IIT KHARAGPUR

NPTEL ONLINE
CERTIFICATION COURSES

Ethics in Engineering Practice

Lecture No 36 : Key Questions relating to Rights and Responsibilities regarding Intellectual property rights

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Key questions answered in the module

❖ How broadly should one share ideas? How readily should one copy the ideas of others? Does it matter what the ideas are or the human wants and needs that those ideas help meet?

❖Why are some creations accorded copyright protection? Under what, if any, circumstances is it fair to copy a copyrighted work without explicit permission?

❖How does one know what knowledge or information is proprietary? What considerations are relevant in deciding how a computer professional or engineer can best keep confidential the proprietary knowledge of a client or employer?

Continued

- What is the difference between having a property right, such as a patent or copyright for something one has invented or written, and credit for having written or invented it?

- On the one hand the “not invented here” attitude, which disregards advances made outside of one’s own organization, is widely blamed for slowing advances in quality and safety. On the other hand, legal specifications of copyright and patents and other intellectual property protections are intended to limit the use that others can make of one’s designs. What are fair and prudent means of learning from others? What other ethical issues arise in learning from the innovations of others?

Key Question 4

Q4. What is the difference between having a property right, such as a patent or copyright for something one has invented or written, and credit for having written or invented it?

Recognition for design work and other innovative technical contributions is manifest in a variety of ways and settings.

Naming the device for an individual (e.g., the Jarvik heart) or for a group or corporation – for example, an “NCS knee” or “Microsoft’s new operating system” – may reflect credit for an engineering design.

Even when a device is named for a person, that individual need not be the designer(s) or inventor(s). Many medical devices that are named for individuals carry the name of the physician who stated a need for such a device, or collaborated on designing it or even who was the first clinician to use it.

An inventor's name goes on the patent (which may be owned by some other party), but unlike an author's name, which is usually included in a copyrighted work (whether or not the author retains the copyright), the inventor's name may not appear anywhere except on the patent. In that case, it may be less likely that most users of an invention will ever know the name of the inventor.

The proprietary rights embodied in patents and copyrights work differently from crediting mechanisms that have no property implications. The patent arrangements that attend industrial sponsorship of university research are independent of criteria for fairly crediting authors and other contributors to a research article. Consider the following situation:

Case

Failure to Credit the Source of Research Data

Ramos is the head of a chemical company. As a part of a research and development effort, Ramos offers to provide funding to the chemical department of a major university for research on the removal of poisonous heavy metals (chromium, copper, lead, nickel, zinc) from waste streams. In return, the university agrees to give Ramos's company the exclusive rights to any technology developed in the field of water treatment or waste stream management. As compensation, the university will also receive a royalty from the company from the profits resulting from the use of the technology.

At the university, a group of professors, led by Polinski, decides to form a company to exploit the technology obtained except for water treatment and water waste management that Ramos's company will develop.

Meanwhile, while the university is conducting this research, Ramos's company is conducting its own parallel research. Both teams obtain data and performance figures, and Ramos's company freely shares its results with the professors in Polinski's company.

Later, Depasquale, a professor of civil engineering at the same university, decides to conduct research and publish a paper on sewage treatment technology. He contacts the professors in the chemistry department, who furnish him with data from their tests, as well as with data from Ramos's company. Depasquale is unaware that some of the results come from Ramos's company.

Depasquale is successful in her research, and her article is published in a major journal. The data obtained by Ramos's company are displayed prominently in the paper, and make up a major portion of the article. The paper credits the members of the chemistry department, but nowhere mentions the contributions of Ramos's company, even though its funds supported both projects. Depasquale later learns that Ramos's company was the major contributor to the data in her paper.

Is it plagiarism for Depasquale to publish the data without crediting all of the sources? Why or why not? Is it Depasquale's obligation to give full credit to Ramos's company for its data?

What, if any, action should Ramos take after discovering the article? What, if any, additional information would you want before deciding what to do, if you were in Ramos's position?

