

# **Professional & Business Ethics**

Lectures Based on

**Business Ethics Concepts & Cases**

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**Engineering Ethics Concepts and Cases**

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**Lecture Notes Prepared**

**by**

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# PART ONE

## Basic Principles

BUSINESS (OR PROFESSIONAL) ETHICS IS APPLIED ETHICS. IT IS THE APPLICATION OF OUR UNDERSTANDING OF WHAT IS GOOD AND RIGHT TO THAT ASSORTMENT OF INSTITUTIONS, TECHNOLOGIES, TRANSACTIONS, ACTIVITIES AND PURSUITS THAT WE CALL *BUSINESS* (OR *PROFESSION*). A DISCUSSION OF BUSINESS ETHICS MUST BEGIN BY PROVIDING A **FRAMEWORK OF BASIC PRINCIPLES** FOR UNDERSTANDING WHAT IS MEANT BY THE TERMS *GOOD* AND *RIGHT*, ONLY THEN CAN ONE PROCEED TO PROFITABLY DISCUSS THE IMPLICATIONS THESE HAVE FOR OUR BUSINESS WORLD. THESE FIRST TWO CHAPTERS PROVIDE SUCH A FRAMEWORK.

**CHAPTER 1** DESCRIBES WHAT BUSINESS (OR PROFESSIONAL) ETHICS IS IN GENERAL AND EXPLAINS THE GENERAL ORIENTATION OF THE BOOK.

**CHAPTER 2** DESCRIBES SEVERAL SPECIFIC APPROACHES TO BUSINESS (AND PROFESSIONAL) ETHICS, WHICH TOGETHER FURNISH A BASIS FOR ANALYZING ETHICAL ISSUES IN BUSINESS (AND PROFESSIONS).

# Chapter One

## Basic Principles: Ethics and Business (Profession)

### Questions to be Answered:

- What is meant by **Ethics and Morality**? (**Ethical Dilemmas**)
- **Why should I study ethics?**
- What is **professional and business ethics**?
- What is **Corporate Social Responsibility** (CSR)?
- Is **ethical relativism** right? (Are moral norms not universal?)
- How does **moral development** happen? (Kohlberg's Theory)
- What role do **emotions** have in ethical reasoning?
- What are the **impediments** to moral behavior?
- What is a person **morally responsible** for doing wrong?

## Ethics and Morality

• إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ {16/90} وَأَوْفُوا بِعَهْدِ اللَّهِ إِذَا عَاهَدْتُمْ وَلَا تَنْقُضُوا الْأَيْمَانَ بَعْدَ تَوْكِيدِهَا وَقَدْ جَعَلْتُمُ اللَّهَ عَلَيْكُمْ كَفِيلًا إِنَّ اللَّهَ يَعْلَمُ مَا تَفْعَلُونَ {16/91}

((Certainly God enjoins **justice** and **kindness** and giving **(Charity)** to **kinsfolk** (Three Basic Principles of Morality), and forbids **lewdness** and **abomination** and **wickedness** (three forms of immorality). He exhorts you in order that you may take heed. Fulfill the **covenant** of God when you have covenanted, and break not your oaths after the asseveration of them, and after you have made God surety over you. Lo! God knows what you do.))

# Ethics & Morality

- **Ethics** is the **philosophical** study of **Morality** to devise and understand **ethical principles**:  
**(Applied Ethics is based on Descriptive or Normative study of Morality).**

**Morality:** The Moral Standards that an individual or a group has about what is right and wrong, or good and evil.

- **Example-1: Merck and River Blindness. (Dr. Roy Vagelos, Bill Campbell, M. Aziz)**
- **Example-2: B.F. Goodrich A7-D Fraud (John Warren, Searle Lawson, Kermit Vandivier)**

# Moral and Conventional Standards

**Moral Standards:** Norms about the kinds of actions that are morally right or wrong, as well as the Values placed on objects that are morally good or bad.

**Non-Moral Standards:** The conventional standards by which we judge what is good or bad and right or wrong in a non-moral way. (i.e. rules and laws declaring actions as permissible or prohibited or things as Halaal or haraam.)

- **One third** ( $\frac{1}{3}$ ) of the verses of the Qur'an (2000+ out of 6236 verses) are related to the topic of ethics in one way or the other. In Surah Bani Israel, Surah al-Noor, Surah Luqman and Surah al-Hujurat there are many verses focused on the topic of ethics and morality. **Verses related to law are only around 500.**

# Moral & Non-Moral Standards

## Moral Standards

### (Instrumental & Non-Instrumental)

The **NORMS** about the kinds of actions believed to be morally right or wrong and **VALUES** placed on what we believe to be morally good or bad

### Moral Norms

**General Principles** about **ACTIONS** that are based on **VALUES** to judge those actions as right or wrong (e.g. acting honestly is right and taking bribes is wrong.)

### Moral Values

Material or immaterial **WORTH** of **objects** or **features of objects** considered to be good or bad and evil (e.g. Honesty is good and bribery is bad)

## Non-Moral Standards

### (Conventional & Instrumental)

The Rules and Laws by which we declare, in a non-moral way, what is allowed or not allowed and what is permissible or prohibited (Legal or Illegal)

# Relationship Between Law and Moral Standards

(Moral Standards → Ethical Principles → Legal Rules)

1. Laws and moral standards overlap to a certain extent
2. Law represents a minimum set of standards for producing a desired human behavior (**Violations are Crimes**)
3. Morality often represents a standard that exceeds the legal minimum (**Violations are Sins**)
4. Law has well defined boundaries while Morality has gray areas as well
5. Violation of law has prescribed punishment while violation of moral standards has no specific punishment.

