

ethical connections

INSTITUTE FOR GLOBAL ETHICS

After the terrorist attacks on America, it seemed the same question was on people's lips: "What can I do? How can I help?" As we move forward, the nation will need to address three moral hazards: revenge, lockdown, and isolationism.

By an extraordinary confluence of events, the United States finds itself the undisputed leader of the world. Yet its citizens probably know less than any other free people about the world's countries and cultures.

The moral imperative, now, is for a wholesale revolution in how we teach the next generation. In the past, the case for global education hardly rose above the anemic promise that, if you study another language, you'll have more fun traveling abroad. The real argument for global education is that it's essential to our survival. What we know about Afghanistan, Islam, and the reasons America is despised abroad is inadequate. If the first rule of warfare is to know your enemy, we've got lots of work ahead.

—Rushworth Kidder, *Institute president*
Excerpted from a letter to members,
September 2001

Readers Reflect on September 11

I was surprised by hearing incredible and tragic incident on Tuesday in the U.S. I feel very strong grief for victims of this tragedy and all U.S. citizens. . . . I hope you to continue your great mission for the U.S. and world society.

Sincerely,
 Yoshimaru Iwata
 Tokyo, Japan
 September 12, 2001



After reading Mr. Kidder's interview in the *Christian Science Monitor*, I had to know more about your organization. I have found Mr. Kidder's words to be the most rational thoughts I have heard since the events on 9/11. Thank you so much for your clarity and guidance. I am sharing your interview with all of my friends and family. . . . I look forward to learning more about the Institute for Global Ethics.

Jerry Dingus
 Virginia, U.S.A.
 September 14, 2001



I found your letter of September 2001 deeply moving and inspiring. . . . I'm glad

that European governments have so staunchly taken sides with the United States in pledging unremitting hostility to the terrorists. . . . We must fight the terrorists; but we must also fight the continuing poverty and social weakness that produce malignance of that kind. . . .

Our common struggle should not only be against the terrorists, but against poverty and ignorance everywhere. . . . I would love to hear such sentiments from the mouths of your current leaders in Washington. . . .

With kind regards,
 Dr. William Gatherer
 Trustee, Gordon Cook Foundation,
 Aberdeen, Scotland
 October 01, 2001



My deepest thanks for your prayers and wisdom during this difficult week. Thanks especially to Rushworth for his calm approach in the letter of September and in his *Christian Science Monitor* interview. . . .

Fear is the very basis of terrorism, and if we give in to the temptation to fear, we grant the terrorist victory. . . . We fight [fear] with knowledge, confidence, and demanding or expecting values. . . . My experience tells me that people rise or fall according to

(Continued on page 3)

What's New?

■ How Big is Your Backyard?

An Ethics-Based Approach to Environmental Decision Making

This environmental ethics curriculum prepares educators and students to recognize the ethical issues surrounding the world's toughest environmental problems. For example: How do you balance the need for development with the intrinsic value of natural lands? How do you raise your standard of living while striving to cut back on consumption and waste production? By combining teachings in ecology, natural history, environmental issues, and ethical decision making, *How Big is Your Backyard?* encourages students to think through these difficult questions. Written by Institute Senior Education Associate Abby Kidder, *How Big is Your Backyard?* marks the Institute's first foray into the field of teaching environmental ethics. To learn more about *How Big is Your Backyard?*, please visit http://www.globalethics.org/edu/hbyb_top.html. (Spiral-bound notebook; 246 pp.; \$80.00) ■



■ Leading with Values

CD-ROM-Based Ethics Training for Nonprofits



Nonprofit organizations can build effectiveness based on a strong set of values and ethics. The Institute's latest computer-based ethics course, *Leading with Values*, offers powerful tools for creating a values-based culture and

for analyzing and resolving ethical dilemmas. Participants practice by using video dilemmas based on genuine nonprofit experiences. Perfect for solo learning or to help instructors, *Leading with Values* comes with a supplementary book of readings. We are making it available to a wide array of nonprofit organizations. Do you know someone who could use this tool? If so, please call 800-729-2615 (toll free in the United States) and let us know. (CD-ROM with 50-page book of readings; \$75.00) ■

Tidbits

UK Trust Highlights

UK Trust researcher Sim Khera is editing and overseeing completion of the Institute's latest curriculum, *Ethics and Citizenship: Tools for Moral Decision Making* (Hodder & Stoughton; spring 2002), which has been adapted specifically to meet new government requirements for the teaching of education for citizenship in English schools.

