

MANAGERIAL ETHICS FOR SUSTAINABLE BUSINESS – A CASE OF IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES

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Abstract

This paper presents an example of a student-centered learning model introduced as part of a course in Business Ethics at a School of Business Administration in the Czech Republic. As part of the final assessment, students were encouraged to create a case study based on the managerial ethical decision-making process. Students were encouraged to describe and solve ethical dilemmas from the real business environment. 267 students were involved in the Business Ethics course, and data from four cohorts of students were collected over five years (2019 - 2023). Adopting the Grounded Theory approach, we utilized specific data collection and analysis techniques to evaluate the effectiveness of the pedagogical approaches in question. This involved administering an online survey, which was then systematically analyzed and assessed. Additionally, student case studies were examined, coded, and evaluated to further understand the impact of our educational methods. Despite common beliefs that learners form their ethical backgrounds outside or before entering tertiary education, primary data collected during this study suggest that encouraging learners to employ active learning strategies, in our case, bridge education and business practice can positively influence their moral development. Encouraging reasoning for ethical decision-making can be improved by teaching guidance for moral judgment. When actively dealing with situations and predicaments in which there is not an optimal or desired choice to be made between two options, and when properly guided by the teacher, the process can yield awareness and consciousness of our values that allow the ability to act responsibly and ethically to lessen or prevent harm to ourselves and/or others. Finally, data suggest that active learning strategies, as employed during the Business Ethics course, enable students to develop the capacity for self-directed education and help them to acquire not only knowledge about ethics and sustainability but also enhance skills, competencies, and behaviors needed for leading ethical and sustainable business in the 21st century.

Keywords: Sustainability, business ethics, active learning strategies, student-centered learning, ethics in human resources management.

1 INTRODUCTION

In the dynamic and complex landscape of 21st-century business, characterized by its Volatile, Uncertain, Complex, and Ambiguous (VUCA) nature, the integration of ethics and sustainability into business education is not just imperative but transformative. This paper explores this integration as a catalyst for developing the competencies essential for navigating contemporary business challenges. Contrary to the prevalent belief that ethical foundations are established outside or before tertiary education, recent studies, including the primary data from this research, reveal that active learning strategies within business education significantly contribute to moral development [1]. This integration is critical in a world where ethical and sustainable practices are increasingly at the forefront of business strategy and operations.

The need for ethical leadership that upholds sustainability principles is more pronounced than ever, given the global challenges of climate change, ethical dilemmas, and social disparities. This evolving business context demands a new set of skills and competencies from business graduates. These include but are not limited to, ethical decision-making, systemic thinking, and adaptability, underscored by a comprehensive understanding of sustainability. Such competencies are vital for informed decision-making that encompasses long-term impacts on stakeholders and the environment.

The 21st century is marked by rapid changes in politics, technology, and societal aspirations, leading to a shift towards purpose-driven societies. It highlights the urgent need for flexible curricula and interconnected learning hubs that evolve with the ever-changing environment and recognize the dependence of humanity's well-being on our planet's health [2]. Furthermore, Holman and Švejdarová [2] emphasize the need for educational systems to adapt to unprecedented challenges by supporting

individual learning paths, creativity, and lifelong learning while evolving in response to the ever-changing external environment.

This paper will discuss the crucial role of teaching ethics and sustainability in business schools, emphasizing how it helps develop the essential competencies of future leaders who prioritize both ethics and sustainability. The paper will draw upon findings demonstrating how employing active learning strategies in business ethics education can positively influence moral development. These strategies enhance the ability to reason ethically and make well-judged decisions, particularly when no ideal choice is evident. Effective guidance from educators in this process can deepen students' awareness of their values, enabling them to act responsibly and ethically. Furthermore, this approach to teaching ethics and sustainability cultivates skills, competencies, and behaviors that are indispensable for leading ethically and sustainably in today's business world. By examining these aspects, the paper aims to highlight the indispensable role of ethics and sustainability education in preparing future business leaders to navigate and shape a more ethical and sustainable business future.