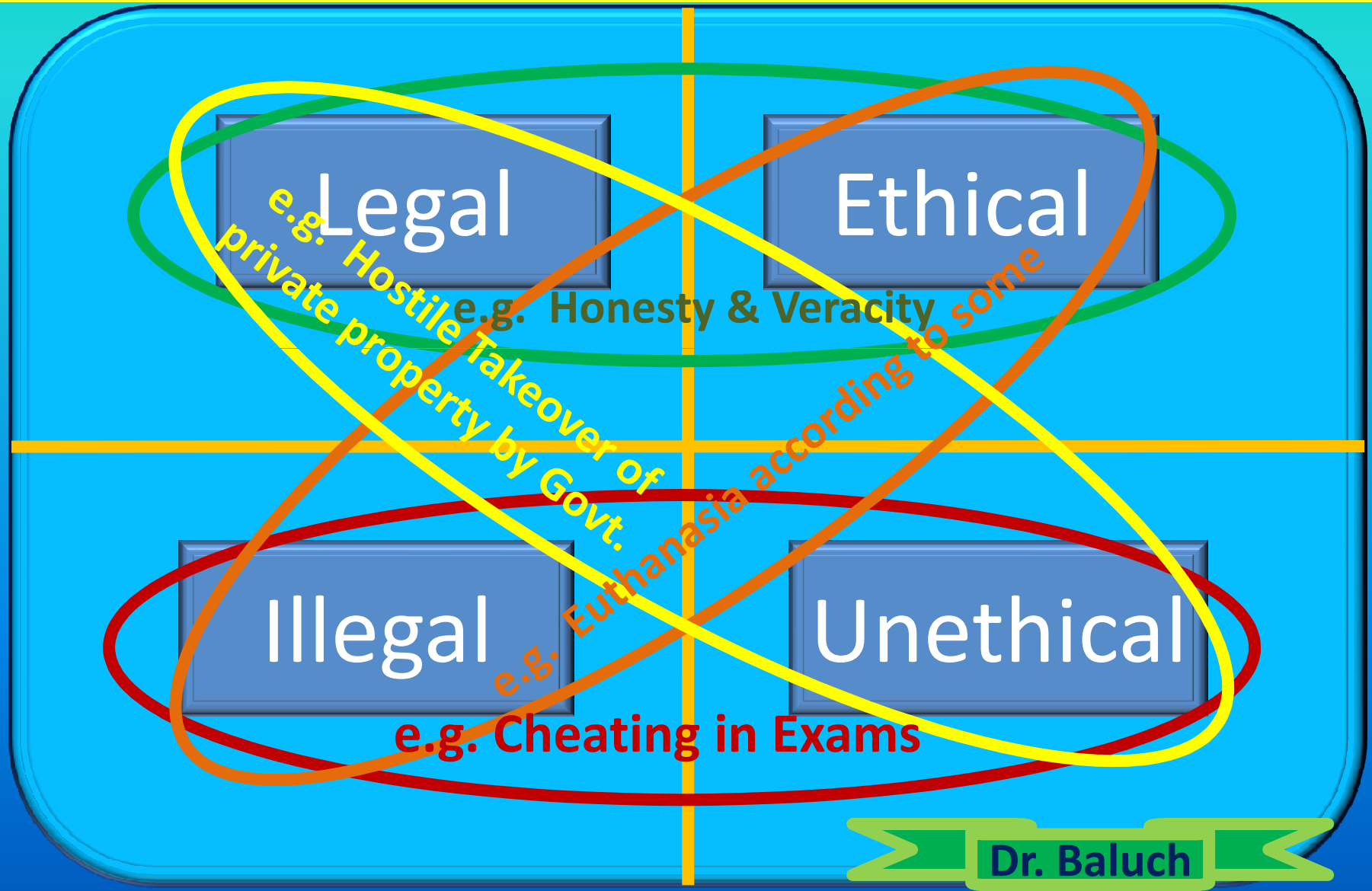
**Frequent Overlap**





# Law vs. Ethics

Moral Standards → Ethical Principles → Legal Rules



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# Examples of Legal and Ethical Actions

## Legal & Ethical

All human actions that are **completely** useful and beneficial for individuals and the society as a whole are usually considered ethical and are declared legal, such as honesty, altruism, generosity,.

## Illegal but Ethical

Human actions that are **dominantly** useful and beneficial but due to government policies they are declared illegal, such as trade and business activities BUT without a license from government.

## Legal but Un-ethical

Human actions that are **dominantly** harmful but due to cultural trends some governments declare them legal, such as same-sex marriages in some US states has been legalized. Sale of Cigarettes

## Illegal & Un-ethical

All human actions that are **extremely** harmful and injurious, such as killing innocent people, taking others property illegally, hoarding essential commodities, adulteration and sale of spurious medicines.

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# Some Mind Teasing Ethical Dilemmas

## The 'Lifeboat' Dilemma

- The ship is sinking and the seas are rough. All but one lifeboat have been destroyed. The lifeboat holds a maximum of six people. There are ten people that want to board the lifeboat. The four individuals who do not board the boat will certainly die.
  - Woman who is six weeks pregnant
  - Lifeguard
  - Two young adults who recently married
  - Senior citizen who is sole bread winner of fifteen grandchildren
  - Prominent professor of University
  - Thirteen year old twins
  - Veteran surgeon
  - Captain of the ship
    - Who should board the boat? And why?
    - If you are the captain, who should you allow to board the boat? And why?