Source: Adapted from NSPE Case 92-7

Key Question 5

On the one hand the “not invented here” attitude, which disregards advances made outside of one’s own organization, is widely blamed for slowing advances in quality and safety. On the other hand, legal specifications of copyright and patents and other intellectual property protections are intended to limit the use that others can make of one’s designs. What are fair and prudent means of learning from others? What other ethical issues arise in learning from the innovations of others?

What does being trustworthy implies?

Benchmarking

A commonly accepted first step in the design process is benchmarking. The common meaning of “benchmark” is a standard by which a thing can be measured.

In engineering “benchmarking” refers to obtaining a competitor’s devices or publicly available information before one designs and manufactures a new product.

Continued

If the product is not prohibitively expensive – as a nuclear power plant would be, for example – samples of the competitor's product are commonly purchased, examined, and analyzed. Benchmarking may or may not involve copying anything from the competitor.

A company might wish to benchmark for reasons other than to copy the competitor's design, say to examine its competitors' products or pricing structure to learn about the competitors' cost of manufacture and to judge whether, with some new manufacturing process, the benchmarking company can enter the market and produce a competitive product at a much lower price.

Continued

Reverse Engineering

One means of obtaining information about a competitor's product is to reverse engineer it.

Reverse engineering is the examination of a product to understand the technology and process used in its design, manufacture, or operation.

It commonly involves disassembling the product and testing ways to destroy it. Often, reverse engineering is used to learn what a competitor has done in order to copy or improve on the competitor's work. For example, engineers might photograph and enlarge pictures of silicon chips to learn about the architectural features of the chips, such as whether it uses one function twice or two different functions once.

Continued

The widely accepted ethical limits that are generally recognized in benchmarking and reverse engineering (other than respecting legal property rights) are constraints on the means one can use to obtain information rather than on the nature of the information or the use one makes of it.

Learning and using the information (obtained through benchmarking and reverse engineering) are not prohibited as long as one has not used unfair means to learn it.

Continued

Let's see the guidelines offered by the Texas instruments Office which lists the following as acceptable benchmarking practices:

- Asking customers about equipment and prices of TI competitors

- Asking employees of well-run businesses that do not compete with TI about their practices

- Searching for information through public resources

- Reading books and publications describing other companies

- Encouraging other TI engineers who come in contact with customers to be observant of practices that might be useful to TI

Thank You!!

Ethics in Engineering Practice

Lecture No (37, 38): Key Questions relating to Engineers Rights and Duties and Ethics

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Key questions answered in the module

❖ How do managers relate to engineers in good companies and how does this contrast with the relations between managers and engineers at companies that are not as good?

❖Suppose you have an ethical concern, but the person or office to whom you are supposed to take your concern is unresponsive. Is there anything you can do other than keep quiet, quit, or “blow the whistle”?

❖As a practical matter, what incentives might an employee have for reporting bad news about something that will happen long after that employee has moved on to another position?

Continued

❖If you know that engineers at some facility have been retaliated against in the past for raising important ethical issues, what would it take to restore your trust that you could raise issues of a similar nature at successor organizations (i.e., organizations that took over from the first), and why?

❖What are your rights, obligations, and responsibilities vis-a` -vis your employer?

❖Suppose you find yourself disagreeing with your immediate superior about whether some action on the part of the organization is ethically acceptable. How do you go about voicing your concern or otherwise acting on it?

Key Question 1

How do managers relate to engineers in good companies and how does this contrast with the relations between managers and engineers at companies that are not as good?

Introduction

A recent study of communications between engineers and managers by researchers at the Center for the Study of Ethics in the Professions at the Illinois Institute of Technology (IIT) reveals how managers respond to unwelcome news from engineers in well-run high-tech companies.

