

ethical connections

Institute for
Global Ethics
Ethical Fitness® for a Better World

From Enron to ImClone, Halliburton to Harken, many of the nation's business leaders lost a bit of their lustre over the last year. After a decade of lavish perks and golden parachutes, Gordon Gecko's "greed is good" mantra seemed to give way under its own weight, bringing down with it a growing number of corporate heads called to task for personal excess and outright fraud.

Prodded by subpoenas, shareholder suits, and the SEC, business leaders from the White House to Wall Street have been asked to explain billion-dollar balance sheet shams. The scandals' sound bites, finger wagging, and perp walks can make for dark days. But they're also shining new light on the vital role of ethics in the corporate world.

Recent surveys indicate that high-school students and MBA candidates alike want a greater focus on business ethics—welcome news to many executives who have long backed ethics with action. Now, the press is taking note . . . and asking the Institute to comment on the trend.

Corporate Scandals Put the Spotlight on Ethics . . . and IGE



How to Succeed in Business? Try Ethics

By RUSHWORTH M. KIDDER

The day the rivets popped at WorldCom, I was talking about ethics to a group in Newport Beach. These are savvy financial folks. Yet they were astonished by the news: a \$3.9-billion restatement of earnings, and potentially the nation's largest corporate

Colleges set up ethics electives. Some even require business ethics for everyone. But graduates will tell you how rarely the topic gets discussed outside the ethics class with an "ah-ha" but not a "huh."

set up ethics electives. Some even require business ethics for everyone. But graduates will tell you how rarely the topic gets discussed outside the ethics class with anything but mild derision. "We're teaching you useful things to help you survive," the other



Recent press includes coverage in the Los Angeles Times, the Houston Chronicle, Chief Executive magazine's "CEO Wire," CNBC's "SquawkBox," BusinessWeek's "Roundtable," radio's The Infinite Mind, and Wisconsin Public Radio.

What's New?

■ IGE UK Launches New Teacher's Guide

Also announces new name for Citizenship Values Awards: Impetus Awards

The IGE UK Trust has been particularly active with its education programs this autumn. Our new teacher resource *Ethics & Citizenship: Tools for Moral Decision-Making* was published by Hodder & Stoughton Educational to coincide with the introduction of citizenship as a mandated core curriculum subject in English schools in September. It will be supported by training for teachers in the coming months. An awards ceremony was held in Church House in Westminster, London, on October 2 to launch the **Impetus Awards** and celebrate its pilot year. The activities of young people from throughout the United Kingdom, representing the eight pilot areas taking part, were showcased. This event also marked the two-year anniversary of the introduction of the UK Human Rights Act, and was opened by the Lord Chancellor. The awards project is being led by IGE UK in partnership with the Citizenship Foundation. ■



■ Institute Welcomes New Board Members

Four new members welcomed at annual August meeting

The Institute is delighted to announce the addition of four new board members:

David Adams is a trustee of the Gordon Cook Foundation in Scotland, educator, and member of the General Teaching Council of Scotland.

Charles S. Rainwater, an environmental law student and active environmental and political advocate, has worked as a field biologist and outdoors educator. His background is in biology and mass communication.

Colburn S. Wilbur is a trustee and past president of the David and Lucile Packard Foundation. Previous experience includes serving as CEO of the Sierra Club Foundation, international banking, and computer service.

Marcia L. Worthing is executive vice president of Mullin & Associates, an outplacement and executive coaching firm located in New York City, and served formerly as the senior vice president of human resources and corporate affairs for Avon Products. ■

Tidbits

UK Trust Highlights

At the end of October, a delegation of educators from Scotland visited Maine to work with the IGE education team, and to look at the work of the Maine Commission on Responsible and Ethical Student Behavior in a year when Scotland is conducting a National Debate on the Purpose of Education. At the end of November, IGE UK convenes the third conference on Education for Citizenship in England, Northern Ireland, Scotland, and Wales, continuing the aim of this annual event of reaching a common understanding of citizenship education as it is emerging throughout the United Kingdom.

