

# Entrepreneurial Spirit in College



Debate

**Business Ethics: Reality or Illusion?**

Activity 5

*Getting Down to Business*



# DEBATE

Business Ethics: Reality or Illusion?

## ACTIVITY 5



Entrepreneurial Spirit in College 2007

## DEBATE

Business Ethics: Reality or Illusion?

### **Coordination**

Pierre Duchaine  
Direction de la formation continue et du soutien  
Ministère de l'Éducation, du Loisir et du Sport

## PRODUCTION TEAM

### **Project Director**

Brigitte Bourdages  
Coordinator  
Continuing Education and Training  
Cégep de Saint-Hyacinthe

### **Project Development, Coordination and Implementation**

Lise Lecours  
Education consultant  
Entrepreneurship coordinator  
Cégep de Saint-Hyacinthe

### **Collaborator**

Gino Lutfy  
Humanities teacher  
Cégep de Saint-Hyacinthe

### **Formatting**

Louise St-Germain  
Office technology consultant

### **Graphics**

Ginette Morneau  
Art director  
Versicolore  
Design graphique enr.

### **English Version**

Direction de la production en langue anglaise  
Secteur des services à la communauté anglophone  
Ministère de l'Éducation, du Loisir et du Sport

© Gouvernement du Québec

Ministère de l'Éducation, du Loisir et du Sport, 2007



## FOREWORD

---

This instructional activity was made possible by financial support received under the Youth Entrepreneurship Challenge, coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif. Part of a series of suggested instructional activities, it is intended to complement various college programs. Teachers will find suggestions for helping students develop entrepreneurial qualities that are inherent in and essential to their academic success.

This activity was designed to be incorporated into the third category of Humanities courses. However, teachers of any course in which a debate could contribute to the learning process can use the tools provided in this activity. By using principles of active teaching, teachers will be able to easily establish connections with their courses or programs and make students aware of entrepreneurship and its values through specific objectives.

This activity was validated by a multidisciplinary team made up of teachers of different programs, education consultants, specialists in individual and collective entrepreneurship, entrepreneurs and members of the socioeconomic community.

We hope that by implementing this activity you will discover a taste for entrepreneurship and help students in all programs of study develop a passion for different types of projects. These projects will help students develop useful competencies not only as future entrepreneurs, but also as committed citizens.





## ACKNOWLEDGMENTS

---

Publication of this entrepreneurial activity was made possible by financial support of the Secrétariat à la jeunesse of the Ministère du Conseil exécutif as part of the Youth Entrepreneurship Challenge (<[www.defi.gouv.qc.ca](http://www.defi.gouv.qc.ca)>).

This document is part of an activity kit whose aim is to help teachers promote entrepreneurial competencies and provide them with the necessary tools to do so. It is a valuable tool for helping students maintain or further develop their entrepreneurial skills in order to prepare them to better meet the many challenges ahead.

As coordinators of the project, we would first like to thank the Cégep de Saint-Hyacinthe for their work in carrying out this mandate. More particularly, we are very grateful to Lise Lecours and Brigitte Bourdages for the excellent work they accomplished, from analyzing existing literature to selecting content elements and producing the instructional materials.

We would also like to thank the members of the validation committee, whose names appear on the following pages, who, through their work and their comments, contributed significantly to the quality and usefulness of this publication.

Finally, we would like to thank all those who participated in the production of these materials, which we hope you will find useful.

Jean Noël Vigneault  
Director, Continuing education and support  
Secteur de la formation professionnelle  
et technique et de la formation continue  
Ministère de l'Éducation, du Loisir et du Sport

Jean-Paul Riverin  
Coordinator, Entrepreneurship  
Secrétariat à la Jeunesse  
Ministère du Conseil exécutif



## **MINISTERE DU CONSEIL EXECUTIF**

Cyimpaye, Donatilla

Analyst-consultant

Secrétariat à la jeunesse

## **MINISTERE DE L'ÉDUCATION, DU LOISIR ET DU SPORT**

Duchaine, Pierre

Entrepreneurship coordinator

Direction de la formation continue  
et du soutien

## **ENTREPRENEURSHIP COMMUNITY**

Carrier, Lorraine

Coordinator – Youth and cooperative  
education

Conseil de coopération du Québec

Ruel, Claude

Director

Institut de stratégie et de pédagogie en  
entrepreneuriat

Riverin, Nathaly

Director – Centre de vigie et de recherche  
sur la culture entrepreneuriale

Fondation de l'entrepreneurship

Touzel, Pierre

Development director

Association des clubs entrepreneurs  
étudiants

## **SOCIOECONOMIC ORGANIZATION**

Gagnon, Sagette

Youth entrepreneurship awareness officer

Carrefour Jeunesse Emploi Maskoutain

## **ENTREPRENEURS**

Letendre, Éric

Owner

STE Services Techniques

Lemonde, Geoffroy

Owner

Boutique Anneaux du temps

## **COLLEGE NETWORK**

Sylvestre, Chantal	Teacher and entrepreneurship resource	Cégep de Granby
Martin, Isabelle	Student	Cégep de Granby
Thomas, Luc	Student life adviser – Entrepreneurship	Collège Montmorency
Therrien, Benoit	Student	Collège Montmorency
Leblanc, Pierre	Education consultant	Cégep de Victoriaville
Landry, Denise	Teacher – Business Management	Cégep de Victoriaville
Lemire, Kasandra	Student	Cégep de Victoriaville

## **HUMANITIES TEACHERS, CÉGEP DE SAINT-HYACINTHE**

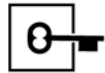







Lutfy, Gino  
Samson, Louis  
Proulx, Serge  
Cormier, Robin  
Lemire, Richard





## TABLE OF CONTENTS

---

	INTRODUCTION.....	11
	SUGGESTED SCENARIO.....	15
	IMPLEMENTATION GUIDE .....	17
	STUDENT DOCUMENTS	
	Learning context and research .....	21
	Constructive and rebuttal speeches .....	23
	Debate procedure .....	25
	Debate file.....	33
	EVALUATION GRID .....	35
	REFERENCES.....	37
	BIBLIOGRAPHY .....	39
	APPENDIX: Business ethics file .....	41



## Activity 5

# BUSINESS ETHICS



Getting Down to Business

### INTRODUCTION

*Whatever projects we undertake in our lifetime, be they academic, athletic, artistic or occupational, we must have the will to realize our dreams.<sup>1</sup>*

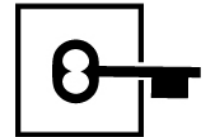
Why develop the entrepreneurial spirit in college? Some might say for purely economic reasons. According to others, “entrepreneurship education helps students develop qualities such as self-confidence, initiative, creativity, team spirit, self-esteem, passion, self-fulfillment, the will and motivation to act, the desire to learn, intellectual curiosity, the drive to excel, appreciation for a job well done . . .”<sup>2</sup> These are important attitudes in education. Any individual or group activity that calls these qualities and attitudes into play can be considered instructional and conducive to the development of entrepreneurial spirit.

