"Value Education and Ethics"

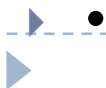# Ethics

"Correct conduct within society"

- Range of Ethics

  - The boundaries of ethics are ever changing.
  - Some Examples:
    - Slavery was once acceptable. Now it is unethical.
    - Same sex marriage was unethical but today's ethical discussions include the advocacy of same-sex marriage
    - Animals have rights – topics that were not part of ethical debate not so long ago.

  Hence, Ethical inquiry covers a wide range of possible subjects

  - •

- Personal ethics: Questions about one's basic values and plan of life
- Professional ethics: Principles and practices of major professions
- Social and political ethics: Issues of social justice, political rights
- Ethics of sexual and gender relations: Indian supreme court refuses to review ban on gay sex

- Research ethics in academia and the private sector
- Environmental ethics, including the ethical treatment of animals
- Global ethics: ethics of international affairs, human rights
- Communication ethics, including media, public relations and journalism

Ethics Vs. Values

	Ethics	Values
What are they?	The rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc. It defines how thing are according to the rules.	Principles or habits with respect to right or wrong conduct. It defines how things should work according to an individuals' ideals and principles.
Where do they come from	Social system - External	Individual - Internal
Why we do it?	Because society says it is the right thing to do.	Because we believe in something being right or wrong.
What if we don't do it?	We may face peer/societal disapproval, or even be fired from our job.	Doing something against one's morals and principles can have different effects on different people, they may feel uncomfortable, remorse, depressed etc.
Flexibility	Ethics are dependent on others for definition. They tend to be consistent within a certain context, but can vary between contexts.	Usually consistent, although can change if an individual's beliefs change.

Values

Basic convictions that "a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state"

"how to live your life that is personally or socially preferable"

Contains a "judgmental element"

- Attributes of Values
  - Content – that the mode of conduct or end-state of existence is important
  - Intensity –how important that content is.

A person's values rank ordered by intensity

▶ Are Values fluid and flexible?

  ▶ Tends to be relatively constant and consistent

▶ Why values are so important?

  ▶ Lays the foundations for attitude and motivation

  ▶ Provide understanding of the attitudes, motivation, perception and behaviors

  ▶ Influence our perception of the world around us

  ▶ Represent interpretations of "right" and "wrong"

