

## Metropolia Business School - 2013 International Project Week (IPW) - Course Topics

Name of the lecturer	University	Country	Course Topic
Beatrice Guynamant	ISC PARIS	France	<p><b>Business Ethics in Financial Markets</b> Trust has been damaged through the economic and financial crisis. In particular, the public's confidence in banks and investment firms, credit-rating agencies, business schools, and government regulators, has been undermined. This course, which enables to highlight the role of management and ethics, could be part of the broad body of research which has been published in recent years about the financial crisis and the responsibility / irresponsibility of traders. And when we talk about responsibility / irresponsibility of traders, we also talk about the system. This famous system is composed of men, women, managers, officers, employees, but also of money, techniques, tools, rules and regulations and many other components. (When we encourage more human consideration in the management of people within financial markets, we call also to strengthen or restore the rule of judgment and conviction in decision making, beyond strictly financial, legal, compliance or technical aspects. The system is the one we make. Modifying some rules, such as requiring from market operators the integration of extra-financial criteria, may have a significant impact. Indeed, beyond exogenous factors such as the debt of some states, can we not see in the current financial crisis the limits of a system that encourages managers to behave like this?</p>
Alejandro Agafonow	ESSCA School of Management	France	<p><b>Business ethics and the emergence of social enterprises</b> This course draws from the contractualist tradition, and particularly Rawls's reflective equilibrium, to establish the ethics of a non-profit economic regime and the third sector. The course deals with the productive role of a new operator within the third sector, the social enterprise, and how its business model compares with the for-profit business model. A social enterprise is normally defined as a company which neither incurs losses nor generates dividends; in Muhammad Yunus's words, it is a non-loss, non-dividend company, dedicated entirely to achieving a social goal. What separates a social enterprise from a charity is the non-loss part of the equation, so to speak. That is, it is intended to be economically sustainable in order to recoup its operating costs without relying on donors non-reimbursable contributions or donations. However, the common sense idea of efficiency is closely linked to profit-making. If a good is to be produced at all, shouldn't the selling price exceed the cost of production in order to allow for dividend or profit? As we shall argue in this course, roughly a century passed before economics went from promising liberation from prices that were higher than socially optimum, to a science that legitimized profit either as a positive ratio of price to cost which, at the most, would be equalized among the firms operating in a whole industry, or as a fair reward for the winners in the contest of catering to the consumer. Thus, appropriate analytical skills will be fostered among students to deal with the main tenet of a social enterprise, i.e. how to conciliate the production of profitable goods with a clientele that defies the boundaries of profitable markets. A complete syllabus with specific sub-topics and reading material for each session will be provided.</p>

