

AN OVERVIEW OF THE BENEFICIAL AND DETRIMENTAL CONSEQUENCES OF CODES OF ETHICS IN A PRACTICAL ENVIRONMENT

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ABSTRACT

The piece of writing aims to contemplate the possibility of a scenario where codes of ethics are unnecessary or unsuitably used. Extensive research has been conducted on the potential benefits of codes of ethics. There is a significant amount of literature available on the factors that influence the acceptance of ethical norms. There are a much smaller number of publications discussing the ineffectiveness of ethical norms within a specific framework of reality. Insufficient attention is often given to the adverse effects that result from the incomplete use of codes of ethics. The study findings demonstrate the circumstances in which a code of ethics may be ineffective and lacking in actual impact. The study reveals that embracing and putting certain components of a code of ethics into practice can lead to harmful outcomes.

INTRODUCTION

Overview Codes of ethics have become more common in the corporate culture of various firms (Babri et al., 2021). Codes of ethics are now prevalent in several organizations, businesses, and trade unions. This is a result of the well-recognized fragmentation of ethical norms. One can classify them based on the severity of penalties and the level of coverage they receive. The second requirement is the extensive proliferation of ethical standards throughout diverse corporate sectors, associations, and industrial groups, as well as numerous professions and semi-professions. The code of ethics may be found in both small and large organizations. Organizations may have codes of ethics in the form of professional codes, organizational codes, and similar documents. The prevalence of ethical standards has significantly risen, particularly in the last two decades.

Codes of ethics also emerged in socialist nations, a development that was previously inconceivable due to the intention of replacing them with conscious communist morality. Their objective should be to enhance ethical consciousness and promote ethical conduct in the workplace. Ultimately, this will enhance the efficiency and production of the firm. The concept of maximizing utility or profit is the main focus of the present ethical challenges in business and accounting (Keller, 2007). On the other hand, codes of ethics are official written papers that are available to anyone, regardless of their position within the business. Managers and workers are expected to adhere to the conduct defined in these documents. Nevertheless, as stated by Kinney and Moore (2008), the mere presence of a code of ethics does not resolve the issue. Ensuring ethical conduct should be seen as a continuous endeavor rather than being

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limited to a single statement of intention, which frequently lacks effectiveness. To achieve an ideal vision, the whole organization must ingrain ethics and behavior improvement from top-level management to the front line. However, the media continues to highlight numerous instances of deviations on a global scale, indicating the persistence of issues, disputes, improper conduct, and uncertainties.

Teaching Proficiency and Moral Principles

How do competence and ethics demonstrate their relationship? When evaluating candidates, their competency should be the first factor to be examined. Competence refers to an individual's capacity to exhibit suitable behavior to the job's demands, thus contributing to the intended results of a corporation. Professional ethics plays a crucial role in enhancing an employee's abilities (Lee, 2021). It compels professionals to adhere to ethical standards, fosters the development of values and moral reasoning, and facilitates a good understanding of the significance and responsibilities associated with professional positions in modern society. Podlahova (2012) defines teaching talents as didactic abilities that include more than only the capacity to educate, deliver lectures, or use educational methodologies, ideas, and procedures. Teaching competencies refer to a collection of specialized and highly advanced knowledge, skills, attitudes, and experiences that align with the educational process. These competencies acknowledge the evolving nature of society and consider the cognitive genetic traits, personalities, individual interests, and educational requirements of learners.

Ethical Code

The National Education Association (1975) asserts that the education profession includes a unified education workforce dedicated to meeting the needs of all students. Furthermore, the word 'educator' includes education support workers as well. The educator, valuing the inherent value and respect for every individual, acknowledges the utmost significance of seeking truth, striving for excellence, and fostering democratic norms. Crucial to these objectives is the safeguarding of the freedom to acquire knowledge and impart knowledge, as well as ensuring equitable access to education for everyone. The educator willingly assumes the duty to uphold the utmost ethical principles. The trainer acknowledges the significant level of responsibility that comes with the teaching process. The aspiration for the esteem and trust of one's peers, pupils, parents, and community members serves as the motivation to achieve and maintain the utmost level of ethical behavior. The Code of Standards for the Teaching Sector outlines the goals and principles that all educators should strive for and establishes criteria for evaluating their behavior. The code of ethics offers professions a uniform and shared moral vocabulary and fundamental directives for ethical conduct. However, as stated in this research, industry-specific rules of ethics impose constraints on ethical decision-making when faced with ethical difficulties (Greenfield & Jensen, 2010). Codes of ethics provide a structured foundation for the simpler and more precise evaluation of conduct. Furthermore, rules of ethics have clear, ethically instructive, and preventative significance. The teaching profession lacks a publicly defined code of ethics, unlike surgeons, social workers, and others. The teaching profession lacks a publicly defined code of ethics, unlike surgeons, social workers, and others. Numerous educational institutions have their own set of regulations. The majority of these schools are privately owned institutions that have recognized the reciprocal nature of rights and responsibilities between students and the school, extending similar expectations to instructors as well. This

