

SNS COLLEGE OF TECHNOLOGY
DEPARTMENT OF CIVIL ENGINEERING.
19GET201 PROFESSIONAL ETHICS AND HUMAN VALUES

UNIT – I ENGINEERING ETHICS

Senses of ‘Engineering Ethics’ – Variety of moral issues – Types of inquiry – Moral dilemmas – Moral Autonomy – Kohlberg’s theory – Gilligan’s theory – Consensus and Controversy – Professions and Professionalism – Professional Ideals and Virtues – Uses of Ethical Theories

1. Define Ethics? (Nov 2013)

- Study of right or wrong.
- Good and evil.
- Obligations & rights.
- Justice.
- Social & Political deals.

2. Define Engineering Ethics? (May 2014) (Nov 2013) (May 2013) (Nov 2011)

- Study of the moral issues and decisions confronting individuals and organizations engaged in engineering / profession.
- Study of related questions about the moral ideals, character, policies and relationships of people and corporations involved in technological activity.
- Moral standards / values and system of morals.

3. What is the need to study Ethics? (April 2011)
(OR)

What are the objectives of studying engineering ethics?

- To responsibly confront moral issues raised by technological activity.
- To recognize and resolve moral dilemma.
- To achieve moral autonomy.
- To stimulate the moral imagination.
- To recognize ethical issues.
- To develop analytical skills.
- To address unclarity, uncertainty and disagreement.

4. Differentiate Moral and Ethics? (April 2015) (Nov 13)

MORAL:

- Refers only to personal behavior.
- Refers to any aspect of human action.
- Social conventions about right or wrong conduct.

ETHICS:

- Involves defining, analyzing, evaluating and resolving moral problems and developing moral criteria to guide human behavior.
- Critical reflection on what one does and why one does it.
- It refers only to professional behavior

5. What is the method used to solve an Ethical problem? (May 2012)

- Recognizing a problem or its need.
- Gathering information and defining the problem to be solved or goal to be achieved
- Generating alternative solutions or methods to achieve the goal.
- Evaluate benefits and costs of alternate solutions.
- Decision making & optimization.
- Implementing the best solution

6. What are the Senses of Engineering Ethics? (Nov 2013)

- An activity and area of inquiry.
- Ethical problems, issues and controversies.
- Particular set of beliefs, attitudes and habits.
- Morally correct.

7. What are the three types of Inquiry? (May 2013) (May 2010)

- Normative Inquiry - Based on values.
- Conceptual Inquiry - Based on meaning.
- Factual Inquiry - Based in facts.

8. What are the models of Professional Roles? (Nov 2014)

(1) Savior

The engineers are responsible for creating an utopian society in which everything is possible.

(2) Guardian

Engineers only know the directions through which technology will be developed.

(3) Bureaucratic Servant

Engineers' role in the management is to be the servant who receives and translates the directive of management into better achievements.

(4) Social servant

The role of engineers is not only providing service to others but also their responsibility to the society.

(5) Social enabler and catalyst

The engineer has to play a role of creating a better society and should be the cause of making social changes.

9. What are the steps in confronting Moral Dilemmas? (Apr 2011, May 2014)

- Identify the relevant moral factors and reasons.
- Gather all available facts that are pertinent to the moral factors involved.
- Rank the moral considerations in order of importance as they apply to the situation.
- Consider alternative courses of actions as ways of resolving dilemma, tracing the full implications of each.
- Get suggestions and alternative perspectives on the dilemma.
- By weighing all the relevant moral factors and reasons in light of the facts, produce a reasoned judgment.

10. Define Moral Autonomy? (Nov 2014) (May 2013) (April 2011) (May 2010)

- Self-determining
- Independent
- Personal Involvement
- Exercised based on the moral concern for other
- People and recognition of good moral reasons

11. What are the criteria required for a Profession?

- Knowledge
- Organization
- Public Good

12. Give the general criteria to become a Professional engineer?

- Attaining standards of achievement in education, job performance or creativity in engineering that distinguish engineers from engineering technicians and technologists
- Accepting as part of their professional obligations as least the most basic moral responsibilities to the public as well as to their employers, clients, colleagues and subordinates

13. What are the senses of Responsibility? (April 2011)

- a virtue
- obligations
- general moral capacities of people
- liabilities and accountability for actions
- blameworthiness or praiseworthiness

14. What are the types of Theories about Morality?

- **Virtue ethics** - Virtues and vices
- **Utilitarianism** - Most good for the most people
- **Duty ethics** - Duties to respect people
- **Rights ethics** - Human rights

15. Give the various tests required to evaluate the Ethical Theories?

- Theory must be clear, and formulated with concepts that are coherent and applicable.
- It must be internally consistent in that none of its tenets contradicts any other.
- Neither the theory nor its defense can rely upon false information.
- It must be sufficiently comprehensive to provide guidance in specific situations of interests to us.
- It must be compatible with our most carefully considered moral convictions about concrete situations.

