



Only for restricted circulation

Training Program on
“Work Ethics for Development
Professionals”

Reading Material



**National Institute of Agricultural Extension Management
(MANAGE)**

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1. Work Ethics

What Does Work Ethic Mean?

Work ethic is a value based on hard work and diligence. It is also a belief in the moral benefit of work and its ability to enhance character. An example would be the Protestant work ethic. A work ethic may include being reliable, having initiative, or pursuing new skills.

Workers exhibiting a good work ethic in theory should be selected for better positions, more responsibility and ultimately promotion. Workers who fail to exhibit a good work ethic may be regarded as failing to provide fair value for the wage the employer is paying them and should not be promoted or placed in positions of greater responsibility.

Work ethic is basically the belief that work is a good moral. Its also refers to a sets of values that are defined and characterized by diligence and hard work. Work ethic can as well be defined as the inherent ability of work to strengthen character.

The Importance of a Good Work Ethic

Work Ethics For Successful Careers

Today's business environment is not only fast-paced, but also highly competitive. In order to keep pace and stay ahead, possession of several key work ethics is a plus for achieving a successful career. Holding key traits such as attendance, character, teamwork, appearance, and attitude add value to both you as a person and your company. Successful careers come in many flavors, but work ethics are a main ingredient in most recipes for success.



Whether one is a student or an employee, attendance is mandatory to ensure success in your personal life. Attendance in the classroom is critical for learning new skills and techniques. Having this knowledge opens doors and presents opportunities for career minded people. As one enters the workplace, attendance is necessary to meet the timely obligations of this fast-paced environment. Whether attending classes or taking on the role of CEO, knowing one's schedule is very important. To ensure that a schedule is followed, adequate rest and reliable transportation should be top priorities. Absences from school or work should be reported as soon as possible. This gives authorities time to find another person to help perform your duties while you are away. Plan to return to the workplace as quickly as possible.

Character is how others perceive someone. Much like an actor who plays a role, the character traits that one possesses portray an image in others' minds. One's character develops as actions become habits. These habits reveal one's character. Eventually, this role determines the outcome of one's life. Being aware of your actions and habits plus improving on faults strengthens one's character.

Common sense and barbers have long known that two heads are better than one. Teamwork is what gives strength to a working force. Prejudices and stereotyping have no home in teamwork. Respect evicted them. Learning to cooperate with your teammates as well as being assertive is important in keeping track of things. Treat customers with genuine respect and manners. They are your friends. Team members should constantly stay up to date with new learning opportunities, but at the same time, keep confidential information private. Your trust is assumed and expected.



Appearance is one work ethic that really shows. Take pride in how people perceive you. Your clothes should be clean and pressed. Make a habit of bathing daily along with such necessities as brushing your teeth and breathing. Behavior affects appearance. Learn to be polite and attend to people's needs.

A professional attitude towards yourself and your chosen career is critical. Learn to adapt to the many, multifaceted wonders of life. Be open and accept the changes that will surely come. No one likes anyone who brags or whines constantly. Let your language show positive ideas. Your customers also deserve the same professionalism that is expected by all. Be happy. Let others know that you are there to help.

Work ethics have been the backbone of success for centuries. By taking the time to develop great work ethics whether one is in the classroom or the workplace, success will be there for you. Combining work ethics with professional skills invites success to a celebration, and that celebration is all about you.

Positive Work Ethics

A work ethic of any kind not only includes how you feel about your place of employment or position but also how you perform the duties of your job. According to All About Philosophy's website, a work ethic includes your attitude, communication abilities, behavior toward coworkers, honesty and accountability. What sets a positive work ethic apart from a negative work ethic is the focus on confidence and encouraging interactions with coworkers. Your attitude toward your job and position in a positive work ethic is just that -- positive. You arrive at work with a smile on your face, focused on the task at hand and committed to performing your duties to the best of your ability.



Why Ethics Are Important

A work ethic, especially a positive work ethic, is important from a business perspective for the confidence it breeds in clients and consumers. Your positive attitude and dedication to a client's needs or creation of a product can boost your business' reputation as a company that deals honestly and fairly. Ethics also work to build a moral compass within a business and helps discourage attitudes and business models that seek to cut corners in the name of making a profit.

Impact for Employers

Employers who emphasize a positive work ethic must be absolute in maintaining the environment for it to thrive according to the Global Ethics University. This means a business can allow no room for moral ambiguity, rationalization or ego in its positive work ethics model. Otherwise the strategy may fail. Just one rogue executive taking excessive privileges, such as private trips on a company plane, can ruin all the good will built by a positive work ethic.

Effects Around the Office

Ethics spring from within and are difficult to teach in the traditional sense according to All About Philosophy's website. That doesn't mean a positive work ethic can't be contagious. An employee who accepts each job with equal tenacity and dedication forces co-workers to follow suit or risk being left behind. A worker who does all this with a smile on his face can help others to enjoy the job a little more, thereby increasing productivity and worker morale.



Five Characteristics of Having Good Work Ethics

When you have a good work ethic, you are dedicated to job that you deem valuable. You hold yourself to high standards of responsibility. You also keep yourself accountable for getting work done right and on time, and for making good business decisions that help people and companies succeed. Having a solid work ethic means you understand that productivity, organizational skills, being reliable and possessing good character are all attributes that successful people share.

Honest

Stealing personal property, sabotaging a coworker's client presentation, or taking someone's idea and making it your own are all ways that dishonesty creeps into the workplace. Employees with strong ethics refrain from lying or cheating to make others look bad in the hopes of making themselves appear smarter. Instead, they take responsibility for mistakes, own up to failures and keep the lines of communication open with everyone involved.

