

Socialization of business students in ethical issues: The role of individuals' attitude and institutional factors

Lidia E. Hernández-López

Departamento Economía y Dirección de Empresas
Universidad de Las Palmas de Gran Canaria, Las Palmas, Spain
<https://orcid.org/0000-0001-8148-1253>
email: lidiaesther.hernandez@ulpgc.es

Francisca R. Álamo-Vera

Departamento Economía y Dirección de Empresas
Universidad de Las Palmas de Gran Canaria, Las Palmas, Spain
<https://orcid.org/0000-0002-1015-9299>
email: francisca.alamo@ulpgc.es

José Luis Ballesteros-Rodríguez

Departamento Economía y Dirección de Empresas
Universidad de Las Palmas de Gran Canaria, Las Palmas, Spain
<https://orcid.org/0000-0002-3934-2679>
email: joseluis.ballesteros@ulpgc.es

Petra De Saá-Pérez

Departamento Economía y Dirección de Empresas
Universidad de Las Palmas de Gran Canaria, Las Palmas, Spain
<https://orcid.org/0000-0002-3945-5454>
email: petra.desaaperez@ulpgc.es

Abstract

This study focuses on the socialization of business students on ethical issues. To this end, we explore personal and institutional factors that influence the acquisition of business ethics competences. Drawing on the case of the European higher education framework, we analyse data from questionnaires about the experience of 599 undergraduates studying Business Management at a European university. The results show that a favourable attitude of business students towards ethics competences has a positive effect on their acquisition of such competences. Moreover, the study reveals that favourable perceptions of the teachers' ethical leadership and the University's ethical climate are relevant institutional factors in the effective acquisition of business ethics competences. The findings also reveal that the University's ethical climate positively moderates the relationship between individuals' attitude towards business ethics competences and their acquisition of such competences. This research sheds light on the need to study informal socialization mechanisms in business ethics competences development, in particular, the hidden "curricula" acquired via students' perception of teachers' ethical leadership and university ethical values.

Key words: Business ethics competences; socialization; individuals' attitude; teachers' ethical leadership; university ethical climate.

© [2020] This manuscript version is made available under the CC-BY-NC-ND 4.0 license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

This document is the Accepted Manuscript version of a Published Work that appeared in final form in The International Journal of Management Education. To access the final edited and published work see [10.1016/j.ijme.2020.100363](https://doi.org/10.1016/j.ijme.2020.100363)

1. Introduction

Through education, business students need to develop an ethical and socially responsible mindset (Hermes & Rimanoczy, 2018; Moosmayer et al., 2019). Graduate students require ethical preparation in attitudes, beliefs, values, and skills in order to perform ethics-based management that goes beyond short-term profitability with little consideration for social goals (Arieli et al., 2016; Marques, 2019; Moosmayer, 2012; Olalla & Merino, 2019; Rascheb et al., 2013; Shapiro & Stefkovich, 2016; Treviño & Nelson, 2011). In this regard, the United Nations has established the Principles for Responsible Management Education (PRME) initiative, which aims to promote responsible management education and research globally by framing them within the international values of the United Nations Global Compact on human rights, labour, anti-corruption, and the environment (Alcaraz & Thiruvattal, 2010). In 2019, the PRME initiative had over 750 signatories –business and management-related higher education institutions across 85 countries– actively engaged in a paradigm shift in business education and sustainability.

In Europe, the need to integrate the concept of responsible business into education has increasingly gained importance (European Commission, 2015). In this context, the European Education Council Framework sets out social and civic competences. Cultural awareness and expression are two of the eight key competences to enhance students' effective and constructive participation in social and working life and their respect for diversity in cultural expression (Education Council, 2006). From this perspective, universities of the European Higher Education Area (EHEA) countries are required to develop graduates' capacity to express social and ethical commitment and understand how the parts of the whole relate to each other and come together (González & Wagenaar, 2009). Accordingly, business curricula, within the framework of the EHEA, include the following competences: (1) appreciation and respect for diversity and multiculturalism, (2) commitment to safety, (3) acting on the basis of ethical reasoning, (4) commitment to conservation of the environment, (5) acting with social responsibility and civic awareness, and (6) showing awareness of equal opportunities and gender issues.

Thus, while formal curriculum teaches students that responsible management is important, tacit messages sent through lecturer-student interaction and business school governance can lead students to question the relevance and applicability of responsible management (Hogdal et al., 2019). In this sense, several authors highlight the relevance of institutional factors in integrating ethical and social responsibility issues into the business curriculum. For example, the integration of ethics into management education requires embedding these issues across the whole institution “[...] which creates the impetus towards change in students, faculty, administrators, the institution as a whole, as well as organisations that hire its alumni” (Painter-Morland et al., 2016: 7). This insight is also supported by Beddewela et al. (2017), who highlight that responsible management education requires a curriculum that is aligned with faculty and institutional support. Moreover, Aldazabal et al. (2017) emphasize the importance of the perceived ethical climate by teachers and deans in business higher education institutions to improve the ethical judgment and behaviour of the university community. Business schools need to move beyond the curriculum because they cannot teach their students to do what they themselves are not capable of doing. Furthermore, Painter-Morland et al. (2016) point out the need to research “[...] key institutional success factors that should be developed in order for students and staff to understand sustainability challenges, implement sustainability management and innovate towards sustainability” (2016: 741). In organizational contexts, leadership is a factor that influences employees' performance (Armitage, 2007; Brown et al., 2005); in the academic context, the teacher plays a similar

leadership role as a key agent who transfers knowledge and conveys personal and institutional values and beliefs to students (Hogdal et al., 2019; Moosmayer, 2012). Therefore, the leader's role is a determinant factor in the acquisition of competences.

This study proposes students' self-assessment of responsible management as an appropriate tool to have a measure that captures their actions and behaviours (Neubaum, 2009). Self-assessment is centred on the perspective of the individual and involves his/her attitudes, convictions, and confidence levels about the learning objectives (Armstrong & Fukami, 2010; Giacalone & Promislo, 2013; Sitzman et al., 2010). Moreover, the use of students' perceptions as a measure can help to study the learning of responsible management as a process rather than a static concept and, thus, identify possible shifts in it.

Taking the aforementioned theoretical considerations into account, this paper proposes a unifying framework to understand the socialization of business students in business ethics competences, a process through which they learn to become responsible managers. Drawing on the case of the European higher education framework, the present study aims to investigate the determinant factors –personal and institutional– that have a potential influence on the acquisition of responsible management competences formally defined in the business curricula. In particular, it examines individual characteristics of the student –individuals' attitude towards ethics competences– that influence students' formal socialization in business ethics competences, as well as informal socialization elements –teachers' ethical leadership and the ethical climate of the university. To that end, empirical research was carried out by administering a questionnaire to 599 undergraduate students of Business Management at a European university. Our findings show that the favourable attitude of business students towards business ethics competences has a positive effect on their acquisition of these competences. This research sheds light on the need to study informal socialization mechanisms in business ethics competences development, in particular, the hidden "curricula" acquired via students' perception of teachers' ethical leadership and university ethical values.

The paper is organized as follows. First, it focuses on the socialization process in EHEA business ethics competences, with an emphasis on the student's attitude towards ethical issues, and the institutional context. Second, it introduces the research context and explains the methodological aspects of the research. Third, it gives a detailed explanation of the empirical results. Finally, it presents the main conclusions and practical implications of this research.

2. Socialization in business ethics competences

Socialization describes a process through which an individual acquires the "[...] attitudes, beliefs, values and skills needed to participate effectively in organized social life" (Dunn et al. 1994: 375) to assume an organizational role (Van Maanen & Schein, 1979). Higher education institutions are socialization workspaces that provide next-generation business professionals with attitudes, professional skills, and values orientations (Gomez-Mejia, 1983; Lämsä et al., 2003; Petriglieri & Petriglieri, 2010). In this regard, the socialization of business students in EHEA business ethics competences takes place through processes that are anchored in the institution, top-down, and focused on the individual. Competence is defined as the "[...] combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain" (Hoskins & Crick 2010: 122).