2 LITERATURE REVIEW

In the face of a rapidly evolving global business environment, the imperative to integrate ethical and sustainability considerations into business education has never been more pronounced. This literature review explores recent academic discourse, focusing on the transformative approaches needed to infuse business curricula with robust ethical and sustainability paradigms. Recent scholarly efforts highlight an urgent need to extend the conventional boundaries of business ethics education to encompass broader domains like Corporate Social Responsibility (CSR) and sustainability. This expansion is not merely an academic exercise but a critical response to the challenges presented by the global business landscape. The traditional perception of business ethics, as delineated by Christensen et al. [3], is undergoing a paradigm shift, moving from a narrow focus on ethical rules in business contexts to a more inclusive understanding that encapsulates CSR and sustainability. This paper expands on Cullen's [4] review by adopting a broader definition of business ethics that includes ethics, Corporate Social Responsibility (CSR), and sustainability. The shift in focus from ethics to sustainability, along with the integration of business ethics into curricula and the adoption of various pedagogical tools, underscores the multi-faceted nature of this educational transformation. This shift, also emphasized by Cornelius et al. [5] and Shrivastava [6], requires a departure from reactive ethics education towards proactive, innovative, and experiential learning methodologies that foster moral reasoning and an empathetic understanding of sustainability issues. The "Transforming Ethics Education in Business Schools" (TEEBs) framework, proposed by Jaganjac et al. [7], represents a strategic and comprehensive approach to reinvigorating ethics within business schools. This framework emphasizes the critical role of diverse pedagogical methods, particularly those that encourage experiential learning, to cultivate a deep, practical understanding of business ethics. However, it also acknowledges the substantial barriers to this integration, including faculty resistance and the profit-centric culture of many institutions. TEEBS suggests leveraging institutional mechanisms like PRME (the PRME framework consists of six principles of purpose, values, method, research, partnerships, and dialogue) and engages business schools to ensure that they develop future leaders who can balance economic and sustainability goals and the AACSB (Association to Advance Collegiate Schools of Business) as levers for change, driving the integration of ethical perspectives into the DNA of business education.

Contrasting this progressive outlook, Williams and Dewett [8] bring to light the skepticism surrounding the possibility of teaching business ethics effectively. This skepticism stems from preconceived notions about the formation of values before higher education and the perceived irrelevance of ethics in business contexts. However, this view is challenged by empirical evidence, such as the work of King and Mayhew [9], Trevino [10], and Švejdarová [1] for example, which suggests that ethical reasoning and moral development can indeed be positively influenced through structured educational interventions. Trevino's reliance on Kohlberg's model [11] further substantiates the claim that ethical decision-making is a sophisticated process that can be nurtured and enhanced through appropriate educational strategies. In the practical realm of teaching business ethics, several challenges emerge. Sims [12] and Nill and Schibrowsky [13] discuss the complexities arising from the diverse cultural and ethical backgrounds of students, which can lead to varied perceptions of ethical scenarios and evoke strong emotional responses. This diversity necessitates a nuanced approach to teaching that is sensitive to the moral intensity perceived by different individuals. Furthermore, Sims and Brinkmann [14] advocate for an integrated approach to teaching ethics, arguing for its incorporation across the spectrum of business courses rather than as a standalone subject. This approach, however, introduces its own set of

pedagogical challenges, including the need for instructors to critically engage with and possibly challenge the very material they are teaching.

Despite the above-mentioned differences in approaches, it becomes evident that the journey to effectively incorporate ethics and sustainability into business education is full of challenges but is undeniably critical. The literature collectively underscores the need for a paradigm shift in business ethics education - one that embraces holistic, immersive, and experiential learning strategies [1, 2, 14, 15]. Such a shift is not merely beneficial but imperative for cultivating future business leaders who are not only knowledgeable but also ethically conscious and equipped to lead sustainably. As the business world continues to cope with complex ethical dilemmas and sustainability challenges, the role of business schools in shaping ethically minded leaders who can navigate these challenges becomes increasingly vital. Through continued innovation in pedagogical approaches and a commitment to integrating ethics and sustainability into all facets of business education, institutions can profoundly influence the ethical compass of future business professionals, steering them towards a more ethical, sustainable, and responsible business future.