# Some Mind Teasing Ethical Dilemmas

## The 'Trolley' Dilemma

### Trolley Scenario 1

- A trolley is running out of control down a track. In its path are 5 people who have been tied to the track by a mad philosopher. Fortunately, you can flip a switch which will lead the trolley down a different track. Unfortunately, there is a single person tied to that track. Should you flip the switch? Why? What if there is someone related to you among those 5 persons? What if the single person is someone dear to you? Is your answer same in all these scenarios? If yes why and if no then why? Can you give an appropriate and satisfactory explanation?

### Trolley Scenario 2

- As before, a trolley is hurtling down a track towards five people. You are on a bridge under which it will pass, and you can stop it by dropping a heavy weight in front of it. As it happens, there is a fat man next to you - your only way to stop the trolley is to push him over the bridge and onto the track, killing him to save five. Should you proceed? Why? How is this case different from the first? What if the fat man standing next to you on the bridge is someone dear to you? What if there is someone related to you among the 5 persons?

# Some Mind Teasing Ethical Dilemmas

- **The 'Heinz' Dilemma:** Mr. Heinz is ordinarily a law-abiding man. One day, his wife becomes gravely ill. Heinz takes her to the doctor, who prescribes a medication for her. She does quite well on this medication and begins to recover. However, Heinz has no insurance and runs out of money quickly paying for this expensive medication. After a few months, he can no longer purchase the medication and his wife begins to take a turn for the worse. One day, he is in the pharmacy and notices that no one is behind the counter. The medication is in plain view. Should he steal the medication to help his sick wife? (What if you step in his shoes and the sick person is your most dear one?)
- **The Old Woman in the Airport:** You are in the airport, trying to catch a flight that is about to leave. As you run down the crowded corridor, an elderly woman suddenly slips in front of you and falls to the ground with a cry. Do you stop to help, if you know you will miss your flight because of it? (What if the elderly woman is your mother? Why you will never abandon her if she is your mother? )

# Tips for Resolving an Ethical Dilemma

## *Suggested Tests for Evaluating Actions*

**1-Harms & Utility Test:** Do the benefits outweigh the harms, both short-term and long-term?

**2-Reversibility Test:** Would I think this was a good choice if I changed places?

**3-Colleague Test:** What would my professional colleague say?

**4-Legality Test:** Would my choice violate a law, or a policy of my employer?

**5-Publicity Test:** How would my choice look on the front page of tomorrow's newspapers?

**6-Common Practice Test (Universalizability):** What if everyone behaved this way? (Kantianism)

**7-Wise Relative Test:** What would my grandmother say? Would I want her to know what I'm doing?

**8-Hiding Test:** Do I want people to know what I'm doing? (Refer-Hadith)

**9-Self-respect Test:** How will I feel about myself after I make this choice?

**10- Bias Test:** Is your action or decision biased towards or prejudiced against anyone or anything? Biases and prejudices work sub-consciously and need more careful analysis.

# Six Characteristics of Moral Standards

(To distinguish them from non-moral standards)

1. Involve significant and **serious injuries**, harms and damages (e.g. theft, rape, child abuse, assault, slander, fraud etc.), or **benefits** (e.g. affection, attention & care, charity, utility, benevolence, altruism, etc.)
2. Should be **preferred to other values** including self-interest.
3. They are **Not established or changed** by authority figures or authoritative bodies, (i.e. not Rules/Regulations and Laws)
4. Moral standards are felt to be **universal**. (Everyone should follow them and we get upset when we violate them or see someone violating them)
5. Based on **impartial** considerations with certain exceptions. (such as taking care of one's family)
6. Associated with special **emotions** and **vocabulary**. (Guilty, Ashamed, Remorseful, Loss of Self-esteem, Dignity, Self Respect, Obligations, Moral Responsibility etc.)

# What is Ethics?

- Broadly speaking, ethics is the discipline to
  - 1) **examine one's moral standards (Norms & values)** or the **moral standards of a society**
  - 2) **evaluate their reasonableness** and
  - 3) discern their **implications** for one's life.
- As a subject it is the field of **moral philosophy** which **rationaly inquiries into the truth about moral norms and values, about what is right and wrong, good and bad**, with an aim to be rigorous and systematic about our moral thinking.
- **Applied Ethics:** The study of **ethics** in specific situations, professions, or institutions, e.g. business ethics, engineering ethics, medical ethics, research ethics, etc.
- **Go to Appendix-I ( Intro of Values , Page # 41)**



# What are Values?

- Values are those inner standards from which you receive the motivation to act as you do and
- by which you judge behavior (both yours and others). Values signify what is important and worthwhile.
- They serve as the basis for moral codes and ethical reflection. Individuals have their own Values based on many aspects including family, religion, peers, culture, race, social background, gender, etc.
- Values guide individuals, professions, societies communities, and institutions.