Van Maanen and Schein (1979) distinguished between formal and informal socialization processes. Both processes focus on the individual and imply an interaction between the individual and the different elements of the socialization processes. Thus, socialization is based on the individual and his/her perception of the different socialization elements, which means that there can be shifts in the socialization of business students as a response to differences in their perceptions. On the one hand, *formal socialization* “[...] refers to those processes in which a newcomer is more or less segregated from regular organizational members while being put through a set of experiences tailored explicitly for the newcomer” (Van Maanen & Schein 1979: 44). Hence, formal socialization is based on a series of planned and coordinated activities (Rhoads et al., 2017). In this regard, in the academic context, these activities are designed for the acquisition of competences by students.

More specifically, formal socialization in EHEA business ethics competences takes place when students engage in a set of planned activities tailored explicitly for them to develop a set of competences in ethical and social responsibility issues previously defined in the business curricula. Therefore, higher education institutions within the EHEA system are required to integrate the six aforementioned business ethics competences in the curricula (see Appendix I) within the framework of the renewed European strategy for corporate social responsibility (CSR). According to the above-mentioned strategy, businesses should take the following issues into consideration: human rights, labour and employment practices (such as training, diversity, gender equality, and employee health and well-being, integration of disabled people); environmental issues (such as biodiversity, climate change, resource efficiency, life-cycle assessment, and pollution prevention); combating bribery and corruption; consumer interests; and community involvement (European Commission, 2011).

On the other hand, the *informal socialization* process involves tactics that provide “[...] a sort of laissez-faire socialization whereby new roles are learned through trial and error” (Van Maanen & Schein 1979: 44). Thus, it describes processes through which role models, peers, or mentors convey values and habits (Armitage, 2007). In the academic context, informal socialization includes the processes through which role models such as teachers convey values and habits to business students. However, the values and habits of other individuals are not sufficient to understand how new roles are assumed. Factors such as the social context can explain people’s moral behaviour (Higgins et al., 1984; Kurtines, 1984; Langlois & Lapointe, 2010). In this vein, Fritzsche (1991, 2000), Jones and Hildebeitel (1995), Sims and Keon (1999), and Treviño et al. (1998) emphasize the influence of the organizational setting on employees’ ethical decisions. Hence, informal socialization includes the processes through which teachers and the ethical climate of the university convey ethical values and habits to business students.

In summary, the teachers’ ethical leadership and the ethical climate of the university are relevant factors in understanding students’ acquisition of ethical and moral behaviour. These two institutional elements are part of the informal socialization process through which business students develop attitudes, beliefs, and values related to an ethical role.

2.1. Individuals’ attitude towards business ethics competences

Attitudes are learned –and not inherited– predispositions of individuals (Manstead et al., 1995). The primary sources for the formation of attitudes include culture (Christie et al., 2003), family and parents, peers, reference groups, and direct experience (Douglass & Pratkanis, 1994). From this perspective, a responsible management attitude refers to an individual’s learned predispositions towards issues involved in socially responsible business practices, such as ethics, environmental sustainability, social responsibility, or gender equality. Therefore, ethical

business attitude is defined “[...] as the extent to which individuals disagree with practices that are regarded as morally unacceptable to the stakeholders of an organization” (Kaptein 2008, in Holtbrügge et al. 2015: 265).

Critics such as Ghoshal (2005) and Mitroff and Kochan (2002) place much of the blame for scandals and the apparent lack of ethical reasoning of today’s managers on the theoretical underpinning of business education. In this sense, “Business educators aim to promote social values through education but actually shape more egoistic graduates by teaching theories that assume a rational, profit-maximizing actor” (Moosmayer et al., 2019: 928). In doing so, it leads students to the formation of profit-driven attitudes and ignoring essential stakeholder requirements, such as the welfare of employees or concern for the natural environment. However, as Neubaum et al. (2009) reveal, the relationship between students’ attitudes about profits and sustainability and business school education still lacks empirical testing. According to their results, senior business majors were more likely to believe: (a) that considering environmental and social indicators as part of a firm’s performance is the right thing to do; and (b) that they would take a firm’s environmental and social performance into account when seeking employment. They also reported being more likely to consider businesses’ social and environmental performance when considering their employment options.

The state-of-the-art of ethical attitudes has mainly focused on identifying their determinants or antecedents (e.g., Holtbrügge et al., 2015). However, not so many studies have addressed the influence of ethical attitudes on individual behaviour (Barnett & Vaicys, 2000). Research by Kolodinsky et al. (2010) shows that students holding a more ethical view have a more positive perception of responsible management education. Along these lines, our research investigates the individuals’ attitude towards business ethics competences as an independent variable that influences their effective acquisition of competences in this area. Pfeffer (2005) points out that it is a matter of self-selection; namely, students enter business schools with profit-driven personal attitudes consistent with the amoral tenets of maximizing shareholder value. However, the empirical findings of Neubaum et al. (2009) show no significant differences in the attitudes towards profits and sustainability between business and non-business university students. These findings are consistent with the studies on the ethical attitude of business students by Borkowski and Ugras (1998), Lopez et al. (2005), and Alan and Au (1997). Therefore, the attitude of business students towards business ethics competences can be studied as an independent variable with a potential influence on the effective acquisition of the necessary skills to be competent in these practices. Thus, based on this literature, we hypothesize the following:

Hypothesis 1: The more favourable the attitude of individuals towards business ethics competences, the more effective the acquisition of these competences will be.

2.2. Teachers’ ethical leadership

There is growing recognition of the influential role of leaders in shaping the ethical conduct of their followers (Brown et al., 2005; Colvin, 2003; Lawton & Páez, 2015; Mehta, 2003; Revell, 2003; Smith & Amushigamo, 2016; Wu et al., 2015). In the workplace, leaders should represent a key source of ethical guidance because most employees search for ethical guidance outside themselves from significant others (Brown et al., 2005; Kohlberg, 1969; Treviño, 1986). Thus, Brown et al. (2005: 120) define ethical leadership as “[...] the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making.” The authors offer an explanation for the different components involved in their definition of ethical leadership. The first part of the definition, “[...] the demonstration of

normatively appropriate conduct through personal actions and interpersonal relationships”, suggests that people who are perceived to be ethical leaders shape the conduct that followers consider normatively appropriate (e.g., honesty, trustworthiness, fairness, and care), making the leader a legitimate and credible role model. Moreover, Brown et al. (2005) stressed the importance of context by deliberately providing a vague definition of “normatively appropriate conduct.” For example, in some cultures, a normatively appropriate behaviour might include speaking out publicly against some action carried out by the organization. In contrast, in other cultures, this behaviour would be considered normatively inappropriate.

In the second part of the definition - “[...] the promotion of such conduct to followers through two-way communication”-, the authors highlight that ethical leaders should not only draw attention to ethical behaviour and make it salient in the social environment by explicitly talking to followers about it. Ethical leaders should also provide followers with a voice through a procedurally or interpersonally fair process (Howell & Avolio, 1992; Bass & Steidlmeier, 1999). Concerning the "reinforcement" component of the definition, the authors emphasize that ethical leaders set ethical standards, reward ethical conduct, and discipline those who do not follow the standards (Gini, 1998; Treviño et al., 2003). In the final part of the definition by Brown et al. (2005), “decision making” refers to the fact that ethical leaders consider the ethical consequences of their decisions and make principled and fair choices that can be observed and emulated by others. In the specific field of education, teachers adopt this leadership role because they are the agents most proximal to students (Moosmayer, 2012; Moosmayer et al., 2019), playing an influential role in socializing students in ethical issues due to their interaction (Hogdal et al., 2019).

