

Professional Ethics (3150709)

Assignment

(Guide : Subhashree Behera mam)



Submitted By

Parth Patel

(Semester 5 - ~~181350107022~~)

Computer Engineering Department
Knowledge Institute of Technology & Engineering

Q1. What is ethics? What is the code of ethics? How are moral Standards formed? Give a short note on Religion and mortality.

- ❖ The term ethics is derived from the greek word *ethos* and *ethikos*, which means character.
 - Ethics is concerned with the principles of right conduct.
 - Ethics is a major branch of philosophy. It is the study of value or quality.
 - Ethics is a study of standards of conduct and moral judgement. It is a system or a code of morals for particular purpose, religion, group or profession.

- ❖ Code of ethics
 - An individual's personal ethics code usually has its roots in his/her childhood.
 - A company's code of ethics are different from an individual's code of ethics.
 - Following are the code of ethics :
 - Accountability
 - Honesty
 - Leadership
 - Openness
 - Selflessness
 - Fairness
 - Integrity
 - Objectivity
 - Respect

- ❖ Moral Standards
 - Business Ethics is a specialized study of moral right and wrong. It concentrates on moral standards as they apply particularly to business policies, institutions, and behavior.
 - Each person learns moral standards from his or her parents—what they teach in words and perhaps more importantly through their actions. These teachings shape our most fundamental attitudes about what is "right" and what is "wrong." It shapes the moral standards of children.
 - Not only teaching by parents and family but upbringing of children also contribute towards development of moral standards.
 - Events, good and bad, taking place in the life of a child also affect its moral development. This life-shaping event may more directly and consciously shape a person's ethics.
 - Due to teaching, learning and life shaping events, people learn more about standards and all these factors contribute to the great extent in development of moral standards of person.
 - Religion followed by the family members of child and his religious belief on later part also contribute towards moral development

- Society and culture of society also have an impact on the development of moral standards of a person because a person spends his life with society and social value. Culture plays a great role in the development of moral standards of a person.

❖ Religion and Morality

- Morality and religion is the relationship between religious views and morals. Many religions have value frameworks regarding personal behavior meant to guide adherents in determining between right and wrong.
- In every major religion, a divine influence is proposed as inspiration for texts that dictate our moral principles. Whether it is the Ten Commandments, the Five Pillars of Islam, the Eight Fold Path, or the Hindu Purusarthas, each decree guarantees a pleasant afterlife because each is endorsed by the god(s).
- These frameworks are outlined and interpreted by various sources such as holy books, oral and written traditions, and religious leaders. Many of these share tenets with secular value frameworks such as consequentialism, free thought, and utilitarianism.
- Religion and morality are not synonymous. Morality does not necessarily depend upon religion, though for some, this is an almost automatic assumption."
- According to the Westminster Dictionary of Christian Ethics, religion and morality "are to be defined differently and have no definitional connections with each other. Conceptually and in principle,
- morality and a religious value system are two distinct kinds of value systems or action guides
- Morality is doing what is right regardless of what is told.
- Religion is doing what you are told regardless of what is right.

Q2. What are the principles of personal and professional ethics? Write a short note on : Role of honesty, integrity and transparency.

Ans.

❖ Personal Ethics

- Personal ethics might also be called morality, since they reflect general expectations of any person in any
- society, acting in any capacity.
- Principles of Personal Ethics include:
 - Concern for the well-being of others; Respect for the autonomy of others;
 - Trustworthiness and honesty;

- Compliance with the law;
- Basic justice; being fair;
- Refusing to take unfair advantage;
- Benevolence: doing good;
- Preventing harm

❖ Professional Ethics

- Individuals acting in a professional capacity take on an additional burden of ethical responsibility.
- For example, professional associations have codes of ethics that prescribe required behavior for those who practice professions such as medicine, law, accounting. or engineering.
- These written codes provide rules of conduct and standards of behavior based on the principles of professional ethics, which include:
 - Honesty
 - Integrity
 - Promise keeping
 - Loyalty
 - Fairness
 - Caring
 - Respect for others
 - Law abiding
 - Commitment to excellence
 - Reputation and morale
 - Accountability

❖ Roles of honesty, integrity and transparency are as follows :

