

Culture and Ethics in Business
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Office #C406

Class: Tuesday and Friday 8:30-10:20, 10:30-12:20, and 3:30-5:20
Office Hours: Tuesday 2-3
SUBJECT TO REVISION

Course Objectives:

1. No one here end up in the newspaper for scandalous behavior.
2. Provide you the tools, skills, and back ground to become the ethical and moral leaders of China and the world.
3. Improve critical thinking and creative problem solving skills to be able to analyze ethical and cultural dilemmas in the work place and arrive at well reasoned solutions to problems faced in the work place.

Expectations of the Student:

1. Come to class COMPLETELY prepared. This means having completed and studied all readings, being prepared to discuss the readings, ask questions, of presenters, and answer questions when called upon.
2. All work must be turned in on time. Any assignments turned in late will receive an automatic zero. There will be no extensions granted. If you know you will be absent then arrange to turn the assignment in early.
3. Students must be able to critically analyze and present independent thought about the material covered in class. Simply regurgitating the material will not earn the student a good grade.
4. The student MUST perform their own work. Any student caught cheating, plagiarizing, or using others work will receive a failing grade for the course automatically. No exceptions.

Class Readings:

You are expected to have completed the reading, prepared questions, and be ready to engage in discussion about the material before attending class.

Each class will consist of foundational readings and two case studies. The foundational studies will consist of readings about the ethical or cultural issues we will be focusing on in a given class session. These may consist of readings such as philosophy or studies in psychology that will help us better understand the ethical and cultural dilemmas you will face as managers and leaders.

Finally, in each class session, we will study two case studies that will place the student in a real life situation that illustrates some of the ethical or cultural dilemmas they will face

and the theme of the week. The student is expected to have read **AND** reviewed the case study prior to class in order to be able to critically analyze the problems.

The student must be able to analyze the text and decide based upon the given information such questions as: which facts are more important, what additional information might be helpful in making a decision, how might I act differently, why would my actions be differently, does culture play a role in the decision made?

Merely being able to restate the facts will not give the student a good grade!!

Class Presentations:

Every class will have a group presentations. **Each group should have approximately 4 students which will be required to give a presentation. The presentation will count for 15% of your final grade.**

The presentation must present a critical analysis of the text and not simply restate what was written. Everyone is coming to class having read the text, the student giving the presentation must be able to provide additional information or analysis in their presentation. Poor presentations will simply restate what the text states without providing critical analysis.

Case studies should be presented as if the presenter were making a presentation to a board of directors or management team faced with a decision. The presented may state the key facts and cover the generalities of the case, as they would with a business decision, but the presenter should not spend excessive time on the details. The presenter should assume that everyone has already completed the readings and knows the facts of the case.

The presenter should doing things such as recommending a course of action, how a situation could have been handled better and why, what would be recommendations to avoid future problems, or discussing the ethical or cultural dilemmas at hand.

Students are encouraged to use computer resources such as PowerPoint, hand outs, or other materials in making their presentations.

Writing Assignments:

Students will have 2 writing assignments of 2-5 pages each over the course of the class which will require them to critically analyze a case study or ethical dilemma.

The student must analyze the case study or situation provided by the professor and critically analyze the fundamental problem, strengths and weaknesses, and recommend a course of action and defend the recommendation made. In preparing the writing

assignment, the student should assume that the reader has already read the case study and not waste time covering the facts.

Students are encouraged to think like managers and act as if they have been given an assignment and must make a recommendation about how to handle a specific situation and defend their choice to the board of directors.

Students must present a hard copy of the written assignment at the **beginning** of class. Students must also upload an electronic copy to the class website before the **beginning** of class.

Written assignments will not given to the students no more than 1 class session prior to the due date and as little as one day before being due.

Written assignments will comprise a total of 60% of the final grade.

Class Participation:

Class participation will count for 15% of your final grade. Class participation is very important and you are expected to arrive at class prepared to work through the foundational readings and case studies presented.

You are required to prepare three questions for each class session. You should be prepared to ask these questions in class so we can work through the ethical questions and so you gain a better understanding of the material being presented. You should prepare the questions though you may decide not to ask questions, though participation is strongly encouraged. I will not make a habit of collecting questions and grading them. However, if I do not feel that students are coming to class prepared, ready to ask questions, and discuss the material I will collect and grade questions.