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development is not intended to substitute for or expand the conditions of employment. The primary objective should be to inspire and motivate every instructor. (Krc, 2015)

Dedication to one's vocation is essential

The curriculum sector is entrusted by the public with a duty and obligation that necessitates the utmost adherence to the highest standards of professional service. The educator recognizes that the quality of education services has a direct impact on the nation and its citizens. Therefore, they will make every effort to improve professional standards, create an environment that encourages professional judgment, attract qualified individuals to occupations in education, and prevent unqualified individuals from practicing the profession. It is prohibited to reveal information about colleagues acquired during professional duties unless the revelation is necessary for a significant professional reason or is mandated by law. Coworkers are prohibited from intentionally making false or harmful remarks against each other. Refrain from accepting any tip, gift, or favor that might potentially compromise or give the appearance of influencing professional choices or actions. Following the codes of large organizations, university codes of ethics emerged; these codes bring with them the principles of corporate ethics that have found a home in academia. These include a focus on efficiency, a welcoming attitude toward new ideas, and a spirit of competition (Moiseenko et al., 2016).

Ethical Regulation in Practice and Ethical Codes

In any case, many colleges throughout the globe have already decided to follow ethical standards; therefore, this threat isn't influencing their choice. Notable colleges all across the globe now have codes of conduct and ethics (McCabe & Trevino, 2017). Their assistance in resolving ethical dilemmas and promoting a culture of integrity and accountability. The words that matter most are quality and efficiency. To flourish in the market, commercial firms use codes as a tool to set rules and conventions of business ethics. This helps with improving connections inside the company, building corporate culture, and solving issues with conflicts of interest. Codes of ethics can show stakeholders and consumers that the organization is trustworthy because it follows ethical business practices. For similar reasons, universities also make use of the codes. Ethics has functioned as the foundation of the original legal system, yet the law itself only includes a minimal amount of ethical principles. Through the application of ethical principles, one should possess the ability to determine the moral value of the actions undertaken by people or corporations. The answer is inconclusive as a result of variations in individuals and ethnicities. Codes of ethics establish standards for moral principles within the branch of knowledge known as ethics. Codes of ethics serve as a morally obligatory standard, but they must align with existing laws and regulations. Sokol's Ethics may be characterized as: "A science of morality is part of practical philosophy; it asks what is right and wrong and what should and should not be." (Sokol, 2010, p. 66).

An examination of the subject from a theoretical perspective

The proliferation of codes of ethics in business institutions is intriguing. It is important to contemplate the significance, objectivity, and validity of ethical rules. To do this, it is necessary to first examine the many categories of ethical norms. One such categorization is based on the intended recipients of ethical norms. From this perspective, it is feasible to identify, primarily, professional codes of ethics. These codes specifically cater to particular occupations and partially skilled occupations. Teachers adhere to a code of ethics, which can be classified as a semi-professional code, serving as an example of this concept. Professionals such as police officers, lawyers, judges, and so on follow a professional ethics code. A code

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of conduct distinguishes itself by comprehensively articulating the prescribed ethical principles in both positive and negative terms, providing a definitive framework for ethical considerations within the profession. Regarding the categorization of ethical codes, we specifically identify rules of ethics. These are industry-specific codes, such as those for franchising. "One example is the insurance industry's Code of Ethics, which aims to eliminate as many negative elements as possible from relationships between insurance organizations that participate in the insurance sector, particularly in these entities' relationships with clients(Ambrozy, 2023).