The study identified three value orientations of companies depending on whether the company gave first priority to;

Customer satisfaction
The quality of its work/products
The financial bottom line

Continued

Although this is a rough typology and the priority given factors could be a matter of *degree*. For simplicity the report speaks of three *types* of companies;

We can classify these companies as, “customer-oriented” companies, “quality-oriented” companies, and “finance-oriented” companies

Continued

The identification of both customer-oriented and quality-oriented companies comes as welcome news to some young engineers, who fear that concern with the bottom line always dominates other concerns

These types of companies differ in several ways: In the quality-oriented companies, quality (and of course safety) takes priority over cost and the customer's desires.

Cost is still considered, but as one engineer put it, "Cost comes in only after our quality standards are met.

Continued

Quality-oriented companies focus on listening to their customers, but take pride in being willing to say “no” to them. In one manager’s words, “If a customer wants us to take a chance, we won’t go along.” Such companies try to convince customers to keep their applications of a product within the specifications for the product’s appropriate use, but if they fail to convince the customer, will forfeit the business rather than supply a part or a device that will not perform the customer’s job well.

Although this strategy does not maximize *short-term* profits, the quality-oriented companies in this study had secured a large and growing share of the markets in which they competed, so their reputation for quality seems to have contributed to their *long-range* success.

Continued

Even in the quality-oriented companies, managers and engineers had different concerns and priorities. The engineers were likely to see managers as more concerned about cost or more superficial in their judgment, and the managers to view the engineers as likely “to go into too much detail.”

In the customer-oriented companies, customer satisfaction was the main objective. They replaced the internal standard of the quality-oriented companies with an external standard of satisfying the customer. Predictably, in such companies, engineers’ quality concerns often conflicted with managers’ desire to please the customer.

Continued

In finance-oriented companies the desire to maximize the number of units shipped conflicted not only with the engineer's concern for quality, but in some cases even with other ethical standards, such as when engineers or managers were pressured to adjust test results to make it seem that the product met the customer's specifications.

What can be done to bring this balance?

Key Question 2

Q2. Suppose you have an ethical concern, but the person or office to whom you are supposed to take your concern is unresponsive. Is there anything you can do other than keep quiet, quit, or "blow the whistle"?

Continued

"**Complaint procedures**" may sound vaguely repellent; because of the negative connotations of "complainer," but "complaint procedures" is the general term for the procedures by which organizations ensure the ability to hear inconvenient truths.

"Complainant" rather than "complainer" is the term for someone who uses such procedures.

Frequently the occasion for a complaint by an engineer is a difference in judgment rather than an accusation of malfeasance.

Continued

Some disagreements stem from reasonable differences of opinion, some from innocent mistakes, others are due to someone's negligence or, more rarely, from evil intent.

Often what is morally blameworthy is not an initial mistaken judgment, but *the failure to heed arguments and evidence brought forward to show that a judgment is mistaken*. Failing to heed arguments and evidence is a way in which an unresponsive organization often transforms simple mistakes into negligence.

By having good complaint procedures, an organization can ensure that bad news is not repressed.

Continued

But not all complaints are ethically significant or even well founded.

The ethics officer of one large high-tech company said that the majority of complaints that came to her office were about food in the cafeteria.

Engineers who have worked at that company assure me that the food at that company is not bad. Food is something that people readily complain about, however. Scattered among the food complaints are matters that really require the attention of the ethics office.

Continued

Safe and effective complaint procedures come in many forms, some formally instituted and others arising de facto.

Large organizations may provide separate routes for raising concerns about product safety, laboratory or worker safety a coworker's substance abuse, misuse of funds or fraud, and questions of fairness in promotion or work assignment.

In small companies or start-ups, the procedures may be entirely informal.

Continued

Large companies may announce an “open door policy” in which employees may bypass lower layers of management and take concerns directly to the top, or may employ an “ombuds” or “ombudsman” whose job it is to remain neutral in controversies and to inform complainants of their options or facilitate their exercise.

Continued

Whatever their form, complaint procedures must have certain characteristics if they are to work.

