

ethical connections

Institute for
Global Ethics 
Ethical Fitness® for a Better World

impetus shared values in action

The *impetus* Awards, which encourage young people in the practice of shared values, will be launched October 2, 2003, at the Young People's Parliament in Birmingham, England.

The launch of the project will mark the third anniversary of the United Kingdom's Human Rights Act and will coincide with the project's phased regional rollout at the start of the new academic year.

Linking individuals of all ages through its unique network of Local Voluntary Panels (LVPs), the *impetus* Awards program encourages young people to find creative ways to identify, express, and implement shared values in the context of the Human Rights Act—values such as mutual respect, honesty and integrity, fairness of treatment, personal freedom, and personal responsibility.

- Increased awareness of shared rights and responsibilities
- The underlying values explored and developed in practical and creative ways

- Promotion of whole institution involvement
- Engagement with the local community

impetus was piloted in roughly one hundred schools and forty-five youth organizations in 2002. Sixteen groups represented the four nations—England, Northern Ireland, Scotland, and Wales—at its first U.K.-wide celebration on October 2. Among these was Kilbowie Primary School of Clydebank, Scotland, where a pupil council implemented a “water at work” initiative. In an exploration of personal freedoms and responsibilities, elementary students worked with administrators, parents, and teachers for permission to keep water bottles at their desks. Finding in a survey that few local businesses allowed their employees access to water, the pupils also sought to expand their project and hosted an informative presentation for business managers from their local community.

The discussion, multilateral involvement, and creativity of the Kilbowie School project excellently illustrates the type of



“Buddying Bench” and playground mural commissioned by Suffolks Primary School, Enfield, England. Pupils were involved in both design and painting.

photo by Mercury Multimedia LTD.

interactions that *impetus* promotes. Certificates are awarded to all entrants meeting the four criteria mentioned above. Funding also may be provided to commission local artists to produce enduring works of art that celebrate the schools' youth organizations' achievements.

Further information on the *impetus* Awards can be found at www.impetusawards.org.uk or by emailing impetus@globalethics.org.uk. ■

What's New?

■ PressWise to relaunch as MediaWise

Imminent changes in regulation of print and broadcasting in the United Kingdom have made media ethics a hot topic of discussion. Supported by the Comino and Gordon Cook foundations, IGE UK had teamed up with the Media Society to explore questions of individual responsibility in the media and examine how best to tackle the ethical issues that beset the relationship between mass media and the public.

Last December, IGE UK was influential in

bringing these and other interested groups together at a consultation at St. George's House, Windsor Castle, to examine how their energies, resources, and concerns might be combined to produce an independent body that has the confidence of both the public and media industries. Such an organization could be a clearing house for dialogue, research, and improvement in the sphere of media ethics. This autumn, the media ethics charity PressWise will be relaunched as MediaWise to take this idea forward. ■

■ Brand New: The Camden Ethics Symposium™

This summer, the Institute was pleased to introduce a new seminar event: the Camden Ethics Symposium, a probing, discussion-based workshop on communicating ethics. Different from our Ethical Fitness® training program, the symposium is designed to help participants become voices for values at the local level. The two-and-a-half-day workshop focuses on equipping participants with the needed skills to communicate about ethics with

people in their communities. One participant wrote, "I learned so much in one short week and am inspired to continue learning more about ethics and its application to current world events and to our everyday lives." Three symposia have been held to date, with another scheduled for October 15–17. For more dates, see page 8. For more information please contact Julie Swindler, IGE business manager, at 800-729-2615. ■

In Brief

News from Canada

IGE(Canada) has had notable success in furthering the British Columbia Ethics Education Initiative. Our trainer, Scott Cosens, spoke to the Ethics Council of the Conference Board of Canada, and Doug Bryden, executive director of IGE(Canada), delivered an address, "Ethics versus Spin" to the annual convention of the Canadian Marketing Association in Montreal. This topic garnered considerable interest and some raised eyebrows, particularly when "spin" was defined in six little words – "to twist, to confuse, to deceive." Putting a "positive spin" on a story or making reference to a "spin doctor" are real oxymorons and bring new meaning to these oft-used phrases, Bryden noted.

