

MODULE-I

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OBJECTIVE TYPE QUESTIONS & ANSWERS: [Carries 01 Mark Each].

Q.1. Define morality?

- A) What is considered as correct within a society
- B) Making the right decision's where there is a chance to do wrong
- C) Defining what is right and wrong for an individual or a community
- D) Where individuals have a conscious choice to make a right and ethical decision

Ans: C

Q.2. What is business ethics?

- A) The study of business situations, activities, and decisions where issues of right and wrong are addressed
- B) Defined as decisions organisations make on issues that could be considered right or wrong
- C) Ethics that can be applied to an organisation's practises
- D) Ethical processes businesses use in order to achieve a good ethical standard

Ans: A

Q.3.Ethics & Law overlap. This is called...

- A) Yellow area
- B) White area
- C) Black area
- D) Grey area

Ans. D

Q.4.The UK's economic model consists of..

- A) Capitalism, non-profit, and environmental practises.
- B) Communism, profit motive and ethical practises
- C) Profitability, free market and bureaucracy
- D) Capitalism, the profit motive & a free market environment

Ans: D

Q.5. Spot the ethical company

- A) Primark
- B) Nike
- C) The Body shop
- D) Enron

Ans: C

Q.6. Which is not a reason a business engages in business ethics?

- A) To recover a company's image after a notorious business scandal
- B) To avoid the loss of a good corporate image or being sued for misconduct
- C) To enhance global relationships
- D) To enhance stakeholder relationships
- E) To act with real commitment
- F) To build corporate reputation

Ans: C

Q.7. Which is a isn't a reason why business ethics is important?

- A) The power and influence of business, means it has the potential to inflict harm on society
- B) Stakeholders increasingly demand ethical behaviour
- C) Continued occurrence of ethical infractions shows it's needed
- D) Ethical companies have been found to be more effective performers
- E) Ethical companies are more likely to achieve government funding and local funds

Ans: E

Q.8. What are ethical theories?

- A) Ethical theories are conduct that should be followed in order to have good ethical practise
- B) Ethical theories are the rules and principles that determine right and wrong for any given situation
- C) Ethical theories are ancient hypothesis' on how to create good business practise
- D) Ethical theories give guidelines on how to achieve a good corporate image

Ans: B

Q.9. Define ethical absolutism/cognitivism?

- A) Global, strict and absolute rules on right and wrong according to ethical conduct
- B) Claims morality is context dependent and subjective there are no universal right and wrongs that can be rationally determined
- C) Right and wrong is objective and determined by the organisations culture
- D) Claims there are eternal, universally applicable moral principles. Right and wrong are objective qualities.

Ans: D

Q.10. Utilitarianism theory

- A) According to utilitarianism, an action is morally right if it results in the greatest amount of good for the greatest amount of people affected by the action
- B) According to utilitarianism, an action is morally right if results in the most amount of good possible in the given situation
- C) Is if you do a whole lotta good
- D) According to utilitarianism, an action is morally right if it results in the least amount of negativity possible

Ans: A

Q.11. Who Proposed Utilitarianism theories ?

- A) Jeremy Bentham & John Stuart Mills
- B) Jeremy Stuart Mills & John Mills
- C) Jeremy Bentham & John Stuart Smith
- D) Jeremy Stuart Mills & John Newton

Ans: A

Q.12. Who invented ethics of duty?

- A) Wilson, H
- B) Wilson, I
- C) Kant, H
- D) Kant, I

Ans: D

Q.13. Ethic's of duty – categorical imperatives

- A) Universality - I ought never to act except in such a way as I can also will that my maxim should become a universal law Human Dignity - Act in such a way that you always treat humanity ...never simply as a means, but always at the same time as an end
- B) Universality – I ought to always act in a way that will allow me to act within the universal law Human Dignity – Act in such a way that you never treat humanity's means as an end

Ans: A

Q.14. Ethics of justice Include:

- A) Innocent justice, Guilty justice, Intuitional justice
- B) Retributive justice, Processes justice, Compliant, justice
- C) Innocent justice, Fraudulent justice, Negligent justice
- D) Retributive justice, Procedural justice, Distributive justice

Ans: D

Q.15. Define Ethical Egoism?

