

WORKSHOP ON TEACHING AND TRAINING ON CORPORATE GOVERNANCE IN INDIA

Brief Report

A two day workshop was held at IIMB on March 27-28, 2012 with invited faculty who were respondents in the primary survey. Each school was required to send in one faculty member. A few schools sent in more than one faculty member. A total of 44 faculties from 40 business schools attended the workshop. The workshop schedule is provided in Appendix 3. The objective of the workshop was to validate the findings of the survey, to gain insights in to the course content and pedagogy in greater detail and finally to understand how the ECCE courses can be strengthened and taught more effectively.

The findings of the survey were presented to the faculty and they were asked to deliberate. Some key aspects that emerged from the faculty were as follows:

- The participants felt that the findings did reflect their own reality. Business Ethics were offered in almost all business schools.
- There was a discussion on why Corporate Governance courses were not as prevalent. It appears that teaching a course on Corporate Governance requires some understanding of the legal (in particular Company Law) along with the Governance related aspects. This need for sound knowledge in the legal or financial areas could be a deterrent to teach Corporate Governance courses. It would therefore appear that finance/law/accounting faculty would be the most appropriate to teach the course.
- In the context of functional ethics, marketing and advertising ethics was well covered in all the schools. This could be because of the large number of marketing faculty teaching this course. Since ECCE courses are not area specific courses, faculty from other professional disciplines need to either have an interest or acquire proficiency to teach the course. This could be one reason for why fewer courses on Corporate Governance are being offered

- There is a need to integrate functional ethics more strongly in to the curriculum since most students as young employees experience ethical dilemmas in their functional areas in early stages of their career.
- There was a discussion on the manner in which such courses were taught in other Universities across the world. AACSB has been prescribing for a greater integration of ethics in mainstream management courses and also teaching the ECCE courses in a more integrated manner within a course.
- One of the serious concerns raised was the lack of expertise among faculty to teach a course on Corporate Governance. A related issue that faculty raised was that since any ECCE course requires expertise in multiple areas, there may be a need for a team teaching or bringing in multiple faculty to deliver a single course more effectively to the students. Several faculties mentioned that, business schools, in general tend to hire visiting faculty to teach the courses on ethics.
- Lack of clarity on the outcomes from the course, having more negative cases that focused on deterrent behaviours rather than positive behaviours, the need for integration of ECCE across courses were other challenges faced by them. Few participants also felt that teaching ethics seems less relevant as values are supposed to be developed much earlier in life.
- Student's perception of the course was also a concern.

Finally, the manner in which faculty could build up their capability to teach in the ECCE courses was discussed. It was also noted that new as well as young faculty members are not very comfortable teaching ECCE courses and they would prefer teaching functional area courses since it aligns to their core area of expertise. Some of the challenges faced by the faculty are discussed next.
