



**DR. D. Y. PATIL UNITECH SOCIETY  
DR. D. Y. PATIL INSTITUTE OF TECHNOLOGY  
SANT TUKARAM NAGAR, PIMPRI, PUNE.**

**DEPARTMENT OF COMPUTER ENGINEERING**

# **CODE OF CONDUCT**

## **TERMWORK ASSIGNMENT**

### **Combined Activity Report**

**Submitted by-**

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**SUBJECT: Code of Conduct**

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**Branch & Division: SE Comp C**

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**Certificate**

This is to certify that Mr. Atharva Wangikar Roll No.: SCOC14 Exam No.: S190244227 of SE class has carried out above term work within the four walls of the College as prescribed by Savitribai Pule Pune University, Pune during the academic year 2021-2022. His performance is satisfactory & attendance is \_\_\_\_\_ %

**Date:**

**Faculty I/C**

**HOD**

**Principal**

### **Activity-I: Group Discussion on Code of Conducts in Family**

**Group discussion on one practice in the family / home that everyone has to follow. For ex. not wearing footwear in the house, taking a bath first thing in the morning, seeking blessings from elders, etc. Connect this Code of Conduct in their family to one that exists in the professional world. Make a report on it.**

**Purpose:** We need to discuss about how families in India follows some basic code of conduct, in order to function with the contemporary society of India.



**Group Discussion:** In our meticulous group discussion, we enlisted and enumerated the common rules that are followed in different families across India. We've tried to write some of them down as follows:

#### **Atharva's Code of Conduct:**

1. No non-vegetarian food or alcoholic beverages.
2. No footwears are allowed inside the house.
3. Don't enter place of worship without bathing.
4. Don't roam around after 10 pm at night.
5. No mobiles/electrical devices while consuming food.

**Avadhesh's Code of Conduct:**

1. Always be respectful to the elders of the house.
2. Always return your used utensils to the kitchen sink.
3. Everybody must have dinner together.
4. No non-vegetarian food or alcoholic beverages.
5. Bath before having breakfast.

**Disha's Code of Conduct:**

1. Be open with your family as discussion with elders leads to better trust and well-informed decision making.
2. Nobody's allowed to sleep after 7 O'clock in the morning.
3. Bathe before you go outside.
4. Don't disturb any family member who is working on something.
5. Keep your room clean.

**Kunal's Code of Conduct:**

1. No non-vegetarian food on Tuesday.
2. Going to playground is banned from 2 weeks before Examinations.
3. Always read newspaper in the morning.
4. Everyone practices 'vow of silence' for 1 hour after they wake up, so that vocal cords remain gentle.
5. In the summer, fill the bottles with water and store them in fridge.

**Comparison between Code of conducts in Family and in Professional World:**

You might not see the direct connection between these basic rules that common households follow, and the professional code of conducts followed by employees in a firm/company. But they have basically the same *modus-operandi*, to function the unit that all the individuals form together. These code of conduct helps individual stay motivated and disciplined at the same time to achieve common goal of the *coterie*.

**Outcome:**

We learned that even the smallest faction that exists in the cluster of mankind and the biggest coterie in the world following a common economical goal, have to basically follow all the same kind of code of conducts in order to function smoothly and efficiently.

## **Activity-II: Levels of Moral Behavior using Kohlberg's and Gilligan's theories**

**Observe a short video from the given link:**

**<https://www.youtube.com/watch?v=5KZx81crb48> that shows unethical behavior can be played and give your opinion about the situation. Write down about the levels of moral behavior based on Kohlberg's theory and Gilligan's theory. Make a report on it.**

Research on the different levels of Moral behaviors while studying two different theories, namely Kohlberg's and Gilligan's theories of Moral Development. Different people fall under different levels of moral behaviors to uphold the rules and not to break out the chaos.

### **Kohlberg's Theory of Moral Development:**

An American psychologist named *Lawrence Kohlberg* introduced a 6-leveled theory, that focuses on how children develop morality and moral reasoning. This theory suggests that moral development occurs in the series of six stages. The theory also suggests that moral logic is primarily focused on seeking and maintaining justice.

Lawrence Kohlberg's theory claims that our development happens in six stages. The stages themselves are structured in three levels:

1. Preconventional
2. Conventional
3. Postconventional

To understand this better, imagine a conflict at school. There's a fight in the schoolyard, two ninth-graders are beating up Tom, a fifth grader. Those who watch the fight are at different stages of moral development. Let's see what they do and how they justify their behavior.