Refrains From Gossip

Workplace gossip can be destructive. When employees gossip about their peers, bosses or even clients, it's considered deviant behavior. An employee with good workplace ethics refuses to engage in gossip or even listen it. This person will encourage others to mind their own business, or else address the person or situation head-on so that assumptions and badmouthing can stop. Doing so helps eliminate resentment among coworkers and helps keep morale up.

Values Diversity

People with a good work ethic understand the importance of a diverse workplace. When you value everybody's contributions -- regardless of ability, age, gender or race -- it allows for more creativity and better problem solving. Diversity in the workplace contributes to successful client interactions. Overall, employee morale is higher.



Respects Others

An employee with a strong work ethic is rarely late. You respect everyone's time, from coworkers to clients to interviewees. You're also polite, conscientious of people's feelings and considerate of workers in a shared workspace. In addition, someone with a strong work ethic uses time wisely so that deadlines are met. You'll keep personal phone conversations quiet and not disrupt others. Out of respect, you'll also hear and consider everyone's opinions.

Cooperative

Having a good work ethic means you cooperate with others. While work may not always be satisfying or enjoyable, you see the bigger picture and do what is necessary for the team and company. Instead of debating every issue and finding reasons why things can't get done, you use strong conflict resolution skills to solve problems and manage the workload.

* * *

2. Ethics in Public Service – Few Thoughts

Need to imbue ethics in Public Servants

Government employees collect taxes, expend public funds, control and allot natural resources and other revenue earning items and gather and process information for the purpose of decision making, enacting laws and public policies. They are also involved in delivery/implementation of - justice, public services such as education, health etc., government flagship programmes, welfare measures and also involved in redress of public grievances. They deal with elections, day-to-day regulatory functions, law and order and many other unforeseen events too.

In a large country like India, with many of its citizens having poor living standards, government has an extremely important role, which is executed through a set up of permanent civil services. Consequently, unethical conduct by such civil servants results in poor governance creating trust deficit between the government and its citizens, finally leading to anarchy over a period of time. Therefore, it is highly essential that serious efforts should be made by the government to ensure highest ethical conduct of civil servants in public and personal lives. In view of this need, it is proposed to develop a comprehensive and high quality module on 'Ethics in Public Governance' and deliver the same to all levels of government employees across the country.

Unethical conduct as displayed by some of the Public Servants

- Indulging in Corruption in high places by colluding with politicians, contractors, corporate groups etc.
- Committing Petty bribery



- Misuse of power for personal benefits
- Biased decisions to favour influential persons
- Pilferage of public funds from government schemes and projects
- Manipulation/withholding of information
- Deliberate delays in service delivery
- Non-application of mind, negligence and dereliction of duty
- Collusion with tax payers to cheat the public exchequer
- Intellectual dishonesty
- Not speaking truth/hiding truth to please bosses out of fear of reprisal
- Misuse of government facilities
- Nepotism
- Cover up of - Crime, Frauds and Financial irregularities
- Being a party to electoral malpractices etc.
- Abdication of responsibility and passing the buck

Expectations from the Public Servants in Governance

- Humanism and positive thinking in government servants
- To imbue purity in thought, speech and action
- Realizing the dignity of being a government servant
- Appreciating his/her placement in government as an opportunity to serve the society rather than a lucrative position to amass wealth
- Understanding the sanctity of Public Funds so that they utilize them without leakages thereby providing maximum benefit to the citizens
- Ability to satisfy himself/herself with the government salary and benefits and to imbue the philosophy of 'Simple living and high thinking'
- Display of 'Sense of justice and impartiality' during decision making,
- Ability to stand up to truth despite adversity, fears and threats
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- Develop self-confidence & faith in oneself and in one's ideas even if everyone condemns them as wrong
- Motivate them to be the change they want to see in the society
- Fresh thinking, renewed energy and rejuvenation to do something extra-ordinary and useful to the society
- Empathy for citizens, especially for vulnerable sections of society such as women, children, elderly and differently abled persons.
- Inculcate 'Rational thinking', 'Self-accountability' and 'Self-transparency' which are benchmarks of ethical conduct.
- Finally, to motivate the employees to adhere to higher ideals in life and to walk on the path of truth and righteousness, come what may, and become a role model for others in the society

* * *

3. Developing a Strong Work Ethic

If you put your all into your work, good things will come to you.

No matter how tough life gets, if you put your all into your work, good things will come to you. Staying positive, refusing to procrastinate and maintaining your focus are all necessary ingredients to building a strong and rewarding work ethic.

Other strategies to becoming a great worker are setting a goal of dependability, always meeting deadlines and stepping up to fill unmet needs.

Let's look closer at each of these methods to construct a sturdy work ethic:

1. Stay positive. You've probably heard the expression, "Attitude is everything". That's definitely true when you're working on creating a resilient work ethic. Your work improves when you approach it with a positive attitude.

No matter what, staying positive about your tasks will help you become a rock star at work. You'll not only stand out to your supervisor, but your colleagues will notice, too.

2. Refuse to procrastinate. Although you may be tempted to put off doing certain tasks or projects, make "Do it right now" your mantra. You'll find that often jobs are quickly and easily done in less time than you would have spent obsessing about the task.
3. Keep your focus. When your plans are clear, you'll get more work done in less time. Put a sticky note on your calendar and computer. Organize your desk the day before you plan to start that huge project. Start focused and stay focused. You'll work like a machine when you devote your attention on the subject at hand.



4. Set a goal of dependability. When you go the extra mile to complete your work, people will learn to trust that when you're given a job, you'll do it.

Endeavor to be known as the one whom your boss and co-workers can always depend on to get the job done.

5. Always meet deadlines. This point is crucial to developing a strong work ethic. Do whatever you have to do to meet a deadline. Of course, the best way to ensure you consistently meet deadlines is to negotiate in advance of taking on the task, so you have a bit of a say in the schedule.