The code of ethics for the biological sciences is another example. Lastly, there are rules of ethics for corporations. They are present in a broad range of small, medium, and big businesses. Because the Code of Professional Ethics is only implemented within a single company and economic unit, its impact is restricted. Ethical norms are divided into several categories based on their influence. The ideal code is the one that is the softest from this perspective. Its job is to depict an idealized but hypothetical state, that is, the ideal model or current situation in the workplace. This kind of code is only a blueprint; it doesn't specify any standards. It does not, in the end, specify penalties or have any particular guidelines. The code of behavior is entirely unrelated. It requires a great deal of specificity. Certain regulations codify them. "The origin of ethics, or self-management, in most industries and occupations is explained by punishment avoidance.". It all boils down to uniform, somewhat thorough rules for behavior definition. Furthermore, professionals frequently employ sanctions to enforce adherence to the code (Spielthener, 2015). Professionals may be strongly motivated to abide by the code because of the possibility of facing consequences for breaking it (Spielthener, 2015). The educational code is the other kind. This kind of coding also includes an explanation section that addresses the meanings of the code. This indicates that there is an explanatory element in the code. Scholars are attempting to address the subject of how a code of principles might sometimes be detrimental in addition to being useless. This may also have to do with another question: how reasonable it is for there to be codes of ethics, or what situations and circumstances call for the use of codes of ethics? Spielthener (2015) offers a fascinating perspective on speech and ethical norms. He discusses both the apparent and true justifications for adhering to ethical rules. Understanding and accepting its limits, ethical rules can make a significant and constructive contribution to a more thorough investigation of ethics in education (Campbell, 2000).

Companies should use a code of ethics solely to enhance the ethical aspects of the corporate culture. It is not permissible to have other targets. The management tier, which is more familiar with the organization or structured part, widely recognizes the Code of Ethics in some situations. It is accepted by the management tier, which is more used to the organization or structured part. This implies that the lower and intermediate levels of management should be in charge of providing this in decentralized companies. Higher management's approval ensures a greater degree of acceptability in centralized companies. Participation of the organization's management and employee representatives greatly increases the efficacy of the code. Regular modification of an ethical code is also a requirement for its acceptance. Its relative immutability and the absence of employee representatives throughout its formulation and revision greatly diminish the acceptability and efficacy of the code of ethics. Some writers argue that modifying codes of ethics is necessary because they are unique to certain communities. "A negative code is far more effective for women than a positive one(Alahmad,

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2010). Even when respondents are unable to recall particular details of the code, the act of having a code of ethics in place seems to have a favorable effect on their impressions of ethical conduct in businesses (Adams et al., 2001).

Instances of Inappropriate Implementation Manufactured for Illustrative Purposes in the Code of Ethics

Scientific institutes can provide an illustrative example. Imagine a conventional scientific establishment with intriguing scientific findings. A code of ethics is implemented at a certain point in time, forbidding workers from publishing in a particular set of scientific journals. You are required to participate in a tour at this location. There are primarily two kinds of scientific journals. The first option is one that essentially does not impose royalties on writers. Fees for actual prints or paid electronic access provide the primary source of revenue. Significantly, there is no fee for publishing. Another consortium of scientific publications selects them. A directive would enforce the code of conduct, instructing writers to publish their work only in scientific publications that do not require payment. In other words, he plans to publish content that paid publications do not allow. This infringes upon the author's freedom to publish in any journal of their choosing. Life sciences are crucial to future solutions for people and society. As life science research gains prominence and worries about science's credibility, integrity, and intentions develop, society has sought more responsibility from scientists (Jones, 2007). Is it better to act ethically or not? Making a positive impact on people's lives and leading by example are two of the most important aspects of leadership. You can make an impact even if you don't do much (Alahmad, 2010).

Another instance would be an unjustifiable prohibition on working for another firm in a comparable sector if it is legally permissible. This limitation applies to both full-time and part-time work. Whether or not the person is physically doing several occupations is irrelevant. Any attempt to use ethical considerations in this circumstance is entirely unsuitable. The true underlying motive may vary; however, we hypothesize that the individual enforcing this provision in the code of ethics may attempt to disguise the rationale using ethical terminology. Nevertheless, the actual cause may vary. The individual in question may see other firms operating in the same or closely adjacent fields as competitors or potentially antagonistic. Before replicating the code, reviewing the key topics discussed in the paper delivered at the Luton Seminar, which established the framework for the code (Butler, 2002), would be beneficial. Regardless of the formality of the communication channel, employees perceived a lack of ethics-related materials that met their needs. To effectively impact workers' ethical conduct, a company must communicate its code of ethics. (Ho, 2013)

This might well be the genuine cause. Alternatively, this worker may be motivated by ethical considerations. Nevertheless, the actuality diverges, and the genuine cause lies in the adverse disposition towards other entities operating within the same domain. If you persist in indulging in fantasies, you may discover an additional legitimate justification for taking this action. Consider a scenario where the individual who initiated the implementation of the stated section of the code of ethics made several attempts to create many simultaneous employment relationships in the past, but specific circumstances prevented them from achieving their purpose. His interest in the ban may stem from his refusal to let others do the same. One way to present this instruction in terms of ethical violations is by categorizing such actions as a conflict of interest. Simultaneously, the insufficiency of this ban is evident, since there is no conflict of interest. It pertains to mitigating one's dissatisfaction after experiencing

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a failure in a prior job interview when there was no agreement enabling the individual to have a simultaneous work arrangement. Are corporate rules of ethics inherently ethical? Schwartz (2002) suggests using a preliminary collection of universal moral principles to morally assess all company standards of ethics, to question the idea of whether corporate rules of ethics are inherently ethical.

