

## Ethics

### *A Matter of Ethics*

Kappa Omicron Nu professional and campus members and chapters are encouraged to participate in a national project initiated by the Association of College Honor Societies (ACHS) to focus on the important topic of ethics. Although ACHS is focusing on students and the university community, this project has application to professionals in the workplace or in community service activities (with children, youth, and adults). The following description can be found at [www.achsnatl.org/ethics/index.asp](http://www.achsnatl.org/ethics/index.asp). A poster and brochure can be downloaded for a local project, or a request for these resources can be directed to [info@kon.org](mailto:info@kon.org). Kappa Omicron Nu would be delighted to publicize participation in this project. Write a feature story and send to the above email address.

#### **Rationale**

ACHS is spearheading this national ethics project in an effort to unite member societies to further an important common goal: To lend support and encouragement to promising young adults as they strive to meet their full potential as future leaders in their respective fields.

Such potential is found not on the surface of a person, where the worthy goals of achievement and knowledge shine brightly for all to see. Instead, a person's full potential can only be reached by building upon the core of one's character, by encouraging honesty, trustworthiness, integrity . . . ethics.

Because these issues cross all academic lines, you can exercise your creativity to promote the project across professional boundaries. We hope you'll take advantage of this unique opportunity to collaborate with your ACHS honor society peers.



#### **Program Objectives**

1. Commit to a leadership role in increasing campus and community awareness of ethical standards.
2. Engage in a dialogue between student groups regarding ethical issues.
3. Promote, encourage, and strengthen commitment to ethical behaviors at all levels of the campus community.
4. Serve as role models of ethical behavior.
5. Pursue the art and practice of making ethical decisions, and provide learning opportunities for ethical leadership among peers.
6. Learn, share, and follow ACHS guidelines for resolving ethical dilemmas.
7. Increase knowledge of and appreciation for professional codes of ethics within your discipline.

#### **Sample Program Ideas**

- Sponsor a public forum on Ethics. Use panel format composed of

prominent community leaders (e.g., business, industry, education, clergy, etc.).

- Select a film that depicts ethical and/or unethical behavior. Advertise free film, provide childcare, popcorn, etc. Following film, divide attendees into small groups and provide discussion questions about the ethics portrayed in the film.
- Locate a reformed violator of an ethical conduct who is willing to give testimony. Provide a forum for this individual to perform a community service. Possibly find this individual through a probation program. If not feasible, invite local law enforcement officials, probation officers, lawyers, etc., to share their perceptions.
- Identify a local business, professional, individual, industry, etc. that is recognized in the community for outstanding ethical behavior. Present recognition (i.e. certificate) in an awards ceremony, at an induction ceremony, or banquet. Establish as an annual event. Provide newspaper publicity.
- Sponsor essay contest on Ethics. Recognize winner at awards program.
- Sponsor a forum during a national convention on ethics and ways to promote ethical conduct.
- Publish an article on ethics in the national magazine or newsletter.
- Elementary school. Develop a play (e.g., puppets) illustrating ethical

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behavior. Provide for elementary schools in community.

- Select several grade appropriate books that illustrate and emphasize ethical behavior for elementary age children. Volunteer as readers in the classrooms and/or school library.
- Sponsor poster contest depicting an ethical concern for elementary school children. Follow up with certificates, plaque, newspaper recognition, etc.
- Middle school. Develop an 'Is It Cheating?' checklist. Make liberal use of case studies to illustrate both ethical and unethical behaviors. Distribute to teachers or volunteer to lead a class discussion.
- High school. Invite members of high school honor societies to roundtable discussion on ethical vs. unethical behaviors. Topics could include plagiarism, ethical vs. unethical use of the Internet as a resource, etc.

