

“教师共读一本书”项目征集领读者（第一期）

管理学科如何开展课程思政？——伦理教学与课程思政的碰撞

北京大学信息化教学能力提升虚拟教研室是教育部首批试点建设项目，现计划在其中成立**学科思政研究教研室**，建立教学研究者与一线优秀教师共同研究的平台，基于价值教育、伦理教育的相关研究与实践，深入开展课程思政相关理论与实践研究。

学科思政研究教研室计划即日启动“教师共读一本书”项目，通过读书会的形式开展国内外相关教学案例的对比分析，多学科多课程多维度地总结与归纳学科思政的特点与有效教学原则。

“教师共读一本书”项目（第一期）将以一本关于**管理学科**伦理教学的案例集为共读书目（书目包含15章，详细说明请见附件），每章由一位教师领读，2022年4月中下旬将举办历时一天的读书分享会，由各位领读教师进行分享与讨论。**现征集章节领读者15人**，领读者需要阅读14-26页不等的英文版教学案例，基于案例准备领读的内容及PPT（中文），并在读书分享会进行中文分享。领读者需要真实的展示全文内容，并尽可能结合自己的教学经历进行解读。

领读者将会作为学科思政研究教研室的主要成员，后续可以在教研室平台中与教学专家共同就教学设计、教学研究开展持续讨论，获得最直接的支持与帮助。

请感兴趣的老师在4月3日之前完成报名，在申请理由处说明申请领读的章节编号（如第2章）。名额有限，先到先得。

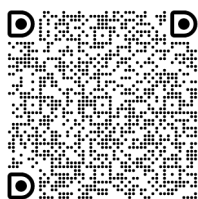
请注意，4月中旬还将陆续启动共读活动：“思政课程的伦理教育”、“价值教育与课程思政”，有兴趣参加的老师也可通过如下方式加入虚拟教研室，申请理由请说明计划参加具体哪期活动。

如有问题，可与冯老师联系，13261049130（微信同）。

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请通过下列方式加入虚拟教研室，在申请理由处说明申请领读的章节编号（如第2章）。

（1）通过“钉钉”扫描下列二维码，或通过链接访问申请。



<https://wx-in-i.dingtalk.com/invite-page/weixin.html?bizSource=source&corpId=ding1fe8153f9b7850c1a39a9>

[0f97fcb1e09&inviteCode=z132g2ZABTaGiSs](https://www.dingtalk.com/inviteCode/z132g2ZABTaGiSs)

(2) 读书会活动与研讨将会通过“虚拟教研室”（钉钉平台支持）开展。

附件：第一期共度书目章节目录

第一章 管理学科的价值观培养：意义与作用（14 Pages）

Chapter 1: Teaching Ethics Across the Management Curriculum

Management graduates need to have personal values and virtues to guide their work and behavior in order to direct the world of business in such a way as to steer clear of causing harm to others and to create value that enables and enriches the common good. They need to be able to build organizations that are ethical and responsible and therefore sustainable. This introductory chapter discusses the need to train future business managers and leaders to apply ethical reasoning in the different business situations in which they find themselves: dealing with issues raised by human resource management, management accounting, operations management, organizational politics, marketing plans, and so forth. It is thus that they will be empowered to act responsibly.

The approaches, facets, and nuances of integrating business ethics vary across the disciplines. The science required is also different. Sometimes the main challenge for faculty who wish to integrate ethics into their teaching is time—time perhaps for redesigning the course, for adequate class preparation, or for actual integration within the session. This book aims to be a helpful tool for these teachers and trainers. Its chapters are written by subject experts in various management disciplines who present the way they embed business ethics in their courses.

第二章：商业政策（策略）课程（22 Pages）

Chapter 2: Teaching Ethics in Business Policy (Strategy) Courses

This chapter makes the case that the business policy (strategy) course is not only an appropriate place to engage students in discussions of strategy issues; it is also one of the best places to do this. The chapter reviewed some of the reasons why some scholars might consider ethics not appropriate for a strategy course. It put forward the case that ethics is appropriate for

the business strategy course. The chapter put forward some of the ways ethics can be approached with business strategy students. Three examples of classroom activities are provided.