Paul McCarthy, the UK Trust's new project manager, joined director Sheila Bloom to help organize the piloting of a new U.K.-wide Citizenship Values Awards project, in partnership with the Citizenship Foundation, in over 100 schools and 45 youth organizations in England, Northern Ireland, Scotland, and Wales. The project aims to encourage young people to explore what our shared values are and should be, and to help them develop the confidence and courage to put those values into practice in their communities.

Canada Highlights

Doug Bryden, executive director of the Institute's Canadian office, met with the York School, a large private school in Toronto, to discuss incorporating the Institute's ethics curriculum into the school's programs and through the Canadian Independent Schools Association.

In October 2001, the Institute for Global Ethics (Canada) welcomed longtime Institute member Mr. Donald Zacher to its board of trustees. Zacher, president and owner of W. B. Hamilton Shoes in Toronto, brings a wealth of professional experience to the board.

Also last fall, Institute President Rushworth Kidder spoke at the Leadership Conference on Ethics, sponsored by the Royal Military College of Canada, addressing staff from the Department of National Defense and other military leaders.

Clean Campaigns Goes National

The Pew Charitable Trusts have awarded a grant to the Institute to

continue the groundbreaking Project on Campaign Conduct through the 2002 election cycle. The one-year \$795,000 grant is the largest in the Institute's history, and represents the fourth successive grant by Pew in support of this project.

Since 1998, the Project on Campaign Conduct has broken new ground in the domain of "clean campaigns," by introducing candidates, the media, and voters to the benefits of fighting fair. The grant will allow the Institute to expand beyond initial pilot states into 40 congressional districts across the country.

Student Outreach

With support from the Tenet Healthcare Foundation, the Institute has teamed with teachers in three pilot states—California, Louisiana, and Texas—to work with 5,000 students using our popular *Building Decision Skills* curriculum. More than 2,000 others are expected to join the venture this year.



A Sticky Situation A Dilemma from Real Life

As a young single mother living in South America, Conchita was thrilled to land a job as a translator for a multinational oil company. Her assignments consisted of editing Spanish language reports from the company's field operations, and translating them into English.

She loved the work immediately, and the steady income was particularly welcome since her two-year-old son needed regular and expensive medical care for his chronic asthma. The costly attention required by his condition had been on the verge of consuming her family's savings, causing her to fear she would be forced to choose between her son's medical care and other basic items like food and housing. Then she got the job—and the relief of its steady paycheck.

Seven months into her employment, she

was offered the opportunity to visit the company's field sites to gain firsthand knowledge of the subjects discussed in her translations. Soon after her arrival at the company's Amazon River regional base, a disaster occurred: A tank truck ran over an oil pipeline, which burst and spilled huge quantities of oil into the village, the river, and the surrounding vegetation. Over the three days of Conchita's visit, the oil spread, causing the deaths of both people and animals and severely damaging the environment for years to come.

Shaken by the experience, Conchita returned to her city office, where she was asked to translate a report of the incident written by one of the field engineers. She realized right away that the report was an almost complete whitewash—distorting the facts and mentioning only minimal dam-

age. The account was entirely at odds with the facts she had witnessed.

Clearly neither the field staff nor their supervisors wanted the truth to be told. Their expectation, Conchita believed, was that she unquestioningly translate the report as written. Yet she knew that to do so would be to participate in the cover-up of a deadly incident.

Until this point, the work had been a dream come true for Conchita. It meant a lot to her—and to her son's ability to get the care he needed. This was the first uncomfortable situation with which she'd been confronted. Should she follow the company's wishes, or risk everything—her job, her son's health care, their well-being—by refusing to comply? ■

For analyses of this dilemma, please see page 4. To learn how Conchita resolved her dilemma in real life, please see page 5.

Earl H. Hess: A Tribute by Rushworth M. Kidder

Earl H. Hess—founding member of the Institute, longtime board member, and capital campaign cochair—passed away in December 2001. Earl was founder and retired CEO of Lancaster Laboratories, Inc., a leading environmental, drug, and food testing laboratory, and had served as a director of the U.S. Chamber of Commerce.

As I got to know Earl over the years, it was clear that the two things that most fired his imagination were the entrepreneurial creativity of small business and the unflinching integrity of a moral sense. For him, the two were intimately connected; he could no more have conducted his business without ethics than he could have expressed his ethics without the creativity he found in business. And even when Lancaster Laboratories, the business he founded, grew to encompass 500 people, he thought of them



all as his family and wanted for each of them neither more nor less than he wanted for himself.