- A) Look after no.1
- B) Look after your business
- C) Don't let anyone's ego affect your business decisions
- D) Don't let your ego get in the way of your business

Ans: A

Q.16. Virtue Ethics...

- A) Assumes good businesses will make good decisions
- B) Assumes good governments will enforce good ethical practices on their businesses
- C) Assumes good persons will make good decisions and personal qualities affect decisions
- D) Assumes good persons will make good decisions but it has nothing to do with personal qualities.

Ans: C

Q.17. Kohlberg's (1969) theory of Cognitive Moral Development

- A) Post-conventional, conventional, pre-conventional
- B) Unrealistic, realistic, similar
- C) Past, modern, post-modern
- D) Moral, ethical, ethical theories

Ans: A

Q.18. A written statement of policies and principles that guides the behaviour of all employees is called

- A) Code of ethics
- B) Word of ethics
- C) Ethical dilemma
- D) None of the above

Ans: A

Q.19. Which of the following ethical principles do not incorporate the characteristics most people associate with ethical behaviour?

- A) Pursuit of excellence.
- B) Loyalty.
- C) Bargaining.
- D) Respect for others.

Ans: C

Q.20. The questions: "Is there an ethical dilemma here, and if so, how do you define it?" would be utilized during which step of the Professional and Ethical Practice Decisional Strategy?

- A) Enhance ethical sensitivity.
- B) Identify the problem.
- C) Identify potential courses of action.
- D) Consult with peers and experts.

Ans: B

Q.21. _____ ethics refers to an ethical orientation, which calls for codes of professional ethics that hold true regardless of situation or consequence.

- A) Situational
- B) Absolutist
- C) Relativist
- D) Philosophical

Ans: B

Q.22. _____ proposed that ethical behavior was based on a golden mean, a midpoint between two extremes.

- A) Plato
- B) Aristotle
- C) Alexander the Great
- D) Immanuel Kant

Ans: B

Q.23. Which of the following statements best describes ethics?

- A) Ethics is about values and principles.
- B) Ethics considers how someone chooses among alternative courses of action.
- C) Ethics is concerned with how a person chooses between right and wrong.
- D) Each of the above covers part of the definition.
- E) None of the above is true.

Ans: D

Q.24. 'The moral course is the one that offers the greatest good to the greatest number of people.' Which approach to ethics is this?

- A) Aristotelian
- B) Unitarian
- C) Utilitarian
- D) Deterministic
- E) Deontological

Ans: C

SHORT QUESTIONS & ANSWERS:[Carries 02 Marks Each].

Q.1. Define Ethics?

Ans: Ethics are the set of moral principles that guide a person's behavior. These morals are shaped by social norms, cultural practices, and religious influences. Ethics reflect beliefs about what is right, what is wrong, what is just, what is unjust, what is good, and what is bad in terms of human behavior.

Q.2. What is the need to study Ethics?

Ans: The needs to study Ethics are:

- To responsibly confront moral issues raised by technological activity.
- To recognize and resolve moral dilemma.
- To achieve moral autonomy.

Q.3. Define Morals and Morality?

Ans: Moral is defined as a principle that governs right and wrong or the lesson of a fable. An example of moral is "Slow and steady wins the race" from "The Tortoise and the Hare."

Morality is the human attempt to define what is right and wrong about our actions and thoughts, and what is good and bad about our being who we are.

Q.4. Define Ethical Dilemma? Give an example.

Ans: An ethical or moral dilemma is a situation in which a person is required by their ethical code to take at least two actions and, while able to take either, is not able to take both. In other words, they face an ethical failure no matter how they choose to act.

For example, Michael had several friends including Roger and Daniel. Roger has recently met and started dating a wonderful lady named Phyllis. He is convinced this is a long term relationship. Unknown to Roger, Michael observed them at a restaurant several days ago and realized Phyllis is the wife of his other friend Daniel.

