Working Title: "Business Students as Engaged Citizens - Lessons from John Dewey"

Despite highly diversified and differentiated concepts, service learning and business ethics share a common aim: the desire to contribute to societal goals and address societal concerns through community and citizens’ engagement. Yet business students often experience constraints when entering the professional world, due to a lack of supportive institutions or networks when they look to apply their knowledge on corporate social responsibility or business ethics, within their companies or organizations. To address these concerns, this paper builds off of John Dewey’s longitudinal and lateral aspects of experience, in order to explore the ways in which his concepts of situational learning, inquiry and reflective thinking can be extrapolated, to produce a set of lessons learned for business students, as they make the transition from service learning participants to employees and practitioners. Furthermore, this paper aims to raise and address questions around the role that service learning can play within business schools and beyond, while also exploring the problems that are subject to business ethics research. In line with Peter Ulrich’s integrative-economic ethics approach which incorporates concept of “economic citizens,” this paper will also examine the tenets of service-learning theory from a perspective of lifelong learning, throughout the career of a business student. The paper then closes with a call for collaborative responsibility and lifelong service-learning opportunities, while arguing that Dewey’s concept of reflective thinking can help students discover “windows for opportunities” despite actual or perceived constraints in the professional world over the course of their careers.