# Basic Features of values

1. A Value must be **chosen freely**. If **you don't cheat** because someone tells you not to, or because you know you will get into trouble with some authority figure, say, you are not freely acting on your Values of Honesty and Integrity.
2. A value is always chosen from among **alternatives**. If **you don't cheat** because you are taking a test in an empty room without any resources, you cannot say you chose not to cheat. There must always be an alternative in choosing your value.
3. **Intention** : A Value results from a choice freely made after thoughtful consideration of the choices . If **you don't cheat** because it never occurred to you to do otherwise, there is no value at play. If **you cheat** thoughtlessly or carelessly, it does not reflect a value. **Only when you carefully consider alternatives and consequences and then make a choice is value reflected in that decision.**

## Basic Features of values

4. When you value something, it has a **positive quality** for you. If your decision **not to cheat** is something you feel good about, then it is based on a value. **You like yourself for your honesty and integrity. You prize them and cherish these qualities in yourself.**
5. You are willing to **publicly stand** by your Values. Not only you are proud of your choice **not to cheat**, you will speak about your position and even try to convince others **not to cheat**. **You declare in your actions and your words that you value honesty and integrity.**

## Basic Features of values

6. When you have a Value, it shows up in every aspect of your life. You don't just talk about having honesty and integrity – **you live it**. You will spend time and energy on developing your honesty and integrity. **You will associate with people who also value honesty and integrity. You will make sacrifices (money or otherwise) to live by your Values.**
7. Values **show up again and again** in your actions. **Not cheating** on one thing does not mean you hold a Value. **Only when you make the same kind of choices over and over again in similar circumstances the Value is at play.** Because of your honesty and integrity, **you don't cheat** on anything. **From small quizzes to big tests, from board games to big contests, your Value is in effect in every circumstance, and thus it has become a VIRTUE.**

# Why should I Study Ethics?

- I am an ethical person, why then should I study the ethics? This is a question raised by many students and the answer is simple.
- You are studying a discipline for the sake of being a professional and every profession has to necessarily follow **certain codes of conduct**, whose violations may land you in troubled waters.
- So it is not just highly recommended to study Professional Ethics, rather it is **mandatory** to be aware of the pros and cons of this discipline.
- **Study Appendix-II and Appendix-III**

# Methods of Studying Morality

- There are two methods of studying morality (i.e. Moral **Norms** and **Values**):
  - **Descriptive Study** which is carried by anthropologists, sociologists and psychologists who just describe and **explain what the world morally is.**
  - in other words an investigation that attempts to describe or explain the world, without reaching to any conclusions, whether the world is as it should be.  
(e.g. How many Americans think giving & taking bribes is wrong?; What %age of black Americans are involved in unethical practices? Which kind of unethical practices are rampant among them?) Thus is It is a Statistical and Factual Study of Morality

# Methods of Studying Morality

- **Normative Study** of morality which is the method adopted by the Ethicists, philosophers and religious scholars who investigate the application and implications of the norms and values and **tell us what the world morally ought to be.**
- In other words an investigation that attempts to reach to conclusions about what things/values are good or bad, or about what actions/practices are right or wrong (e.g. Bribery is bad and altruism is good; taking bribes is wrong and helping the poor and needy is right; Bribery is a kind of corruption and is one of the causes of backwardness of our country, we must get rid of it.) So It is the Negative (Preventive) and Positive (Aspirational) Study of Morality

# What is a Profession?

- The word “**profess**” means to make an open declaration, to affirm a claim.
- The word **profession** as a term means: “**a vocation or occupation requiring advanced education and training, and involving intellectual skills**”, like medicine, law, engineering, theology, teaching etc.
- It must be distinguished from **occupation** which simply means **a way to make a living and earning one’s livelihood**.



# Seven Characteristics of Professional Ethics

A profession has following **7 characteristics** that make it distinct from an occupation

1. Vital **knowledge** and **skills**
2. Extensive **training**
3. **Control of services** (not serving as an aid to another person)
4. **Autonomy in workplace** (can make decisions independently)
5. Adherence to **ethical regulations**
6. **Voluntarily** adopted and professed (**not a forced or a punitive work**)
7. With a certain **noble aim** (e.g. along with earning livelihood lawfully, serving the people/a cause)

# What is Professional Ethics?

- Professional Ethics is the **set of standards** adopted by professionals insofar as they view themselves acting as a professional. It has following **important characteristics**:
  - Unlike common morality and personal morality professional ethics is usually stated in a **formal code**, like “**Code of Professional Conduct**” or “**Code of Professional Responsibility.**”
  - It focuses on **issues** that are relevant to that specific profession, e.g. **perjury**, **privacy**, **confidentiality**, **intellectual property rights**, **copyrights** and **patents**.
  - Professional ethics is supposed to **take precedence over personal morality** (in case of conflict between one's Conscience and Professional Ethics).
  - It has **negative** dimension (**Preventive Ethics**) to stop evil and mal-practices and **Positive** dimension (**Aspirational Ethics**) to promote virtuous practices.

# Professional Character Portrait

There are **Three Character Traits** that might be part of a professional character portrait:

1. The **1<sup>st</sup>** professional character trait is **Professional Pride** especially in **Technical Excellence and Skills** by keeping ones professional **expertise** at its highest possible level. (**Individual: the basic building block of a society**)
2. The **2<sup>nd</sup>** professional character trait is **Social Awareness**. (**Society: the basic unit of humanity**)

موج ہے دریا میں اور بیرون دریا کچھ نہیں

1. The **3<sup>rd</sup>** professional character trait is **Environmental Consciousness**. (**The Humanity as the Vicegerent and The Planet Earth**)

# Professional Ethics Related Questions

## Medicine:

1. Should a surgeon refer a pregnant woman to another surgeon for **abortion** if she considers abortion unethical?
2. Should a physician tell a man/woman about his/her fiancé who is his patient that he/she is suffering from a **fatal/contagious disease**?
3. Is it ethically right for a doctor to prescribe medicines/products of a pharmaceutical company that had **financially helped** him/her in his/her pursuit of professional degree?
4. Is it ethically justified for a doctor to resort to **euthanasia** (mercy killing) for a terminally ill patient?