16. Give the drawbacks of Utilitarianism?

- Sometimes what is best for the community as a whole is bad for certain individuals in the community.
- It is often impossible to know in advance which decision will lead to the most good.

17. Differentiate Ethical Relativism and Ethical Egoism? (April 2011)

- **Ethical egoism** - the view that right action consist in producing one's own good.
- **Ethical relativism** - the view that right action is merely what the law and customs of one's society require.

18. Define Ethical Pluralism? (Nov 2011) (May 2010)

Ethical pluralism is the view that there may be alternative moral perspectives that are reasonable, but no one of which must be accepted completely by all rational and morally concerned persons.

19. Give the uses of Ethical Theories? (May 2014)

- In understanding moral dilemmas
- Justifying professional obligations and ideals
- Relating ordinary and professional morality

20. Differentiate Micro-ethics and Macro-ethics?

(OR)

State the various approaches to Engineering Ethics. (Nov 2011)

- **Micro-ethics:** Deals about some typical and everyday problems which play an important role in the field of engineering and in the profession of an engineer.
- **Macro-ethics:** Deals with all the societal problems which are unknown and suddenly burst out on a regional or national level.

21. What are Normative Inquiries? Give any two examples of normative questions. (Nov 2011)

These inquiries are mostly helpful to identify the values which guide the individuals and groups in taking a decision. These are meant for identifying and justifying some norms and standards of morally desirable nature for guiding individuals as well as groups.

Examples:

1. How do the obligations of engineers protect the public safety in given situations?
2. When should an engineer have to alarm their employers on dangerous practices?
3. Where are the laws and organizational procedures that affect engineering practice on moral issues?
4. Where are the moral rights essential for engineers to fulfill their professional obligations?

22. What are the moral values? Give some examples.

Moral values refer to a set of principles that guide an individual on how to evaluate right versus wrong. People generally apply moral values to justify decisions, intentions and actions, and it also defines the personal character of a person.

Examples :

An individual with high moral values typically displays characteristics of integrity, courage, respect, fairness, honesty and compassion, caring, justice, civic virtue, and openness.

23. What is meant by professionalism?

The term professionalism refers to the qualities, competencies and skills of professionals. It has behavioral connotations and refers to the manifestations of a professional.

PART – B

1. Describe Kohlberg and Gilligan's theories on Moral Autonomy. (April 2015) (Dec 2015) (May 11) (May 10)

KOHLBERG'S THEORY

Moral Autonomy is based on the psychology of moral development. The first psychological theory was developed by Jean Piaget. On the basis of Piaget's theory, Lawrence Kohlberg developed three main levels of moral development which is based on the kinds of reasoning and motivation adopted by individuals with regard to moral questions.

The Pre Conventional Level

It is nothing but self-centered attitude. In this level, right conduct is very essential for an individual which directly benefits him. According to this level, individuals are motivated by their willingness to avoid punishment, or by their desire to satisfy their own needs or by the influence of the power exerted by them. This level is related to the moral development of children and some adults who never want to go beyond a certain limit.

The Conventional Level

The level deals with the respect for conventional rules and authority. As per this level the rules and norms of one's family or group or society has been accepted as the final standard of morality. These conventions are regarded as correct, because they represent with authority. When individuals are under this level, always want to please/satisfy others and also to meet the expectations of the society and not their self-interest. Loyalty and close identification with others have been given much importance. No adult tries to go beyond this level.

The Post Conventional Level

This level is said to be attained when an individual recognizes the right and the wrong on the basis of a set of principles which governing rights and the general good which are not based on self-interest or social conventions. These individuals are called "autonomous", because they only think for themselves and also they do not agree that customs are always correct. They want to live by general principles which are universally applied to all people. They always want to maintain their moral integrity, self-respect and the respect for other autonomous peoples.

