than expected due attrition factors beyond the researchers control there was more than enough information from the three data sources to interpret and analyze.

The results showed that at the majority of schools there was some increased coverage of ethics in business class that have been the result of the increased coverage in the required textbooks of the class, and not from any significant importance from school leadership. Only a small number of schools had made a significant commitment to ethics education at their schools. This is why this study should be used by curriculum committees as resource to continually review their business degree programs to see how business ethics are being covered, and the amount of business ethics education being given within their degree programs. By doing this perhaps every few years could help ensure that business ethics is integrated into all business degree programs (i.e., Management, Marketing, Accounting, etc.).

This would help make sure that all students are getting a comprehensive education based on the current research and theory. National accreditation agencies (Middle States Commission on Higher Education, New England Association of Schools and Colleges, Commission on Institutions of Higher Education, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, Commission on Colleges, Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges,

Accrediting Commission for Senior Colleges and Universities, North Central Association of Colleges and Schools, The Higher Learning Commission) should use this study as a reference to make sure that all degree programs have ethics incorporated into them. Business schools alone should not be the only discipline to require or education students on ethics. Business school students take other courses outside the business schools, therefore, if more ethics is incorporated across all disciplines ethics can work in synthesis with one another from a student's first year forward. If this is done student therefore get basic ethics principals there first year and progressively grow in their knowledge of ethics and decision makes as they continually advance in their programs. National business school accreditation agencies (AACSB: The Association to Advance Collegiate Schools of Business, ACBSP: The Accreditation Council for Collegiate Business Schools and Programs) need to use this study to make sure the policy; that has already been created, are followed, and policy is routinely updated. This study should also sever to make sure that business schools that have AACSB or ACBSP accreditation are routinely audited and their inclusion of ethics is reviewed to ensure each business school is adhering and meeting or exceeding the requirements of AACSB or ACBSP.

Future implications. The future implications are of this study are that is it can be a springboard to other future research in Arizona and nationally. Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies were found Rivard (2002) and Pangburn (2008). There is a large gap in the literature of business ethics

education in Arizona that must be filled in as postsecondary business schools in Arizona attempt to compete against other postsecondary schools in not only attracting the best students, but also turning out highly educated business graduates.

These business graduates are going to be the corporate decision makers and leaders of the future. Therefore, it is critical Arizona business school graduates develop skills that enable them to make ethical business decisions. The world is well aware of the consequences when business leaders make decisions that are not ethical and or in the interests of all stakeholders.

Strengths and Weaknesses

The strength of this study was that it helped to fill in the gap in the literature. As mentioned earlier, there is little to no research into ethics education in the state of Arizona. The only two studies found were only two studies were found Rivard (2002) and Pangburn (2008). Thus, this study will hopefully open up a door for more research to be done. An additional strength of this study is that it explores a very important subject of corporate scandals, which have devastating effects on the financial security of millions of people. Furthermore, the study opens up a conversation of what (if anything more) can the academia do to help prevent such scandals.

The weaknesses of this study, is that the response rate was lower than expected, which resulted in one page of data from the review of school catalogs. Perhaps with more participation from certain types of schools in the state, the study could have had richer data on which to draw from. Getting to these specific schools; which I cannot mention due to confidentially, would be extremely beneficial to get an even deeper understanding

of the phenomena of corporate scandals and its influence on ethic education in Arizona business schools.

Recommendations

Since there has been a summary of the study, and a summary of the findings of this study, it is important to have a discussion about utilizing the findings of this study. Thus, recommendations for future research and practice are presented below. These recommendations should hopefully spark future research into the area of business ethics education along with how to put the findings into practice of business ethics education in Arizona, as well as, across the U.S.

Recommendations for future research. There is little to no research done on postsecondary business ethics education in Arizona (i.e., only two studies were found Rivard (2002) and Pangburn (2008). Therefore, the first suggestion for future research is for this study to serve as a foundation to do additional research bases on its finding. For example, one of the common themes this research uncovered was that department chairs believed that ethics should not just be implemented just in the business portion of students' programs, but throughout the entire program (i.e., the general education portion of requirements). Therefore, students would have a better foundation on which to build on when they take business classes which covers ethics and classes that are specific to business ethics.