# Professional Ethics Related Questions

## Legal Profession:

1. Should a lawyer refer to another lawyer a case that he/she considers unethical? Such as **to defend a thief, a terrorist, a rapist, an extortionist.**
2. Is it ethically right to be a **solicitor of a client**, in a legal case, who you personally know is the oppressor/transgressor?
3. What are your views about hiding of facts/figures that are brought to your knowledge by your client and that might be used against your client in a criminal case or civil law suit? **(Doesn't it violate confidentiality if disclosed and concealment of the evidence, even abetment, if kept secret?)**

# Professional Ethics Related Questions

## Engineering Profession:

1. Should an engineer refuse to **design a war machine** when he/she is of the views that war as unethical?
2. Is it ethically right for an executive engineer to **approve a project** that does not address environmental concerns?
3. What are your views about **computer viruses** developed by software engineers for anti-virus software companies?
4. Have you ever thought about using any **hacking software**? And what are your views about the use of **pirated copies of any software**?

# Professional Ethics Related Questions

## Business Ethics:

- What are your ethical views regarding following business practices:
  1. **Out-bidding** ( making a better offer while two parties are busy in negotiating the deal)
  2. **Adulteration** (mixing inferior quality items with superior quality goods and selling them at the price of superior ones)
  3. **Price-fixing** ( in violation of the market force “demand and supply” principle)
  4. **Hoarding/ monopoly/ cartelization** (creating artificial scarcity to dictate the market prices)
  5. **Trickery & fraud** (e.g. through misrepresentation; misleading and deceptive advertisements etc)

# What is Business Ethics?

- Business ethics is a **specialized study** of moral right and wrong that concentrates on moral standards as they apply to business institutions, organizations, and behavior.
- Business ethics is study of
  - Our **moral standards** insofar as these apply to business
  - How **reasonable or unreasonable** these moral standards, we have absorbed from society, are?
  - The **implications** our moral standards have for business activities.



# Types of Ethical Issues

- **Systemic**: Ethical questions about the social, political, legal, or economic systems within which companies operate.
- **Corporate**: Ethical questions about a particular corporation and its policies, culture, climate, impact, or actions.
- **Individual**: Ethical questions about a particular individual's decisions, behavior, or character.

# Can ethical qualities be attributed to corporations?

- **View #1:** corporations, like people, act intentionally and have moral rights, and obligations, and are morally responsible.
- **View #2:** it makes no sense to attribute ethical qualities to corporations since they are not like people but more like machines; only humans can have ethical qualities.
- **View #3:** humans carry out the corporation's actions so they are morally responsible for what they do and ethical qualities apply in a primary sense to them; corporations have ethical qualities only in a derivative sense.

## Arguments against Business Ethics

1. In a free market economy, the pursuit of profit will ensure **maximum social benefit** so business ethics is not needed.
2. A manager's most important obligation is **loyalty to the company** regardless of ethics.
3. So long **as companies obey the law** they will do all that ethics requires.

# Arguments Supporting Business Ethics

- Ethics applies to all human activities including business.
- Business cannot survive without ethics. (**For most human beings are naturally greedy, jealous and adapted to serving self-interests. )**
  - **Example of a greedy + jealous person who was told by the angel that his supplications will be fulfilled with the condition that his neighbor will get double of what he asks for himself. ???**
  - **The fate of the three friends who found a piece of Bonanza. ???**

# Arguments Supporting Business Ethics

- Ethics is consistent with profit seeking, as ethical behavior breeds cooperation while unethical behavior breeds reprisals.
- **Customers, employees, and people in general care about ethics and prefer to deal with virtuous people.**
- **Studies suggest ethics does not detract from profits, rather it seems to contribute to profits.** (Honesty, Truthfulness and Equity (fairness) are necessary to establish credibility of a person among the fellow beings.
  - **Example of \$100 given to two men. First man to divide it as he wishes and second man to decide to accept or reject the division and return \$100 to the experimenter.**
  - **Example of Caliph Ali ibn Abi Talib dividing 8 Dinars between 2 persons giving one who shared 5 loaves 7 Dinars and, only 1 Dinar to him who shared 3 loaves with the one who gave them these Dinars. After it was explained to them, both happily accepted the decision)**