Kohlberg's theory of moral development is very much related to the goals of studying ethics at college level. To become morally responsible, an individual must be able and willing to undergo with moral reasoning. Moral responsibility comes out of the foundation of early moral training given by an individual's parents and culture. This early training helps to complete the above said three levels of moral development by an individual.

As per Kohlberg's view only few people would reach the post conventional level which is based on assumption that movement towards autonomous is morally desirable.

GILLIGAN'S THEORY

Gilligan's argument

Carol Gilligan was one of the students of Kohlberg. She criticizes Kohlberg's theory on the basis of approach made by both male and female towards morality. On the basis of her studies and researches, she criticizes Kohlberg's theory which is only based on male bias and his studies are of typically male preoccupation with general rules and rights.

She also suggests that men are always more interested in resolving moral dilemmas by applying some most important moral rules. But women always want to keep up the personal relationship with all those involved in a situation and they always give attention only on the circumstances responsible for that critical situation and not on general moral rules.

She also states that Kohlberg's theory is only on ethics of rules and rights. But her theory is known as ethics of care. i.e. context oriented emphasis required to maintain the personal relationship.

Levels of Moral Development

Gilligan recasts Kohlberg's three levels of moral development on the basis of her own studies of women, as follows:

The Pre-Conventional Level

This is more over the same as Kohlberg's first level i.e. Right conduct is a selfish thing as solely one what is good for oneself.

The Conventional Level

This level differs from Kohlberg's second level. According to her, women don't want to hurt others and want to help others i.e. women always want to give up their interests in order to help the others to fulfill their needs.

The Post Conventional Level

This level is also differed from Kohlberg's level. In this level, individual (particularly women) want to balance between caring about other people and their interests. The main aim here is to balance an individual's needs with those of others on the basis of mutual caring. This can be achieved only through context-oriented reasoning and not by abstract rules.

Heinz's Dilemma

Gilligan's criticism on the Kohlberg's theory can be made very clear with the help of a famous example used by Kohlberg in his questionnaires and interviews. This is called Heinz's Dilemma.

This example was about a woman and Heinz, her husband living in Europe. The woman was affected by cancer. The doctors told her to use an expensive drug to save her life. The pharmacist who also invented that medicine charged ten times the cost of making the drug. Besides his poverty, Heinz took a lot of effort to borrow money, but he could get only half of the amount needed. He approached to the pharmacist and begged him to sell the medicine at

a cheaper price or allow him to pay for it later. But the pharmacist refused to do so. Finally, without any hope, Heinz forcibly entered into the pharmacy and stolen the drug. The question here is “Was the theft morally right or wrong?”

By asking this question among the male, Kohlberg has received two sets of answers: One is based on the conventional level i.e. Heinz did a wrong thing. Another one is based on the post conventional level i.e,Heinz was correct as the life of the wife is more important than the property right of the pharmacist.

But when the same question was asked among the women, they gave (all women) same answers. They replied that Heinz was wrong. They further told that instead of stealing the medicine, Heinz could have tried other alternative solutions. They also told that Heinz should have convinced still the pharmacist to get the medicine.

From the above, Kohlberg concluded that women’s decisions are always based on conventional rule and they always have different opinions in applying the general moral rules and principles about the right to live.

On the basis of the Kohlberg’s comment on the women, Gilligan came to a different conclusion. She tells that it shows greater sensitivity to people and personal relationships. She concluded that the decision taken by women is context-oriented and not on the basis of general rules ranked in order of priority.

Now, the question here is, how Gilligan’s theory of moral development relates to moral autonomy as a goal of studying ethics at the college level?

Autonomy requires independent reasoning on the basis of moral concern and not separated from other people. As per Gilligan’s theory and Kohlberg’s theory, moral autonomy should be consistent with context-oriented and also with an awareness of general moral principles and rights.

2. Write a brief note on the types of inquiries. (April 2015) (Nov 2011)

TYPES OF INQUIRY

Inquiry means an investigation. Like general ethics, Engineering ethics also involves investigations into values, meaning and facts. These inquiries in the field of Engineering ethics are of three types.

1. Normative Inquiries
2. Conceptual Inquiries
3. Factual or Descriptive Inquiries

Normative Inquiries

These inquiries are mostly helpful to identify the values which guide the individuals and groups in taking a decision. These are meant for identifying and justifying some norms and standards of morally desirable nature for guiding individuals as well as groups. In most of the cases, the normative questions are given below:

1. How do the obligations of engineers protect the public safety in given situations?
2. When should an engineer have to alarm their employers on dangerous practices?
3. Where are the laws and organizational procedures that affect engineering practice on moral issues?
4. Where are the moral rights essential for engineers to fulfill their professional obligations?