As far as the teachers’ ethical leadership refers, prior research has studied the importance of teaching ethical leadership to business students (Poff, 2007), the various educational processes to foster the ethical leadership of educators (Smith, 2014), the influence of teachers on academic cheating (Murdock et al., 2001), and the role of individual faculty members with a research interest in CSR (Matten & Moon, 2004). However, as Arain et al. (2017: 666) point out, “[...] ethical leadership has not been analysed in the academic context, specifically in a teacher-student relationship.” The authors also argue that teachers have a relevant influence on the students’ beliefs and often become role models for them. Apart from this recent research paper by Arain et al., little attention has been paid to the relationship between teachers’ ethical leadership and students’ academic performance. Thus, our research includes the study of the relationship between the perception of teachers’ ethical leadership and effective student socialization in business ethics competences. To study this relationship, it is crucial to understand the effect of teachers’ ethical leadership on students’ acquisition of competences. Hence, we extend the argument about the influential role of leaders in shaping the ethical conduct of employees, proposing that teachers’ ethical leadership, as a means of informal socialization, will positively influence business students’ formal socialization in ethics competences:

Hypothesis 2a: The more favourable the perception of teachers’ ethical leadership by business students, the more effective their acquisition of business ethics competences will be.

2.3. University ethical climate

The literature sometimes uses organizational culture and climate concepts interchangeably, but they do not have the same meaning. Hoy et al. (1991, in MacNeil et al. 2009) view organizational climate from a psychological perspective –behaviour–, whereas organizational culture is considered from an anthropological perspective –values and norms. This distinction

is relevant for the present research since climate is easier to measure in an empirical study “[...] because shared perceptions of behaviour are more readily measured than shared values” (MacNeil et al. 2009: 75).

Previous research stresses the importance of the perception of ethical climate in helping individuals to identify the ethically pertinent issues and the mechanisms that should be used to resolve ethical issues in the organization (Kelley et al., 1989; Kish-Gephart et al., 2010; Martin & Cullen, 2006). Therefore, individual perception of the ethical climate affects an individual's stated intentions to engage in ethically questionable behaviour (Barnett & Vaicys, 2000). Within the organizational context, ethical climate consists of “[...] the prevailing perceptions of typical organizational practices and procedures that have ethical content [...]. For example, in a hiring decision, expectations about whose interests should be considered and what codes or laws should be applied would be an aspect of the ethical climate” (Victor & Cullen 1988: 101). An ethical work climate prevents costs due to ethical failures, such as government fines resulting from unethical conduct (Thomas et al., 2004), improves relations with external stakeholders (Chun et al., 2013), and increases organizational performance (Goebel & Weibenberger, 2017). Moreover, research supports the ethical work climate as being positively related to individual-level variables such as ethical behaviour (Deshpande & Joseph, 2009), job satisfaction (Simha & Cullen, 2012), organizational commitment (Cullen et al., 2003), turnover intentions (Mulki et al., 2009), trusting behaviours (Strutton et al., 1993), and social climate and cheating (Murdock et al., 2001). Individual perceptions of the ethical work climate also influence individual decision-making (Barnett & Vaicys, 2000; Victor & Cullen, 1988; Wyld & Jones, 1997).

Specifically, in the academic context, Pfeffer (2003) considers that business schools have an influential role in students' behaviour and code of conduct. Regarding the importance of the social context in individual moral behaviour, the study by Murdock et al. (2001) points to the influence of the social climate as a predictor of cheating, showing the need for social climates based on mutual trust, respect, and caring. Besides, MacNeil et al. (2009) find that students achieve higher scores in healthy learning environments, and Hogdal et al. (2019) emphasize that students' perception of university ethical climate is relevant in the development of their ethical and social responsible mindset.

In our work, we study the effect of students' perceptions of the university's ethical climate on their socialization in EHEA business ethics competences. Thus, based on this literature, we formulate the following hypothesis:

Hypothesis 2b: The more favourable the perception of the university's ethical climate by business students, the more effective their acquisition of business ethics competences will be.

2.4. The moderating role of institutional factors

Several studies highlight the need to consider the influence of contextual factors related to the individual and the organization as moderators between ethical judgements and behavioural intentions (Barnett & Vaicys, 2000), or individual values and corporate sustainability practices (Chassé & Courrent, 2018). As Treviño (1986) states, individuals search outside themselves for guidance in ethical dilemmas. Therefore, organizations can moderate the relationship between individual cognition and behaviour through the reinforcement of ethical behaviour and organizational norms (Cullen et al., 2003).

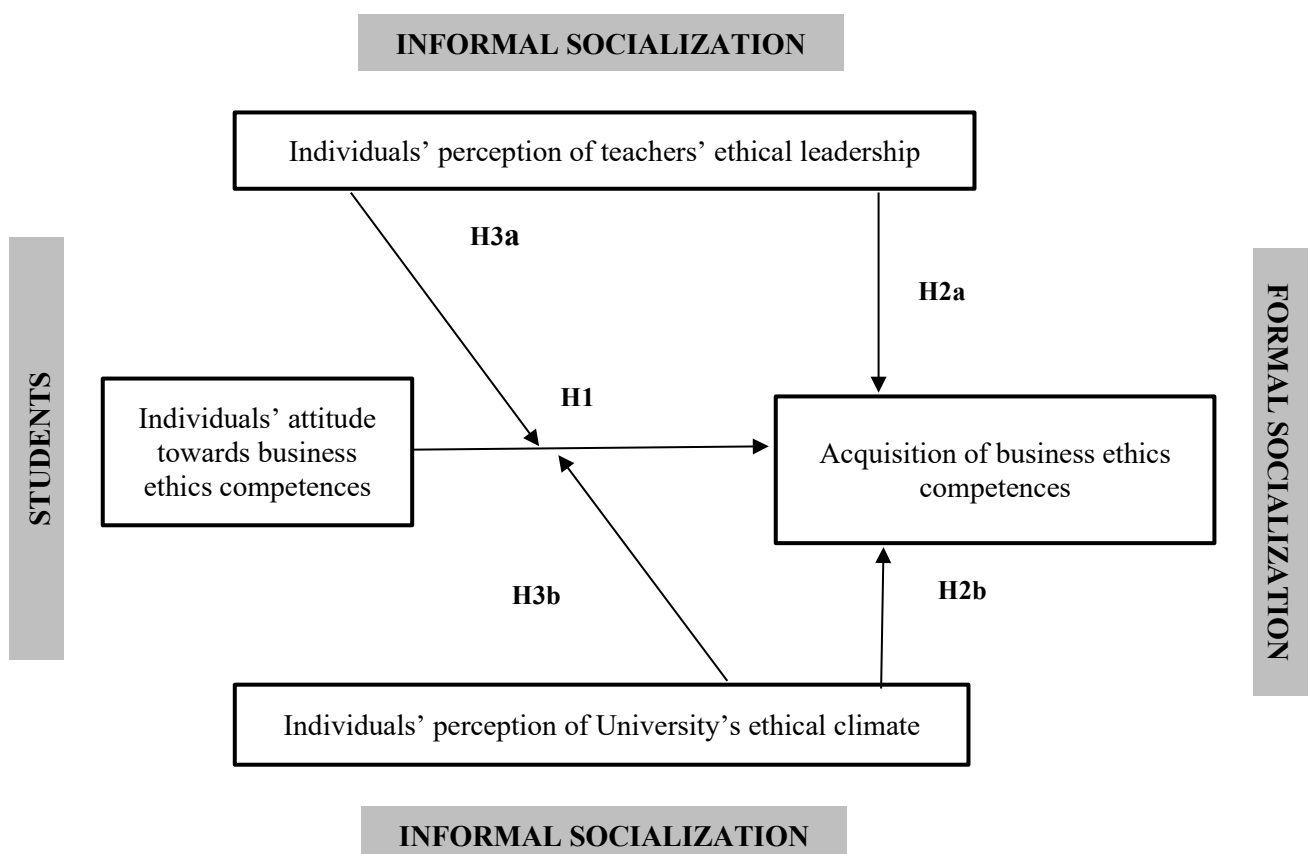
Despite the importance of the academic context (Painter-Morland et al., 2016), few studies have investigated whether academic contextual factors –such as teachers’ ethical leadership and university ethical climate– influences the relationship between individuals’ attitude towards ethical business issues and formal socialization in business ethics competences. Consistent with Barnett and Vaicys (2000), our work focuses on exploring whether the academic context plays a moderating role in the relationship between individuals’ attitude towards ethical issues and formal socialization in EHEA business ethics competences. This relationship can be reinforced or restrained by the students’ favourable or unfavourable perception of teachers’ ethical leadership and the university’s ethical climate. In other words, students are more likely to perceive that they have acquired EHEA business ethical competences towards which they already have a positive attitude when they perceive that their teacher and their university are ethical. In this case, a positive perception of the teachers’ ethical leadership and the university’s ethical climate strengthens the relationship between individuals’ attitude towards ethical issues and their formal socialization in EHEA business ethics competences. Thus, we hypothesize the following:

Hypothesis 3a: Students’ perception of the ethical leadership of teachers positively moderates the relationship between individuals’ attitude towards business ethics competences and the acquisition of these competences.

Hypothesis 3b: Students’ perception of the university’s ethical climate positively moderates the relationship between individuals’ attitude towards business ethics competences and the acquisition of these competences.

Figure 1 offers an illustration of the holistic model with the determinants of the formal socialization process in the acquisition of business ethics competences by business students.

Figure 1.
Determinant factors of socialization in business ethics competences.



3. Methodology

3.1. Research context

The research context for our model is the University of Las Palmas de Gran Canaria, in the Canary Islands, Spain. This university has 1,500 teachers and over 20,000 students, and it is located in the capital city of the island of Gran Canaria. The mission statement of the University describes its role in contributing to the economic development of the region by adjusting its research and education efforts to meet the current and future needs of the region's leading sectors and other sectors with great potential. Therefore, the institutional values stress the University's social responsibility towards society and issues of sustainable development, such as environmental issues, transparency in management and corporate accountability, defense of equal opportunities, social justice, multiculturalism, solidarity, and cooperation. Moreover, the IV Institutional Strategic Plan aims to foster the graduate's acquisition of competences related to sustainability, professional ethics, and solidarity.

With regard to the Bologna process, the University of Las Palmas de Gran Canaria has introduced several changes through a variety of methods, including: (a) continuous and formative assessment rather than a final exam; (b) a focus on the learning experience during the educational process; (c) different types of learning and competences; and (d) the learning experience and the teaching and learning process (De Juan et al., 2011). University teachers are, therefore, currently engaged in the use of new assessment methods that enhance students' active learning, creativity, and leadership, such as self-assessment, peer assessment, and co-assessment (Hattum-Janssen & Lourenço, 2008).

3.2. Sample and data

We collected the data, during the academic year 2014-2015, through a questionnaire administered to 599 undergraduate business students of a Management and Business Administration degree accredited within the EHEA system. In line with the university's policy regarding the ethical approval of research, data were collected by distributing self-administered questionnaires to the students who consented to take part in the study. The researchers briefly presented the study to students in modules taught in different years to prevent a student from completing the questionnaire more than once, and two research assistants distributed the questionnaires. Confidentiality of the individual data was assured, and the questionnaires were filled out voluntarily. Table 1 shows that most of the students (90%) are between 18 and 25 years old, and 55.8% are female. Moreover, 5.3% of the students in the sample have participated in an academic mobility programme, and 7.6% have been involved in a community project.

Table 1

Respondent profile.

Characteristic	Dimension	Number of respondents	% of respondents
Age	Under 20	272	45.6
	From 20 to 25	272	45.6
	From 25 to 30	38	6.4
	Over 30	15	2.5
	Total	597	100
Gender	Male	262	44.2
	Female	331	55.8
	Total	593	100
Mobility participation	No	541	94.7
	Yes	30	5.3
	Total	571	100
Community involvement	No	548	92.4
	Yes	45	7.6
	Total	593	100

3.3. Variables and measures

To measure the variables, several scales were developed from the literature reviewed and then adapted to the specific context of this study. To reduce the dimensionality of the scales, exploratory factor analyses with varimax rotation were conducted for the variables used in the study. Cronbach's alpha was also used to assess the reliability of these scales (see Table 2).

The dependent variable in the model is the *acquisition of business ethics competences*, which is measured using the student-reported approach to learning, originally developed by Richmond et al. (1987) and adapted to the six EHEA business ethics competences. The competences were taken from the report on the design and delivery of business degree programmes (see Appendix I), which includes the competences that should be developed by students in the field of business studies in the EHEA. Students were asked to estimate how much they had learned about the EHEA business ethics competences in their business courses, using a 7-point Likert type scale (1=very little, 7=a lot). To reduce the dimensions of the scale, an exploratory factor analysis with varimax rotation was carried out, showing the existence of one dimension that accounts for 65.99% of the total variance. The factorial loadings of the items are higher than 0.77, with a Cronbach's alpha of 0.895.

The *individuals' attitude towards business ethics competences* are measured by asking about their attitude towards the different EHEA business ethics competences, using 7-point Likert scales ranging from 1=negative to 7=positive. The results of the exploratory factor analysis yield one factor that accounts for 67.91% of the total variance. All loadings exceed 0.78, and the Cronbach's alpha value is 0.90.

Teachers' ethical leadership is measured with the scale by Brown et al. (2005), adapted to the academic context. The results of the exploratory factor analysis yield one dimension that accounts for 59.54% of the total variance. The factorial loadings of the items are above 0.69, with a Cronbach's alpha of 0.912 (see Table 2).

University ethical climate is measured using a three-item scale elaborated to analyse students' perceptions about the university's ethical values. This scale is based on the "rules" construct from previous ethical climate research (e.g., Martin & Cullen, 2006; Victor & Cullen, 1998) because it is the dimension that students can perceive more clearly in a university context. The results of the exploratory factor analysis yield one factor that accounts for 59.85% of the total variance. All loadings exceed 0.644, and the Cronbach's alpha value is 0.658.

Table 2
Exploratory factor analyses.

BUSINESS ETHICS COMPETENCES	Factor load	Cronbach's alpha
Ability to act with social responsibility and civic awareness	0.855	0.895
Ability to show awareness of equal opportunities and gender issues	0.834	
Ability to act on the basis of ethical reasoning	0.834	
Commitment to safety	0.789	
Appreciation and respect for diversity and multiculturalism	0.780	
Commitment to the conservation of the environment	0.778	
Eigenvalue	3.960	
Total percentage of explained variance	65.994%	
Kaiser-Meyer-Olkin measure	0.873	
Bartlett's test of sphericity	1974.36 ***	
INDIVIDUALS' ATTITUDE TOWARDS BUSINESS ETHICS COMPETENCES	Factor load	Cronbach's alpha
Ability to act with social responsibility and civic awareness	0.875	0.905
Ability to show awareness of equal opportunities and gender issues	0.850	
Ability to act on the basis of ethical reasoning	0.824	
Commitment to safety	0.810	
Commitment to the conservation of the environment	0.793	
Appreciation and respect for diversity and multiculturalism	0.789	
Eigenvalue	4.075	
Total percentage of explained variance	67.917%	
Kaiser-Meyer-Olkin measure	0.897	
Bartlett's test of sphericity	2083.88***	
TEACHERS' ETHICAL LEADERSHIP	Factor load	Cronbach's alpha
Teacher makes fair and balanced decisions	0.837	0.912
Teacher sets an example for how to do things the right way in terms of ethics	0.819	
Teacher can be trusted	0.815	
When making decisions, teacher considers the right way to do it	0.807	
Teacher has the best interests of students in mind	0.779	
Teacher defines success not just by the results but also by the way they are obtained	0.744	
Teacher seems to be a person with ethical values	0.724	
Teacher discusses business ethics or values with students	0.707	
Teacher listens to what students have to say	0.699	
Eigenvalue	5.359	
Total percentage of explained variance	59.544%	
Kaiser-Meyer-Olkin measure	0.913	
Bartlett's test of sphericity	3047.049 ***	

