



# GEN502 *Business Ethics* Third Module, 2020-2021

## Course Information

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**Instructor: Young Joon Park**

Office: PHBS Building, Room **760**

Phone: 86-755-2603-2019

Email: [yjpark@phbs.pku.edu.cn](mailto:yjpark@phbs.pku.edu.cn)

Office Hour: Wed. 2:00pm-4:00pm, or by appointment

**Teaching Assistant: Samuel Yazo**

Email: [s.yazo@pku.edu.cn](mailto:s.yazo@pku.edu.cn)

**Classes:**

Lectures: Tuesday (session 5) 3:30pm-5:20pm and Thursday (session 4); 3:30pm-5:20pm

Venue: PHBS Building, Room 335

**Course Website: GEN502 in Course Management System (CMS)**

<https://cms.phbs.pku.edu.cn/claroline/course/index.php?cid=GEN002>

## 1. Course Description

### 1.1 Context

**Course overview:**

In GEN 502 Business Ethics, we will have the opportunity to think and discuss about various issues related to ethical decision making in business context. We will discuss 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. If time permits, we will also discuss issues related to how a leader can run an ethical business.

### 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. Hartman L. P., DesJardins J. & MacDonald C. 2014. (3<sup>rd</sup> Ed.). *Business Ethics*. McGraw

Hill. (Hereinafter **HDM**).

3. Copies of Harvard and other cases will be provided (Hereinafter **Cases**)

## **2. Learning Outcomes**

### **2.1 Intended Learning Objectives / Outcomes**

<b>Learning Goals</b>	<b>Objectives/Outcomes</b>	<b>Assessment</b>
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**

<b>Assessment task</b>	<b>Weighting</b>
Class Participation	25%
Bi-Weekly In-Class Quiz (or One-pager reports if on-line)	20%
Bi-Weekly Reports	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.

Note: All students (including students taking the course online) are expected to take the course in real time and the class participation will be assessed the same way for all students. The only exception will be given to those who have time-zone differences (those in Americas). Please contact me if you cannot take the course in real time. I will assign alternative tasks to replace class participation grades.

**Bi-weekly 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 start in the first 10 minutes of the second session in each class. The quiz will cover things ranging from your reading material (e.g., **B&T**) and the course materials we talk about in the first session of that week.

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**."

Note: For those students who are taking the course online, the bi-weekly quiz will be replaced by a one-pager report. The topic of each report will be provided in the previous lecture.

**Bi-weekly report** grades are composed of **4** bi-weekly reports summarizing the materials we mentioned for the past two weeks. I will automatically exclude your worst report at the end of the class, and multiply your best report by two. Put differently, you will still receive 20% (i.e., **(4-worst +best)** x5%) of total grade. The reports should be in 3 pages and the grades will be "**team-basis**."

**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** (*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 (Tentative)

Week	Topics	Bi-Weekly <b>Quizzes</b> and <b>Reports</b>	<b>Cases to be discussed</b>
1	<i>What Is Business Ethics?</i>		
2	<i>Issues of Business Ethics Bounded Ethicality</i>	<b>Quiz 1:</b> HDM Ch. 3 B&T Ch.1 & the first session	Growing a Global Forest: Ant Financial, Alipay, and the Ant Forest (2019)
3	<i>When We Act against Our Own Ethical Values</i>	<b>Report 1:</b> B&T Ch.2-3	Birkenshire Corporation: The Pink Towels (2017)
4	<i>You Aren't as Ethical as You Think You Are</i>	<b>Quiz 2:</b> B&T Ch.4	Managing product safety: The Ford Pinto Case (1983)
5	<i>When We Ignore Unethical Behavior</i>	<b>Report 2:</b> B&T Ch.5	
6	<i>Ethical Dilemmas</i>	<b>Quiz 3:</b>	Lenhage AG: Ethical Dilemma (2014)
7	<i>False Hope in the "Ethical Organization"?</i>	<b>Report 3:</b> B&T Ch.6	
8	<i>Narrowing the Gap: Interventions for Improving Ethical Behavior</i>	<b>Quiz 4:</b> B&T Ch.8	China Yintai: Developing Shared Value in China (2015)
9	<i>CSR vs. CSV</i>	<b>Report 4</b> HDM Ch.5	
<b>Exam</b>	<b><i>Final Exam:</i></b> <i>Group Case Report</i>	<b>TBD</b>	

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

#### **Group Case Exam** (May 8<sup>th</sup>)

Final exam will be held on May 8<sup>th</sup>. I will assign you into teams and each team will need to submit an electronic copy of your team's case report within 4 pages.