On the corporate services side, we gave two well-received Ethical Fitness® Seminars to Kroll Inc., a

forensic accountants firm, at their annual gathering in Collingwood, Ontario. More than one hundred global representatives of their international consulting group attended the meeting.

Moral Courage— Under Contract!

IGE president Rushworth Kidder has recently signed a contract with William Morrow, a division of HarperCollins Publishers, for his forthcoming book on moral courage. Work on the moral courage project began several years ago, with the publication of a white paper co-authored by Rushworth Kidder and Martha Bracy. (View the white paper by clicking on the "Moral Courage" link on the Institute's main page, www.globalethics.org.) As noted in the July President's Letter, Dr. Kidder is on the lookout for personal examples of

moral courage to help illustrate (anonymously) the main themes of the book. If you have any ideas or stories you would like to share, or contacts to suggest, please write, fax, or email the Institute. Many thanks for your help! Mail: P.O. Box 563, Camden, Maine 04843; Fax: (207) 236-4014; Email: rush.kidder@globalethics.org

IGE Awarded Kellogg Grant

The Institute is happy to announce that it has received a \$150,000 grant from the W. K. Kellogg Foundation. The grant is to be used for developing IGE's strategic plan for the coming years, which will build on all the work we've done since 1990. Planning is already well under way as staff consult with board members, funders, and advisors (including J. Duke Albanese, see article p.6).

Practical Application of Ethics

Seminar Refresher: Occasionally we print nuggets from our seminars.

Let us know if this one is helpful.

A casual glance at the newspaper or television tells an observer much about society's failure in ethical decision making. While we generally agree that choices between two actions that are both considered to be right are the more difficult to make, the choices between right and wrong are not always as straightforward as they may seem.

Here are five ways to tell right from wrong, taken from the Institute's Ethical Fitness® publications:

The Legal Test

Is your choice against the law? We know that it is wrong to pass a stopped school bus, to steal, or to cut trees on your neighbor's property. It is also wrong to bribe public officials, to pass bad checks, or to beat your spouse or partner. Although you may break the law either by mistake or on purpose, in our society we say it is wrong to break the law.

The Gut-Feeling Test

Does this choice feel wrong deep within your gut? Often our intuition

can determine right from wrong even before our brains have thought it through. A physical reaction, such as gut feelings, often indicates a need for more thought before taking any action.

The Front-Page Test

How would you feel if your decision were headlined on the front page of the local newspaper? In imagining this, you are holding up your decision to be seen by everyone you know. How would your community react if it read about your actions?

The Role-Model Test

Think of a person you respect, someone whose values and behavior you admire. If this person had to make the same decision you have to make, what would he or she do? Sometimes imagining how someone else would

decide can help clarify your choices.

The Professional-Standards Test

Is this choice consistent with the standards of conduct followed in your profession? If you were to make this choice in the presence of your colleagues, how would they react? ■



To learn more about the process, consider attending one of our seminars. See page 8 for schedule.

Staff Profile

■ Pat Born

Reflections on 13 years at the Institute

Pat Born first heard about IGE in the spring of 1991, while driving down Route 3 near Liberty, Maine. "I was listening to public radio," Born recalls, "and I heard this guy talking about ethics." "This guy" turned out to be Rushworth Kidder, IGE's president and founder. "I couldn't believe that he was based in Camden, Maine, of all places!" At the time, Born had been planning to leave her job as deputy director at Senior Spectrum, part of Central Maine Area Agency on Aging. Intrigued, she paid a visit to IGE's office and promptly became a volunteer. Her star rose rapidly. Beginning with clerical work, she eventually climbed to the position of executive vice president.