### Resources

- Center for Academic Integrity : [www.academicintegrity.org](http://www.academicintegrity.org)
- Institute for College Values: [www.CollegeValues.org](http://www.CollegeValues.org)
- The Institute for Business, Technology, and Ethics: [www.ethix.org](http://www.ethix.org)
- The Institute for Global Ethics: [www.globaethics.org](http://www.globaethics.org)
- Online Ethics Center for Engineering and Science: [www.onlineethics.org](http://www.onlineethics.org)
- Ethics Resource Center: [www.ethics.org](http://www.ethics.org)
- Ethics Updates: [ethics.acusd.edu](http://ethics.acusd.edu)
- Indiana University's Student Ethics Office - [campuslife.indiana.edu/Ethics/](http://campuslife.indiana.edu/Ethics/)
- Intersection of Ethics and the Law - [www.legaethics.com](http://www.legaethics.com)
- Business Ethics - [www.business-ethics.com](http://www.business-ethics.com)
- United States Office of Government Ethics - [www.usoge.gov](http://www.usoge.gov)
- Maurice Young Center for Applied Ethics - [www.ethics.ubc.ca/resources](http://www.ethics.ubc.ca/resources)
- The Josephson Institute has assembled a comprehensive suite of materials to help encourage academic integrity in young people, and now you can purchase them over a secure online connection at [www.charactercounts.org](http://www.charactercounts.org). The centerpiece of a new campaign called "Honor Above All," the new anti-cheating resources include:

- An insightful manual that provides practical techniques and ready-to-implement procedures to change the attitudes and behavior of youth
- A value kit for the classroom, with student wallet cards, a poster, PowerPoint presentations and more
- A value kit for the school for a campus-wide campaign
- Long-lasting vinyl banners that bring powerful messages about honor to the school community

See pages 6-7 for two excellent ethics-related activities!

## Kappa Omicron Nu Leadership Conclave & URC Undergraduate Research Conference

August 4 - 7, 2005

Radisson Hotel & Suites,  
Chicago, Illinois

*Theme: Integrating Academic &  
Co-Curricular Goals*

Make your plans now to join us next year for the eighth *KON Leadership Conclave and URC Undergraduate Research Conference* at the fabulous Radisson, Chicago. The Radisson is located in the heart of the Windy City's premier tourism and shopping district, one-half block east of North Michigan Avenue and just steps from the Magnificent Mile. It is just around the corner from Nieman Marcus, Saks, &

Bloomington and within walking distance of the city's museums—just three blocks east to Lake Michigan and three blocks north to Water Tower Place.

More information can be found on the KON website, at [www.kon.org/conclave/conclave.html](http://www.kon.org/conclave/conclave.html).



## KON Award Recipients

### 2004-2005 Awards

#### Chapter Awards

*Scholar Program* – Fifty grants for chapters

#### Doctoral

#### Omicron Nu Research Fellowship

**Christine M. Proulx**, University of North Carolina-Greensboro, Human Development and Family Studies

#### Kappa Omicron Phi/Hettie Margaret Anthony Fellowship

**Sara Beth Brubacher**, Iowa State University, Textiles and Clothing



## Kellogg Foundation Grants 2003-2004

### Paolucci Grant - Undergraduate

**Amy Jensen, Grace Johnson, & Mary Reil** – Northwest Missouri State University

### Paolucci Grant – Graduate

**Mira Ahn** – Virginia Tech University

**Melanie Crosby** – University of Georgia

**Hui-chun Huang** – Kansas State University

## 2005-2006 Awards

### Master's Fellowships

#### Eileen C. Maddex Fellowship

\$2,000 awarded annually from an endowment in the Omicron Nu Fellowship Fund in honor of her contributions as Omicron Nu Executive Director.

#### National Alumni Fellowship

\$2,000 awarded by the National Alumni Chapter.

### Doctoral Fellowships

#### Hettie Margaret Anthony Fellowship

\$2,000 awarded for doctoral study from the Kappa Omicron Phi Fellowship Fund in honor of her as founder of Kappa Omicron Phi at Northwest Missouri State.

#### Omicron Nu Research Fellowship

\$2,000 awarded annually for doctoral research from the Omicron Nu Fellowship Fund.

#### Marjorie M. Brown Dissertation Fellowship

\$10,000 awarded for critical science research.

### Research/Project Grants

Cross-specialization and integrative research is the research priority for the honor society. Multi-year proposals will be considered.

#### National Alumni Chapter Grant

\$1000 awarded annually as a project of the National Alumni Chapter.

#### New Initiatives Grant

\$3,000—awarded annually from the Kappa Omicron Nu New Initiatives Fund.