1. The complaint and appeals mechanism must fit the organizational culture.

2. The means of dispute resolution must inspire general confidence.

3. Top management must display continuing commitment and involvement in the process.

4. The organization must reward merit.

Continued

5. Formal procedures must guarantee the process, without creating a legalistic atmosphere.

6. The organization must continually emphasize the availability of channels.

7. Employees must have assistance to bring forward their complaints.

8. Someone must be the advocate of fairness itself, rather than of any particular group or position.

Continued

9. All who raise issues or give evidence must be protected from reprisal.

10. Line managers must support the procedures.

11. The organization must accept the responsibility to change in response to what the process reveals.

12. The organization must, without violating privacy, make public the general nature of the problem, the procedure used to examine it, and the outcome.

Key Question 3

Q3. As a practical matter, what incentives might an employee have for reporting bad news about something that will happen long after that employee has moved on to another position?

Introduction to the issue

A Forestry Service hydrologist finds that her predecessor boosted timber targets by violating forest plan standards designed for the protection of watersheds, and now many of the watersheds in the district are in poor condition. The watersheds are healing, but could degenerate rapidly if there is greater than normal precipitation in the coming years.

If bringing this bad news simply puts her in an unwelcome role, neither the hydrologist nor anyone else will want to pass it on. The hydrologist will not even want to recognize the danger herself. She has strong incentives to say nothing and simply hopes the rains will not be too heavy.

What do you think can be done in this situation?

Continued

Solution1 :

Let’s make people accountable-

Accountability encourages people to deliver the bad news as soon as they learn of it.

Continued

Solution 2 :

Secret Complaint procedures

Maintaining Anonymity

Continued

Solution 3:

Appealing seniors and bringing it to their notice.

Incase you think you will not be heard?

Continued

Solution 4 :

Whistle Blowing

Prepared for repercussions?

Key Question 4

If you know that engineers at some facility have been retaliated against in the past for raising important ethical issues, what would it take to restore your trust that you could raise issues of a similar nature at successor organizations (i.e., organizations that took over from the first), and why?

Introduction

One famous whistleblower, Inez Austin, was an engineer employed by Westinghouse at the Hanford Nuclear Reservation, a nuclear weapons facility in Richland, Washington.

In the summer of 1990, she refused to approve a plan that would have pumped radioactive waste from one underground tank to another, a transfer that risked explosion. She was subsequently harassed, sent for psychiatric evaluation, and had her home broken into.

Continued

Her case brought attention to the abuse of complainants as well as to safety, environmental, and security lapses at the Hanford Reservation.

In February 1992, Inez Austin was awarded the AAAS Award for Scientific Freedom and Responsibility for her exemplary efforts to protect the public health and safety. After many instances of abuse of complainants who reported threats of a nuclear accident or pollution of the environment with toxic chemicals and nuclear wastes, strong measures were needed at Westinghouse Hanford to begin to rebuild the trust of employees and of the public.

Continued

A landmark study commissioned by Westinghouse Hanford Company and carried out by the University of Washington's Institute for Public Policy and Management in 1992 confirmed that severe retaliation had often followed the raising of a concern at the Hanford facility. This finding led to the formation of The Hanford Joint Council for Resolving Employee Concerns.

Among the study's findings were that every complainant they interviewed was sincere and credible and that Westinghouse's practice of responding to whistle blowing incidents by commissioning security department investigations of the cases and sending whistleblowers for psychiatric evaluations was unwarranted.

Continued

The Hanford Joint Council was an innovative attempt to restore public trust and secure effective cooperation in accomplishing a difficult and dangerous cleanup, which received praise when it was formed. What other measures according to you can be taken to protect whistle blowers?

Do you think in such cases people would feel safe to bring out important issues in notice of the management?

Continued

What can we do to restore trust?

1. Taking strong actions against those who break the law

2. Leadership commitment – to ensure safety

Continued

3. Independent auditing to make sure that claims made are correct

4. Independent, protected resolution systems for allegations of retaliation

5. Formation of committees to conduct investigations

Key Question 5

What are your rights, obligations, and responsibilities vis-a` -vis your employer?