UNIVERSITY ETHICAL CLIMATE	Factor load	Cronbach's alpha
In this University, the law or ethical code of their profession is the major consideration	0.838	0.658
In this University, people are expected to strictly follow legal or professional standards	0.824	
In this University, people who violate ethical standards are disciplined	0.644	
Eigenvalue	1.796	
Total percentage of explained variance	59.851%	
Kaiser-Meyer-Olkin measure:	0.609	
Bartlett's test of sphericity	296.164***	

Control variables

Previous research has shown the relevance of gender (Alonso-Almeida, 2015; Haski-Leventhal et al., 2015) and age (Luthar & Karri, 2005) in determining individuals' values and social responsibility attitudes. Therefore, gender and age were included in the model as control variables. Moreover, research on student mobility indicates that international exposure serves to increase awareness of cultural differences (Varela & Gatlin-Watts, 2014), and a student's involvement in community projects can also reflect an interest in social values (Arieli et al., 2016). Thus, students' previous international experience through an academic mobility programme and their involvement in community projects are also used as control variables in the model.

4. RESULTS

Table 3 shows the correlation matrix of the study variables, where we observe a positive and significant correlation between EHEA business ethics competences and the individuals' attitude towards them ($r=0.449$; $p<0.01$), as well as the teachers' ethical leadership ($r=0.306$; $p<0.01$) and the University's ethical climate ($r=0.316$; $p<0.01$). Moreover, related to the control variables, the results indicate that their correlations with the dependent variable are not significant.

Table 3
Correlation matrix.

Variables	Variables							
	1	2	3	4	5	6	7	8
1. EHEA Business Ethics Competences	1							
2. Individuals' Attitude	0.449***	1						
3. Teachers' Ethical Leadership	0.306***	0.244***	1					
4. University Ethical Climate	0.316***	0.172***	0.512***	1				
5. Age	0.018	0.066	-0.028	0.019	1			
6. Gender	0.016	0.133***	-0.091**	-0.057	0.080	1		
7. Mobility	0.067	-0.037	0.018	0.044	0.103**	0.076	1	
8. Social participation	0.039	0.120***	0.023	-0.057	0.038	0.030	0.101**	1

*** $p < 0.01$; ** $p < 0.05$

To achieve the research objective, a regression analysis was conducted. Three models are proposed to analyse the effects of the independent and control variables on the EHEA business ethics competences. The first one aims to analyse the effect of the control variables, the second one tries to measure the direct effect of the independent variables, and the third model is

oriented toward checking the moderator effect of the informal socialization context (teachers and university) on the relationship between individuals' attitude and EHEA business ethics competences. To make sure that multi-collinearity was not a problem in the models, we calculated variance inflation factors (VIFs) for all the variables. The VIF levels are below the critical threshold of 10, indicating that multi-collinearity does not affect the results.

Moreover, we analysed the problem of common method variance by jointly including the items on the different scales to detect the existence of a single factor or various factors, one of which would explain most of the total variance. Four factors emerge, explaining 63.92% of the variance, but the first factor only explains 22.29%. Accordingly, common method variance does not appear to be a problem in this study.

The main outcomes of the regression analyses are displayed in Table 4. Regarding the direct effect of the explanatory variables, our results show that individuals' attitude has a positive and significant ($\beta=0.403$; $p<0.01$) influence on the acquisition of EHEA business ethics competences. Our findings also reveal the existence of a positive and significant influence of the informal socialization variables on the EHEA business ethics competences, that is, the teachers' ethical leadership ($\beta=0.098$; $p<0.01$) and the University's ethical climate ($\beta=0.211$; $p<0.01$).

Table 4
Regression models.

Variables	Model I		Model II		Model III	
	Beta	<i>t</i>	Beta	<i>t</i>	Beta	<i>t</i>
(Constant)		-0.21		0.25		0.22
Age	0.007	0.15	-0.003	-0.08	-0.005	-0.14
Gender	-0.002	-0.03	-0.036	-0.97	-0.041	-1.11
Mobility	0.064	1.46	0.073*	1.95	0.079**	2.12
Social participation	0.011	0.26	-0.025	-0.66	-0.025	-0.67
Individuals' Attitude			0.403***	10.40	0.413***	10.59
Teachers' Ethical Leadership			0.098***	2.27	0.091**	2.12
University Ethical Climate			0.211***	4.97	0.194***	4.56
Individuals' Attitude x Teachers' Ethical Leadership					0.022	0.52
Individuals' Attitude x University Ethical Climate					0.099***	2.38
<i>R</i> ²	0.005		0.287		0.299	
<i>Adjusted R</i> ²	-0.003		0.278		0.287	
<i>F</i>	0.607		30.521***		25.045***	
ΔR^2	0.005		0.282		0.012	

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

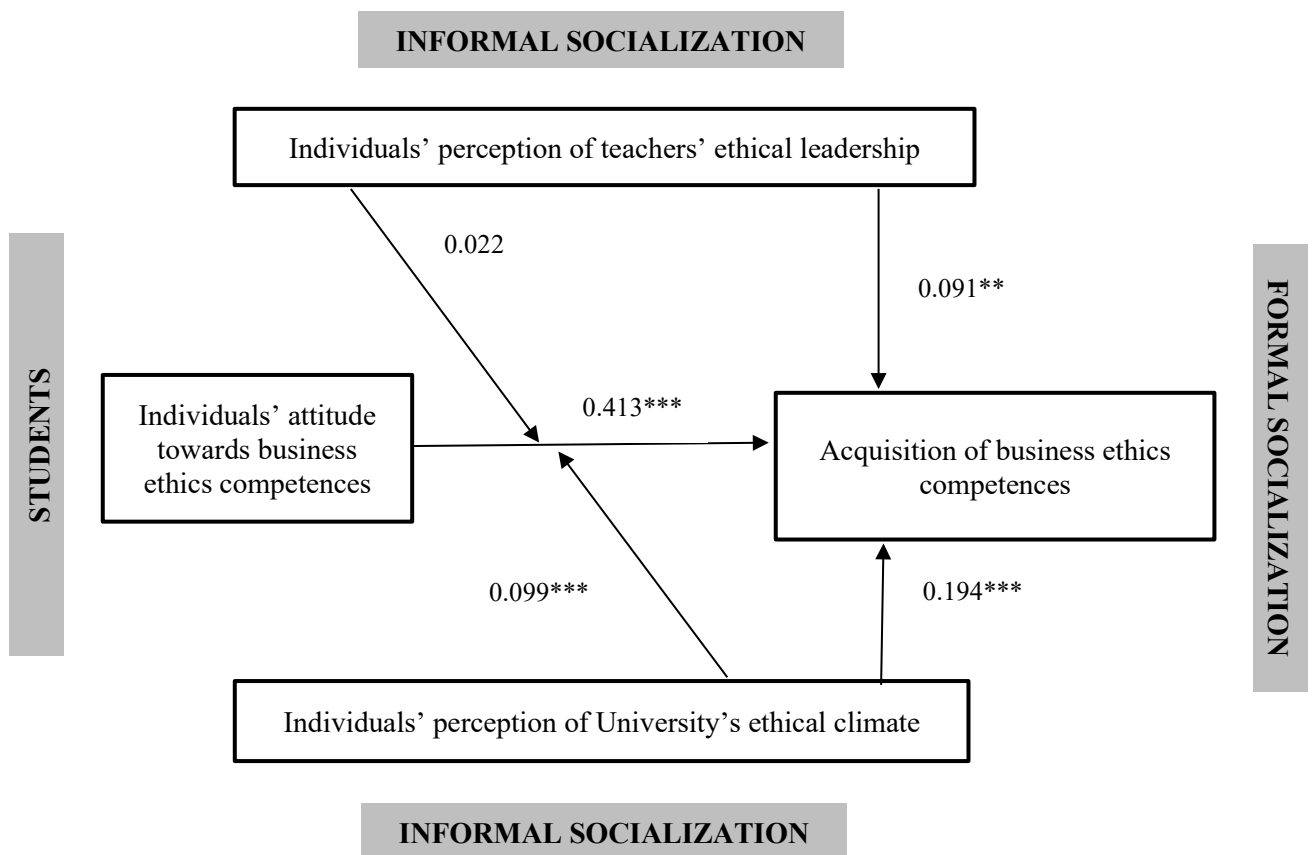
Model III shows the results of the moderating effect of the informal socialization variables on the relationship between the individuals' attitude and the EHEA business ethics competences. As Table 4 shows, the explanatory variables maintain their positive and significant direct effect on the dependent variable: the individuals' attitude ($\beta=0.413$, $p<0.01$), the teachers' ethical leadership ($\beta=0.091$, $p<0.05$), and the University's ethical climate ($\beta=0.194$, $p<0.01$). Regarding the moderating effect of the University's ethical climate and the teachers' ethical leadership on the relationship between individuals' attitude and EHEA business ethics competences, the results show that the former has a positive and significant effect ($\beta=0.099$, $p<0.01$), whereas the latter is not significant. In the case of the control variables, our findings reveal that students' participation in an academic mobility programme