Canada Highlights

Doug Bryden reports from Canada that successful Ethical Education workshops were recently carried out in Toronto at the York School and at Sterling Hall. An Ethical Education initiative for the public school system in the province of British Columbia is planned for 2003.

The Canadian versions of IGE's four core school curriculums are now complete and are meeting with enthusiastic acceptance.

Volunteers

Many thanks to members Bill and Debbie Flatley of Illinois and Maine, who very kindly helped us prepare and send a mailing to the members of the Institute. Bill also donated several days of gratis assessment services to the Institute, helping senior staff discuss different methods to measure the impact of the Institute's services, devise survey instruments, and con-

sider other means for following up with clients after they complete Ethical Fitness® seminars. Said Marilyn Gondek, senior vice president for finance, "Bill was very insightful and certainly helped us a lot. We really appreciated his time!"

Chapters

The most recent Ethics Forum was held in Fredericksburg, Virginia. Ten people attended the public presentation on values education in schools made by a member of the Virginia chapter affiliated with the Ethics Resource Center of Washington, DC. An informal meeting of the chapter took place in early summer with a presentation on ethics and the insurance industry. Future Ethics Forums will tackle topics such as bioethics and legal justice. The forums are free and open to the public.

Identifying Community Values

A primer from the Institute's joint work with Maine schools

The following is excerpted from a recent report developed through a collaboration between Maine's Department of Education, the Institute, and other groups. That report—*Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*—is designed to help schools and communities work through the process of defining and implementing shared values.

Key Features of the Process

- The process is inclusive of all community stakeholders.
- The process is deliberative and cooperative, not oppositional.

Goals of the Process

- To identify shared values;
- To define values in operational and behavioral dimensions; and
- To put values into action through agreed-upon strategies and tactics.

Steps in the Process

1. Objectively identify community members. Differences in lifestyles or politics are not a justification for exclusion from this process.
2. Convene a diverse and representative group of community members to discuss and identify community values and expectations for behavior.
3. Ask community members to imagine that the task is to choose a certain number of values to be engraved above the main entries of all local schools, as the values the community wants for itself and the schools' students.
4. As a large group, brainstorm as many values or qualities as possible describing what it means to be a good person. Include everybody's ideas.



5. Ask each person to write a list of no more than eight values that he or she believes to be the most important. Ideally, these values would be distinct from each other and would represent only those qualities essential to being an ethical human being.
6. Divide into small groups where individuals can share their lists and collectively narrow the choices down to one list of no more than eight values that everyone agrees to.
7. Reconvene the large group and have each smaller group post its list on a wall. As a large group, work together until a single list has been agreed to. Remember, space over the entrance is limited, so the final list should have only five to eight words. You will find that many of the values overlap and can be consolidated.
8. When a final list has been agreed on, develop and agree to several behavioral indicators as standards for each value. For example, how does an honest person behave? How does a respectful person behave?
9. Identify the potential outcomes that will result from consistently engaging in the behaviors just discussed. In other words, what are hallmarks of how an ethical and responsible school looks and feels—to students, to teachers, to parents, to the community?
10. Develop a community or school action plan. Discuss ways to share the recommendations with others and to put the values into action. In other words, what will we adopt to achieve our goals at home? at school? and in the community? ■

To learn more, visit the Institute's Web site at <http://www.globalethics.org>.

Staff Profile

■ Frances Caluori

Projects Administrator, IGEUK Trust

Ethics isn't an abstract notion to Frances Caluori, projects administrator for the Institute for Global Ethics UK Trust. In fact, while studying music and English at the University of Sussex, Frances subscribed to *Ethical Consumer* magazine in order to make informed decisions about the types of products she bought. "I wanted to know where these things came from, how they were made. I didn't want to buy sweatshop clothes, for instance," Frances recalls.