There could be a great deal of future research that could be done on how to best implement ethics into the entire curriculum of business students. The second suggestion for future research is to address the limitation of this research which was the low response rate. Future research could be done by repeating the study at a different time of

year when participants might be less busy or the research could be conducted by the Arizona Department of Education, which might place a higher importance on the research. This third suggestion for future research is that the study could be repeated in a different or specific location, culture, or participants which would give a new perspective. For example, the study could be redone at a specific school with faculty members of the specific school. This way data from this study could be compared and contrasted against the findings of the new study.

This would be important to find out if business faculty had the same or contrasting views to the department chairs of the business schools. By finding this out the research could lead to possible improvements in business ethics education in Arizona. For example, if the future research found that faculty had contrasting view points on business ethics education the research could possibly be used as a catalyst for open forums to discuss the importance of business ethics education and how to implement them in their curriculum. The fourth suggestion for future research is to expand the Hosmer and Kiewitz (2005) managerial ethics theory. Hosmer and Kiewitz (2005) theorized that ethics is actually about morality. Ethics is about the moral standards of behavior, which is how society gauges individual and organizational actions. Future research can build off of this framework of morality, and show us where we are as a society when it comes to morals and where we might be doing a good job or moral awareness and where we might need improvement. All four of these suggestions would help greatly to fill in the gaps in the literature left by this study as well as the gaps from the two articles that were found.

Searches were conducted using combinations of the following words: business, graduate, undergraduate, ethics, education, corporate, corporations, classes, scandal, corporate social responsibility, curriculum, instruction, and Arizona were used in ProQuest, EBSCO, Google Scholar, and Business Source Complete, and only two studies were found Rivard (2002) and Pangburn (2008). Therefore, this study along with future recommended research studies are needed in order to fill in the gap in the literature on business ethics education in Arizona.

Recommendations for future practice. What was learned from this study can be put into practice. Department chairs play a key role in the developments in the management and curriculum of their business schools. Therefore, it was important to understand the perceptions that department chair have about business ethics education, so that improvements that are continuous can happen. In addition, department chairs can use this research as the basis for examining and re-examining their curriculum to see if they are following the latest recommendations and guidelines from National business school accreditation agencies (AACSB: The Association to Advance Collegiate Schools of Business, ACBSP: The Accreditation Council for Collegiate Business Schools and Programs) which should be followed, which would allow and help insure each business schools' policy is routinely updated.

Therefore, the first suggestion for future practice is for this study to serve as a foundation to do additional research and practice based one its findings or themes. One of the common themes uncovered by this research was that ethics should be woven into the entire curriculum students are required to take. For example, students should have to take classed where ethics is a central theme in the general education core, as well as, their

specific business core of classes. Thus, students have a good foundation of ethics on which to build on when as they move into business course which could then have students put the ethics knowledge that they have learned into practice, with real case business situations. The future practice and research needs to examine how best to include ethics into the entire curriculum of business students.

This second suggestion of future practice and research is that the study could be repeated in a different location, culture, or participants which would give a new perspective, in comparison and contrast to this study. This would be important to find out if different faculty had contrasting views as the department chairs of the business schools. By finding this out the research could lead to possible improvements in business ethics education in Arizona. For example, if the future research found that faculty had contrasting view points on corporate scandals and its impact on business ethics education in Arizona, then this future research could possibly be used as a catalyst for open forums to discuss the importance of business ethics education and how to implement them in their curriculum. These possible future improvements to business ethics education directly ties into the significance of this study. The significance of this study is helping to understand the level of business ethics education in Arizona's postsecondary business schools; to improve ethic education, in the hopes of helping to reduce corporate scandals through unethical decision making and behavior. Therefore, what has been learned from this study along what will be learned from future research is critical in helping to reducing the damage done to stakeholders by corporate scandals.

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Appendix A

Site Permission

Site permission was not needed or warranted for this study. The reasons are:

1. Questionnaire was delivered via e-mail to the participants; the researcher was not

    on site.

2. Follow up Zoom phone interview was conducted over the phone using Zoom

    meeting technology.

3. Third data source was a review of school catalogs that were pulled from the

    internet from each school's web site.