#### **Stage 1: Obedience and Punishment**

At stage one, we make moral judgments based on obedience and punishment. Finn's (friend of Tom) sense of good or bad is directly linked to whether he gets punished or not. Finn sees what is happening to his friend and wants to help, but he doesn't because he is afraid the teacher may punish him if he gets caught fighting. He asks himself "how can I avoid punishment?".

#### **Stage 2: Self-Interest**

At stage two, we are motivated by self-interest. Mary decides to intervene and help Tom. She knows that she might get punished, but she also knows that she could become

a victim herself someday. If she helps Tom now, he might help her in the future. She is asking herself, What's in it for me?

### Stage 3: Interpersonal Accord and Conformity

At stage three, interpersonal accord and conformity guide our moral judgment. Betty sees the fight and wants to intervene. But when she realizes that all the others are just watching, she decides not to get involved. She wants others to see that she is a good girl who is conforming with the ethics of the community. She asks herself "What do others think of me?"

### Stage 4: Authority and Maintaining Social Order

At stage four, we value authority and want to maintain social order. When the teacher sees the group fighting, he immediately steps in and shouts: Stop! Fighting at school is forbidden! He feels that, above all, it is important to follow the rules, otherwise chaos breaks out. He feels it is his duty to uphold the rules that sustain a functioning society. He asks himself how he can maintain Law and Order.

### Stage 5: Social Contract

At stage five, we understand rules as a social contract as opposed to a strict order. Jessie who watches from afar is not sure how she feels about this. To her, rules make sense only if they serve the right purpose. Obviously, the school rules prohibit fighting. But maybe Tom deserves to finally learn his lesson. Just yesterday he punched a young girl from grade one. She asks herself, does a rule truly serve all members of the community?

### Stage 6: Universal Ethical Principles

At stage six, we are guided by universal ethical principles. All those involved now have to face the headmaster. He first explains the school rules and why they exist. He then clarifies that rules are valid only if they are grounded in justice. The commitment to justice carries with it an obligation to disobey unjust rules. The headmaster's highest moral principle is compassion. He believes that all people should learn to understand each other's viewpoints and that they don't feel alone with their feelings. He asks, what are the abstract ethical principles that serve my understandings of justice?

At the preconventional level, Finn is driven by fear and Mary by self-interest. Both judge what is right or wrong by the direct consequences they expect for themselves, and not by social norms. This form of reasoning is common among children.

At the conventional level, Betty responds to peer pressure and the teacher follows the rules. Their morality is centered around what society regards as right. At this level, the fairness of rules is seldom questioned. It is common to think like this during adolescence and adulthood.

At the postconventional level, Jesse knows that things are complicated because individuals may disobey rules inconsistent with their own morality. The headmaster follows a universal ethical idea at complete disconnect with what society thinks or rules say. To him, everything is solved through compassion. The right behavior in his opinion is therefore never a means to an end, but always an end in itself. Not every person reaches this level.

### **Gilligan's Theory of Moral Development:**

This theory was developed by *Carol Gilligan*, a female student of *Lawrence Kohlberg*. Gilligan felt that her mentor's theory did not adequately address the gender differences of moral development, due to the fact that participants in Kohlberg's study were predominantly male and because this theory did not include caring perspective.

Gilligan proposed the stages of the ethics of care theory, which addresses what makes actions right or wrong? Gilligan's theory focused on both *Care-based morality* and *Justice-based morality*.

#### **Care-based morality:**

- Emphasis on interconnectedness and universality.
- Acting justly means avoiding violence and helping those in need.
- More common in girls because of their connections to their mothers.
- Because girls remain connected to their mothers, they are less inclined to worry about issues of fairness.

#### **Justice-based morality:**

- Views the world as being composed of autonomous individuals who interacts with one another.
- Acting justly means avoiding inequality.
- Thought to be more common in boys because of their need to differentiate between themselves and their mothers.
- Because they are separated from their mothers, boys become more concerned with the concept of inequality.

**Outcomes:** Gilligan's and Kohlberg's are well-studied information that helps us deal with the art of management.

### **Activity-III: Importance of Professional Ideals**

**Write a 200-word essay on importance of professional ideals like conflict management, ambition, ethical manners and accountability of being a good professional. Make a report on it.**

#### **Professional Ethics and Their Significance**

Professional ethics are since one's greatest asset is one's character. And one should be honest and straightforward with others also, treating them in the same manner in which ethics that refer to the moral rules and regulations governing the professional world. Professional ethics are standards or codes of conduct set by people in a specific profession. Ethics related to a professional e.g., a manager of a factory are known as professional ethics. Ethics may be internal or external. As regards internal ethics, a professional must be honest with oneself, must have conflict resolution techniques, ambition, ethical manners and accountability one wishes to be treated (external ethics).