The role of Humanities in this adventure is to find the fundamental meaning of the values and standards we wish to share. In this context, the activity involves taking a critical look at the world we live in and questioning the moral principles underlying our personal behaviour within a group. What are the ethical rules promoted in our world? What values do we identify with? Should we obey dictates that go against our values?

Finally, instead of establishing their own business ethics, should enterprises have a set of ethics imposed on them or should we allow the market to come up with its own? Do enterprises have some sort of social responsibility? How can we recognize true entrepreneurial ethics based on good intentions, as opposed to “window dressing” to impress consumers? Is it not true that an enterprise is a moral person and, as such, does it not have the same rights and responsibilities as a physical person? What major ethical principles underlie the moral behaviour of an enterprise?

This activity will help students identify the real ethical and moral issues at stake in entrepreneurial activity, conceptualize the notions of “value,” “standard,” “responsibility,” “duty,” “individuality” and “sociability,” and define business ethics in general and specific terms. They can begin by reflecting on three questions: What is an enterprise? What is an entrepreneur? and What are his or her rights and responsibilities? This will enable them to consolidate what they have learned in the three categories of Humanities courses and undertake a rational entrepreneurial initiative.

This activity is part of the Youth Entrepreneurship Challenge, a Québec



- *Entrepreneurship as an educational value*
- *Taking a critical look at the world*
- *Recognizing true entrepreneurial ethics based on good intentions, as opposed to “window dressing” to impress consumers*
- *Identifying real ethical and moral issues in entrepreneurial activity*

1. Québec, Secrétariat à la jeunesse, *Défi à l'entrepreneuriat jeunesse*, <<http://www.defi.gouv.qc.ca/>> (21 December 2006) [free translation].

2. Paul Inchauspé, *Cultiver le goût d'entreprendre à l'école pour que s'enracine le meilleur*, Excerpt from a conference at the Forum d'automne de la Fondation de l'entrepreneuriat, October 28, 2004, <<http://www.jobboom.com/jobmag/2005/v6n1/v6n1-14f.html>> (21 December 2006).



- *The Youth Entrepreneurship Challenge is a vast social undertaking in which the education community plays an important role*
- *Entrepreneurial attributes:*
  - *self-confidence*
  - *motivation*
  - *effort*
  - *sense of responsibility*
  - *initiative*
  - *perseverance*
  - *solidarity*
  - *team spirit*
  - *resourcefulness*
  - *determination*
- *An instructional activity that enables students to take a position on a topic related to business ethics and possibly to prepare their essay for the final evaluation*

government initiative that stems from a decision to foster the development of a true entrepreneurial culture among young people across all of Québec's regions.<sup>3</sup> The Youth Entrepreneurship Challenge is part of a vast social undertaking. It aims to promote the development of skills that will enable young people to achieve their full potential.

What is entrepreneurial culture? "Entrepreneurial culture is made up of qualities and attitudes that reflect a desire to wholeheartedly undertake and see through to completion whatever enterprise one chooses to be involved in; they include independence, creativity, initiative, self-confidence, leadership, team spirit, assiduity, responsibility, solidarity and perseverance."<sup>4</sup>

*Debate – Business Ethics: Reality or Illusion?* is an instructional activity that enables students to take a position on a topic related to business ethics. In addition to being a stimulating experience directly related to the humanities curriculum, this activity will enable students to develop their argumentation and oral expression skills. They will be called upon to synthesize their ideas and to adopt a convincing tone in defending them. The activity could even help them prepare their essay for the final evaluation.

This guide proposes a set of documents to guide students in their process, as well as an implementation guide, a suggested scenario and references for teachers.

3. *Défi de l'entrepreneuriat jeunesse.*

4. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Introduction to Entrepreneurial Culture, Project Development Guide for Teachers,*

[http://www.inforoutefpt.org/mse/documents/guidem esure\\_ang\\_compl.pdf](http://www.inforoutefpt.org/mse/documents/guidem esure_ang_compl.pdf) (21 December 2006).



**STRUCTURE OF THE GUIDE**

Table 5.1 outlines the different sections of the guide, their intended audience and respective functions.

**TABLE 5.1** *Structure of the Guide*

Section	Intended for:		Function
	Teachers	Students	
Suggested Scenario			Establishes the relationship with programs of study. Specifies the learning objectives of the activity. Proposes a procedure for conducting the activity.
Implementation Guide			Provides teachers with tips and hints for the activity.
Student Documents			Provides students with the resources they need for the activity: <ul style="list-style-type: none"> <li>▪ Learning context and research</li> <li>▪ Constructive and rebuttal speeches</li> <li>▪ Debate procedure</li> <li>▪ Debate file</li> </ul>
Evaluation Grid			Provides teachers with a tool to evaluate student learning.
References			Provides teachers with additional information sources.
Bibliography			Lists the documents consulted to develop the activity.





## SUGGESTED SCENARIO

### 1. Relationship with the competencies targeted by the third category of Humanities courses

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS

- to take a critical and independent look at values
- to become aware of different ethical and political theories
- to analyze current problems
- to take a position with respect to a problem situation

### 2. Targeted learning objectives

- to defend their position on the topic: *Business Ethics: Reality or Illusion?*
- to experience a debate
- to argue and defend their ideas orally
- to put their entrepreneurial characteristics to use

### 3. Suggested procedure and duration

Table 5.2 outlines the different steps in the activity as well as their suggested location and duration.