Frances began working with the UK Trust in August 2001 as an administrative assistant. "The job has changed so much since then," she explains. Over the past year, Frances has taken on additional responsibilities, working closely with UK Trust director Sheila Bloom to organize consultations, write associated reports, and manage many projects related to ethics and values education. "I have a great job with lots of variation," she says. Recently, she helped organize several consultations on "Building a Responsible Society," funded by the Gordon Cook Foundation and the Comino Foundation. The consultations focused on society's support for the role of parenting and on the relationship between journalism and personal responsibility.

After graduating from university, Frances worked various temporary jobs with the aim of funding her international travels. "In 2000, I spent five months in Nepal, teaching first in Kathmandu, then in a smaller village in western Nepal. It was a great experience," she recalls. Frances also has visited Bulgaria, Italy, and Turkey in recent years.

Frances credits her family for sparking her interest in ethics. "Most of my family are teachers," she says, "and we have always had interesting conversations about ethics and politics." When not in the office, Frances plays the piano and enjoys creative writing. "And, of course, going out with friends!" she adds. Her enthusiasm and good nature are greatly valued by the IGE community. ■

Dilemmas

This area is devoted to the discussion and dissection of ethical dilemmas drawn from real life. Each issue, we focus on a tough choice faced by a member, reader, or friend of the Institute—putting into practice the methods and principles we’ve found helpful in navigating the often difficult waters of daily life.

Practicing Medicine without a License

A dilemma from real life

Jennifer is a registered nurse and, as such, has a professional code of ethics to uphold. The code includes the ideas of doing no harm, easing suffering, maximizing the benefits of treatment, and making best use of available health care dollars and resources. In addition, the Nurse Practice Act in her state specifies that she may not legally prescribe medications for treatment, but may only administer them as ordered by a doctor.

In her role as a family member, Jennifer finds herself caring for her grandmother at home—in what Jennifer feels sure is the last week of her grandmother’s life. Her grandmother appears to be in great pain. Jennifer asks the attending doctor to prescribe appropriate narcotic analgesics, which Jennifer feels sure her grandmother needs to provide good pain relief and a comfortable death.

The doctor, however, refuses. He is not convinced that the grandmother is in pain and truly close to death. He is concerned that the narcotics will suppress her breathing to the point of death, and is concerned about the addictive nature of the drugs in question. He advises Jennifer to give her grandmother a pill-style painkiller, though Jennifer has told him she

believes her grandmother has had a stroke and is unable to swallow.

That weekend, unable to reach the doctor or anyone who will take over the case in his absence, Jennifer contacts the on-call hospice nurse. She advises Jennifer to take other family members’ narcotic analgesics and sedatives, crush the pills, and administer the mixture. She instructs Jennifer to medicate her grandmother with this concoction as needed until Monday. If her grandmother is still alive at that time, the hospice nurse will intervene with the doctor to prescribe liquid morphine.

Jennifer knows that if she acts on the hospice nurse’s suggestion, she will violate two state practice acts and at least two professional codes of ethics, jeopardizing her nursing license, her board certifications, and her career. However, if she does nothing, she is sure that her grandmother will suffer in pain for at least the next two to three days and possibly die without comfort or dignity.

What should Jennifer do? ■

Jennifer knows that if she acts on the nurse’s suggestion, she will violate both state laws and her professional code of ethics. If she does nothing, she is sure her grandmother will suffer. . . .

For analyses of this dilemma, please see page 5. To learn how Jennifer resolved her dilemma, please see page 7.

The Institute is very grateful for recent support from the following:

Corporate Sponsors

BD (Becton, Dickinson and Company)
Shell International
Tenet Healthcare Corporation

Foundations (for projects in the UK only)

Comino Foundation
Gordon Cook Foundation

Foundations

The Carnegie Corporation of New York
The David and Lucile Packard Foundation
The Ewing Marion Kauffman Foundation
The Hamilton Family Foundation
The Isabel Foundation
The Nathan Cummings Foundation
The Pew Charitable Trusts
Rockefeller Brothers Fund
Tiny Tiger Foundation
The Wallace Alexander Gerbode Foundation

Dilemma Analysis: What Should Jennifer Do?

