

Preaching to the choir? Effect of required CSR courses on CSR attitudes

Michele E. Yoder

The University of Michigan-Dearborn

Karen Strandholm

The University of Michigan-Dearborn

Michael VanHemert

The University of Michigan-Dearborn

ABSTRACT

The norms in business education, spurred by the expectations of accreditors such as the Association for the Advancement of Collegiate Schools of Business (AACSB), are moving towards requiring all business students to take a class on corporate social responsibility (CSR) to address beliefs that business schools are failing to produce ethical and socially responsible leaders. However, pedagogical research has not kept pace; researchers do not yet have complete evidence of the efficacy of required CSR classes in producing business people who are more ethical and socially responsible. This study builds on prior CSR education research to answer the question of whether required CSR classes serve to change students' attitudes towards CSR. Results from a sample of undergraduate US business students demonstrate surprisingly positive pre-CSR course attitudes to CSR, coupled with a small improvement in attitudes towards CSR after the required class was complete. Post-hoc analyses revealed, somewhat counterintuitively, that quantitative majors and students who were least interested going into the class had statistically significant increases in attitudes toward CSR after taking the course.

Keywords: corporate social responsibility, CSR, CSR education, CSR attitudes, PRESOR

INTRODUCTION

A driving force behind including corporate social responsibility (CSR) in business school curriculum is the belief that business schools are falling short in preparing the next generation of business leaders (Sockell, 2013). Support for this belief can be found in the failures of Enron, Arthur Anderson, Tyco, and Worldcom of the early 2000s, the financial meltdown of 2008, the Gulf Oil Spill of 2010, and most recently the questionable business practices leading to significant automotive recalls involving Takata's "exploding" air bags, Volkswagen's emission limits "defeat devices", and General Motors "faulty" ignition switches. As stated by Donna Sockell (2013), Executive Director of the Center for Education on Social Responsibility of Business at the University of Colorado at Boulder,

[W]hen scandals erupt in the business world, academe should feel a little sheepish. Especially in business schools, our job is to prepare leaders to make workplaces vibrant, financially successful, and driven by values. The seemingly endless stream of business scandals is evidence that business schools are falling short.

According to Goshal (2005) these scandals are to be expected given the current state of business school education. He states that "by propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibilities" (Goshal, 2005, p. 76).

These amoral theories are evident in the shareholder view of the firm, taught in business schools as the dominant theory of the firm (Kleinrichert, Tosti-Kharsas, Albert, & Eng, 2013; Wurthmann, 2013). This theory provides that shareholder value and profit maximization are the overarching goals of the firm (Friedman, 1962, 1970; Simmons, Shafer, & Snell, 2009; Wurthmann, 2013). With these as the primary goals, then the question to be answered when selecting an organizational action is "does this action maximize shareholder value?" This question removes ethics, morality, and values from the decision-making process, relieving the decision-maker from any responsibility his/her actions may have on the firm's other stakeholders. This leads to the type of scandals previously described which are costly to all stakeholders, including shareholders. As stated by Kochan (2002, p. 139), the corporate scandals of the late twentieth century are due to the "over-emphasis American corporations have been forced to give in recent years to maximizing shareholder value without regard for the effects on other stakeholders."

The Association for the Advancement of Collegiate Schools of Business (AACSB International), the longest standing and most recognized accrediting body of business schools, has tried to address these concerns. In its 2003 Standards for Business Accreditation, AACSB International suggested that management education should include, among other areas, "ethical behavior and community responsibilities in organizations and society" (AACSB International, 2003). In the revised 2013 Standards for Business Accreditation, AACSB International made a stronger statement with regard to including in the curriculum, not only, "ethical understanding and reasoning" but also "social responsibility, including sustainability, and ethical behavior and approaches to management" (AACSB International, 2013). By specifically including both CSR and ethics in the curriculum, it is hoped that attitudes of business students, the future business leaders, will change such that the decision-making process is broadened to include ethics, morality, and values as the decision is applied to the firm's stakeholders. This is basically the

stakeholder view of CSR, popularized by Freeman (1984) and Carroll (1991). As part of the CSR curriculum, it is important to emphasize that adopting the stakeholder view does not mean that firms have to sacrifice profits for ethics, morality, and values. If managers take into consideration the concerns of its stakeholders then the long-term effectiveness of the organization is likely maximized (Carroll, 1991; Freeman, 1984; Kolodinsky, Madden, Zisk, & Henkel, 2010; McWilliams & Siegel, 2010).

