Chapter 2 – Section 1

Nature of Ethics

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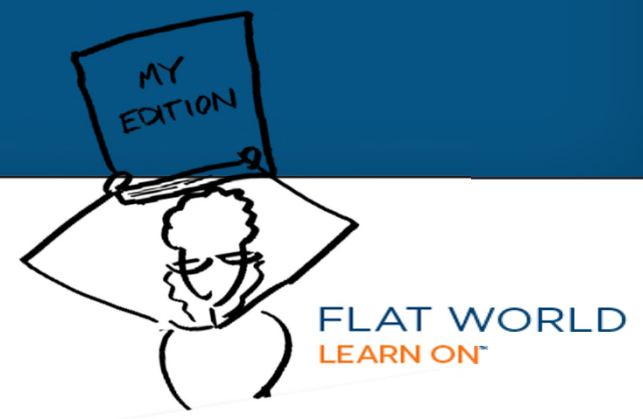
Section Learning Objectives:

- 1. Define the term ethics and how it relates to both means and ends.
- 2. Explain the four different ethical frameworks discussed in the ethical matrix.
- 3. Differentiate among the eleven philosophical perspectives of ethics and how they apply to both business ethics and communication ethics.

I.Defining Ethics

A. Ethics: The philosophical study and evaluation of the means and ends of human behavior.

B. Ethical Components

- 1. Ways
- 2. Means
- 3. Ethical Matrix

	Ends	
Means	**GOOD**	**BAD**
GOOD	1. Ethical Behavior	4. Subjective Ethic
BAD	3. Machiavellian Ethic	2. Unethical Behavior

II. Major Ethical Perspectives

A. Altruism

B. Categorical Imperative/Deontology

C. Communitarianism

D. Cultural Relativism

E. Ethical Egoism

F. Justice

G. Nihilism

H. Psychological Egoism

I. Social Relativism

J. Subjectivism

K. Utilitarianism

Chapter 2 – Section 2

Business Ethics

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Section Learning Objectives:

- 1. Identify Cherrington and Cherrington's typology of ethical lapses in business.

- 2. Understand how Cherrington and Cherrington's typology of ethical lapses applies to the modern workplace.

- 3. Explain how computer-mediated social networking and generational differences impact ethics in the modern organization.

I. Brief History of Business Ethics

- A. Center for Business Ethics at Bentley College founded in 1976.

- B. First academic conference on Business Ethics was in 1977.

- C. Journal of Business Ethics was launched in 1982.

II. Cherrington and Cherrington's Typology of Ethical Lapses

- A.   Stealing
- B   Lying
- C.   Fraud and Deceit
- D.   Bribes, Payoffs, and Kickbacks
- E.   Hiding versus Divulging Information
- F.   Cheating
- G.   Personal Decadence
- H.   Interpersonal Abuse
- I. Organizational Abuse
- J.   Rule Violations
- K.   Abetting Unethical Acts
- L.   Moral Balance

A. The Ethics of Social Networking

1. Ethics Resource Center of Social Networkers

- a. Active (10 percent of employees who spend at least 30 percent of their workday on social networking sites.)

- b. Moderate (62 percent who spend less than 30 percent of their workday.)

- c. Nonwork ((28 percent who do not use social media at work.)

2. Jason Lundy's 11 Concerns of Social Media in the Workplace

- *a. Misuse of work time*
- *b. Misuse of company equipment*
- *c. Security risks to company computer systems, network, or data*
- *d. Disclosure of confidential or other nonpublic information*
- *e. Disparaging, harassing, or bullying coworkers online*
- *f. Conflicts of interest (e.g., blogging about a product without mentioning you work for the company; putting out information that makes it appear as if you are communicating on behalf of the organization when you are not)*
- *g. Unfair competition (e.g., posting Amazon reviews for your organization's products and services without saying you work for the organization; disparaging a competitor's products and services online without saying whom you work for)*
- *h. Records maintenance (e.g., sending work-related e-mails from a personal e-mail account; using social media to distribute organizational communications)*
- *i. Espionage or fraud (e.g., acting like a customer with a competitor to see what that organization is doing; posting false reviews of a competitor's products and services online without saying whom you work for)*
- *j. Privacy (e.g., posting personal information of a colleague, client, or other stakeholder; forwarding internal organizational communications without permission)*
- *k. Damage to reputation (e.g., disparaging your organization online in a way that causes financial harm, recruitment problems, or other negative effects)*