is the only variable that has a significant influence on the acquisition of EHEA business ethics competences.

As a result of the regression analyses, and from a global perspective, hypotheses H1, H2a, H2b and H3b can be fully accepted, and H3a cannot be accepted (Figure 2). Therefore, these results show that individuals' attitude, their perceptions of the ethical leadership of the teachers, and the ethical climate at the University are significantly and positively related to students' acquisition of EHEA business ethics competences during the degree programme.

Figure 2

Regression analysis results for determinant factors of socialization in business ethics competences model.



According to our findings, the students' perception of the University's ethical climate is so important as a mechanism of informal socialization that it can also reinforce students' positive attitude towards the acquisition of EHEA business ethics competences in the formal socialization process. However, in the case of teachers' ethical leadership, this informal socialization variable does not moderate the relationship, although it has a direct effect.

5. Discussion and conclusion

This study has focused on business students' socialization in ethical issues. Thus, the research has explored determinant personal and institutional factors that influence students' acquisition of business ethics competences, within the framework of the business curricula for the

European higher education institutions. Our findings show that the favourable attitude of business students towards business ethics competences has a positive effect on their acquisition of these competences. These results are consistent with the need to study not only formal socialization mechanisms, but also the influence of personal factors of the individual –such as attitudes towards issues involved in ethical business practices– that affect individual behaviour (Neubaum, 2009).

Moreover, the study reveals that a favourable perception of the teachers' ethical leadership by business students is relevant to their effective acquisition of business ethics competences. Although research has pointed out the influential role of leaders in shaping ethical conduct (Brown et al., 2005; Colvin, 2003; Lawton & Páez, 2015; Mehta, 2003; Revell, 2003; Wu et al. 2015), our research contributes to filling the gap in the literature about the role that the teacher plays in responsible management education (Moosmayer et al., 2019). In particular, it addresses the relationship between teachers' ethical leadership and students' acquisition of business ethics competences. Furthermore, the results indicate that when the students perceive an ethical University climate, the level of acquisition of business ethics competences is higher. Therefore, the findings of our research support the claims of authors who highlight the relevance of institutional factors of higher education institutions when integrating ethical and social responsibility into business curricula (Painter-Morland et al., 2016).

The findings also show that the University's ethical climate positively moderates the relationship between individuals' attitude towards business ethics competences and their acquisition of such competences. As Cullen et al. (2003) stated, through the reinforcement of ethical behaviour and institutional norms, organizations can moderate the relationship between individual cognition and behaviour. Although we found no evidence that teachers' ethical leadership positively moderates the relationship between individuals' attitude towards EHEA business ethics competences and their acquisition of these competences, we did not find a negative influence either. This result could be explained by the individual and unique university reality that each student perceives so that their perceptions of teachers' leadership might differ from teacher to teacher, thus reducing the moderating influence.

Regarding the practical implications of our findings, we can conclude that informal socialization in business ethics competences represents the hidden "curricula" acquired by students through their perceptions of teachers' ethical leadership and university ethical values (Hogdal et al., 2019). As Painter-Morland et al. (2016: 744) stated, "[...] we cannot teach our students to do what we ourselves cannot muster within our institution". This is a crucial point in designing educational programmes to teach ethical issues because these programmes are focused mainly on academic and theoretical knowledge and normative guidance, rather than on developing students' personal attributes and skills. Business educators try to develop among students an ethically and socially responsible mentality through theories with normative underpinnings and effects that shape their intentions. (Moosmayer et al., 2019). Therefore, it is necessary to change our approach to business ethics in higher education, to cultivate courageous, ethical, and responsible leadership, graduating influential citizens who are not only knowledgeable, but also have the attitudes and convictions that underpin business ethics. This approach could reinforce ethics and related issues, going beyond mere "[...] rhetorical lip service or beautiful words lacking the necessary critical skills to address real changes" (Alcaraz & Thiruvattal 2010: 542). Hence, it is not enough with introducing ethical subjects or ethical perspectives in the teaching of subjects in the curriculum. However, also it is necessary an ethical environment which promotes ethical attitudes and behaviour.

Finally, despite its strengths, this study has some limitations. The acquisition of ethical competences has been measured through students' self-reporting, and future research could be improved with the inclusion of objective measures. Because the study is based on responses from one European university, the generalization of results should be considered with caution. Future research should expand the key respondents to include students from various European universities, as well as teachers and academic managers, to enrich the information and obtain cross-cultural results. Moreover, future work could incorporate perspectives from other higher education management institutions, including those from the US and Asia. Additional research would be needed to investigate whether these determinant factors of socialization in the acquisition of business ethics competences are also relevant in other fields of higher education within the EHEA, such as engineering, law, or medical science.

References

- Alan, C. B., & Au, A. K. (1997). Are New Zealand business students more unethical than non-business students? *Journal of Business Ethics*, 16(4), 445–450.
- Alcaraz, J. M., & Thiruvattal, E. (2010). An Interview with Manuel Escudero The United Nation's Principles for Responsible Management Education: A Global Call for Sustainability. *Academy of Management Learning & Education*, 9(3), 542–550.
- Aldazabal, M. E., Espinosa-Pike, M., & Martín-Arroyuelo, A. M. (2017). The Antecedents of Ethical Climates in the Spanish Business Higher Education Institutions. *Journal of Academic Ethics*, 15(4), 343–363.
- Alonso-Almeida, M. D. M., Fernández de Navarrete, F. C., & Rodríguez-Pomeda, J. (2015). Corporate social responsibility perception in business students as future managers: a multifactorial analysis. *Business Ethics: A European Review*, 24(1), 1–17.
- Arain, G. A., Sheikh, A., Hameed, I., & Asadullah, M. A. (2017). Do as I do: The effect of teachers' ethical leadership on business students' academic citizenship behaviors. *Ethics & Behavior*, 27(8), 665–680.
- Arieli, S., Sagiv, L., & Cohen-Shalem, E. (2016). Values in business schools: The role of self-selection and socialization. *Academy of Management Learning & Education*, 15(3), 493–507.
- Armitage, A. (2007). Supervisory power and postgraduate supervision. *International Journal of Management Education*, 6(2), 18-29.
- Armstrong, S. J., & Fukami, C. V. (2010). Self-Assessment of Knowledge: A Cognitive Learning or Affective Measure? Perspectives From the Management Learning and Education Community. *Academy of Management Learning & Education* 9(2), 335–341.
- Barnett, T., & Vaicys, C. (2000). The moderating effect of individuals' perceptions of ethical work climate on ethical judgments and behavioral intentions. *Journal of Business Ethics*, 27(4), 351–362.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181–218.
- Beddewela, E., Warin, C., Hesselden, F., & Coslet, A. (2017). Embedding responsible management education—Staff, student and institutional perspectives. *The International Journal of Management Education*, 15(2), 263-279.