# Corporate Social Responsibility (CSR)

## Can ethical qualities be attributed to corporations?

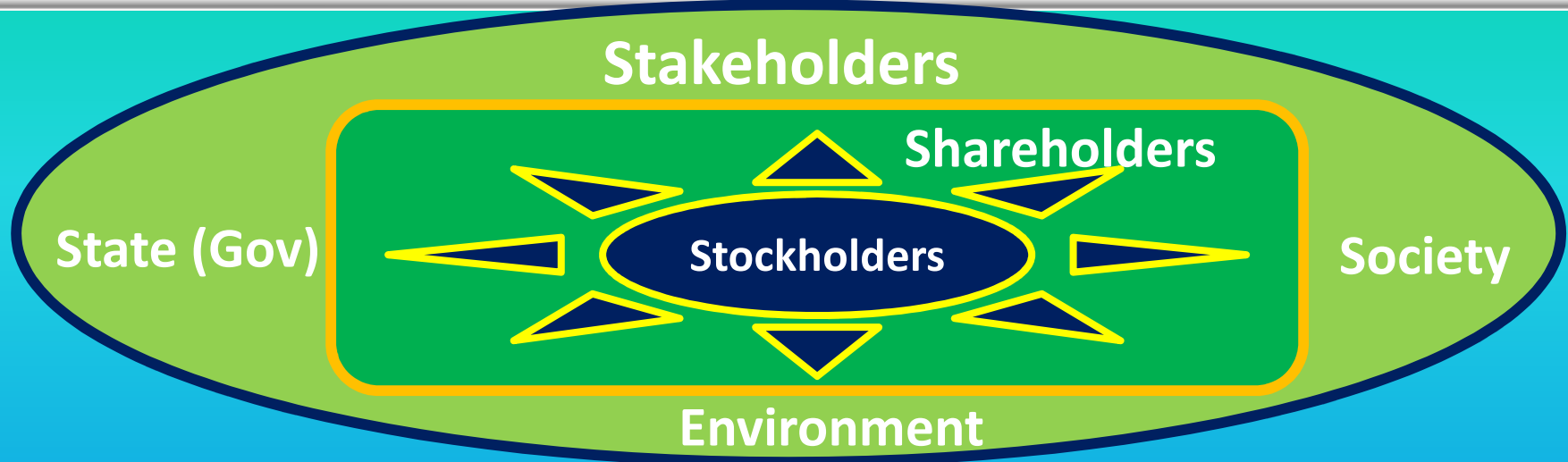
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# Corporate Social Responsibility (CSR)

- Corporate Social Responsibility refers to a corporation's responsibilities or obligations toward society.
- Corporations owe much to society (i.e. the People, Government and Environment) in exchange for:
  - the services like roads, water system, sanitation, legal system, security system provided by the community through government
  - labor and expertise provided by employees and capital provided by investors).
  - Natural Resources they drawn from the environment wherein they operate

**(Capitalist Mentality vs. Industrial/Corporate Mentality)**

# Shareholders vs. Stakeholders Theory of CSR



- The **shareholders view** of **Milton Friedman** says a manager's only responsibility is to **legally and ethically** make as much money as possible for shareholders. (Owners and their partners)
- The **stakeholders' theory** of **Edward Freeman** and **David Reed** says managers should give all stakeholders a fair share of the benefits a business produces. (stockholders + shareholders + Community) It is best for the business if not for shareholders (Instrumental Argument) and it is according to the requirements of moral norms (Normative argument)



# Technology and Ethical Issues in Business

- Advances in technology often create new issues for business and professional ethics.
- Technology consists of all those methods, processes and tools that humans invent to manipulate and control their environment.
- Invention of the tools and discovery of methods for tilling the land brought **Agricultural Revolution** which helped to produce **surplus crops** and invention of industrial tools and knowhow brought **Industrial Revolution** with **surplus industrial products** for trade and business.
- Currently, advances in **Information Technology** are creating new issues in business ethics, e.g. **Risks to privacy** and **intellectual property rights**.

# Technology and Ethical Issues in Business

- **Cyberspace:** a term used to denote the existence of information on an electronic network of linked computers, and it carries the risk of personal information leaked to others who may adversely use it (e.g. **Wiki Leaks**, **Panama Papers** etc.)
- **Nanotechnology** (i.e. development of tiny artificial structures only in nanometers (**billionth of a meter**)) raises the risk of spreading dangerous products.
- **Biotechnology** or Genetic Engineering (technology that allows mutilating or modifying genes of humans, animals and plants) has destroyed and replaced many natural varieties of crops, fruit and vegetables with **GMOs**.
- Increasing connections between the economic and social systems of different nations, known as “**globalization**”, by **Multinational Corporations** has also created new issues in business ethics (**destruction and annihilation of small and medium size business enterprises, manipulation and violation of host countries’ laws, exploitation of workers etc.**)

# Resolving Cross-Cultural Ethical Differences

- In response to **violation of ethical norms and values by Multinationals in host countries** some ethicists introduced a new theory of **Relativism of the Morality**.
- **Moral Relativism** = the theory that there are no ethical standards that are absolutely true and that apply or should be applied to the companies and people of all societies.
- **Some examples of practices societies disagree about them:**
  - Polygamy, monogamy, polyandry (e.g. in Tibet, China), abortion, infanticide, slavery, racial discrimination (e.g. **Apartheid** of South Africa and **untouchables** of India) and gender inequality (e.g. **SATTI** in India), female circumcision, torture of animals etc.
  - So they say, “**When in Rome do as the Romans do**”

# Criticism of Moral Relativism

- **Objections to Moral Relativism:**
  - Some moral standards are found in all societies and are absolute or universal (e.g. honesty, truthfulness, being polite and courteous, altruism and benevolence);
  - Moral differences do not logically imply relativism;
  - Relativism has incoherent consequences (**allows lame excuses for Double Standards followed by Multinationals**);
  - Relativism **privileges** whatever moral standards are widely accepted in a society.

# Resolving Cross-Cultural Ethical Differences

- To reconcile between Absolute or Universal Moral Standards and Relativism of Morality some scholars introduced “**Integrative Social Contracts Theory**”.
- According to the **Integrative Social Contracts Theory** (ISCT), there are two kinds of moral standards:
  - **Hyper-norms**: those moral standards that should be applied to people in all societies. (Absolute and Universal Norms and Values)
  - **Micro-social norms**: those norms that differ from one community to another and that should be applied to people only if their community accepts those particular norms.