3 METHODOLOGY

3.1 The framework termed "Transforming Ethics Education in Business Schools" (TEEBs)

TEEBs is proposed as a comprehensive approach to revitalizing ethics within business ethics education [7]. The authors Jaganjac et.al, advocate that to effectively address the significant challenges of our time and contribute to the achievement of the Sustainable Development Goals (SDGs), a pervasive ethical foundation is essential across all aspects of teaching and integration efforts in business education. The TEEBS framework is developed following a methodical examination of the literature, detailed findings, and discussions that underscore the pressing need for business schools to re-embrace and emphasize ethics and sustainability in their curricula and teaching methodologies.

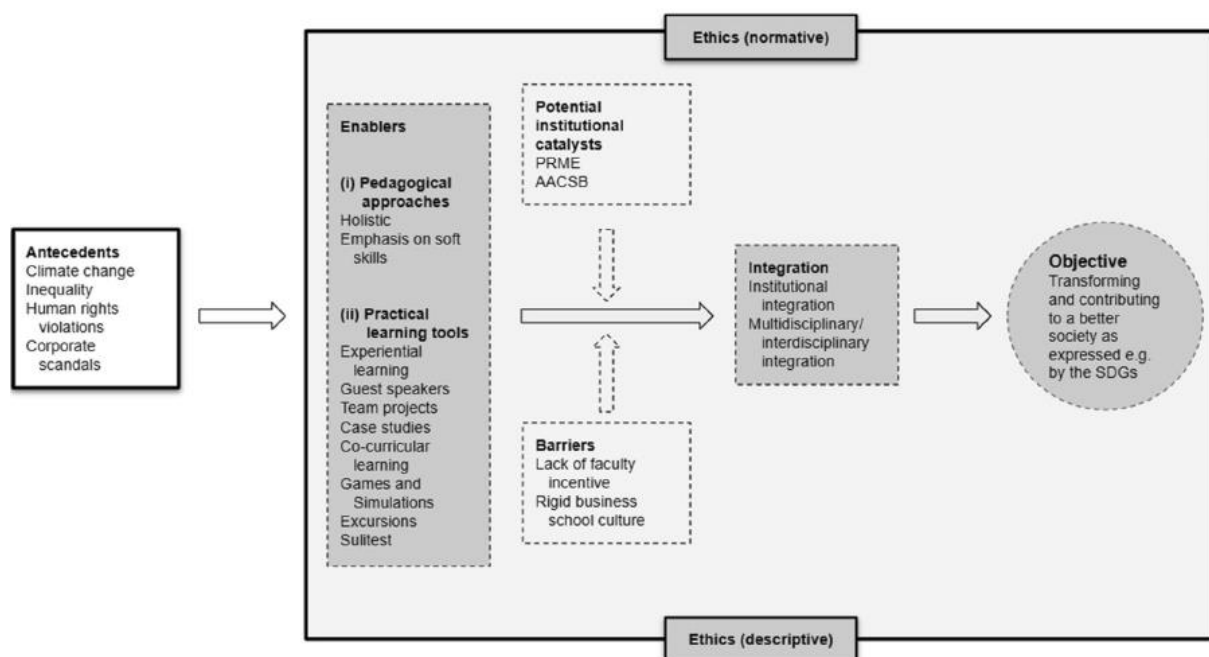


Table 1. Transforming ethics education in business schools - a framework (Jaganjac et.al, 2023)

This research paper aims to demonstrate how the proposed framework can be effectively implemented in university-level business education. It emphasizes the use of student-centered active learning strategies, placing a strong focus on pedagogical methods that actively engage students in their learning process. The paper provides detailed examples of practical learning tools and techniques that can be employed in the classroom. These examples serve to illustrate how the framework facilitates a more interactive and hands-on approach to business education, fostering a deeper understanding and practical application of business concepts among students.

3.2 Grounded Theory Approach

In this study, the Grounded Theory (GT) approach was employed, as conceptualized by Barney Glaser and Anselm Strauss [16], to conduct a qualitative analysis of responses from 242 student surveys. This approach was chosen due to its effectiveness in generating theory from empirical data, particularly when exploring complex phenomena such as learning outcomes in ethics and sustainability courses.