In the event your supervisor assigns you a project that must be done by a certain date in the near future, clarify right away with your boss what he sees as your priorities. This way, you've gained permission to alter the due dates on some of your other tasks to take on the urgent project.

If you communicate right away any concerns you have about deadlines, you're in a position to negotiate some of them. The bottom line is you'll ultimately be meeting deadlines approved by your supervisor.

6. Step up to fill unmet needs. Volunteering to take on gaps in labor will make every supervisor you work for the happiest person in the world.

We've all been on a committee where jobs were being assigned, the moderator got to a certain task and everyone shrank up or whispered, "Oh, I'm not taking that job!" A person with a strong work ethic views these situations as opportunities to stretch himself and show what he can do.

You might even discover a special talent you possess when you volunteer to take on a job. Consider it another line on your resume when you agree to write the department manual or perform some other task. Learn to step forward to fill unmet needs.

When you follow these suggestions, you'll develop great confidence in your work. Plus, you'll discover that you built something durable for your future: a strong work ethic that will bring you pride, joy and wealth for years to come.

4. Developing a Good Work Ethic Requires Real Work

Some people seem content to work just hard enough to complete the task at hand. These people are displaying what can be called a poor work ethic. Other people work hard to complete their appointed rounds, but they are not really concerned with the quality of their work. These people are displaying a mediocre work ethic. There are people, however, who work diligently throughout the entire process of a job or task, and they always do a very good job no matter how much time and effort they must expend. These people are showing everybody around them that they possess a positive or solid work ethic. In this highly competitive world, whether people are looking for jobs, completing degree programs at colleges or universities, or simply acting as solid citizens, they should show the world that it is both ethical and necessary to work very hard at each and every task that arises.

As early as elementary school or even kindergarten, young students should be taught that sticking with a task until it is done well is quite important. Teachers in elementary school should model actions and behaviors that illustrate a positive work ethic. Youngsters should realize that any task worth beginning is well worth completing by doing the best job possible. A good example can be seen in the most rudimentary activity a young student performs in elementary school—coloring. When students are instructed to color a certain page in a coloring book or on an activity sheet, they should be instructed to take their time to do the best job they can. The teacher should model for the students a process through which the youngsters can color the picture little by little, taking their time to use correct colors staying inside the lines as much as possible. Students who are in a hurry to complete the task in a haphazard fashion should be urged to slow down in order to focus on doing a quality job. Even this seemingly simplistic task can teach students the valuable lesson of working hard at all times and producing the best final



product possible. The sooner people learn this lesson, the easier it will be for them to acquire a positive work ethic.

By the time students get to high school or college, their work ethic has already been established, and it will be put to the test through the various final products they will be asked to complete. Students with a positive work ethic will succeed much more readily than students with a mediocre or poor work ethic. At this level the work becomes more in depth and more difficult. Students are left to their own devices much more often, and the ability to work independently is a necessity. Therefore, exhibiting a positive work ethic is actually expected of these students from freshman year to senior year, in high school, college, or at the university. The perfect example of the necessity of a positive work ethic can be seen in the assignment of a research paper in just about any class. Usually students are instructed how to begin the paper and where to find valuable sources, but until the paper is due in the weeks or months to come, they are left on their own. Students who do not possess the drive and perseverance to complete the paper on their own will most assuredly do a poor job, thus receiving a poor grade. This goes to show that a good work ethic consists of more than just hard, consistent work. Time management, intuitive thinking, foresight, and, of course, diligence all make up a solid work ethic. Successful students typically receive high grades, and the grades are the direct result of a positive work ethic.

Successful employees in all walks of professional life also need to bring a positive work ethic to the workplace. Competition for jobs in contemporary society is intense; employers are thus able to scrutinize their prospective employees quite carefully. Naturally, an employer is looking to hire somebody who is willing to tackle any task and complete it to the best of his ability in the most expeditious way. In other words the employer is looking for an employee who possesses a solid work ethic and is proud to show everybody that he relishes the thought of working hard.



If two employees are vying for the same position within a company, their supervisor will most likely give them both a similar project to complete. The employee who does the best job on the project within the allotted time will receive the promotion. If both employees complete the task within the allotted time, the employee who has done the best work will receive the promotion. More often than not, the best work is a direct result of the best work ethic. There is no substitute for hard work on the jobsite; employers love to see the results of a positive work ethic.

On the job, in college or at a university, in high school, or in primary school, people must work hard to succeed. Nobody sets out to fail, but succeeding is not as simple as merely beginning a task. The late President Richard Nixon once said, "People do not plan to fail; they fail to plan." He was alluding to work ethic. People generally try hard to succeed, but if they do not bring their plans for success to fruition, they will most assuredly fail. Planning every step of a process on the way to success is an important part of a positive work ethic. Some people might think that working hard comes naturally, and perhaps for some this is true. However, as redundant as it sounds, a positive work ethic begins with one main ingredient—real work!

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5. Understanding And Maintaining Ethical Values : In The Public Sector Through An Integrated Approach To Leadership

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Abstract: Within the public-sector where leaders are held accountable to a wide variety of citizenry and stakeholders, public leaders are often expected to meticulously conform to standards higher than those aligned with personal morality. Accordingly, several scholars and practitioners have attempted to address the issue of ethics in public administration. Yet, many of the values which have frequently been associated with ethics in the public-sector are often explored independent of the broader subject of leadership. In general, however, many of the values commonly associated with theories of leadership, such as transformational and transactional, can similarly be associated with the ethical values and expectations of public officials—potentially allowing for the incorporation of these ethical considerations into an integrated approach to public-sector leadership. Thus, this paper is an attempt to explore the subject of public-sector ethics and its relevance to an integrated leadership approach (where ethical considerations are incorporated into a leadership framework that includes both transactional and transformational factors).

