Ethics Education in Business Schools: Emerging Issues and Challenges

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Abstract

Ethical education is a perpetual learning process, lasting from childhood until the end of life. Human beings continually learn about ethical values, behavioural justification, and moral conscience, whether it is from the family, which is the basic and fundamental cell of society in its entirety, or from politics or one's workplace. University students who prepare for an occupation with a high level of social responsibility have a chance to acquire knowledge about morality, ethics, and values. Managers and those studying management also need to consider ethics. Ethics education proves to be vital in various professions, and the learning process in this field could be more effective in the training programmes of those professions. Universities which offer management programmes include ethics education and teach the knowledge and skills of ethical behaviour, which students go on to practice in their respective workplaces. The question, however, is, "What does this school offer in ethics education?" The main goal of this article is to explore which areas of ethics in tertiary education in the Czech Republic are offered in management degrees, and how this is connected with true ethical leadership.

Keywords: Education, ethics, ethical leadership, management

1. Introduction

Ethics education is a perpetual learning process, lasting from childhood until the end of life. Human beings continually learn about ethical values, behavioural justification, and moral conscience, whether it is from the family, which is the basic and fundamental cell of society in its entirety, or from politics or one's workplace. University students who prepare for an occupation with a high level of social responsibility have a chance to acquire knowledge about morality, ethics, and values. Managers and those studying management also need to consider ethics. Ethics education proves to be vital in various professions, and the learning process in this field could be more effective in the training programmes of those professions. There are many reasons why the study of ethics is beneficial. One article, for example, appealed to the reason of a generally increasing number of scandals (e.g., Brown and Treviño, 2006; Sims and Brinkmann). However, we hold that this kind of reasoning is no different than the reasoning for the existence of prisons: it is necessary to build more prisons because the scale of the criminality is increasing. This reasoning cannot solve the matter of human existence; humans are ethically thoughtful beings. As

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aforementioned, there are many reasons for ethics education, but one answer in particular supersedes all others: Aarvidsson and Peitersen wrote, "The companies, organisations as well as publics themselves, the accumulation of ethical capital serves similar crucial economic functions" (Aarvidsson and Peitersen, 2016, p. 99). The answer, then, is simply responsibility. Aarvidsson and Peitersen have identified the most important reason why managers should be educated in ethics, arguing that a company's management is responsible for regulating human capital, sources, and money. That responsibility covered the relationships on the workplaces and sources, in which the CEO and management of the organisation could not be the absolute owners. Hans Jonas predicated that ethics had only one maxima: responsibility (Jonas, 1974). Nevertheless, this is only one reason for the importance of ethics education. Upon identifying the necessities for ethics education, a basic question arises: what types and methods of ethics education are schools offering?

This article aims to highlight the main problems in ethics education at several universities in the Czech Republic, most of which are public universities which offer management programmes. This article concentrates on faculties which offer management programmes additionally because students who obtain management degrees apply ethics when making business decisions. As Susan M. Philips wrote in her report, students who studied corporate governance implement their knowledge and skills in everyday life: "In recent years, several schools have established centres for corporate governance. While governance concepts and practices may be mentioned in management education degree programmes, few business schools have designed curricula that include each element, establish learning goals, and measure outcomes. Nonetheless, it is difficult to refute the premise that students who understand the principles and practices of corporate governance are much more likely to emerge as effective leaders." (Philips, 2004, p.14.)

Universities which offer management programmes include ethics education and teach the knowledge and skills of ethical behaviour, which students go on to practice in their respective workplaces. The question, however, is, "What does this school offer in ethics education?"