#### National Grants to Chapters Scholar Program—Variable Grants

Awards will be based on the prior year's total initiatives according to the following schedule once each biennium: 1-10, \$150; 11-30, \$250; 31-50, \$350; 51 up, \$500.

## Heritage of Home Economics

A presentation of the complete history of the profession from 1840 is available as a download (\$35) or on CD (\$75). See the New Initiatives link on the homepage of the Kappa Omicron Nu web site, [www.kon.org](http://www.kon.org), to order your copy or to get additional information.



## 2004 KON Board Election

### Candidate Biographical Information

(Order drawn by lot)

#### Chair-Elect

#### Barbara S. McFall

Assistant Professor, Interior Design, West Virginia University

#### Organizational Contributions

Vice President—Program, 2000-2002; Secretary, 1998-2000; President, O Beta Zeta Chapter, 1998; Scholarship Committee, O Beta Zeta Chapter, 1997-1998. AAFCS; Board Member, Virginia Association of Family and Consumer Sciences (VAFCS), 1998-1999; Eastern Family Economics & Resource Mgmt. Assn. (EFERMA), 1996-2000; Org. Development Institute (ODI); Registered Org. Dev. Professional (RODP), 2003-present; Organizational Development Network (ODN), 2003-present.

#### Philosophy Related to KON Mission

The Kappa Omicron Nu mission of 1996, *empowered leaders in FCS*, was formative in my graduate studies. Philosophically, I wasn't quite sure what that meant, but I was determined to understand. Ten years, a thesis and a dissertation later, I had come to believe that we in FCS and the Human Sciences were united in a quest to *improve quality-of-living*. The

term *quality-of-living*, however, seemed to require further definition to become a fully operational. Ultimately, a descriptive framework emerged from my research into 25 years of FCS texts and systems concepts:

1. A model of personal resource systems management (PRSM) defining varieties of person-environment interaction (qualities-of-living) in 3 coordinates (personal aspect, environmental dimension, and developmental level).
2. A matrix quantifying quality-of-living (using Zadeh's "fuzzy logic") in 18 distinct interactions between 3 personal aspects (mental, emotional, physical) and 6 environmental dimensions (intellectual, organizational, social, material, natural, financial).

The utility of this framework for the KON board is that *empowered leadership* in our field could become a quantifiable "END," valued by our peers in industry and academia. PRSM documentation could empower our KON membership, the best and brightest of our field, to take the lead nationally and internationally on quality-of-living issues. I consider this leadership the rightful heritage of our society and our field and would be honored to serve toward such a goal.

**Shirley Hymon-Parker**

*Chair & Professor, Associate Research Director, University of Maryland Eastern Shore*

**Organizational Contributions**

Vice-President Finance (Kappa Omicron Nu & KOPhi); Nominating Committee (member and chair); Reviewer – *KON Forum*. AAFCS – HEU Chair, HEU 2<sup>nd</sup> Vice-Chair; BOHS 1890 Liaison, Federal Relations Committee, & Research Committee; CAFS – Nomination Committee; National Alliance for Food Safety (NAFS)-Executive and Operations Committees

**Philosophy Related to KON Mission**

As a leader with Kappa Omicron Nu I would draw on my education and training, various committee experiences, professional affiliations, and contacts to help KON continue to be the premiere organization that it is. To that end I support its mission of empowered leaders. The development and nurturing of current and future leaders is essential for our profession. Thus, it is appropriate to have the development of outstanding leaders at the core of Kappa Omicron Nu's existence.

Empowered leaders make it possible to provide individuals/units with the guidance necessary to make a positive difference in the lives of those with whom they interact. Knowledge is the key in leadership and successful leaders have the support and commitment of the people they are charged with leading.