Charmaz [17] defines Grounded Theory as „a method of conducting qualitative research that focuses on creating conceptual frameworks or theories through building inductive analysis from the data“ (p. 187). In addition, Birks and Mills [18] refer to GT as a process by which theory is generated from the analysis of data. Therefore the theory is not discovered, rather it is constructed by the researcher who views the world through their particular lens, which suits us very well.

To evaluate the efficacy of the pedagogical approaches and the practical learning tools in the Ethics in Human Resources Management course, a comprehensive survey was conducted at the course's conclusion. This survey was completed by 242 out of 267 learners from four cohorts. Structured into six sections, the survey began by gathering biographical details of the participants, including gender, age, and semester of study. It focused on an assessment of various course components, encompassing overall course evaluation, the significance of learning about ethics and sustainability, the effectiveness of didactic tools, teamwork aspects, and students' engagement with active learning methods, particularly case study creation.

The survey uniquely asked students to retrospectively rate their interest in topics like corporate social responsibility, environmental sustainability, and ethical decision-making at both the beginning and the end of the course. This retrospective assessment allowed for a comparison of interest levels before and after the course, providing insights into the impact of the course on their perceptions and understanding. In analyzing the data, frequency tables were employed to identify common themes in student responses, particularly noting areas where there was a marked increase in awareness and understanding.

This paper aims to demonstrate a measurable change in students' attitudes and interests towards sustainability and ethics as a result of their course participation. By evaluating the changes in interest ratings and themes in student feedback, the research highlights how an engaging and practical approach to ethics and sustainability education can significantly influence student learning outcomes and ethical consciousness. The whole process adhered to ethical research standards, ensuring voluntary participation and maintaining the confidentiality and anonymity of respondents.

The data collected from open-ended survey questions, aimed at understanding what students learned through active learning strategies in their ethics and sustainability course. Grounded Theory's emphasis on generating insights directly from data makes it a suitable approach for analyzing such open-ended responses.

Following the principles of GT, we meticulously coded the responses based on their content. Instances of overlap in responses were double or triple-coded to ensure comprehensive data capture. This coding process adheres to Strauss and Corbin's method of open, axial, and selective coding, allowing for the thematic organization of data into distinct categories.

The coding led to the identification of thirteen primary topics that students reported as key learning outcomes. These outcomes were further categorized under 'Knowledge', 'Skills and Competencies', and 'Desired Behaviors', reflecting the multifaceted nature of learning in ethics and sustainability. This categorization process is in line with the Grounded Theory method, which emphasizes the development of categories and their properties.

The case studies on ethical dilemmas were analyzed using the same Grounded Theory approach. The dilemmas were prioritized based on the frequency of occurrence, aligning with Glaser and Strauss's recommendation of using frequency as one of the criteria for determining the significance of categories.

Through the iterative process of data collection, coding, and categorization, we aimed to develop a substantive theory that explains how active learning strategies impact students' understanding of ethics and sustainability. This theory development is the cornerstone of the GT approach, as it seeks to construct a theoretical framework grounded in empirical data. By adhering to the principles of GT, we ensured a rigorous and systematic analysis of the qualitative data, enabling the emergence of a substantive theory regarding the effectiveness of active learning strategies in ethics and sustainability education.

The text provided below represents the detailed and comprehensive wording of the concrete assignment.

Assignment: Creation of an HR Management Ethical Dilemma Case Study

Objective: This assignment requires you to develop a comprehensive case study that encapsulates an ethical dilemma within the realm of human resource management. Your case study should serve as a complex scenario that incorporates various stakeholders and ethical theories, challenging you to apply theoretical knowledge and critical thinking skills.

Assignment Details:

1 Ethical Dilemma Selection:

Choose an ethical dilemma pertinent to the role of an HR manager. You may select an issue discussed in class related to sustainability challenges or any relevant dilemma that HR managers encounter in their professional environment.

2 Dilemma Description:

Provide a detailed account of the chosen ethical dilemma. This should include the identification of the main problem, the specific context in which it arises, and a description of the involved parties.

3 Decision-Making Process Analysis:

Investigate the decision-making process applicable to the ethical dilemma. This analysis should draw upon theoretical frameworks discussed in lectures and may include diagrams or models that clarify the process.