Born's professional philosophy is pragmatic: "Everyone has one or two, maybe three things to offer an organization. Your job is to find it." Hers turned out to be deft financial organization skills and great personal initiative. Through the early 1990s, Born successfully worked to get IGE's fledgling budget into the black. When participants of a trial-run Ethical Fitness® Seminar suggested that the Institute expand the program for a younger age group, Born took it upon herself to write *Building Decision Skills*, a cornerstone publication in the Institute's education department. "My mentor in all this was Rush Kidder," says Born. "He always convinced me I could jump off the next cliff."

During her thirteen years at the Institute, Born has witnessed a lot of changes. "I've seen it become a larger, more professional, more complex organization," she says affectionately. "It's had to make the transition from a founder's organization to an institute. And it's still changing." Born says she'll continue to keep an eye on IGE from the comfortable vantage point of an RV, which she and her husband Ted plan to drive to Mission, Texas, in the fall.

The staff members of IGE send their best wishes to Pat and thank her for her many years of hard work at the Institute. ■

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.

They Didn’t Mean to Actually Cheat

A dilemma from real life

Dr. Sharon McIntire, a well-respected university professor, was asked to participate in a local conference on professional ethics. Unfortunately, the day of the conference conflicted with a scheduled midterm exam in one of her small, senior-level classes. Unable to find another faculty member to proctor the exam, Sharon decided to give an unproctored exam. She requested that the students live up to the highest standards of academic honesty. She discussed her decision with the all-female class, and each student agreed to do her own work.

Sharon attended the conference, held just before spring break, and returned to a stack of exams on her desk. One exam had a note attached: A student claimed to have witnessed cheating during the exam. She was so upset by this ethical breach, wrote the student, that she was unable to complete the exam and left the classroom in tears. She said she had explained the situation to a faculty member that she bumped into on her way out. The student asked that Sharon call her as soon as possible.

On talking with the student, Sharon learned that she had walked into the exam late and found a number of students talking, laughing, and joking about the exam questions. She said that one student had read a question aloud and answered it. Another student purportedly disagreed with the answer.

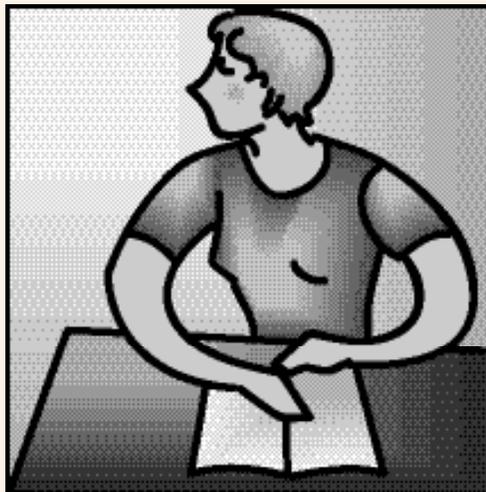
This continued for a short while before the whistle-blower left the room in anger and distress.

Wanting to make sure she got the whole story, Sharon called her colleague, who confirmed that he had seen the student as she was leaving the exam and that she had been very upset. Sharon then called the other students, who presented varying stories about what had happened during the exam. Some claimed that they hadn’t noticed any ethical breach. Others said that although there had been conversation, no answers were shared. A few admitted to either stating an answer aloud or changing an answer based on what they heard, but pleaded for mercy because they

A student claimed to have witnessed cheating during the exam.

“didn’t mean to actually cheat, but were carried away by the open discussion and banter in class.” Since only one-third of the exam was multiple choice, the majority of students said that all talking ceased once students began working on the essay sections.