This question cannot be ignored. As O.C. Ferrell and Linda Ferrell wrote, "One of the greatest challenges in teaching business ethics is determining the subject matter and content that needs to be taught. When examining business ethics courses, it is obvious that there are many different framework issues and philosophies for teaching the course. This is because there is not agreement about what students should understand and the role of values, philosophies and culture, as well as critical thinking in making decisions." (Ferrell, O.C. and Ferrell, L., 2005, p. 1)

It seems to be that there are many problems with ethics education after all. Most research concurs that managers can only become accustomed to ethical principles in business practice, their implementation in business practice, or in theories of ethical leadership, and it is too late to learn these principles in actual businesses. High-quality management work in the field of ethics along with ethical leadership emerges from high-quality training and theoretical foundations through which managers can commence the process of leading people. The basic question, therefore, asks what students are supposed to know and what fundamentals the graduates of the Business School of Economics should have.

1.1 Methodology

This problem cannot be ignored from a pedagogical, methodological, or philosophical point of view. Surprisingly, the philosophical standpoint in particular here can play a fundamental role. Ethics as a philosophical discipline can be divided into three methodological approaches: descriptive, metaethical, and normative ethics. The goal of normative ethics is to develop what is supposed to be rather than what really is. By what means is it possible to answer the question of what is supposed to be? If we want to answer this question clearly, we must select a dual methodological approach. Firstly, we want to become acquainted with the content of ethics subjects at economic faculties. Following this, we then want to determine what students in the field of ethics should know in order to work in organisational management. We want to approach this with a special emphasis on the ethical leadership of people.

In the first part of this article, we pay attention to the theoretical basis of business ethics and ethical leadership. The authors of this study paid significant attention to books and articles on the topic of teaching ethics at technical universities, particularly at faculties of economics. Theory here plays a crucial role. It is possible with the help of theory to name the part of reality that can be examined. As František Ochrana writes, "The first step is the analysis of the subject of research. The subject of research is the part of reality on which research activity is focused with regards to the fixed research goals" (Ochrana, 2009, p. 12). Both the theory itself and the theoretical foundation of the study cannot be circumvented in any way. We do not simply present literature that determines the basis of his work at the theoretical starting point, but also displays philosophical trends, on the basis of which he then builds his thinking and furthermore interprets facts.

The second part of this study will analyse data from universities in the Czech Republic. The data we worked with in our analysis were collected in the 2019-2020 academic year. We surveyed the field of economics and management not only at technical universities, but at all universities that offer study programmes and courses in this field. We researched how many universities offer the subjects of economics and management, how many of them offer ethics in their curricula, and how much time, along with course subjects, are devoted to theories, ethical conduct, ethical leadership, and tools for applying ethics.

The key research method that was used to analyse the data was analysing the content of various documents and subsequent comparative analysis. The theoretical starting points and the conclusions of these analyses were interpreted based on theory. In the concluding portions of this study, we decided to recommend an ideal composition of the taught subject, how much time is to be allowed for the subject and, subsequently, the didactics of the subject. The theoretical foundations of this portion are based on the philosophy of pragmatism. The recommendations of this portion are based on the key literature and are developed on the basis of the aforementioned philosophical direction. In these recommendations, we took into account the theoretical literature of the subject, the results of the analysis, and also our own experience with teaching the given subject.

2. Ethics Between Academia and Organisations

Professional literature points to the advantages of ethical leadership in organisations. Research on this topic also testifies to these positive effects it has on