Appendix B

Qualitative Case Study (Research Questions and Phenomenon)

Research Question	Phenomenon Being Studied	Instrument(s) – Type and Level of Data	Analysis Plan
R_1: How do department chairs describe the influence of recent corporate ethics scandals on the content of ethics education in postsecondary business schools in Arizona? R_2: How do department chairs describe the influence of recent corporate ethics scandals on the availability of ethics education in postsecondary business schools in Arizona? R_3: How do department chairs feel that ethics education can be improved in postsecondary business schools in Arizona? R_4: How have postsecondary business schools in the state of Arizona changed their ethics curriculum in response to recent corporate ethics scandals?	To explore how department chairs describe the influence of recent corporate ethics scandals (i.e., that have occurred from 2005-2013) on the content and availability of ethics education in postsecondary business schools in Arizona.	Qualitative Case Study Instruments: 1. E-mailed questionnaire. 2. A follow up interview conducted via Zoom Phone from the participants who respond to the initial questionnaire. 3. A review of participant's institutions academic catalogs.	Data will be analyzed using thematic analysis and counting number of ethics classes before 2005 and after 2013.

Appendix C

E-mailed Informed Consent Form and Questionnaire

Grand Canyon University College of Doctoral Studies
3300 W. Camelback Road Phoenix, AZ 85017
Phone: 602-639-7804
Fax: 602-639-7820

INFORMED CONSENT FORM AND QUESTIONNAIRE

TITLE OF RESEARCH STUDY

Exploring the Relationship between Corporate Ethics Scandals and Ethics Education in Postsecondary Business Schools in Arizona

INTRODUCTION

The purposes of this form are to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research and to record the consent of those who agree to be involved in the study. The subject presented in this paper focuses on research in the area of business ethics in business schools. In the last nine years there has been a rise in the unethical behavior leading to scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, Washington Mutual 2008, many of these scandals that happened in 2008 were from financial institutions that many believe was the inception of the economic downturn in the U.S. This study will examine if recent corporate scandals that have occurred between 2005 -2013(recent corporate ethics scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, Washington Mutual 2008, Penn State 2011, Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012) has had any impact on business ethics curriculum and instruction at Arizona business schools.

RESEARCH

Robert J. Gillis, Doctoral Candidate, Grand Canyon University has invited your participation in a research study.

STUDY PURPOSE

The purpose of this qualitative case study research is to explore how department chairs describe the influence of recent corporate ethics scandals on content and availability of ethics education in postsecondary business school in Arizona. Although numerous studies have been done examining this phenomenon around the U.S. none have explored this phenomenon in Arizona.

DESCRIPTION OF RESEARCH STUDY

If you decide to participate, then as a study participant you will join a study involving research of other Arizona business school department chairs who will answer a questionnaire to report their perception of the relationship; if any, recent corporate scandals have had on business ethics curriculum and instruction at Arizona's postsecondary schools. If you say YES, then your participation will last for duration of this study. Which is projected to last a few months, your participation mainly is answering the questionnaire (11 questions), which will be followed up with an interview over the phone using Zoom phone technology (5 questions). Approximately 43 subjects will be invited to participate in this study.

RISKS

There are no known risks from taking part in this study, but in any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS

The possible/main benefit(s) of your participation is critical in helping to understand the level of business ethics education in Arizona's postsecondary business schools. This will be done by answering the question of: How do department chairs in Arizona business schools believe business curriculum and instruction can be improved? In addition, it will serve to bridge the gap in the literature as suggested by (Nelson et al., 2012). Although there may be no direct benefits to you, the possible benefits of your participation in the research will perhaps serve as foundation to improve the teaching of business ethics in Arizona postsecondary business programs.

NEW INFORMATION

If the researcher finds new information during the study that would reasonably change your decision about participating, then the researcher will provide this information to you.

CONFIDENTIALITY

All information obtained in this study is strictly confidential. The results of this research study may be used in reports, presentations, and publications, but the researchers will not identify you. In order to maintain confidentiality of your records, Robert J. Gillis will keep the names of the subjects confidential by keeping the information stored in my personal data base which no one has access to. The information will be shared only with appropriate persons including my department chair, methodologist, content expert, and appropriate review boards at Grand Canyon University. No one else will have access to

data except for Robert J. Gillis and will only be shared with appropriate Grand Canyon University staff for the purposes of completing the doctorate degree program at Grand Canyon University. Data will be kept for the three years, after that all data collected, will be destroyed, by digitally erasing emailed responses, and shredding any journals or transcripts. Risks to the participants are minimal because no names of the participants or names of the schools they represent will be used.