Michael is deciding whether to tell Roger that Phyllis is married when he receives a call from Daniel. Daniel suspects his wife is having an affair and since they and Michael share many friends and contacts, he asks if Michael has heard anything regarding an affair.

Q.5. What is Emotional Intelligence?

Ans: Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.

Q.6. State the models of Emotional Intelligence(EI) ?

Ans: There are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

Q.7. What are the steps in confronting Moral Dilemmas?

Ans: The steps in confronting Moral Dilemmas are:

- 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.

Q.8. What is the method used to solve an Ethical problem?

Ans: The method used to solve an ethical problems are:

- 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.

Q.9. Define Moral Autonomy?

Ans: Moral autonomy means the right or the wrong conduct which is of independent on ethical issues. It deals with the improvement of an individual’s moral thoughts which make it to adopt good habits. Moral autonomy is concerned with the independent attitude of a person related to ethical issues.

Q.10. What are Human Values?

Ans: Human values are the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities. Principal human values are the foundation on which professional ethics are built. They are a set of consistent measures and behaviors that individuals choose to practice in the pursuit of doing what is right or what is expected of them by society.

Q.11. What are Ethical Values?

Ans: Individually or organizationally, values determine what is right and what is wrong, and doing what is right or wrong is what we mean by ethics. To behave ethically is to behave in a manner consistent with what is right or moral.

Q.12. Define Work Ethics?

Ans: The belief that work has a moral benefit and an inherent ability to strengthen character. Work ethics include not only how one feels about their job, career or vocation, but also how one does his/her job or responsibilities. This involves attitude, behavior, respect, communication, and interaction; how one gets along with others.

Q.13. Explain integrity and honesty in ethics?

Ans: Integrity is the quality of being honest and having strong moral principles; moral uprightness. It is generally a personal choice to hold oneself to consistent moral and ethical standards. In ethics, integrity is regarded by many people as the honesty and truthfulness or accuracy of one's actions.

Q.14. What is Honesty? List out any two aspects of honesty.

Ans: Honesty refers to a facet of moral character and connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, loyal, fair, and sincere.

Two aspects of Honesty are:

- o Truthfulness – meeting responsibilities concerning truth-telling.
- o Trustworthiness – Meeting responsibilities concerning trust.

Q.15. What are the sorts of complexity and murkiness that may be involved in moral situations?

Ans: The sorts of complexity and murkiness that may be involved in moral situations are:

- Vagueness
- Conflicting reasons
- Disagreement

Q.16. Differentiate Self-respect and Self-esteem? What are the two forms of Self-respect?

Ans:

Self-respect: It is a moral concept; refers to the virtue properly valuing oneself.

Self-esteem: It is a psychological concept; means having a positive attitude toward oneself, even if the attitude is excessive or otherwise unwarranted.

The two forms of Self-respect are:

- a. Recognition self-respect
- b. Appraisal self-respect

Q.17. What are the types of Theories about Morality?

Ans: The various types of theories about Morality are:

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

Q.18. State Kohlbergs theory.

Ans: The theory holds that moral reasoning, the basis for ethical behavior, has six identifiable developmental stages, each more adequate at responding to moral dilemmas than its predecessor.

Level 1 (Pre-Conventional)

1. Obedience and punishment orientation (How can I avoid punishment?)
2. Self-interest orientation (What's in it for me?) (Paying for a benefit)

Level 2 (Conventional)

3. Interpersonal accord and conformity (Social norms) (The good boy/girl attitude)
4. Authority and social-order maintaining orientation (Law and order morality)

Level 3 (Post-Conventional)

5. Social contract orientation
6. Universal ethical principles (Principled conscience)

LONG QUESTIONS & ANSWERS:

Q.1. Discuss in detail about the concept of : [5 Marks Each]

a).Moral Dilemmas.

b).Moral Autonomy.