organisations, their effective work, and also employees, customers, and other stakeholders. What the individual conclusions of quantitative and qualitative research do not agree on, however, is the degree of the impact of ethical managements of organisations. What ensues rather clearly from this research is that managers carry most of the responsibility of ethical implementation in organisations. If this is the case, then one of the tools for implementing ethics in organisations is ethical leadership. Nonetheless, a certain problem arises here which could be described as noetic-analytical. No agreement exists regarding the measurable degrees of impact that ethical leadership has on organisations in all regards, such as economic, personnel, quality, etc. Yukl et al. point out in their article, "An Improved Measure of Ethical Leadership," that each method of measuring ethical leadership measures only a small portion of ethical leadership in organisations (Yukl, G.; Mahsud, R.; Hassan, Sh.; Prussia, G. E., 2013, p. 39). We are accordingly receiving only a small sector of a certain reality that concerns ethical leadership. Had we wanted to synthesise the results of the measurements of various methods and approaches into one conclusion, which could give us a single picture of this dilemma, then we would find that on the one hand a piece of the puzzle is still missing, and on the other hand the methodology and various methods of measurement often contradict each other. Nevertheless, the vast majority of articles agree on one thing, namely that ethical leadership has a positive influence on organisational operations both long-term and short-term. We reiterate this, though the extent of this influence has not been explored extensively so far. This is one part of the issue of ethical leadership in organisations. The second part, which is directly related to ethical leadership in organisations, concerns the theoretical equipment of managers who work in the organisations. The degree of ethics and the implementation of ethical leadership in organisations depends on a number of factors. Among them is also the level of knowledge of responsible managers, which they enter the organisation with. An organisation can create and promote ethical leadership of people based only on the quality of management of the given organisation. Again, this depends on the quality of knowledge and the level of knowledge that the managers of the given organisation possess. It is therefore possible to create a basic premise of this work, that the management of an organisation which promotes the ethical leadership of people is able to enforce only a level of ethical leadership in the organisation with as much high-quality theoretical knowledge they have on the topic.

We can find a direct proportion between the ability to innovate, adapt to the ethical leadership of people in an organisation to new challenges and trends, and relate to the theoretical knowledge of managers in this area. Thus, the level of people in leadership, especially in the ethics field, depends on the quality of the theoretical training of future managers at universities. Leading people in a high-quality manner begins during theoretical training in schools. Similar conclusions were drawn from research in this field conducted in Iceland, and which was published under the title "The Role of Business School in Ethics Education in Iceland: The Manager's Perspective" (Sigurjonsson, Th. O.; Vaiman, V.; Arnardottir, A.A, 2013, p. 26). The authors in this study claim, "However, many industry experts agree that the impact of ethics might be limited in many organizations. This limited impact might be explained by a significant gap between theory and practice in the field of business ethics." The relationship between theory and practice—between knowledge and skills that are executed through knowledge—is evidently rather narrow. The second

premise that can be created is the following statement: universities—especially faculties of management and economics, which prepare future managers to enter the labour market—also contribute to the ethical leadership of people. Knowledge in the field of the ethical leadership of people not only helps give future managers a smooth initiation into a job position; it also helps increase the level of ethical leadership in a given organisation. Universities play a comparatively crucial role here. It is precisely these programmes, course subjects, and lecture topics that determine the knowledge of future managers. Furthermore, it is strictly how universities prepare future managers in the areas of ethics, ethical leadership, and values in which we find many problems.

2.1 Content of Ethics Learning

How can we define these problems? Linda Ferrell mentioned two key problems that can be detected in ethics instruction. The first problem is the very philosophical foundations of ethics. After all, ethics as a systematic field emerged on the soil of ancient Greek philosophy in the fourth century BCE. Aristotle, the founder of ethics, defined this field in an unequivocal manner. The second problem is the relationship between ethics and cultural environment. Ethics arose from the foundations of ancient Greek philosophy, yet the cultural environment of Greece itself and the historical problems at the time of its establishment were what influenced ethics at the time of its creation. The present world and its problems, although they stand on the foundations of Greek philosophy, are completely different culturally and historically. Although ethics as a discipline is taught at universities around the world, there may still be real misunderstandings between the theory of ethics and cultural environment. This is not to say that ethics needs to be torn off from its foundations—absolutely not, for it is always necessary to begin where ethics originated, i.e., Greek philosophy. On the contrary, many of the ethical problems Aristotle addressed in his first systematic book concerned similar ethical problems that are addressed today; nonetheless, similarity does not necessarily mean the same. Let us take the example of a good and productive life (Aristotle, 2006). The question that needs to be answered here is how to adapt this subject to the needs of currently operating economics faculties and organisations.