Conflict management techniques includes fairness in dealings with peers and subordinates is mandatory; one should never discriminate by dispensing special favors or privileges, whether for remuneration or not. The final goal of the group should be kept in mind before taking any decision. The decision-making process must be intricate and inclusive. A professional must logically calculate the outcomes of those ideas, and compare their pros and cons, and in the end choose the best idea that is most feasible.

A professional should always try to be impartial and ethical. Information coming to a professional confidentially should neither be revealed nor used to the disadvantage of any subordinate or worker. Accountability in the workplace means that all employees are responsible for their actions, behaviors, performance and decisions. It's also linked to an increase in commitment to work and employee morale. When employees are held accountable, they take responsibility for results and don't assume it's someone else's job. A professional must be accountable to their teammates and clients. When team members consistently demonstrate ownership and accountability, trust is formed. This results in less micromanaging and higher performance.

**Outcome:** Professional Ethics are an essential part of successful organizations.



### **Activity-IV: Case Study**

**Write down the case study on Professional ethics on the any of topics. Make a report on it.**

- 1. Nestle powers on with a rural revamp and innovation.**
- 2. Sustainable Packaging Practices at The Better Packaging Co.**
- 3. Facebook Inc.: Navigating Data Privacy?**
- 4. ReFed-Sorting the Food Waste.**
- 5. Building a Sustainable Company: The Story of Eileen Fisher.**

This case is about the sustainability practices of Eileen Fisher (EF), an American women's fashion company founded by Eileen Fisher. She started her career as a graphic designer and had to travel to Japan frequently. During this time, she was attracted to Japanese fashion, especially the simplicity and natural aesthetics of "kimono". She likes clothes that are simple, easy to wear and easy to care for, and she began to sew clothes with simple designs. She unveiled her design at the fair and managed to get her first order. After that, there was no turning back. Eileen opened her first EF store in 1986. Over the years, as sales grew, she opened more stores and expanded her business.

Notable in this transaction was Eileen's belief that companies can play a vital role in raising global awareness of how businesses do business. She was passionate about making the company the voice of change in the world, focusing on sustainability, human rights, empowerment of women and girls, and employee well-being. In this case, we use dyes that do not contain harmful chemicals, do not use water, reduce textile waste, and prevent fibers from coming out of illegally logged forests and plantations. The emphasis is on growing organically. This case provided details of the various initiatives the company took as part of its social cognition.

Eileen's continuous commitment to sustainability has earned EF Inc. the prestigious B Corporation (B Corp) certification from BLab. Eileen also aimed to achieve 100% sustainability through the Vision 2020 campaign. It is not yet known how well the company will achieve its ambitious goals. The unique designs of EF formed the core of the business. The simple, sensual, beautiful, timeless, and functional values were part of every collection the company created. The ideas were brought to life through clean lines and simple shapes. The designs which were created out of passion strove to balance the timeless with modern fashion, keeping the beauty intact.

While textile industries were infamous for wasting water, EF aimed to have control over the resource. Along with using less water and producing less fabric waste, the company also made investments in renewable energies. The organic cottons used by the brand

were dyed and processed in such a manner that two-thirds less water was used than in any other standard process followed for garment dying. About 30-50 percent energy, water, and chemicals were saved in the brand's silk fabric processing in collaboration with Bluesign. The company supported organic farming which helped it achieve a significantly less grey water footprint.

# EILEEN FISHER **WASTE NO MORE**

Eileen's Vision 2020 had the objective of using Tencel fiber instead of rayon for the clothes EF manufactured. The company was planning to get away from the regular fiber Viscose because of many reasons. First, it was not easy to track the source of the wood from where the mills were extracting it. Second, the processing of the fiber required a lot of chemicals and energy. The third reason was the health concern for the workers who were exposed to the toxic solvent used for the fiber. Tencel was a safer option as it was less toxic and the fiber could be recycled. But the problem the company was facing was that the fiber was not as versatile as Viscose.

**Outcome:** This Case study shows us how the model of sustainable development can be implemented efficiently, even in a niche business such as fashion.