Although, AACSB International is suggesting that CSR should be included in a business school curriculum, research is unclear as to what impact this will have on changing students' attitudes toward CSR. Therefore the purpose of this study is to examine this question. While there are several studies that have attempted to answer this question, the results of which are mixed (e.g., Achau & Lussier, 2008; Simmons et al., 2009; Lamsa, Vehkaperä, Puttonen, & Pesonen, 2008; Piper, Mang, Knox, & Waddell, 2012; Wurthmann, 2013), it is difficult to draw any conclusions from these studies. Because the method to expose CSR to students in most of these studies was integrating CSR throughout the curriculum, it is unclear the extent to which students were actually exposed to the topic. To overcome this limitation, this study focuses on whether a course devoted to CSR will impact the students' attitude toward this topic. The only study that examines this question is Kleinrichert et al. (2013). They found that taking a CSR class does positively influence students' attitudes toward CSR. However, a limitation of this study is that the authors used a cross-sectional design as opposed to a longitudinal approach to this research question. Therefore the authors were unable to determine what impact, if any, the CSR course had on each student (Kleinrichert et al. 2013). Building on Kleinrichert et al. (2013), this study seeks to overcome this limitation by taking a longitudinal approach to the question of whether a CSR course positively influences students' attitudes toward CSR.

The following sections provides a brief overview of the stakeholder and shareholder views of the firm, as well as a review of the research as it relates to business school curriculum and students' attitudes towards CSR. Hypotheses are then developed, methods and results are presented, followed by discussion and the limitations of this study.

THEORETICAL BACKGROUND

Stakeholder theory is recognized as the dominant theory of CSR (Donaldson & Preston, 1995; Elias, 2010; Fitzpatrick, 2013; Kolodinsky et al., 2010; McWilliams & Siegel, 2001). This theory, first outlined by Freeman (1984), posits that businesses should be operating for the purpose of creating value for all stakeholders, not just shareholders. Wurthmann (2013, p. 133) describes this theory as follows: "firms are social entities that sit at the center of an array of mutual relationships, including governments, communities, employees, customers, creditors, competitors, future generations, the natural environment, etc., as well as stockholders, and therefore have responsibilities for the welfare of all of these entities." These responsibilities include not only economic and legal responsibilities, but also ethical and social responsibilities (Carroll, 1979, 1991, 2004; Donaldson & Preston, 1995; Freeman, 1984; Simmons et al., 2009; Wurthmann, 2013). Those who advocate for stakeholder theory believe firms are morally obligated to fulfill these responsibilities and failure to do so may cause stakeholders to withdraw their support from the firm which could compromise profitability (Carroll, 1979, 1991, 2004; Donaldson & Preston, 1995; Simmons, et al., 2009; Wurthmann, 2013).

The stakeholder view is in contrast to the shareholder view of the firm. This latter view suggests that maximizing shareholder value should be the overarching goal of the firm, trumping

the needs of other stakeholders (Friedman, 1962, 1970; Simmons et al., 2009; Wurthmann, 2013). To use the firm's resources for any other purpose would lessen the efficiency of the firm (Friedman, 1962, 1970; Wurthmann, 2013) and delay or discourage more effective ways to enhance social welfare (Karnani, 2010; Wurthmann, 2013).

However, research does not necessarily support the assertion that considering the needs of other stakeholders will compromise profitability. In 2003, Orlitzky, Schmidt, and Rynes performed a meta-analysis of the quantitative studies that examined the relationship between CSR and performance; there were 52 studies and a sample size of 33,878 observations. Findings suggest a positive relationship between CSR and performance. Similar results were found by Margolis, Anger Elfenbein, and Walsh in their 2009 meta-analysis of CSR and performance. Analyzing 251 studies, the authors found a mildly positive relationship between CSR and performance.

Despite this research, the dominant view in business schools is still shareholder value and profit maximization (Kleinrichert, et al., 2013; Wurthmann, 2013). As a result, students are likely socialized to accept the shareholder view over the stakeholder view. Socialization "is a process by which an individual's attitudes, values, motives, and behaviors are influenced to conform to what is seen as desirable in a particular socio-cultural context" (Lamsa et al., 2008, p. 46). There are two types of socialization: primary and secondary (Berger & Luckman, 1966; Lamsa et al, 2008). Primary socialization occurs during childhood, whereas secondary socialization occurs generally from youth and into adulthood (Berger & Luckman, 1996). The agents of secondary socialization are peers, schools, and the workplace, among others (Berger & Luckman, 1996; Lamsa et al., 2008). Because business schools are agents of secondary socialization and the dominant view in business schools is shareholder view, it is hypothesized that:

Hypothesis 1: Prior to taking a class in CSR, the shareholder view is the dominant view among undergraduate business students.