**First Vice Chair****Sammie G. Garner**

*Chair and Professor, Dept. of Family and Consumer Sciences, Appalachian State University*

**Organizational Contributions**

Omicron Alpha Kappa Chapter adviser and committee member; Kappa Gamma Upsilon Chapter Induction speaker. NCAAFCS - president-elect, president, counselor, secretary, numerous committees; NCAAFCS Pre-professional Graduate Student Section adviser; AAFCS Senator; Council of Administrators of Family and Consumer Sciences member; Family and

Consumer Sciences FORUM editorial review board; AAFCS Sections officer - secretary/treasurer, College and University Section; Family Economics/Resource Management Section newsletter - editor; Feezor Scholarship Foundation - president, secretary and committee member; Collegiate 4-H, Appalachian State University - advisor; American Council on Consumer Interests member; American Association of Housing Educators - committee member; and Watauga Habitat for Humanity - grant writer and Carpenter's Club member.

**Philosophy Related to KON Mission**

My philosophy regarding the Kappa Omicron Nu mission of empowered leaders underscores the critical role that such leaders play in the continuing regeneration of the profession. Enhancing the education and leadership development of FCS undergraduate and graduate students and other young FCS professionals generates the leaders for tomorrow. This involves guiding them to value participation in professional organizations and to assume leadership roles in their work and community environments.

Serving as Kappa Omicron Nu first vice chair and board member is an opportunity to explore the changing boundaries of our profession, to focus on educational programming at state and national levels that develop empowered leaders, and to build related partnerships. I would be honored to serve the KON membership in developing empowered leaders, in promoting scholarship, and in creating strategic programming for a bright and promising future.

**Cynthia M. Smith**

*Chair, Dept. of Family & Consumer Sciences, Alabama A&M*

**Organizational Contributions**

KON Chapter Adviser, AAFCS Certification Council

**Philosophy Related to KON Mission**

I believe that the mission of empowered leaders held by Kappa Omicron Nu fills an important niche in the profession. Empowered leaders allow for more inclusive perspectives in

decision-making and are essential in serving the individual and family needs in this critical time. Kappa Omicron Nu has a proud legacy and a promising future, and if elected I will be pleased to serve on the leadership team.

**Secretary****Angela J. Rushman**

*Owner/Designer of In Stitches, Custom Embroidery; Extension Asst., Parents Forever Program, University of Nebraska-Lincoln, Cooperative Extension*

**Organizational Contributions**

President of Omicron Zeta Chapter - 1993-1995; National Board Student Representative - 1993-1995; National Board Secretary 2002-2004. National Association of Education for Young Children and local organization in Lincoln, NE - 1993-1997; Member of Eastridge Presbyterian Church - Sunday School Teacher and served on Christian Education Committee from 1998-2001.

**Philosophy Related to KON Mission**

Visionary leadership skills that I can offer to the Honor Society of Kappa Omicron Nu would be the ability to listen to others and communicate their needs, and concerns to the board. I will work for the better of Kappa Omicron Nu through hard work and dedication. Working with youth and families all throughout my career, I have gained experience in knowing how different people need different skills to be the best leader that he/she can be. Not one skill technique works for everyone, but learning how to use each different technique can help everyone become a great leader. It is also important for all leaders to know how to empower others, and learn to be a follower at times too. I also enjoy helping businesses or people understand what the future may hold for us, technology has changed the way we teach, learn and communicate with everyone. Being visionary means we have to be able to accept change, and actually change is the only thing that is always constant. Being flexible to change can be hard to do but is necessary in today's society. I benefited greatly from serving on Kappa Omicron Nu's National Board as a

Student Representative. At that time, I gained extensive experience and knowledge about how businesses and organizations work. Realizing that the businesses and organizations that continue to empower others to learn to be visionary leaders will survive into the next century and beyond. For the past two years I have served KON as the Board Secretary in which I am in awe that Kappa Omicron Nu has continued to be consistent and visionary in helping our members to continue to strive to be better empowered leaders through scholarship, research and leadership development. My philosophy for life is that the youth are our future. They will be the ones to ensure that I have a high quality of life, which means we need to begin with our youth and help them to become empowered visionary leaders. Kappa Omicron Nu has worked extensively in helping all people of all different ages to learn about leadership, mentoring and much more. As a National Board Member I would encourage all members to give us examples, experiences that they are having and how we can help them in their chapters, and research entities. We are to work together as a team to ensure that our professional fields are viewed with respect and honor, as we all do. I would be greatly honored to be secretary for the National Board of Kappa Omicron Nu, and look forward to fulfilling the role and mission of Kappa Omicron Nu of empowered leaders through scholarship, research and leadership development.