Two friends of the Institute take a look at this month's real-life dilemma

Analysis No. 1

This case raises interesting ethical and legal issues. As the grandmother is not Jennifer's patient, her professional code of ethics does not apply here. Were she to administer medication that has not been prescribed to her grandmother, she could face legal penalties and reprimands from her board of licensure. If she erred in giving her grandmother too much narcotic medication leading to respiratory arrest, she could be held as an accessory to her death. Thus, medicating her under these conditions would not pass the test as a right-vs.-right dilemma.

Jennifer clearly has her grandmother's best interests at heart and is acting as a staunch advocate for her care. The doctor's fears of addiction appear ill-founded, especially if the grandmother is terminal. He may be concerned about possible sanctions from Medicare or the state if he prescribes excessive doses of narcotics, or he could be worried about pushing her over the edge. We have only heard from two of the three players here.

It would be helpful to have additional information regarding whether the grandmother has expressed her wishes, either verbally or in a living will, in regard to her terminal care. If Jennifer and the physician do not see eye to eye, one option would be to get a second opinion from a pain specialist or the hospice physician.

The hospice nurse, like Jennifer, does not have the authority to prescribe without an

order from a physician. Furthermore, it is not an acceptable practice to take other family members' prescription drugs. As it is now the weekend, Jennifer could take her grandmother to the local emergency room, especially as she has voiced concerns about a possible stroke. This would allow her to get a more objective assessment and a narcotic prescription, if indicated.

There is an old adage that says, "He who treats himself has a fool for a doctor." Similar arguments may be made for treating family members as it is very difficult to be objective and very easy to be swayed by emotions rather than reason. ■

—Diane H. Schetky, M.D., is an Institute member, forensic psychiatrist, and hospice volunteer who writes a bimonthly ethics column for *The American Academy of Child and Adolescent Psychiatry*.



Analysis No. 2

Jennifer is in a dilemma created by her dual role as a family member and registered nurse. Compassion is in conflict with the rules of her chosen profession. Turning to the "three resolution principles" may help Jennifer resolve this difficult situation.

Ends-based thinking would tell her to do what she can for her grandmother within the bounds of her professional ethics code and the law, since breaking those bounds would jeopardize her career. If Jennifer is disbarred from practicing

nursing, she will deprive countless future patients of her compassionate attention.

Rules-based thinking would tell her not to follow the hospice nurse's advice, since following her directive would put her grandmother's life at risk, and clearly would be against the overriding rules of her profession—to preserve life. Furthermore, the attending doctor is not convinced that her grandmother will die, nor that she is in unremitting pain. Perhaps Jennifer should pay attention to the doctor's more objective point of view.

Care-based thinking would require Jennifer to consider what she would want in the same situation. Such imaginative thinking is often difficult for the young and healthy when faced with the old and infirm. If her grandmother had left instructions indicating that she would prefer to die in such a circumstance, Jennifer's decision would be much easier. She cannot just assume that her grandmother will be unable to deal with her pain, nor that her grandmother would want to risk death from a cocktail of narcotics.

In summary, it seems clear that none of the three principles justifies the reckless action suggested by the other nurse. Indeed, such action is a recipe for disaster. For a nurse like Jennifer, dealing with people in pain must be a vital part of her professional equipment, whether the patient is a stranger or a member of her family. ■

—David Kingsman was trained as a lawyer in England and currently lives in Germany.