Introduction

For a new engineer or scientist the first chance to gain an impression of the organizational culture of a potential employer is usually the job interview.

The “Guidelines to Professional Employment for Engineers and Scientists,” was adopted by the IEEE and other signatory organizations in 1975. It provided a framework of expectations for both employees and employers. The guidelines have since been independently revised by some of the original signatory organizations, including the ACS.

Continued

The original guidelines and the IEEE second edition identified the following as prerequisites for an ethical climate that supports the fulfillment of responsibilities:

1. A sound relationship between the professional employee and the employer, based on mutual loyalty, cooperation, fair treatment, ethical practices, and respect

2. Recognition of the responsibility to safeguard the public health, safety, and welfare

Continued

4. Opportunity for professional growth of the employee, based on employee's initiation and the employer's support

5. Recognition that discrimination due to age, race, religion, political affiliation, or sex should not enter into the professional employee-employer relationship. There should be joint acceptance of the concepts that are reflected in the Equal Employment Opportunity regulations.

6. Recognition that local conditions may result in honest differences in interpretation of and deviations from the details of these guidelines. Such differences should be resolved by discussions leading to an understanding which meets the spirit of the guidelines.

Continued

The employment guidelines are intended to draw as clear boundaries as possible between behavior that is ethically acceptable or desirable and that which is not and to give general guidance in the many areas where discretion must be exercised.

Key Question 6

Suppose you find yourself disagreeing with your immediate superior about whether some action on the part of the organization is ethically acceptable. How do you go about voicing your concern or otherwise acting on it?

Introduction

In such cases, it is important that you should

•**Establish a clear technical foundation**
In connection with this guideline, there are several additional elements as well:

Get the advice of colleagues
Carefully consider counterarguments
Be willing to revise your position if arguments or evidence convinces you that you should

Continued

- **Keep your arguments on a high professional plane**

The second guideline is about formulating your concern. It advises one to keep "your arguments on a high professional plane, as impersonal and objective as possible, avoiding extraneous issues and emotional outbursts.

For example, do not mix personal grievances into an argument about whether further testing is necessary for some critical subsystem." It advises against *impugning the motives of others.*

Continued

This is important even if you *are suspicious of others' motives,* because impugning those motives adds nothing to your technical case and makes it harder to achieve another objective that the committee emphasizes, namely *minimizing the embarrassment to those* who are being asked to change their position.

Continued

- **Try to catch problems early, and work with the lowest managerial level possible**

Dealing with a problem at an early stage usually makes it easier to solve, and at an early stage it is not usually appropriate to take one's concern very far up the management ladder. Raising the issue at an early stage, even if it means dealing with many unknowns, also may prevent others from taking positions from which they may be reluctant to later retreat for fear of losing face.

Continued

- **Make sure that the issue is sufficiently important**

The fourth guideline advises engineers to “make sure that the issue is sufficiently important” before “going out on a limb.” “Out on a limb” is an exposed and risky place to be. As we observed earlier, in an imperfect world, many things go wrong. If one asks for attention to every minor imperfection, others will stop listening. The committee does not counsel self-sacrifice, but rather that the engineer consider how important the matter is and whether it warrants taking great risks. It considers that if a matter involves only financial risks for the employer, dissenting from a manager’s unreasonable decisions is not worth risks to your career.

Continued

- **Use organizational dispute resolution mechanisms**

Fifth, the guidelines advise engineers that if managers are unresponsive to engineers' concerns and there is no powerful figure who is able to mediate a discussion with their managers, the engineers in question should make use of any organizational dispute resolution mechanisms that are available. Using dispute resolution mechanisms, including grievance procedures, "will almost certainly damage relations with your manager;" so you have to be careful while doing this.

Continued

if there is no dispute resolution mechanism, you consider championing the creation of a good one, although it admits that doing so would be difficult while you are in the midst of pursuing a concern.