Ans:

a).Moral Dilemmas: A moral dilemma is a conflict in which you have to choose between two or more actions and have moral reasons for choosing each action. A moral dilemma is a situation where:

1. We are presented with two or more actions, all of which we have the ability to perform.
2. There are moral reasons for us to choose each of the actions.
3. We cannot perform all of the actions and have to choose which action, or actions when there are three or more choices, to perform.

Moral Dilemmas are also known as Ethical Dilemmas. Ethical dilemmas assume that the chooser will abide by societal norms, such as codes of law or religious teachings, in order to make the choice ethically impossible.

The steps in confronting Moral Dilemmas are:

- 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.

The situation of Moral Dilemmas(An example)

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 promise and obligations to his brother. In this situation, to solve his 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 promise always has two different and conflicting applications.

b).Moral Autonomy: Autonomy means self-governing or self-determining i.e act independently. Moral autonomy means the right or the wrong conduct which is of independent on ethical issues. It deals with the improvement of an individual's moral thoughts which make it to adopt good habits. Moral autonomy is concerned with the independent attitude of a person related to ethical issues. It helps to improve the self-determination among the individuals.

For Instance, An adult moral binding can be awakened in the young mind by the environment in which one is brought up. Environment is of friends, politics, social events, novels, cinemas and inspiring teachers.

Moral autonomy can be practiced by improving various skills that will help independent thoughts about moral issuers. Such skills include the following:

- Proficiency in recognizing moral problems and issues in engineering.
- Skills in comprehending, clarifying and critically assessing arguments for and against on moral issues.
- The ability to form consistent and comprehensive view points based upon relevant facts.
- Creative solutions for practical difficulties.
- Sensitivity to genuine difficulties and delicate issues.
- Use of common ethical language.
- Reasonable dialogue in resolving moral conflicts.
- One has to maintain uprightness.

Q.2. Distinguish between : [5 Marks Each]

- a) **Ethics and Values**
- b) **Ethics and Morals**
- c) **Values and Attitudes**

Ans:

a)

BASIS OF DIFFERENCE	ETHICS	VALUES
1. Meaning	The guidelines for conduct that address question about morality	The principles and ideas that helps in making judgement of what is more important.
2. What are they?	System of moral principles.	Stimuli for thinking
3. Consistency	Uniform	Differs from person to person
4. Tells	What is morally correct or incorrect in the given situation	What we want to do or achieve.
5. Determines	Extent of rightness or wrongness of our options.	Level of importance
6. What it does?	Constrains	Motivates

b)

BASIS OF DIFFERENCE	ETHICS	MORALS
1. What are they?	The rules of conduct recognized in respect to a particular class of human actions or a particular group or culture.	Principles or habits with respect to right or wrong conduct. While morals also prescribe dos and don'ts, morality is ultimately a personal compass of right and wrong.
2. Where do they come from?	Social system – External	Individual – Internal
3. Why we do it?	Because society says it is the right thing to do.	Because we believe in something being right or wrong.
4. Flexibility	Ethics are dependent on others for definition. They tend to be	Usually consistent, although can change if an individual's beliefs

BASIS OF DIFFERENCE	ETHICS	MORALS
	consistent within a certain context, but can vary between contexts.	change.
5. Origin	Greek word "ethos" meaning "character"	Latin word "mos" meaning "custom"
6. Acceptability	Ethics are governed by professional and legal guidelines within a particular time and place	Morality transcends cultural norms

c)

VALUES	ATTITUDES
1. Values are belief systems that guide our behavior	1. Attitudes are responses that are a result of our values
2. Values decide what we think as right, wrong, good, or unjust	2. Attitudes are our likes and dislikes towards things, people and objects
3. Values are more or less permanent	3. Attitudes are a result of our experiences and do change with favorable experiences
4. Values are derived from social and cultural mores.	4. Attitudes are derived from personal experience.

Q.3. Discuss the Kohlberg's theory of moral development ? [10 Marks]

Ans: Lawrence Kohlberg was, for many years, a professor at Harvard University. He became famous for his work there beginning in the early 1970s. He started as a developmental psychologist and then moved to the field of moral education. He was particularly well-known for his theory of moral development which he popularized through research studies conducted at Harvard's Center for Moral Education.