4 Solution Proposals:

Propose multiple solutions to the ethical dilemma, considering their impact on all stakeholders. Analyze the consequences and possible complications that may arise with each proposed solution.

5 Theoretical Ethical Assessment:

Evaluate the situation and propose solutions using at least three distinct ethical theories such as Kant's categorical imperative, the golden rule, and utilitarianism (or other ethical theories). Critically assess how each theory would interpret the solutions you have proposed.

6 Personal Reflection:

Articulate your perspective on the ethical dilemma and support your viewpoint with strong arguments. Your conclusion should synthesize insights from ethical theories with a deep understanding of the issue at hand.

Instructions:

Your case study should be structured in a clear, logical manner, allowing for easy identification of each required element. You are expected to demonstrate your capacity for ethical reasoning and application of theoretical knowledge. You are encouraged to incorporate real-world complexity into your scenario, ensuring the case is realistic and relevant. Your assignment should be a minimum of 3,000 words in length.

Preparation:

Review lecture materials, case studies, and relevant literature to inform your analysis. You may consult additional sources to enrich your case study, provided they are appropriately cited.

Evaluation Criteria:

Understanding and articulation of the ethical dilemma, depth of analysis in the decision-making process, creativity and viability of the proposed solutions, application of ethical theories in the assessment, clarity, and persuasiveness of personal reflection and conclusion, quality of writing, including organization, grammar, and citation.

It should be noted that the Business Ethics course in Human Resources is offered in the final semester of the Bachelor of Business Administration program. Furthermore, each of the 267 students has finished a required internship of at least one semester in an HR department before this course. Some internships may extend beyond one semester. This ensures that they bring relevant practical experience from the field into their studies.

The endeavor to map the topics chosen by students often reflects not only their personal and professional concerns but also the contemporary trends of the contemporary business environment. By identifying and categorizing these topics, researchers can gain insights into the ethical priorities of the

next generation of business leaders. This mapping process is crucial because it provides a diagnostic view of the ethical landscape as perceived by those poised to enter the workforce. It serves as a barometer for current and emerging challenges in the field of human resource management and allows educators and practitioners to anticipate the areas where ethical guidance and policy development will be most needed. Furthermore, understanding the topics students are drawn to can inform curriculum development, ensuring that educational programs are aligned with real-world demands and are responsive to the evolving ethical climate of the business sector. Hence, mapping these topics is not merely an academic exercise; it is a strategic endeavor that informs the pragmatic aim of equipping future HR professionals with the tools to navigate the ethical complexities of their roles effectively.

4 RESULTS

4.1 Survey Results

In this study, out of 267 distributed surveys, 242 were completed. A qualitative analysis was performed on the responses from 242 student surveys to understand what they learned through active learning strategies, in the ethics and sustainability course. The responses were meticulously coded based on the content, with instances of overlap being double or triple-coded to ensure comprehensive data capture. This coding process allowed for the thematic organization of the data into distinct categories reflecting the various topics students reported learning about during the course.

The categorization revealed thirteen primary topics that students identified as key learning outcomes. These topics are as follows: Critical Ethical Analysis, Empathy and Cultural Sensitivity, Corporate Governance and Compliance, Environmental Ethics and Policy, Ethical Tools Knowledge, Adaptive Thinking, Stakeholder Engagement, Principled Negotiation, Systemic Thinking, Moral Courage and Accountability, Transparent Communication, Proactive Compliance, and Ethical Leadership and Influence.

The following table categorizes the elements of ethical and sustainability education into three columns: 'Knowledge' emphasizes the understanding and awareness necessary for ethical business practices; 'Skills and Competencies' focus on the abilities and proficiencies required to implement ethical decisions effectively; and 'Desired Behaviors' highlight the ideal actions and conduct that should result from a deep understanding and skillful application of business ethics and sustainability principles.