第三章：管理伦理学课程（16 Pages）

Chapter 3: Ethical Foundations for Organizational Decision Making at the Operational and Strategic Levels

In this chapter, we discuss the current state of ethics education within the business curriculum and make the case for a more consistent approach to the discipline. Our discussion turns on organizational decision making at both operational and strategic levels to demonstrate that ethical decisions inherently involve interactions between the situations themselves and the personal convictions of the decision maker. We argue that

in order to be successful in these circumstances, an ethical framework guiding organizational decisions needs to be pragmatic, reflective, nimble, and iterative.

The objective of teaching a course in ethics is to equip the student with the ability to recognize and address ethical questions, and to do so with intelligence and sensitivity to a range of personal, social, and professional considerations. As such, we employ a rich practical case study example of a typical organizational decision with multiple ethical dimensions. We utilize five critical steps to directing students through the exercise: awareness of an ethical dilemma, fact-finding, evaluating ethical approaches, pretesting the decision, and reflection on the outcome of the decision. The result is a heightened awareness among students of the many facets of operational and strategic business choices and a framework to guide their future decisions.

第四章：管理学代理原则与机构问题（22 Pages）

Chapter 4: Ethics and Agency Theory in Management

This chapter focuses on agency theory, principal–agent problem, ethical aspects of this relation, and teaching methods of all these concepts in management curriculum. Agency theory is widely discussed in economics and management, and latterly legal, sociological, and political aspects. Agency theory is interested in sharing of power, control, information, money, efficiency, and other important instruments between principals (owners, shareholders, stakeholders, etc.) and the agents (CEOs, managers, board of directors, etc.). The heart of principal–agent theory is the trade-off between the cost of measuring behavior and outcomes and risk sharing of the principal and agent. Business management academic programs need to be designed to emphasize the challenge of ethical problems based on these principal–agent frictions. Experiential learning exercises—lecture, case study, role play, behavioral modeling, and business simulations—can play an important role in teaching ethics focused on the principal–agent problems. However, many ethical problems do not have specific *correct* solutions like some other problems in a number of courses.

The theoretical background of the agency theory is outlined in the first part of the chapter. The discipline is explained shortly and some of the agency problems are explained. Typical ethical issues of theory are discussed by some cases. The chapter is ended with advises about ethics teaching strategies, comparing of developed versus undeveloped countries, and an exercise on agency problem.

第五章：管理会计学相关课程（20 Pages）

Chapter 5: Embedding Ethics and Social Responsibility in Management Accounting Courses

In this chapter, you will learn how management accountants directly or indirectly influence important strategic and operational decisions made by managers. The chapter begins with a description of the management accounting discipline and has detailed descriptions of typical decision-making scenarios, highlighting businesses' positive and negative contributions to society. For example, management accountants may or may not include information about ethics, sustainability, and corporate social responsibility (CSR) when they share financial and nonfinancial performance measurements with managers. This choice has the potential to influence managers' behavior and, thus, how

firms impact stakeholders.

This chapter explains why ethics, sustainability, and CSR data should be provided by management accountants to managers to support decision making and resolve conflicts among many stakeholders. End of chapter materials include four learning activities that you can use to prepare management accountants and managers for their critical roles in organizational decision making.

第六章：经济学相关课程（20 Pages）

Chapter 6: Ethical Dimensions in the Teaching of Economics and the Tradition of Critical Political Economy

The chapter begins with a reflection on how, the macroeconomy being largely part of the business environment rather than something on which businesses can directly act, considerations regarding the role of ethics in respect of the study of economics are of a different nature than those in say human resources management or marketing where direct moral guidance to daily managerial actions can be sought. For the most part therefore the integration of ethical concerns into the teaching of economics to business students cannot be expected to bear the immediate fruits that might be expected in other management disciplines. Nonetheless it will be argued that moral concerns have a place in the teaching of economics. We will explore how under the influence of positivism there has been a complete excision of *any* considerations of ethics from the teaching of mainstream neoclassical economics and we will argue that this is not only philosophically indefensible but has also been highly damaging in practice. An appeal for an approach to teaching economics in full recognition of the normative issues raised by economic policy will be made and examples of how this can be done in practice in the everyday teaching of the subject will be given. It will be suggested not only that this can make the teaching of economics much more interesting and palatable for students but also that such an approach lies in the grand tradition of critical political economy.