#### Important:

- 1) In order to achieve the targeted objectives, we recommend that you do not skip any steps. All are part and parcel of a pedagogical approach and consistent with the steps in the learning process: exploration, acquisition, integration and transfer.
- 2) This activity could be done in a course in which the debate is part of the learning process. In such a case, the support documents provided could be replaced by other documents related to the topic debated.



- *Importance of having the students do all the steps*



**TABLE 5.2 Suggested Procedure and Duration**

1. Research	in class and at home	2:00 to 3:00
2. Preparation of constructive speech, questions and answers	in class and at home	2:00 to 3:00
3. Active participation in the debate	in class	1:00
4. Preparation of the debate file, including a self-evaluation and a report	in class and at home	1:00
5. Evaluation of the entrepreneurial characteristics used in the activity	at home, with prior explanations in class	1:00

## IMPLEMENTATION GUIDE

This section outlines the procedure and tools for conducting the activity in class. The suggested procedure allows students to construct their knowledge, making them the most active participants in their learning.

In college Humanities courses, teachers expect their students to understand the basic rules of discourse and argumentation; to question, conceptualize, analyze, synthesize, reason, argue and judge; to compare ideas in order to come up with their own; to formulate critical judgments to support general principles; and to apply their philosophical knowledge in a process of independent thought. In addition, teachers want students to demonstrate openness to ways of thinking that are different from their own.

In this sense, the debate proposes a learning process in five steps:

1. Researching their position on the topic
2. Preparing a two-minute constructive speech explaining their position and a list of questions and answers
3. Participating actively in the debate
4. Preparing a debate file, including a self-evaluation and a report
5. Reflecting on the entrepreneurial characteristics used in the activity

Before conducting the activity, you should have a good understanding of it, and of possible positions. To do so, complete part of the activity as though you were a student. The Appendix provides a business ethics file

including a variety of articles and case studies.

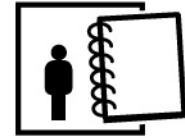
Figure 5.1 illustrates the recommended procedure. The title of the activity, *Business Ethics: Reality or Illusion?*, appears at the centre. It is connected to the five steps in the learning process by means of arrows. Each step is labelled and numbered.

### 1. Researching the topic

In this step, students are asked to read a document describing the debate. It is important to explain the specifics of the debate in class in order to ensure that all students have the same understanding of the task at hand.

This activity is designed for the third category of Humanities courses; other topics in ethics, Humanities or other fields might be of interest to the students. Choosing their own topic would be more stimulating and would motivate students to participate actively in every step of the process. For example, only some of the teams might choose business ethics as a topic. Other student documents would then be necessary.

Each team does research, following specific instructions. It is important that there be two teams, each one taking a different position on the topic: *Business Ethics: Reality or Illusion?* You might want to have certain articles on hand to help the students. The Appendix contains relevant articles and case studies.



- *Several possible topics*
- *The Appendix contains relevant articles and case studies*
- *The students take a position*
- *Explanation of constructive and rebuttal speeches*
- *Debate procedure and role of each participant*
- *Debate file and report*



- *The learning process broken down into five steps*
- *The Appendix contains relevant articles and case studies*

The students take notes for the first part of the debate file.

The second step is shown in Figure 5.1:

**2. Preparing a two-minute constructive speech explaining their position and a list of questions and answers**

In this step, students are asked to read a document describing the basic rules of discourse. It is important to explain the concepts of constructive and rebuttal speeches so that everyone has the same understanding of the task at hand. You could provide examples of politicians' speeches, and perhaps show one on video if time permits, to illustrate the basic rules set out in the student's document.

The students add their constructive and rebuttal speeches, questions and answers to their debate file.

The third step is shown in Figure 5.1:

**3. Participating actively in the debate**

In this step, students are asked to read a document describing the debate procedure. It is important to explain the steps involved and the role of each group of students.

The fourth and final step is shown in Figure 5.1:

**4. Preparing a debate file, including a self-evaluation and a report**

In this step, one of reflection and review, the students collect all the documents prepared during the various steps and write a short report on their experience.

The final result of the process is produced in this *exercise*. Finally, an *evaluation grid* is provided later on in this guide.

Before going on to Step 5, see Table 5.2, which presents the components of the students' debate file.

**TABLE 5.2 Debate File**

1.	Presentation of the team's position
2.	Results of their research, support documents and main information gathered
3.	Two-minute constructive speech
4.	Questions, answers and rebuttals
5.	Evaluation of their participation in the debate
6.	Report