From these questions, it is clear that normative inquiries also have the theoretical goal of justifying moral judgments.

Conceptual Inquiries

These are meant for describing the meaning of concepts, principles, and issues related to Engineering Ethics. These inquiries also explain whether the concepts and ideas are expressed by single word or by phrases. The following are some of the questions of conceptual inquiries:

1. What is the safety and how it is related to risk?
2. What does it mean when codes of ethics say engineers should protect the safety, health and welfare of the public?
3. What is a „bribe“?
4. What is a „profession“ and „professional“?

Factual / Descriptive Inquiries

These help to provide facts for understanding and finding solutions to value based issues. The engineer has to conduct factual inquiries by using scientific techniques. These help to provide information regarding the business realities such as engineering practice, history of engineering profession, the effectiveness of professional societies in imposing moral conduct, the procedures to be adopted when assessing risks and psychological profiles of engineers. The information about these facts provide understanding and background conditions which create moral problems. These facts are also helpful in solving moral problems by using alternative ways of solutions.

These types of inquiries are said to be complementary and interrelated. Suppose an engineer wants to tell a wrong thing in an engineering practice to his superiors, he has to undergo all these inquiries and prepare an analysis about the problem on the basis of moral values and issues attached to that wrong thing. Then only he can convince his superior. Otherwise his judgment may be neglected or rejected by his superior.

1. What is the safety and how it is related to risk?
2. What does it mean when codes of ethics say engineers should protect the safety, health and welfare of the public?
3. What is a „bribe“?

4. What is a „profession“ and „professional“?

3. Discuss in detail the uses and limitation of ethical theories. (April 2015)

USES OF ETHICAL THEORIES

Ethical theories have so many uses. Out of them, the following three are the most important uses:

1. Understanding moral dilemmas.
2. Justifying professional obligations and ideas and
3. Relating ordinary and professional morality

1. Understanding and resolving moral dilemmas

Ethical theories are useful in understanding moral dilemmas. Some of the uses of ethical theories we have already studied are as follows:

- a. Ethical theories help the professionals in identifying the moral considerations or the reasons that constitute a dilemma.
 - i) “Virtue ethics” emphasizes loyalty to employer and colleagues and loyalty to the publics including safety of the public.
 - ii) “Duty ethics” emphasizes that professional has duties to protect the public affected by his work. Also he has to respect his employers” authority.
 - iii) “Rights ethics” emphasizes the rights of the public that are to be protected, while at the same time, the rights of the management have to be respected.
- b. Ethical theories provide relevant information in solving moral dilemmas.
- c. Some times ethical theories offer ways to rank the relevant moral considerations in order of importance and thereby provide a rough guidance in solving moral problems.
- d. Ethical theories help us to find alternative courses or action in solving moral dilemmas
- e. Ethical theories strengthen our ability to reach balanced judgments.

2. Justifying moral obligations and ideals

In one way or another, safety is involved in most of the issues in engineering ethics. Engineering ethics focuses the safety of public, while bringing useful technological products to the public. Medical ethics emphasizes or insists on the professional roles in promoting health of patients. Under the “act utilitarianism”, one of the obligations of engineers is to act in any situations so as to maximize the good consequences for every one affected by engineering projects and products.

“Rule-utilitarianism” stresses the engineers to act according to the rules, if it would produce the best consequences for everyone affected. “Duty-Ethics” emphasizes the obligations of engineers based on basic principles of duty. “Rights-Ethics” emphasizes the engineers how engineers safety obligations are based on the moral rights of those affected by their work. A rights-theory assumes that every person has an inherent right as a human being to pursue his or her interests, that is, interest of not harming others. No doubt, there is a direct link between basic human rights and the safety obligations of engineers.

3. Relating professional and ordinary morality

The special obligations regarding safety that engineers acquire are well connected with

ordinary or everyday morality. The same ethical theories that are useful in expressing everyday moral experience are also useful in justifying the obligations of professionals. There are four views concerning the origin and justification of the safety obligations of engineers.

(a) The first view is that engineers acquire moral obligations concerning safety subject to laws.

(b) The second view is that engineers acquire special obligations by joining a professional society and thereby agrees to live by the code of ethics of the society.