Table 2. Topics Identified from Student Surveys on Ethics and Sustainability Learning Outcomes

<i>Knowledge</i>	<i>Skills and Competencies</i>	<i>Desired Behaviors</i>
Critical Ethical Analysis: Understanding various ethical frameworks and their application in real-world scenarios.	Adaptive Thinking: The ability to adapt ethical considerations in response to changing scenarios and information.	Moral Courage and Accountability: Standing up for ethical convictions and holding oneself and others accountable for ethical breaches.
Empathy and Cultural Sensitivity: Understanding the importance of diverse cultures and viewpoints in ethical decision-making.	Stakeholder Engagement: Effectively engaging with and balancing the needs of various stakeholders.	Transparent Communication: Maintaining clear and honest communication to uphold trust and integrity in business operations.
Corporate Governance and Compliance: Grasping the principles of effective corporate governance and the importance of complying with legal and ethical standards.	Principled Negotiation: Negotiating ethically to ensure fair and beneficial outcomes while upholding moral standards.	Proactive Compliance: Anticipating potential issues and adhering to laws, regulations, and ethical standards.
Environmental Ethics and Policy: Understanding the ethical implications of environmental policies and the role businesses play in promoting ecological sustainability.	Inclusive Decision-Making: Making decisions that consider and respect diverse voices and needs.	Ethical Leadership and Influence: Inspiring and guiding teams towards ethical practices and sustainable outcomes.
Ethical Tools Knowledge: Familiarity with tools such as codes of conduct, sustainability reports, and other ethical guidelines and reporting mechanisms.	Systemic Thinking: The ability to understand and address complex systems and their interdependencies in decision-making processes.	Proactive Compliance: Anticipating potential issues and adhering to laws, regulations, and ethical standards.

4.2 Ethical Dilemma Case Studies Results

In the realm of business education, particularly within the context of Human Resources (HR) Management, the use of case studies that present ethical dilemmas is a potent active learning strategy. This section of the paper will explore how the creation of an HR Management Ethical Dilemma Case Study by individual students embodies an effective active learning approach.

Active learning, as opposed to passive learning, involves students in the learning process, making them participants in their education rather than mere recipients of information [1, 15, 16]. It fosters critical thinking, problem-solving, and the application of theoretical knowledge in practical settings. When students engage in creating case studies centered on ethical dilemmas in HR Management, they are actively immersed in a process that demands a deep understanding of the subject matter, analytical thinking, and ethical reasoning. Concurrently, they also cultivate and apply key skills and competencies such as:

Critical Thinking and Problem Solving: Crafting a case study requires students to identify and analyze complex HR scenarios where ethical issues are at play. They must dissect the situation, consider various stakeholders, and anticipate the potential consequences of different actions. This process enhances their critical thinking and problem-solving skills as they navigate through the intricacies of real-life HR challenges.

Application of Theoretical Knowledge: Creating a case study allows students to apply theoretical concepts and frameworks to practical situations. They must draw on their understanding of HR principles, ethical theories, and legal considerations to construct a realistic and nuanced scenario. This not only reinforces their theoretical knowledge but also illustrates the relevance and application of these concepts in real-world HR management.

Ethical Reasoning and Decision Making: In developing an ethical dilemma case study, students are compelled to engage in ethical reasoning. They explore the moral dimensions of HR issues, weigh different courses of action, and consider the ethical implications of each. This active engagement with ethical dilemmas enhances their ability to make principled decisions in complex situations.

Empathy and Perspective-Taking: Crafting a case study involving an ethical dilemma in HR requires students to consider the perspectives of various stakeholders, including employees, management, and other affected parties. This fosters empathy and an ability to see issues from multiple and often time contradictory viewpoints, a crucial skill for HR professionals who often need to balance differing interests and navigate sensitive situations.

Reflection and Self-Directed Learning: The process of creating a case study encourages reflection. Students must think critically about the ethical issues they have chosen to explore, reflect on the potential solutions, and evaluate the implications of those solutions. This reflective practice promotes self-directed learning, encouraging students to take ownership of their educational journey and develop a lifelong learning mindset.

The creation of an HR Management Ethical Dilemma Case Study by individual students is an important active learning strategy. It transforms students from passive recipients of knowledge into active participants in their learning process. Through this method, they develop critical thinking, problem-solving, ethical reasoning, empathy, and a deepened understanding of HR management. Consequently, this active learning strategy is not only an effective tool for teaching HR ethics but also for preparing students to be ethical, thoughtful, and competent HR professionals in the 21st-century business environment.