If business schools are "to prepare leaders to make workplaces vibrant, financially successful, and driven by values" as suggested by Sockell (2013), then business schools have to convince students that the stakeholder view, not the shareholder view, should drive management's decision-making. As indicated previously, AACSB International recommends that this be accomplished through the curriculum. Business Accreditation Standard 9 states that "[a]ll general management and specialist degree programs at the bachelor's, master's, and doctoral level would normally include learning experiences that address the following general skill areas and general business and management skill areas . . . [s]ocial responsibility, including sustainability, and ethical behavior and approaches to management" (AACSB International, 2013). This standard can be met either by integrating CSR throughout the curriculum or by introducing a stand-alone required course

It is natural to question the effectiveness of introducing CSR into the curriculum and its ability to change the attitudes of business students. Business Ethics and Business and Society curricula, the antecedents to CSR (Lockett, Moon, & Visser, 2006), have long been taught in business schools, as either stand-alone courses or integrated throughout the business curriculum. The effectiveness of this curriculum in changing students' attitudes toward ethics has been extensively studied, with the results being mixed. Many studies found a positive relationship between ethics education and a student's ethical awareness or moral reasoning (e.g. Boyd, 1982; Lopez, Rechner, & Olson-Buchanan, 2005; Lau, 2010; Luthar & Karri, 2005; Wurthmann,

2013). However, many studies found no relationship between ethics education and changes in students' attitudes toward ethics, students' ethical reasoning, or student's moral awareness (e.g. Jewe, 2008; Neubaum, Pagell, Drexler, & McKee-Ryan, 2009; Ritter 2006; Wynd & Mager, 1989). The mixed results are consistent with a meta-analysis of 25 studies focused on student attitudes as they relate to business, which found that business ethics curriculum has minimal impact on changing ethical perceptions, behaviors, or awareness (Waples, Antes, Murphy, Connelly, & Mumford, 2009).

However, teaching CSR is distinguishable from teaching ethics. The intent of ethics education is to use moral relativism to teach students to be more ethical in their decision-making (Simmons et al. 2009). Critics argue that since moral character is formed early in life or is due to an innate strong moral identity, it is not likely that an ethics class will make students more moral (Arlow, 1991; Keinrichert et al, 2013; O'Fallon & Butterfield, 2011). The focus of a CSR course is not just "doing good" but also is "doing well by doing good." As such, a CSR course may be more effective than a business ethics curriculum in changing the attitudes of students. As the field of CSR evolves, instructors are able make the business case for CSR by showing the connection between a CSR orientation and profitability. The most recent texts frame CSR in this manner (e.g. Carroll & Buchholz, 2015; Ferrell, Thorne, & Ferrell, 2016)

There have been several studies that have addressed business student views on CSR, with mixed results. For example, studies have shown that exposures to ethics curriculum is positively related to students adopting the stakeholder view (e.g. Simmons et al., 2009; Wurthmann, 2013). Similarly, exposure to CSR curriculum is positively related to students believing business has a responsibility beyond earning a profit for shareholders (Achau & Lussier, 2008). Also, students' progression through a business school education has been found to be related to the stakeholder view (Neubaum et al., 2009; Del Mar Alonson-Ameida, Fernandex de Navarrete, & Rodrigues-Pomeda, 2015). Finally, in a study of undergraduate and graduate business students, Elias (2004) found that students perceive CSR to be important to firm effectiveness after media publicity of corporate scandals.

However, other studies have found no relationship between a business school education and positives views of CSR. For example, Lamsa et al. (2008) found that students who were near the end of their business school education viewed maximizing shareholder value as the most important responsibility of business. Similarly, Piper et al. (2012) found that compared to non-business students, business students had a stronger preference for profit maximization. Wong, Long, and Elankumaran (2010) found that Indian and US MBA students believe that taking care of owners should be the primary goal of an organization. The Aspen Institute (2002, 2008) surveyed MBA students in 2002 and 2007 about the students' views toward CSR. In both surveys, the researchers found that students ranked maximizing shareholder value and satisfying customers to be the top two responsibilities of business. These results are consistent with earlier studies done by Kraft (1990) and Kraft and Singhapakdi (1995).