(c) The third view is that engineers acquire safety obligations, through the contractual agreements by which they are hired by their companies or employers.

(d) The fourth view is that engineers acquire safety obligations, upon entering into their careers, to protect and safeguard the public interests while performing their tasks.

Any how each of these four views prove to be inadequate by itself without reference to ethical theory. Engineers have special safety obligations in respect of their work. Special obligations of engineers arise out of special employment agreements or agreements with professional societies.

All engineers do have special safety obligations. Projects are directly related to the rights of persons affected by engineers' work.

4. Enumerate the steps to resolve problems of disagreement in solving moral problems in engineering companies. (May 2013, Nov 2014)

i) Why study engineering ethics?

Engineering ethics is not only teaching moral behavior in knowing about immoral and moral in a set of beliefs, but also increasing the ability of engineers and other professional to face boldly the moral problems arising from technological advancements, changes and other related activities. This can be imparted among the engineers, only through college courses, seminars, etc., which involve individual study.

ii) Moral dilemmas:

Dilemmas are certain kind of situations in which a difficult choice has to be made.

Moral dilemmas can also be called moral problems. Moral dilemmas have two or more conflicting moral obligations, duties, rights, goods, or ideals come into disagreement with each other. One moral principle can have two or more conflicting applications for a particular given situation.

Moral dilemmas can occur in so many ways. For example, suppose one gives a promise to his friend that he will meet him on the evening of a particular day, but unfortunately on the same day his brother has met with an accident and he has to take him to hospital.

The dilemma here consists of a conflict, between the duty to keep the promise and the obligations to his brother. In this situation, to solve this moral problem, he can make a phone call to his friend and make apology for his inability to come. So, from the above it is clear that the duty to keep promises always has two different conflicting applications.

The moral dilemmas cannot easily be addressed or resolved always. It requires an elaborate searching which sometimes causing extreme suffering and reflection of a situation. The modern engineering practice compels that all the engineers have to face boldly the moral dilemmas in their careers.

To find a simple and clear solution to the moral problems in the field of engineering there must be some provision to allocate time for learning ethics in engineering course. But at the same time, it should not be ignored in the following three categories of complex and gloomy moral situations:

i) The problem of Vagueness:

The problem of Vagueness is related to individuals. The individuals may not know how to use moral considerations or principles in resolving a moral problem at a particular situation.

For example, an engineer in a higher position of a company, is responsible and having sole right to make purchase on his own on behalf of the company. There may be many suppliers for supplying materials.

In this situation, a sales representative from one of the suppliers approaches him with a gift. In this case, the engineer may have some doubts like i) whether this is an acceptance of a bribe? ii) Does it create a conflict of interest? The solution is only with that engineer.

He can also discuss with his colleagues about the problem. The colleague may find the solution on the basis of previous experiences;-it may not be a kind of a bribe, but at the same time it should not be encouraged in future because there is the possibility of supplying substandard materials. It is difficult to arrive at the conclusion whether the gift is an innocent amenity or an unacceptable bribe.

ii) The problem of conflicting reasons:

These occur more frequently. In a difficult situation of a moral problem, an individual may clearly know about what moral principles has to be applied to resolve the problem. When it arises, there are two or more moral principles with clear solutions in conflict with one another or one particular moral principle.

Simultaneously, there can be of two different directions. In this case, that individual has to choose a better one among them among them on the basis of the importance and the applicability.

For example, an engineer has given a promise to his employer and another one to a colleague. If it is difficult to fulfill both the promises, he can drop off one promise which is of the least importance. If he explains the situation to his colleagues, it can be understood.

iii) The problem of disagreement:

The individuals and groups in engineering companies may disagree with resolving moral problems in difficult situations. The disagreement will be normally about how to interpret, apply and balance the moral problems. In this situation they have to use the following steps to resolve the problems.

STEPS IN FACING MORAL DILLEMMAS:

All the above said three problems pave the way for the need of several steps in resolving the moral dilemmas. All the steps are interrelated and they can also be used jointly.