*"In leadership we see morality magnified, and that is why the study of ethics is
fundamental to our understanding of leadership"*

(Antonakis, Cianciolo, & Sternberg, 2004, p. 302)

Ethics and leadership have often been thought of as mutually-reinforcing concepts. Leadership can loosely be defined as actions which influence and direct the



performance of others towards the achievement of organizational and/or collective goals.

Ethics, for the most part, can be defined as an internal set of moral codes and reasoning based upon societal and prescriptive norms. Thus, ethical appropriateness in regard to leader behavior is oftentimes evaluated in terms of abstract and highly idealistic concepts regarding individual's prescriptive beliefs of how leaders ought to behave. As such, within the public-sector where leaders are called upon to uphold differing and even contradictory levels of ethical responsibility it has increasingly become expected that leaders meet many of the prototypical and idealized expectations of those in which they represent. In an era where high profile lapses by public-sector leaders in ethical and moral judgment are frequently exposed, citizens have come to expect increasingly higher standards of ethical conduct as a broad range of activities are now viewed as immoral (Bowman, 1990). Increasing awareness and changing societal values have been linked to the public's interest in ethics management (Maesschalck, 2004/5). Accordingly, citizens have become more assertive and demanding toward leaders in the public-sector showing less tolerance for leaders' mistakes, shortcomings, and structural challenges. As such public leaders are generally expected to meticulously conform to standards higher than those aligned with personal morality (Lewis, 1991). Thus public leaders can often find this expectation to maintain collectively high and even idealistic levels of ethical responsibility to be quite overwhelming. In his commentary entitled *Public administration in a global mode*, Gawthrop (2005) states that "as international government systems become more commonplace, the responsibility for promoting the ethicalmoral values of democracy rests most directly on the public managers and policymakers of democratic systems".

The common method in attempting to deal with the ethical responsibility of public officials has been the promulgation of codes, policies, and other guidance standards. Accordingly, there has been a proliferation of scholars and practitioners



attempting to address the issue of ethics within public administration through ethical recommendations, suggestions, and various guidance principles. Goss (1996) states that:

“Within the last two decades or so there has been an outpouring of written works on the subject of ethics, particularly the ethics of those in government service. Numerous writers have identified ethical problems in government, called for moral reform and the enactment of ethics laws and codes, posited what are or should be the components of a bureaucratic and/or democratic ethos for public administration, identified one or more ideals or elements of such a moral guide, hypothesized about a grand theory of administrative ethics and the duties of bureaucrats, explored subject specific dilemmas in government policies, urged the teaching of ethics within the schools of public administration and public affairs, and suggested ethical guidance for practitioners of public management”.

Yet given this recent focus on ethics in the public service, the subject of administrative ethics has often been explored independent of the broader subject of leadership. In general, the ethics of leadership and leaders’ degree of moral development are increasingly becoming essential elements of private-sector and mainstream leadership research (e.g. Bass & Steidlmeier, 1999; Howell, 1988). However, as Van Wart (2003) notes, “administrative leadership research has experienced neither the volume nor the integration of the mainstream literature about administrative leadership is dispersed in topics such as reform, ethics, and management, and an explicit focus on the detailed dynamics of leadership is largely lacking”. Further, in addressing the fragmentation of the administrative leadership literature, Wan Wart (2003) adds that: Part of the weakness in the literature resides in its non integrated character...The serious debate about the best style to use is cut into many parts and is rarely as explicitly or holistically discussed as in



the mainstream...The ethics-values literature, for all of its normative robustness, generally offers few concrete recommendations...beyond general admonitions to be responsive, trustworthy, honest, courageous, and prudent.

Several individuals have speculated as to why administrative ethics and leadership has failed to develop as in the private-sector and the mainstream. Weber (1947) suggests that public bureaucracies were created to minimize human touch and maximize standardization through impersonal rules, procedures, and codes. Thus, through this line of reasoning it can be argued that the impersonal nature of the field provides an opportunity for public leaders to minimize the ethical dimensions of their decisions. Terry (1995) further speculates that there may also be a perception by some that the sector is guided by powerful forces which extends beyond the control of the administrative leader. Additionally, Terry (1995) speculates that there may even be an assumption that administrative leadership does not (or should not) exist due to an instrumental approach to leadership within the sector.

Thus considering

- (a) the proliferation of scholarly and practitioner views relating to the ethical dimensions of public administration and the ethical role of the public administrator, and
- (b) the fragmentation of ethics and leadership values within the sector, it is certainly imaginable to believe that public officials may rely on a philosophy of "either or," rather than "both and" when addressing the issue of ethics in leadership. This paper is an attempt to collectively explore the topics of public-sector ethics and integrated leadership as it relates to maintaining an ethical public-sector environment. The paper will examine
 - a. the multiplicity of views relating to the ethical roles, expectations, and obligations of public leaders and the moral foundations of the sector, and

- b. aspects of transformational and transactional leadership that can be considered relevant to administrative ethics.

Ethical and Moral Values in Public Administration

Ethics and public service values are important elements in comprising the “body and soul” of public administration (Menzel, 2003). Accordingly, several scholars and practitioners have sought to identify and understand the ethical responsibility of the public administrator (see Berman & West 1997; Bohte & Meier, 2000; Bowman 1990; Bruce 1996; Burke and Black 1990; Menzel 1992, 1993, 1995a, 1995b, 1996, 2005; Zajac & Comfort 1997; Zajac & Al- Kazemi 2000), and have also attempted to offer applied ethical guidance and structured theoretical frameworks for use within the sector (Cody & Lynn, 1992; Cooper, 1990; Denhardt, 1988; Rohr, 1978). From ethical principals to recommendations, scholars and practitioners have attempted to classify what are, or should be, the foundations of administrative ethics, the appropriate ethical behaviors of public leaders, and the ethical role of the public administrator. Yet, very often the subject of administrative ethics and the ethical qualities considered fundamental to the public administrator’s role are explored independent of values which are also associated with leadership.