Several studies have examined personal characteristics of business students to predict the students' views of CSR. For example, using a sample of business and non-business students, Arlow (1991) found that females are more ethical and socially responsible than males and age is positively correlated with a CSR orientation. Similarly, Fitzpatrick (2013) found some support that gender, work experience, and spirituality positively affect views on CSR. Fitzpatrick and Chen (2014) and Burton, Farh, and Hegarty (2000) found that Hong Kong students are less sensitive to CSR issues when compared to US students. Koldinsky et al. (2010) examined moral

characteristics of business students and found that ethical idealism is positively related to CSR attitudes but ethical relativism and materialism are negatively related.

It is difficult to draw a conclusion from these studies as to the impact that exposure to a CSR curriculum has on students' attitudes toward CSR because it is unclear what, if any, CSR instruction was received by the students in these studies. If CSR is integrated throughout the curriculum, then CSR instruction may be minimal. For example, *Behavior in Organization* (Greenberg, 2011), a popular text used in Organizational Behavior classes, has four pages devoted to CSR and stakeholder theory is not mentioned in these pages. Similarly, *Strategic Management Competitiveness & Globalization* (Hitt, Ireland, & Hoskisson, 2015), a text commonly used in the capstone class, does not list CSR in the subject matter index. If students have not been exposed to the business case for CSR then it is understandable as to why they may not be receptive to stakeholder theory.

There is a single extant study that addresses whether a required course in CSR changes students' attitudes toward CSR (Kleinrichert et al., 2013). Answering this question is important. Adding a required course to meet the 2013 AACSB Business Accreditation standards is a difficult decision for business schools because it comes at a cost. Adding a new CSR course may result in the elimination of more established courses in the curriculum or extend the number of hours to graduation. Therefore an important research question is whether a discrete course in CSR can change the attitudes of business students (Simmons et al., 2009). Kleinrichert et al., (2013), the one study that addressed this question, used a cross sectional sample of senior undergraduate business students, half of whom have taken a Business and Society course focusing on CSR and half of whom have not. They found that students who completed the Business and Society course were less likely than pre- Business and Society students to believe that maximizing shareholder value was the company's primary responsibility. The authors also found that students who have completed the Business and Society course, as compared to students who have not completed this course, were more likely to believe that operating according to values and a strong code of ethics was important to a well-run company. However, the authors found no significant differences between the two groups as to the responsibility a business has to its employees, the creation of product and services to benefit society, or the development of progressive environmental policies. A review of these results indicates that this CSR course did have a positive impact on the students' views of CSR. Therefore it is hypothesized that:

Hypothesis 2: Subsequent to taking a class in CSR, students will have a more favorable view of CSR and the stakeholder view than they did prior to taking the course.

METHODOLOGY

The sample consisted of Bachelor of Business Administration (BBA) students at a regional campus of a large, Midwestern university where all BBA students are required to take a CSR course in the college of business during their senior year. The PRESOR survey was administered to test students' attitudes to CSR (Elias, 2004; Fitzpatrick & Cheng, 2014; Fitzpatrick, 2014; Simmons, Shafer, & Snell, 2009; Singhapakdi et al. 1996; Wurthmann, 2013) at the beginning and at the end of the required course. PRESOR "measures the extent to which one believes that ethics and social responsibility are crucial in achieving organizational effectiveness" (Singhapakdi et al. 1996, p. 1138). Because numerous factors have been shown in prior research to affect attitudes to CSR, data were also collected about respondents'

race/ethnicity, gender, academic major, work experience, GPA, and interest in (pre-course) or satisfaction with (post-course) the CSR course (e.g., Arlow, 1991; Elias, 2004; Fitzpatrick, 2013; Fitzpatrick & Cheng, 2014; Kolodinsky et al., 2009; Piper et al., 2012;). See Appendix A for a complete list of the survey items.

During the first week of the semester, the authors administered the survey in two sections of the required CSR course, clearly instructing the students that the professor would not see the results until after the semester's conclusion. Sixty-four students completed the initial measurement. The same survey was administered during the last week of the semester to the same two sections of the required CSR course. Fifty students completed the second measurement. In all, 70 individuals completed at least one measurement. The authors then matched the data from both measurements: 44 students who completed both the pre- and post-course surveys. The remaining students were absent on one of the administration dates. Three cases were missing answers to one of the PRESOR questions, so those cases were dropped from all analyses, resulting in a sample size of 41.

