



IOBTC 2016 at  
University of Winchester  
July 8<sup>th</sup> – 9<sup>th</sup>, 2016

Submission Template

# SUBMISSION GUIDANCE

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*\* All files must be saved in PDF format \**

*\*Please include ALL supplementary text at the end of this document\* \*Only one document should be submitted\**

**Submission Template for the 2016 IOBTC  
International Teaching Conference for Management Educators**

## **1) Title of Proposal:**

How to stimulate students' interests with learning and applying business ethics together with social responsibilities in the Asian context.

## **2) Abstract:**

*Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.*

In the discussion session, we will review the present situation with regards to business ethics from a localized perspective. We hope to share the presenters' experience of the lack of understanding in the importance of applying business ethics and social responsibilities to the Asian context. Furthermore, we hope to convey in our talk the difficulties we encounter as educators particularly with soliciting active responses and opinions from students whom are seldom aware or do not appear to appreciate the current issues affecting their present and future living environment.

### **3) Keywords:**

*Use three or four keywords to describe your session.*

Business ethics, social responsibilities

### **4) Format**

- Activity or exercise
- General discussion session

### **5) Time Requested:**

- 20 Minutes
- 30 Minutes
- 60 Minutes

### **6) Planning Details:**

*Does your session have any special requirements for space or materials?*

A computer connected to a projector and screen, 20 desks with proportionate amount of

chairs for reviewers and 4 microphones.

## **7) Learning Objectives or Goals for the Session:**

*What are 2-4 specific learning outcomes that participants will get from your session?*

1. Understand the difficulties of attracting students' interest and application of business ethics and social responsibilities.
2. Participants will respond to the presenters' experiences and explore ideas on how to improve the responsiveness of inactive students.

## **8) Management or Teaching Topics:**

*Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Teaching topics : Business ethics and social responsibilities

As the market of developed countries saturate, many western businesses explore the Asian markets for new opportunities. However, western businesses culture where business ethics have longed developed and have been enshrined in managing operations more often than not collide with the business cultures of developing countries. For example, the Chinese e-commerce giant, Alibaba, has been accused of failing to prevent the onslaught of shady vendors and pirated goods (The Straits Times, 2015).

The aim of this talk is to discuss and explore the applicability of modern business ethics and social responsibilities to businesses in Asian countries. A crucial point for students to consider is whether theoretical business ethics and social responsibilities can be adopted in an Asian content or is there a need to adapt business ethics and social responsibilities to specific business models for Asia.

Theoretical foundations : Definition of Business Ethics

## **9) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

1. Introduction: We will ask an open-ended question regarding the management topic to the reviewers. We hope to spend approximately 2-5 minutes to show a video of students lack of responses and conveying their opinion during class when asked questions relating to the subject topic taught.
2. Next, we will spend about 2 minutes showing another video again which will see the difference with the responses and presentation of opinion from students who discuss business ethics in a localized context.

3. Discussion: Participants will comment on what they think could have gone better and will brainstorm methods of improving and extracting responses and opinions from students who are responsive or fail to express opinions on how business ethics and social responsibilities can be applied to business in the developing countries looking to explore commercial opportunities with their western counterparts.

## **10) For Activities and Exercises:**

*Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*

We will share case studies with local Asian examples that have been given to students for discussion.

Evidence for effectiveness: the recorded videos of our students' different reaction and responses before and after relating to business ethics and its use in localized case studies as an education tool during lessons.

## **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

Through the case discussion with open sharing of diverse views on ethical issues, it helps students to be active listeners and enhance their critical thinking skills (Sauser and Sims, 2011). This supports the importance of applying localized example to increase the involvement and awareness of the students and attitude towards business ethics and social responsibilities.

## **12) Application to Conference Theme:**

*How does your session fit with the overall IOBTC theme of *Elevating Aspirations*?*

Through the use of real life case discussion among students, it may arouse students' desire to learn and understand the objectives of the topic being taught. Furthermore,

application skills can also be enhanced by developing collaborative peer learning and support (Brook and Milner, 2014).

### **13) Unique Contribution to IOBTC:**

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the IOBTC conference?*

This proposal is not currently being reviewed elsewhere and has not previously been presented at IOBTC.

### **14) References and/or Additional Materials:**

Brook, C., & Milner, C. (2014). Reflections on 'creative' action learning in business education: some issues in its theory and practice. *Teaching In Higher Education*, 19(2), 126-137.

Sauser, W. I., & Sims, R. R. (2011). *Experiences in Teaching Business Ethics*. Charlotte, N.C.: Information Age Publishing.

The Straits Times (2015), Alibaba's clash with China watchdog over business ethics causes stir.