In his book *Ethics for bureaucrats: An essay on law and values*, Rohr (1978) argues that regime values are the normative foundations of administrative ethics. He later defines regime values as the values of the political entity “brought into being by the ratification of the Constitution that created the American republic”. Frederickson (1983) however calls for a renewal of civic virtue in defining a central value of public administration, and Cooper (1991) similarly argues that public administration should seek its ethical identity in the ethical tradition of citizenship. Accordingly, Stivers (2001) sets forth the major ingredients of a citizenship ethic in public administration as authoritative judgment, the public interest, citizenship as education, and community.

Further in addressing the moral and ethical obligations of public administrators, Moore (1976) states that public-sector obligations arise from three different realms which includes: (1) respecting the processes that legitimate the actions of public officials, (2) serving the public interest, and (3) treating colleagues and subordinates with respect, honesty, and fairness. Hart (1984) argues that public administration is a “moral endeavor” that requires special moral obligations and unique moral character. While Stewart (1985) similarly notes that “the role of a public administrator carries a kind of moral weight not found in private sector counterpart roles”

Bailey (1965) suggests that the ethical dilemmas facing public administrators requires specific attitudes that must be aligned with unique moral qualities, and Waldo (1980) identifies more than a dozen sources of obligations relevant to the conduct of the public administrator’s role. Cooper (1987) further presents twenty specific virtues that directly relate to three broad “realms of obligation” for public servants, and Denhardt (1991) identifies the “moral foundations” of a public administrator’s role as honor, benevolence, and justice; while Cohen & Eimicke (1995) reduce Carol Lewis’ (1991) twenty-one rules of thumb for the ethical behavior of a public administrator to five simple principles: (1) obey the law, (2) serve the public interest, (3) avoid doing harm, (4) take individual responsibility for the process and its consequences, and (5) treat incompetence as an abuse of office. Warwick (1981), in identifying some of the common ethical dilemmas faced by public officials in the exercise of discretion, offers five ethical principles of guidance: (1) the exercise of discretion should serve the public interest, (2) public officials should push back bounds on rationality so that deliberation may take place, (3) public officials should provide truthfulness in the discharge of official responsibilities, (4) public officials should demonstrate procedural respect, and (5) public officials should exercise restraints on the means chosen to accomplish organizational ends. Warwick (1981) further specifies the four sources of ethical

decision making by public-sector leaders as public interest, constituency interests, personal interest, and bureaucratic interest. Similarly Cooper (1990) identifies the sources as individual attributes, organizational structure, organizational culture, and societal expectations. In his article *Integrity in the public-sector*, Dobel (1990) states that “public officials need a complex array of moral resources to exercise discretion,” and that adequate discretion by public officials “should be seen as an iterative process among three mutually supporting realms of judgment”. Thus he argues that regime accountability, personal responsibility, and prudence are the keys to ethical decision making for individuals in the public-sector (Dobel, 1990). Further in addressing even the possibility of administrative ethics, Thompson (1985) claims that administrative ethics is possible if the field can overcome “the burdensome commitment to neutrality and the aversion to assigning individual responsibility for collective actions”. However O’Kelly & Dubnick (2005) unconvinced of this position argue that:

The world of a public administrator] is a world of multiple, diverse, and often conflicting expectations (Dubnick & Romzek 1993)...Effectively operating under such conditions renders the possibility of administrative ethics, in the sense posited by Thompson...incomplete and inappropriate, if not impossible. In general, leaders in the public-sector are expected to maintain a level of morality and integrity which serves the interests of society while at the same time demonstrates personal responsibility, diplomacy, and truthfulness. Thus given these views, many people might say that the ethical role of the public administrator can be summed up as follows: serve the public interest while being fair, honest, lawful, trustworthy, and doing the least amount harm. However, it is impossible to fully understand the ethical responsibility associated with the public administrator’s role, and the means needed to maintain an ethical public-sector environment when explored independent of the broader subject of leadership. Leadership is fraught with ethical challenges, and potentially even more so within the public-sector where leaders are held accountable to a wide variety of citizenry and stakeholders.

Although not a comprehensive overview, the next section will explore various aspects transactional and transformational theories of leadership and their relationship to ethics and morality.

Ethical and Moral Value in Transactional and Transformational Leadership

In addressing the issue of political leadership Burns (1978) first introduced the concepts of transformational and transactional leadership in his book simply titled *Leadership*. In the book Burns describes many ethical aspects to leadership and various dimensions of moral leadership; for example, he notes that “moral leadership emerges from and always returns to, the fundamental wants and needs of followers,” and that “transforming leadership ultimately becomes moral in that it raises the level of human contact and ethical aspiration of both the leader and the led”. However, it was not the ethical elements of the book, but its transformational theme that brought Burns’ ideas of transformational and transactional leadership to the forefront.

As Conger & Kanungo (1998) note, to Burns the primary difference between transformational and transactional leadership mainly resides in terms of what leaders and followers offer to one another. Transactional leadership is believed to be “primarily based upon economic or quasi-economic transactions” (Antonakis, Cianciolo, & Sternberg, 2004, between leader and follower, and involves contingent reinforcement (Bass & Steidlmeier, 1999).