A significant discussion about the name of the subject itself took place at economics faculties, which was stabilised in the 1990s. The title is therefore stable and is generally called Business Ethics. According to Marie Bohatá, this discussion appeared on the pages of the magazine titled "Teaching Business Ethics" (Bohatá, 2020, p. 22).

The basic requirements for teaching Business Ethics also appears there (Rich, 2020, p. 22): Practical experience should take precedence over theory,

Business Ethics should not simply justify the status quo, but it must be innovative and open to new negotiation perspectives.

Emanating from this discussion is a foundation of thought which has gained seemingly universal acceptance: the belief that practical experience outweighs theory. However, as practical experience shows, theory is still needed. This is because there are constituent problems which are related to the teaching of ethics at economics faculties and which cannot be overemphasised in the practical topics of ethics. In more straightforward terms, this problem can be expressed by the question, "What am I supposed to do when I do not know what I am supposed to do?" Some authors notice these problems and describe them

in more detail. For example, according to Ferrell, teaching ethics at technical universities is problematic concerning the following areas:

- the content of what is taught,
- the content of what should be taught,
- the didactics of the instruction,
- teaching ethics without an introduction to philosophy,
- cultural differences,
- historical context.

The enumeration of these problems poses challenges to the need for focusing on maximising practical experience in management. How do students and, later, managers understand terminology within ethics? Furthermore, how do they understand ethical problems without a knowledge of basic terminology, and without a knowledge of historical, cultural, and philosophical contexts? What are they supposed to do, and on what foundations are they supposed to think and then make ethical decisions, without a knowledge of the theoretical foundations of ethics?

Without these foundations, we begin to approach the problem described in Austrian philosopher Arno Anzenbacher's book "An Introduction to Ethics." The problem is that there is a considerable difference between a lay understanding of ethics and ethical concepts and an understanding of the same terminology from a professional point of view (Anzenbacher, 1994). Managers who lack basic insight into ethical issues not only cannot think ethically at a professional level, but they will also face great difficulty in leading a group or team in an ethical manner. Their thinking and ethical guidance of others is then based on intuition and has nothing to do with ethics.

In teaching ethics for management, it is necessary at the least to assume that the graduate of such a course will be able to use professional ethical terminology—i.e., to express oneself and think ethically—and will be able to acclimatise in the basic issues of the field. As a representative of phenomenology, Arno Anzenbacher divided the common understanding of ethics, which he called ethical preconceptions, from the professional understanding of ethics. He referred to the terminological chaos that prevails in common ethical preconceptions. Friedo Ricken indicated the same problems in his book "General Ethics" (Ricken, 1995).

If the ambitions of management are to lead their organisation in an ethical manner, then schools simply must offer future managers a high-quality theoretical framework and prepare them for such a level of knowledge of basic concepts that will allow for professional discussions. Ultimately, all the methods used in conducting research on the ethical leadership of people using questionnaire surveys already presuppose a certain level of professional knowledge. Otherwise, it would not make sense to submit such questionnaires at all.

At the very least, management faculties should prepare their graduates for this type of work. The association that connects schools which provide economics education also encourages this (Sigurjonsson, Th. O., Vaiman, V., Arnardottir, A.A, 2013, p. 26). More precisely, it encourages these types of schools to particularly pay attention to the curriculum of the subject of ethics. This association is the AACSB International (The Association to Advance Collegiate Schools of Business). This recommendation is very

important, but the fundamental question is: what is the ideal curriculum for the subject of ethics supposed to look like at technical universities focusing on economics? We contend, therefore, based on the theory that leading people in organisations is based on a good theoretical foundation of ethics.