To test H1, the initial survey results were split into questions indicating support for the stakeholder view of the firm (numbers 2, 3, & 5-10) and questions indicating support for the shareholder view of the firm (numbers 1, 4, & 11-13). The average scores on these questions form variables named Stakeholder View and Shareholder View, respectively. The authors then used a one-tailed, paired t-test to determine whether there is a statistically significant difference between the two views. To test H2, the 5 shareholder view items (numbers 1, 4, & 11-13) on the survey were reverse scored and then the scores across all the items were averaged. The resulting variable was named Attitude to CSR, where a higher number on all the survey items represents a more positive view of CSR. The authors then compared the pre-course results to the post-course results and tested the statistical significance using a one-tailed, paired t-test. One-tailed tests are appropriate here because both hypotheses are directional in nature. Finally, sub-group analyses were conducted using the collected demographic variables, including Age, Gender, Race, GPA, Major, Years of Work Experience, Level of Job Responsibility, Interest in Course, and Satisfaction with Course.

RESULTS

Table 1 (Appendix B) contains the correlations and descriptive statistics, including means, standard deviations, minimums, and maximums for all the variables used in the analyses. Of the 41 observations in the sample, 5 were missing answers to the Satisfaction with Course variable. These cases were included in analyses except in post-hoc/sub-group analyses that specifically included the Satisfaction with Course variable.

In the sample of 41 students, 21 were male and 20 were female. In terms of race/ethnicity, 31 students were white, 4 were Arab, 3 were Asian, 2 were black, and 1 was Hispanic. All of the students in the sample were pursuing a BBA degree, with 10 accounting, 9 marketing, 6 management/general business, 5 IT management, 4 HR, 3 finance, 2 digital marketing, and 2 supply chain majors. The ages of the students in the sample ranged from 20 to 36. Thirty-four of the students had work experience of some sort and 10 had supervisory, managerial, or executive/owner positions.

Results of the tests of H1 and H2 are displayed in Table 2 (Appendix B). The sample mean for Pre-Course Shareholder View was 2.98 and the sample mean for Pre-Course Stakeholder View was 7.35. Contrary to hypothesis 1, students did not support the shareholder

view prior to taking the CSR course. In fact, Pre-Course Stakeholder View was greater than Pre-Course Shareholder view, a difference that was statistically significant at the $p < 0.001$ level.

Comparing the pre-course and post-course survey results, the pre-course sample mean for the entire survey was 7.23 and the post-course mean was 7.47. Post-Course Attitude to CSR was greater than Pre-Course Attitude to CSR, as predicted in hypothesis 2, and the t-test revealed that the difference between the means was significant at the $p < 0.1$ level, using a one-tailed test.

Because the Pre-Course Attitude to CSR scores were so high, the authors conducted an additional analysis based on those scores. The distribution of this variable was right skewed, with a median of 7.46. Individuals with scores higher than this value have relatively little room for post-course improvements in views towards CSR. On the other hand, individuals with scores below the median have more room for improvement, both from a mathematical and curricular perspective. If CSR courses are designed to generate positive student attitudes toward CSR, then those students who start with less positive attitudes are the most crucial to reach. The authors divided the sample in half, based on whether the score on Pre-Course Attitude to CSR was above or below the median. For the 20 students whose scores were below the median, Attitude to CSR increased from 6.40 to 7.13, which was significant at the $p < 0.05$ level (one-tailed t-test).

Sub-group analyses were conducted to explore the effects of several variables that may affect Attitudes to CSR based on prior research. The sample was divided based on Age (split at median age of 22), Gender, Race, GPA, Major (accounting/finance versus other majors), Years of Work Experience (split at median of 4 years), Level of Job Responsibility (supervisory or higher versus non-supervisory), Interest in Course (positive versus neutral or negative) and Satisfaction with Course (positive versus neutral or negative). Surprisingly, the only sub-group differences that were statistically significant were for Major and Interest in Course, the results of which are reported in Table 3 (Appendix B).¹

To analyze the effects of Major, the authors split the sample into students with a quantitatively focused major (Accounting or Finance) and all other business majors (i.e., Marketing, Management, HR, ITM, Supply Chain, and General Business). Because Accounting and Finance students' courses focus more explicitly on the financial outcomes and profitability of the firm, it was expected that those students would have less positive *Attitudes to CSR* than the other students. Unexpectedly, there was no statistically significant difference between the groups' pre-course *Attitudes to CSR*. Post-course, the Accounting and Finance majors had a more positive attitude toward CSR ($p < 0.05$) than other majors. The improvement from pre- to post-course *Attitudes to CSR* was statistically significant ($p < 0.05$) for the Accounting and Finance majors, with an increase from 7.53 to 8.17, while there was no statistically significant difference for the other majors.

