

Instructor's Manual

Chapter 2 – Section 1

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.

Chapter 2 – Section 1 Outline

- I. Defining Ethics
 - A. Ethics
 - B. Ethical Components
 1. Ways
 2. Means
 3. Ethical Matrix
 - a. Ethical Behavior
 - b. Unethical Behavior
 - c. Machiavellian Ethic
 - d. Subjective Ethic
- II. Major Ethical Perspectives (Table 2.1)
 - 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

Section Key Terms

Ends: Component of ethical analysis in which one examines the outcomes that an individual or group of individuals desires to achieve.

Ethical behavior: Component of the ethical matrix in which an individual employs good means that lead to a good end.

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

Machiavellian ethic: Component of the ethical matrix in which an individual employs bad means that lead to a good end.

Means: Component of ethical analysis in which one examines the tools or behaviors that an individual or group of individuals employs to achieve a desired outcome.

Subjective ethic: Component of the ethical matrix in which an individual employs good means that lead to a bad end.

Unethical behavior: Component of the ethical matrix in which an individual employs bad means that lead to a bad end.

Section Exercise

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Chapter 2 – Section 2

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.

Chapter 2 – Section 2 Outline

- 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

III. Social Networking and Generational Differences

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

| <u>Workplace Characteristic</u> | <u>Traditionalists (Greatest Generation) 1922–45</u> | <u>Baby Boomers 1946–64</u> | <u>Generation X 1965–80</u> | <u>Generation Y (Millennials) 1981–2000</u> | <u>Generation Z (iGeneration, Plurals) 2000+</u> |
|---------------------------------|--|---|--|---|--|
| 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 |

2. See Figure 2.2

Section Key Terms

Moral balance: The philosophical debate that occurs when an individual is faced with the possibility that a good primary outcome may lead to a bad secondary outcome.

Section Exercise

Instructor's Manual Chapter 2 – Section 3

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.

Chapter 2 – Section 3 Outline

- 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
 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

Section Key Terms

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.

Section Exercise

Instructor's Manual

Chapter 2 – Section 4

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.

Chapter 2 – Section 4 Outline

- 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 (Table 2.4)
 - A. Coercive
 - B. Destructive
 - C. Deceptive
 - D. Intrusive
 - E. Secretive
 - F. Manipulative/Exploitative

- 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 (see Figure 2.3 in the text).
 - 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
 - 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 (see Figure 2.4)

Section Key Terms

Significant choice: The degree to which decisions are made (1) free from coercion, (2) with all available information, (3) through an examination of reasonable alternatives and short-term and long-term consequences, and (4) with an openness toward personal motives.

Analyst: Role taken on by a human performance improvement specialist when he or she helps determine relevant gaps that exist in individuals' behavior, knowledge, and/or attitudes.

Change manager: Role taken on by a human performance improvement specialist when he or she coordinates implementation and execution of solutions while building buy-in and support from all levels of an organization's hierarchy.

Coercive: Category of unethical acts described by W. Charles Redding (1996) that describes communication events or behavior reflecting abuses of power or authority and resulting in the diminishing of another person's autonomy.

Deceptive: Category of unethical acts described by W. Charles Redding (1996) that describes communication events or behavior reflecting a willful perversion of the truth in order to deceive, cheat, or defraud.

Destructive: Category of unethical acts described by W. Charles Redding (1996) that describes communication events or behavior that attacks a receiver's self-esteem, reputation, or deeply held feelings.

Evaluator: Role taken on by a human performance improvement specialist when he or she (1) examines if intervention is actually improving performance and (2) demonstrates the effectiveness of the intervention to the organization.

Human performance improvement: The systematic process for identifying and analyzing human performance problems and designing results-oriented interventions to improve people, processes, and organizations.

Intervention specialist: Role taken on by a human performance improvement specialist when he or she determines the most appropriate method for getting the organization to its goal or decreasing the performance gap.

Manipulative-exploitative: Category of unethical acts described by W. Charles Redding (1996) that describes communication events or behavior that takes place when the source purposefully prevents the receiver from knowing the source's actual intentions behind a communicative message.

Secretive: Category of unethical acts described by W. Charles Redding (1996) that describes communication events or behavior that is undisclosed even when disclosing the information could be in an organization's best interest.

Section Exercise