His theory of moral development was dependent on the thinking of the Swiss psychologist Jean Piaget and the American philosopher John Dewey. He was also inspired by James Mark Baldwin. These men had emphasized that human beings develop philosophically and psychologically in a progressive fashion.

He believed that there were six identifiable stages which could be more generally classified into three levels.

Kohlberg's classification can be outlined in the following manner:

LEVEL	STAGE	SOCIAL ORIENTATION
Pre-conventional	1	Obedience and Punishment
	2	Individualism, Instrumentalism and Exchange
Conventional	3	"Good boy/girl"
	4	Law and Order

Post-conventional	5	Social Contract
	6	Principled Conscience

The first level of moral thinking is that generally found at the elementary school level. In the first stage of this level, people behave according to socially acceptable norms because they are told to do so by some authority figure (e.g., parent or teacher). This obedience is compelled by the threat or application of punishment. The second stage of this level is characterized by a view that right behavior means acting in one's own best interests.

The second level of moral thinking is that generally found in society, hence the name "conventional." The first stage of this level (stage 3) is characterized by an attitude which seeks to do what will gain the approval of others. The second stage is one oriented to abiding by the law and responding to the obligations of duty.

The third level of moral thinking is one that Kohlberg felt is not reached by the majority of adults. Its first stage (stage 5) is an understanding of social mutuality and a genuine interest in the welfare of others. The last stage (stage 6) is based on respect for universal principle and the demands of individual conscience. While Kohlberg always believed in the existence of Stage 6 and had some nominees for it, he could never get enough subjects to define it, much less observe their longitudinal movement to it.

Kohlberg believed that individuals could only progress through these stages one stage at a time. That is, they could not "jump" stages. They could not, for example, move from an orientation of selfishness to the law and order stage without passing through the good boy/girl stage. They could only come to a comprehension of a moral rationale one stage above their own. Thus, according to Kohlberg, it was important to present them with moral dilemmas for discussion which would help them to see the reasonableness of a "higher stage" morality and encourage their development in that direction. The last comment refers to Kohlberg's moral discussion approach. He saw this as one of the ways in which moral development can be promoted through formal education. Note that Kohlberg believed, as did Piaget, that most moral development occurs through social interaction. The discussion approach is based on the insight that individuals develop as a result of cognitive conflicts at their current stage.

Q.4. Discuss in details Piaget’s theory of Moral development ? [10 Marks]

Ans: Piaget's theory of moral development describes how children transition from doing right because of the consequences of an authority figure to making right choices due to ideal reciprocity or what is best for the other person. Piaget ties moral development to cognitive development.

His theory of cognitive development involves four stages, the sensorimotor, preoperational, concrete operational and formal operational period.