Since spring break began the next day, Sharon wouldn’t see the class for another ten days. She had some time to think. Although the facts were still in question, it was clear that academic dishonesty had occurred and that some penalty was needed. A number of questions remained: Who was to be punished? How severely? What should Sharon do to deal with the whistle-blower who did not even finish the exam? ■



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

Dilemma Analysis

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

Analysis No. 1

Clearly, it would appear that a secure testing environment was not sustained during the midterm, even though “each student agreed to do her own work.” All students agreed to hold themselves to the “highest standards of academic honesty,” yet failed to deliver on that commitment. Sharon’s request for academic honesty failed to communicate to students the importance of the exam or the consequences of what would happen if students broke the condition of trust that was to be in place. Sharon’s disappointment with respect to her students and the agreed-upon cheating policy must have been great. A sacred trust within this community had been broken.

The whistle-blower’s intent to inform Sharon of the breakdown of academic honesty was noble. However, this student failed to remind her peers of the prior commitment with the instructor and she also arrived late for the exam. Furthermore, the lack of structure and authority in the classroom provided an unintended opportunity for students to cheat. Sharon misjudged the loyalty of her students.

Of the four right-vs.-right paradigms applicable to this situation (and all seem to apply at some level), justice vs. mercy seems to be the most fitting. It is right on the one hand to hold all students accountable to the agreed-upon standard of academic honesty (justice). Students, therefore, should receive a failing grade or no credit for this exam. On the other hand, mercy could be afforded these students in light of the teacher’s failure to establish secure testing conditions during the exam.

However, even if Sharon negated the compromised multiple-choice section of

the exam and accepted the essay responses, the whistle-blower, who arrived late and left early, would not receive a grade at all. The academic integrity of all players in this situation—instructor, students, and institution—is at stake. Justice then overrides mercy, and a rule-based resolution is applied and everyone fails.

But wait . . . a third way out may be possible. What if Sharon accepts responsibility for failing to provide a secure testing environment and the students accept their roles in the breach of trust with the instructor and each other? A critical conversation to regain a positive learning environment for the remainder of the semester could take place. Sharon might then offer a new midterm for all students once the playing field had been leveled. ■

—Donald Proffit
principal, Lawrence High School,
Lawrenceville, New Jersey

Sharon’s dilemma is how to treat the whistle-blower. Truth vs. loyalty is the paradigm that most closely fits. It is right, in the interests of truth, to give everyone a zero since the whistle-blower walked out without finishing and we don’t have a clear picture of what really happened. It’s possible there were others who did their own work but stayed in the classroom. It is right, in the interests of loyalty, for Sharon to honor the whistle-blower: She was the only one who brought the situation to the attention of the teacher and should have some sort of meaningful recognition.

Ends-Based Thinking: It takes courage to stand up against peer behavior; recognizing the whistle-blower’s effort may encourage her to speak up again the next time. Letting

the other students get by may condone similar behavior in the future, with more serious consequences that may affect even more people. The greatest good for the greatest number would be to give the whistle-blower meaningful credit and discipline the rest of the class.

Rule-Based Thinking: If everyone were in Sharon’s position would they always support whistle-blowers or never support them? In what kind of world do we want to live? If supporting whistle-blowers, no matter how murky the situation that brings negative situations to light, is the rule, then we always want to support the whistle-blower.

Care-Based Thinking: Putting ourselves in the whistle-blower’s shoes, we would want recognition of our attempt to live up to the highest standards of academic honesty. Putting ourselves in the university’s shoes, we would want the highest standards upheld for the sake of the integrity of the school as well as the recognition of ethical behavior.

I think Sharon should spend a class period discussing the situation with the students. Done well, it will raise the level of ethical awareness for everyone and honor the whistle-blower. It also might uncover alternative ways in which the whistle-blower could have responded without such emotional pain. I also would throw out the test for everyone, even the whistle-blower, and give another test a week later. This would allow the whistle-blower an opportunity to finish the test as well as give everyone else a second chance. ■

—Patricia L. Hatfield
president, CharacterEthics,
Saint Albans, West Virginia

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Featuring

Special people and projects – all about ethics. The individuals we write about here have all made special contributions to ethical thinking – moral exemplars who can inspire us into greater action and endeavor. The projects, from grassroot to global, will focus on applied ethics – how people are bringing about ethical change in the world. Read on!