Activity 5  
BUSINESS ETHICS



Getting Down to Business

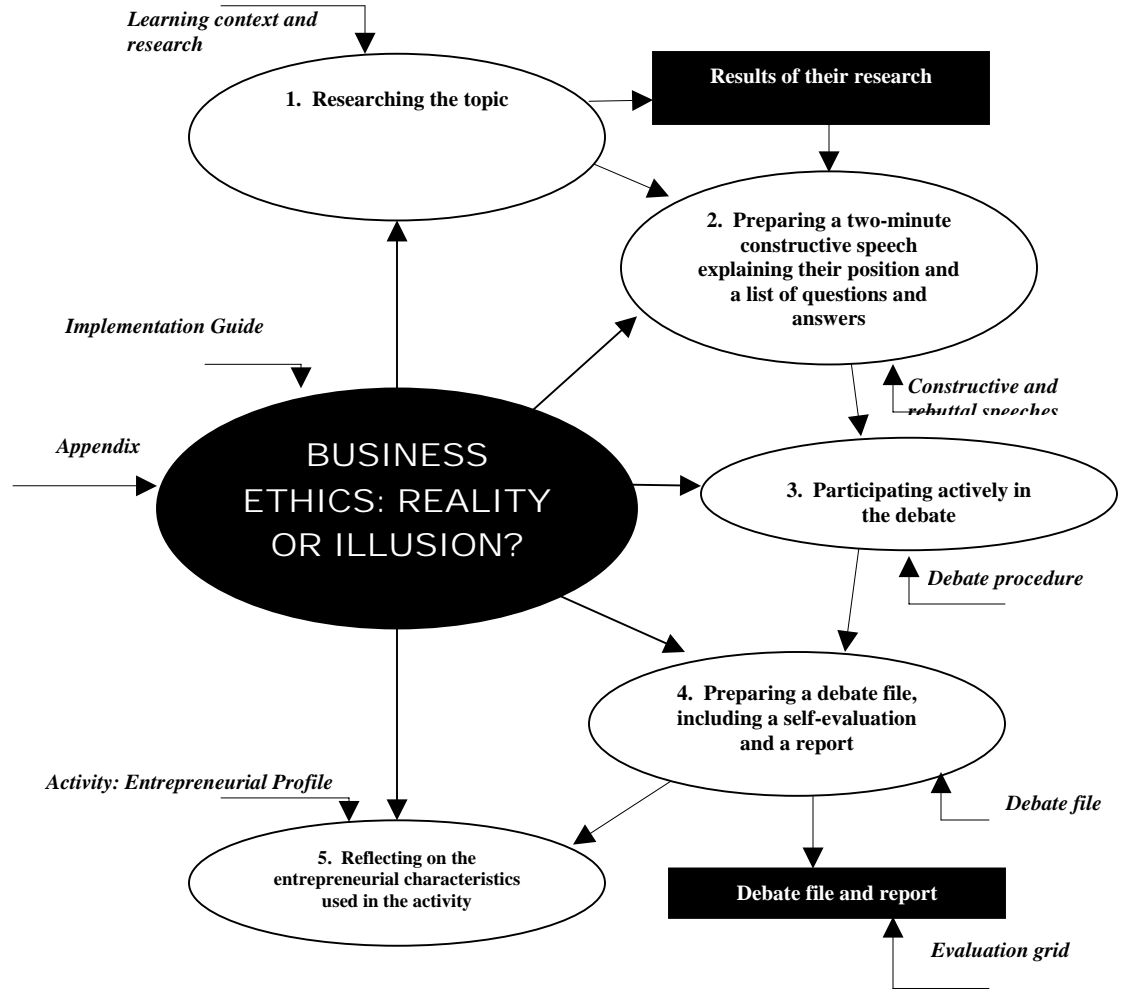
**5. Reflecting on the entrepreneurial characteristics used in the activity**

The final step is an enrichment activity. In preparing and participating in the debate, the students used several characteristics conducive to success that are often seen in entrepreneurs. They showed a certain amount of self-confidence in taking a position; were motivated to persuade others; demonstrated initiative in their improvisations; showed solidarity and team spirit and, finally, a certain resourcefulness and determination. All of these are entrepreneurial characteristics.

Suggest that the students do the activity entitled *Entrepreneurial Profile*, available in the teaching guide. You can obtain the guide from your college or on the following Web site:

[www.inforoutefpt.org/entrepreneuriat](http://www.inforoutefpt.org/entrepreneuriat).

This activity will enable the students to establish their own entrepreneurial profile and identify their strengths and weaknesses in order to maximize the potential success of their first enterprise, their academic career, or any other project.



**FIGURE 5.1** *Debate on Business Ethics – Suggested Procedure and Useful Documents*

**LEGEND:**  
 Circles = steps in the activity  
 Italics = documents in this guide  
 Black rectangles = student productions

Student Document

LEARNING CONTEXT AND  
RESEARCH

What happens when you disagree with a friend, a family member or a teacher? You are convinced you are right and so you offer several arguments to prove it. An animated discussion usually follows. A debate is a more structured version of that discussion.

This debate is about business ethics. Can you succeed in business while respecting certain basic rules of ethics?

Every business transaction should target the satisfaction of three parties: client, employee and shareholder, in accordance with a code of ethics that preserves the quality of the environment, respects human rights and avoids all forms of discrimination.

Extensive media coverage of business scandals has brought to light certain less attractive aspects of the business world. These scandals have also helped define the type of corporate moral fibre that is increasingly expected. Consumers and growing numbers of shareholders are demanding ethical behaviour and, since these parties make up two thirds of those whose satisfaction is essential, it is important to listen to them, and to take the appropriate action. In this context, developing a code of ethics and implementing measures to ensure it is respected are becoming a priority.

In the third category of Humanities courses, you are called upon to take a critical and independent position with respect to ethical

values. This activity proposes a real problem in the business world. You will be asked to apply the basic rules of discourse and philosophical argumentation, to analyze a topic of current interest and to examine and argue your position.

The topic of the debate will be: *Business Ethics: Reality or Illusion?*

On one side of the debate, a group of students denouncing scandals in the business world and citing facts to illustrate the illusion of business ethics. These students will base their arguments on the principles of libertarianism and utilitarianism, Kant's notion of respect and Jonas' principle of prospective responsibility.

On the other side, basing their arguments on the same principles, a group of students who wish to demonstrate the existence of ethical behaviour on the part of certain companies. The procedure is as follows:

1. Choose a position and form a team with other students who have taken the same position.
2. Find information, facts and situations to support your position. Your team must find three articles in newspapers, magazines, books or Web sites.
3. Analyze these articles in light of the different principles of ethics.

Once you have the facts to support your position, you must demonstrate, in writing,



- *Arguing your position in an animated discussion*
- *Business transactions should target the satisfaction of three parties: client, employee and shareholder*
- *Recent business scandals have raised questions about business ethics*
- *Two positions based on philosophical principles*



- *Using facts to support your position*

the principle illustrated by each fact and the connection with your position. This will provide you with the raw material for your constructive speech.

You are now ready to complete the first two parts of your debate file for the final evaluation. See Table 5.3.

**TABLE 5.3** *First Two Parts of the Debate File*

1.	<b>Presentation of the team's position</b>
2.	<b>Results of their research, support documents and main information gathered</b>

Student Document

## CONSTRUCTIVE AND REBUTTAL SPEECHES



### CONSTRUCTIVE SPEECH

You are now ready to write your two-minute constructive speech. You must synthesize your ideas, structure your thoughts and construct a well-supported speech in order to avoid leaving any room for argument.

A few basic rules:

- First, introduce the problem.
- Use facts to support every statement.
- Make sure that all your arguments support your position.
- Write a clear, solid speech that will impress your opponents and the audience in order to rally them to your cause.

At this stage, it is important to divide the task. The constructive speech could be written by one or two students. The idea is to work together and complement each other's skills. You must practise the speech several times, timing yourself to make sure you are within the stated parameters. Your tone must be convincing and your delivery well articulated. You must appear to be at ease and self-confident. This is indeed a stimulating challenge. Every member of the team must participate in the preparation. The more ideas are considered, the better the result will be.

