

Order #	Item	Qty	Unit Price	Total Price	Tax
10001	10001	1	100.00	100.00	0.00
10002	10002	1	100.00	100.00	0.00
10003	10003	1	100.00	100.00	0.00
10004	10004	1	100.00	100.00	0.00
10005	10005	1	100.00	100.00	0.00
10006	10006	1	100.00	100.00	0.00
10007	10007	1	100.00	100.00	0.00
10008	10008	1	100.00	100.00	0.00
10009	10009	1	100.00	100.00	0.00
10010	10010	1	100.00	100.00	0.00
10011	10011	1	100.00	100.00	0.00
10012	10012	1	100.00	100.00	0.00
10013	10013	1	100.00	100.00	0.00
10014	10014	1	100.00	100.00	0.00
10015	10015	1	100.00	100.00	0.00
10016	10016	1	100.00	100.00	0.00
10017	10017	1	100.00	100.00	0.00
10018	10018	1	100.00	100.00	0.00
10019	10019	1	100.00	100.00	0.00
10020	10020	1	100.00	100.00	0.00

[illegible]

Year	Country	Population (millions)	Urban population (millions)	Urban population (%)
1980	China	959	190	19.8
1985	China	1059	220	20.8
1990	China	1159	250	21.6
1995	China	1259	280	22.2
2000	China	1359	310	22.8
2005	China	1459	340	23.3
2010	China	1559	370	23.7
2015	China	1659	400	24.1
2020	China	1759	430	24.4

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POSTGRADUATE TRAINING

Journal: *Journal of Management Education* 32(10) 1039-1054
Author: Robert M. Kegan, University of Wisconsin-Madison
Title: The Role of the Teacher in the Development of Moral Reasoning
Abstract: This article explores the role of the teacher in the development of moral reasoning. It begins by discussing the importance of moral reasoning in the workplace and the challenges that teachers face in teaching this skill. The article then presents a model of moral reasoning development, which suggests that moral reasoning develops through a series of stages, from a focus on self-interest to a focus on the interests of others. The article concludes by discussing the implications of this model for teaching moral reasoning in the classroom.

[illegible]