3. Positive Uses of Social Networking

- *a.*   *Present a positive brand to external stakeholders*
- *b.*   *Externally promote new products, programs, and/or services*
- *c.*   *Demonstrate what the organization is doing positively for its community*
- *d.*   *Announce new business deals and ventures*
- *e.*   *Interact with customers/clients to better handle customer complaints*
- *f.*   *Recruit potential new clients and organizational members*
- *g.*   *Build internal loyalty among organizational members*
- *h.*   *Facilitate teamwork*
- *i.*   *Communicate employee achievements, performance, and personal milestones*
- *j.*   *Allow leaders to directly communicate organizational values to members.*
- *k.*   *Foster discussions of organizational ethics*

B. Generational Differences and Business Ethics

1. Generational Differences at Work

Workplace Characteristic	Traditionalists (Greatest Generation) 1922–45	Baby Boomers 1946–64	Generation X 1965–80	Generation Y (Millennials) 1981–2000	Generation Z (iGeneration, Plurals) 2000+
Work is a(n)…	Obligation	Adventure	Challenge	Means to an end	Expression of one's self
Work values	Dedication, hard work, respect for authority	Team-oriented, personal growth, involvement	Diversity, technoliteracy, self-reliance	Optimism, confidence, sociability	Pleased, energized, indifferent
Communication	Formal memo	In person	Direct, to the point	E-mail, voice mail	Continuous
Motivation	To be respected	To be valued	Freedom	Environment	Creativity
Work/life balance	Keep them separate	Live to work	Work to live	Balance	Balance
View of authority	Respectful	Love/hate	Unimpressed	Polite	Respectful
Leadership by	Hierarchy	Consensus	Competence	Teamwork	Independence
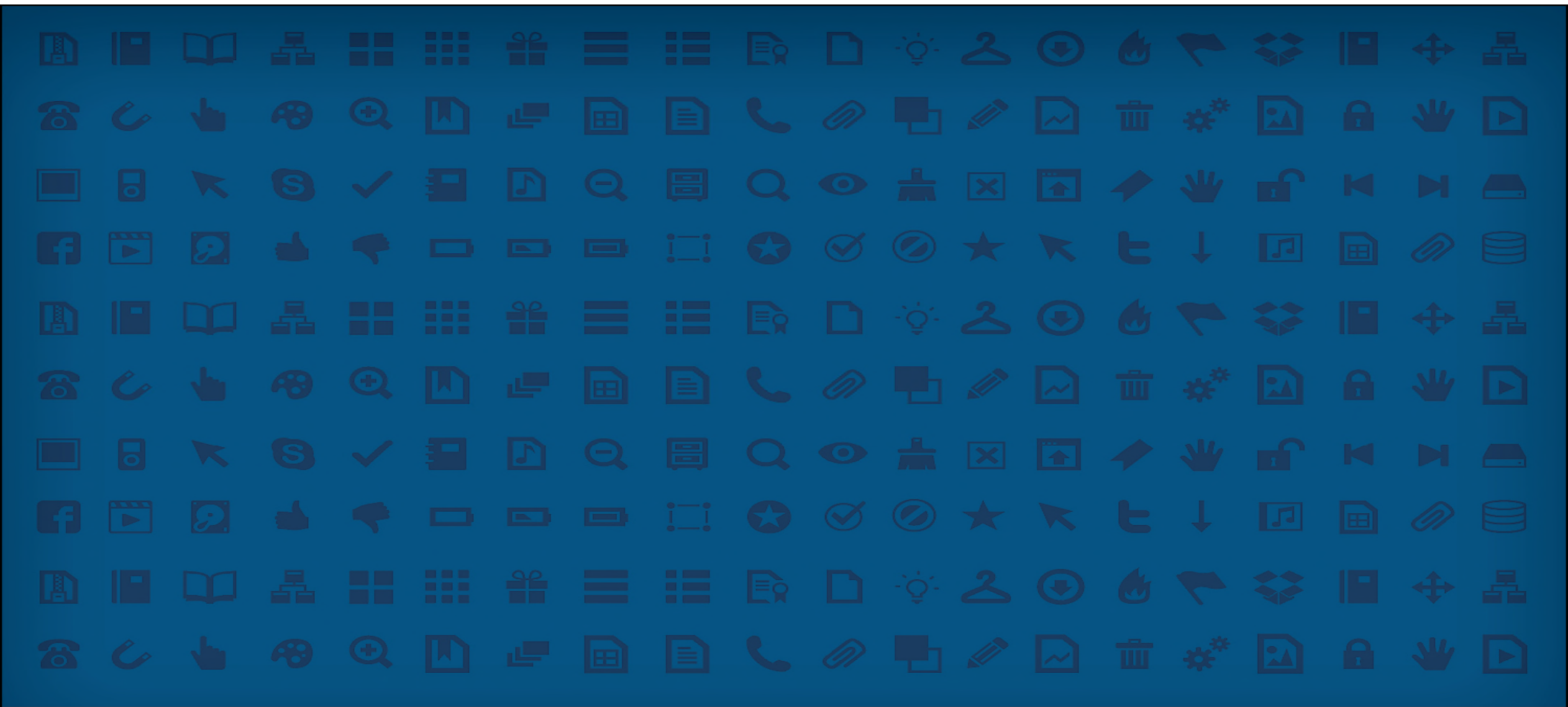
Chapter 2 – Section 3