3. Research

We will now try to find an answer to these questions. First, however, we will focus on the following issues: we will find out how many universities offer the subject of Business Ethics in their Economics and Management (or only Management) programmes, or another alternative name of this subject. We will hereafter focus on the universities that offer this subject as well as examine the content of the subject. Furthermore, we will divide this content into four basic categories, which should be included in the subject:
epistemological foundations and basic terminology of the subject of ethics,
the basics of ethics and the historical development of ethics,
values and ethical behaviour,
tools of ethical conduct in an organisation and its implementation.
Based on this analysis, we will then interpret the considered data and set conclusions and recommendations.

3.1 Ethics at Academics
To what extent do technical universities offer their students the basics of ethics education so that their graduates are able to implement the elements of Business Ethics in the organisations where they will work? In order to find out whether universities offer the basics of ethics in their Economics and Management programmes, we analysed 16 universities in the Czech Republic, most of which focus on technology and economics. However, the main parameter that was examined was the subject of Management, which is offered to students who study both full-time and part-time. For the publishing purposes of this article, these universities remain anonymous, and therefore the specific names of the universities that offer Management programmes are unlisted. For the final analysis, it is not of high significance to know the names of the universities, but to answer the above questions how many universities offer ethics courses.
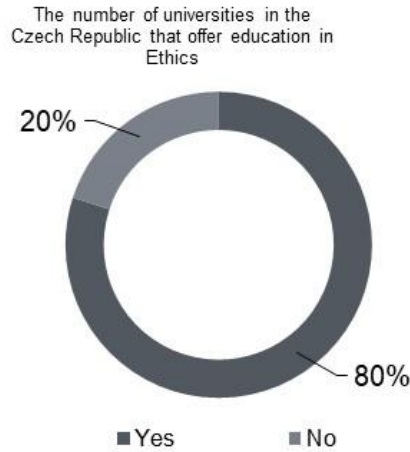
Figure 1: The number of universities in the Czech Republic that offer education in Ethics. Source: own elaboration
In total, sixteen universities were surveyed. Of these, three quarters offer ethics as a subject. One quarter of the universities that offer Management programmes do not offer the subject of ethics within this field. At first glance, this is a relatively large percentage. Nonetheless, a closer look makes this fact appear somewhat problematic. Among the universities that offer a Management programme are the most prestigious or the oldest universities. Nevertheless, we can consider the percentage an agreeable fact. Another problem arises when we consider the content of the taught subject. The graph in Figure 1 shows how many universities out of the total number of the examined universities offer the subject of ethics in the field of Management.

3.2 Content of Ethics

What is the actual content that is taught? The ensuing findings were observed in the presented research: foundations of ethics, ethical systems, ethical conduct, factors influencing ethical conduct, tools of ethical conduct, corporate culture, CSR, applied ethics (in management, marketing, accounting, and business economics), skills for applying ethics, and the creation of tools for implementing ethics in companies.
These topics can be divided into the following groups:
• epistemological foundations and basic terminology of ethics as a subject,
• elementary ethics and the historical development of ethics,
• values and ethical conduct,
• tools of ethical conduct in an organisation and their implementation.

	Groups	Topics
I.	**Epistemological foundations and basic terminology of ethics as a subject**	Business ethics theory Ethical systems
II.	Elementary ethics and the historical development of ethics	Foundations of ethics Literature
III.	Values and ethical conduct	Ethical conduct Factors influencing ethical conduct Tools of ethical conduct

	Groups	Topics
		Corporate culture
IV.	Tools of ethical conduct in an organisation and their implementation	Applied ethics Corporate Social Responsibility Skills for applying ethics The creation of tools for implementing ethics in companies