WITHDRAWL PRIVILEGEWITHDRAWL PRIVILEGE

Participation in this study is completely voluntary. It is ok for you to say no. Even if you say yes now, you are free to say no later, and withdraw from the study at any time. If applicable: Your decision will not cause a loss of benefits to which you might otherwise be entitled. Your participation is voluntary and nonparticipation or withdrawal from the study will not affect your treatment or employment status (if employed at Grand Canyon University). If you withdraw any of your information that you have provided will be destroyed.

COSTS

The researcher wants your decision about participating in the study to be absolutely voluntary. There are no anticipated financial costs to the participants, other than time. There is no payment for your participation in the study.

VOLUNTARY CONSENT

Any questions you have concerning the research study or your participation in the study, before or after your consent, will be answered by:

Robert J. Gillis ████████████████████████████████. Phone ███████████ or ███████████. If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Institutional Review Board, through the College of Doctoral Studies at (602) 639-7804.

This form explains the nature, demands, benefits and any risk of the project. By signing this form (marking the X in the yes box and emailing back the responses to the researcher you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. In signing this consent form, you are not waiving any legal claims, rights, or remedies. A copy of this consent form will be given (offered) to you. Your marking X in question # 1 of the questionnaire below indicates that you consent to participate in the above study.

INVESTIGATOR'S STATEMENTINVESTIGATOR'S STATEMENT

"I certify that I Robert J. Gillis have explained to the participating individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that have been raised, and have witnessed the above signature. These elements of Informed Consent conform to the Assurance given by Grand Canyon University to the Office for Human Research Protections to protect the rights of human subjects. I have provided (offered) the subject/participant a copy of this signed consent document."

Place an "X" in the space that represents the most appropriate response for questions with areas to check. For other questions please type as much as you need to answer questions.

Informed Consent Agreement

1. You are being invited to participate in this study. After reading the informed consent agreement do you agree to participate in this study? By choosing to mark YES you are also stating that you have read and fully understand the disclosure agreement and are choosing to voluntarily participate in this study. By marking NO you are exercising your right not to participate in this study.

___ Yes ___ No

Questions concerning the impact of scandals on business curriculum

2. How do you as a department chair describe the influence of recent corporate ethics scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, Washington Mutual 2008, Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012 on content of ethics education in postsecondary business schools in Arizona? (Please type answer below)

3. How do you as a department chair describe the influence of recent corporate ethics scandals such as Qwest 2005, Merrill Lynch 2008, AIG 2008, Bear Stearns 2008, Goldman Sachs 2009, Lehman Brothers 2008, Washington Mutual 2008, Dynergy 2012, J.P. Morgan 2012, and Yahoo 2012 on the availability of ethics education in postsecondary business schools in Arizona? (Please type answer below)

4. How do you, as a department chair feel that ethics education can be improved in postsecondary business schools in Arizona?

Placement of Ethics in the Business School Curriculum

5. How is ethics included within the business curriculum or instruction in business courses?

____Separate course

____Integrated within business course

____Both

____Not taught

Why not taught?

_____

6. How are business ethics courses offered in the business programs at your institution?

A.) Mandatory

B.) Elective

C.) Recommended

D.) Some ethics courses are mandatory and some are electives

7. How are ethics integrated across other disciplines such as Psychology, Philosophy, and Sociology courses?

8. How does the ethical content taught in business courses cover one or more of the following?

Please check all that apply.

____ Ethical theories (Teleology- is theory of morality which comes from a sense of moral obligation or duty for what is desirable and good. Deontology virtue ethics-holds that character matters above anything else and that behaving correctly involve

learning and showing of courage, compassion, temperance, and wisdom. Virtue ethics-focus on an individual's character as a fundamental element of ethical thinking.)

_____ Cognitive moral philosophy (This type of philosophy deals with systematizing, recommending, and defending ideas or beliefs of what is right and wrong and it involves many different academic disciplines such as psychology, sociology, theology, etc.)

_____ Ethical decision-making models (These are models which derive from mainly academia which help future business leaders to make better ethical decisions through different steps which asks the decision maker how their decision could impact themselves and others and compare that to the concepts of morality, virtue, honesty, etc.)