Continued

- **Keep records and collect paper**

The guidelines advise you to keep written records “as soon as you realize that you are getting into a situation that may become serious.” The records it mentions include a log in which you record the “steps that you take (e.g., conversations, email messages, etc.)” with times and dates. It advises that to the extent permitted by law, “you keep copies of all pertinent documents or computer files at home, or in the office of a trusted friend – to guard against the possibility of a sudden discharge and sealing off of your office.”

Continued

The seventh guideline considers the question of whether to take the steps of resigning or of “blowing the whistle,” if you are unable to resolve the conflict with your organization. It advises that unless you have a job that is protected by civil service or the like, it is unlikely that you could stay at your organization once you are known to have taken your concern outside.

Resigning has pros and cons. The positives the IEEE committee identifies are;

It adds credibility to your position – makes it obvious you are a serious person.

Continued

It cannot be argued that you are a disloyal employee if you are no longer an employee.

You may be fired; in which case, resigning may look better on your record.

Continued

The negatives the committee identifies are that;

Once you are gone, it may be easier for the organization to ignore the issues you raised, as others in the organization may be unwilling to carry on the fight.

The right to dissent from within the organization may be one of the points you wish to make.

You thereby lose pension rights, unemployment compensation, and the right to sue for improper discharge.

Continued

It also becomes important here to highlight the risks associated with voicing:-

May be viewed as complainers or troublemakers

May receive a negative feedback or poor performance appraisal

May not be considered for promotion

Thank You!!

Ethics in Engineering Practice

Lecture No (39-40) : Leadership Styles and Ethical conduct

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Outline of the Module

- Introduction to and essence of Leadership
- Important characteristics of leaders
- Leaders vs. Managers
- Most important competencies of Leaders around the world
- Forms of leadership styles
- Meaning and essence of Transactional leadership
- Discussing the suitability of Transactional leadership for promoting ethical conduct

Continued

- Defining Transformational leadership and core characteristics of transformational leaders
- Discussing the suitability of Transformational leadership for promoting ethical conduct
- Empowering leadership and key features of empowering leaders
- Discussing the suitability of empowering leadership for promoting ethical conduct
- Authentic leadership and essence of authentic leadership, suitability for encouraging ethical conduct

Continued

- Ethical leadership
- Moral leadership
- Habits of Highly moral leaders

(Source: Behavior in organizations (2016), Jerald Green berg, Pearson and Leadership, Northhouse (2013), Sage publications.

Introduction

Leadership

It is a process by which an individual influences a group of individuals to reach a common goal.

A leader is the one person who influences the others most in a group.

Essence of Leadership

It is not a trait or an attribute that resides in a leader, but a transactional event that occurs between a follower and a leader.

It is all about influence. How a leader influences followers is all that matters.

It occurs in groups. Leadership never happens in isolation.

It is about paying attention to the common goals of the organization. If leader has its own individual goals, and followers have their own. This style of leadership is not going to work for long.

Important characteristics of leaders

Leadership involves non-coercive influence

It is goal directed

It requires followers

Sometimes, leaders may also get influenced from their followers.

Leaders vs. Managers

Leaders are primarily responsible for establishing organizational mission, while on the other hand, managers are responsible for implementing the mission through others.

Leaders establish direction by creating a vision for the future.

A managers job is into practice the means for achieving the vision created by the leader.

Leaders vs. Managers - A Summary comparison

Managers	Leaders
A managers job is to administer	Leaders job is to innovate
Ask how	Ask what and why
Focus on Systems	Focus on people
Do things right	Do the right things
Maintain	Develop

Continued

Managers	Leaders
Rely on control	Inspire trust
Short term perspective	Long term perspective
Accept the status quo	Challenge the status quo
Imitate	Originate
Keep an eye on bottom line	Keep an eye on horizon

Continued

Managers	Leaders
Emulate the classic good soldier	Are their own persons
Copy	Show originality

The Most Important Leadership Competencies, According to Leaders Around the World

Source: https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world - Sunnie Giles

First One

Demonstrates strong ethics and provides a sense of safety

It is all about being a safe and trust worthy environment.