第七章 运营管理相关课程（19 Pages）

Chapter 7: Teaching Ethics in Operations Management

In this chapter, we discuss ethical issues that arise in the context of operations management (OM) and how students' awareness of these issues can be heightened. Ethics is largely equated with the pillars of CSR and thus sustainability. We cover three relevant areas of OM decision making: strategy deployment in response to legal frameworks, development of sustainable products, and services and measures to cope with the scarcity of natural resources. We propose an inductive teaching process where examples and case studies serve as primary learning vehicles for students to put themselves in the shoes of business decision makers and to discuss possible ethical conflicts. Conflict resolution can be obtained by referring to an extended version of the categorical imperative that calls for decision makers to assume responsibility for their acts so as to assure the livability of the planet. We complement this approach by noting that it is essential for the teacher to emphasize how individual, seemingly small contributions from the bottom-up can contribute to resolving problems on a much larger scale.

第八章：供应链管理相关课程（20 Pages）

Chapter 8: Teaching Ethics in Supply Chain Management

The current global business environment creates a situation where corruption, high taxes, and intense competition make firms more vulnerable to unethical or illegal practices both within their native country and overseas. This situation is even more pronounced in the field of supply chain management since multiple companies work together to produce a good or service. This chapter addresses the nuances of ethics in supply chain management in a manner that can be presented to students studying in this field.

We begin the chapter by reviewing three disciplines: supply chain management, ethics, and curriculum techniques. We integrate the ideas from each of these disciplines to develop a concept-based ethical decision-making model that allows the student to analyze the most salient components of ethical decision making in a supply chain management environment. We offer two examples and use the decision-making model to illustrate how ethical issues arise in supply chain management and how students can analyze and better understand how to avoid unethical situations. We supplement these examples with recommended teaching strategies, thereby providing advice for teachers on concept integration, and outlining how the country's state of economic development can alter the ethical perspectives of supply chain decision makers.

第九章：管理信息系统（MIS）相关课程（20 Pages）

Chapter 9: Teaching Ethics in Decision Making: Embedding Moral Reasoning in the Management of Information Systems

The ubiquity of information and communications technology (ICT) initiatives like the Internet and mobile networks have triggered ICT-related ethical controversies like data security and privacy. However, the realm of ethical issues is not restricted to Internet and mobile resources, but encompasses the spectrum of information systems (human, organizational, and digital resources) deployed to serve business and society and their management.

The teaching of ethics in the realm of management information systems (MIS) is the focus of this chapter that shares insights into the hidden ethical dilemmas in MIS activities—strategic planning, systems development, management, governance, and application (use). The chapter commences with a cursory introduction of MIS activities and related ethical principles before delving into the moral dilemmas attributed to the deployment of digital resources. The discussion on dilemmas not only highlights the issues hidden in the conceptualization activities but also exposes usability issues including occupational health risks and cybercrime.

For information systems (IS) faculty leading ethical discussions, the chapter provides case-based and self-study approaches that not only deepen student learning and engagement, but also demonstrate moral reasoning and ethical decision analysis by highlighting the intersection between MIS activities and ethical principles.

第十章：市场营销相关课程（12 Pages）

Chapter 10: Embedding Ethical Issues in Marketing Management Classes: An Instructor's Guide

This chapter argues that all marketing decisions have ethical dimensions and thus instructors and students require a deep understanding of ethical issues. It then identifies the lack of development of ethics in marketing as the discipline evolved since its inception in 1937. Afterward, ethical issues associated with understanding the consumer, segmenting the market, managing the channel, setting prices, and marketing communication are discussed with a view of raising these as salient questions for class discussions. Fundamental ethical principles of justice, integrity, and respect for human dignity are also elaborated upon. This chapter elaborates on its position by offering some insights on how marketing instructors can embed ethical considerations in some aspects of their marketing teaching curricula. It does this by providing useful teaching strategies, methods, and perspectives as well as suggested academic materials and frameworks that could aid the process. In particular, personal value journaling was recommended. Finally, it asks business schools to encourage faculty to write or use teaching cases that highlight an ethical dilemma as well as encourage ethical behavior by providing scholarships for students who have demonstrated ethical leadership.