- Borkowski, S. C., & Ugras, Y. J. (1998). Business students and ethics: A meta-analysis. *Journal of Business Ethics*, 17(11), 1117–1127.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117–134.
- Chassé, S., & Courrent, J. M. (2018). Linking owner–managers' personal sustainability behaviors and corporate practices in SMEs: The moderating roles of perceived advantages and environmental hostility. *Business Ethics: A European Review*, 27(2), 127–143.
- Christie, P. M. J., Kwon, I. W. G., Stoeberl, P. A., & Baumhart, R. (2003). A cross-cultural comparison of ethical attitudes of business managers: India Korea and the United States. *Journal of Business Ethics*, 46(3), 263–287.
- Chun, J. S., Shin, Y., Choi, J. N., & Kim, M. S. (2013). How does corporate ethics contribute to firm financial performance?: The mediating role of collective organizational commitment and organizational citizenship behavior. *Journal of Management*, 39(4), 853–877.
- Colvin, G. (2003). Corporate crooks are not all created equal. *Fortune*, 148(9), 64–64.
- Cullen, J. B., Parboteeah, K. P., & Victor, B. (2003). The effects of ethical climates on organizational commitment: A two-study analysis. *Journal of Business Ethics*, 46(2), 127–141.
- De Juan, M. D., Peris, J. E., Posadas, J. A., López, J. J., Vallés, M^a L., Martínez, C., & Cuevas, J. (2011). *Evolution and assessment of the academic results of the students of business studies after the implementation of module guides. A longitudinal study*. Proceedings of EDULEARN11 Conference. 4–6 July 2011. Barcelona. Spain.
- Deshpande, S. P., & Joseph, J. (2009). Impact of emotional intelligence, ethical climate, and behavior of peers on ethical behavior of nurses. *Journal of Business Ethics*, 85(3), 403–410.
- Douglass, D. S., & Pratkanis, A. R. (1994). Attitude formation. *Encyclopedia of Human Behaviour*, 1, 271–277.
- Dunn, D., Rouse, L., & Seff, M. A. (1994). New faculty socialization in the academic work- place. In Smart, J.C. (ed.), *Higher education: Theory and research*, 10, 374–416. New York: Agathon.
- Education Council (2006). *Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning*. Brussels: Official Journal of the European Union, 30.12.2006
- European Commission (2011). *A renewed EU strategy 2011–2014 for Corporate Social Responsibility*. Luxembourg: Office for Official Publications of the European Communities.
- European Commission (2015). *EU Multi Stakeholder Forum on Corporate Social Responsibility 3–4 February, 2015 Brussels, Belgium*.
- Fritzsche, D. J. (1991). A model of decision-making incorporating ethical values. *Journal of Business Ethics*, 10(11), 841–852.
- Fritzsche, D. J. (2000). Ethical climates and the ethical dimension of decision making. *Journal of Business Ethics*, 24(2), 125–140.

- Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management Learning & Education*, 4(1), 75–91.
- Giocalone, R. A., & Promislo, M. D. (2013). Broken When Entering: The Stigmatization of Goodness and Business Ethics Education. *Academy of Management Learning & Education*, 12(1), 86–101.
- Gini, A. (1998). Moral leadership and business ethics. In J. B. Ciulla (Ed.), *Ethics, the heart of leadership*, 27–45). Westport, CT: Quorum Books.
- Goebel, S., & Weißenberger, B. E. (2017). The relationship between informal controls, ethical work climates, and organizational performance. *Journal of Business Ethics*, 141(3), 505–528.
- Gomez-Mejia, L. R. (1983). Sex differences during occupational socialization. *Academy of Management Journal*, 26(3), 492–499.
- González, J., & Wagenaar, R. (Coord.) (2009). *Reference points for the design and delivery of degree programmes in business*. Bilbao: Universidad de Deusto. Retrieved October 15, 2013 from <http://www.unideusto.org/tuningeu/publications/253-reference-points-for-the-design-and-delivery-of-degree-programmes-in-business.html>
- Haski-Leventhal, D., Pournader, M., & McKinnon, A. (2015). The Role of Gender and Age in Business Students' Values, CSR Attitudes, and Responsible Management Education: Learnings from the PRME International Survey. *Journal of Business Ethics*, 146(1), 219–239.
- Hattum-Janssen, V. N., & Lourenço J. M. (2008). Peer and self-assessment for first-year students as a tool to improve learning. *Journal of Professional Issues in Engineering Education and Practice*, 134(4), 346–352.
- Hermes, J., & Rimanoczy, I. (2018). Deep learning for a sustainability mindset. *The International Journal of Management Education*, 16(3), 460-467.
- Holtbrügge, D., Baron, A., & Friedmann, C. B. (2015). Personal attributes, organizational conditions, and ethical attitudes: a social cognitive approach. *Business Ethics: A European Review*, 24(3), 264-281.
- Higgins, A., Power, C., & Kohlberg, L. (1984). The relationship of moral atmosphere to judgments of responsibility. *Morality, moral behavior, and moral development*, 74–106.
- Høgdal, C., Rasche, A., Schoeneborn, D., & Scotti, L. (2019). Exploring Student Perceptions of the Hidden Curriculum in Responsible Management Education. *Journal of Business Ethics*, 1-21.
- Hoskins, B., & Crick, R. D. (2010). Competences for Learning to Learn and Active Citizenship: different currencies or two sides of the same coin? *European Journal of Education*, 45(1), 121–137.
- Howell, J. M., & Avolio, B. J. (1992). The ethics of charismatic leadership: submission or liberation. *Academy of Management Perspectives*, 6(2), 43–54.
- Jones, S. K., & Hildebeitel, K. M. (1995). Organizational influence in a model of the moral decision process of accountants. *Journal of Business Ethics*, 14(6), 417–431.
- Kelley, S. W., Skinner, S. J., & Ferrell, O. C. (1989). Opportunistic behavior in marketing research organizations. *Journal of Business Research*, 18(4), 327–340.

- Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. (2010). Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology, 95*(1), 1–31. doi:10.1037/a0017103.
- Kolodinsky, R. W., Madden, T. M., Zisk, D. S., & Henkel, E. T. (2010). Attitudes about corporate social Responsibility: Business student predictors. *Journal of Business Ethics, 91*, 167e181.
- Kochan, T. A. (2002). Addressing the crisis in confidence in corporations: Root causes, victims, and strategies for reform. *Academy of Management Executive, 16*(2), 139–141.
- Kohlberg, L. (1969). State and sequence: The cognitive-development approach to socialization. In D. Goslin (Ed.), *Handbook of socialization theory and research*, 347–480. Chicago: Rand-McNally.
- Kurtines, W. M. (1984). Moral behavior as rule-governed behavior: A psychosocial roletheoretical approach to moral behavior and development. *Morality, moral behavior, and moral development*, 303–324. New York: Wiley.
- Lämsä, A. M., Vehkaperä, M., Puttonen, T., & Pesonen, H. L. (2008). Effect of business education on women and men students' attitudes on corporate responsibility in society. *Journal of Business Ethics, 82*(1), 45–58.
- Langlois, L., & Lapointe, C. (2010). Can ethics be learned? Results from a three-year action-research project. *Journal of Educational Administration, 48*(2), 147–163.
- Lawton, A., & Páez, I. (2015). Developing a framework for ethical leadership. *Journal of Business Ethics, 130*(3), 639–649.
- Lopez, Y. P., Rechner, P. L., & Olson-Buchanan, J. B. (2005). Shaping ethical perceptions: An empirical assessment of the influence of business education, culture, and demographic factors. *Journal of Business Ethics, 60*(4), 341–358.
- Luthar, H. K., & Karri, R. (2005). Exposure to ethics education and the perception of linkage between organizational ethical behavior and business outcomes. *Journal of Business Ethics, 61*(4), 353–368.
- Manstead, A. S., Hewstone, M. E., Fiske, S. T., Hogg, M. A., Reis, H. T., & Semin, G. R. (Eds.). (1995). *The Blackwell encyclopedia of social psychology*. Cambridge, MA: Blackwell Reference/Blackwell.
- Marques, J. (2019). Creativity and morality in business education: Toward a trans-disciplinary approach. *The International Journal of Management Education, 17*(1), 15-25.
- Martin, K. D., & Cullen, J. B. (2006). Continuities and extensions of ethical climate theory: A meta-analytic review. *Journal of Business Ethics, 69*(2), 175–194.
- Matten, D., & Moon, J. (2004). Corporate social responsibility education in Europe. *Journal of Business Ethics, 54*(4), 323–337.
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education, 12*(1), 73–84.
- Mehta, S. N. (2003). MCI: Is being good good enough? *Fortune, 148*(9), 117.
- Moosmayer, D. C. (2012). A model of management academics' intentions to influence values. *Academy of Management Learning & Education, 11*(2), 155–173.

- Moosmayer, D. C., Waddock, S., Wang, L., Hühn, M. P., Dierksmeier, C., & Gohl, C. (2019). Leaving the road to Abilene: A pragmatic approach to addressing the normative paradox of responsible management education. *Journal of Business Ethics*, 157(4), 913-932.
- Mulki, J. P., Jaramillo, J. F., & Locander, W. B. (2009). Critical role of leadership on ethical climate and salesperson behaviors. *Journal of Business Ethics*, 86(2), 125–141.
- Murdock, T. B., Hale, N. M., & Weber, M. J. (2001). Predictors of cheating among early adolescents: Academic and social motivations. *Contemporary Educational Psychology*, 26(1), 96–115.
- Neubaum, D. O., Pagell, M., Drexler Jr, J. A., Mckee-Ryan, F. M., & Larson, E. (2009). Business education and its relationship to student personal moral philosophies and attitudes toward profits: An empirical response to critics. *Academy of Management Learning & Education*, 8(1), 9–24.
- Olalla, C. B., & Merino, A. (2019). Competences for sustainability in undergraduate business studies: A content analysis of value-based course syllabi in Spanish universities. *The International Journal of Management Education*, 17(2), 239-253.
- Painter-Morland, M., Sabet, E., Molthan-Hill, P., Goworek, H., & de Leeuw, S. (2016). Beyond the Curriculum: Integrating Sustainability into Business Schools. *Journal of Business Ethics*, 139(4), 737–754.
- Petriglieri, G., & Petriglieri, J. L. (2010). Identity workspaces: The case of business schools. *Academy of Management Learning & Education*, 9(1), 44–60.
- Pfeffer, J. (2003). Teaching the wrong lesson. *Business 2.0*, 4, 60.
- Poff, D. C. (2007). Duties owed in serving students: The importance of teaching moral reasoning and theories of ethical leadership in educating business students. *Journal of Academic Ethics*, 5(1), 25–31.
- Revell, J. (2003). The Wres that won't go out. *Fortune*, 13, 139.
- Rhoads, R. A., Zheng, M., & Sun, X. (2017). The methodological socialization of social science doctoral students in China and the USA. *Higher Education*, 73(2), 335–351.
- Richmond, V. P., McCroskey, J. C., Kearney, P., & Plax, T. G. (1987). Power in the classroom VII: Linking behavior alteration techniques to cognitive learning. *Communication Education*, 36(1), 1–12.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge: New York, Fourth edition.
- Simha, A., & Cullen, J. B. (2012). Ethical climates and their effects on organizational outcomes: Implications from the past and prophecies for the future. *Academy of Management Perspectives*, 26(4), 20–34.
- Sims, R. L., & Keon, T. L. (1999). Determinants of ethical decision making: The relationship of the perceived organizational environment. *Journal of Business Ethics*, 19(4), 393–401.
- Sitzmann, T., Ely, K., Brown, K. G., & Bauer, K. N. (2010). Self-assessment of knowledge: A cognitive learning or affective measure? *Academy of Management Learning & Education*, 9(2), 169–191.
- Smith, D. (2014). Fostering Collective Ethical Capacity within the Teaching Profession. *Journal of Academic Ethics*, 12(4), 271–286.

- Smith, C., & Amushigamo, A. (2016). The perceived influence of school leadership on learner behaviour in a Namibian secondary school. *Educational Management Administration & Leadership*, 44(4), 650–667.
- Strutton, D., Pelton, L. E., & Lumpkin, J. R. (1993). The relationship between psychological climate and salesperson-sales manager trust in sales organizations. *Journal of Personal Selling & Sales Management*, 13(4), 1–14.
- Tauginiené, L. (2016). Embedding academic integrity in public universities. *Journal of Academic Ethics*, 14, 327–344.
- Thomas, T., Schermerhorn, J. R., & Dienhart, J. W. (2004). Strategic leadership of ethical behavior in business. *Academy of Management Executive*, 18(2), 56–66.
- Treviño, L. K. (1986). Ethical decision making in organizations: A person-situation interactionist model. *Academy of Management Review*, 11(3), 601–617.
- Treviño, L. K., Butterfield, K. D., & McCabe, D. L. (1998). The ethical context in organizations: Influences on employee attitudes and behaviors. *Business Ethics Quarterly*, 8(3), 447–476.
- Treviño, L. K., & Nelson, K. A. (2011). *Managing business ethics. Straight talk about how to do it right*. John Wiley&Sons. Inc.
- Van Maanen, J., & Schein, E.H. (Eds.) (1979). Toward a theory of organizational socialization. In: *Research in organizational behavior*, ed. B.M. Staw. Greenwich, CT: JAI Press Inc., 209–264.
- Varela, O. E., & Gatlin-Watts, R. (2014). The development of the global manager: An empirical study on the role of academic international sojourns. *Academy of Management Learning & Education*, 13(2), 187–207.
- Victor, B., & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative Science Quarterly*, 33(1), 101–125.
- Wyld, D. C., & Jones, C. A. (1997). The importance of context: The ethical work climate construct and models of ethical decision making--an agenda for research. *Journal of Business Ethics*, 16(4), 465–472.
- Wu, L. Z., Kwan, H. K., Yim, F. H. K., Chiu, R. K., & He, X. (2015). CEO ethical leadership and corporate social responsibility: A moderated mediation model. *Journal of Business Ethics*, 130(4), 819–831.

Appendix I.

European CSR and EHEA Business Ethics Competences

A renewed European strategy for CSR	EHEA business ethics competences
Human rights, labour, and employment practices (such as training, diversity, gender equality and employee health and well-being, integration of disabled people)	Appreciation of and respect for diversity and multiculturalism
	Commitment to safety
	Ability to show awareness of equal opportunities and gender issues
Environmental issues (such as biodiversity, climate change, resource efficiency, life-cycle assessment, and pollution prevention)	Commitment to conservation of the environment
Combat bribery and corruption	Ability to act on the basis of ethical reasoning
Consumer interests and community involvement	Ability to act with social responsibility and civic awareness