- **Honesty.** To act in a truthful manner and to comply with promises.
 - Honesty is the backbone of trust and trustworthiness.
 - Honesty requires us to speak and act only in ways that create and justify trust.
 - It seems a simple concept but it is very difficult to be honest in every business decision by a business man. Honesty is a broader concept than some realise and it is applicable in personal and social life.
 - An honest business man tells the truth, is sincere, does not deceive, mislead, act devious or tricky, does not betray a trust, does not withhold important information in relationships of trust, does not steal, and does not cheat.
 - There are two dimensions of honesty:
 - honesty in communication; and
 - honesty in conduct.
 - It means, a businessman shall observe honesty while he is engaged in any type of communication and his conduct (o.r., action, decision-making and plan).
- **Integrity:** To act in accordance with relevant moral values and norms

- Integrity is one of the fundamental values that employers seek in the employees that they hire. It is the hallmark of a person who demonstrates sound moral and ethical principles at work.
 - Integrity is the foundation on which co-workers build relationships, trust, and effective interpersonal relationships
 - A person who has integrity exhibits his values in relationships with coworkers, customers, and stakeholders
 - Honesty and trust are central to integrity.
 - People who demonstrate integrity draw others to them because they are trustworthy and dependable. They are principled and you can count on them to behave in honorable ways even when no one is watching. They are principled enough that they perform even when no one even knows about their performance,
 - Integrity is demonstrated in large ways and in small daily activities and practices.
- **Transparency:** To act in a manner in which there are no secrets between all.
- Transparency is the practice of openly and honestly disclosing information to stakeholders in the
 - organisation such as investors, employees and customers.
 - In many cases, transparency is considered a principle and duty.
 - Reporting financial position to shareholders and investors is a principle as well as duty to be followed by the auditor of the company.

Q3. What are ethical dilemmas and how to solve it? Give a short note on code of professional ethics for employees.

Ans.

❖ Ethical dilemma

- also known as moral dilemma.
- An ethical dilemma involves the need to choose one option from among two or more morally acceptable courses of action. Here, one choice prevents selecting the other. Further there may also be a situation where we are forced to choose between equally unacceptable alternatives.
- An ethical dilemma is a situation where the decision-maker has to choose between:
 - right and right; or
 - right and wrong
- A dilemma could be a right vs. wrong situation in which the right would be more convenient. A right versus wrong dilemma is easier to resolve.
- An ethical dilemma is a situation that will often involve an apparent conflict between moral imperatives, in which to obey one would result in disobeying another. This is also called an ethical paradox.

- An ethical dilemma involves a situation that makes a person question what is the right or wrong thing to do.
- Ethical dilemmas make individuals think about their obligations, duties or responsibilities.
- These dilemmas can be highly complex and difficult to resolve. Easier dilemmas involve a decision between right and right. However, any dilemma needs to be resolved.
- Every person can encounter an ethical dilemma in almost every aspect of their life, including personal, social, and professional.
- ❖ Solve Ethical dilemma
 - Ethical dilemmas faced by managers are often highly complex with no clear guidelines. Before, manager deals with an ethical dilemma, he should be fully aware about the problem. He should verify whether the problem has been defined in the proper way?
 - After defining problem or issue, he can take following steps or guidelines to resolve ethical dilemmas:
 - Consider the option available (It includes finding and developing various options)
 - Consider consequences for each option (It can be positive or negative)
 - Analyse actions
 - Decision making and commitment
 - Evaluate the implemented decision
- ❖ Code of professional ethics for employees
 - A code of ethics and professional conduct outlines the ethical principles that govern decisions and behavior at a company or organisation.
 - They give general outlines of how employees should behave, as well as specific guidance for handling issues like harassment, safety, and conflicts of interest.
 - In general, following values are included in the company's code of ethics which are expected to be observed from employees:
 - Always protect company assets, including physical, intellectual, and electronic or digital properties. It includes not to share confidential information accessed during work.
 - Act with integrity, comply with laws, maintain a professional work environment and comply with company policies. Maintain high standard of professional responsibility,
 - Avoid being placed in situations involving conflict of interest.
 - Treat customers, colleagues, and partners ethically at all times. Do not discriminate against anybody or anything on any bias,
 - Maintain professional relations based on mutual respect for individuals and organisations
 - Be committed to the goals of the organisation
 - Do not give up your individual professional ethics.

Q4. How to apply moral philosophy to ethical decision making? Justify Kohlberg's model of cognitive moral development.

