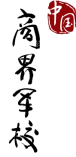




PHBS

北京大学汇丰商学院



GEN602

Business Ethics Session 7 Fourth Module, 2020-2021

Course Information

Instructor: Soojin Roh, Ph.D.

Office: PHBS Building, Room **661**

Email: sroh@phbs.pku.edu.cn

Office Hour: Monday 8:00am – 10:00am; Wednesday 1:00pm-3:00pm; or by appointment

Teaching Assistant: TBD

Office: PHBS Building, Room **213/214**

Email:

Office Hours: TBD

Classes:

Lectures: **Mondays**; 10:30am-12:20pm

Venue: PHBS Building, Room **TBD**

Course Website: GEN602 in Course Management System (CMS)

<https://cms.phbs.pku.edu.cn/>

1. Course Description

1.1 Context

Course overview:

In GEN 602 Business Ethics, we will have the opportunity to think about and discuss various unconscious biases inconsistent with conscious thoughts and ideals. In specific, we will explore issues of **behavioral ethics**, helping us understand the disparity between **what we think we would do**—decisions and behavior usually with higher ethical standard—and **what we actually do**—not so ethical decisions and behavior—when we face the ethical dilemma. Equipped with knowledge of behavioral ethics, you will then learn how to adopt tools inducing ethical decisions and your employees. In sum, the purpose of the course is **not** to tell you what ethical things you should do, but to help you close the gap between our own ethical standards and our not so ethical decisions and behavior.

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 (Optional):

2. Shaw, W. H. 2017. (9th Ed.). *Business Ethics*. Cengage Learning. (Hereinafter **S**).
3. Copies of Harvard and other cases will be provided (Hereinafter **Cases**)

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. | |
| | 1.2. Students are able to professionally present their ideas and also logically explain and defend their argument. | O |
| 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. | O |
| | 2.2. Students will be able to apply leadership theories and related skills. | |
| 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. | O |
| | 3.2. Our students will practice ethics in the duration of the program. | O |
| 4. Our graduates will have a global perspective. | 4.1. Students will have an international exposure. | O |
| 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. | |
| | 5.2. Our students will be prepared to face problems in various business settings and find solutions. | O |
| | 5.3. Our students will demonstrate competency in critical thinking. | O |

2.2 Assessment/Grading Details

| Assessment task | Weighting |
|--|-----------|
| Class Participation | 25% |
| 4 * In-Class Quiz (or One-pager reports if online) | 20% |
| Group Case Presentation | 20% |
| 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 and quality* of your responses in class (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (2) your abilities to *listen to*, to *understand*, and to *engage in* the discussion in class. To assess these two points, I will assign each student a *number* in class. You will have to answer my questions in class if your number is drawn. Your responses as well as your listening abilities 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. The participation constitutes 25% of total grades.

Quiz grades consist of **4** in-class quizzes during the whole module. The quiz will be held starting from Week 2. 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 cover things ranging from your reading material (e.g., **B&T**). Each quiz constitutes 5% of your total grade. I will automatically exclude your *worst* quiz at the end of the class, and multiply your *best* quiz by two. Put differently, you will still receive 20% (i.e., **(4-worst +best) x5%**) of total grade. The grades will be "**individual-basis**."

Group case presentation Each student will be assigned into groups of approximately equal size to work on a business ethics case presentation. A list of business cases to be used for presentation will be provided by the instructor (presentation on an ethics case not on the list is also highly encouraged). Each group gives a (maximum) 15-minutes presentation accounting for 20% of total grades. All group members are required to participate in the presentation.

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 on the final exam date. The group case report should be within **4 pages** (*single-spaced, font size 12, 1-inch margin*) 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. 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 | Day | Topics | Bi-Weekly Quizzes and Reports | Optional Reading: |
|-------------|----------------|-------------|---|-------------------------------|--|
| 1 | May 10 | Mon. | <i>Intro to Biz Ethics; What It Is And Why It Matters</i> | B&T Ch.1 | |
| 2 | May 17 | Mon. | <i>Bounded Ethicality</i> | B&T Ch.1 & 2 | HBR: Growing a Global Forest: Ant Financial, Alipay, and the Ant Forest (2019) |
| 3 | May 24 | Mon. | <i>When We Act against Our Own Ethical Values</i> | Quiz 1: B&T Ch.3 | HBR: Birkenstone Corporation: The Pink Towels (2017) |
| 4 | May 31 | Mon. | <i>You Aren't as Ethical as You Think You Are</i> | Quiz 2: B&T Ch.4 | |
| 5 | June 7 | Mon. | <i>When We Ignore Unethical Behavior</i> | Quiz 3: B&T Ch.5 | |
| 6* | June 16 | Wed. | <i>Moral Choices Facing Employees</i> | S Ch.10 | HBR: Lenhage AG: Ethical Dilemma (2014) |
| 7 | June 21 | Mon. | <i>False Hope in the "Ethical Organization"?</i> | Quiz 4: B&T Ch.6 | |
| 8 | June 28 | Mon. | <i>CSR vs. CSV & Class Review</i> | B&T Ch.8 | HBR: Creating Shared Value at the Mills: A Billion Dollar Experiment in Corporate Social Entrepreneurship (2019) |
| 9 | July 5 | Mon. | Group Presentation | | |
| Exam | July 11 | Sun. | Final Exam: <i>Group Case Report</i> | 7pm – 9pm, Room TBD | |

*The content of class sessions is subject to change as the instructor finds necessary.