

## Business Ethics

1. **Course number and name:** 020ETHES3/020BETES3 Business Ethics
2. **Credits and contact hours:** 4 ECTS credits, 2x1:15 contact hours per week
3. **Name of course coordinator:** Nabil Bejjani
4. **Instructional materials:** Course handouts; in-class problems; projects

### References:

- Samuel MERCIER, *L’Ethique dans les entreprises*, Ed. La découverte (2004).
- Aggeri, F., Pezet, E., Abrassard, C. et Acquier, A., *Organiser le développement durable*, Paris, Vuibert, 2005.
- Berle, A.A. and Means, G., *The Modern Corporation and the Private Property*, New York, Mc Millan, 1932.
- Capron, M. et Quairel-Lanoizelée, F., *Mythes et réalités de l’entreprise responsable*, Paris, La Découverte, 2004.
- Granovetter, M., *Le marché autrement*, Paris, Desclée de Brouwer, 2000.
- Jones, T.M., « Corporate Social Responsibility Revisited, Redefined », *California Management Review*, XXII (2), 1980.
- Sainsaulieu, R. (ed.), *L’entreprise, une affaire de société*, Paris, Presses de la Fondation Nationale des Sciences Politiques, 1990.

### 5. Specific course information

#### a. Catalog description:

This course is interactive in nature. It includes readings and analysis of basic texts, moments of reflection and debate, awareness of the state-of-the-art in the region, studies of authentic international organizational documents, role plays and projects for a more pragmatic analysis. course is aimed at students destined to work in public or private companies and in all fields. Its objective is to create awareness for the need of ethics which is becoming inescapable today, given current trends towards sustainable development, the dissemination of information to stakeholders and transparent competition. It also offers prospective engineers the opportunity to understand business issues from an analytical perspective and to distinguish themselves by their professionalism and informed attitude about ethics. Finally, students will be more alert to the entrepreneurial approaches and the ethical reflection that accompanies it.

#### b. Prerequisite: None

#### c. Required for CCE, EE, and ME students.

### 6. Educational objectives for the course

#### a. Specific outcomes of instruction

- Acquire a general knowledge about the concepts of ethics, morality and deontology.
- Acknowledge the importance of ethics in all business sectors.
- Identify the different vectors of ethics in business such as responsibility,

towards society, environment, employees, etc.

- Acknowledge the advantages of formalizing ethical processes within a company.
- Link ethics with national and organizational cultures.
- Interpret and contrast authentic documents such as code of conduct, mission, and vision statements, etc.
- Engage in debates related to ethical dilemmas.
- Analyze codes of conduct and evaluate their relevance.
- Evaluate ethics in practice on a real business field.

**b. PIs addressed by the course.**

PI	4.1	4.2
<b>Covered</b>	x	x
<b>Assessed</b>	x	

**7. Brief list of topics to be covered**

- Analysis and comparison between old and contemporary ads
- The new market values and principles
- Definition of the concept of business ethics
- Ethics acceptance in engineering
- Environment and sustainability
- A business concept: stakeholders
- Morals vs Ethics
- Deontology vs Ethics
- Utilitarianism
- Bioethics
- Fair trade
- Contemporary issues related to ethics
- Sweatshops
- Instrumentalization
- Ethical dilemmas and solutions
- Integration of ethical concerns within the company: committees, deontology, top management role, Seminars, audits, denunciation systems, status reports
- Definition of vision and mission statements
- Examples of big companies' statements
- Ways for communicating values

- Organization's responsibility towards employees (HR concerns).
- Organization's responsibility towards external partners.
- Organization's responsibility towards environment.
- Organization's responsibility towards society.
- Different types of documents related to business ethics (form, content, length, advantages).
- Contemporary examples and case studies.