  ▶ Imply that some behaviors or outcomes are preferred over others

Sources of Influences On the Development Of Personal Values

Family

Religion

Peers

**Personal
Value System**

Technology

Education

Media
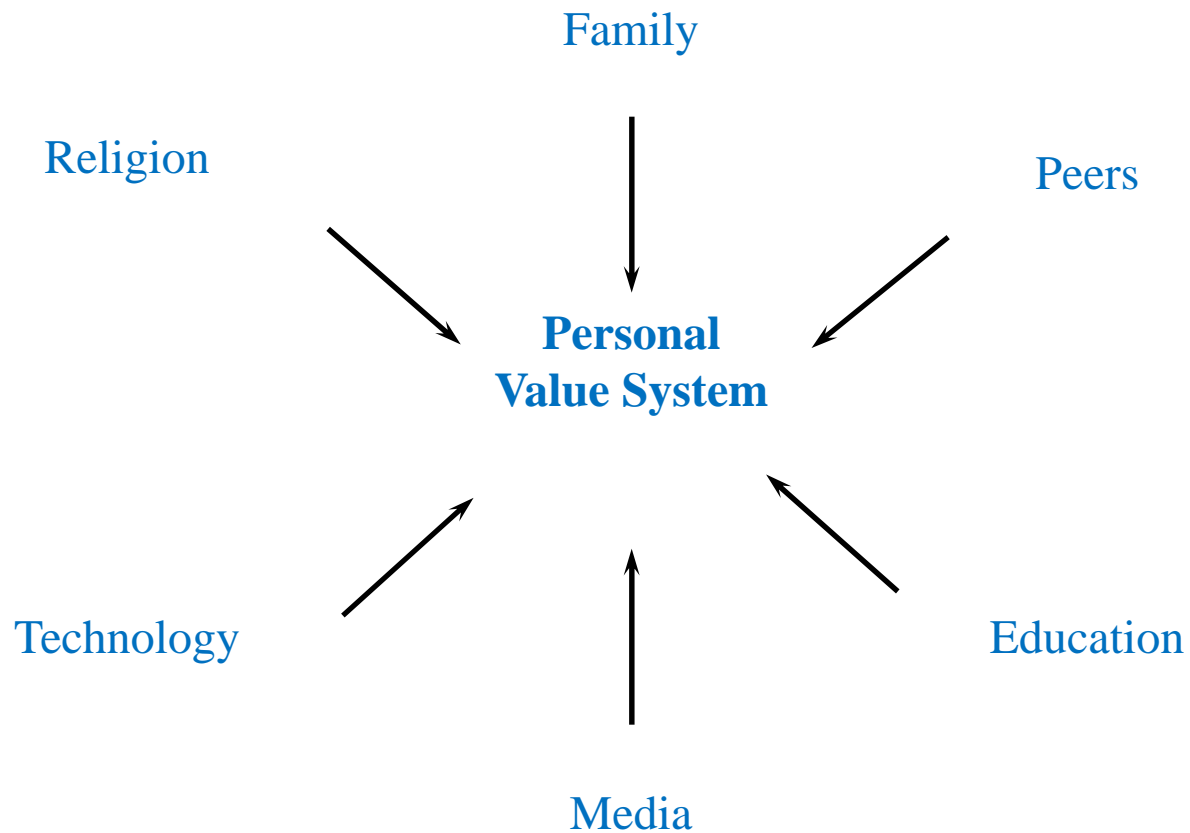
Types of Values

- **Terminal Values**
    - Desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime

- **Instrumental Values**
    - Preferable modes of behavior or means of achieving one's terminal values

IV & TV

INSTRUMENTAL VALUES

Honesty	Ambition	Responsibility
Forgiving nature	Open-mindedness	Courage
Helpfulness	Cleanliness	Competence
Self-control	Affection/love	Cheerfulness
Independence	Politeness	Intelligence
Obedience	Rationality	Imagination

TERMINAL VALUES

World peace	Family security	Freedom
Happiness	Self-respect	Wisdom
Equality	Salvation	Prosperity
Achievement	Friendship	National security
Inner peace	Mature love	Social respect
Beauty in art and nature	Pleasure	Exciting, active life

Value Differences Between Groups

Executives		Union Members		Activists	
Terminal	**Instrumental**	**Terminal**	**Instrumental**	**Terminal**	**Instrumental**
1. Self-respect	1. Honest	1. Family security	1. Responsible	1. Equality	1. Honest
2. Family security	2. Responsible	2. Freedom	2. Honest	2. A world of peace	2. Helpful
3. Freedom	3. Capable	3. Happiness	3. Courageous	3. Family security	3. Courageous
4. A sense of accomplishment	4. Ambitious	4. Self-respect	4. Independent	4. Self-respect	4. Responsible
5. Happiness	5. Independent	5. Mature love	5. Capable	5. Freedom	5. Capable

▸ People in same occupations or categories tend to hold similar values

  ▸ But values vary between groups

  ▸ Value differences make it difficult for groups to negotiate and may create conflict

Why does value matter?

Attention to our values helps us;

▶ Become more self-aware.

▶ Make ethical decisions.

▶ Develop credibility,

▶ Understanding one's own core values is integral to becoming self-aware. Self-awareness helps us understand how people perceive us, it enables us to identify the personal qualities that we would like to change.

▶ Values influence our choices, but our choices also influence our values.

Generational Values

▸ Generation?

a group a people who, based on age, share not only a chronological location in history, but also the experiences that accompany it.

▸ Generational Values?

