



Concours CAE session 2014

Composition : **Anglais 1**

Durée : **3 Heures**

Business Ethics

To Andrews, business ethics is a challenge with three parts: [1] developing managers as moral individuals; [2] building an environment in which standards and values are central to the company's strategy, just as economic purpose is; and [3] formulating and implementing policies that support ethical performance – as well as safeguards to assure that they are observed.

Rules and lectures alone, however, cannot create a moral company. The essence of management responsibility is the need to balance conflicting claims, to make decisions when there are no clear choices or absolute answers. In such situations, the character of the decision maker is decisive. And this is especially true when the decision maker is the CEO. That is why an explicit estimate of a candidate's character should be part of every management selection process.

Companies that are successful over time build their success on the creativity, the energy, and the will of their members. Such commitment cannot be sustained by strategic decisions that are ethically unsound.

Why is business ethics a problem that snares not just a few mature criminals or crooks in the making but a host of apparently good people who lead exemplary private lives while concealing information about dangerous products or systematically falsifying costs? My observations suggest that the problem of corporate ethics has three aspects: the development of the executive as a moral person; the influence of the corporation as moral environment; and the actions needed to map a high road to economic and ethical performance – and mount guardrails to keep corporate wayfarers on track.

Sometime it is said that wrongdoing in business is an individual failure: a person of the proper moral fiber, properly brought up, simply would not cheat. Because of poor selection, a few bad apples are bound to appear in any big barrel. But these corporate misfits can subsequently be scooped out. Chief executive officers, we used to think, have a right to rely on the character of individual employees without being distracted from business objectives. Moral character is shaped by family, church, and education long before an individual joins a company to make living.

In an ideal world, we might end here. In the real world, moral development is an unsolved problem at home, at school, at church – and at work. Two-career families, television, and the virtual disappearance of the dinner table as a forum for discussing moral issues have clearly outmoded instruction in basic principles at Mother's knee – if that fabled tutorial was ever as effective as folklore would have it. We cannot expect our battered school systems to take over the moral role of the family. Even religion is less help than it once might have been when membership in a distinct community promoted – or coerced - conventional moral behaviour. Society's increasing secularization, the profusion of sects, the conservative church's divergence from new lifestyles, pervasive distrust of the religious right – all these mean that we cannot depend on uniform religious instruction to armor business recruits against temptation.

Nor does higher education take up the slack, even in disciplines in which moral indoctrination once flourished. Great literature can be a self-evident of ethical instruction, for it informs the mind and heart together about the complexities of moral choice. Emotionally engaged with fictional or historic characters that must choose between death and dishonour, integrity and personal advancement, power and responsibility, self and others, we expand our moral imaginations as well. Yet professors of literature rarely offer guidance in ethical interpretation, preferring instead to stress technical, aesthetic, or historical analysis.

Moral philosophy, which is the proper academic home for ethical instruction, is even more remote, with few professors choosing to teach applied ethics. When you add to that discipline's studied disengagement from the world of practical affairs, it is not surprising that most students (or managers) find little in the subject to attract them.

What does attract students – in large numbers – is economics, with its theory of human behaviour that relates all motivation to personal pleasure, satisfaction, and self-interest. And since self-interest is more easily served than not by muscling aside the self-interest of others, the Darwinian implications of conventional economic theory are essentially immoral.

From Kenneth A. Andrews in Howard Business Review on Corporate Ethics

I. UNDERSTANDING [1pt per correct choice]

The sentences below are answers to questions on the text. Put [T] in front of an answer if you think that it is a correct one to a question on the text, or [F] in front of it if you think that it is an incorrect one to a question on the text. Do not write anything in the grade column