# Kohlberg's Three Levels of Moral Development

## First Level: Pre-conventional Stages:

At these first two stages the child can apply the labels good, bad, right, and wrong. But good and bad, and right and wrong are seen in the terms of **pleasant or painful consequences of actions** or what authority figures demand. The child at this level can see situations mainly from his own point of view, so his primary motivations are **self-centered**.

# Kohlberg's Three Levels of Moral Development

- **Stage One: punishment and obedience orientation.** At this stage, the demands of authority figures or the pleasant or painful consequences of an act define right and wrong. The child's reason for doing the right thing is to avoid punishment or defer to the power of authorities. There is little awareness that others have needs and desires like one's own.
- **Stage Two: instrumental and relative orientation.** At this stage, right actions become those through which the child satisfies his own needs. The child is now aware that others have needs and desires like he does and uses his knowledge to get what he wants. The child behaves in the right ways towards others, so that others later will do the same towards him.

# Kohlberg's Three Levels of Moral Development

## Second Level: Conventional Stages:

At these two stages, the older child or younger adolescent sees moral right or wrong **in terms of living up to the conventional norms of his or her family, peer group, or society.** The young person at these stages is loyal to these groups and their norms. He sees right or wrong in terms of “What my friends think,” “What my family taught me,” “what we Americans believe,” or even “what the law says.” **The person has the ability to take the point of view of other similar people in his group.**



# Kohlberg's Three Levels of Moral Development

## ➤ **Stage Three: interpersonal concordance orientation.**

Good behavior at this early conventional stage is living up to the expectations of those for whom the person feels loyalty, affection, and trust such as family and friends. Right action is conforming to what is expected in one's role as good son, good daughter, good friend and so on. At this stage, the young person wants to be liked and thought well of.

## ➤ **Stage Four: law and order orientation.** Right and wrong at this more mature conventional stage are based on loyalty to one's nation or society. The law and norms of society should be followed so that society continues to function well. The person can see other people as part of a larger social system that defines individual roles and obligations, and he can distinguish these obligations from what his personal relationships require.

# Kohlberg's Three Levels of Moral Development

## Third Level: Post-conventional Stages:

At these next two stages, the person no longer simply accepts the values and norms of her group. Instead, the person tries to see right and wrong from an impartial point of view that takes everyone's interests into accounts. The person can question the laws and values of her society and judge them in terms of moral principles that she believes can be justified to any reasonable person. When an adult at this stage is asked why something is right or wrong, the person can respond in terms of what is "fair for everyone" or in terms of "justice," or "human rights," or "society's wellbeing."

# Kohlberg's Three Levels of Moral Development

- **Stage Five: social contract orientation.** At this first post-conventional stage, the person becomes aware that people have conflicting moral views, but believes there are fair ways of reaching consensus about them. The person believes that all moral values and moral norms are relative and that, apart from a democratic consensus, all moral views should be tolerated.
- **Stage Six: universal principles orientation.** At this second post-conventional stage, right action comes to be defined in terms of moral principles chosen because of their reasonableness, universality, and consistency. These are general moral principles that deal, for example, with justice, human rights, respect for human dignity, or treating as ends in themselves. The person sees these principles as the criteria for evaluating all socially accepted norms and values.

# Kolberg's Theory

Level/Stage	Age Range	Description
I: Obedience/Punishment	Infancy	No difference between doing the right thing and avoiding punishment
I: Self-Interest	Pre-school	Interest shifts to rewards rather than punishment – effort is made to secure greatest benefit for oneself
II: Conformity and Interpersonal Accord	School-age	The “good boy/girl” level. Effort is made to secure approval and maintain friendly relations with others
II: Authority and Social Order	School-age	Orientation toward fixed rules. The purpose of morality is maintaining the social order. Interpersonal accord is expanded to include the entire society
III: Social Contract	Teens	Mutual benefit, reciprocity. Morally right and legally right are not always the same. Utilitarian rules that make life better for everyone
III: Universal Principles	Adulthood	Morality is based on principles that transcend mutual benefit.

# Gilligan's Theory of "Female" Moral Development



- According to Carol Gilligan:
  - For women morality is primarily a matter of **caring** and **responsibility** as compared to **men's moral behavior which is focused on rights and justice**.
  - Moral development for women is progress towards better ways of **caring** and being responsible
  - Women move from a **conventional stage of caring** for others to the neglect of oneself, to a post conventional stage of achieving a **balance between caring for others and caring for oneself**.

## Carol Gilligan's Ethics of Care Theory

Stage	
Preconventional	I ♥ ME
	TO I ♥ YOU
Conventional	I ♥ You more than Me
Postconventional	I ♥ Myself & YOU

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**(Note) Gilligan theory has been subjected to severe criticism and rejected by most of the scholars.**

**Rosenthal's Pygmalion Effect of Bias  
(Observer/Experimenter/Teacher Specific) & Hawthorne  
Effect of Attention (Observed/Subject/Student Specific)**

# Moral Reasoning

Don't Believe Everything You Hear .  
There Are Always Three Sides To A Story:  
Yours, Theirs And The TRUTH

The reasoning process by which human behaviors, institutions, or policies are judged to be in accordance with or in violation of moral standards.

