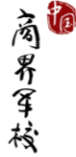




PHBS

北京大学汇丰商学院



GEN602

Business Ethics Section 2

First Module, 2020-2021

Course Information

Instructor: Soojin Roh

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Office Hours: Wednesday 2:00 p.m. - 4:00 p.m.; Thursday 9:00 a.m. - 10:00 a.m.; or by appointment

Teaching Assistant: TBD

Email: @pku.edu.cn

Classes:

Lectures: **Thursdays**; 10:30 a.m. - 12:20 p.m.

Venue: Online first; Classroom TBD

Course Website: GEN602 in Course Management System (CMS)

1. Course Description

1.1 Context

Course overview:

The overarching goal of this course is to prepare future global leaders for confronting the 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.

We will have the opportunity to think about and discuss various unconscious biases inconsistent with conscious thoughts and ideals, which will help us understand the disparity between what we, as an ethical human being, think we would do and the reality that is not always ideal (i.e., unethical decision and its consequences). We will also read local cases of ethical dilemmas and problems decision makers have struggled with and recent efforts made to resolve them.

1.2 Reference Books and Reading Materials

Reference Book:

1. Bazerman, M. H., and Tenbrunsel, A. E. 2011. *Blind Spots: Why We Fail to Do What's Right and What to Do about It?* Princeton University Press. (Hereinafter **B&T**).
(Accessible at: <https://www.jstor.org/stable/j.ctt7t89s>)

Additional Readings:

2. Shaw, W. H. 2017. (9th Ed.). *Business Ethics*. Cengage Learning. (Hereinafter **S**).
3. Copies of Harvard Business Review cases will be provided by the instructor (Hereinafter

HBR)

2. Learning Outcomes

2.1 Intended Learning Objectives / Outcomes

Learning Goals	Objectives/Outcomes	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	0
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	0
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.	0
	2.2. Students will be able to apply leadership theories and related skills.	0
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	0
	3.2. Our students will practice ethics in the duration of the program.	0
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	0
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.	0
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	0
	5.3. Our students will demonstrate competency in critical thinking.	0

2.2 Assessment/Grading Details

Assessment task	Weighting
Class Participation	25%
In-Class Quiz (or One-pager if online) * 8	40%
Group Case Exam	35%

Class participation grades reflect my judgment of your contribution to the learning environment. The grades take into account (1) the *frequency* of your responses in class, (2) their *quality* (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (3) the *professionalism* of your conduct (i.e., attendance, punctuality, preparedness, and respect to your colleagues and their contributions). In addition, every student will be assigned a *number* in class. I will randomly choose students to answer my questions based on the assigned numbers. That is, you will have to answer my questions in class if your number is drawn. Your responses will be evaluated to form class participation grades. A lottery box will be employed to pick up one student to answer my question each time. The details of how the lottery works will be described in class. If necessary, the instructor may utilize a forum on CMS to have an online discussion. The participation constitutes 25% of total grades.

While we are meeting virtually, you will be required to submit a **one-pager** (i.e., one-page summary of the weekly reading) every week to substitute the quiz. It does **NOT** have to be an essay – you can make 5-7 bullet points (one or two sentences per bullet point) of key findings/takeaways from the reading. Additionally, it is *highly recommended* for you to include an example and briefly explain how it is relevant to the class topic - the instructor may use it to facilitate in-class discussion. You will need to upload your one-pager at least 24 hours before class starts on class CMS under "assignment." **NO LATE PAPER ACCEPTED.**

While we are meeting in classroom, each week we will have **in-class quizzes** (i.e., no need to submit your one-pager if we meet in classroom). There is **NO** make-up for in-class quizzes, and thus you have to be in the classroom every week on time. The quiz will start in the first 10 minutes of the first session in each class. The quiz will cover your reading material (e.g., **B&T**).

Each quiz (or one-pager) constitutes 5% of your total grade. I will automatically exclude your *worst* quiz (or one-pager) at the end of the class, and multiply your *best* quiz (or one-pager) by two. Put differently, you will still receive 40% (i.e., **(8-worst +best) x5%**) of total grade. The grades will be individual-basis. I will elaborate what it means in class.

Group case exam grades are my evaluation of your final case report as groups, accounting for 35% of total grades. You will be assigned into groups before the final exam week, and as a group work, you and your teammates will discuss a case involving *an ethical issue* in a business setting. As a result, your team will write and submit a group case report at the final exam date. The group case report should be within 4 pages and should elaborate your analysis, decision, and action to deal with the ethical issue in the case. Your grades are based on how well you are able to apply what you have learned in class to tackle the ethical issue. Each team will need to submit both electronic and hard copy of your team's case report within 4 pages (single-spaced, font size 12, 1-inch margin). More details will be provided before the exam.

2.3 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, honors, 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. Topics, Teaching and Assessment Schedule

3.1 Content of Class Sessions

Week	Date	Topics	Weekly In-Class Quiz (or one-pager): B&T & S	Reference Book: S & HBR
1	Sept. 10	<i>Intro to Biz Ethics; What It Is And Why It Matters</i>	B&T Ch.1	
2	Sept. 17	<i>Bounded Ethicality & Limited Liability</i>	Quiz 1: B&T Ch.2 & the first session	HBR: Growing a Global Forest: Ant Financial, Alipay, and the Ant Forest (2019)
3	Sept. 24	<i>When We Act against Our Own Ethical Values</i>	Quiz 2: B&T Ch.3	HBR: Birkenshire Corporation: The Pink Towels (2017)
4	Oct. 14 (WEDNESDAY)	<i>You Aren't as Ethical as You Think You Are</i>	Quiz 3: B&T Ch.4	HBR: Manfold Toy Company: Corporate Governance and Ethics for Directors and Professionals (2008)
5	Oct. 15	<i>When We Ignore Unethical Behavior</i>	Quiz 4: B&T Ch.5	HBR: Carlos Ghosn: Hero or Villain? (2019)
6	Oct. 22	<i>Cultures and Consumers</i>	Quiz 5: S Ch. 6 & 10	HBR: Culture Clash in the Boardroom (2011) HBR: Lenhage AG: Ethical Dilemma (2014)
7	Oct. 29	<i>False Hope in the "Ethical Organization"?</i>	Quiz 6: B&T Ch. 6	HBR: Kitchen Best: Ethics When Doing Cross-Boundary Business in Southern China

				(2011)
8	Nov. 5	<i>Narrowing the Gap: Interventions for Improving Ethical Behavior</i>	Quiz 7: B&T Ch.8	HBR: Trouble at Tessei (2015)
9	Nov. 12	<i>CSR vs. CSV; Final Exam Review</i>	Quiz 8: HBR: Creating Shared Value at the Mills: A Billion Dollar Experiment in Corporate Social Entrepreneurship (2019) HBR: China Yintai: Developing Shared Value in China (2015)	
Exam	TBD	<i>Final Exam:</i> <i>Group Case Report</i>	Final Exam is on TBD	

*The instructor reserves a right to change the course plan.