### REBUTTAL SPEECHES

During the debate, you must prepare, object and refute. To do so, you must learn to listen, to come up with difficult questions to ask your opponent and to deal with trick questions. You must demonstrate self-control when defending your ideas and rebutting your opponent's. You must learn to express anger using the appropriate language. Finally, the most important goal is not to win the debate but to do your best and succeed in defending your point of view. The initial research will help clarify your thoughts so that you can come up with quick answers.

This is the most interesting part of the debate. Although it is called "improvisation," you must be prepared. Your reading and the documentation you have on hand will help you rebut your opponent's ideas. Remember that you are rebutting the person's ideas and not attacking the person himself or herself.

To prepare a rebuttal speech, the members of both teams write down the ideas with which they disagree during the opponent's constructive speech. Then they write down all the ways they can think of to support their disagreement.

The rebuttal speeches last one minute. You can say a lot in a minute; use the time to explain your position. You might need more than a minute to make the necessary



- *One-minute rebuttal speech, expressing well-supported arguments*

arguments. However, in the interest of fairness and maintaining a dynamic rhythm, rebuttal speeches are limited to one minute. This will help you exercise your synthesis skills. The timekeeper plays an important role, which is explained in another document.

To prepare, make a list of questions you could ask your opponent and prepare

answers to questions you might be asked. The more prepared you are, the more quickly and incisively you will be able to respond.

You are now ready to complete the third and fourth parts of your debate file for the final evaluation. See Table 5.4.

**TABLE 5.4** *Third and Fourth Parts of the Debate File*

1.	Presentation of the team's position
2.	Results of their research, support documents and main information gathered
3.	<b>Two-minute constructive speech</b>
4.	<b>Questions, answers and rebuttals</b>

Student Document

DEBATE PROCEDURE

And now, the debate. The entire class will participate and each student will play a specific role. Table 5.6 describes the procedure and each person's role. There are the two teams with their respective positions, a moderator, a timekeeper and a panel of judges. The teams take their places in front of the class. They have all their documentation on hand, as well as pencil and paper to take notes. The moderator can be a student or the teacher. A timekeeper is appointed. The rest of the students are judges.

The moderator announces the topic of the debate and introduces the participants, the timekeeper and the judges. This should take about 30 seconds.

**CONSTRUCTIVE SPEECH**

The moderator gives the floor to Team 1 (chosen by a coin toss), which has appointed a team member to deliver the two-minute constructive speech, which is carefully timed. Observance of the time limit is one of the evaluation criteria. Start the speech as follows: "Mr./Ms. moderator, judges . . ." Address your opponents respectfully. It is better to say: "Sir, your ignorance amazes me" than to say: "You haven't understood a thing." Remember to distinguish between your opponent's ideas and his or her character. You must respect your opponents even if they disagree with you. You must rebut their ideas, not attack their person.

The moderator then gives the floor to Team 2 for its two-minute constructive speech.

Stand when speaking, whether to ask or answer a question. This will help persuade and impress the audience.

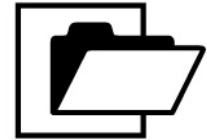
**REBUTTAL SPEECHES**

Then come the rebuttal speeches, which should not last more than one minute each. Address the class—that is who you want to persuade—and name your opponent. For example: "Mr. Briggs has said that . . ." or "Earlier, Ms. DeLauro mentioned . . ." A debate is not really a meeting between two teams, but between both teams and the class. The moderator may intervene in order to ensure that each speaker addresses the class.

The right to speak is always given by the moderator. Each team must have equal time. The amount of time and the number of rebuttals allotted to each team should be set in advance. Thirty minutes is ample time for the debate. Beyond that, the class may lose interest.

**ROLE OF THE CLASS**

During the debate, the other students listen and take notes. They also fill out an evaluation form and vote for the winning team. The form is provided later on in this guide.



- *Each student plays a specific role in the debate*
- *Respect your opponent; rebut his or her ideas without attacking his or her person*
- *One-minute rebuttal speeches to persuade the class, not your opponent*



- *An evaluation form to be filled out by the class*
- *The audience has the floor for a set amount of time*
- *A secret ballot to determine the winning team and the best orator*

When the moderator deems that time is up for the rebuttal speeches, the floor is given to the audience. A student stands and asks a question of one of the participants. He or she is entitled to one minute. The appointed person stands in turn and answers the question to the best of his or her ability. He or she is also entitled to one minute. If there are too many questions, depending on the duration of the activity and with the approval of the group, the moderator may set a time limit for the question period.

### CONCLUSION

The moderator asks the participants to give their conclusion.

The debate is now over.

The moderator congratulates and thanks both teams.

The judges complete the evaluation form presented in Figure 5.2 and vote for the team they believe should win, as well as for the best orator. Note that the best orator is not always on the winning team. This should take about five minutes. It is a difficult task and should be carried out by secret ballot. The idea is to follow the debate closely, evaluate who was best prepared, who best defended his or her point of view and who expressed himself or herself best.

Once all the students have voted, the teacher compiles the results and announces the winning team and the best orator. Both teams should be applauded at this point.

Each team is invited to evaluate their participation in the debate and write a short report (100 to 200 words) on the strengths

and weaknesses of the process. The form is presented in Figure 5.3. This part completes the debate file.



**TABLE 5.5** *Final Two Parts of the Debate File*

1.	Presentation of the team's position
2.	Results of their research, support documents and main information gathered
3.	Two-minute constructive speech
4.	Questions, answers and rebuttals
<b>5.</b>	<b>Evaluation of their participation in the debate</b>
<b>6.</b>	<b>Report</b>



**TABLE 5.6 Debate Procedure**

Time allotted	Participants' Roles			
	MODERATOR (student or teacher)	TIMEKEEPER	TEAMS	JUDGES (class)
<b>Step 1: LOCATION OF THE DIFFERENT PARTICIPANTS</b>				
	In front of the class	In front of the class	In front of the class, facing each other Paper, pencil and documents in hand	At the back of the class, like an audience
<b>Step 2: ANNOUNCEMENT OF TOPIC</b>				
30 seconds	Announces the topic and introduces the two teams, the timekeeper and the judges.  Tosses a coin to determine who goes first.		Prepare their constructive speeches.	Listen actively.
<b>Step 3: SPEECH</b>				
4 minutes	Gives the floor to the first team; thanks them.  Gives the floor to the second team; thanks them.	Keeps time to ensure that each team observes the two-minute time limit.	In turn, give a two- minute constructive speech.  Take notes when the other team is speaking.	Take notes in order to prepare questions.
<b>Step 4: REBUTTAL SPEECHES</b>				
1 minute each	Gives the floor to the people in question.	Times the rebuttal so that everyone has a chance to speak.	Speak respectfully to the judges (the class), respecting the time limit imposed.	Take notes in order to prepare questions.
<b>Step 5: QUESTION PERIOD</b>				
1 minute each	Gives the floor to the judges (the class).  Limits the amount of time allotted depending on the number of questions and the amount of time allotted to the activity.	Keeps time to ensure that everyone has a chance to speak.	Answer the questions in one minute.	A student stands and asks a question of one of the participants; he/she is entitled to one minute.

