VOLUME 1, ISSUE 3

CENTER FOR ETHICS*

THIS WEEK AT THE CENTER FOR ETHICS*

FRIDAY, DECEMBER 3, 2010

www.sportethics.us

The Center for ETHICS at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. The Director of the Center is Dr. Sharon Kay*

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SPORT AND SOCIETY BLOG

Tom Grant, Ph. D. Student

Tom and Dr. Stoll continue their conversation concerning current issues is sports and athletics which have moral and ethical implications.

To follow go to the Center for ETHICS* Facebook page or the Blog (click on the icons below)

ASPECTS OF LEADERSHIP: ETHICS, LAW AND SPIRITUALITY

Doctoral student , Clinton A Culp, was selected to contribute two chapters in the forthcoming book *Aspects of Leadership: Ethics, Law and Spirituality*, to be published by the Marine Corps University Press in 2011.

In his first chapter "A Conflict in Values" he will explore the question: Does having a propensity to serve in the Marine Corps equate to acting and behaving with high ethical standards? This may seem like an odd question, due to the fact that contemporary Marines volunteer to serve their Country. Would not having this willingness to serve also indicate a high ethical standard? Some would say yes; however, when we closely examine Marine Corps values as compared to pop culture values we might not be so quick to assume that the young men and women who volunteer for service in the Marine Corps have the same high ethical standard.

The Marine Corps has one of the most developed and inculcated value systems of any modern organization outside of organized religion. These values include both moral and non-moral values and are derived from several sources, Judeo-Christian religious traditions, the Declaration of Independence, and the Constitution of the United States. These values are codified in United States Code, Title 10, Sec 5947, the Uniformed Code of Military Justice. These values are published throughout the Marine Corps in various forms such as Marine Corps Reference Publication 6-11B, numerous "All Marine" messages, "Marine Admin" messages, Core Value statements, and are taught in most all schools ranging from Boot Camp and OCS, MOS Schools, to Professional Development Schools.

He will present evidence concerning current ethical trends (or more appropriately a lack of ethics) at both the high school and collegiate level which includes anecdotal evidence and both qualitative and quantitative scholarly studies which seem to indicate that unethical behavior is more pervasive than one might think. Not only is unethical behavior pervasive at the high school and collegiate level but students appear to be apathetic, and even celebratory, of the fact that they are acting and behaving unethically.

Culp will link the conflict between the Marine Corps' values and pop culture values in a way that illuminates the ramifications on the Operating forces. The conflicts between social values and moral values and the ethical dilemmas that result often lead to selecting social values over moral values in order to maintain social status within the group. What does all this mean and why do we still have issues with Marines behaving and acting in ways that do not represent the high ethical standards of the Marine Corps? Can anything be done to increase ethical behavior and action?

Culp's second chapter will discuss the "Pedagogy of Military Ethics."

He argues that we arrive at our judgments, behavior and actions in many ways; however, he will concentrate on two, the implicit and the explicit. Because of this dual modality, which is inexplicably linked, we must examine how

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HELPING NATIVE AMERICAN STUDENTS SOAR ABOVE THE CURVE
TEAM-WORKS, CENTER FOR ETHICS* PARTNER TO BUILD CHARACTER

Blending tradition with top character-building curriculum, the University of Idaho and Seattle-based TEAM-WORKS Academy are ensuring American Indian students in the Northwest are taking flight with the right tools.

"Children have such a great potential, but at-risk children have a harder time reaching that potential," says Nez Perce tribal member Zoe Higheagle Strong, Washington Chapter of HOPE worldwide's TEAM-WORKS' co-founder. "That's where our program excels – we give them the tools to help them succeed."

Retired Seattle Seahawk fullback Mack Strong and his wife, Higheagle Strong, created TEAM-WORKS Academy and the character of Little Eagle, whose adventures serve as character building lessons and academic reinforcement. They partnered with the University's Center for ETHICS * (Ethical Theory and Honor In Competition and Sport) to take Little Eagle from idea to a successful component of TEAM-WORKS, a tutoring and mentoring program that strengthens urban and Native American at-risk youth in grades 3-8.

"Over the last two years, it's grown into an unbelievable project," says Sharon Stoll, center director. "It's amazing what they have done, and we are pleased to be a part of that."