Communication Ethics

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Section Learning Objectives:

- 1. Understand Andersen's three viewpoints for communication ethics.
- 2. Differentiate the three ways that individuals understand ethics as described by Arnett, Harden Fritz, and Bell.

I. Kenneth Andersen's Three Viewpoints for Ethical Communication

- A. Source Ethics

- B. Receiver Ethics

- C. Society Ethics

II. Three Understandings of Ethics

A. Commonsense Understanding

- 1.   Commonsense: The commonly understood, taken-for-granted assumptions about the way the world works and expected communicative behaviors one will meet in navigating that world in daily life.

- 2.   Culture and Commonsense

B. Theoretical Understanding

- 1. Revisit the 11 Major Ethical Perspectives

- 2. Theories Clarify and Obscure

C. Learning and Understanding

– 1.   Do Not Assume Commonsense and Theories are adopted by All

– 2.   Seek Out Different Cultural Perceptions and Understandings of Communicative Ethics

– 3.   NCA Credo for Ethical Communication
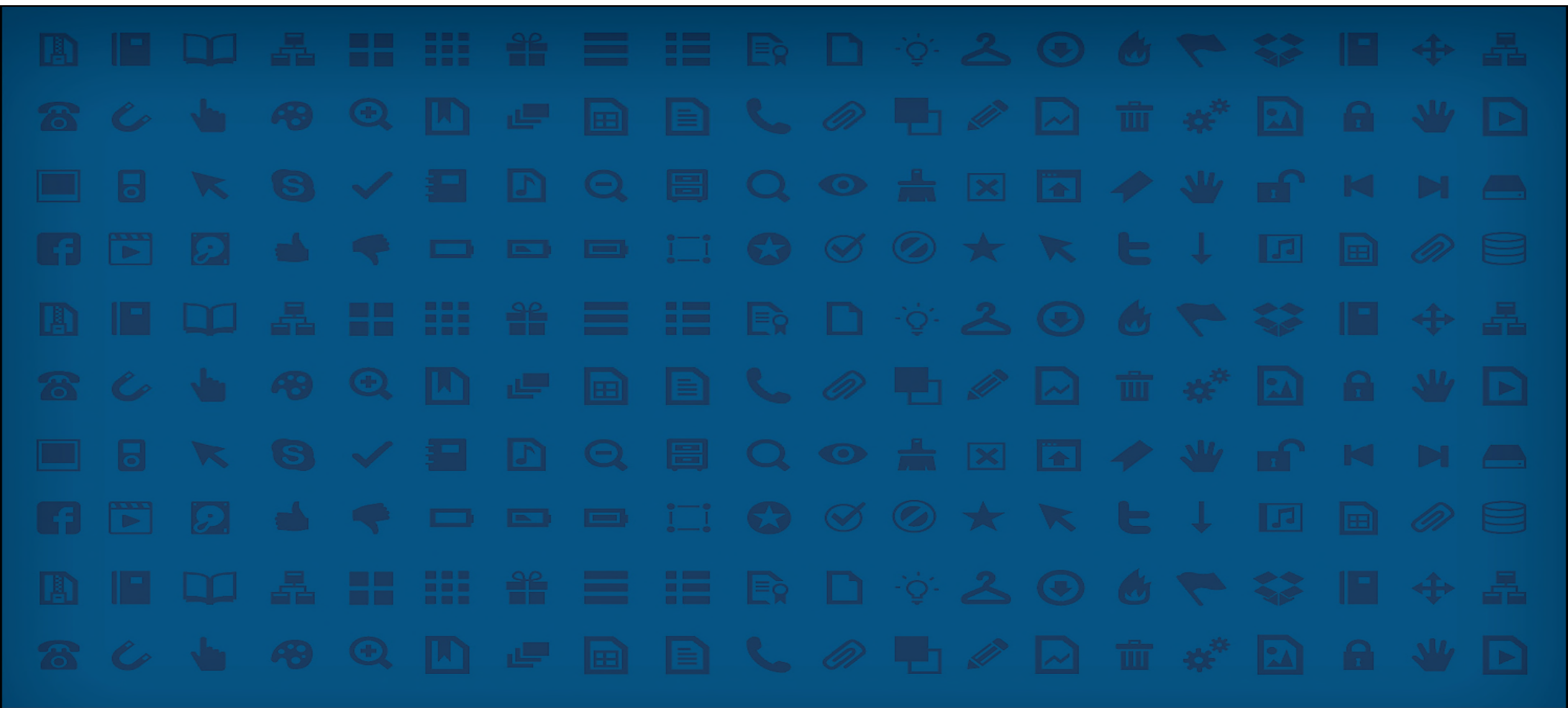
Chapter 2 – Section 4