These common experiences, in turn, prompt the formation of shared beliefs and behaviors

▸

▶ Generational Values

Cohort	Entered Workforce	Approximate Current Age	Dominant Work Values
Veterans	1950-1964	65+	Hard working, conservative, conforming; loyalty to the organization TV: Comfortable life and family security
Boomers	1965-1985	40-60s	Hippie ethics and distrust of authority, end can justify the means, Organizations as a vehicle for their careers, Success, achievement, ambition, dislike of authority; loyalty to career TV: Sense of accomplishment and social recognition
Xers	1985-2000	20-40s	Work/life balance, team-oriented, dislike of rules; loyalty to relationships TV: True friendship, happiness and pleasure
Nexters	2000-Present	Under 30	Confident, financial success, self-reliant but team-oriented; loyalty to both self and relationships TV: Freedom and Comfortable life

▶

Indian Perspective

Generations	
Freedom Fighters	1900-1946
Traditionals	1947-1964
Gen. X	1965-79
Gen. Y	1980-Till date

Key Characteristics and Resulting Behavior of Gen Y in India
(by Steelcase Inc.Work Space Futures, 2009 onwards)

▸ Open-minded and Positive

Open to ideas and new possibilities

Optimistic about their work and the future

▸ Energetic and Hard Working

Work is essential, and the focus is on process efficiency

Always engaged in activities with peers: doing, sharing and discussing stuff

▸ Tech savvy, Impatient and Quick Money

Deep interest and pride in owning state-of-the-art technology

Instant gratification

Want lots of money, faster and quicker…and they like to spend

▸ Confident, Independent, Ambitious and Competitive

Desire and drive for entrepreneurship and making a difference

Keen sense of competition both regional and global

Eager to prove they are not less than their global counterparts

▸ Feeling of national pride

• Losing Indian culture & values, selfish
Passion for Hollywood and western lifestyle is in conflict with traditional values
The shifting focus from Family First to Me First: My work, my friends, my things, and my world

Generational Gap: A case study of HCL Technologies

▸ In 2005, HCL Technologies (HCLT) Experienced:
  ▸ high attrition rates,
  ▸ low engagement levels,
  ▸ and disillusionment at the workplace

▸ In addition, there was a large influx of new age employees – the so-called Gen Y or 'Millennials'

▸ CEO Vineet Nayar introduced a radical business philosophy: "Employees First, Customers Second" (EFCS)

The strong digital communication and expression, outgoing nature and creative minds of Gen Y employees prompted HCLT to look at new collaboration tools to connect these employees with employees across other generations to create an engaging and productive workplace working towards shared goals and values.

- EFCS 1.0: "Management Driven, Employees Embraced" (2005 to 2009) is quite popular and has been published as case studies by many reputed bodies such as Harvard and Forrester

- EFCS 2.0:(2009 onwards)"Employees Driven, Management Embraced." It has a special focus on the multigenerational context

Cross Cultural Values
Or
Values for a Nation

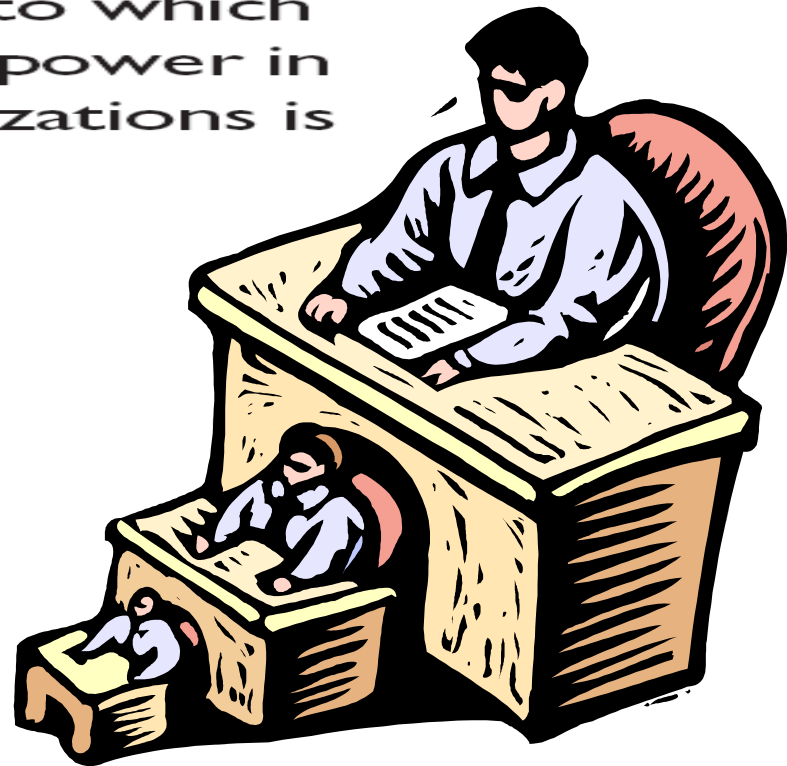Understanding another culture involves understanding another's belief system, and not just another's spoken language.