Selected Clients:

BD (Becton, Dickinson and Company)
CARE Bangladesh
Carnegie Corporation of New York
Character Education Partnership
Chautauqua Institution
Citizen Volunteer Services (UK)
The Conference Board
Council on Foundations
The David and Lucile Packard Foundation
Ford Motor Company

Grantmakers in Health
Illinois Community College System
Institute of Management Accountants
The Insurance Institutes of America
The J. M. Smucker Company
Kettering Foundation
KPMG (UK)
Lancaster Laboratories
Legal Sea Foods
L. L. Bean

Maine Department of Education
MetLife Auto and Home
National Conference of State Legislatures
North Carolina Department of Correction
Pearson College (BC, Canada)
Presbyterian Homes of New Jersey
The St. Paul Companies
Southeastern Council of Foundations
Tenet Healthcare
U.S. Coast Guard

The Sabish Ethics Team

Two teens take the lead and make a difference in Fond du Lac, Wisconsin

At the end of seventh grade, Adam Diederich and Colleen Harvey of Fond du Lac, Wisconsin, participated in an Ethical Fitness® seminar led by Sabish Junior High School French teacher, Mrs. Ashley Siewert. “I thought, hey, this is kind of cool,” recalls Colleen. By eighth grade, the two classmates felt very motivated by the ideas of the seminar and decided to create what came to be called the Sabish Ethics Team.

Colleen and Adam decided to present bits of the Ethical Fitness® workshop and its follow-up activities at weekly meetings of the Ethics Team. At first, only four students turned up for the meetings, but slowly the team expanded to approximately twenty students, a figure that has remained constant over the years.

At each meeting, the two students tackled one component of the Ethical Fitness® seminar material. For instance, Colleen and Adam might present the idea of “obedience to the unenforceable” to their team colleagues, discussing the notion that we ought to do things because they are the right thing to do and not simply because there’s a law. At another meeting they might talk about tests to determine right from wrong or methods to help students face tough issues. Both Colleen and Adam agree that the hardest part of their work was simply getting started. “Ethics is so abstract,” explains Colleen, “it’s hard to keep a goal in mind.” Adam adds, “It’s hard to see results at first.”

In 1999, Adam and Colleen organized an Ethics Week at their high school. They had heard that International Paper, a large paper and lumber company, was giving grants to Wisconsin schools for worthwhile activities. They decided to sponsor a week of meetings and workshops on ethics for the entire community, using a professional facilitator—an undertaking they knew would cost a lot of money. Their application to International Paper netted a \$4,000 grant for the Ethics Week project, a higher figure than any other applicant received.

The Ethics Team pitched their idea to the school board, publicized the event through local radio shows and articles in the school newspaper, and raised \$8,000 through solicitation letters to the

Fond du Lac business community. In the end, 75 participants attended three day-long ethics workshops. Colleen and Adam both feel that Ethics Week was their most important accomplishment in high school; as they planned and raised funds for the successful community event, their own self-confidence grew stronger.

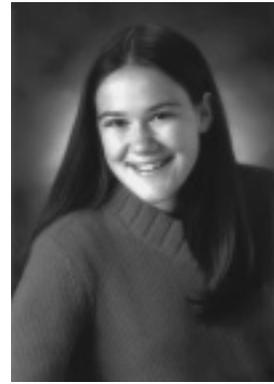
The Sabish Ethics Team won’t end because Colleen and Adam are leaving for the University of Minnesota and the University of Wisconsin, respectively. They’ve made sure that other Sabish students will take over their work when they are

gone. They helped Mrs. Siewert present four Ethical Fitness® workshops in the past year. The Ethics Team hopes to expand that number to six or more workshops during the current school year.

Colleen and Adam have some advice for students at other schools interested in starting their own Ethics Teams:

- Find a faculty member or other mentor to work with you and champion your cause.
- Invite everyone you see. Talk the team up with friends, visit other homerooms, and ask teachers to help spread the word.
- Keep the meetings unstructured at the start.
- Collect newspaper articles to get the discussion going. This opens people up and helps students grow comfortable sharing personal dilemmas.
- Organize Ethical Fitness® workshops so those who want to learn more can do so. Include other students, teachers, and members of the larger community.