Activity 5  
**BUSINESS ETHICS**



Time allotted	Participants' Roles			
	MODERATOR (student or teacher)	TIMEKEEPER	TEAMS	JUDGES (class)
<b>Step 6: CONCLUSION</b>				
1 minute	Gives the floor to each team.	Keeps time to ensure that everyone has a chance to speak.	In turn, present their conclusion.	
<b>Step 7: THANKS</b>				
30 seconds	Thanks both teams.	Keeps time to ensure that everyone has a chance to speak.		
<b>Step 8: VOTE</b>				
5 minutes	Invites the judges to evaluate the participation of each team and to cast a secret ballot for one of the two teams.		Fill out the self-evaluation form.	Fill out the evaluation form and vote for the winning team and the best orator.
<b>Step 9: COMPILATION</b>				
10 minutes	Counts the votes. Announces the winning team.			
<b>Step 10: APPLAUSE</b>				
	Invites all participants to applaud the teams.			



Activity 5  
BUSINESS ETHICS



Getting Down to Business

**FIGURE 5.2 Judges' Evaluation Form – Debate – Business Ethics: Reality or Illusion?**

JUDGES' EVALUATION FORM						
Topic:					For	Against
Participants' names:	1.					
	2.					
	3.					
	4.					
	5.					
Excellent: 5	Very good: 4	Good: 3	Poor: 2	Very poor: 1		
		Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
<b>1. CONSTRUCTIVE SPEECH</b>						
a)	Interesting introduction					
b)	Logical development					
c)	Incisive conclusion					
<b>2. REBUTTAL SPEECHES</b>						
a)	Mastery of topic					
b)	Solid arguments					
c)	Clear demonstration					
d)	Clear position					
<b>3. LANGUAGE</b>						
a)	Clear pronunciation					
b)	Vocabulary and sentence structure					
c)	Dynamic flow and intonation					
<b>4. GENERAL IMPRESSION</b>						
a)	Attitude					
b)	Respect for opponents					
c)	Observance of instructions					
d)	Observance of time limits					
<b>5. GENERAL COMMENTS</b>						
<b>Winning team</b>						
<b>Best orator</b>						



## Activity 5 BUSINESS ETHICS

Getting Down to Business

**FIGURE 5.3** *Self-Evaluation Form – Debate – Business Ethics: Reality or Illusion?*

SELF-EVALUATION FORM						
Topic:					For	Against
<b>Participants' names:</b>	1.					
	2.					
	3.					
	4.					
	5.					
<b>Excellent: 5</b>	<b>Very good: 4</b>	<b>Good: 3</b>	<b>Poor: 2</b>	<b>Very poor: 1</b>		
		<b>Participant 1</b>	<b>Participant 2</b>	<b>Participant 3</b>	<b>Participant 4</b>	<b>Participant 5</b>
<b>1. CONSTRUCTIVE SPEECH</b>						
a)	Interesting introduction					
b)	Logical development					
c)	Incisive conclusion					
<b>2. REBUTTAL SPEECHES</b>						
a)	Mastery of topic					
b)	Solid arguments					
c)	Clear demonstration					
d)	Clear position					
<b>3. LANGUAGE</b>						
a)	Clear pronunciation					
b)	Vocabulary and sentence structure					
c)	Dynamic flow and intonation					
<b>4. GENERAL IMPRESSION</b>						
a)	Attitude					
b)	Respect for opponents					
c)	Observance of instructions					
d)	Observance of time limits					
<b>5. GENERAL COMMENTS</b>						
<b>6. Attach a 100- to 200-word report on the strengths and weaknesses of the process.</b>						

# Activity 5 BUSINESS ETHICS



Getting Down to Business

Student Document
DEBATE FILE



### INSTRUCTIONS

Submit the entire debate file as presented in Table 5.2.

### EVALUATION CRITERIA

The evaluation of the debate file will be based on the following criteria:

- Inclusion of all the necessary elements
- Quality of research
- Demonstration of a clear, well-supported position on ethical values
- Clear links with different ethical theories
- Correct analysis of business ethics
- Report on the main strengths and weaknesses of the process
- Quality of presentation and language



**EVALUATION GRID**



Items to include	Poor	Good	Very good	Excellent
Inclusion of all the necessary elements: <ul style="list-style-type: none"> <li>• the team’s position</li> <li>• research</li> <li>• two-minute constructive speech</li> <li>• questions, answers and rebuttals</li> <li>• self-evaluation form</li> <li>• report</li> </ul>	0%	6%	10%	15%
Quality of research	0%	6%	10%	15%
Demonstration of a clear, well-supported position on ethical values	0%	6%	10%	15%
Clear links with different ethical theories	0%	6%	10%	15%
Correct analysis of business ethics	0%	8%	14%	20%
Report on the main strengths and weaknesses of the process	0%	4%	7%	10%
Quality of presentation and language	0%	4%	7%	10%

**COMMENTS:**

---



---



---



---





## REFERENCES

### 1. BUSINESS ETHICS

The Appendix contains a document developed by a Humanities teacher, proposing articles about business ethics, as well as case studies.

### 2. ENTREPRENEURSHIP

#### WEB SITES

Canadian Council for Small Business and Entrepreneurship (CCSBE). The CCSBE is the only national membership-based organization in Canada whose goals are to promote and advance the development of small business and entrepreneurship through research, education and training, networking and dissemination of scholarly and policy-oriented information. This site provides access to certain research studies conducted in the field of education: <[http://www.ccsbe.org/index\\_en.htm](http://www.ccsbe.org/index_en.htm)>.