Giovanna Battiston	Sheffield Hallam University	UK	<p><b>Ethics and Global Marketing</b></p> <p>This course will examine what the term 'ethics' means in a global marketing context. Students will examine the definitions of business ethics and when and how an organisation should apply an ethical position in the quest for competitive sustainable advantage. In particular, students will consider how an organisation can apply ethical standards when it has markets in countries or regions that are at different stages of economic development. Students will also consider how the organisation needs to be structured internally to deliver an ethical value proposition. Learning will be through a blend of lectures, seminars and student directed activities using case studies, video clips, journal articles, and group discussion and debate.</p>
Menno De Lind van Wijngaarden	Hogeschool Utrecht	Netherlands	<p><b>Sustainable Management</b></p> <p>The name Sustainable Management is often used to refer to the relation between business and the external environment. This course will tackle sustainability issues at 3 levels. At the global level there are the sustainable development issues, like inequality and the deterioration of the natural environment. The next level is the role that business can have in dealing with these issues. Business that is active in sustainability is often called Corporate Social Responsible (CSR) and applies the People, Planet, Profit model. At the individual level the entrepreneur has to make business decisions that create balance between people, planet and profit. This leads to ethical dilemmas that are not easy to solve. The central question is: How to become a good business; remaining profitable while addressing the social and environmental issues? This course will introduce you to the sustainability issues and shows you the ethical dilemmas that business has to deal with.</p>
Pascal Kornelis de Vries	University of Applied science Windesheim	Netherlands	<p><b>Being moral as a corporate business model</b></p> <p>What happens when morals take over, when business is run by actions defined by specific moral guidelines? Will this have an impact on (social) return on investment? In this course the focus is on moral behaviour (what is it, how to define and use it), its implications (what happens!) and return.(what is the social return on investment, the impact and how to measure it) In the course students will focus on one special topic and then behave according to a chosen set of moral constraints. After this students will answer the major question about the profitability of moral behaviour? In this course it is prudent that students take action in their subject and behave for the duration of the course in this specific moral role; practice morality to study it!</p>
Alexandros Dimitriadis	ESDES - Catholic University of Lyon	France	<p><b>SRI Funds</b></p> <p>Socially Responsible Investment (SRI) is, in essence, constructing an investment portfolio using more than just accounting data. It has been promoted, by professionals and academics alike, as a way of moralizing investment procedures.</p> <p>Main content: Portfolio, Theory basics Financial analysis criteria, Extra-financial analysis criteria, Fund Managers &amp; Analysts, Asset management firms &amp; organization of investment funds, Brokers, rating agencies &amp; diffusion channels</p> <p>Learning objectives: By the end of the course students should be able to describe how an investment fund is set up, differentiate between a typical &amp; an SRI fund, and eventually answer for themselves the fundamental question "are SRI funds substantially more ethical than typical funds?".</p> <p>Teaching and learning methods: Lectures, supported by powerpoint slides; group assignments using real figures.</p> <p>Daily schedule (Mon-Thu) including planned student activities, Financial &amp; Extra-financial analysis criteria, Institutional background of investment funds, Traditional Portfolio Theory &amp; modern practices, Group portfolio construction (using both financial &amp; extra-financial criteria); feedback</p>

Denise Dollimore	University of Hertfordshire	United Kingdom	<p><b>Business Ethics in the Age of Consumer Capitalism</b></p> <p>The lecture reviews key debates around business ethics and corporate governance contextualizing these on the global stage and updating them through the notion of 'consumer capitalism'. Students are referred to the work of the strategist Roger Martin and provided with a copy of his recent Harvard Business Review article (2011) on 'The Age of Consumer Capitalism'</p>
Michael Jaensch	HTW Berlin	Germany	<p><b>Fair contract negotiations versus optimising at any cost</b></p> <p>When negotiating a contract, parties naturally seek the best possible deal in their respective interest. Depending on their bargaining power they may succeed to include quite favourable clauses in the contract which may be a heavy burden to the other side. However, long standing legal principles which often date back to Roman times refrain the stronger party to carry his interest on too far.</p> <p>In addition, the courts and parliament have developed detailed rules which render unfair general contract terms void. Last but not least, the parties must keep in mind that the bargaining power may shift during their business transaction and that the other party's cooperation will be required in the future in order to close the deal successfully.</p>
Nasser Jamalkhan	University of Hertfordshire	United Kingdom	<p><b>Business Ethics across Cultures</b></p> <p>This is a mix of theories of cultural understanding and business ethics practices. The aim is to: understand the internationalization process; understand the role of culture in international marketing with examples from case studies on Business Ethics</p> <p>Students will have the opportunity to analyse business dilemmas from an ethical perspective.</p>
David Long	Canterbury Christ Church University	UK	<p><b>Why Do Good People Do Bad Things?</b></p> <p>An exploration into why some people behave badly at work. This will be grounded in theory, with reference to philosophers including Kant (the concept of duty) and modern writers such as Richard DeGeorge (business as part of society).</p> <p>Comparisons and contrasts will be made between various writers and case study examples and exercises will be used to illustrate the points raised. Topical case studies will be selected and might include examples of financial, political and sporting scandals.</p> <p>Reference will be made to research findings such as Milgram and the Stanford Prison Experiment.</p> <p>Teaching approach will include lectures, discussion and student group work and presentations.</p>
Charlotte Mikolajczak	EPHEC	Belgium	<p><b>Business Ethics: the International and European framework</b></p> <p>Content:</p> <p>General definition of Business Ethics</p> <p>Important concepts : CSR and stakeholders mode , illustration with a case study.</p> <p>Existing framework on International level: OECD, ILO, ISO, ... and on European level: European Commission, EESC.</p> <p>Code of conduct: analyse the content of different codes of conduct from some European and US companies and compare both. Identify the best practices.</p>

