In This Volume

The first article of this volume addresses the perennial question of how the effectiveness of ethics education can be measured. Edward Balotsky and David Steingard define four types of ethics learning that are inspired by Lawrence Kohlberg's well-known stages of moral development. They design a questionnaire that attempts to measure the extent to which students progress to more advanced types of learning during an ethics course and report empirical results.

In a second article, John Cassidy describes his experiences with a particular method for integrating Catholic social ethics into a business ethics course. Articles of this sort reflect the importance of grounding business practice in a cultural or religious context, rather than supposing that business is a self-regulating game that can be played in isolation from its social milieu. JBEE welcomes and encourages submissions of essays that represent a variety of religious and cultural traditions.

Iordanis Kavathatzopoulos and Georgios Rigas next address the problem of assessing ethical competence in a business setting. Beginning with the fundamental Kohlbergian insight that ethical maturity parallels cognitive development, they attempt to measure the level of sophistication with which respondents analyze a set of ethical dilemmas—without making any normative assumptions as to the correct ethical judgment. One of their preliminary findings is that business persons in positions of greater authority tend to exhibit a more advanced level of ethical reasoning.

Following this is a promised continuation of a forum published in JBEE's first issue, What I Try to Achieve by Teaching Business Ethics. Christoph Lütge and Zucheng Zhou, reporting from Germany and China, respectively, describe the philosophies that underlie their teaching methods.

In a related vein, a panel of business ethics teachers—Joseph DesJardins, Lori Ryan, James Weber, and Donna Wood—describe what they try to achieve in the classroom. They spoke at a conference on teaching business ethics that took place in the United States, and an edited transcript of their remarks is presented here.

JBEE coeditor Stephen Latham next inaugurates our book review section with two reviews: one of Andy Friedman, Sasha Daly, and Ruth Andrzejewska's *Analysing Ethical Codes of UK Professional Bodies,* and one of Leigh Hafrey's *The Story of Success: Five Steps to Mastering Ethics in Business*.

Two comprehensive case studies appear in this volume. In one, Terry Halbert describes a still-ongoing controversy surrounding Coca Cola's activities in Kerala State, India, particularly its water consumption and accusations that its products may contain pesticides. JBEE puts timely case studies such as this on a fast track

so as to make them available online while the issue is being covered in the news media.

In a second case study, N. Craig Smith and Robert Crawford examine a supply chain controversy involving the world's largest company, Wal-Mart. The company has been accused of allowing suppliers in low-wage countries to violate labor standards, and the case describes how it has responded to criticism.

Craig Smith coauthored two additional cases studies that have been published by JBEE. The second, written with Anne Duncan and dealing with the pharmaceutical company GlaxoSmithKline, received the 2006 European Case Award for Ethics and Social Responsibility given by the European Case Clearing House.

The present volume concludes with Carolin Plewa and Pascale Quester's account of a marketing ethics course in which they asked students to develop their own case studies.

JBEE active seeks interesting and timely case studies in business ethics. All published cases are promptly made available online through the JBEE website as well as the European Case Clearing House and Darden Clearing House.

John Hooker, Lead Editor