The other subgroup analysis that revealed statistically significant results was for Interest in Course (measured prior to the start of the course). We split the sample according to whether students had a positive interest (4 or 5 on a 5-point scale) or a neutral/negative interest (1-3 on a 5-point scale) in the course. Those who displayed less interest in the course had an average *Attitude to CSR* of 7.18, which increased to 7.54 after the course ($p < 0.05$). Differences across the groups, both before and after the class, were not statistically significant.

DISCUSSION

¹ Complete results available upon request.

Extant research is divided on the effects a business education has on students' attitudes towards CSR. We found that the students in our sample, who were senior BBA students, started the CSR course with a markedly positive view of CSR, suggesting that business education did not have a deleterious effect on attitudes towards CSR in our sample. Both before and after the course, students were considerably more supportive of the stakeholder view than the shareholder view. This is likely to be the primary reason why average post-course views of CSR were only slightly more positive than prior to taking the required CSR course.

The evidence presented here provides an important addendum to the study conducted by Kleinrichert et al. (2013). In that study, attitudes to CSR were compared across two groups, one of which had taken a Business & Society course and another that had not. This current study is the first to provide longitudinal evidence of the effectiveness of a standalone, required CSR course. We found that certain groups (those with the least positive views towards CSR prior to the course, less interest in the course, and majoring in accounting or finance) had more positive attitudes towards CSR after taking the course (when compared to those students' pre-course attitudes).

This research has some limitations. First, the data are single source, self-report data which are less reliable than data from multiple sources (Kolindinsky et al. 2010). Second, generalizability may be an issue as this study uses a relatively small sample, from a single institution, at one location (Kolindinsky et al. 2010; Simmons et al., 2009). Third, social desirability also may be an issue. The data were collected on the first and last date of the CSR class. Although the course instructor did not administer the survey nor comment about its purposes, students may have given answers that they thought were expected as opposed to what they really believed. Finally, the use of a pre-test and post-test may have created some issues as well. Demand effects are an issue in this type of methodology and may have influenced the results (Simmons et al. 2009). Similar to Simmons et al. (2009), because there was a period of fourteen weeks between the pre and post-test and students were never told the reason for the study, demand effects should have been limited. Also because the results were not significantly different between the pre and post- test, the likelihood that demand effects exist is further minimized.

The results of this study indicate that students had positive attitudes toward CSR prior to taking a course in CSR. Future research should include controlling for social desirability in order to verify whether students really did have a positive attitude toward CSR, both pre- and post- CSR course. Assuming students did have a positive attitude toward CSR prior to taking the class, a fruitful avenue of additional research would be to include freshmen students as part of this study. This would help to determine whether business school education or maturity of the student is an explanation as to why students have a positive attitude toward CSR prior to taking the course. Given the conflicting evidence about whether business school education promotes the shareholder or stakeholder view, it would be useful to understand why, in some samples (such as this one), the shareholder view predominates.

More important, however, is to extend research in this area to determine whether CSR education in business schools is having an impact on businesses in the real world. Does having a more positive attitude toward CSR as a student change that individual's behavior once school is over? Because, even though this study suggests that required CSR courses can induce more positive attitudes towards CSR in students, if those attitudes do not translate into ethically and socially responsible business leaders, then it is questionable whether educators are indeed meeting our curricular goals with such courses. This is a particularly salient question, given the

evidence provided by this study that, prior to taking a CSR course, students already had a very positive view of CSR.

CONCLUSION

This study sought to understand whether a required, standalone CSR course changed students' attitudes towards CSR. The first to employ a longitudinal approach, this study found that prior to the course students already strongly favored the stakeholder view as opposed to the shareholder view. Because initial attitudes towards CSR were so high, we found minimal improvements after the required course. However, certain subsets of students were found to have experienced statistically significant improvements as a result of the course. These results suggested several avenues for future research to better establish how business educators can prepare students to lead in an ethical and socially responsible manner.