Organizational Communication Ethics

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Section Learning Objectives:

- 1. Differentiate among the components of Redding's (1996) typology of unethical organizational communication.
- 2. Understand the four phases of the feminist perspective of organizational communication ethics proposed by Mattson and Buzzanell (1999).
- 3. Describe why Montgomery and DeCaro (2001) believe that human performance improvement can help organizations in improving organizational communication ethics.
- 4. Assess the implementation of an organizational communication ethics intervention using a human performance improvement model.

I.W. Charles Redding's 4 Ethical Questions

- A. "What messages or other communication events are perceived by which perceivers as unethical?"
- B. "Why? That is, what criteria are cited for making specific ethical evaluations?"
- C. "In what respects do these criteria appear to be grounded in organizational (or other) cultures?"
- D. "What are the consequences of unethical communication? What, in other words, are the relationships between unethical communication and other organizational and societal phenomena?"
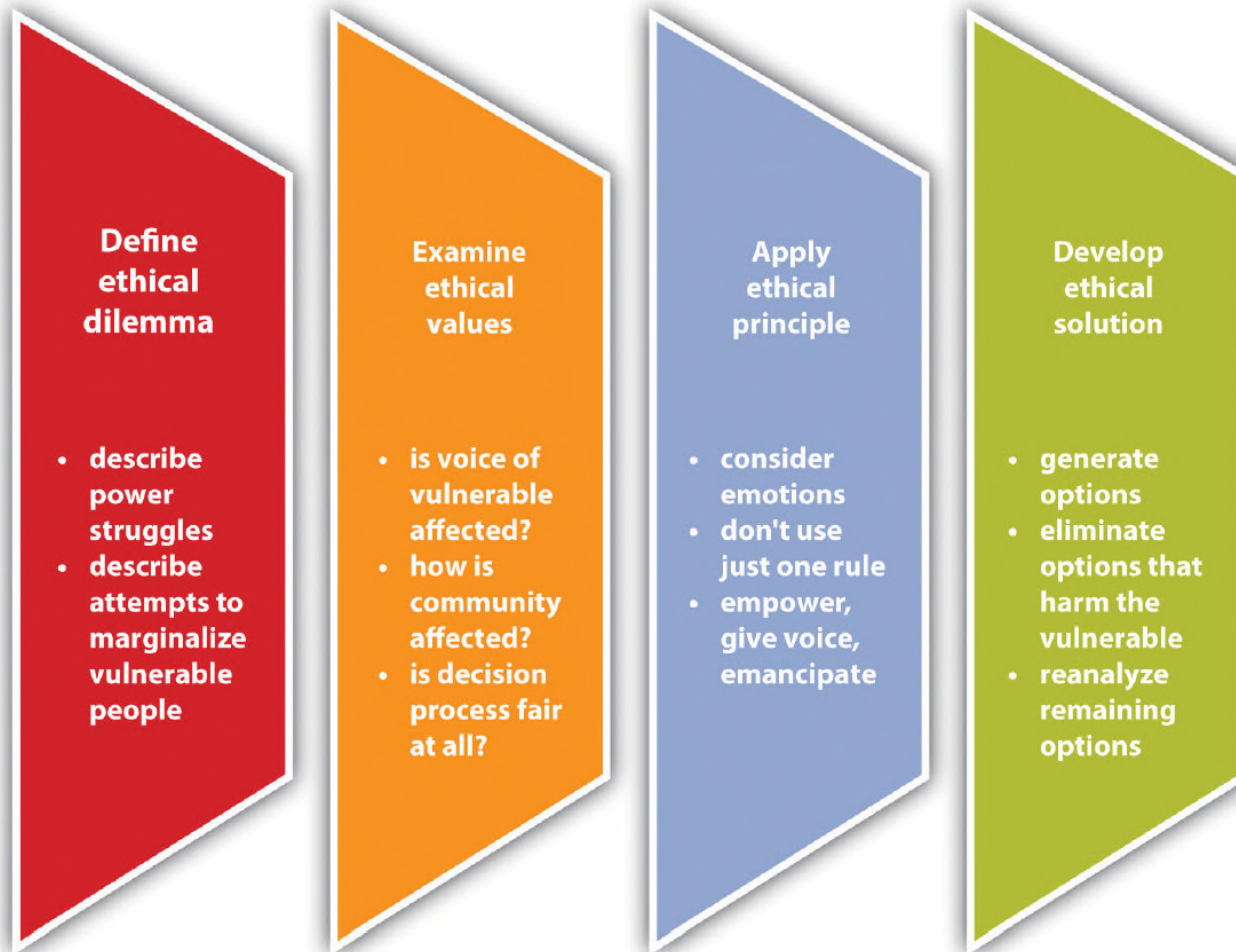
II. Redding's Typology of Unethical Communication