Joelle Nisolle	La Rochelle Business School (Groupe Sup de Co La Rochelle)	France	<p><b>Is there one ethics (mine) or several including yours?</b></p> <p>A cross-cultural approach to ethics. Main theoretical approaches to ethics Cross-cultural ethnocentrism and cultural relativism Basic Human Rights approach Culture (as defined by anthropologists) and Ethics interplay</p>
Marko Pahor	University of Ljubljana, Faculty of Economics	Slovenia	<p><b>Deception in Statistics</b></p> <p>The course will tackle the issues of how can businesses and individuals twist statistical data in order to show their side of the truth. A substantial part of the course will be dedicated to common in marketing and promotion. For example, we will cover deceptions from the pharmaceutical and cosmetics industries, that commonly use biased samples, data on almost completely unrelated phenomena (the semiattached figure) and similar tricks in order to show the efficacy of their products.</p> <p>Through discussion we will try to detect the thin line between still ethical stressing of such information in order to promote some true features of a beneficial product and the unethical behaviour of promoting a product without any true evidence of its efficacy. Other types of deceptions by companies, e.g. in annual reporting, will be discussed.</p> <p>The aim is not to equip students with statistical deception tools but rather to make them aware of the possible deceptions, to be critical towards them, and mainly to avoid them when using statistics and data presentation Main content. The aim of the course is to untangle the sources, aims and usual ways of how to deceive people with statistics. The course will mainly cover statistical deceptions in social sciences, touching other sciences (like medical statistics) as well.</p> <p>The course will cover the following topics: sources of bad statistics, bias through sample selection, inappropriate comparisons, selection of the most appropriate statistic, deception through graphs, chart types, orientation of charts, creative use of axes, use of labels, use of colours</p>
Juan Perote-Peña	Universidad de Zaragoza	Spain	<p><b>Moral judgments and human nature</b></p> <p>The aim of this course is to discuss the recent experimental evidence from Trolley dilemmas and the interpretation of the results in the fields of moral philosophy, Cognitive and evolutionary Psychology and also in economics in order to apply them to specific Business Ethics problems. Ideally, the students should be encouraged to critically enter the debate and form their own conclusions. The trolley dilemmas present slightly different scenarios where an agent has to decide between either letting a trolley kill five persons or shifting the danger to a sidetrack where just one person will die. In the bridgefoot dilemma the only way to save the lives of the five individuals is to throw a fat man down to the railway to stop the trolley. The same objective consequences yield totally different judgments in questionnaires.</p> <p>Main content:</p> <ol style="list-style-type: none"> <li>1. Trolley dilemmas and paradoxes. The empirical evidence. I introduce the students the standard form of both the trolley dilemma and the bridgefoot dilemma and their more common extensions and summarize the empirical evidence accumulated in the cognitive psychology literature (Greene, Hauser, Mikhail, Haidt, etc.).</li> <li>2. Interpretation of results. Rival theories. I present different possible interpretations of the results regarding the distinction between deontological and consequential reasoning and their philosophical counterparts in Ethics (Rights ethics and utilitarianism) and also the traditional moral development in stages approach due to Piaget and Kohlberg. An explanation based on evolutionary psychology is also offered.</li> <li>3. Debate with the students. The results apparently favour instinctive and unconscious moral judgments, hardwired in our brain by natural selection in our ancestral environment of the Pleistocene and point to the possibility that moral reasoning is unimportant. Our mind is not a blank slate and apparently altruistic decisions have actually been shaped by our selfish genes. What is the relevance of the moral judgment theories on Business Ethics in particular?</li> </ol>