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APPENDIX A – CSR SURVEY

Totally Disagree		Neutral					Totally Agree	
1	2	3	4	5	6	7	8	9
1. To remain competitive in a global environment, business firms will have to disregard ethics and social responsibility.								
1	2	3	4	5	6	7	8	9
2. Social responsibility and profitability can be compatible.								
1	2	3	4	5	6	7	8	9
3. Good ethics are often good business.								
1	2	3	4	5	6	7	8	9
4. If survival of a business enterprise is at stake, then you must forget about ethics and social responsibility.								
1	2	3	4	5	6	7	8	9
5. Being ethical and socially responsible are the most important things a firm can do.								
1	2	3	4	5	6	7	8	9
6. A firm's first priority should be employee morale.								
1	2	3	4	5	6	7	8	9
7. The ethics and social responsibility of a firm are essential to its long term profitability.								
1	2	3	4	5	6	7	8	9
8. The overall effectiveness of a business can be determined to a great extent by the degree to which it is ethical and socially responsible.								
1	2	3	4	5	6	7	8	9
9. Business ethics and social responsibility are critical to the survival of a business enterprise.								
1	2	3	4	5	6	7	8	9
10. Business has social responsibility beyond making a profit.								
1	2	3	4	5	6	7	8	9
11. The most important concern for a firm is making a profit, even if it means bending or breaking the rules.								
1	2	3	4	5	6	7	8	9
12. Efficiency is much more important to a firm than whether or not the firm is seen as ethical or socially responsible.								
1	2	3	4	5	6	7	8	9
13. If the stockholders are unhappy, nothing else matters.								
1	2	3	4	5	6	7	8	9

Gender:

Race and/or Ethnicity:

Age:

In what country are you a citizen?

What is your current GPA?

Which degree are you currently pursuing? BBA or MBA

If MBA, what was your undergraduate degree/major?

What is your current major/concentration?

How much work experience do you have?

What is your job title?

In which industry do you work?

What is your level of responsibility?

Entry Level Non-Supervisory

Experienced Non-Supervisory

Supervisory

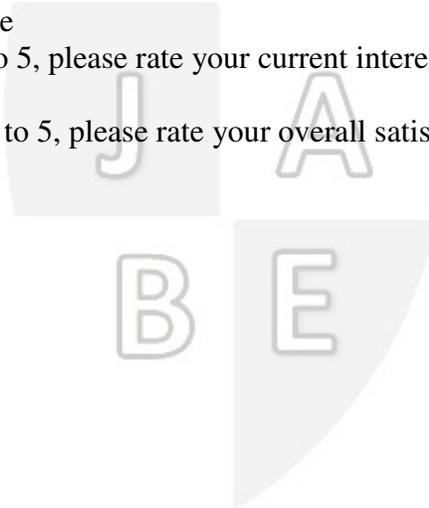
Managerial

Executive

Owner/Chief Executive

Pre-Course: On a scale of 1 to 5, please rate your current interest in this course (5 is high, 1 is low).

Post-Course: On a scale of 1 to 5, please rate your overall satisfaction with this course (5 is high, 1 is low).



APPENDIX B – TABLES

Table 1 Correlations & Descriptive Statistics

	Mean	S.D.	Min	Max	1	
1 Pre-Course Shareholder View	2.98	1.5	1	7.2	1	
2 Pre-Course Stakeholder View	7.35	1.13	3.63	9	-0.3811	**
3 Pre-Course CSR Attitude	7.23	1.06	3.62	8.77	-0.7943	**
4 Post-Course Shareholder View	2.55	1.54	1	8.4	0.2718	*
5 Post-Course Stakeholder View	7.47	1.21	2.25	8.88	-0.2782	*
6 Post-Course CSR Attitude	7.47	1.18	2	8.85	-0.3108	**
7 Interest in Course	3.07	1.15	1	5	-0.0947	
8 Satisfaction with Course	3.97	0.97	2	5	-0.1965	
9 Gender	0.49	0.51	0	1	-0.0564	
10 Race	0.49	1	0	4	-0.1315	
11 Age	23.17	3.01	20	36	0.2016	
12 GPA	3.29	0.38	2.3	3.96	0.1212	
13 Major	3.22	2.4	0	7	0.0209	
14 Level of Job Responsibility	1.85	1.54	0	6	0.0309	
15 Years of Work Experience	4.49	3.71	0	16	0.1588	