	Answers	[T] or [F]	Grade
1	More than two elements are said to compose challenge in business ethics.	<input type="checkbox"/> T <input type="checkbox"/> F	
2	The third element relates to the managers' development as a moral individual.	<input type="checkbox"/> T <input type="checkbox"/> F	
3	A morally sound company flourishes only on rules and lectures.	<input type="checkbox"/> T <input type="checkbox"/> F	
4	In current situation, CEO stands for Chief Economic Officer.	<input type="checkbox"/> T <input type="checkbox"/> F	
5	To be managerially responsible requires that management balance conflicting assertions.	<input type="checkbox"/> T <input type="checkbox"/> F	
6	In Nr 5, management is compelled to make decisions in the absence of unclear choices	<input type="checkbox"/> T <input type="checkbox"/> F	
7	The indecisive character of the decision maker is an aspect of management's attitude.	<input type="checkbox"/> T <input type="checkbox"/> F	
8	CEOs are generally the very persons who are committed to making decisions.	<input type="checkbox"/> T <input type="checkbox"/> F	
9	Character does account for a candidate's selection process.	<input type="checkbox"/> T <input type="checkbox"/> F	
10	A company's success stems from its members' creativity, energy and will.	<input type="checkbox"/> T <input type="checkbox"/> F	
11	Only ethically sound strategic decisions are bound to back such commitment.	<input type="checkbox"/> T <input type="checkbox"/> F	
12	Business ethics appears to be an issue which traps thugs, as well as all sorts of exemplary private-life living people.	<input type="checkbox"/> T <input type="checkbox"/> F	
13	In 12, the second category of people unveils information about dangerous products and maintains costs.	<input type="checkbox"/> T <input type="checkbox"/> F	
14	Moral never plays a key role in the promotion of corporate ethics.	<input type="checkbox"/> T <input type="checkbox"/> F	
15	Educational background influences the attainment of business ethics.	<input type="checkbox"/> T <input type="checkbox"/> F	
16	Poor recruitment selection process is said to be a source of ethical behaviour.	<input type="checkbox"/> T <input type="checkbox"/> F	
17	In the long run new recruits remain hidden forever	<input type="checkbox"/> T <input type="checkbox"/> F	
18	Family, church, and formal education are the basis of any successful job life	<input type="checkbox"/> T <input type="checkbox"/> F	
19	Applied ethics has lost its relevance when operating training in business.	<input type="checkbox"/> T <input type="checkbox"/> F	
20	The Darwinian implications of conventional economic theory with its motivation to personal pleasure, satisfaction and self-interest are said to be morally sound.	<input type="checkbox"/> T <input type="checkbox"/> F	
Sub-total			/20

II. HOW TO PUT QUESTIONS [1 pt per correct choice]

Here is a list of questions. Put a tick [√] in front of a question when you think it has been correctly put, and a cross [x] in front it when you think that it has been incorrectly put. Do not write anything in the grade column.

	Questions	√ or x	Grade
1	Has ethics something to do with morality?	<input type="checkbox"/>	
2	Rules and lectures can create a moral company?	<input type="checkbox"/>	
3	Wrongdoing is it an individual failure?	<input type="checkbox"/>	
4	Is moral development an unsolved problem at home, at school, at church and at work?	<input type="checkbox"/>	
5	Why are bad apples bound to appear in any big barrel?	<input type="checkbox"/>	
6	Is religion still help as it might have been?	<input type="checkbox"/>	
7	Does uniform religious instruction allow to armor business recruits against temptation?	<input type="checkbox"/>	
8	How professors of literature deal with ethics?	<input type="checkbox"/>	
9	What role does moral philosophy play in the advancement of ethics?	<input type="checkbox"/>	
10	What do students and managers appreciate in moral philosophy?	<input type="checkbox"/>	
Sub-total			/10

Now find the missing words in the conversations below, and write them on the **EXAM SHEET**

		Missing word	Grade
1	A: "The princess is attractive." B: "Yes, she is ----- than her sister"		
2	A: "----- he work in a bank?" B: "No, he works in a library"		
3	A: "----- does he go to work?" B: "By bus."		
4	A: "Do you like my new car?" B: "Yes, I like it very -----"		
5	A: "Is Sylvia a good student?" B: "Yes, Sylvia's good, and Susan is also good. In fact, Susan is ----- than Sylvia."		
6	A: "Have you been crying?" B: "No, I -----"		
7	A: "----- you ever had a car accident?" B: "Yes, I have."		
8	A: "You were not at home yesterday." B: "That's right, I ----- staying with my friends yesterday."		
9	A: "How long ----- you been in England?" B: "Since last year."		
10	A: "Have you ----- eaten Sushi?" B: "No, never. What's Sushi?"		
11	A: "Have you been to Sweden?" B: "Yes, I lived there ----- two years."		
12	A: "What does she look -----?" B: "She has thick, curly hair and brown eyes"		
13	A: "Do you play tennis?" B: "Yes, I've ----- playing since I was a boy."		
14	A: "Your father looks tired." B: "Yes he has ----- working hard lately"		
15	A: "I went to Singapore in April". B: "----- you often abroad?" A: "Yes- about ten times a year."		
16	A: "Had the play already started when you arrived?" B: "No, it -----."		
17	A: "I weigh a hundred and forty pounds." B: "No -no, ----- me the truth"		
18	A: "Why can't she walk?" B: "----- broken her leg."		
19	A: "What ----- you do if you had a million pounds." B: "I'd stop working."		
20	A: "My son ----- like school." B: "Neither does mine."		
21	A: "Can you run fast?" B: Not now. But I ----- when I was young"		
22	A: "Have you enjoyed yourself?" B: "Yes, it ----- been a lovely day."		
23	A: "My book is----- than yours." B: it isn't, it's more expensive."		
24	A: So you want to be a journalist. Can you tell me which newspaper you want to work ----- ---? B: "Er ... for the Independent, I think"		
25	A: "Did you hear the weather forecast?" B: "Yes. They say it ----- definitely rain later."		