When discussing the foundational literature, students should attempt to make sure the readings and the strengths and weaknesses of each. Students are encouraged to ask the presenters about contradictions, strengths or weaknesses of the readings, how it relates to other readings, or why one was better than another for instance.

When discussing the case studies, students are encouraged to think as if they are in a business meeting and a colleague is making presentation about a problem he/she has in their division or unit. Students must be prepared to ask question about facts that would help them make an informed decision about how to act or make recommendations about a course of action. Just as in a business meeting, students should question the presenter to make sure they have considered all the facts and are making the best decision possible.

Midterm and Final:

The midterm and the final will each cover one half of the class and focus on ethical questions taken from the reading. To succeed on the exams, the student will need to have completed all readings.

Written assignments will account for 60% of the final grade.

Grading:

Writing Assignment #1:	20%
Presentation:	15%
Midterm Paper:	20%
Final Paper:	20%
Class Participation:	15%

Class Structure:

The first 20-30 minutes will consist of a general lecture about the theme of the class session and covering any basic information. During the first part of class, I will answer any basic questions about the reading assignment, broad themes, and language questions. In depth questions about the case studies and foundational readings should be saved for the presenters.

Next we will have a student presentation of approximately 10-20 minutes about the a case study for the week with approximately 10-15 minutes of questions and discussion on the readings. The presenter should work to analyze the case study and not simply restate what the reading covers. The presenter should not simply restate the readings and assume that everyone is familiar with the reading.

There will be a second presentation with additional discussion about the specifics of that case. We will then conclude the class with approximately 20-30 minutes of case study discussion to be led by the professor analyzing the common elements of the case studies and answering any final questions.

Class Schedule:

IMPORTANT: Additional class readings will be posted on the website. This class schedule should not be considered final and the student will be responsible for additional readings, projects, and assignments not listed below.

November 15: Class introduction and What is Ethics in Business?

ASSIGNMENT #1 GIVEN OUT IN CLASS

November 19: Making Ethics Real

Cases: “Bhopal (A): Choosing a Safe Plant Location and Design”, Darden Business School Case Study, Sarah Diersen

“‘AIDS is Not a Business’: A Study in Global Corporate Responsibility – Securing Access to Low-cost HIV Medications”, *Journal of Business Ethics*, William Flanagan and Gail Whiteman

Foundations:

“What Makes Ethics Practical”, Kenneth Winston, Harvard Kennedy School Faculty Research Working Paper Series

“An Economic Approach to Business Ethics: Moral Agency of the Firm and the Enabling and Constraining Effects of Economic Institutions and Interaction in a Market Economy”, *The Journal of Business Ethics*, Sigmund Wagner-Tsukamoto

“Corporate Culture and Organization Effectiveness: Is Asia Different from the Rest of the World?”, *Organizational Dynamics*, Daniel Denison, Stephanie Haaland, and Paulo Goelzer

November 22: The Philosophy of Ethics

WRITING ASSIGNMENT #1 DUE AT THE BEGINNING OF CLASS

Cases: “Bhopal (B): Recipe for a Toxic Mist”, Darden Business School Case Study, Sarah Diersen

“Merck and Vioxx: An Examination of an Ethical Decision Making Model”, *Journal of Business Ethics*, Erin Cavusgil

Foundations:

“What Can Eastern Philosophy Teach Us About Business Ethics?”, *Journal of Business Ethics*, Daryl Koehn

“A Comparison of Five Business Philosophies”, *Journal of Business Ethics*, Paul Miesing and John Preble

November 26: The Theology of Ethics

Cases: “The Equate Project: An Introduction to Islamic Project Finance”, *Journal of Project Finance*, Benjamin Esty

“Managing Diversity in the Netherlands: A Case Study of Rabobank”, *International Journal of Human Resource Management*, David Subeliani and George Tsogas

Foundations:

“Biblical Foundation of Business Ethics”, *Journal of Markets and Morality*, Hershey Friedman

“Islamic Ethics and the Implications for Business”, *Journal of Business Ethics*, Gillian Rice

