

**THE MANAGEMENT CODE OF ETHICS AND
COLLEGIAL PROFESSIONALISM EXPECTATIONS AMONG
U.S. ACADEMY OF MANAGEMENT MEMBERS**

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The authors point to the discrepancy between the rhetoric and the reality of collegial professionalism among U.S. management educators and the consequent erosion of professional, association social capital. They conducted a national survey of 260 Academy faculty members from all regions and determined that there is strong support for increasing educational efforts related to the Academy of Management Code of Ethical Conduct (AMCEC) for the general membership, and targeted to specific responsibilities for untenured faculty and ethical climate workshops for department chairpersons.

INTRODUCTION

Professional associations, like the U.S. Academy of Management, use codes of conduct to clarify collegial behavioral norms for members and to satisfy public demands for academic managerial accountability (Brien, 1998; Saiia, 1998). Managerial research has already established that the perceived ethical values orientation of organizations is key to establishing moral norms and social capital in work settings (Weaver & Trevino, 1999; Weaver, Trevino & Cochran, 1999a, 1999b; Leana & Van Buren, 1999; Brenner, 1992). However, while professional associations, faculty members and university departments can wax eloquent on endorsing collegial professionalism, actual practice often suggests contrary values (Bennett, 1998). The authors, therefore, conducted a national survey of 260 Academy faculty members from all regions and determined that there is strong support for increasing educational efforts related to the Academy of Management Code of Ethical Conduct (AMCEC) for the general membership and targeted toward untenured faculty and department chairpersons.