Maurice Roche	Fachhochschule Nordhausen	Germany	<p><b>How unscrupulous marketers in many different industries worldwide target young consumers</b></p> <p>The course consists of one morning of lecture-type work in which students are introduced to the concept of ethics and shown how its significance when companies market goods and services to young consumers. Following this, students will need to intensively research how social changes in recent years have made children and young people interesting targets for companies with a product or service to sell and a lack of ethical concern for the well-being of young consumers.</p> <p>Cross-cultural aspects of ethical situations will also be taken into consideration and there will be a lot of emphasis placed on the consequences of such unethical trading practices for our society as a whole. Also, we will consider the ways in which the individual development and social functioning of the victims of aggressive marketing strategies are negatively affected.</p>
Anne Sacht-Milliat	ISC PARIS	France	<p><b>Ethics and Human Resources Management</b></p> <p>HRM plays a major role in the integration of ethics within firms. Managerial methods have an important impact on the employees life and their well-being at work.</p> <p>The ethical stakes which the managers face are numerous: to fight against discrimination, encourage diversity, guarantee employability and fair compensations, respect the fundamental social rights in the subcontract chain&amp; respectful managerial methods towards the employees regarded as human-beings will enable them to make organizational values theirs and develop their implication at work.</p> <p>Course objectives: Help the students become aware of ethical issues with which firms and managers have to deal, Help students understand ethical dimensions of the various choice in HRM</p> <p>aimed skills: Understanding the ethical decision making process, Knowing how to solve ethical dilemmas, Identifying the major ethical stakes of HR policies</p> <p>Teaching Methodology: Academic contribution, Case studies, Writing and analysing a case study</p>
William Scarff	University of Wolverhampton Business School	UK	<p><b>International business ethics, corporate social responsibility and sustainability</b></p> <p>Daily schedule, by sessions</p> <p>Monday: CSR and ethics theory: in class case study on divided loyalties (Eleanor Cox).</p> <p>Tuesday: Shareholders and stakeholders, the Nike case study, Ethics and the consumer.</p> <p>Wednesday: International ethics and CSR. When is a bribe merely a commission? International human resources issues.</p> <p>Thursday: Technology and the physical environment: challenges. Personal ethics including my own academic research. Technology, the physical environment and the concept of sustainability. Is regulation useful? The European Union: hopeless or helpful?</p> <p>Learning objectives: To introduce students to concepts and theories related to corporate social responsibility and ethics, to consider personal values and their influence on our attitudes and behavior, to examine why international organizations might adopt CSR strategies, to discuss the views of competing groups within and outside large organizations.</p> <p>Teaching methods: lectures, seminar discussions, in class exercises, web based sours.</p>

Dorothea Schmidt and Tristan Straub	Berlin School of Economics and Law	Germany	<p><b>Corruption, a problem without a solution?</b></p> <p>This is a course designed and delivered in co-teaching together with Prof. Dr. Dorothea Schmidt, also from the HWR Berlin School of Economics where I am the Professor of International and European Business Law. Prof. Schmidt will cover the ethical and sociological aspect, while I shall provide the legal analysis. We shall teach jointly in a combination of classical lecture, socratic seminar and student group work.</p> <p>Some observers pretend that gifts or facilitation money are, especially in certain countries, unavoidable means for oiling the wheels of business. However, in the long run it is obvious that corruption constitutes the scattering of sand in the economic process. That is why we consider bribery as an evil which leads to forms of unfair competition resulting in advantages of the most unscrupulous firms.</p> <p>It seems to present a crime without victims but finally leads to costs for the community and to a loss of trust in important civic institutions as well as to a deterioration of enterprise culture.</p> <p>In every day business life employees may face serious dilemma situations between their loyalty to the firm and their own moral standards.</p> <p>The questions we want to discuss are mainly:</p> <p>Is bribery only a problem of the South of less developed countries and what are typical fields?</p> <p>Is a penchant to bribery deeply rooted in human nature or does it depend on the cultural and legal frame of a country?</p> <p>How to deal with the experience that what is seen as a favour and a form of politeness or hospitality in one culture can be interpreted as bribery in another?</p> <p>Why are some countries ridden with bribery in spite of officially strict laws?</p> <p>The answers to these questions should be completed by discussing what can be done against this problem on diverse levels: legal regulations and the implementation of laws, the role of NGOs like Transparency International (TI) and measures inside the companies themselves.</p>
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