Sometimes, the lack of sensibility in the code of ethics does not always result from a powerful entity deliberately imposing damaging material. In some instances, we hold the belief that a simple corporate code of ethics has little significance inside a particular firm. There are several possible explanations for this. The primary factor might be its classification as a micro-enterprise, which typically employs little more than 10 people. There is no need to implement a corporate code in a firm of this kind since any capable leader should be able to effectively oversee a small number of people. We deem this instrument for the application of ethics unnecessary in this circumstance. We deem it devoid of significance. There are several such instances that we can undoubtedly locate. For instance, it might be an establishment such as an office with a certain number of workers, or a small educational institution. There is no feasible way that such a technology can expedite decision-making procedures in a small organization.

Occasionally, a firm may implement a code of ethics as a distinct method of demonstrating its commitment to ethical practices within the organization. In this scenario, the code of ethics does not alter the fundamental conduct inside the firm, and its establishment just serves as a demonstration of endorsing ethical principles within the organization. The native code in this instance specifically maintains the corporate brand. In essence, its primary objective is to enhance public relations, rendering it entirely futile in terms of enhancing workplace ethics. Additionally, stakeholders might be convinced of the significance of ethics inside a company by other means, rather than only relying on the self-interested implementation of a corporate code of ethics. This tool is superfluous for generating a public picture. If this is the prevailing situation inside the firm, we assert that a corporate code of ethics is unnecessary. "A code that exists independently is merely a superficial layer that gives the appearance of being ethical, but in reality, it deceives anyone who interacts with the company that claims to have it" (Wood & Rimmer, 2003).

We have discussed scenarios where an organizational code of conduct may be unnecessary, as well as cases where its adoption has proven to be either totally or partly detrimental. A detrimental code of ethics establishes immoral norms of conduct that ethical theories or ideals are unable to support. It is essentially a set idea that a person in an organization's leadership may pursue objectives other than moral ones. It may even be a clandestine chairmanship or kind of leadership in really critical situations. Unknown, dubious motives could be at play when very arbitrary behavioral standards are included in a company code of ethics. Most likely, neither the code of ethics nor discussions with employers' representatives or a group of workers addressed such a subjective viewpoint. If he had not pursued any self-serving goals and was not a part of the company's management, even the ethically educated author of the code would not have authorized it. An organization's workers may find it very challenging to embrace an inflexible business code of values. This is a cliched code of ethics if the company's management typically only approves the normative corporate code of ethics, notwithstanding this discrepancy. This kind of introduction to a code of ethics makes it very likely for it to give rise to hidden conflicts. Tension often arises when

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management tries to enforce a code of behavior against the wishes of the workforce, and this may result in labor disputes. One may see the implementation of a company's code of ethics as a type of command. It may also take the form of devious tactics used by the organization's leadership to maintain their positions of authority.

CONCLUSION

In this article, we have discussed some of the reasons why a code of ethics may not be essential and some of how their introduction might be detrimental to a company. We can't find any moral theories or principles that support the introduction of damaging ethical norms of conduct into a code of ethics. In essence, it is the unwavering belief that an organization's leadership may advance agendas that conflict with ethical principles. In extreme circumstances, it may even be a clandestine chairmanship or command. Incorporating highly subjective standards of conduct into a business code of ethics may have hidden, dubious motivations. It is quite unlikely that the code of ethics, employer representatives, or a team of workers ever addressed such a subjective judgment. Without his position in the company's management and his own self-serving goals, not even the code's ethically-minded creator would have given his approval. Companies often struggle to get their staff to agree to strict, non-negotiable codes of conduct. This code of ethics has seen better days if it has received the stamp of approval from the company's upper management, even if it is normative despite the contradiction. Introduced in this manner, a code of ethics has the potential to spark dormant tensions. When management tries to enforce a code of behavior against employee will, it often causes friction and eventually leads to labor disputes. A company's code of ethics functions as a directive that employees must adhere to. It may also be a hidden way for the organization's leadership to maintain their positions of power.

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