November 29:

Cultural Ethics Part I

Cases:

“Cross Cultural Project Management for International Construction in China”, *International Journal of Project Management*, Low Sui Pheng and Christopher Leong

“Cultural Variance as a Challenge to Global Public Relations: A Case Study of the Coca-Cola Scare”, *Public Relations Review*, Maureen Taylor

“Retail Multinational Learning: A Case Study of Tesco”, *International Journal of Retail and Distribution Management*, Mark Palmer

Foundations:

“Toward a Model of Cross Cultural Business Ethics: The Impact of Individualism and Collectivism on the Ethical Decision Making Process”, *Journal of Business Ethics*, Bryan Husted and David Allen

“Gift Giving, Bribery, and Corruption: Ethical Management of Business Relationships in China”, *Journal of Business Ethics*, P. Steidlmeier

“Cultural and Organization Antecedents of Guanxi: The Chinese Cases”, *Journal of Business Ethics*, Liang Hung Lin

December 3:

Cultural Ethics III

Cases:

“Chapter 7: An Ethnic Theory of Plane Crashes” from *Blink* by Malcolm Gladwell

Foundations: “Ethical Climate and Managerial Success in China”, *The Journal of Business Ethics*, by Satish Deshpande, Jacob Joseph, and Xiaonan Shu

“The Challenge of Developing a Business Ethics in China”, *Journal of Business Ethics*, Po Keung Ip

“Does Culture Affect Behavior and Performance of firms? The Case of Joint Ventures in China”, *Journal of International Business Studies*, Ji Li, Kevin Lam, and Gongming Qian

December 6: What is the Responsibility of a Corporation

Cases: “The Promise and Perils of Globalization: The Case of Nike”, *MIT Working Paper*, Richard Locke

“The Pragmatic and Ethical Barriers to Corporate Social Responsibility Disclosure: The Nike Case”, *Journal of Business Ethics*, Kristen Bell DeTienne and Lee Lewis

Foundations: “The Social Responsibility of Business is to Increase Profits”, Milton Friedman

“A Critique of Milton Friedman’s Essay ‘The Social Responsibility of Business is to Increase its Profits’”, *Journal of Business Ethics*, Thomas Mulligan

“The Case For and Against Business Assumption of Social Responsibilities”, *The Academy of Management Journal*, Keith Davis

December 10: Finance, Investment and Ethics

Cases: “Ethical Decision Making: Finance Professional Need More Than Good Intentions”, *Financial Analysts Journal*, Robert Prentice

“Institutional Challenges for the Global China –Sustainable Foreign Direct Investment and Labour Rights Amongst Supply Chains in China”, Working Paper, Serena Lillywhite

Foundations: “Being Virtuous and Prosperous: SRI’s Conflicting Goals”, *Journal of Business Ethics*, Benjamin Richardson and Wes Cragg

“Financial Markets: A Tool for Social Responsibility?”, *Journal of Business Ethics*, Matthew Haigh and James Hazelton

“The Ethics of Insider Trading Revisited”, *Journal of Business Ethics*, Peter Jan Engelen and Luc Van Liedekerke

December 13: Management and Ethics in the Workplace

Cases: “Corporate Communication, Ethics, and Operational Identity: A Case Study of Benetton”, *Business Ethics: A European Review* forthcoming, Janet Borgerson, Jonathan Schroder, Martin Escudero Magnusson, and Frank Magnusson

“Impacts of Corporate Code of Conduct on Labor Standards: A Case Study of Reebok’s Athletic Footwear Supplier Factory in China”, *Journal of Business Ethics*, Xiaomin Yu

Foundation: “The Discipline of Building Character”, *Harvard Business Review*, Joseph Badaracco

“Leadership, Ethics, and Responsibility to the Other”, *Journal of Business Ethics*, David Knights and Majella O’Leary

January 7: Leadership and Ethics

Cases: “Tone at the Top: An Ethics Code for Directors?”, *Journal of Business Ethics*, Mark Schwartz, Thomas Dunfree, and Michael Kline

“When Values Backfire: Leadership, Attribution, and Disenchantment in a Values Driven Organization”, *The Leadership Quarterly*, Sandra Cha and Amy Edmondson