



Gyanmanjari
Innovative University

Course Syllabus

Gyanmanjari Institute of Technology

Semester-1 (Diploma)

Subject: Workplace Ethics and Responsibility (DET1XX10104)

Type of course: Value Added Course (VAC)

Prerequisite: N/A

Rationale:

This course aims to instill a foundational understanding of ethical behavior and responsibility in the workplace. With rising emphasis on character, communication, and integrity in professional settings, students will explore ethical theories and apply them to real-life workplace scenarios. It prepares them to make morally sound decisions, act as responsible digital citizens, and develop personal codes of ethics aligned with professional standards.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	0	2	100	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Sr. No	Course content	Hrs.	Weightage															
1	<p>What is Ethics? Understanding Moral Philosophy</p> <ul style="list-style-type: none">• Introduction to Ethics: Definition of ethics, morality, values, and principles, why be moral? (Blackburn: fear, guilt, pride, respect), The difference between personal values and objective ethics, Moral nihilism vs moral realism• The Scope of Moral Reasoning: Ethics vs religion, custom, law, Piers Benn's distinction between moral thinking and "mere opinion", The concept of universalizability in ethical judgment, Is there a right answer to moral questions? The issue of disagreement• Meta-ethics Overview: What do moral statements mean? Are they true/false or expressions of feeling?, Brief intro to subjectivism, emotivism, relativism, and moral objectivity <p>Practical:</p> <ol style="list-style-type: none">1. Mini-Essay Writing: (e.g. "Why Should I Be Moral?")2. Comics Analysis: "What Would Superman Do?" (relating fiction to real ethical reasoning)3. Moral Realism vs Relativism Case Cards: Classify actions as right/wrong under different cultures4. Value Line Activity: Physical or virtual activity where students will vote on controversial moral questions <p>Evaluation Method:</p> <table><tr><th>Component</th><th>SEE</th><th>CCE</th></tr><tr><td>Moral Position Viva</td><td>20</td><td>-</td></tr><tr><td>Reflective Journal</td><td>-</td><td>05</td></tr><tr><td>Ethical Quote Interpretation</td><td></td><td>05</td></tr><tr><td>Total</td><td>20</td><td>10</td></tr></table> <p>Moral Position Viva:</p> <p>Objective:</p> <p>Students shall draw a moral statement from a box (e.g., "Lying is always wrong"). They must justify their belief using arguments from lectures.</p> <p>Active Learning Activity- Reflective Journal:</p> <p>Students will have to keep notes of at least 5 sentences about a moral dilemma they faced or discussed in lectures. At the end of this module exam students have to submit the journal for review.</p>	Component	SEE	CCE	Moral Position Viva	20	-	Reflective Journal	-	05	Ethical Quote Interpretation		05	Total	20	10	T:02 P:04	20%
Component	SEE	CCE																
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Reflective Journal	-	05																
Ethical Quote Interpretation		05																
Total	20	10																