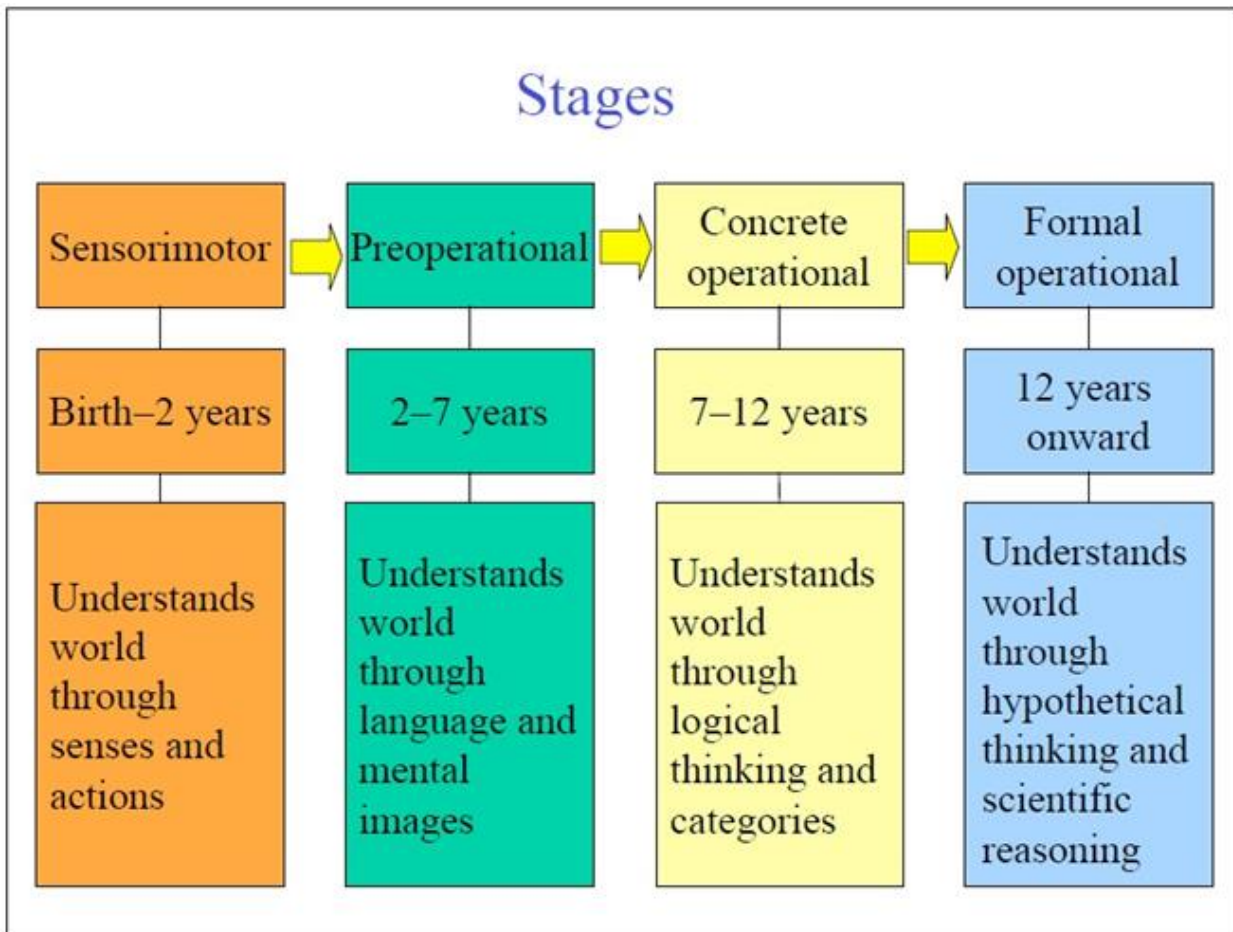
The first of the four stages, the sensorimotor stage, occurs between birth and two years of age. In this stage, children can differentiate themselves from objects and realize that things continue to exist even when no longer present.

The preoperational stage occurs between two and seven years of age. Here, children learn to use language and to represent objects by images and words. However, children do not yet understand concrete logic and cannot mentally manipulate information.

The concrete operational stage occurs between seven and 11 years of age. The stages are characterized by the appropriate use of logic. Children can also classify objects according to several features and can order them in series along a single dimension such as size.

The formal operational period occurs from the age of 11 into adulthood. In this stage, abstract thought emerges. Problem-solving skills are demonstrated when children use trial-and-error.

The Above discussed stages are highlighted in the figure given below:



Q.5. Compare and Contrast Kohlberg’s and Piaget’s theory of moral development? [10 Marks]

Ans: In Piaget’s theory, moral thought has two stages: heteronomous morality, associated with moral realism (‘being subject to another’s laws or rules’), and autonomous morality, associated with moral relativism (‘being subject to one’s own laws or rules’). The stages are not mutually exclusive (e.g. most adults show a combination of both). The transition from one stage to the other is related with a transition from egocentric thought to a thought that contemplates other’s point of view. And it is also related with a change in social relationships, from unilateral respect (i.e. unconditional, absolute and one-way respect to authority) to mutual respect where compromises are reached.