An organizational communication act is unethical if it is...	Such organizational communication unethically...

Coercive	• Abuses power or authority
	  • Unjustifiably invades others' autonomy
	  • Stigmatizes dissents
	  • Restricts freedom of speech
	  • Refuses to listen
	  • Uses rules to stifle discussion and complaints

Destructive	• Attacks others' self-esteem, reputations, or feelings
	  • Disregards others' values
	  • Engages in insults, innuendoes, epithets, or derogatory jokes
	  • Uses putdowns, backstabbing, and character assassination
	  • Employs so-called truth as a weapon
	  • Violates confidentiality and privacy to gain an advantage
	  • Withholds constructive feedback

Deceptive	• Willfully perverts the truth to deceive, cheat, or defraud
	  • Sends evasive or deliberately misleading or ambiguous messages
	  • Employs bureaucratic euphemisms to cover up the truth

Intrusive	• Uses hidden cameras
	  • Taps telephones
	  • Employs computer technologies to monitor employee behavior
	  • Disregards legitimate privacy rights

Secretive	• Uses silence and unresponsiveness
	  • Hoards information
	  • Hides wrongdoing or ineptness

Manipulative/Exploitative	• Uses demagoguery
	  • Gains compliance by exploiting fear, prejudice, or ignorance
	  • Patronizes or is condescending toward others

III. Marifran Mattson and Patrice Buzzanell's Feminist Communication Ethic

A. Perceptions of Redding

- 1. Reflects a Dominant Managerial Ideology
- 2. Communication is Linked to Individual Productivity and Organizational Effectiveness

B. A Feminist Ethic

Define ethical dilemma

- describe power struggles
- describe attempts to marginalize vulnerable people

Examine ethical values

- is voice of vulnerable affected?
- how is community affected?
- is decision process fair at all?

Apply ethical principle

- consider emotions
- don't use just one rule
- empower, give voice, emancipate

Develop ethical solution

- generate options
- eliminate options that harm the vulnerable
- reanalyze remaining options

C. Two Approaches to Ethics

- 1.   Prescriptive

- 2.   Descriptive

IV.Ethical Performance Improvement

A. Daniel Montgomery and Peter DeCaro Human Performance Improvement Perspective (HPI) to Ethics

- 1. Ethics can be treated like any other performance issue.

- 2. Ethical Problems have Behavioral Consequences

- 3. Analyze the Antecedents and Consequences

- 4. Design an Intervention to Correct Behavior

B. International Association of Business Communicators (IABC) Code of Ethics

- C. Human Performance Improvement Defined
  - The systematic process for identifying and analyzing human performance problems and designing results-oriented interventions to improve people, processes, and organizations.

D. Four HPI Questions to Address Ethical Knowledge Gaps (Rothwell, Hohne, & King, 2007)

- 1. Does the workforce know how the organization's code of ethics applies to them?

- 2. Do they know what to do if they become aware of a violation of the code of ethics?

- 3. Does the organization's code of ethics meet accepted standards?

- 4. Does a code of ethics even exist?

E. Four Roles of an HPI Professional

- 1. Analyst

- 2. Intervention Specialist

- 3. Change Manager

- 4. Evaluator

F. Human Performance Improvement Model