Now find the missing words in the conversations below, and write them on the **EXAM SHEET (Continued)**

		Missing word	Grade
26	A: "I like skiing." B: "Oh yes! ----- do I?"		
27	A: "Do ou ----- if I smoke?" B: "Not at all. Go ahead."		
28	A: "What are the hotels in Rome -----?" B: "Elegant and comfortable!"		
29	A: "If I were you, I ----- go to see him." B: "Ok – I will."		
30	A: "Why didn't you tell me?" B: "I would have told you if I ----- known."		
31	A: "Is it true that you come from a very poor family?" B: "Yes. Life ----- very easy for us when I was young."		
32	A: "When ----- it happen?" B: "In 1879."		
33	A: "I've got three brothers." B: "----- have I."		
34	A: "Is Rosemary tall or short?" B: "She's ----- tall nor short – she's just medium."		
35	A: "\There hasn't been ----- rain for weeks." B: "Really? None at all?"		
36	A: "That radio is very loud! Could you turn it ----- a bit?" B: "Of course. Is that better?"		
37	A: "----- the milkman brought the milk?" B: "Yes, it's in the fridge."		
38	A: "The train ----- already left by the time we got to the station."		
39	A: "Would you ----- helping me with this?" B: "Of course not – it will be a pleasure."		
40	A: "It's raining. Don't we need to put ----- the garden party?" B: "No, you shouldn't cancel it."		
41	A: "Is the party still going to be on Saturday?" B: "No – they've ----- it off till Sunday."		
42	A: "I get headaches when I read." B: "It's probably your eyes. I think you ----- see an optician."		
43	A: "When I was young, I ----- to be shy." B: "You certainly aren't now!"		
44	A: "That's a strange machine – what is it -----?" B: "It cuts holes in roads."		
45	A: "What will Anne be -----?" B: "A white blouse and a blue skirt. Yes, look – there she is!"		
46	A: "If I ----- known you were coming, I'd have cooked something."		
47	A: "Are you coming to Southampton with us?" B: "I wish I ----- time to come with you."		
48	A: "He ----- have gone away – nobody has seen him for weeks." B: "Yes, I agree. I'm sure he has gone away."		
49	A: "Can I give you a ----- with the cooking?" B: "That's very kind. Could you wash the vegetables?"		
50	A: "Where's Ron these days?" B: "He's in Japan, and ----- is Sue."		
51	A: "What have done to your hair?" B: "I've ----- it cut, that's all."		
52	A: "Where's your dishwasher?" B: "it's ----- repaired."		
53	A: "Go to go to the cinema with Ann, please." B: "I won't go ----- you come with me." A: "OK – I'll come."		

Now find the missing words in the conversations below, and write them on the **EXAM SHEET (End)**

		Missing word	Grade
54	A: "What was it like, coming from Edinburgh by bus?" B: "Not bad, but it ----- longer than I had expected."		
55	A: "When will my meal be ready?" B: "It will be ready -----the time you get home."		
56	A: "Do you want tea?" B: "Not really – I'd ----- have coffee."		
57	A: "If people on the ship ----- seen him, he would have drowned."		
58	A: "What was your childhood like?" B: "I remember ----- very happy as a teenager."		
59	A: "Why are you going to Napa Valley?" B: "To see the wine ----- made to taste it." A: "Yes – they make excellent wine there."		
60	A: "How did you get on?" B: "Very well, thanks. But If it ----- been for Alan, I would have failed." A: "Why? What did he do?"		
Sub-total			/60

V. Vocabulary [0.5 per correct choice]

Following the example in the table below, fill in the gaps with the appropriate vocabulary items.

Do not write anything in the grade column.

	Base	Vocabulary items: noun or adjective	Adverb	Grade
1	Successful	Success	Successfully	
2	Challenge			
3	Managerial			
4	Purpose			
5	Create			
6	Responsibility			
7	Decision			
8	Business			
9	Performing			
10	Skill			
11	Instruction			
12	Coercion			
13	Literary			
14	Tempting			
15	Powerful			
16	Psychology			
17	Aesthetics			
18	Satisfaction			
19	Theoretical			
20	Human			
Sub-total				/10

TOTAL

/120