	<p>Active Learning Activity- Ethical Quote Interpretation:</p> <p>Explain a quote like “Morality is doing what is right regardless of what you are told”. Students will be given various quotes. Students are to create a blog profile and upload this task on blogger; submit the link of that blog for review.</p>																				
2	<p>Virtue, Consequences, and Duty – Major Ethical Frameworks</p> <ul style="list-style-type: none">• Why Use Ethical Theories? - Importance of reasoned justification in moral decision-making, The idea of consistent ethical reasoning vs emotional reaction• Consequentialism (Utilitarianism) - Jeremy Bentham and John Stuart Mill, “The greatest good for the greatest number”, Strengths: simplicity, results-focused, Criticisms ignores justice, long-term effects• Deontology (Duty-Based Ethics) - Immanuel Kant and the Categorical Imperative, Doing one’s duty regardless of outcome, Respecting persons as ends, not means, Strengths: dignity, fairness; Criticisms: rigidity• Virtue Ethics- Aristotle: character and moral development, Key virtues: courage, honesty, generosity, Focus on habits, role models, and life purpose, Modern use: workplace virtue, leadership• Moral Pluralism and Critiques <p>Practical:</p> <ol style="list-style-type: none">1. Ethical Compass Worksheet2. Poster: “Ethics in My Workplace”3. Character Map Activity: Evaluate a known figure (e.g., Malala, Kalam) using Aristotle’s virtues <p>Evaluation Method:</p> <table><tr><th>Component</th><th>SEE</th><th>CCE</th></tr><tr><td>Diagram Task (framework-based responses)</td><td>10</td><td>-</td></tr><tr><td>Poster + Short Oral Explanation</td><td>10</td><td>-</td></tr><tr><td>Virtue Spotting</td><td>-</td><td>05</td></tr><tr><td>Theory Cards Quiz</td><td>-</td><td>05</td></tr><tr><td>Total</td><td>20</td><td>10</td></tr></table> <p>Diagram Task (framework-based responses)</p> <p>Students will be given a short ethical case (e.g., Should a company fire an honest but underperforming employee?). They are to fill in a framework comparison diagram that has 3 columns.</p>	Component	SEE	CCE	Diagram Task (framework-based responses)	10	-	Poster + Short Oral Explanation	10	-	Virtue Spotting	-	05	Theory Cards Quiz	-	05	Total	20	10	T:02 P:04	20%
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	<p>Poster + Short Oral Explanation:</p> <ul style="list-style-type: none"> Individually or in pairs, students create a poster on a given ethical theme such as: <ul style="list-style-type: none"> “Ethics in Everyday Life” “Digital Responsibility at Work” “My Code of Ethics” They must also give a 1–2-minute oral explanation of their poster to the class. <p>Active Learning Activity: Virtue Spotting Students will be shown a set of 4–5 short video clips, images, or descriptions (e.g., someone helping a stranger, someone returning a lost phone). For each, they must identify the virtue shown (e.g., honesty, empathy, courage). They then will explain why they chose that virtue.</p> <p>Active Learning Activity: Theory Cards Quiz In small groups, students should match cards or play a quick round of identifying which theory matches a situation. It can be played as a team quiz or memory-pair game.</p>		
3	<p>Moral Dilemmas and Conflict Resolution</p> <ul style="list-style-type: none"> Understanding Moral Dilemmas: Definition and features: no perfect outcome, Workplace examples: reporting fraud, loyalty vs truth, privacy vs accountability, Emotional pressure, social expectations, organizational conflict Blackburn’s View: Conflicted values are central to moral thought, Importance of choosing what we can “live with” Structured Ethical Reasoning: Step-wise approach to solving dilemmas. Common Ethical Conflicts in the Workplace Moral Courage and Accountability <p>Practical:</p> <ol style="list-style-type: none"> Dilemma Response Drill – Quickfire dilemma prompts with student response + explanation “In My Shoes” Role Play – Walk in the shoes of a decision-maker under pressure Pressure Meter Activity – Students rank personal moral challenges from easy to hard Ethical Decision Tree – Flowchart template where students work out solutions step-by-step 	T:02 P:04	20%



Evaluation Method:																					
	<table><tr><th>Component</th><th>SEE</th><th>CCE</th></tr><tr><td>Mini-Panel (Judge a Dilemma)</td><td>10</td><td>-</td></tr><tr><td>Short Case Reflection</td><td>10</td><td>-</td></tr><tr><td>Whistleblower Monologue</td><td>-</td><td>05</td></tr><tr><td>Flowchart Completion</td><td></td><td>05</td></tr><tr><td>Total</td><td>20</td><td>10</td></tr></table>	Component	SEE	CCE	Mini-Panel (Judge a Dilemma)	10	-	Short Case Reflection	10	-	Whistleblower Monologue	-	05	Flowchart Completion		05	Total	20	10		
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Total	20	10																			
Mini-Panel (Judge a Dilemma) (10 Marks): Students will be given ethical dilemma situations on which students will act as an “Ethics Committee” (in group of 3) and judge a dilemma presented by peers.																					
Short Case Reflection (10 Marks): Students have to present their view on various situations “What would you do and why?”. Students will be marked based on persuasion skills and arguments powers.																					
Active Learning Activity - Whistleblower Monologue: Students write and perform a 1-minute monologue from the point of view of a fictional whistleblower. The monologue should describe: <ul style="list-style-type: none">• The dilemma faced• The decision made• The emotional and ethical consequences Marks awarded for authenticity, creativity, and ethical clarity.																					
Active Learning Activity- Flowchart Completion Students will be given a scenario-based ethical dilemma (e.g., workplace misconduct, peer conflict, breach of privacy). A partially completed ethical decision flowchart will be provided. Students must: <ul style="list-style-type: none">• Identify and complete all key decision branches• Illustrate likely outcomes for each ethical choice• Label which ethical principle or theory (e.g., utilitarianism, Kantian duty) applies at each point																					
4	Ethics in Communication, Privacy, and Digital Responsibility <ul style="list-style-type: none">• Communication Ethics in the Workplace: Honesty, clarity, and respect in oral/written interaction, avoiding manipulation, passive aggression, and misinformation, the ethical obligation to speak up or remain silent• Privacy and Confidentiality: Respecting personal data, work information, and sensitive disclosures, when is it ethical to break confidentiality? conflicts between transparency and discretion	T:02 P:04	20%																		

- Digital Conduct and Online Ethics
- Cultural and Interpersonal Respect

Practical:

1. **Draft a Workplace Ethics Policy** – Code of digital conduct for employees
2. **Email Ethics Task** – Revise a poorly written/unethical email for tone and accuracy
3. **“Cancel Culture” Debate** – Is public shaming online ethical?
4. **Ethical Social Media Campaign Plan** – Group design of a corporate ethics campaign
5. **Emoji Tone Test** – How messages change meaning based on tone/symbols

Evaluation Method:

Component	SEE	CCE
Write a short workplace ethics policy	10	-
Revise an unethical message into a professional version	10	
Ethical Memo Quiz	-	05
Digital Self-Audit		05
Total	20	10

Write a Short Workplace Ethics Policy (10 Marks):

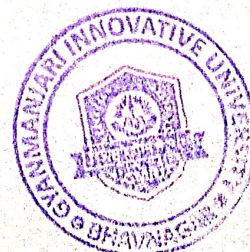
Students will draft a brief workplace ethics policy (150–200 words) that outlines key ethical standards an organization should follow. It must address principles such as honesty, respect, accountability, and fair communication. The policy should be concise, practical, and suitable for display in an employee handbook or noticeboard.

Revise an Unethical Message into a Professional Version (10 Marks):

Students will be given a poorly written, unethical email or memo that includes inappropriate tone, blame-shifting, or unprofessional language. They must rewrite the message using appropriate workplace etiquette, clarity, and respectful tone. This task develops awareness of ethical communication and professionalism.

Active Learning Activity - Ethical Memo Quiz:

Students will be given a short workplace memo containing multiple ethical flaws, such as favoritism, dishonesty, or exclusionary language. They must identify and correct the issues, either through



	<p>multiple-choice questions or short annotations. This task helps reinforce their ability to spot real-world ethical lapses in documents.</p> <p>Active Learning Activity - Digital Self-Audit: Students will assess their own online behavior through a guided self-audit form. They will reflect on their social media use, digital privacy habits, and participation in online communication. The aim is to raise awareness about responsible digital behavior and ethical online presence.</p>														
5	<p>Building Ethical Identity and Workplace Citizenship</p> <ul style="list-style-type: none">• Ethical Selfhood and Personal Responsibility• Professional Identity and Role Morality• Workplace Citizenship• Blackburn on Integrity and Self-Respect• Piers Benn: Can Ethics Be Taught? <p>Practical:</p> <ol style="list-style-type: none">1. Character Reflection Letter – "A letter to my future ethical self"2. Values Rank Exercise – Sort and justify 10 personal-professional values3. Mirror Interview – Peer asks you to justify your ethical decisions like a recruiter4. Personal Code of Ethics – Write and present your own ethical declaration <p>Evaluation Method:</p> <table><tr><th>Component</th><th>SEE</th><th>CCE</th></tr><tr><td>Ethics Manifesto + Oral Presentation</td><td>20</td><td>-</td></tr><tr><td>Video Prompt and Reflection</td><td>-</td><td>10</td></tr><tr><td>Total</td><td>20</td><td>10</td></tr></table> <p>Ethics Manifesto + Oral Presentation: (20 Marks) Students will create a personal or workplace-oriented ethics manifesto outlining 5–7 core ethical values they believe in. The manifesto should be concise, original, and value-driven. Students will present it orally in class (10 minutes), explaining why each value matters and how it shapes their behavior.</p> <p>Active Learning Activity- Video Prompt and Reflection: A short video clip (1–3 minutes) related to workplace ethics (e.g., discrimination, whistleblowing, or honesty) will be shown. Students will respond with a brief written reflection explaining their interpretation, the ethical conflict involved, and what they would do in that situation. It enhances moral sensitivity and critical thinking.</p>	Component	SEE	CCE	Ethics Manifesto + Oral Presentation	20	-	Video Prompt and Reflection	-	10	Total	20	10	T:02 P:04	20%
Component	SEE	CCE													
Ethics Manifesto + Oral Presentation	20	-													
Video Prompt and Reflection	-	10													
Total	20	10													



Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	10%	20%	30%	10%	20%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Define fundamental ethical terms and distinguish between personal beliefs and moral reasoning.
CO2	Apply core ethical theories to real-life workplace and social scenarios.
CO3	Recognize and respond to ethical dilemmas using structured decision-making models
CO4	Demonstrate ethical communication, respect for privacy, and responsible digital behavior
CO5	Develop personal and professional values that shape ethical workplace behavior and identity

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).



Reference Books:

- [1] Simon Blackburn. *Ethics: A Very Short Introduction*. Oxford University Press, 2001.
- [2] Piers Benn. *Ethics*. Routledge, 1997.
- [3] James Rachels & Stuart Rachels. *The Elements of Moral Philosophy*. McGraw-Hill, 8th ed., 2014.
- [4] Manuel Velasquez. *Business Ethics: Concepts and Cases*. Pearson Education, 7th ed., 2011.
- [5] Subhash Sharma. *Management in New Age: Western Windows Eastern Doors*. New Age Int., 2006.