Ans.

- ❖ Apply moral philosophy to ethical decision making.
 - With so many ethical theories about what is right and wrong, how do you decide which theory is best for your business or suitable in business decision making?
 - It is not necessary that you are required to choose just one. Most ethics experts agree that one theory cannot be applied in every business, or even in every area of the same business.
 - Each ethical theory has its own strengths and weaknesses. However, some theories are obvious fits in certain situations. For example, Kantian theory, which demands that you respect people as independent agents, works well when you are dealing with human resource issues.
 - Utilitarianism, which promotes the greatest good for everyone involved, works well in determining how to treat the environment.
 - Virtue ethical theories, on the other hand, are ideal for discussing the character of an ethical leader or ethical employee.
 - No theory can substitute for a commitment to ethical values and the use of moral imagination.
 - Moreover, for many ethical issues in business, every ethical theory (when applied correctly) yields the same answer.
- ❖ Kohlberg's model
 - Lawrence Kohlberg (1958) agreed with Piaget's (1932) theory of moral development in principle but wanted to develop his ideas further.
 - He used Piaget's storytelling technique to tell people stories involving moral dilemmas.
 - In each case, he presented a choice to be considered, for example, between the rights of some authority and the needs of some deserving individual who is being unfairly treated.
 - According to Kohlberg's Theory of Moral Development, there are 6 stages of moral development, known as Kohlberg's stages of moral development.
 - Kohlberg's Stages of Moral Development
 - Level 1 - Pre-conventional Morality
 - The pre-conventional stage is associated with the first two Kohlberg's stages of moral development:
 - Obedience and Self-interest.
 - At the pre-conventional level (most nine-year-olds and younger, some over nine), we don't have a personal code of morality.
 - At this level, children are only interested in securing their own benefits. This is their idea of morality.

- They begin by avoiding punishment, and quickly learn that they may secure other benefits by pleasing others. No other ethical concepts are available to children this young.
- When being asked what Heinz should do, children at this level of moral development may answer. He should not steal the drug because it is bad to steal.
- He should steal the drug because the chemist is charging too much. He should steal the drug because he will feel good that he saves his wife.
- He shouldn't steal the drug because he will end up in prison.
- Level 2 - Conventional Morality
 - According to Kohlberg's Theory of Moral Development, the conventional level is associated with conformity and Law and Order.
 - This is the stage at which children learn about rules and authority
 - They learn that there are certain "conventions" that govern how they should and should not behave, and learn to obey them.
 - At this stage, no distinction is drawn between moral principles and legal principles. What is right is what is handed down by authority, and disobeying the rules is always by definition "bad."
 - When being asked what Heinz should do, children at this level of moral development may answer.
 - He should steal the drug because he is a good husband, and a good husband would do anything to save his wife,
 - He should not steal the drug because he is not a criminal
 - He should not steal the drug because it is illegal to steal.
 - He should steal the drug to save his wife and after that, he should go to prison for the crime.
- Level 3 - Postconventional Morality
 - The post-conventional level is associated with these Kohlberg's stages of moral development: Social contract orientation and Universal human ethics.
 - At this level, children have learned that there is a difference between what is right and what is wrong from a moral perspective, and what is right and what is wrong according to rules. Although they often overlap, there are still times when breaking a rule is the right thing to do.
 - When being asked what Heinz should do, children at this level of moral development may answer:
 - He should steal the drug because everyone has a right to live, regardless of the law.
 - He should not steal the drug because the chemist deserves to get paid for his effort to develop the drug

- He should steal the drug because saving life is more important than anything else.
- He shouldn't steal the drug because others also have to pay for the drug. It is only fair that he pays for it as well.

Q5. What is moral philosophy? Are moral philosophy and business ethics the same? Justify it. Give a short note on idealism, realism and deontology.

Ans.

❖ Moral philosophy

- It is the branch of philosophy that contemplates what is right and wrong.
- It explores the nature of morality and examines how people should live their lives in relation to others.
- It refers in particular to the specific principles or rules that people use to decide what is right or wrong.
- A moral philosophy is a person's principles and values that define what is moral or immoral.
- Making decisions requires a person to evaluate the "rightness" or morality, of choices in terms of his own principles and values.
- While taking decisions related to business ethics and resolving ethical dilemmas, a person is guided by his moral philosophy.