A leader with high ethical standards conveys a commitment to fairness, instilling confidence that both they and their employees will honor the rules of the game and will imbibe the ethical conduct in most difficult situations.

It is important for leaders here to clearly communicate there expectations to the followers.

Second One

Empowers others to self-organize.

Providing clear direction while allowing employees to organize their own time and work has been identified as the next most important leadership competency.

No leader can do everything themselves. Therefore, it's critical to distribute power throughout the organization and to rely on decision making from those who are closest to the action.

Third One

Fosters a sense of connection and belonging.

Leaders who “communicate often and openly” and “create a feeling of succeeding and failing together as a pack” build a strong foundation for connection.

From an evolutionary perspective, attachment is important because it improves our chances of survival in a world full of predators. Research suggests that a sense of connection could also impact productivity and emotional well-being.

Fourth one

Shows openness to new ideas and fosters organizational learning.

Effective eladers are always open to new ideas.

Rather than restricting the follwoers to existing status quo, leaders should stimulate them by extending support to come up with creative ideas and suggestions for improving work practices.

To encourage learning among employees, leaders must first ensure that they are open to learning (and changing course) themselves.

Fifth one

Nurtures growth

When leaders show a commitment to our growth, the same primal emotions are tapped. Employees are motivated to reciprocate, expressing their gratitude or loyalty by going the extra mile.

While managing through fear generates stress, which impairs higher brain function, the quality of work is vastly different when we are compelled by appreciation.

If you want to inspire the best from your team, advocate for them, support their training and promotion, and go to bat to sponsor their important projects.

Forms of Leadership emerged till date

Transactional

Transformational

Empowering

Ethical

Authentic

Transactional Leadership

According to Bass (1985) transactional leadership is said to exist;

when: […] changes in degree or marginal improvement can be seen as the result of leadership that is an exchange process: a transaction in which followers' needs are met if their performance measures up to their explicit or implicit contracts with their leader.

Continued

Transactional leadership “represents those exchanges in which both the superior and the subordinate influence one another reciprocally so that each derives something of value” (Yukl, 1981)

In simple words, under Transactional leadership, there is majorly one way communication between the leaders and the followers and followers are given directions to do complete the assigned tasks.

Essence of Transactional leadership

Discourages independent thinking

Rewards based performance

Least focus on developing relationships

Resistance to change and focuses on maintaining the status quo

Self-interests is primary

Lets discuss the suitability of Transactional leadership for promoting ethical conduct

Transformational leadership

Such leaders do things to revitalize and transform organizations and society.

Transformational leadership depicts an approach by which;

leaders motivate followers to identify with organizational goals and interests

and encourage them to perform beyond expectations

Key characteristics of Transformational leaders

Charisma

Transformational leaders inspire others to follow them in an highly emotional manner

Self-confidence

Highly confident of their ability and Judgment and others readily become aware of this by observing the conduct of the transformational leaders

Continued

Vision

Transformational leaders have ideas about status quo in organizations can be improved. Transformational leaders have a commitment to do, what it takes to change things for the better, even if it means making personal sacrifices.

Environmental sensitivity

These leaders are highly sensitivity of the constraints that are imposed on them, and availability of resources needed to change things. They know what they can do and what they cannot do.

Continued

Intellectual simulation

Help followers recognize problems and encourage them to find out creative ways of resolving these problems.

Interpersonal consideration and individualized attention

Transformational leaders give followers the support, encouragement and attention that is needed by each of the followers individually to execute the tasks assigned to them

Continued

Morality

Transformational leaders carry high levels of moral reasoning while taking all the important decisions that might affect the followers as well as the organization at large.