In transactional leadership “followers are motivated by leaders' promises, praises, and rewards or they are corrected by negative feedback, reproof, threats, or disciplinary actions” (Bass & Steidlmeier, 1999). Bass (1985) notes that the three dimensions of transactional leadership are contingent reward, active management by exception, and passive management by exception.

In general, transactional leadership is regarded as basic management and is considered to be the most common form of leadership; however, the ethical and moral legitimacy of transactional leadership “depends on [leaders] granting the same liberty’s and opportunity’s to others that one claims for oneself, on telling the truth, keeping promises, distributing to each what is due, and employing valid incentives or sanctions” (Bass & Steidlmeier, 1999). Bass & Steidlmeier (1999) address the moral aspects of transactional leadership by stating that:

Transactional leadership is moral when the truth is told, promises are kept, negotiations are fair and choices are free (Hollander, 1995). It is immoral when [harmful information] is deliberately concealed from associates, when bribes are offered, when nepotism is practiced, and when authority is abused.

Aronson (2001) additionally notes concerning the ethical aspects of transactional leadership:

According to Bird (1999), transactional leadership appears to be ethically appropriate under certain conditions. For example, these leaders, in emphasizing day-to-day management rather than leadership, may be instrumental in ensuring that organizations maintain their formal goals and codes of conduct. To the degree that these leaders are seen as acting fairly, followers will tend to feel respected and treated in a just manner and may exhibit higher levels of effort.

Transformational leaders, on the other hand, are believed to focus on higher order intrinsic needs which results in followers identifying with the needs of the leader. In contrast to transactional leadership, transformational leadership (also sometimes referred to as charismatic and/or visionary leadership (Conger & Kanungo, 1998; House, 1992; Shamir, House, & Arthur, 1993; Waldman & Yammarino, 1999)) was conceived as leadership which by its very nature involves the moral maturity of leaders (Kuhnert & Lewis, 1987) and the moral uplifting of followers (Burns, 1978).

Transformational leadership has been related to the long-standing literature on virtue and moral character, (Bass & Steidlmeier, 1999), and is believed to involve what Weber (1947) has called non-economic sources of authority. Such theories attempt to account for follower and subordinate outcomes based upon a sense of purpose and idealized mission. Accordingly, transformational theories of leadership suggest that visionary, charismatic, and/or inspiring leader behaviors induce followers to transcend their own interests for the greater good (Antonakis, Cianciolo, & Sternberg, 2004). Thus, transformational leaders are considered to be defined by four main qualities: charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985, 1998; Bass & Avolio, 1993).

Leaders exhibiting transformational, visionary, and/or charismatic leader behaviors are generally regarded as optimistic, committed, determined, risk-taking, and conveying a sense of character and inner direction (House, 1977; House & Aditya, 1997; Shamir, Zakay, Breinin, & Popper, 1998). Thus several theorists have suggested that higher moral development is related to greater use of transformational leadership behaviors (e.g., Bass & Steidlmeier, 1999; Kuhnert & Lewis, 1987; Lichtenstein, Smith, & Torbert 1995). Turner, Barling, Epitropaki, Butcher, & Milner (2002) argue that leaders displaying more complex moral reasoning are “more likely to value goals that go beyond immediate self-interest and to foresee the benefits of actions that serve the collective good” . As such, transformational leaders are believed to be more confident in their abilities and the moral correctness of their vision (Bass, 1985; Conger & Kanungo, 1998; House & Aditya, 1997), and followers are more likely to have profound trust in the leader’s vision, capabilities, values, and motives. Authentic transformational and transactional leadership (as opposed to merely pseudoforms (see Bass & Steidlmeier, 1999)) encourages and promotes values relating to honesty, loyalty, fairness, justice, equality, and human rights. For transactional leadership to be authentic it must be founded on principles of honesty and fairness. For

transformational leadership to be authentic, it must incorporate a central core of moral values. Bass & Steidlmeier (1999) provide one example of authenticity in transformational and transactional leadership within the political arena when they state that:

In an election campaign, the authentic transformational leader points to the societal problems he truly believes needs solving. The inauthentic transformational leader points to the same issues but is personally uninterested in doing something about them....The authentic transactional leader makes promises he thinks he can keep, if elected. But he or she may be overly optimistic and unable to keep the promises. An inauthentic transactional leader knows he is making promises he cannot keep, if elected. Bass (1985) argues that transformational and transactional leadership approaches represent opposite ends of a single continuum. Accordingly, Bass & Steidlmeier (1999) note that, "most leaders have a profile of the full range of leadership that includes both transformational and transactional dimensions". In general it is believed that transformational leadership augments and adds value to the effectiveness of transactional leadership (see Waldman, Bass, & Yammarino, 1990). Thus, considering the ethical expectations and obligations of public leaders to be competent, honest, fair, and lawful while at the same time serving the collective good, abiding by the law, and demonstrating procedural respect, it appears that several elements of both transformational and transactional leadership may be appropriate for maintaining an ethical climate within the public-sector. In what follows, the ethical expectations and values of public leaders and some of the values which are associated with transformational and transactional leadership are collectively examined. The discussion is intended to demonstrate the potential for maintaining an ethical public-sector climate through an integrated approach to leadership in public administration.



Public Sector Ethics and Leadership : The Potential or Integration

As previously noted, the ethical role and responsibility of public officials and the ethical foundations of public administration have been viewed in a variety of ways by several scholars and practitioners. On the left side of Table 1-1 some of the primary ethical obligations and expectations which have been considered fundamental to the role of the public administrator are listed.