Fondation de l'entrepreneurship. Portal for entrepreneurship in Québec, link to an entrepreneurship library and search engine for articles or books on the topic: <<http://www.entrepreneurship.qc.ca/fr/accueil>>.

Institut de stratégie et de pédagogie en entrepreneuriat. Nonprofit organization working in the field of entrepreneurship and international communications. The Institut will soon be launching a **community of practice**, which will enable all interested parties to share their knowledge, questions, solutions, points of view, enthusiasm and experience on the Internet with other parties throughout the world: <<http://www.institut-entrepreneuriat.org/>>.

#### PRINT DOCUMENT

Québec. Ministère de l'Éducation, du Loisir et du Sport. Direction de la formation continue et du soutien. *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers*: <[http://www.inforoutefpt.org/mse/documents/guidemesure\\_ang\\_compl.pdf](http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf)> (31 October 2006).







## BIBLIOGRAPHY



- Filion, L.J. *Pour une vision inspirante en milieu scolaire*. 2nd edition. Cap-Rouge: Les Presses Inter Universitaires, 2005.
- Fortin, Paul-A. *Devenez entrepreneur*. Québec: Les presses de l'Université Laval, 2001.
- Fraser, Pierre. *La pensée réflexive en pratique*. Québec: Éditions Marie-France ltée, 2005.
- Laurin, Jacques. *L'expression orale, guide pédagogique*. Montréal: Éditions Études Vivantes, 1979.
- Laurin, Jacques. *L'expression orale, l'improvisation, la lecture, la création collective, le débat*. Montréal: Éditions Études Vivantes, 1979.
- Métayer, Michel. *La philosophie, enjeux et débats actuels*. Saint-Laurent: Éditions du renouveau pédagogique inc., 2002.
- Morissette, Rosée, and Micheline Voynaud. *Accompagner la construction des savoirs*. Montréal: Chenelière/McGraw-Hill, 2002.
- Québec. Ministère de l'Éducation. *Guide pédagogique sur l'entrepreneursip*. Québec: Gouvernement du Québec, 1998.
- Québec. Ministère de l'Éducation. *Sensibilisation à l'entrepreneursip*. Québec: Gouvernement du Québec, 1995.
- Québec. Ministère de l'Éducation, du Loisir et du Sport. Direction de la formation continue et du soutien. *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers*. <[http://www.inforoutefpt.org/mse/documents/guidemesure\\_ang\\_compl.pdf](http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf)> (31 October 2006).







- *Suggested instructional activities*

## OBJECTIVES AND SUGGESTED REFERENCES

All of the articles are available on the Internet. The links were validated in May 2006. The following sections present the objectives and the suggested references for achieving them.

## ANALYZING CASE STUDIES

Each of the cases presented in this section is accompanied by a content summary in order to make it easier to select an article and identify the ethical problems it raises.

### 1. Libre-échange ou... Tibet libre ? (2005)

#### **Pierre-Yves Néron**

Chair in Business Ethics and Centre de recherche en éthique, Université de Montréal

Journal: *Éthique et Économique*

Source: <<http://ethique-economique.org/IMG/pdf/Neron.pdf>>

Link to author: <<http://www.creum.umontreal.ca/Pierre-Yves-Neron.html>>

The author discusses Bombardier's intention to obtain a lucrative contract to build a railway in China, linking the Asian power with the capital of Tibet. For many, this service is not so much an economic project from which both countries will profit as the implicit recognition of Tibet's colonization. Is it economically or politically motivated? This is a question of human rights ethics and we must consider whether the business community in countries that value human rights is helping or hindering. The author asks four incisive questions and compares Bombardier's fundamental values with a UN resolution on Tibet.

### 2. Wal-Mart : une responsabilité sociale à bas prix (2005)

#### **Corinne Gendron, Émmanuelle Champion, Marie-France Turcotte**

Chair in Corporate Social Responsibility and Sustainable Development, École des Sciences de la Gestion, Université du Québec à Montréal

Source: *Le Devoir*: <<http://www.ledevoir.com/2005/12/14/index.html>>

Links to authors: <<http://www.professeurs.uqam.ca/pages/gendron.corinne.htm>>

<[http://www.crsdd.uqam.ca/chaire/fiches\\_perso/e\\_champion.htm](http://www.crsdd.uqam.ca/chaire/fiches_perso/e_champion.htm)>

<<http://www.experts.uqam.ca/pages/turcotte.marie-france.htm>>

Wal-Mart's social responsibility strategy is analyzed with respect to the company's business practices. The article illustrates the dilemma businesses face between respecting business ethics while maximizing profits on the one hand, and projecting a positive image while justifying their business dealings on the other.



### 3. Bombardier et la responsabilité sociale du Ski-Doo (2004)

**Charles Bilodeau, Marie-Claude Couturier, Alexis Lapointe, Wayne Norman**

Journal: *Éthique et Économique*

Centre de Recherche en Éthique de l'Université de Montréal (CREUM)

Source: <[http://mapage.noos.fr/Ethique-economique/html\\_version/F-Norman3.pdf](http://mapage.noos.fr/Ethique-economique/html_version/F-Norman3.pdf)>

Links to authors: <[http://www.repertoire.uqam.ca/detail\\_E.aspx?P1=17856](http://www.repertoire.uqam.ca/detail_E.aspx?P1=17856)>

<<http://www.philo.umontreal.ca/prof/wayne.norman.htm>>

Who is responsible for the problems generated by snowmobiles (e.g. fatal accidents, social nuisance): the company or the user? After discussing the question and citing Bombardier's view of its own responsibility since 1968, the authors propose a discussion based on three very interesting questions about corporate social ethics.

### 4. Reebok et la commandite d'enfants : analyse normative (2004)

**Martin Leblanc, Pierre-Yves Néron**

Journal: *Éthique et Économique*

Centre de Recherche en Éthique de l'Université de Montréal (CREUM)

Link: <[http://mapage.noos.fr/Ethique-economique/html\\_version/LEBLANC%20NERON.pdf](http://mapage.noos.fr/Ethique-economique/html_version/LEBLANC%20NERON.pdf)>

The social responsibility of Reebok toward the children it uses in its advertising campaigns is not governed by clear ethical rules, which could be detrimental to society (families, parents, sponsored children). The authors present six pertinent proposals for a detailed ethical framework for child sponsorship that does not restrict companies' right to solicit children, while providing more effective protection for the children in question.