## Activity-V: Quiz on Ethical Dilemmas

**Attempt the quiz on various ethical dilemmas that are relevant in today's world pertaining to privacy right, stalking, plagiarism, hacking, weaponizing technology, AI, electronic garbage creating environmental hazard etc.**

Ethical principles have evolved many times over since the days of the ancient Greek philosophers and have been repeatedly rethought. We do not see each other, but we do share our data; we do not talk to each other, but we give our opinions liberally. So how should these principles evolve for such an online, globalized world? And what might the process look like for identifying those principles?



The case of Facebook apps shows the disadvantage of sharing everything with everyone. It raises the issue of digital data protection. This is all due to the lack of digital awareness. Personal stalking and harassment are escalating through the use of the Internet and other electronic means. The data that we share on the internet may be used against us in unacceptable ways without our consent.

Plagiarism and hacking are some of the many other difficulties faced by professionals. Hacking a system to plagiarize someone else's work and track the progress of an individual or team is one of many issues that must be thought out before starting a project. Albeit the ease of use, there are an increasing number of threats that need to be eliminated. The only solution to this problem is to review and change our rules and ethics to protect people's data and rights.

The rapidly advancing field of AI and machine learning has significant implications for the role of autonomy in weapon systems. States face the daunting task of trying to understand the legal, policy, ethical, strategic, and other considerations of a technology that is rapidly evolving. Cyber terrorism is one such other threat emerging in the digital world.

2020 and the lockdowns clearly demonstrate that we plunge into the digital world irrevocably. Just a few examples:

The common exclusion of women as test subjects in much medical research results in a lack of relevant data on women's health. Heart disease, for example, has traditionally been thought of as a predominantly male disease. This has led to massive misdiagnosed or underdiagnosed heart disease in women.

A study of AI tools that authorities use to determine the likelihood that a criminal reoffends found that algorithms produced different results for black and white people under the same conditions. This discriminatory effect has resulted in sharp criticism and distrust of predictive policing.

Amazon abandoned its AI hiring program because of its bias against women. The algorithm began training on the resumes of the candidates for job postings over the previous ten years. Because most of the applicants were men, it developed a bias to prefer men and penalized features associated with women.

These examples all contribute to distrust or rejection of potentially beneficial new technological solutions. What ethical principles can we use to address the flaws in technologies that increase biases, profiling, and inequality? This question has led to significant growth in interest in data ethics over the last decade. And this is why many countries are now developing or adopting ethical principles, standards, or guidelines.

E-waste, is a product that contains electronic products or components that have reached the end of a useful life cycle. Many consumers are unaware that their electronic devices actually contain toxic substances, therefore they must be handled with care when no longer wanted or needed. If a product becomes obsolete, consumers can donate it to someone who may still find it worthwhile. Many retailers also offer trade-in programs and incentives for those who are considering upgrading electronics that require the return of older models. Retailers can reuse or reuse older models. However, if the product is completely unusable or broken, it should be disposed of by an authorized waste management company or recycler, or as a waste container at a designated drop-off point, rather than simply dumping it in the trash. You need to be able to bring it in. All this has direct negative impacts on the soil, water and on all the living creatures including humans.

**Outcome:** There is a need for review and changes in what we call "Morals and Ethics" to cope up with the Digital World.

## **Activity-VI: Unethical Treatment-Case study**

**Write a group Assignment on given topic based on unethical treatment. (Group size - 4 students). One specific case where they felt unethical treatment has been meted out to a person by an engineer – either as a witness, adviser, dishonesty, improper skills testimony etc. The group has to make a short presentation on it. Make a report on it.**

**Purpose:** We are supposed to write a group Assignment on Unethical-Treatment, which is a commonly heard in news all around the globe.

**Group Discussion:** Basic to the cooperative peer relations that exist among any professional groups is the mutual respect and consideration that one professional shows toward his or her peers. The engineer's obligation in this regard is identified in various provisions of the Code of Ethics. One important example is engineers shall not attempt to injure, maliciously or falsely, directly or indirectly, the professional reputation, prospects, practice or employment of other engineers, nor untruthfully criticize other engineers' work. Engineers who believe others are guilty of unethical or illegal practice shall present such information to the proper authority for action.