We can subsequently divide these subjects into theoretical ethics and applied ethics. As this table shows, the purpose of the subject of ethics is not limited to only introducing practical tools of the implication of ethics in business practice. The ambition of the subject of ethics is to introduce ethics as a field, to lead to ethical thinking, and—last but not least—to acquaint students with the tools that can be applied in business practice.
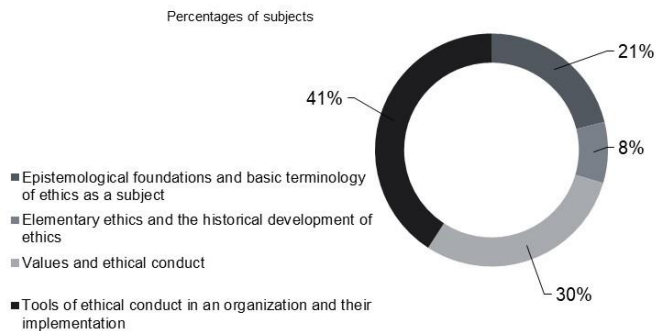

Figure 2: Percentages of subjects. Source: own elaboration

At economics faculties that offer Management programmes (and that offer ethics within those programmes), the ratio of taught subjects was as follows. The least attention is paid to the theoretical foundations and basis of ethics. Greater attention is paid to the creation of the foundations of ethical conduct, i.e., individual ethics. Thirty-five per cent of the material is devoted to this topic. The greatest attention is paid to applied ethics.

An analysis of ethics instruction at the economics faculties has shown that most topics are taught successfully at these faculties. However, a considerable problem lies in the representation of theory and the epistemological basis of ethics.

This represents the smallest percentage. If we compare the share of theory to applied topics of ethics, then we must affirm that too little is devoted to theory. Again, along with this, it is appropriate to pose the questions, "On what basis are students supposed to think about ethics when they do not know the basic terminology, foundations, and historical development of ethics? On what basis do they form ethical judgments when they do not have the opportunity to become acquainted with these basic problems of ethics?"

This disparity becomes clear when we further divide the subjects into the simplest divisions:
ethical theories,
practical ethics.

Among the key topics of theoretical ethics are epistemological bases, basic terminology of the subject of ethics, basics of ethics, and the historical development of ethics. Among the

key topics of applied ethics are ethical conduct and tools of ethical conduct in organisations along with their implementation.
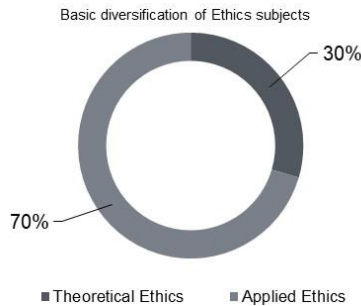

Figure 3: Basic diversification of Ethics subjects. Source: own elaboration.

Only thirty per cent of the content is devoted to theoretical ethics, whereas more than two-thirds is devoted to applied ethics. This discrepancy is reflected in the theoretical training of future managers.

3.3 Didactic Methods of Teaching Business Ethics

Other features observed include the pedagogical side of teaching ethics—especially the total time allowance devoted to the subject—and also the didactic side of teaching. The results of the research show that the time allowance for the subject of ethics was in most cases only one hour a week. From a didactic perspective, it mainly consisted of a lecture. On average, only one hour was devoted to applying learning content. Among the most often used didactic tools during lectures were presentations, and the least often used tool was a discussion with managers of a selected company. In the case of seminars, case studies were used. No other didactic tools were found from the syllabi of the subjects.

4. Discussion

Organisations that seek to develop ethical leadership will have several opportunities to further cultivate this aspect of management in their organisation with the help of managers. The first option to bring this about is to invite managers from abroad and from foreign universities which focus on the instruction in ethics and ethical leadership more than universities in the Czech Republic. This solution has both advantages and disadvantages. Among the advantages are the degree of theoretical training of these foreign managers and their skills to apply this theoretical knowledge in the environment of Czech organisations. However, the disadvantage is that these managers will be in a foreign environment and will have to handle international and intercultural management in order to be able to integrate into the realities of the Czech Republic.

The second solution offered to domestic organisations is to train new entrants in ethical leadership. The home environment that the given managers will operate in is advantageous, but the disadvantages include the time that the organisation must sacrifice for the development of its employees. In addition, another disadvantage is the increased costs that need to be invested in the education of their managers.