- 1) Identifying the relevant moral factors and reasons: i.e., Finding solutions for i) the conflicting responsibilities ii) the competing rights and iii) the clashing ideals involved.
- 2) Collecting and gathering all the available facts which are relevant to the moral factors while resolving.
- 3) Ranking the moral considerations or principles on the basis of importance as applicable to the situation.
- 4) Considering alternative courses of action for resolving the problems and tracing the full implications of each i.e., conducting factual inquiries.
- 5) Having talked with the colleagues, friends about that problem getting their suggestions and alternative ideas on resolving that dilemma
- 6) Arriving at a careful and reasonable judgment or solution by taking into consideration all important moral factors and reasons on the basis of the facts or truths. But it seems to be difficult.

Conclusion:

Only the study of engineering ethics can help in developing the skills and attitudes to follow the above steps in resolving moral problems among the engineers and other professionals by means of case studies, class room discussions and debating.

5. Write short notes on 'professionals', 'professionalism' and 'profession'. (Nov 2012, May 2014)

Profession, Professional and Professionalism

Profession : Profession means a "job" or an "occupation".

Professional : A Professional is someone who is member of a profession or someone who is practicing a profession.

Professionalism : Professionalism means employed engineers as professionals having obligations to both employers and the public.

Professionalism also mean as services to some important aspects of the public good. Profession can be applied only to certain occupation, which meets special criteria. They are given :

Knowledge

The works involves sophisticated skills, theoretical knowledge, judgment and discussion to be engaged in the work. It also requires extensive formal education, technical studies in more areas. Generally continuing education and updating knowledge are also required.

Organization

Special societies and organizations, controlled by members of the profession play a major role in setting standards for admission to the profession. Societies also craft “Codes of ethics”, and enforce standards of conduct. Such societies (professional bodies) represent the profession to the public and the Government.

Public good

The occupation serves the public good as mentioned in codes of ethics. For example, medicine is directed towards promoting health. Law is directed towards promoting legal rights of the public. Engineering is directed towards promoting public health, safety and welfare as they are related to technology. There are many options, “which occupations meet these criteria?”

The traditional professions like Medicine, Law, Teaching are cited as examples. Professions like Engineering and business Administration can also be cited as examples of professions. Sanitation works, Taxi driving and playing Basketball are not counted as profession, because they lack required advanced education.

Herbert Hoover describes the honours and liabilities of engineering profession as follows:

Honours of Engineering Profession

It is a great profession. An engineer imagines with the help of science to draw a plan on a paper. Then it is realized in stone or metal or energy. Then it brings jobs and homes to men and women. Then it elevated the standards of living and adds comforts of life. That is, the engineers have high privilege.

Liabilities of Engineering Profession

The greatest liability of an engineer compared to other professionals is that he works out in the open area, where all can see them. He works in hard substance. He cannot bury his mistakes in the grave as the doctors. He cannot argue like the lawyers blaming the judges, like the politicians blaming the opponents and so on. The engineer simply cannot deny that he did not do it. If his works do not work, he is cursed.

Professional ideals and virtues

The spirit of professionalism is shown in moral ideals to which a profession is dedicated. Virtues are desirable features of character. Virtues are desirable ways of relating to other individuals, groups and organizations, sometime being ethical, is equated to being soft hearted. To act ethically, what is required is a high degree of courage.

Theories about virtues 1. Aristotle Theory 2. Mac Intyre Theory

Aristotle Theory

Aristotle defined the virtues as acquired habits that enable us to engage effectively in rational activities. That is, the activities that define us as human being. He considered wisdom or good judgment as most important virtue. Good judgment is necessary for successful rational activities, in the fields like engineering, medicine, philosophy and so on.

“Moral Virtues” are tendencies acquired through habit conducting emotion, desire and

attitude. Virtues are tendencies to find the golden mean between the extremes of excess and deficiencies. For example, courage, truthfulness, generosity, friendliness are added virtues of one individual.

Aristotle thought that each virtue must govern a particular aspect of our life, thus courage governs confrontations with danger and risk. Truthfulness governs truth telling. Generosity governs giving. Friendliness governs personal relationships.

Moral virtues enable us to do a variety of social virtues within a community. They enable us to attain happiness. By this, Aristotle meant an active life, in accordance with reason rather than life of pleasure and contentment.

Mac Intyre Theory

Mac Intyre is an ethicist. He was interested in virtue ethics and then he applied it to professional ethics. He started with the idea of "Social Practices", which means activities towards public good. This is also known as service to the society. These goods are "internal goods". Money, prestige, luxury are "external goods".

For example, the internal good of medicine is promotion of health. The internal good of law is social justice. The internal good of teaching is learning and self development. Thus moral aims the good qualities of persons practicing professions and hence professionalism.