第十一章：消费者行为相关课程（14 Pages）

Chapter 11: Incorporating Ethics in Teaching Consumer Behavior: An Educational Strategy Based on Principles for Responsible Management Education

In the beginning of the new millennium, and as a consequence of unethical corporate scandals, the topic of business ethics became more important for various stakeholders (e.g., government, firms, business scholars, educators, accrediting bodies). For example, in the specific case of educators, Association to Advance Collegiate Schools of Business—International (AACSB) has suggested that teaching ethics should be a priority for business schools. Moreover, employers have made demands upon business schools to elaborate upon the training of their students in ethics and social responsibility, in order to influence good business practices. This situation has modified the teaching experience in business schools and it represents a provocative challenge in terms of strategy and methodology (e.g., EGADE Business School Tecnologico de Monterrey, Mexico). Ethics is not a standalone function—it is embedded in all decision making; and consumer behavior analysis is not the exception. Hence, the purpose of this chapter is to present some alternatives for the faculty in order to teach responsible consumer behavior, through the integration of an ethical perspective following PRME principles.

第十二章：人力资源相关课程（16 Pages）

Chapter 12: Teaching Ethics in Human Resources Management

Due to an increasing pressure on companies to deal with stakeholders in a responsible way and the growing importance of attracting and retaining talent, the discussion about ethics in human resources management (HRM) has gained momentum. The chapter distinguishes two dimensions of HRM: the ethical treatment of employees and the steering of a company's workforce in a way that employees behave in a responsible way toward other stakeholders. For each of the two dimensions, ethical issues as well as moral rights and standards are identified. Also, potential differences in moral expectations and in pressing issues in developing and developed countries are outlined. Based on this, the chapter proposes different teaching strategies for ethics in HRM and

describes which didactic method may be appropriate for which didactic situation.

第十三章：职业生涯管理相关课程（14 Pages）

Chapter 13: Teaching Ethics in Career Management

This chapter focuses on career management and ethics from the point of view of individuals and organizations. An underlying theme is that career management is the joint responsibility of both the career owners, that is, the individuals, and the organizations that employ them. Thus, it is important to consider how to ethically manage careers from both perspectives in order to build sustainable careers and career systems. Drawing from Rossouw's perspectives for ethical study, ethical development and ethical control are discussed in considerable detail as major focus points in the instruction of ethics. Ethical development focuses on developing individuals' character while ethical control focuses on the structures and systems that exist to govern business practices. Also discussed are three main competencies that should be achieved by the students at the end of an ethics course—cognitive, behavioral, and managerial skills. Cognitive skills are concerned with gaining intellectual knowledge and frameworks for ethical decision making while behavioral competencies focus on translating thought to action. The final competency, managerial, helps students develop skills that will enable them to handle situations they face as managers as well as develop ethical career systems in their organizations.

第十四章：商业谈判相关课程（18 Pages）

Chapter 14: Ethics in Negotiation

Deception is a common tactic in all forms of negotiation, business negotiation being no exception. Even the most well-intentioned negotiators routinely and unconsciously commit ethical lapses and tolerate such lapses in others. As a matter of fact, negotiation provides ample opportunities for deception in one form or another. Some would argue that ethical rules do not always apply in business negotiations, and that some measure of deception is therefore “normal” and to be expected. However, the mere fact that deception may be prevalent in business dealings does not justify such behavior from an ethical or moral point of view. The fact that something is “standard practice” or “part of the game” cannot be deemed to justify such behavior.