At the same time, organisations rely on an educational system that is supposed to prepare

future managers in this area as well. Above all, the theoretical side of managers will not replace the quality of the education of managers during the process. All that remains is to make the teaching of ethics at economics faculties more efficient.

5. The Didactics of Teaching Ethics

During the research on teaching ethics, a number of empty spaces were identified, which, however, can be filled in a relatively simple manner. We have in mind high-quality didactic tools that will offer students a way to master the theoretical side of the problem of ethics in a distinguished way. In addition, it allows students to combine theoretical knowledge with practical skills that they can learn to implement in practice.

Recommended topics include theory, especially three ethical systems and illustrative examples of them in business practice, namely of which include utilitarianism, virtue ethics, deontology, discourse ethics, and shareholder theory. A larger time allowance will certainly contribute to the improvement of instruction, not only regarding exercises, but also lectures. Recommended didactic methods include lectures, presentations, instructional videos, discussions with business managers, case studies, teamwork, independent literary study, and subsequent discussion on those studies.

Of course, it is difficult to implement activities during one hour of practical exercises that would stimulate students' interests regarding active involvement into action. Discussions with business managers seem beneficial; however, student involvement is largely passive. The solution to this situation could be cooperative work that generates teamwork. It is appropriate to thoroughly ponder on the effective form of cooperative instruction. The principles of cooperative instruction and its methods are described on the basis of many theories, which stem from the original theory introduced by John Dewey (Dewey, 2018). In this theory, Dewey considers "learning by doing" as beneficial, as it emphasises a number of principles that accentuate independent student activity in the learning process, intrinsic motivation, reflection on the needs and interests of students, learning about cooperation, respect, and mutual understanding. Democratic principles are central, and learning should be in line with the world outside the classroom and should help improve that world. We can summarise these principles in the following points:

• learn by doing, students should be active,
• intrinsic motivation,
• knowledge is changing,
• learning should relate to students' needs and interests,
• education should include learning to work with, respect, and understand others,
• democratic procedures are principal,
• learning should be related to the world beyond the classroom and help to improve that world.

The students themselves should be active during the lessons. Both the theoretical literature and research confirm that students learn much more this way. Another important aspect is the motivation of students who can already realise the interconnectedness of theory and practice during the instruction. Dewey emphasised the importance of intrinsic motivation so that students could have the desire to independently manage the tasks they would be

asked to manage. The assignment should therefore relate to their interests and the needs with which they come to study at the university. Within cooperative teaching, emphasis is placed on respect and understanding.

Cooperative learning is examined by research centres, whose results demonstrate that the Cooperative Learning Association applies the results to teaching at all levels of education (Johnson, D.W., and F. Johnson, 1989). The mentioned researchers prove that cooperative learning supports student performance, enables them to learn better, and improves their thinking strategies, arguments, deductions, interpersonal social skills, and conflict resolution (Kasíková, RVP.). This follows Dewey's notion of social environment (Dewey, 2018). In his book, Dewey said that learning about one's social environment is easiest in school; it is more difficult to do at work. Dewey even cites the example of an entrepreneur who does everything alone. The entrepreneur's work, however, is socially isolated, without the possibility of cooperation. His social environment then disappears, thus creating a socially isolated environment. Dewey's model of teaching leads to cooperative learning, during which a social environment is created.

Kasíková mentions that the most significant innovation in education in the latter third of the twentieth century is cooperative learning. Cooperative learning suits those who care about the consequences of learning: performance, thinking, motivation, social skills, and mental health. According to research (Kasíková, 2009), it suits not only students of all ages, but also adults in vocational education. Based on these findings, it can be believed that it can also find its place and application in ethics education.