Values for a Nation

Hofstede's Framework for Assessing Cultures

power distance

A national culture attribute describing the extent to which a society accepts that power in institutions and organizations is distributed unequally.
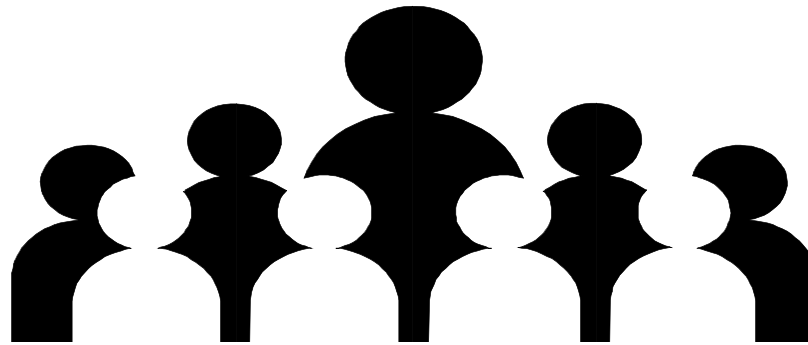
Hofstede's Framework (cont'd)

collectivism

A national culture attribute that describes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them

individualism

A national culture attribute describing the degree to which people prefer to act as individuals rather than a member of groups.

Hofstede's Framework (cont'd)

quantity of life

A national culture attribute describing the extent to which societal values are characterized by assertiveness and materialism.

quality of life

A national culture attribute that emphasizes relationships and concern for others.

Hofstede's Framework (cont'd)

uncertainty avoidance

A national culture attribute describing the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.
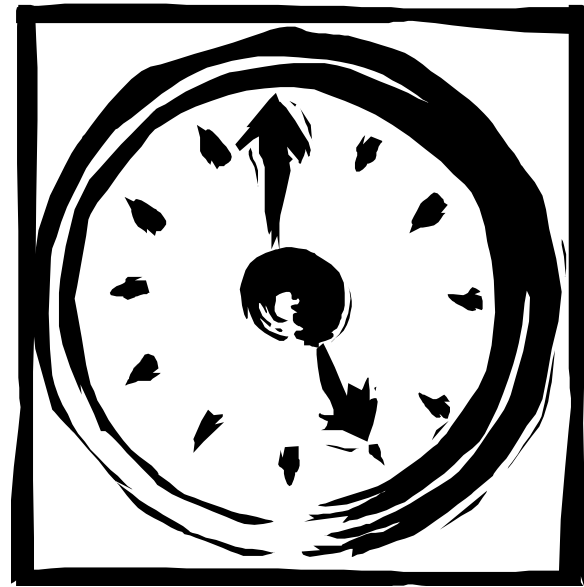
Hofstede's Framework (cont'd)

long-term orientation

A national culture attribute that emphasizes the future, thrift, and persistence.

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short-term orientation

A national culture attribute that emphasizes the past and present, respect for tradition, and fulfilling social obligation.

What would you do? And why would you do?

A. Carry on walking?

B. Acknowledge her?

C. Give her some money?