	2	3	4	5	6	
2	1					
3	0.8643 **	1				
4	-0.4338 **	-0.4329 **	1			
5	0.7172 **	0.6226 **	-0.5646 **	1		
6	0.6678 **	0.6078 **	-0.8548 **	0.9110 **	1	
7	0.0399	0.0777	-0.0458	-0.0863	-0.0313	
8	0.0607	0.1442	-0.4855 **	0.2898 *	0.4219 **	**
9	0.2013	0.1630	-0.0491	0.1348	0.1093	
10	0.1318	0.1582	-0.1090	0.0345	0.0762	
11	0.2261	0.0389	-0.2975 *	0.2222	0.2884 *	*
12	0.0408	-0.0391	0.0137	-0.0383	-0.0309	
13	-0.0095	-0.0176	0.3199 **	-0.1710	-0.2674 *	*
14	0.0498	0.0160	-0.1384	0.0548	0.1036	
15	0.0299	-0.0667	-0.1253	0.0652	0.1036	

* p<0.1 ** p<0.05

Table 1 Correlations & Descriptive Statistics – Continued

	7	8	9	10	11
7	1				
8	0.2996 *	1			
9	0.0661	0.2051	1		
10	0.3588 **	0.2497	0.1598	1	
11	0.2496	-0.0306	-0.1711	0.2618 *	1
12	-0.1186	0.1216	-0.1536	-0.2022	-0.0667
13	-0.1146	-0.2667	0.0536	-0.1700	-0.2820 *
14	-0.0220	0.1099	-0.0984	-0.0658	0.0594
15	0.1093	-0.0564	-0.1211	-0.0157	0.6745 **

	12	13	14	15
12	1			
13	-0.0292	1		
14	0.0635	-0.1463	1	
15	-0.0464	-0.1870	0.4493 **	1

* p<0.1 ** p<0.05

Table 2 Hypothesis Tests

H1 Test	Pre-Course Shareholder View	Pre-Course Stakeholder View
Mean	2.98	7.35
Standard Error	0.2342	0.1768
Observations		41
t		-12.76
p (one-tailed)		0.0000

H2 Tests	Pre-Course Attitude to CSR	Post-Course Attitude to CSR
Mean	7.23	7.47
Standard Error	0.1656	0.1848
Observations		41
t		-1.54
p (one-tailed)		0.0659

Subgroup: Pre-Course Attitude to CSR Below Median		
	Pre-Course Attitude to CSR	Post-Course Attitude to CSR
Mean	6.40	7.13
Standard Error	0.2016	0.3359
Observations		20
t		-2.96
p (one-tailed)		0.0041

Table 3 Select Post-Hoc Subgroup Analyses

	Major: Accounting/ Finance		Major: Other	
	Pre-Course Attitude to CSR	Post-Course Attitude to CSR	Pre-Course Attitude to CSR	Post-Course Attitude to CSR
Mean	7.53	8.17	7.10	7.17
Standard Error	0.2982	0.1920	0.1976	0.2292
Observations		12		29
t		-1.88		-0.44
p (one-tailed)		0.0431		0.3318
	Pre-Course Attitude to CSR		Post-Course Attitude to CSR	
	Major: Accounting/ Finance	Major: Other	Major: Accounting/ Finance	Major: Other
Mean	7.53	7.10	8.17	7.17
Standard Error	0.2982	0.1976	0.1920	0.2292
Observations	12	29	12	29
t		-1.17		-2.64
p (one-tailed)		0.1240		0.0059
	Less Interested in Course		More Interested in Course	
	Pre-Course Attitude to CSR	Post-Course Attitude to CSR	Pre-Course Attitude to CSR	Post-Course Attitude to CSR
Mean	7.18	7.54	7.29	7.34
Standard Error	0.1853	0.1862	0.3178	0.3809
Observations		25		16
t		-1.89		-0.18
p (one-tailed)		0.0357		0.4291
	Pre-Course Attitude to CSR		Post-Course Attitude to CSR	
	Less Interested in Course	More Interested in Course	Less Interested in Course	More Interested in Course
Mean	7.18	7.29	7.54	7.34
Standard Error	0.1853	0.3178	0.1862	0.3809
Observations	25	16	25	16
t		-0.33		0.53
p (one-tailed)		0.3733		0.2990