After reviewing available character curriculums, Higheagle Strong did not see a program that fit the academy's needs. The curriculum now has expanded to five other locations beyond the Northwest.

"We really feel there is a need to go beyond education and focus on character development to help students succeed not only academically, but in all areas of life. It is important to invest in these chil-

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Culp: Continued from P.1

best to educate for both. Unfortunately the most widely used contemporary pedagogical methods only attempt to deal with the later, and they do that ineffectively.

The most widely used contemporary pedagogical method used in the military does not increase moral reasoning. It is a rules based system, which uses rewards and punishments for compliant or incompliant behavior and actions. Rules based systems provide little, if any, background on the value structure of a particular rule.

There is evidence to support that the majority of our day-to-day moral judgments, behaviors, and actions are made using an intuitive process. It may take thousands of trials before any appreciable effect of intuition is seen in behavioral control. In practical terms, this means that Marines need to be put in as many morally ambiguous situations as possible and required to make intuitive judgments, decisions, and actions. The link between implicit and explicit begins with a dialogue between student, peers, and the teacher concerning the situation, the behavior or action performed, and non-moral and moral values represented.

The pedagogical method for reason is nothing new, the maieutic method; aka Socratic Method. The teacher engages the student in a dialogue that challenges the student's preconceptions of the question and its answers. The crux of this method is the follow-up questions. The goal is to "stress" the current belief without putting the student in "distress," as distress typically thwarts further learning. There also must be time for self-reflection, writing one's thoughts down; then following up with more discussion which challenges or strengthens and validates the newly reasoned conclusion.

In order to achieve maximum effectiveness, we must integrate both intuitive and maieutic methods when educating for ethics. We must not necessarily punish "wrong" ethical behavior while in training; rather we should spend time discussing and linking Core Values to our moral actions, right or wrong, i.e. tie back to Core Values using the maieutic method. There are times when behavior or action is so egregious that one must take disciplinary action; however, in training that should be the exception.

TeamWorks: Continued from P.1

dren, and we're seeing some very encouraging outcomes," says Higheagle Strong. "We're so happy to work with the University of Idaho, to find such a great resource close to home. Their expertise has been invaluable."

When Higheagle Strong approached the University, she was surprised to learn just how active she would become in creating the character and curriculum based on three moral values.

"We work together with our clients; it's not our place tell people what to teach, it has to come from them," says Stoll, adding the center works with any organization that has teaching ethics in their mission statement.

Little Eagle helps pass on oral tradition and lessons from the natural world. Higheagle Strong says the stories and situations Little Eagle finds himself in are easy for children to relate to.

"We work with students who are facing tough situations like neglect, drug abuse and intense peer pressure. TEAM-WORKS Academy offers them a safe place and our mentor/tutors help them feel believed in," says Higheagle Strong.

As Little Eagle's adventures are proving to help at-risk youth, the curriculum has expanded from being native-focused to include elements that reach students in the inner cities. And as the program continues to grow, former participants now in high school are encouraged to return and help mentor current students.

"While we see a definite improvement our students' academic performance, where we really see the difference is in their behavior and life skills," says Higheagle Strong. "For most, it has been a dramatic transformation."

It's not just Higheagle Strong's students who are benefiting, University doctoral student Susan Steele also helped with the curriculum development.

"As we have collectively worked on the project, it seems to have taken on a life of its own. We know that story telling is a powerful tool for reaching children and they seem to relate well to Little Eagle's adventures. It is a journey that we are on together, and I am thankful to have been a part of the process," says Steele.

by Amanda Cairo

http://www.uidaho.edu/ed/newsandevents/featuredstories/soaring

SPEAKING ENGAGEMENTS & PRESENTATIIONS

Presentations accepted for the American Alliance of Health Physical Education, Recreation and Dance (AAHPERD) 2011 National Convention and Exposition in San Diego, CA.

- Mohd Asmadzy Ahmad Basra, Dr. Stoll, and Dr. Beller will present "Effect of an Outdoor Adventure Program on Self-Esteem of Malaysians" (abstract 16212) at the Research Consortium.
- Emily Cox of Washington State University and student of Dr. Beller will present "Running Gait Stabilization in Children Ages 5 to 12" (abstract 16229) at the Research Consortium.
- Dr. Stoll and Dr. Beller will present "Can Sportsmanship and Ethics Be Taught?" to the Coaching Alliance Programs of the National Association of Physical Education and Sport. Individuals can receive coaching credit through the Coaching Alliance. NASPE, whose mission is to enhance knowledge, improve professional practice and increase support for high-quality physical education, sport, and physical activity programs is the largest association of the American Alliance.
- Dr. Van Mullem and Dr. Stoll will present "Sport Leadership: Developing a Successful Philosophy" to the Sport Management Program.