Piaget’s theory can be summarised in the following table.

Heteronomous morality (5 - 9/10 years)	Autonomous morality (10 + years)
Associated with moral realism and absolutism: Moral knowledge and understanding are objective and absolute. Laws, rules, punishment, right and wrong etc. emanate from external sources (God, adults) and obedience is good in itself.	Associated with moral relativism: Morality is not a matter of obeying external authorities; rather, moral rules grow out of human relationships and we must respect people's differing points of view.
External responsibility (amount of damage)	Internal responsibility (intentions behind damage)
Expiatory punishment (decreed by authority) Immanent justice	Reciprocity; much reduced belief in immanent justice.

Kohlberg's theory is a more sophisticated theory based on six staged of moral development, which in turn can be more generally grouped on three levels: pre-conventional, conventional and post-conventional.

Level 1 Pre-conventional	Stage 1 (obedience and punishment driven) What is right and wrong is determined by what is punishable. Moral action is essentially the avoidance of punishment
	Stage 2 (self-interest driven) What is right and wrong is determined by what brings rewards and what people wants. Other people's wants and needs come into the picture, but only in a reciprocal sense.
Level 2 Conventional	Stage 3 (interpersonal accord and conformity driven) Being moral is being 'a good person in your own eyes and those of others'. What the majority thinks is right is right by definition.
	Stage 4 (authority and social order obedience driven) Being good means 'doing one's duty'-showing respect for authority and maintaining the social order. Laws are unquestionably accepted and obeyed.
Level 3 Post-conventional	Stage 5 (social contract driven) Individuals are viewed as holding different opinions and values. Laws are regarded as social contracts rather than rigid dictums. Although laws should be respected, individual rights can sometimes supersede these laws if they become too destructive or restrictive.
	Stage 6 (universal ethical principles driven) Moral action is determined by our inner conscience, and may or may not be in agreement with public opinion or society's laws. Moral reasoning is based on abstract reasoning using universal ethical principles. Ethical actions are not instrumental or a mean to something else: they are an end in themselves.

Both Kohlberg and Piaget agree that cognitive development is a necessary but not sufficient condition for moral development, i.e. cognitive development sets a limit on maturity of moral reasoning, with moral development usually lagging behind cognitive development.

Q.6. Discuss the views on ethics by Aristotle? [10 Marks]

Ans: 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 judgement as most important virtue.

The views on ethics by Aristotle are discussed below under different points:

1. **Virtue and Happiness:-** For Aristotle, happiness is our highest goal. However, Aristotle does not say that we should aim at happiness, but rather that we do aim at happiness. His goal in the Ethics is not to tell us that we ought to live happy, successful lives, but to tell us what this life consists of. Most people think of happiness as physical pleasure or honor, but this is because they have an imperfect view of the good life.
2. **Moral Education:-** According to Aristotle, virtue is something learned through constant practice that begins at a young age. We might understand his outlook better if we recognize the meaning of the word arete, which is rendered as “virtue” in most English translations. This term more generally means “excellence,” so a good horseman can exhibit arete in horsemanship without necessarily implying any sort of moral worth in the horseman. It should be obvious to anyone that excellence in horsemanship cannot be learned simply by reading about horsemanship and hearing reasoned arguments for how best to handle a horse. Becoming a good horseman requires steady practice: one learns to handle a horse by spending a lot of time riding horses.
3. **The Doctrine of the Mean:-** One of the most famous aspects of the Ethics is Aristotle’s doctrine that virtue exists as a mean state between the vicious extremes of excess and deficiency. For example, the virtuous mean of courage stands between the vices of rashness and cowardice, which represent excess and deficiency respectively.
4. **The Unity of the Virtues:-** For Aristotle, virtue is an all-or-nothing affair. We cannot pick and choose our virtues: we cannot decide that we will be courageous and temperate but choose not to be magnificent. Nor can we call people properly virtuous if they fail to exhibit all of the virtues.
5. **The Importance of Friendship:-** According to Aristotle, friendship is a public affair, not a private one, so with whom we share the happiness is of great significance. The bonds that tie citizens together are so important that it would be unthinkable to suggest that true happiness can be found in the life of a hermit.
6. **The Life of Contemplation:-** Aristotle ultimately concludes that contemplation is the highest human activity. This is largely a consequence of his teleological view of nature, according to which the telos, or goal, of human life is the exercise of our rational powers. In discussing the various intellectual virtues, Aristotle extols wisdom as the highest, since it deals only with unchanging, universal truths and rests on a synthesis of scientific investigation and the intuitive understanding of the first principles of nature. The activity of wisdom is contemplation, so contemplation must be the highest activity of human life.