The ethical dilemmas selected for analysis were prioritized based on the Grounded Theory principle of the frequency of their occurrence, with the most commonly chosen topics were following: Diversity and Inclusion Challenges, Handling Ethical Violations, Compensation Equity, Workforce Reduction, Whistleblower Protections, Data Privacy and Protection, Remote Work Policies, Supply Chain Labor Ethics, Employee Wellness Programs, Green Office Initiatives, Corporate Philanthropy and Volunteer Programs, Sustainability Training and Education.

Students gravitated towards ethical dilemmas that mirror the current socio-economic landscape and resonate with pressing global challenges. Diversity and inclusion emerged as a primary concern, reflecting a societal push towards social justice and the need to address systemic biases in recruitment practices. The complexities of handling ethical violations were also a focus, as students recognized the necessity for HR policies that uphold company values while navigating the nuances of misconduct.

Fair compensation practices were another significant topic, with students acknowledging the heightened public attention on income inequality and the moral imperative to ensure equitable pay structures. Workforce reduction, an often inevitable result of economic downturns, was chosen for the moral quandaries it poses, balancing organizational survival against employee welfare.

The protection of whistle-blowers was highlighted due to its importance in fostering an ethical corporate culture where employees feel secure in reporting malfeasance. In the digital age, data privacy and protection are at the forefront of ethical HR practices, reflecting concerns over the balance between data utilization and individual privacy rights.

While less frequent, the shift towards remote work engendered by the pandemic presented unique ethical considerations related to work-life balance and inclusivity. Labor ethics in global supply chains were identified as a key issue, indicative of the growing expectation for multinational corporations to uphold ethical labor standards along the entire supply chain. The pandemic's impact on mental health brought employee wellness programs to the forefront, emphasizing the role of HR in promoting a healthy work environment.

Green office initiatives and corporate philanthropy were chosen due to their increasing relevance in demonstrating corporate social responsibility and the commitment to sustainability. Lastly, the integration of sustainability into training and education reflects a forward-looking perspective, aligning corporate values with broader societal goals, however, these topics were less commonly selected, indicating an emerging rather than an established trend.

5 CONCLUSIONS

This paper has explored the use of student-centered, active learning strategies in a Business Ethics in Human Resource Management course at a School of Business Administration in the Czech Republic. By engaging 267 students over four cohorts from 2019 to 2023, the study has provided a comprehensive examination of the impact of active learning strategies, particularly through the creation of case studies based on the managerial ethical decision-making process.

Through the adoption of the Grounded Theory approach, our analysis of both the online survey data and the student case studies has yielded insightful findings on the effectiveness of these pedagogical methods. Contrary to the common belief that ethical perspectives are largely formed outside or before tertiary education, our primary data suggest that active learning strategies can indeed foster significant moral development. We have observed that when students are encouraged to engage with real-world ethical dilemmas actively and are guided in their reasoning for ethical decision-making, there is a notable enhancement in their moral judgment and ethical consciousness.

The student-generated case studies have served as a reflection of contemporary socio-economic challenges, highlighting the importance of ethical considerations in areas such as diversity and inclusion, compensation equity, and data privacy, among others. These topics not only mirror the current landscape but also underscore the evolving nature of ethical dilemmas in a rapidly changing world.

Moreover, our findings indicate that active learning strategies are instrumental in enabling students to develop a capacity for self-directed education. This approach is effective not only in imparting knowledge about ethics and sustainability but also in enhancing the necessary skills, competencies, and behaviors for leading ethical and sustainable businesses in the 21st century. It underscores the significance of teaching ethics and sustainability as an integral part of business education to prepare future leaders capable of navigating and shaping an ethical and sustainable business future.

In conclusion, this paper has demonstrated that the integration of ethics and sustainability into business education through active learning strategies is not only imperative but transformative. It prepares students not just as future business leaders but as ethical individuals equipped to make informed, responsible decisions in an increasingly complex global landscape. As the business world continues to evolve and face new challenges, the role of business schools in shaping ethically minded leaders who can navigate these challenges becomes ever more vital. Therefore, it is an important role of educational institutions to continue innovating and committing to the integration of ethics and sustainability into all facets of business education, thus steering future professionals toward a more ethical, sustainable, and responsible business world.

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