❖ Moral philosophy and business ethics are not the same at all. Moral philosophy pertains to the overall guiding belief system behind the individual's perception of right or wrong. Business ethics demands that a company examines its behavior towards the outside world. It takes into consideration morality, ethical reasoning and ethics application.

❖ Idealism

- It is moral philosophy that places value on ideals as a product of the mind. It refers to the efforts required to account for all objects in nature and experience and to assign to them a higher order of existence.
- Research shows positive correlation between idealistic thinking and ethical decision making.

❖ Realism

- is the view that an external world exists independent of our perception of it. Realists work under the assumption that humans are not inherently benevolent and kind.
- Humans are inherently self-centered and competitive.
- According to realists, each person is always ultimately guided by his own self-interest
- Research shows a negative correlation between realistic thinking and ethical decision making.

❖ Deontology

- Deontology approach is also known as duty oriented approach.
- Deontology is an ethical theory that uses rules to distinguish right from wrong.
- Deontology is often associated with philosopher Immanuel Kant, German Philosopher.
- Kant believed that ethical actions follow universal moral laws, such as "Don't lie. Do Not steal. Don't cheat."
- Deontology is simple to apply.
- It states that people should follow their obligations and duties when engaged in decision making. This means that a person will follow his obligations to another individual or society because upholding one's duty is what is considered ethically correct.
- Rightness or wrongness of action depends on formal moral criteria and not on the basis of consequences i.e. end result.
- This approach tends to fit well with our natural intuition about what is or is not ethical.
- Unlike consequentialism, which judges actions by their results, deontology does not require weighing the costs benefits of a situation. This avoids subjectivity and uncertainty because you only have to follow set rules.
- Despite its strengths, rigidly following deontology can produce results that many people find unacceptable.
- So, following the rules makes deontology easy to apply. But it also means disregarding the possible consequences of our actions when determining what is right and what is wrong.
- Deontology contains many positive attributes. But it has many flaws. One of the flaws is that there is no rational or logical basis for deciding an individual's duties.

Q6. Explain Jean piaget's theory of cognitive development and what is white collar crime?

Ans.

❖ Jean Piaget's theory of cognitive development

- It suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.
- Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.
- Piaget's stage theory describes the cognitive development of children. Cognitive development Involves changes in cognitive process and

abilities. In Piaget's view, early cognitive development involves processes based upon actions and later progresses to changes in mental operations.

➤ Through his observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:

■ Stage 1 : sensorimotor

- It is during the sensorimotor stage that children go through a period of dramatic growth and learning.
- As kids interact with their environment, they are continually making new discoveries about how the world works. The cognitive development that occurs during this period takes place over a relatively short period of time and involves a great deal of growth.
- Children not only learn how to perform physical actions such as crawling and walking; they also learn a great deal about language from the people with whom they interact.
- Piaget also broke this stage down into a number of different sub-stages. It is during the final part of the sensorimotor stage that early representational thought emerges,
- By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects.

■ Stage 2 : The preoperational stage

- The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development.
- At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people.
- They also often struggle with understanding the idea of constancy.
- For example, a researcher might take a lump of clay, divide it into two equal pieces, and then give a child the choice between two pieces of clay to play with.
- One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Since the flat shape looks larger, the preoperational child will likely choose that piece even though the two pieces are exactly the same size.

■ Stage 3 : The concrete operational stage

- While children are still very concrete and literal in their thinking at this point in development, they become much more skillful at using logic.

- The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.
- During this stage, children also become less egocentric and begin to think about how other people might think and feel.
- kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.
- Stage 4 : The formal Operational Stage
 - The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning. and an understanding of abstract ideas.
 - At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.
 - It is important to note that Piaget did not view children's intellectual development as a quantitative process, that is, kids do not just add more information and knowledge to their existing knowledge as they get older. Instead, Piaget suggested that there is a qualitative change in how children think as they gradually process through these four stages.
 - A child at age 7 years doesn't just have more information about the world than he did at age 2: there is a fundamental change in how he thinks about the world.
- White collar crime
 - White-collar crime is also known as corporate crime.
 - It refers to financially motivated nonviolent crime committed by business and government professionals.
 - It is committed by persons who, often by virtue of their occupations, exploit social, economic, or technological power for personal or corporate gain.
 - White collar crime was first defined in 1939 by the sociologist Edwin Sutherland as "a crime committed by a professional in his or her capacity in the professional world against a large corporation, agency, or other professional entity."