You always felt a little clearer in Earl's presence. He accomplished more in a day, it seemed to me, than many people do in a year—and he did it all with a great sense of love and grace. For him, there was no distinction between the talk and the walk. He embraced, perhaps as fully as I've ever seen, the ethical life, and lived it to the fullest.

Most importantly, Earl had faith in us—knowing that from this little Institute great things could come. We were to him like the fruit trees in the impeccably trimmed lawn behind his old farm house. He fertilized us when we were struggling. He pruned us when we were excessive. And he smiled luminously when we bore fruit. We will be ever grateful that his legacy of affection remains with us as a constant inspiration. ■

Readers Reflect on September 11, *continued from page 1*

my expectations. If I understand that the stranger in [seat] 24C has the same core values that I do, it's a start. But I find . . . that I also have to expect those values to be demonstrated. . . .

For a while this week, I felt overwhelmed. Finally, I realized we are not fighting a person, or a people, or a terrorist cell. We are fighting the anti-values of hatred, revenge, racism, and intransigence. I can fight those first in my own character, then in my family, then in the community, then in the nation, and finally in the world. . . . The moral courage to stick to our values, in word and example, will see us through.

The Institute has changed the way I look at everything, at every situation and every person I meet. I am very grateful.

Sincerely,
Alan Neil
American Airlines pilot and certified
Institute trainer
Illinois, U.S.A.
September 17, 2001 ■

To read Rushworth Kidder's interview with the Monitor, see: <http://www.csmonitor.com/2001/0917/p25s2-lire.html>

Dilemma Analysis: What Should Conchita Do?

Analysis No. 1

Conchita is faced with a truth-versus-loyalty problem. In a situation where she has a fundamental duty to provide for her son, she might seek a “third way” that satisfies both values.

One option available to her may be to translate the report as it is, and also draft another report providing her own view. She might share this second report with colleagues and supervisors whom she could trust. I believe she would find some allies who could help create momentum against this unfairness.



Another option might be to talk to selected reporters and environmental activists about the severe environmental damage she witnessed as a way of expressing the

truth. These people may act as a pressure group against the multinational oil company. In this situation, Conchita could protect herself and her son by requesting that her name not be disclosed. She takes a risk of losing her job in this “third way”—a risk she must weigh carefully—but the company must be held responsible.

—Sheepa Hafiza
Coordinator, Human Resources and Gender
CARE Bangladesh

Analysis No. 2

Conchita’s situation demonstrates poignantly that good behaviors on one level may have bad consequences on another. Conchita is troubled because she has become aware of her choices among possible behaviors and the consequences of those choices.

She is a single mother of a dependent child who requires more than the usual financial resources for his medical care. The duties that come with parenthood are fundamental. Her child must be cared for if at all possible. That is not to say that one may not be asked, even required, to make a choice that may put one’s own family in jeopardy. We saw such required behavior of the firefighters who entered the World Trade Center [during September’s terrorist attacks in New York] in response to their professional duty, even though their own families were gravely affected by their required behavior.

Conchita has a duty to her employer. Her supervisor may not know that the report from the field is inaccurate. Her information may be useful to the company whether or not they decide to act on it, so she has an obligation to report what she knows to her superior.

Having met her duty to her employer, Conchita may be faced with the choice of public disclosure of her knowledge, which is adverse to the interests of her employer and which will likely result in the termination of her employment. Heroic actions on behalf of society by activists, such as those of Gandhi or Martin Luther King, Jr., which result in sacrifice and consequent harm to their own families sometimes may be justified. Here, Conchita’s parental duty is clear and likely outweighs the positive effects for the society that might come from public disclosure.

—John Lewis, M.D., J.D.
Maine, U.S.A.

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.

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When Ethical Dilemmas Arise

A few issues back (see Vol. 1, No. 2), we looked at five ways to tell right from wrong—usually a straightforward process, though it can take courage to do the right thing.

Ethics gets more interesting—and complicated—when two strongly held values come into conflict, and the right course of action is not clear. We call this a “right-versus-right” ethical dilemma.

We’ve found, based on real stories that people have shared with us, that right-versus-right ethical dilemmas generally fall into one or more of the following four categories:

1. Truth versus Loyalty is about being honest versus keeping your word. Telling the truth most commonly means accurately reporting the facts, whereas loyalty focuses on honor—allegiance to a friend, a group, or a set of ideas.

Example: Report a coworker for drinking on the job, or talk to her and hope she stops before she gets caught?

2. Self versus Community pits the interests of the individual, standing all alone, against those of some larger group (to which the individual also often belongs). Or it could be about the interests of one person compared to another, or the interests of a small group compared to those of some other, larger group.