Smart Kids who are Good People

While half an hour with J. Duke Albanese is enough to reveal his deep commitment to character education, the important accomplishments made during his tenure as Maine’s commissioner of education show that he “walks his talk.” His work in finding ways to build ethical cultures in schools and their communities (as he would emphasize) has put him on the forefront of character education advocacy.

Having worked for many years in education—as a social studies teacher, coach, guidance counselor, and as superintendent of Maine’s Messalonskee School District—Albanese had the opportunity to cultivate a strong understanding about young people and their moral development. As IGE president Rushworth Kidder notes, “In all his time as commissioner, Duke refused to give up his ability to talk with youngsters. He used to travel to high schools, taking special time to talk to the kids.” As commissioner of education from 1996 until 2003, Albanese used these experiences and abilities to build programs linking educational and ethical agendas.



J. Duke Albanese

Leaning forward in his chair in the Institute’s conference room, Albanese holds up three reports, all completed during his term as commissioner: “Learning Results” (1997), “Promising Futures” (1998), and “Taking Responsibility,” a report co-authored by Rushworth Kidder in 2001. In “Promising Futures,” Maine took the national lead with an ambitious program to improve all Maine high schools. “Learning Results” represented an important shift in educational philosophy: Instead of independent districts forming a patchwork picture of secondary education quality in Maine, “Learning Results” created common ground by outlining achievement standards to which all Maine students would be held.

Flipping through the report, Albanese draws attention to a diagram of core educational values. “We want each student to be ‘a clear and effective

communicator,’” he says, reading the bulleted points. “And ‘a responsible and involved citizen.’ That feeds right into character education.”

The Maine legislature was less interested in this particular piece of the “Learning Results” than Albanese clearly is, but he successfully pushed for a law to fund character education. Without it, he felt, Maine would not be able to “realize the full promise of “Learning Results.”” The result was “Taking Responsibility,” a document that describes values and outlines a process by which a school and its community may develop a responsible, ethical climate.

It is striking that Albanese doesn’t see these three reports—“Promising Futures,” “Learning Results,” and “Taking Responsibility”—as discrete and disconnected. In fact, he sees them as one package, with ethics essential to the whole. Making the case for character education, he says, “If we only focus on academic learning, we’ve missed the whole issue of what kinds of people our kids are . . . We’re neglecting responsible citizenship. In not doing character education, we’re failing our kids.” And, on a more ominous level, “The consequences of not developing character education are dire. Knowledge without a moral compass is a dangerous thing, and it is imperative to the preservation of democracy that our children learn civic responsibility.” Seeing both academic and ethical literacy as essential, Albanese connects the Institute and the educational establishment: “The partnership between the Institute and public schools is essential. Their missions are tied: They both promote ethical behavior.”

Since leaving state government this spring, Albanese has kept busy on the education lecture circuit, acting as policy advisor to the Great Maine Schools Project at the Senator George J. Mitchell Institute, and working on a University of Maine project in interscholastic athletics. He is also currently consulting with the Institute on its strategic plan, helping to develop ways to meaningfully implement IGE character education. In all of his work, Albanese carries a goal for education, which he sums up with characteristic pith: “We want smart kids,” he says, “smart kids who are good people.”

— Author: IGE Intern, Sarah Payne

Snapshots from the Institute...

Shared Values in Action!
impetus Awards ceremony, London, U.K.
 photo by Mercury Multimedia LTD.