### **Unethical Treatment – Code of Ethics of Engineers**

In recent years, the Board has had the opportunity to review cases involving criticism by one engineer of another. Engineer A, the town engineer, and Engineer B, a consulting engineer retained by a town council, collaborated on an assignment to make studies and determine final contours for an existing sanitary landfill, taking into account final land use and environmental concerns, surrounding land use and topography. Engineer A and B jointly determined that the existing landfill space would be exhausted at present rate of use in three years, or soon thereafter. The town council had sought an alternative disposal location, but had not been able to locate one. It then requested Engineers A and B to submit new designs for the existing site at higher final contours in accordance with state environmental laws. After several designs were not accepted, the town council requested Engineers A and B to prepare a new design which resulted in an accepted solution, incorporating minimum setbacks and maximum allowable slopes. This design provided for a hill more than 100 feet higher than originally proposed. Engineer C, a resident of the town, publicly contended that the higher-level design concept would be environmentally unsound because methane gas from the landfill would move into adjacent private property and that would pollute nearby groundwater. The issue stirred up public controversy. Engineer C publicly questioned whether Engineers A and B should have agreed to the higher intensity use of the site.

In ruling that Engineer C acted ethically in publicly challenging the design approach adopted by Engineers A and B, the Board noted that these decisions in the public arena are subject to open debate and resolution by appropriate public authority. We found that Engineer C was acting within the intent of the Code in raising his concern. However, in such a matter of important public policy, if, after due consideration of his views and those of others, the decision should be to proceed with the proposed design of the expanded landfill, all involved should accept that each engineer had acted in conformance with the Code. That there are conflicting public views between engineers in this case should be of no concern. The Board noted:

"There may...be honest differences of opinion among equally qualified engineers on the interpretation of the known physical facts...It is not unethical for engineers to offer conflicting opinions on the application of engineering principles, or to criticize the work of another engineer, at hearings on an engineering project, in the interest of the public, provided such criticism is offered on a high level of professional deportment."

More recently, an engineering school hired a new department head from another engineering institution. Some ten months later engineers of the department met and prepared a memorandum of grievances against the new department head. That followed a series of attempts by individual faculty members to resolve grievances by personal contact with the department head. When those efforts failed, several of the faculty members told the department head they intended to take up the issue with the dean. Each of the 22 faculty members signed the memorandum and submitted it to the dean of engineering. The dean then confronted the department head with the memorandum. The department head submitted a statement rebutting the various allegations and, in turn, accused the faculty members of maliciously injuring his professional reputation. The aggrieved faculty members, after reviewing the department head's memorandum, and at the request of the dean, prepared a 20-page detailed statement expanding on their grievances.

In finding that the engineer members of the faculty acted ethically in submitting their grievances to the dean, the Board stated:

"Human nature being what it is, we have to recognize that there will be clashes of personality and of policy issues. We believe that the overall purpose and intent of the kind of professional relationships contemplated by the Code require the highest level of effort to resolve such disputes, but when this is unavailing, the aggrieved engineers must be allowed to take their case to a higher authority."

Another recent case involving criticism of another engineer was which involved Engineer A the president of a state engineering society and Engineer B the president of a different engineering society in the same state. The two societies had engaged in a series of discussions with the objective of achieving a merger of the two organizations. These discussions led to disagreement on several key issues and reached an impasse. Engineer A wrote an article in his society's magazine setting out the background of the discussions and offering his opinions on the various points of disagreement. In the course of his article, Engineer A included references and

statements which were construed by Engineer B as impugning his good faith and conduct during the discussions. These included references in Engineer A's article as to the deliberate issuance of incorrect minutes of the meetings on certain points, the intentional failure of Engineer B, or his organization to take certain actions which had been agreed upon, and the improper procedural conduct of Engineer B during the discussions. Engineer B filed charges of unethical conduct against Engineer A.

We believe Engineer B acted unethically in making unqualified public statements calling into question the professional and ethical conduct of Engineer A under the circumstances described. As various Board of Ethical Review cases have suggested, on matters of professional practice, reasonable engineers may differ reasonably. To suggest otherwise is to assume that engineering is an exact science in which determinations may be made with absolute precision and accuracy. Engineering, as with all other professions, is to a large degree more of an "art" than a "science" in which methods of practice are employed to find solutions. Each problem must be confronted on a case-by-case basis. Disagreement on a technical or professional question, even if it might not be in complete harmony with conventional wisdom, does not necessarily mean that the one advocating the position is acting unethically or unprofessionally.