Example: Subdivide your property to

generate more income for yourself, or limit your profits in order to maintain the appeal of the neighborhood?

3. Short-Term-versus-Long-Term dilemmas occur when the immediate needs of the present conflict with those of the future. It’s “a bird in the hand versus two in the bush.”

Example: Take the job that pays more now (and you need the money) but may not lead anywhere, or take the job that will develop slowly and pay more in the long run?

4. Justice versus Mercy is a choice between “going by the book” and “bending the rules.” It involves choosing between fairness and equal treatment of everyone on the one hand, and compassion and allowing for exceptions on the other.

Example: Fire an employee because problems at home have caused him to show up late for work, or give him some more time and some help to resolve those issues?

Of course, understanding your dilemma is just a start. You still have to make a decision that reaches for the highest right. For a summary of the ends-based, rule-based, and care-based resolution principles, please see *Ethical Connections*, Vol. 2, No. 3, or read pages 24–25 of *How Good People Make Tough Choices* online at:

<http://www.globoethics.org/pub/toughchoices.html>. ■

Staff Profile

■ Linda Muth

Membership and Database Coordinator

It’s hard to find Linda Muth, the Institute’s new membership coordinator, in a moment of relaxation. The Rockland resident is interested in many facets of the world, from oil painting to costume design to the database system used by the Institute to keep track of its growing membership.



Linda began her new position at the Institute on September 10, “a day I will always remember,” she says, recalling the tragic events of the next day. Previously she had worked at Northeast Health, a local health care company, for nine years—the final two in the company’s development office. Friends with former membership coordinator Deb Hensler, Linda liked what she had learned about the Institute for Global Ethics, and when Deb moved on to a new job, Linda quickly applied.

“There’s a super atmosphere here,” Linda enthuses. “It’s a super group to work with; people freely tell you how much your work means to them.” She feels that the Institute’s mission is extremely important, particularly in light of the events of September 11 and the subsequent conflict in Afghanistan. “I think that [Institute President] Rushworth Kidder is extremely innovative in his ideas. World-wide peace is possible.”

When not in the office, Linda pursues a multitude of other activities, all revolving around her long-standing interest in art: working as a freelance Web site designer and digital artist, teaching oil painting in the local high school adult education program, designing costumes for the Camden Civic Theater, and serving on the board of the Friends of the Rockland Breakwater Lighthouse. “A friend and I started a business, the Maine Lights Collection, painting glass ornaments with all 64 of Maine’s lighthouses,” adds Linda. “We sell these on the Internet and at local craft fairs.” Full of energy, Linda summarizes her personal philosophy when she says, “I believe in not saying no. Life’s too short!” ■

What Did Conchita Do? This issue’s real-life dilemma resolved

Even when you reach a conclusion that points to the “highest right” in an ethical dilemma, it can still take moral courage to act accordingly.

Conchita left work early that day and went home to think. In the end, she decided that she would not be able to live with herself if she went ahead with the white-wash as she had been instructed, so she resigned from the company.

As a result of her resignation, Conchita was unable to get a job with any of the other oil companies in the country, and had to make do with less steady, lower-paying work for over two years. Faced with a torturous decision, Conchita showed her mettle, following her highest moral sense despite the very real cost to herself and to her son. ■

Ethical Fitness™ Seminars

February 21	London, England
April 25	Chicago, Illinois, U.S.A.
May 6	Camden, Maine, U.S.A.
June 10	Camden, Maine, U.S.A.
July 2	London, England
July 15-16	Camden, Maine, U.S.A.
September 26	Boston, Massachusetts, U.S.A.
October 21	Camden, Maine, U.S.A.
November 7	Los Angeles, California, U.S.A.
November 20	London, England

Train the Trainer Workshops

April 25-26*	Chicago, Illinois, U.S.A.
May 7-9	Camden, Maine, U.S.A.
June 11-13	Camden, Maine, U.S.A.
July 17-19	Camden, Maine, U.S.A.
September 26-27*	Boston, Massachusetts, U.S.A.
October 22-24	Camden, Maine, U.S.A.
November 7-8*	Los Angeles, California, U.S.A.

*Abbreviated Train the Trainer workshops are restricted to professional trainers or facilitators. Please call to discuss eligibility.

For seminar information 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).

Snapshots from the Institute...



Marty Taylor (second from left), the Institute's vice president of Organizational Services, recently worked with staff members at CARE Bangladesh in Dhaka, designing an ethics program for the group's more than 2,500 employees.

Institute board member David Anable, president of the International Center for Journalists, spoke to an appreciative audience in Northport, Maine, on the importance of ethics in the field of journalism.



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