Both Colleen and Adam feel that the Ethics Team was the most significant thing they did in junior and senior high school. Adam comments that over the years, ethics has become “almost a part of my personality now. It seems like we know things that others—who think of everything as black and white, or right versus wrong—don’t.” Colleen adds, “I’ve already seen myself changing. I look at things in a different light, and I have ethics to thank for that.” ■



Adam Diederich and Colleen Harvey

Snapshots from the Institute...

High-school student Isaac Koenig of Thomaston, Maine, joined the Institute for a few days this spring in order to study careers in the nonprofit sector.



Abby Kidder (far right) engages students from Camp Med-O-Lark in a discussion about shared values atop Mt. Megunticook in Camden Hills State Park. These new Ethics Expeditions combine the Ethical Fitness® process with activities focusing on dilemmas involving park recreation and environmental issues.

At the Institute's annual board dinner in August, Institute president Rushworth Kidder presented Bob Elmann of Owl's Head, Maine, with a Heritage Society certificate, given to longtime Institute members of 10 years or more.



Lyn Kendrick, Paul McAuliffe, Mary Margaret Young, and Graham Phaup, vice president of development at the Institute, were among the Development Committee members who gathered for a meeting in Washington, DC, in April.



What Did Jennifer Do? This issue's real-life dilemma resolved

As Jennifer put it when she related the story to us, "I played pharmacist, doctor, and nurse."

She decided that compassion was, in the end, more compelling in this case than following the rules, and she treated her grandmother with the makeshift medica-

tion. Although Jennifer was willing to accept the consequences of her actions, she feels fortunate that her deed never came to light and did not result in the loss of her license or livelihood. Her grandmother died within the next few days. ■



In March, leadership team members from the Institute's Maine chapter met in Camden. Pictured from left to right are Bob Veon, Jason Pelletier, and Peg Rowell.

Ethical Fitness® Seminars

2002

November 7 Los Angeles, California, U.S.A.
 November 12 Toronto, Canada
 November 20 London, England

2003

March 25 London, England
 July 2 London, England
 November 20 London, England

As additional Ethical Fitness® seminars and Train the Trainer workshops become available, schedule updates will be posted on the Institute's Web site: <http://www.globalethics.org>.

To speak with someone about our seminars in the United States, call 800-729-2615 (toll free); in the United Kingdom, call 020-7486-1954; and in Canada, call 877-843-8315 (toll free).

■ Membership Has Its Rewards

No, this isn't about frequent flyer miles. Rather, it's to remind you that as a member of the Institute for Global Ethics, you are rewarded with the satisfaction of knowing you're helping to promote ethical behavior, particularly valuable in these troubled times. As a member, you receive updates from the field several times a year: three "President's Letters" from Rushworth Kidder, two *Ethical Connections* newsletters, and occasional program reports such as *Civic Capital* and *Lightswitch*. With a free email subscription to the online *Ethics Newsline*, you also get the news on the world of ethics every week. If you have questions or suggestions about membership and its rewards, please call membership coordinator Linda Muth at 800-729-2615. And won't you tell a friend how great it feels to be doing something to help? ■

■ Planning a Legacy

Making ethics and values-driven decisions a worldwide priority isn't a short-term project. Donors who make a planned gift commitment to supporting the Institute's long-range mission are creating a legacy that will carry this work well into the future. To recognize their generosity, the Institute for Global Ethics recently established a planned giving society. Society members have indicated that

they have included the Institute in bequests, have named the Institute as the recipient of insurance policies or trusts, or have made deferred gifts of real estate or other property. If you would like to learn more about the society and about planned giving options, please contact Graham Phaup by phone (800-729-2615) or email (gphaup@globalethics.org). ■

www.globalethics.org www.globalethics.org www.globalethics.org www.globalethics.org www.globalethics.org



P.O. Box 563 | Camden, ME | 04843 | U.S.A.