### 5. Travailleurs de Plessisville (2003)

*From the television show La Facture, Radio-Canada, no. 245, Tuesday, April 1, 2003*

Link: <<http://www.radio-canada.ca/actualite/lafacture/245/rept-2.html>>

Do companies that employ workers in foreign countries still have a moral responsibility when they no longer have any legal obligations? This article compares the rights of workers, companies and insurers with respect to hazardous travel that is agreed to as part of remunerated work. The risk is not always well explained and it appears that certain companies take advantage of that fact to shed all moral and legal responsibility.



### WRITING A BUSINESS ETHICS CASE STUDY

To the case studies, which deal with entrepreneurial ethics, we have added a methodological article to help students who would like to do their own study, evaluating a company's ethical values and providing useful resources for producing a conceptual analysis. This project could be assigned to give concrete meaning to an abstract reflection on business ethics.

#### 1. **Écrire une bonne étude de cas en éthique des affaires** (2004)

Wayne Norman, Centre de Recherche en Éthique de l'Université de Montréal (CREUM)

Source: <[http://mapage.noos.fr/Ethique-economique/html\\_version/NORMAN2.pdf](http://mapage.noos.fr/Ethique-economique/html_version/NORMAN2.pdf)>

Link: <<http://www.philo.umontreal.ca/prof/wayne.norman.html>>

Exceptionally clear and useful article for doing a case study in business ethics. The questions suggested in items 7 and 8 cover internal and external elements and give advice for writing the text and protecting the dignity of certain companies.

### CONSULTING ENTREPRENEURIAL CODES OF ETHICS

These business codes of ethics were chosen to prove that they do, indeed, exist. Bombardier's code of ethics enables anyone who believes that there has been an infringement by a peer or a third party to ask pertinent questions before reporting it. Based on this excerpt, the teacher could, for example, encourage the students to think about the possibility that more weight is given to what is legally permitted than what is morally accepted, or about the requirements of the proper value judgment in an actual conflict. Total's ethical business principles raise the question of preexisting ethical duties of any enterprise within a universal moral code, while Investissement Québec's code of ethics helps us better understand how a code of ethics is developed within a network of enterprises. Teachers can use these articles to discuss the specific standards and values to which an enterprise is bound within a more global and universal code of ethics.

#### 1. **Bombardier Code of Ethics and Business Conduct**

The Bombardier Code of ethics covers the work environment, business practices and relationships with external stakeholders.

<[http://www.bombardier.com/en/0\\_0/0\\_1\\_7/0\\_1\\_7\\_4/pdf/CODE\\_EN\\_2005.pdf](http://www.bombardier.com/en/0_0/0_1_7/0_1_7_4/pdf/CODE_EN_2005.pdf)> (28 December 2006).



## 2. Total's Ethical Business Principles

<[http://www.total.com/en/corporate\\_social\\_responsibility/Ethical-Business-Principles](http://www.total.com/en/corporate_social_responsibility/Ethical-Business-Principles)> (28 December 2006).

## 3. Investissement Québec's Code of Ethics

<<http://www.investquebec.com/documents/en/publications/CodeEthiqueEN.pdf>> (28 December 2006).

## CORPORATE SOCIAL RESPONSIBILITY

Three articles address corporate social responsibility from three different angles.

### 1. Le recours à l'éthique : une solution miracle à tous les problèmes ? (2002)

**Geneviève Caillé**

Canada Research Chair on Globalization, Citizenship and Democracy

<<http://www.chaire-mcd.ca/publications/Chronique/chronique-02-07-16-caille.pdf>>

Geneviève Caillé brings to light a certain confusion between two types of ethics: those pertaining to the legitimacy of an action and those used to exercise a right in the face of obvious abuse. This article raises questions about the dangers of instituting “window-dressing” ethics, often encountered in the business world as well as in other areas.

### 2. What is corporate social responsibility? (Excerpts) (2001)

**Green Paper**

From *Promoting a European Framework for Corporate Social Responsibility, Green Paper*

<[http://ec.europa.eu/employment\\_social/soc-dial/csr/greenpaper\\_en.pdf](http://ec.europa.eu/employment_social/soc-dial/csr/greenpaper_en.pdf)>

The European Union's green paper raises serious questions about corporate responsibility within a group and the means used to assume this responsibility.



### 3. De la responsabilité sociale des entreprises (1999)

#### Jean-Luc Migué

Le Québécois Libre, Un regard Libertarien sur l'Actualité

<http://www.quebecoislibre.org/990220-8.htm>

Jean-Luc Migué questions a common assumption by which the main purpose of an enterprise is to promote social altruism. According to Migué, the current liberalist trend contradicts this mission without rejecting another form of ethical responsibility, defined by the manager in charge of the enterprise.

### CONSULTING OTHER POSSIBLE LINKS

The following links lead to new reflections on social responsibility and business ethics in general.

#### 1. HEC's Chair in Ethical Management

[http://neumann.hec.ca/cme/index\\_en.htm](http://neumann.hec.ca/cme/index_en.htm)

- 10 interesting sites on social responsibility  
[http://neumann.hec.ca/cme/english/weblinks/categories/resp\\_sociale.htm](http://neumann.hec.ca/cme/english/weblinks/categories/resp_sociale.htm)
- 6 interesting sites on business ethics  
[http://neumann.hec.ca/cme/english/weblinks/categories/ethique\\_aff.htm](http://neumann.hec.ca/cme/english/weblinks/categories/ethique_aff.htm)

#### 2. Catalethique: <http://www.catalethique.org>

Cataléthique is a space for the dissemination and exchange of best practices in corporate social responsibility and sustainable development with the aim of harnessing the power of business toward the creation of a larger community that respects all people and the environment.

#### 3. Militant organizations

- Le Cercle d'Éthique des Affaires (CEA)  
<http://www.cercle-ethique.net/pub-lettrelectro.php>
- Coalition Québécoise contre les Ateliers de Misère  
<http://www.ciso.qc.ca/ateliersdemisere/sInformer.php>