_____ None of the above

Demographic Questions

9. Size of your college or university student population:

_____ Small (student enrollment 1 to 10,000)

_____ Medium (student enrollment 11,000 to 20,000)

_____ Large (student enrollment 21,000 to 30,000)

_____ Extra Large (student enrollment 31,000 and above)

10. Business chair: Please give degree type and name of degree that you hold (i.e., Ph.D. in Economics).

11. Please give your:

Gender _____ Male _____ Female

Years of experience:

0-5 years _____

6-10 years _____

11-15 _____

16-20 years _____

21+ years _____

Appendix D

Follow-Up Zoom Phone Interview Protocol Form

Department Chair interview Protocol

Institution: _____

Interviewee: (Assigned code number) _____

Interviewer: Robert Gillis Doctoral Candidate

Interview Protocol Script: Hello I am Robert Gillis a Doctoral Candidate at Grand Canyon University; I would like to thank you for your participation in this study. To facilitate my note taking and to ensure accuracy, we are using Zoom phone technology that records our conversation. For your information, only myself and required university staff will be privy to the recording/transcripts, which will eventually be destroyed. In addition I would like to remind you that: (1) your participation is completely voluntary and you can choose to withdraw from the study at any time, (2) all information gathered is strictly confidential, (3) we do not intend to inflict any harm. The interview should last about 45 minutes.

Now that I have informed you of your rights do you voluntarily agree to participate?

(This is where the participant needs to verbally say yes in order to proceed with the interview)

1. As a Department Chair, do you think recent corporate ethics scandals have had an

   impact on the content and availability of ethics education at your business school?

   Yes _____ No _____

2. If you marked yes, what impact do you think has occurred? If you marked no, why do

you believe there was no impact at your business school?

3. As a Department Chair, how do you think business ethics education can be improved

at your business school?

4. How do you perceive ethics are integrated into the curriculum? For example are their

other courses in ethics, outside the business department that business students must take?

5. What do you perceive to be the impact of teaching of business ethics at your school?

6. Do you think there is a relationship between, the teaching of ethics and corporate

   ethics

scandals?

Appendix E

Initial Cover Letter

Dear Business School Department Chair,

I am a doctoral candidate in the College of Doctoral Studies at Grand Canyon University. Dr. Loretta Gorman with Grand Canyon University serves as my committee chair. Because of the surge in corporate scandals, the public is demanding an increase in effective business ethics education provided by colleges and universities. The purpose of this qualitative study is to explore how department chairs describe the influence of recent corporate scandals on the content and availability of ethics education in postsecondary business schools in Arizona.

With the use of a qualitative case study research design, the study will explore the phenomenon of business ethics education in Arizona from the qualitative data reported by you the department chairs of Arizona business schools. This information, corroborated with the results from a content analysis of ethics data from business school catalogs, will add a fuller depiction of the problem. The initial e-mailed questionnaire will have informed consent pages along with questions that cover how you perceive ethics are taught at your in business school. In addition, it covers if you perceive if recent corporate scandals have had any impact on the curriculum and instruction at your business school. Your response to this e-mailed questionnaire and a follow up phone interview using Zoom Technology; will provide the needed information about changes in business ethics following the most recent scandals which have occurred between the years of 2005-2013.

By the nature of the initial e-mailed questionnaire, and follow up e-mailed interview, there is a minimal risk to study participants. Participants may cease to participate in the study at any time. There is a potential risk that responses and data could be intercepted while being transmitted to and from participants. The following procedures will be used to mitigate such risks. A numerical master coding system will be used to protect the identity of the name of the university/college and participants. This master data will be

password protected and saved on a hard drive. The data collected in this questionnaire and follow up interview questionnaire will be limited to this research, but may be presented in other formats in journal articles or conference presentations. Please express concerns to me at the telephone number below. The questionnaire will take approximately 15-20 minutes to complete. Please respond to this questionnaire by August 30, 2016.

I truly appreciate your assistance in filling out these questionnaires as part of my requirement to complete my doctoral studies.

Regards,

Robert Gillis

██████████ Home
██████████ Cell
Doctoral Candidate
Grand Canyon University

Appendix F

Interview Protocol

This study utilizes triangulation: first initial e-mailed questionnaire with informed consent. The second will be a follow up interview conducted via Zoom phone from respondents of the initial questionnaire with five follow up questions. The third data point is a review of participant's institutions academic catalogs. Because of the second data collection point being a phone interview using Zoom technology, it is appropriate to discuss who will be interviewed and how they will be interviewed.