Lets discuss the suitability of Transformational leadership for promoting ethical conduct

Empowering Leadership

Empowering Leaders

Martin et al. (2013) defined it as "the process by which leaders share power with employees by providing additional responsibility and decision-making authority over work, and resources as well as the support needed to handle the additional responsibility effectively".

Key Characteristics of Empowering Leaders

Leading by example

Leading by example "refers to a set of behaviors that show the leader's commitment to his or her own work as well as the work of his/her team members". This category included behaviors such as working as hard as he/she can and working harder than team members. (Arnold *et al.,* 2000)

Continued

Coaching

Coaching refers to “a set of behaviors that educate team members and help them to become self-reliant. This category included behaviors such as making suggestions about performance improvements and helping the team to be self-reliant”. (Arnold *et al.,* 2000)

Continued

Participative decision making

Participative decision making refers “to a leader's use of team members' information and input in making decisions. This category included behaviors such as encouraging team members to express their ideas and opinions”. (Arnold *et al.,* 2000)

Key Characteristics of Empowering Leaders

Informing

Informing refers to “the leader's dissemination of company wide information such as mission and philosophy as well as other important information. This category included behaviors such as explaining company decisions to the team and informing the team about new developments in organizational policy”. (Arnold *et al.,* 2000)

Key Characteristics of Empowering Leaders

Showing concern

Showing concern is a collection of behaviors that demonstrate a general regard for team members' well-being. This category included behaviors such as taking time to discuss team members concerns

Discussion on suitability of Empowering leadership for promoting Ethical behaviour

Ethical Leadership

Brown et al. (2005) defined ethical leadership as

"the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making".

Essence of ethical Leadership

Focuses on serving others

Raising voices against unethical practices in the organization

Concerned about the followers good and overall betterment of the organization

Makes sure that rewards and penalties are levied fairly for ethical or unethical conduct

Continued

Focuses on justice in the organization

Encourages followers to raise their voices freely against unethical practices in the organization

Lets discuss the suitability of Ethical leadership for promoting ethical conduct

Authentic Leadership

Authentic leadership refers to

"a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self development" (Walumbwa et al. 2008)

Essence of Authentic leadership

Authentic leaders demonstrate these five qualities:

Understanding their purpose

Practicing solid values

Leading with heart

Continued

Establishing connected relationships

Demonstrating self-discipline

(Source: The True Qualities Of Authentic Leaders, https://www.forbes.com/sites/hbsworkingknowledge/2015/11/10/the-true-qualities-of-authentic-leaders/#11ddedf6f74d)

Lets discuss the suitability of Authentic leadership for promoting ethical conduct

Moral Leadership

According to Farh et al. (2008), moral leadership can be demonstrated in the workplace as a leader's personal integrity, unselfishness, job devotion, and leading by example.

Westwood (1997) identified two facets of moral leadership, "role modeling" and "not acting selfishly"

7 habits of highly moral leaders

Moral leaders have strong ethical character

Moral Leaders have a Passion to “do right

Moral Leaders are Morally Proactive

Moral Leaders are Stakeholder Inclusive

Continued

Moral Leaders have an Obsession with Fairness

Moral Leaders are Principled Decision Makers

Moral Leaders Integrate Ethics Wisdom with Management Wisdom

(Archie B. Carroll, “Ethical Leadership: From Moral Manager to Moral Leader,” in Rights, Relationships & Responsibilities: Business Ethics and Social Impact Management, Vol. 1, 2003. O. C. Ferrell, Sheb L. True, and Lou E. Pelton (eds.), pp. 7-17)

Essence of Moral Leadership

Serving the common good

Promoting personal and collective transformation

Conserving and strengthening the unity of the group

Carrying out those tasks for which the group was created

Developing the potentialities of the members of the group

Continued

Dispersed on many

Characterized by service not domination

Self-less

Humble

Listening

Reflective and Persevering

Source: Onno M. Vinkhuyzen a, Sylvia I. Karlsson-Vinkhuyzen (2014)

Lets discuss the suitability of Moral leadership for promoting ethical conduct

Thank You!!