

Chapter 4

Professional Integrity in Business Management Education

José G. Vargas-Hernández
University of Guadalajara, Mexico

ABSTRACT

This chapter is aimed to analyse professional integrity as an improvement concept to the actual values and virtues and meaning managerial capabilities and attitudes to assume any professional task. This paper is aimed to analyse a case of management education for professional integrity at the University Centre for Economic and Managerial Sciences, University of Guadalajara. Methodology: The research method employed is the ethnographic, document and life's histories, complemented with field work supported by in-depth interviews and analysed using a comparative method. Results: The outcomes of the research on the application in management education demonstrate that the drama of economic efficiency is centred on a dysfunctional professional integrity. This chapter provides a sound professional philosophy that empowers professionals to act with integrity, increases the probability for long-term success and professional fulfilment.

INTRODUCTION

Professional integrity as an improvement concept to the actual values and virtues has meaningful managerial capabilities and attitudes to assume any professional task. The objective of this paper is to analyze the importance of professional integrity as the improvement concept and ethics in the development of professionals in administration and management sciences. The paper also pretends to present some suggestions of ethical and integrity program based in professional integrity that can lead the manager to a more ethical and humanistic practice based on a case at University Centre for Economic and Managerial Sciences, University of Guadalajara. Economic and political conditions of the globalization processes carry with them the elements toward the multinational integration which implies a higher professional competitiveness. Professionals have to be prepared for a global market constrained by time and resources

DOI: 10.4018/978-1-5225-1013-0.ch004

for their basic developments. Thus, there is a need for optimizing the resources applied to the development of the new professionals. The most important change facing the new demands of education is the task of personal and professional integrity formation for the performance of citizenship and productive capabilities. Smith and Oakley (1994) concluded that personal integrity and ethical values of honesty were negatively correlated with formal education, not confirming the findings of previous research. Llano (1997) makes reference to a divorce between professional formation and the real labor market as the product of nonexistent but necessary synchronization, between the graduated professionals from Universities and technological institutes and the requirements of employers that have resulted to be devastating for the social responsibility that the organizations must fulfill. The manager's success in the provision of services to individuals and society depends to a certain extent in the degree of knowledge, skills and experiences obtained in the classroom and the professional performance. Moreover, it depends of the achieved level of personal qualities development that distinguishes him/her as an individual, such as the professional integrity, independence, ethics, and so forth (AICPA, 1980, p. 16). There is a peremptory need to recover credibility, integrity and respect in the management profession through a truth reconstruction of the ethical and integrity fundamentals. Professional formation and development in management sciences conducted in Universities must specify the required behaviors for the professional integrity. The formation of professional integrity at University programs, more than the added value must be the inherent value expected to grant to the organizations and society as a whole.

Integrity is important to build a good society, a reason that makes necessary to define with precision the origin and sense of the term. Srivastva and Associates (1988) describe integrity with an emphasis on congruence, consistency, morality, universality and concern for others. Kerr (1988, pp. 126-127) lists the Ten Commandments of Executive Integrity. Covey (1992) describes integrity as honestly matching words and feelings with thoughts and actions for the good of others. A key component of integrity is the consistency between actions and words. Integrity is defined by the Webster's New World Dictionary (1994) as: "1. the quality or state of being complete; unbroken condition; wholeness; entirety; 2. the quality or state of being unimpaired; perfect condition; soundness; and 3. the quality or state of being of sound moral principle; uprightness, honesty, and sincerity". Integrity is a state or condition of being whole, complete, unbroken, unimpaired, sound, perfect condition. The word integrity suggests the wholeness of the person in such a way that can be said that person with integrity are whole as human beings. The term integrity refers to honesty, playing by the rules and not necessarily following the rules, which means setting aside in situations where people may be victimized.

BACKGROUND

Becker (1998) conceptually distinguishes integrity from honesty and fairness. However, the empirical research conducted by Hooijberg and Lane (2005) shows those managers and their direct reports, peers, and bosses do not distinguish integrity from honesty and fairness. Integrity in the context of other values that are in the eye of the beholder is an implicit model to evaluate the meaning of integrity. Becker (1998) found no standard definition of integrity because it is treated as synonymous with other values such as honesty and fairness, which makes very difficult to measure it. The theory of Human Values (Gorgievski, Ascalon & Ute (2011) argue on Business Owners' success criteria and human values. This theory departs from Schwartz' value theory (2005), turning to 10 value orientations and then derive predictions based on success criteria. Among these value orientations are benevolence, tradition, (p-

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/professional-integrity-in-business-management-education/170287

Related Content

A Comparison Between the Use of IT in Business and Education: Applications of the Internet to Tertiary Education

Stephen Burgess and Paul Darbyshire (2003). *Current Issues in IT Education* (pp. 404-415).

www.irma-international.org/chapter/comparison-between-use-business-education/7359

Business Education Management Models

Salvador Trevino-Martinez (2015). *Diverse Contemporary Issues Facing Business Management Education* (pp. 13-24).

www.irma-international.org/chapter/business-education-management-models/117350

The Power of E-Learning: An Effective Solution for Turkish Police Management Training Courses

Ali Semerci, Hafize Keser and M. Yasar Ozden (2014). *Remote Workforce Training: Effective Technologies and Strategies* (pp. 112-132).

www.irma-international.org/chapter/the-power-of-e-learning/103187

Management Education for Developing Spiritual Integrity

Kathryn Pavlovich (2012). *Handbook of Research on Teaching Ethics in Business and Management Education* (pp. 100-113).

www.irma-international.org/chapter/management-education-developing-spiritual-integrity/61803

Management Education for Integrity: Raising Ethical Standards in Online Management Classes

Victoria McCarthy and Robyn Hulsart (2012). *Handbook of Research on Teaching Ethics in Business and Management Education* (pp. 413-425).

www.irma-international.org/chapter/management-education-integrity/61821