Of the approximately 3,000 research abstracts that are submitted less than 5% of submitted abstracts are selected for oral presentation.
AAHPERD

REVIEWS& PUBLICATIONS

Dr. Stoll reviewed one article for Quest. Quest is the official journal of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) http://journals.humankinetics.com/Quest

Dr. Stoll wrote a reference for a student's application to a doctoral program.

Dr. Stoll was invited to speak at the Institute on College Student Values at Florida State University, Tallahassee, Florida. The conference will be held from February 3-5, 2011. (http://studentvalues.fsu.edu/)

CONTINUING PROJECTS

LITTLE EAGLE & TEAM WORKS TEAMWORKSACADEMY.ORG

The story of "Little Eagle" a curriculum for grades 3-5 has been adopted for use by Hope International in five eastern states. The story was written by Zoe Higheagle Strong, a member of the Nez Perce, and adapted to a character education curriculum by Dr. Stoll and doctoral student Susan Steele.

Continuing collaboration with WWC, the Center for ETHICS, and Zoe Strong of TeamWorks on an elementary afterschool curriculum for TeamWorks, a Native American education program supported by Mac Strong, formerly of the Seattle Seahawks.

WINNING with CHARACTER, INC

Providing Character & Ethics Education to Student Athletes

WWC is a nonprofit organization dedicated to character education in competitive populations and athletic programs from grade school to college and into the professional ranks. The Center for ETHICS* has a continuing relationship with WWC in helping them with assessment and curriculum development.

DOCTORAL STUDENTS

Susan Steele

Elementary School Volunteer Coordinator

Servant Learning and Leadership with University of Idaho Athletics. Continuing research on service learning and its effect on the leadership identity and character development of college students.

Clinton Culp

Major USMC (Ret)

Working with the US Marine Corps assisting in developing pedagogy and curriculum for character development and ethics.
Continuing research in implicit and explicit associations of sportsmanship and unsportsmanship like concepts.

Tom Grant

Journalist

Working with developing a curriculum and pedagogical method for increasing moral development within the sports journalist community.

Dina Mijacevic

Personal Trainer

Seth Haselhuhn

Coach

He hopes to establish a curriculum using a theoretical framework, that will develop, based on a specific set of values to guide interscholastic coaching education. He it a Fundamental Pedagogic Approach (FPA). The aim is to narrow the gap between the current fragmented knowledge of coaching and coaching education that has been built by the positivist paradigm.

Cindy Williams

She is interested in the social construct of athletic identity and how it influences the academic engagement of freshman student-athletes. Her dissertation will examine the impact of an academic success course on athletic identity, acquiring college-level skills, formation of education value, and persistence for freshman student-athletes.
Cindy is with Washington State University.

Heather Ridnour

Honor cultures in athletics

She is seeking to improve the performance and output of athletes by creating a culture of honor within athletic communities.

On the Web at
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CHARACTER IS THE LIFE OF RIGHT CONDUCT ~ ARISTOTLE

WHAT IS THE CENTER FOR ETHICS*

ETHICAL THEORY AND HONOR IN COMPETITION AND SPORT

Mission:

Believing and teaching the tradition of competitive integrity to inspire leaders of character.

Center Goal:

To return the classical concepts of justice, integrity, and responsibility in competition through education, research, and applied ethical, intervention programs.

Center Objectives:

- Model ethical conduct.

- Conduct global research about competitive ethics, moral reasoning and character development.

- Develop and provide teaching methodologies and curriculum supporting the practical application of moral reasoning in competitive communities.

- Sponsor conferences whereby participants will utilize practical application of moral reasoning to confront problematic ethical reasoning and action.

- Provide professional training programs to help decision makers navigate current ethical issues or trends.

- Nurture a commitment to ethics, moral reasoning, and character development within competitive communities.

- Serve academic, professional, and public agencies in developing competitive moral excellence.