Chapter No.06

Workplace Responsibilities and Rights

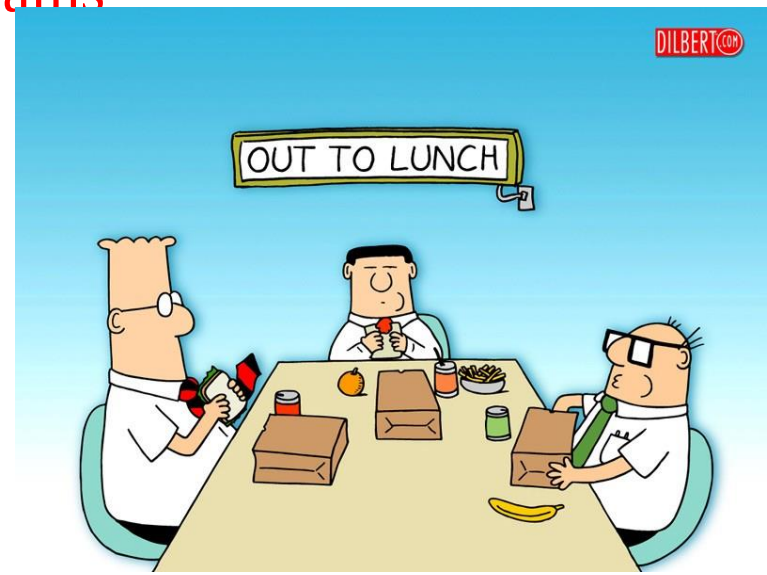
Professionalism at the workplace…

- Professionalism at work involves competence, a sense of fun and excitement, good conduct, and personal commitments
- Engineer's main responsibility: Top performance and professionalism
- What are the key issues at work?
- Some things matter, some do not? Which ones? Many different perspectives...
- Example: Dress code?
- Example: Genuine assignment submission?

Teamwork

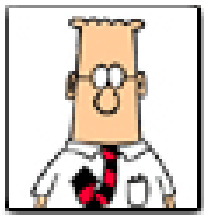
- Ethical Corporate Climate:
  - Ethical values in full complexity are acknowledged
  - Responsibilities to constituencies affirmed (other teams, departments, administration, clients/customers)
  - Ethical language is acceptable (you can say what you think is right and wrong)
  - Management (you?) sets moral tone in words, policies, and personal examples, and each person does too.
  - Examples: Lunch/break lengths, work diligence, time sheets
  - Procedures for conflict resolution in teams are important

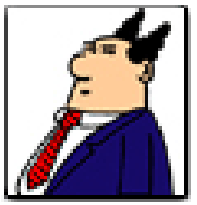
Ethics is not just doing what makes the company money!



- Loyalty and collegiality:
  - As an employee, fulfill contractual duties to employer (get the job done to your best abilities)
  - Attitude (collegiality)
    - Willingly seek to perform duties
    - Enthusiastic, not “forced”
    - Closely related to loyalty

- Managers and Engineers





  - Respect authority, but…
  - Your demands for professionalism, and appropriate professional tone set by the boss and in the workplace, are important!
  - Respect to freedom and self-determination

Confidentiality and Conflict of Interest

- Confidentiality
  - What to keep secret?
  - “Proprietary information” - disclosure to competitors would hurt the company. The company has a right to some secrets.
  - What about a right to secrecy about poor practice, unethical policies and practices, etc.?

- Management policies?
  - Mark documents as “proprietary”?!

    Make clear statements about what is and is not confidential.
  - “Employment contracts”
    - Have you signed one?
    - Did you read the fine print?
- Clear policies are critical! They help set a professional tone since they set clear boundaries. *Everyone then knows what is right or wrong.*

Conflicts of Interest

- Situations that if pursued could keep employees from meeting obligations to employer:
  - Gifts, bribes, kickbacks
  - Interests in other companies
  - Insider information

Rights of Engineers

- Professional rights
  - Right of professional ethics
    (moral sovereignty)
  - Right of conscientious refusal

    (can refuse to be unethical just because you view it to be that way)
  - Right of professional recognition

    fair pay.

Employee rights…

- Privacy right

what extent can the company interfere in private life?

- Equal opportunity, nondiscrimination, harassment, affirmative action

Attendance Question

- **Describe unethical behavior you have seen in the workplace (Class room/Lab.)**
  - Do not use names of people/department
  - This is only for education purpose!

Please: Put your name on the sheet of paper

Answer: Through, teaching the academic integrity in every introduction of the courses.

Q. What is the valuable way to integrate an ethics component into semester courses?

Academic integrity

- Honesty as an engineer begins with honesty in studying to become an Engineer.
- Studies of colleges and universities reveal alarming statistics about academic integrity.

Academic dishonesty among students takes several forms.

Cheating: intentionally violating the rules of fair play in any academic exercise, for example, by using crib notes or copying from another student during a test.

Fabrication: intentionally falsifying or inventing information, for example, by faking the results of an experiment.

Plagiarism: intentionally or negligently submitting others' work as one's own, for example, by quoting the words of others without using quotation marks and citing the source.

Facilitating academic dishonesty: intentionally helping other students to engage in academic dishonesty, for example, by loaning them your work.

Misrepresentation: intentionally giving false information to an instructor, for example, by lying about why one missed a test.

Failure to contribute to a collaborative project: failing to do one's fair share on a joint project.

Sabotage: intentionally preventing others from doing their work, for example, by disrupting their lab experiment.

Theft: stealing, for example, stealing library books or other students' property.

WHY DO STUDENTS ENGAGE IN ACADEMIC DISHONESTY

Studies reveal a variety of motivations, including performance worries, such as fear of low grades and desires for higher grades;
responses to external pressures, such as heavy workload, parental pressure.
Losing financial aid;
Belief that teachers are unfair, whether in demanding too much or in how they design tests and grades;
Desire to help a friend;
Belief that because other students are cheating it is all right for me to do the same;
Belief that plagiarism is not a big deal, and that it is a "victimless crime" in which no one really gets hurt.

WHAT CAN BE DONE TO FOSTER ACADEMIC INTEGRITY?

- There is need to create and maintain a culture of honesty.
- Universities must support teachers and students who follow university policies in reporting cheating.
- Teachers need to maintain a climate of respect, fairness, and concern for students
- Course requirements and restrictions need to be explained clearly and then implemented.
- Tests and assignments need to be reasonable in terms of matching the material studied in class, and helpful feedback should be provided as the course progresses.
- Opportunities to cheat should be minimized

REFERENCES

D. L. McCabe and L. K. Trevino, “Academic Dishonesty: Honor Codes and Other Contextual Influences,” *Journal of Higher Education* 64 (1993): 522–38.

E. Whitley Jr. and Patricia Keith-Spiegel, *Academic Dishonesty: An Educator’s Guide* (Mahwah, NJ: Lawrence Erlbaum Associates, 2002), 17. Ibid., 23–27.