In order for cooperation in a heterogeneous group to effectively work and meet expectations, it is necessary to build it on several basic principles. Johnson et al. list five principles that instructors should be aware of and apply whilst planning cooperative teaching (Johnson et al., 2019).

The first principle is positive interdependence. The relationships between group members are characterised by cooperation. Social psychologists call this connection positive interdependence. A common goal is set so that everyone can achieve it together. It is important that the individual does not get lost in the group. The effective of cooperative teaching also depends on how the group as a whole is able to reflect the results of their work.

The second principle is individual and group responsibility. The group is responsible for achieving its goals, and each member must be responsible for contributing their work. Along with the individual efforts of the team members, the group must be clear about what their goal is and how to measure progress in achieving it. Students learn together so that they can act as individuals.

The third principle is face-to-face interaction (promotive interaction), during which members share resources and help, provide support for, and encourage each other as well as praise the effort to learn. Cooperative groups operate on the principle of support. Each student has someone who is obliged to help him or her in the learning process; at the same time, each student is responsible for helping another student. Group work should therefore be fixed on each student demonstrating their progress.

The fourth element of cooperative learning is the instruction of required interpersonal skills for small group work. Students learn the content of the subject in which they solve tasks (task work) whilst simultaneously learning the skills to be able to work together

(teamwork). For this reason, cooperative learning is much more complex than competitive or individual learning. Members must be able to lead a group (effective leadership) and improve the decision-making process as well as build confidence, communicate, and navigate conflict. Instructors must therefore also focus on team skills in combination with academic ones. Cooperation and conflict are closely linked, so it is very important to pay attention to these strategies in the long run (Johnson, D.W., and F. Johnson, 2009).

The fifth element is the reflection of group work (group processing). The group members discuss how they managed to meet the goals and maintain effective working relationships. The group should be able to describe which activities of individual members are meaningful and helpful in achieving goals regarding behaviour that would be appropriate to change and, with this in mind, what to continue with. Continual improvement of the learning process is based on a careful analysis of mutual cooperation.

There is no need to mention that this manner of teaching has an ethical element, which, we note, is seen in business practice, incorporated into itself.

6. Conclusion

Although ethics is a common part of the lives of members of any given society that we learn on a daily basis, professional ethics places higher demands on qualified knowledge in this area, along with a knowledge of the tools for executing ethical principles. This goes for both organisations and human resource management. Managers who are directly responsible for implementing ethical principles in their organisations and for creating a de facto organisational culture should have this knowledge when they culminate their university studies. Research on ethics at universities in the Czech Republic has shown that this area is underestimated or blatantly neglected. Relying on organisations to provide their managers with knowledge in this area and, as it were, in application, leads to an implication that knowledge can be attained without prior practice or experience. This is not only unreasonable, but also—and more so—irresponsible. At the same time, the world's advanced economies consider ethics to be one of the most important pillars of business. The experience of these economies demonstrates that learning the basics of professional ethics "on the go" is ineffective for organisations and demotivating for collectives, and, ultimately, stressful for the manager him or herself.

Universities have the most effective tools for teaching future managers in their very own hands. However, they use these tools inadequately. The first issue is the layout of the subject of Business Ethics. Greater emphasis was focused on applied topics and on the implementation of ethical tools supporting ethical principles in a given organisation. A problem arose, though, when these topics were didactically grasped in a very unsuitable manner. In the case of applied topics of ethics and implication topics of ethics, lectures and discussions with managers were used. In the case of seminars, the chosen method was primarily case studies.

Among those who offer to find a solution to this problem is the American School of Pragmatism and, above all, psychologist and pedagogue John Dewey. This educator created the concept of "learning by doing," the principles of which offer a very skilful opportunity to take a creative approach to the subject. At the same time, it offers teachers a rather diverse range of tools with which they can make the instruction of ethics more

efficient and motivate their students to learn ethics. Every other manager who will be motivated to think ethically at university will implement these principles him or herself. This manager will not only be a leader, but an ethical leader.

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