Q.7. Define Values ? State the factors governing individual value system?

[10 Marks]

Ans: Values are the basic convictions that give us a sense of right and wrong, good and bad. Thus values form the basis of ethical behavior. A value system is a set of consistent ethic values and measures used for the purpose of ethical or ideological integrity. A hierarchy based on a ranking of an individual's values in terms of their intensity forms his/her value system.

The Factors governing an individual value system are:

1. Stages of moral development:- Moral development is the process through which children develop proper attitudes and behaviors toward other in society, based on social and culture norms, rules and laws.
2. Personal values and morals:- An individual's values and morals will also influence his or her ethical standards. A key variable which affects the ethical behavior is "locus of control". An individual with an internal locus of control believes that he/she can control the events in his/her life. An individual with an external locus of control believes that fate or luck or other people affect his life.
3. Family influences:- Individuals start to form ethical standards as children in response to their perception of their parent's behaviour and are likely to adopt high ethical standards if they see that their family members adhere to high ethical standard. They develop lower ethical standards if their family members are involved in unethical behaviours.
4. Peer influences:- Peers are colleagues who are always around us in conducting our daily work. The behaviors and attitudes of peers influence an individual's decisions in their life. They play an important role in ethical decision making. Thus, an employee must establish good relationships with colleagues. If there are no good relations among colleagues, there is no harmonious atmosphere which further leads to failure in achieving one's goal.
5. Life experiences:- Individual's life experiences analyze key ethical concepts such as "right", "wrong," and "permissible." It lets us explores possible sources of moral obligation such as God, human reason, or the desire to be happy. It seeks to establish principles of right behavior that may serve as action guides for individuals and groups.

Q.8. Write short notes on:

[5 Marks Each]

- a. **Personal and Professional ethics**
- b. **Difference between Personal Ethics and Professional Ethics.**

Ans:

a. Personal and Professional ethics:

Personal ethics refer to a person's personal or self-created values and codes of conduct. From the very beginning, these ethics are instilled in an individual, with a large part having been played by their parents, friends, and family. Common examples may include honesty, openness, commitment, unbiased behavior, and sense of responsibility. What a person develops regarding fairness or learns during childhood remains with him all through his life and is reflected by his actions and words. No matter if he is talking to a friend or his relatives or an elderly, his ethics would be clear from what he says and how he says it. A person's personal ethics are revealed in a professional situation through his behavior.

Professional ethics are those values and principles that are introduced to an individual in a professional organization. Each employee is meant to strictly follow these principles. They do not have a choice. Also, this approach is imperative in professional settings as it brings a sense of discipline in people as well as helps maintain decorum in offices. Some examples may include confidentiality, fairness, transparency and proficiency. These ethics make employees responsible.

b. Difference between Personal Ethics and Professional Ethics.

Personal Ethics	Professional Ethics
Includes your personal values and moral qualities.	Rules imposed on an employee in a company, or as member of a profession, e.g. doctor or lawyer.
Incorporated by family, friends and surroundings since your childhood.	Learnt when you are a part of a professional setting or when you are being trained or educated for working there.
Examples: honesty, care, and sincerity.	Examples: no gossiping, time management, punctuality, confidentiality, transparency.
Not conforming to these may harm or hurt others.	Not adhering to these may harm your professional reputation.
Personal needs are satisfied by following these.	Professional needs are satisfied by following these.