These include: (a) demonstrating concern for the public good and representing the interests of society, (b) abiding by appropriate state, federal, and constitutional laws while at the same time having respect for the procedures within the organization, (c) engaging in basic managerial and supervisory responsibilities such as oversight and planning, (d) being honest and truthful in the discharge of official information, (e) acting in reason, fairness, and impartiality in every situation, (f) demonstrating prudence and good judgment in decision-making, (g) providing confidence to citizenry, stakeholders, and subordinates in the abilities of the official to perform the required duties, and demonstrating intelligence and aptitude in the assigned or elected position, and (h) also providing subordinates with the adequate direction and motivational encouragement needed to perform their responsibilities. Considering these ethical expectations, when viewed from the perspective of transformational and transactional theories of leadership several of the qualities commonly associated with these theories appear to relate to the ethical role and responsibility of the public administrator. Thus, Table 1-1 also shows aspects of transformational and transactional leadership which can be considered relevant to the public-sector leader. As displayed, neither transformational nor transactional leadership alone can fully capture the ethical responsibility associated with the role of the public administrator; therefore, the most effective ethical leader within public-sector organizations will incorporate both transactional and transformational factors. For example, the transformational leader is more likely to value goals that



go beyond immediate self-interest and serves the collective good. Thus, the expectation of an ethical administrator to demonstrate concern for the public good can be associated with transformational leadership. As such, the public-sector leader that relates the ethical obligations of his/her administrative role to an integrated approach to leadership will likely focus on values which best serve the interests of society. Also, the expectation of public officials to obey the law and to respect the procedures instituted within the organization can be related to the managerial aspects of transactional leadership. In management it is expected that rules will be followed, procedures will be upheld, and policies will be enforced. As such, the ethical public-sector leader focusing on an integrated leadership approach is likely to enforce and maintain regulatory order through contingent reinforcement, while also providing subordinates with appropriate training and education of all relevant laws and policies relating to their position.

In addition, it is believed that both transformational and transactional leaders value qualities which relate to honesty, truthfulness, and fairness. Similarly, these values are expected of public-sector leaders. Thus, the public-sector leader approaching the subject of ethics through an integrated approach to leadership is likely to value honesty and integrity, and act with impartiality in the exercise of authority while also demonstrating prudence in decision-making. Moreover, transformational leaders are also believed to be motivating and inspiring. By its very nature, transformational leadership is believed to involve the moral uplifting of followers and the moral maturity of leaders. Accordingly, the ethical expectation of public-sector leaders to treat colleagues and subordinates with respect and fairness, and to once again exercise discretion and good-judgment, can all be associated with the transformational values of demonstrating prudence in decision-making and providing motivational encouragement to followers.

Bearing in mind these associations between the ethical obligations of public officials and transformational and transactional leadership values, it can be argued that the

ethical role of the public-sector leader is more fully understood when explored within the context of an integrated approach to leadership (where ethical considerations are incorporated into a framework of transactional and transformational leadership). Although it is highly doubtful that the implementation of any particular leadership style will automatically contribute to the enactment and/or maintenance of ethical behaviors within the sector, an integrated approach can be a means of gradually enhancing, maintaining, and better understanding the ethical climates within public sector environments, where:

(a) the moral foundations of administrative ethics have been described in terms of citizenship and the collective good, (b) the ethical role of the public administrator has been related to honor, trust, lawfulness, and competence, and (c) decisions are believed to be made based to be made based upon discretion, the public interest, and societal expectations.

Granted, every quality associated with transactional and transformational leadership may not easily serve the needs of the ethical public-sector leader. For example, risk-taking and commitment are elements of transformational leadership; however, Dobell (1989) argues that there are systemic reasons as to why public-sector leaders tend to avoid risk and sustain the status quo, and also that the attempts by public officials to satisfy various groups may be perceived as a lack of commitment and inconsistency. Nonetheless, other qualities such as honesty, optimism, fairness, inner direction, and the motivation of followers can add to the ethical climate of public-sector organizations. Thus, a public-sector leader who focuses on specific aspects of both transformational and transactional leadership can potentially find the approaches beneficial in maintaining and better understanding his/her own ethical leadership values, and eventually in building an ethical climate within public-sector environments. However, it should be noted that the ethical expectations of public-sector leaders will quite possibly relate to a variety of factors associated with both transformational and transactional leadership. As such, any associations



between ethical values within the public sector and transformational and transactional leadership must take into account the potential for overlap between the relationships. For example, the expectation of public officials to exercise discretion can in some ways be associated with the transformational values of providing motivational encouragement, and also being inspirational and confident. In theory there will likely always be the possibility that the ethical expectations and obligations of public officials will relate in some form to both transformational and transactional leadership.

Accordingly the categorization of the ethical values into transformational and transactional columns does not represent distinct or conclusive placements, but is meant to merely provide a broad conceptualization of the relationships that potentially exist between ethical values, expectations, and obligations of public officials, and factors associated with transformational and transactional leadership.

Nonetheless these associations are meaningful in that they provide insight as to how ethical considerations can be incorporated into a framework of integrated public-sector leadership. As Pawar & Eastman (1997) suggest, the challenges of public leaders to be more adaptive may create an opportunity and a need for charismatic leadership, and as Van Wart (2003) notes concerning leadership within the sector, "there is a striking need for a comprehensive leadership model that integrates transactional and transformational elements". Thus, the current expectations of public leaders to be more ethically and morally responsible may contribute to an environment where an integrated public-sector leadership approach is welcomed.