After approval from the AQR and IRB committees, an initial cover letter (See Appendix D) will be sent out to participants advising them about the research and it will also state that their participation will consist of an initial e-mailed questionnaire and a follow up Zoom phone interview. Then two days after the initial cover letter is sent via e-mail to the participants the initial e-mailed questionnaire with informed consent (See Appendix B) will be sent out to participants. On day fourteen, appointments will made, with the responding participants from the initial questionnaire for the follow up Zoom phone interview. The Zoom phone interview form has the interview protocol, which reminds the participants of their rights and again confirms their ongoing informed consent to participate in the study (See Appendix C).

Appendix G

Coding, Categories, Themes Table

Keywords, phrases, and codes	Categories	Themes
Yes(1), No(2), (change or influence), little change(3), some change(4), required ethics classes(5), business ethics(6), business ethics classes(7),ethics required(8), psychology(9), sociology(10), philosophy(11), elective(12), recommended(13), ethics integration(14), ethics education(15), Enron(16), Tyco(17), Halliburton(18), theology(19), some influence(20), big influence or change(21), large influence or change(22), ethics content - increase(23), decreased is now covered(24), has stayed the same(25).	Content (Related to R1)	**Theme 1: Influence of Corporate Scandals on Content**
Yes(1), No(2) (curriculum availability) ethics are important(3), ethics are not important(4), Enron(5), Tyco(6), Halliburton(7),MCI/WorldCom(8), AIG(9), Goldman Sachs(10), Lehman Brothers(11), Washington mutual(12), increase in ethics classes and awareness(13), decrease in ethics classes(14), ethic are required(15), ethics classes have stayed the same(16), ethics classes are available throughout school(17), psychology(18), sociology(19), philosophy(20), elective(21), recommend(22), ethics integration(23), ethics education(24), theology(25)	Availability (Related to R2)	**Theme 2: Influence of Corporate Scandals on Curriculum Availability**
ethics are important(1), ethics are not important(2), corporate scandals influence(3), corporate scandals impact(4), increase in ethics classes(5), integrations of ethics into all curriculum(6), decrease in ethics classes(7), ethic are required(8), psychology(9), sociology(10), philosophy(11), religion teaching morals(12), morality(13), theology(14), the school should require more ethics classes(15)	Ethics Education (Related to R3)	**Theme 3: Improving Ethics Education**
business classes(1), classes are mandatory (2), classes are elective (3), classes are recommended (4), classes are required (5), no ethics classes (6), some ethics classes in psychology, sociology, philosophy, humanities, theology, religion (7), ethics included in all programs(8), ethics only in business textbooks (9), ethics only in other areas (10)	Ethics Coverage (Related to R4)	**Theme 4: Ethics integration**
Theory is important to ethics, Theory is not important in ethics, Theory impacts ethics, Hosmer, Kohlberg, Gilligan, Flinders, utilitarian ethics, deontological ethics (1), relational ethics(2), ecological ethics (3), theology (4),Cognitive moral philosophy (5), Ethical Decision making Models (6)	Theories (Related to R1, R2, R3, R4)	**Theme 5: Ethics theory**
Ethics integrated just in business program or class (1), ethics integrated throughout curriculum (2), not sure (3), enough time is spent on teaching ethics (4), not enough time spent on teaching ethics (5), no time spent in teaching ethics (6), the right amount of time spent on teaching ethics (7), more time could be spent on ethics (8)	Curriculum and Coverage (Related to R1, R2, R3, R4)	**Theme 6: Integration and Time spent on ethics education**

Appendix H

Dr. Bynum-Simpson Permission Letter

GRAND CANYON
UNIVERSITY™
College of Doctoral Studies

PERMISSION TO USE COPYRIGHTED DISSERTATION MATERIAL

I (We) **Janice F. Bynum- Simpson**, owners of the copyright to the work known

as: **An Examination of Ethics Education in Michigan Business Schools,**

UMI 3424820 Copyright 2010 by ProQuest LLC., authorize **Robert J. Gillis**

to use the following as part of his doctoral dissertation to be submitted to

Grand Canyon University located at 3300 W. Camelback Phoenix, AZ 85017.

I, **Janice F. Bynum- Simpson** represent to you that the dissertation and the

abstract are my original work, do not infringe any rights of others, and that I

have the right to make permission grants.

Signature _Dr Janice Bynum Simpson_ Date_ June 15, 2012_

Please sign this copy and mail and fax back to:

Robert Gillis
3▮▮▮▮▮▮▮▮▮▮
C▮▮▮▮▮▮▮▮▮▮
F▮▮▮▮▮▮▮▮▮▮

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