

# GEN 502

## Business Ethics

### Module 2, 2019-2020

#### Course Information

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**Instructor: Fiona Yanling GUAN**

Office: PHBS Building, Room 735

Phone: 86-755-2603- 3405

Email: ylguan@phbs.pku.edu.cn

Office Hour: Monday 13:30-14:30; Wednesday 15:30-17:30; Thursday 13:30-14:30

**Teaching Assistant:**

Phone:

Email:

**Classes:**

Lectures: Monday and Thursday, 10:30-12:20

Venue: PHBS Building, Room 425

**Course Website:**

All course materials will be posted on the CMS platform (except for copyright reasons). For a greener campus, hard copy of the course materials will not be distributed in the class.

## 1. Course Description

### 1.1 Context

Ethical issues in business represent one part of the moral territory we must navigate in all of our daily activities. The overarching goal of this course is to prepare future managers for confronting the truly difficult situations that arise when deploying economic resources, altering the physical environment, and making decisions that affect the life of investors, employees, community members, and other stakeholders.

### 1.2 Textbooks and Reading Materials

Textbook: Business Ethics. 9<sup>th</sup> Edition, 2017, by William H. Shaw. Cengage Learning.

## 2. Learning Outcomes

### 2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	YES
	1.2. Students are able to professionally present their ideas and also logically explain and defend their	YES

	argument.	
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	YES
	2.2. Students will be able to apply leadership theories and related skills.	YES
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyse business problems and identify the ethical aspects, provide a solution and defend it.	YES
	3.2. Our students will practice ethics in the duration of the program.	YES
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	YES
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	YES
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	YES
	5.3. Our students will demonstrate competency in critical thinking.	YES

## 2.2 Course specific objectives

On completion of this course, you are expected to be able to:

- i) have a broad understanding of ethics and the institutional background;
- ii) explain corporate ethical responsibilities to its diversified stakeholders;
- iii) have a good understanding of the potential consequences of business actions;
- iv) enhance the abilities in making ethical decisions;
- v) understand the difficulty in how we weigh the competing interests and values confronting us in an ethical dilemma.

## 2.3 Assessment/Grading Details

The assessment is based on class participation, case quizzes, case presentation, and final exam. The weights of the various components in determining the final grade are:

Class Participation	10%
Case Quizzes	35%
Case Presentation	20%
<u>Final Exam</u>	<u>35%</u>
Total	100%

### Class Participation (10%)

Class attendance, which will be recorded, accounts for 5% of your final grade. You are strongly encouraged to participate in in-class discussions and in particular the Q&A sessions of presentations. Each student will be evaluated on the quality and quantity of his/her participation by the instructor individually for another 5% of your final grade.

### Case Quizzes (35%)

Students are required to read in advance all the cases materials distributed in the class. Quizzes will be given in the class to evaluate students' understanding of the case materials. All the quizzes contain only multiple-choice questions. Quizzes will be evaluated on an individual basis and this accounts for a total of 35% of your final grade.

### Case Presentation (20%)

Each student will be assigned into groups of approximately equal size to work on a business ethics case (voluntary formation of the groups is encouraged).

- Each group gives a (*maximum*) 15-minutes presentation;
- All group members are required to participate in the presentation;
- Presentation, which *accounts for 10% of your final grade*, is evaluated on a group basis by the instructor;
- The rubrics for assessing presentations are provided in Appendix A.
- Each group will also be evaluated for *the question-handling during the Q&A session, which accounts for 10% of your final grade*.

### Final Exam (35%)

***The final exam is closed-book and comprehensive.*** No make-up exam will be given except for medical or other emergency reasons supported by proper documents.

## ***2.4 Academic Honesty and Plagiarism***

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honours, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

### 3. Teaching Schedule

	Coverage	Details of Coverage
Topic #1	An Overview of Ethics and Institutional Background	<ul style="list-style-type: none"><li>• Ethics, law, professional codes of ethics</li><li>• Institutional and regulation background</li></ul>
Topic #2	Corporate Ethical Responsibilities to its Investors	<ul style="list-style-type: none"><li>• Conflict of interest</li><li>• Financial reporting and disclosure</li></ul>
Topic #3	Corporate Ethical Responsibilities to Consumers	<ul style="list-style-type: none"><li>• Product safety</li><li>• Product pricing</li><li>• Product labeling and packaging</li><li>• Deceptive advertising</li></ul>
Topic #4	Corporate Ethical Responsibilities to Employees	<ul style="list-style-type: none"><li>• Interest conflict</li><li>• Employee safety and health</li><li>• Employee hiring and promotion</li><li>• Gender and racial discrimination</li></ul>
Topic #5	Ethical Responsibilities as an Employee	<ul style="list-style-type: none"><li>• Obligations to a firm</li><li>• Bribes and kickbacks</li><li>• Gifts and entertainment</li><li>• Whistle-blowing</li></ul>
Topic #6	Corporate Ethical Responsibilities to the other stakeholders	<ul style="list-style-type: none"><li>• Ethical responsibilities to our environment</li><li>• Ethical responsibilities to the suppliers</li><li>• Ethical responsibilities to the competitors</li><li>• Ethical responsibilities to the government</li></ul>

## Appendix A: Rubrics for Assessing Presentation

Date \_\_\_\_\_ Presenting Group \_\_\_\_\_

Total Presentation Time: \_\_\_\_\_ Minutes

<b>Content</b> <b>(3)</b>	<b>Qualitatively comprehensive:</b> Mastering of knowledge; Evidence provided for arguments; Avoids simplistic description or summary of information; Ideas flow logically; Free of reasoning fallacies; Creates appropriate college level, academic tone.	
	<b>Quantitatively correct:</b> Correctly answer assignment questions; Raise feasible business solutions.	
<b>Delivery</b> <b>(4)</b>	<b>Vocal delivery:</b> <ul style="list-style-type: none"> <li>■ Dynamic and active tone and appropriate pitch?</li> <li>■ Enunciation?</li> <li>■ “I think” vs. “Our analysis shows”?</li> <li>■ Meaningless utterance, e.g., “Uhs”, “you know”?</li> <li>■ Appropriate speed?</li> </ul> <b>Build connections:</b> <ul style="list-style-type: none"> <li>■ Natural gestures?</li> <li>■ Appropriate eye contact?</li> </ul> <b>Appropriate use of visual aids.</b>	
<b>Organization</b> <b>(3)</b>	<b>Structure:</b> Overall organization; Introduction/attention-getter; Central idea; The use of internal summery, forecast, or signpost; Conclusion.	
	<b>Integration:</b> Rigorously organized and logically integrated as a final product of teamwork; No evidence that team members simply put together the different pieces of individual work.	
<b>Handling Questions</b> <b>(10)</b>	Are questions well handled?	

Any other comments:

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