We presume Engineer B was sincere in his view that Engineer A acted improperly, but Engineer B's sincerity cannot justify the injury he may have caused to Engineer A's reputation. In addition, we note that Engineer B had several alternative courses of action to follow to address his concerns. Among these included meeting with Engineer A and discussing his concerns in a frank and honest manner. This may have had the effect of either clarifying the points at issue or more definitively crystallizing Engineer B's concerns over Engineer A's testimony. In the latter case, if after discussing the matter with Engineer A, Engineer B still believed Engineer A acted improperly, Engineer B would have an obligation to bring this matter to the attention of the appropriate engineering society or state engineering board.

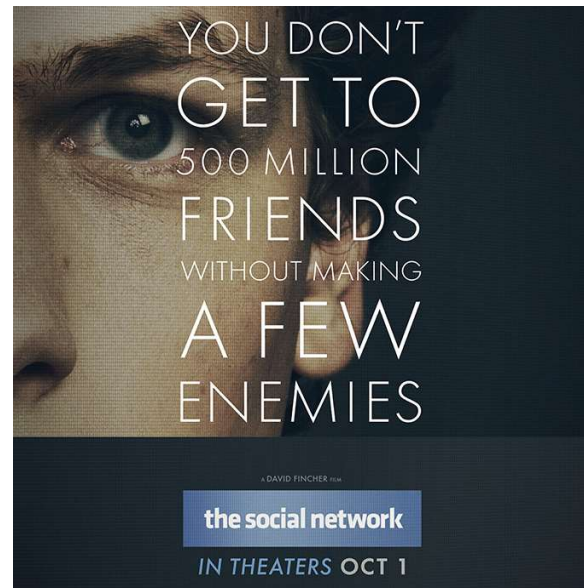
**Outcome:** It was unethical for Engineer B to accuse Engineer A of acting unprofessionally and unethically because Engineer A testified in the manner described.

## Activity-VII: Movie report

**Watch the movies like The Social Network, Steve Jobs, Moneyball, Jobs, etc. Make a report about collegiality, intellectual property, friendship and professional relationships based on the movie.**

### The Social Network Review

The movie “The Social Network” is supposedly based on the life of Founder and CEO of Meta, Mark Zuckerberg. But this movie has been in controversy, due to unreliable narrative and addition of fiction in the true events. Nonetheless, this movie explains the importance of ethical values effectively. This movie shares the value of intellectual property and why we need to prevent it from getting slipped away.



At some point, when Mark steals the algorithm from the twins, it was ethically wrong, but later it turns out that Mark got away with it legally. Mark later reduces shares of his friend in the company in order to get the financial gains. All of the actions that Mark took for the company, weren't perfect, neither were they ethically right. We should learn from his actions that those are the things one should avoid to enact.

In the end of the movie, we see that the friendship of Mark and Eduardo got ruined, due to miscommunications and irresponsible behavior of Mark. We should never avoid miscommunication by any chance, always try to find a better way to communicate with your friends, colleagues, and partners, in order to maintain a good working space and a good relationship with them.

**Outcome:** After discussing this movie with each other, we took a solemn vow that we will always make efforts to make our friendship fresh and always try to communicate with each other. Every problem can be resolved with a good communication and a better focus.



### **Activity-VIII: Top Five Code of Conducts everyone should follow**

**Write down 5 most important codes of conduct that they feel that every computer engineer should follow. Refer some business organization websites for the same. Make a report on it.**

#### **Top 5 Code of Conducts every Computer Engineer should follow**

According to Wikipedia, the code of conduct is the most common policy within an organization. This policy sets out the company's principles, standards, and moral and ethical expectations that employees and third parties are bound to when interacting with the organization. These are the general rules or expectations. From every computer engineer, there are certain expectations that are considered to be basic decency.

My Top 5 Code of Conduct are as follows:

- **Equality and Fairness:** One should never discriminate by dispensing special favors or privileges. Each member's idea must be given equal importance and should be inclusive of all, regardless of personal feelings. Any conflict of interest must be resolved before assigning a member to a project.
- **Accountability and proper management:** Each member of the team is accountable of their contributions in the project. It makes it easier to backtrack faults and ensures progress. To avoid problems, you need to maintain a high degree of control.
- **Collegiality:** A sense of collaboration and mutual support between team members is required. No one should feel left behind in the event of a mistake, and credits should be split according to each member's actual contribution.
- **Avoid harm:** Harm of any entity must be avoided, be it direct or indirect. The results of the project should not adversely affect third parties.
- **Do quality work:** Regardless to external factors, a computer professional must be committed to providing high quality products and work.
- **Be calculative:** A computer professional must be calculative of potential success to failure ratio and risks associated with any project.

Although there are many other common decencies that could have been included, these are some of the most significant ones.

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