Table 1 : Specific Ethical Expectation and obligations of Public Sector Leaders Relating to Aspects of Transformational and Transactional theories of Leadership

Ethical Expectations and Obligations of public leaders	Leadership Valued associated with ethical public sector expectations and obligations	
	Transformational Leadership	Transactional Leadership
Concern for the public good	x	
Law abiding		x
Demonstrating procedural respect		x
Basic managerial considerations		x
Providing honesty and truthfulness (in the discharge of official information)	x	x
Acting in fairness when exercising authority	x	x
Demonstrating prudence in decision-making	x	
Providing inspiration and confidence to citizens, stakeholders, and subordinates in ability to handle official responsibilities(positional aptitude)	x	
Providing motivational encouragement and direction to subordinates	x	

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6. Meaning of Professionalism and Work Ethic

Osmond Vitez, Demand Media

Professionalism and work ethic are two important features in the small-business environment. Business owners often use these elements to ensure that their company operates in the highest professional and ethical manner possible. While businesses may be started under a variety of circumstances, they often contain similar business elements. The style and organizational structure may also depend on the entrepreneur's personal use of professionalism and his work ethic when handling business situations.

Definition

Professionalism is often defined as the strict adherence to courtesy, honesty and responsibility when dealing with individuals or other companies in the business environment. This trait often includes a high level of excellence going above and beyond basic requirements. Work ethic is usually concerned with the personal values demonstrated by business owners or entrepreneurs and instilled in the company's employees. The good work ethic may include completing tasks in a timely manner with the highest quality possible and taking pride in completed tasks

Features

Professionalism and the work ethic demonstrated by individuals in the business environment may be built around an internal moral system or code of ethics. Morality and ethics usually represent the personal beliefs individuals display when working in business. Common traits often include transparency, honesty and integrity. These personal traits often display themselves publicly when individuals



respond to various business situations. A professional work ethic may be seen as somebody “walking the walk” regarding their personal morality and ethics.

Function

Small businesses often use professionalism to help them establish a good reputation in the business environment. Because many small businesses have limited capital resources during the early years of operations, an important advertising strategy is word-of-mouth. Small businesses that treat each customer in a professional manner and display a strong work ethic when completing business functions or responsibilities can help develop positive goodwill with consumers.

Effects

Business owners and entrepreneurs may decide to create a written set of guidelines outlining their company’s professionalism and work ethic expectations. These written guidelines can help the business owner translate his company's mission or vision to employees. These guidelines may also be included in the company's employee manual so business owners can properly train and educate individuals about the importance of the company’s professionalism and work ethic.

Consideration

Transforming an individual's understanding of professionalism and work ethic may be a difficult process in small business. Many individuals may not have the same views on professionalism and work ethic as the business owner. Business owners may hire these individuals if they have technical experience or expertise in the business, regardless of the employee’s personal moral or ethical beliefs. But employees often adopt the business’s professionalism and work ethic guidelines when working for a company, especially if they are well compensated.

* * *

7. How to Increase Employee Work Ethic

Kate McFarlin, Demand Media

A work ethic is typically something ingrained within a person. There are, simply put, lazy people who are impossible to motivate. However, other factors, both economical and psychological, can affect an employee's work ethic. Most people can be encouraged to greater performance, once the right motivating factors are found. This can be a process of trial and error because each individual may have different motivators. However, there are some basic guidelines you can follow to increase employee work ethic

Step 1

Expect your managers to set a good example. Employees tend to mimic the behavior of authority figures. If your managers are not doing their jobs or are spending most of the day coming up with inventive ways to avoid working, chances are your employees will follow suit. Make sure your managers know exactly what is expected of them, and follow up with them regularly to make sure they are serving as role models for the rest of your employees.

Step 2

Create a public recognition system. Rewarding an employee's good work ethics can be a great motivator for other employees who may not be as productive. Employee of the month competitions and special rewards for those who do their job well may encourage those with a poor work ethic to try harder. Human beings thrive on recognition and feeling appreciated, and these are very powerful motivating factors.



Step 3

Set clear goals and milestones. In some cases, employees may feel overwhelmed with a project if they are not entirely sure how to complete it or if it looks insurmountable. Break apart projects into tasks that have clear goals. Set milestones with clear target dates so employees know exactly what you expect of them and how long they have to complete the task.

Step 4

Monitor potential troublemakers. Almost every office has at least one person who is there for the paycheck and not much else. These people can cause dissension among the ranks and bring down not only the morale of the rest of the staff, but also the productivity levels for the company. Weed through new applicants to make sure they will have job dedication. Monitor current troublemakers, set strict guidelines they must follow or encourage them to seek employment elsewhere.

Step 5

Create a monetary award system. Some employees will be motivated only by the promise of receiving a bonus or a raise if they complete certain tasks and improve their performance. While not all companies may have the resources to give large monetary awards to their employees, even simple gift card challenges and free products can encourage lackadaisical employees.

* * *



8. Negative Work Ethic Definition

Robert Vaux, Demand Media

Companies like to promote positive work ethics because it often results in happier and more productive employees. Just as it is important to understand a positive work ethic, however, it is equally important to recognize the signs of a negative work ethic. Negative work ethics may be the behaviour of a single individual or something more systematic; regardless of the specifics, identifying the signs is the first step toward correcting it.

Lack of Productivity

The most obvious sign of a negative work ethic is a lack of productivity. CNN cites procrastination at the top of its list of bad work habits; an employee who rushes through assignments or waits until the last minute to complete them often turns in lower quality work, as well as running the risk of missing a deadline. Furthermore, lack of productivity costs the company time and money: essentially paying the employee for doing nothing. While breaks in the workday and brief relaxers are necessary for a productive employee, a lax employee can't tell the difference between taking a break and wasting time.

Attendance

A positive work ethic means showing up on time every time, and using sick days for their designated purpose rather than a vacation by proxy. A negative work ethic, on the other hand, looks to get the most out of the system, according to CNN: often showing up tardy and taking full advantage of sick days and other dates. Furthermore, the way an employee reacts to lax attendance may say a lot about his work ethic. A good worker, for instance, may arrive late every once in a while, but also stays late to make up the time. A bad worker will assume that showing up late is normal, and do so beyond the range of what the company considers acceptable.

Articles