Q7. Discuss the ethics of gandhiji?give the explanation of Tagore's ideas on education & participation.

Ans.

❖ **Mahatma Gandhi**

- He was born in Porbandar, India.
- He was an Indian lawyer, politician, social activist & writer who became the leader of the nationalist movement against the British rule of India.
- He is considered the father of the nation. Gandhi is internationally esteemed for his doctrine of nonviolent protest (satyagraha) to achieve political & social progress.
- Gandhiji reviews buddha's ethics of ahimsa, & sees to solve all social, political & problems. He evolves a new outlook on life based on the doctrine of ahimsa & sees to solve all social, political & economic problems in the light of this principle. He gives a new orientation to the problem that faces humanity today & offers a new solution.
- **Ethical Conduct**
 - Gandhi believed that as human beings, men can never reach the perfection of divine virtues.
 - Still, they should strive with all their strength to follow the virtue of truth, love, nonviolence, tolerance, fearlessness, charity & service to mankind.
 - Men have to uphold the right, regardless of the personal consequences they may face.
 - He urged Satyagrahis to adopt to these virtues
- **Truth**
 - Gandhi equated god with truth & designated his religion as the religion of truth.
 - He used to say God is truth, which he later changed to "truth is god",
 - However, his idea of truth was not taken from epistemology or theory of knowledge
 - Rather, he views truth in the form of human conduct.
 - He regarded that Indian struggle for freedom stands for truth & represents a just struggle for national individual autonomy.
- **Service to society**
 - Service to society was another way in which Gandhi's concept underpins his particle actions.
 - He believed that "the only way to see him is through his creations & identify oneself with it".
 - This is possible through services to humanity. He maintained that there is no escape from social service to those in search of god.
 - He believed that as a part of God's creation, all men share the same life & there are no real differences between them.
 - This principle of unity of life explains the concepts of secularism, religious toleration, human equality. It also underpins his long battle against untouchability & social backwardness.
- **Cleanliness**
 - Gandhi emphasised on internal (mental) and external (physical) cleanliness.
 - There was no litter or dirt or filth in his Ashrams and surroundings.

- He said: "Cleanliness is next to Godliness".
- He advocated moral self-purification.

➤ **Ends and Means**

- Gandhi believed that men should adopt only good means to attain noble objectives.
- As per him: "No good can follow from bad deeds, even if they are well intentioned."
- He believed that the path to hell is paved with good intentions; thus leading to so called "ends and means" debate. It is contrary to the view that bad means can be used to achieve good ends, and what matters is the end.

➤ **Ahinsa**

- Gandhi's Ahimsa was not only refraining from killing but also showed love for the whole man-kind and all living beings.
- He believed that man can only realize God by pursuing Ahimsa.
- He also maintained that truth and non-violence are inseparable and truthfulness and fearlessness is prerequisite for a pursuit of Ahimsa.

➤ **Satyagraha**

- Gandhi's later work rested largely on a spiritual principle of satyagraha that he developed while working in South Africa.
- For Gandhi, Satyagrahi was the foot soldier of the Passive Resistance Movement.
- One has to adopt the virtues of truth and violence to be a Satyagrahi. He should be honest and eschew material possessions and **sexual desires**.
- Gandhi prescribed a severe code for the Satyagrahi which includes harsh moral discipline, control of Senses and ascetic self-denial.

➤ **Doctrine of trusteeship**

- Gandhi regarded the rich as trustees of wealth. He said that ultimately all property belongs to God, the excess or superfluous wealth which the rich possess belongs to society and should be used for supporting the poor.
- Wealthy people have no moral right to what is more than their proportionate share in national wealth. They simply become trustees for the disproportionate share of God's property they hold. They have to use it to help the poor.

❖ **Tagore's Ideas**

- Tagore attached great importance to education, as the basis of truth, to acquire the complete knowledge of life and its various dimensions.
- Illiteracy restrain growth of a person. Tagore mentioned that the education of a child is the most important part of one's life. It is through education that an individual can learn about values like freedom, justice and fraternity.
- He wanted to establish a just social order through education.
- A wrong and misguided education can never help in reconstruction of our character.