- Moral reasoning involves:
  - **Knowledge of the moral standards** by which we evaluate things
  - **Proper Information about what is being evaluated** ( it may be a policy, an institution, or a behavior)
  - A **moral judgment** about what is being evaluated. (right or wrong, just or unjust, fair or unfair, good or bad,)

# Moral Reasoning : Heart-Brain Connection

- Psychological Research on Moral Reasoning suggests that **emotions** are necessary for moral reasoning. But Emotions MUST be kept within bounds as **unbridled emotions** might land one in troubled waters.
- **Analyzing Moral Reasoning:** Moral Reasoning Should:
  - Be **logically conclusive** and not based just on pre-conceived ideas and **thoughts (i.e. Deductive Logic, NOT Inductive Logic or Abductive Logic)**
  - Rely on **evidence** or information that is **accurate, relevant** and **complete**
  - Be **consistent**. (Applicable to everybody, all the times everywhere)



# Moral Reasoning and Four Steps Leading to Ethical Behavior

## Step One: Recognizing a situation

- Is it an ethical situation? (e.g. whether it is a family situation, legal situation or a business situation?)  
Most situations may fall within several frames.
  - Requires **framing** it as one that requires ethical reasoning (e.g. it is NOT purely a technical situation that does not require ethical reasoning)

### **Situation is likely to be seen as ethical when:**

- involves serious harm that is concentrated; likely or already has occurred; victim(s) is/are proximate (i.e. accessible); is imminent (unavoidable); and potentially violates our moral standards

# Four Steps Leading to Ethical Behavior

## Obstacles to recognizing a situation:

1. **Euphemistic labeling**, (rightsizing, downsizing, out-sourcing, load management, collateral damage)
2. **Justifying our actions**, (terrorists justify their actions as being courageous fighters against brutal oppressors)
3. **Diminishing comparisons**, (comparing the situation with another larger and greater evil)
4. **Displacement of responsibility**, (statements like “it is not my fault”, “my boss has ordered me”, “I wasn’t really involved in it”)

# Four Steps Leading to Ethical Behavior

## Obstacles to recognizing a situation:

5. **Diffusion of responsibility**, (statements like “I was just one person out of a lot of people”, “it was unavoidable”)
6. **Distorting the harm**, (there is no evidence anyone has been harmed”, “you can’t believe the victim”, “it is too much exaggerated”)
7. **Dehumanization**, Hitler called Jews whom he killed “parasites.”; Calling homeless people “squatters” or “vagrants” to occupy their land.
8. **Redirecting the blame to the victim(s)**. ( Phrases like “he started it”, “they deserved it”)

# Four Steps Leading to Ethical Behavior

- **Step Two: Making a Judgment about the ethical course of action.**
  - Requires moral reasoning that applies our moral standards to the information we have about a situation. (information must be accurate, relevant and complete)
  - Requires realizing that information about a situation may be distorted by biased theories about the world (“it has caused little damage to the environment”); about others (Mexicans are lazy People”, “all Muslims are terrorists”); and about oneself (being overly optimistic, overestimating or underestimating one’s abilities and potentials, being overconfident).

## Four Steps Leading to Ethical Behavior

- **Step Three: Deciding to do the ethical course of action.**

Deciding to do what is ethical can be influenced by:

- The **culture** of an organization—people's decisions to do what is ethical are greatly influenced by their surroundings.
- Moral **seduction**—organizations can also generate a form of “moral seduction” by exerting subtle pressures that can gradually lead an ethical person into decisions to do what he or she knows is wrong.

## Four Steps Leading to Ethical Behavior

- **Step Four: Carrying out the ethical decision.**
  - Factors that influence whether a person carries out his/her ethical decision include:
    - One's strength or weakness of will (just good intention is not enough, it requires “**strong will power**” or “**ego strength**” to implement an ethical decision)
    - One's belief about the **locus of control** of one's actions (not dependent on others, luck or circumstances)
    - Willingness to **obey authority figures** (Stanley **Milgram's experiment** (1961) of “**Electric Shock Machine**”. “you have no choice, you must go on”, “it is absolutely essential you continue”, “the responsibility is mine, please go on”)

# Moral Responsibility

(Not to be confused with Moral Duty/Moral Obligation)

Moral Responsibility for the Consequences of the Acts of (Commission/Omission) or Decisions Made by a Person

- **Fixing the Blame** and Moral Responsibility
  1. **Identifying** who is to blame for a wrong
  2. Making sure the **accused is really blameworthy (Evidence)**
  3. Direct involvement for the injury (**it wasn't an accident**)
  4. Determining the **level and extent** of the responsibility.

# Moral Responsibility

(Not to be confused with Moral Duty/Moral Obligation)

- **Three Components of Moral Responsibility**

1. The **Person caused** (Commission) or **helped cause** the injury, (Causality); or **failed to prevent** it when he or she could and should have (Omission).
2. Person did so **knowing** what he or she was doing (**knowledge**). Ignorance of Facts, **except deliberate and based on negligence**, absolves a person of moral responsibility.
3. Person did so of his or her own **free will** (free from duress).



# Factors that Mitigate Moral Responsibility

- **Minimal contribution**

- In general, the less one's actual actions contribute to the outcome of an act, the less one is morally responsible for that outcome.

- **Uncertainty**

- A person may be fairly convinced that doing something is wrong yet may still be doubtful about some important facts, or may have doubts about the moral standards involved, or doubts about how seriously wrong the action is.

- **Difficulty to Avoid**

- A person may find it difficult to avoid a certain course of action because he or she is subjected to threats or duress of some sort or because avoiding that course of action will impose heavy costs on the person.

- **How Serious was the Injury**

- The more serious the wrong, the less the above factors mitigate.

- **(Note) Moral Responsibility is not Removed nor Mitigated by:**

- The cooperation of others (ولا تعاونوا على الإثم والعدوان)
- Following orders (قل طاعة معروفة)