On the other hand, while we believe that all people—business people included—should behave ethically, we doubt whether merely appealing to others to behave ethically because it is “the right thing to do” will of itself be sufficient to change negotiation behavior, given human nature and the exigencies and realities of the business world in general. The motivation for doing the right thing must go further, we believe. Our approach when teaching ethics and negotiation is to emphasize that negotiation is essentially a process through which we try to satisfy our own interests. We can do so by trying to meet our interests regardless of the other side's (looking for our own gain), or in cooperation with them (looking for mutual gain). Whether one adopts the former or the latter approach to negotiation (our preference is for the latter), in each case it concerns a large degree of self-interest.

For us, focusing on a negotiator's self-interest, and showing how deception affects their reputation as negotiators, the sustainability of the agreement as well as the quality

of the outcome, holds the key to motivating them to behave ethically. However, given that deceit is a reality in business negotiations, negotiators should not be naive. The best policy, we believe, is one of showing that you can be trusted, but not to be overly trusting: “trust, but verify.” Negotiators therefore should arm themselves with some of the “protective skills” referred to later in this chapter.

第十五章：企业权力与政治学相关课程（26 Pages）

Chapter 15: Ethics in Managing Corporate Power and Politics

Teaching about the ethical management of corporate power and politics lies at the interface of politics, ethics, and leadership. While there is a considerable literature on the topic of organizational power and politics, application to in-depth teaching of ethics can be neglected because ethics is taught separately. Ethics concerns principled application of power and politics, subject to personal values and widely expected norms. Formal organizational policies tend to be silent on power and politics. Paraphrasing Dillon, corporations are settings for clashing personalities, competing agendas, and turf wars. The leadership and collective problem is not automatically to minimize all politics within the organization. The problem is to minimize negative politics and foster positive politics. The essence of politics is competition for and disagreement over goals, scarce resources, and actions. The chapter provides a description of the discipline, typical ethical issues with examples, ethics teaching strategy, advice for teachers, and developing versus developed country perspectives. There are differences in developing versus developed country perspectives concerning power and politics due particularly to *power distance* acceptance. There is a set of suggested exercises and projects. A bibliography provides considerable materials on organizational politics, power, and ethical politics.

第十六章：社区和投资者关系（IR和CR）（20 Pages）

Chapter 16: Ethical Dimensions of Community and Investor Relations Communication and Governance for Sustainable Management

Effective and authentic approaches to community and investor relations (IR and CR) communications require a spectrum of management and leadership skills, including risk assessment, crisis management, risk mitigation, relationship development, systemic and critical thinking, financial security, strategic framing, and brand management and development. We explore ethical issues involving CR and IR in the context of conventional business operational and strategic issues, and from new, emergent patterns of expectations and obligations of business being imposed by internal and external stakeholders. We introduce the concept of radical transparency and traverse a normative approach to ethical IR and CR communications. We use the BP Deepwater Horizon and Rana Plaza collapse as teaching cases. A multi-dimensional ethical filter model is proposed as a tool for navigating ethical IR and CR communications with integrity and rectitude. This framework proposes that truth telling, sense-making, and formal notions of fairness and credibility can effectively countervail corporate instincts to dissemble or shade the facts. We provide teaching advice, including teaching from written cases, living cases, and worst practices. Clinical and experiential learning modalities are explored. Advocacy for cross-cultural exploration of ethical communications is offered.

第十七章：在管理学课程可持续地融入伦理教育（8 Pages）

Chapter 17: Future of Ethics Education in Management Curricula

Ethics as taught in business schools has so far failed to impact mainstream business as evidenced by the recent economic crises. There is currently a real need for a complete overhaul of the current system and curricula for teaching ethics. At the same time a number of trends are already shaping the future of business education toward a more *humanistic* perspective of managing students. This presents a great opportunity to implement the necessary changes to the current system of teaching ethics in business schools in order to achieve the goal of raising more ethical leaders.

This chapter argues that a humanistic perspective to business education could serve as a useful paradigm for educators seeking to improve their teaching of ethics. Based on this tenet, it then offers a useful framework for the sustainable insertion of ethics into management curricula through organizing mentoring programs and embedding an ethical mindset in curricula.