Institute Board Members, August 2003

Third Row: Robert Pratt, David Anable, Colburn Wilbur. Second Row: David Adams, Philip Smith, Carlos Ramos Garcia, Charles Rainwater, George Reid. First Row: Mary Margaret Young, Elizabeth Kidder, Rushworth Kidder, Marcia Worthing, Elizabeth Hart, (Absent Janet Norwood)

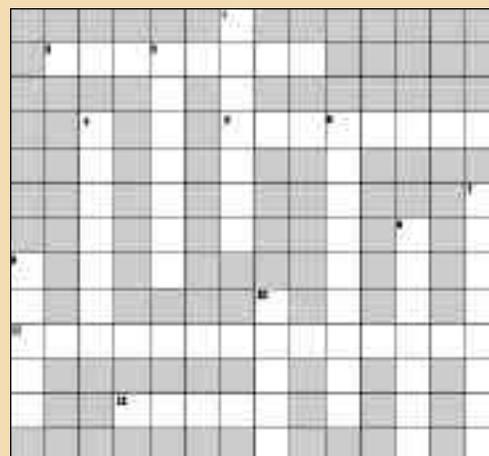
Dilemma Resolution *Decision Time*

After many days of anguish and various decisions about what action to take, Sharon McIntire decided to use this incident as a lesson in ethics. Since she could not accurately determine who had cheated or benefited from the sharing of information in the classroom, she decided to penalize all students by subtracting the multiple-choice section's thirty-five points from each student's total exam score. Students could then potentially earn these points back by completing a special assignment.

Not all students completed the assignment. Some claimed that they did not cheat but ran out of time to finish the paper, others were silent, and a few admitted that they

had technically gone over the academic honesty line and should be penalized. The professor's hope is that these graduating seniors learned an important lesson about the slippery slope of unethical behavior and how to respond in the future to safeguard their own integrity and exemplify moral courage. The student who blew the whistle and left the exam without completing it was given a makeup exam at a later date. Although she was initially ostracized by a number of students in the class, by the end of the semester her classmates appeared to have normalized their relationships with her. (Full details are available upon request.) ■

Ethics Puzzler



ACROSS

2. _____ Decision Skills: A curriculum
5. Ethics _____: The Institute's weekly online digest of news stories and commentary
11. "Taking _____": A report on the ethical climate of Maine schools
12. How Good People Make _____ Choices

DOWN

1. Ethical _____: A registered trademark of IGE
3. _____ with Values: CD-ROM training for the nonprofit sector
4. _____ Awards: An IGE UK program encouraging students to put values into practice
6. Camden Ethics _____: Our newest seminar offering
7. How Big is Your _____: IGE's environmental-ethics curriculum
8. Taking Responsibility for _____ Cultures (TREC): A new workshop for educators
9. _____ courage: the subject of Rushworth Kidder's upcoming book
10. _____ vs. Right: The toughest kind of ethical dilemma

Seminar Schedule 2003-2004

Ethical Fitness® Seminar

October 15, 2003	Camden, ME
October 28, 2003*	Indianapolis, IN (NP)
October 29, 2003	Indianapolis, IN (CORP)
November 6, 2003*	Washington, DC (CORP)
November 7, 2003	Washington, DC (NP)
November 20, 2003	London, England
February 15-16, 2004*	Orange, CA
May 17, 2004	Camden, ME
July 11-12, 2004*	Camden, ME
August 15-16, 2004*	Camden, ME
September 21, 2004	Camden, ME
October 11, 2004	Camden, ME

Camden Ethics Symposium™

October 16-17, 2003*	Camden, ME
February 16-18, 2004*	Orange, CA
May 17-19, 2004*	Camden, ME
July 13-15, 2004*	Camden, ME
August 17-19, 2004*	Camden, ME
September 21-23, 2004*	Camden, ME
October 12-14, 2004*	Camden, ME

Taking Responsibility for Ethical Cultures TREC (for educators)

October 21-23, 2003	Camden, ME
November 3-5, 2003	Dallas, TX
November 17-19, 2003	Princeton, NJ

* These seminars and symposia will be led by Institute president Rushworth Kidder. For seminar and symposium information in the U.S., call 800-729-2615 (toll free); in the U.K., call 020-7486-1954; and in Canada, call 877-843-8315 (toll free).

For answers to the Ethics Puzzler please see our website: www.globalethics.org or call Linda Muth at 800-729-2515.

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