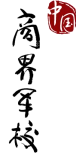




PHBS

北京大学汇丰商学院



GEN502

Business Ethics

Fourth Module, 2025-2026

Course Information

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Class Info:

Lectures: **Session 7 (Mondays; 1:30pm-3:20pm);**
Session 8 (Tuesdays; 1:30pm-3:20pm).

Venue: PHBS Building, Room

Office Hour: **Wednesdays; 2:00pm-4:00pm** or by appointment

1. Course Description

1.1 Context

Course overview:

In GEN 502 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**).
2. Badaracco, J. L. 1997. *Defining Moments: When Managers Must Choose Between Right and Right*. Harvard Business Review Press. (Hereinafter **Badaracco**)

Additional Readings (Optional):

3. Articles and cases necessary for the class will be provided.

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	30%
In-Class Quiz	30%
Group Case Report	15%
Group Case Exam	25%

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 **30%** of total grades.

In-class quiz grades consist of **3** in-class quizzes during the whole module. The quiz will be held starting from Week 2. The quiz will start in the *last 10-15 minutes* of the class in that week. The quiz will cover things ranging from your reading material (e.g., **B&T or Badaracco**) and the course materials we talk about in the same week. Each quiz constitutes **10%** of your total grade. The grades will be "**individual-basis**."

Mid-term case report grades are my evaluation of **your team's** case analysis at **Session 6**. It accounts for **15%** of your total grade. The case analysis will be due before the class of session 6, where we will discuss the case material. You will be assigned into groups in the beginning of the class, and as a group work, you and your teammates will discuss a Harvard case: **RU486**. Moreover, your team will write and submit a group case report. The group case report should be within **4 pages**. You will use this as an exercise for your final case exam.

Group case exam grades are my evaluation of your final case report as groups, accounting for **25%** of total grade. 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 dilemma* 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 dilemma. 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	Quizzes and Readings	Case Materials
1	May 9* (S7) May 6* (S8)	<i>What Is and Is Not Business Ethics?</i>		Can you teach businessmen to be ethical?
2	May 11 (S7) May 12 (S8)	<i>Bounded Ethicality</i>	Quiz 1; B&T, Ch.1-2	
3	May 18 (S7) May 19 (S8)	<i>When We Act against Our Own Ethical Values</i>	B&T, Ch.3-4	
4	May 25 (S7) May 26 (S8)	<i>Unintended Effects of Reward and Punishment</i>	Quiz 2; B&T, Ch.5-6	Investing in ESG Pays Off (2022)
5	Jun. 1 (S7) Jun. 2 (S8)	Dirty Hands	Badaracco, Ch.1 & Ch.2	
6	Jun. 8 (S7) Jun. 9 (S8)	Ethical Dilemma	Badaracco, Ch.3 & Ch.4	*RU486 Badaracco (1991) *Group Report
7	Jun. 15 (S7) Jun. 16 (S8)	Defining Moments	Badaracco, Ch.5 & Ch.6	
8	Jun. 22 (S7) Jun. 23 (S8)	Leadership: Virtu and Virtue	Quiz 3; Badaracco, Ch.7 & Ch.8	Decisions of a leader by Rosenzweig
9	Jun. 29 (S7) Jun. 30 (S8)	Role Conflict and Ethical Dilemma	Exercise: Different Roles You Play in Life	
Exam	Jul. 4	Final Exam: <i>Group Case Exam</i>	TBD	

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

Detailed Contents

Session 1. What Is and Is **NOT** Business Ethics?

Simon Sinek on the purpose of business: Money is Fuel

Session 2. *Issues of Bounded Ethicality*

Before-Class Reading: **B&T**, Ch.1 & Ch.2

Quiz 1 will be held in class.

Session 3. When We Act against Our Own Ethical Values

Before-Class Reading: **B&T**, Ch.3 & Ch.4

Case: Birkenshire Corporation: The Pink Towels (2017)

Session 4. When We Ignore (Others') Unethical Behavior

Before-Class Reading: **B&T**, Ch.5 & Ch. 6

Quiz 2 will be held in class.

Session 5. Dirty Hands

Before-Class Reading: **Badaracco**, Ch.1 & Ch.2

Session 6. Ethical Dilemma: Choosing Between Right and Right (**Harvard Case Discussion**)

Before-Class Reading: **RU486** (1991); **Badaracco**, Ch.3 & Ch.4

Group Report is due

Session 7. Defining Moments

Before-Class Reading: **Badaracco**, Ch.5 & Ch.6

Session 8. Leadership: Virtu and Virtue

Before-Class Reading: **Badaracco**, Ch.7 & Ch.8

Quiz 3 will be held in class.

Session 9. Roles You Play in Your Career and Life **Class Exercise**

Group Case Exam

Final exam will be held on Jul. 4th (Sat.), 7pm-9pm. Each team will need to submit an electronic copy of your team's case report within 4 pages.