### **Angela Radford Lewis**

*Chair, FCS Department, East Tennessee State University*

#### **Organizational Contributions**

KON Monograph Reviewer; Kappa Alpha Pi chapter Co-Adviser and Adviser. AAFCS, Marketing and Membership Committee. Tennessee Association of Family and Consumer Sciences President, District B Chair, State Convention Co-Chair.

#### **Philosophy Related to KON Mission**

Leadership in the manner and approach of providing direction, implementing plans, and motivating people. As

members of Kappa Omicron Nu, it is our responsibility to direct individuals and families; implement plans that positively affect individuals and families and motivate individuals and families in order that everyone has the best opportunity to develop character, competency, and synergy. Kappa Omicron Nu members must be concerned with human needs; work to build teams; help individuals and families with their problems; and provide positive support. Finally, I quote Warren Bennis when I express how one becomes a leader, "Managers are people who do things right, while leaders are people who do the right thing."

#### **Editorial Committee**

### **Kathleen Rees**

*Associate Professor; Textiles, Apparel Design, and Merchandising, Louisiana State*

#### **Organizational Contributions**

KON, Chapter Fund Raising Committee; KOPhi, Chapter Sponsor; ITAA Executive Board; ITFA, AAFCS.

#### **Philosophy Related to KON Mission**

Today we are focused on the global environment and ecological issues related to individual and family well-being and quality of life in diverse settings throughout the world. Young men and women need help and support as they prepare to be global citizens and agents of change. One way I can help future leaders to emerge is through development of vision based on a sound foundation of existing knowledge and projections for the future built on models employing historic data and contemporary trends. We need to instill in tomorrow's leaders the belief that they can face the future with confidence and move individuals, families, and our field ahead with grace and wisdom. Without the support of others, one cannot be a leader, no matter how well we model, predict, and prepare for the future.

### **Carole J. Makela**

*Professor, Colorado State*

#### **Organizational Contributions**

Chair, Constitution and By-Laws, 1992-1994; Chair, Fellowships and

Awards Committee, 1989-1991; Have chaired sessions, speaker for annual initiation program, reactor and panel member for chapter meeting programs; life member; Appreciation recognition by local chapter, 1990. AAFCS Associate Editor, Journal of Family and Consumer Sciences, 2001; Critical Issues Identification Subcommittee, 1998-2000; chair 1999-2000; Several offices in Colorado Affiliate; American Council on Consumer Interests: Applied Consumer Education Award Committee, 2000-; Editor, The Journal of Consumer Affairs, 1990-1997; Distinguished Fellows Committee, 1995.

#### **Philosophy Related to KON Mission**

Progress is achieved when fostered by vision, dreams, and motivations. In each person there is the potential of leadership-whether focusing the vision, making dreams reality or providing motivation. Empowerment is the spark to ignite the potential and illuminate the environment in which leadership will be a positive force for progress. That force is not limited to select or talented individuals. As Walter Lippman stated, "The final test of a leader is that (s)he leaves behind in other (wo)men the conviction and the will to carry on." KON's mission reflects this leadership imperative for individuals, chapters, the society, and the profession.

#### **Nominating Committee**

### **Paula Kindrick Hartsfield**

*Director of Planning & Assessment, Jefferson City School District; Adjunct Faculty, University of Missouri*

#### **Organizational Contributions**

KON constitution and bylaws committee; KOPhi National Vice-President/Program, Vice-President of Alumni-At-Large Chapter, Region V Advisor, National Constitution Committee Chair, Student Representative to National Council, Chapter Distaff Reporter and Corresponding Secretary. Association of Supervision and Curriculum Development, National Staff Development Council, Association for Career and Technical Education, National Council

of Local Administrators of Career and Technical Education, Missouri Association of School Administrators, Missouri Association for Career and Technical Education, Missouri Council of Career and Technical Administrators.

### **Philosophy Related to KON Mission**

My philosophy agrees with and supports the KON mission of empowered leaders. We must have empowered leaders for the 21<sup>st</sup> century. Developing scholars and researchers through scholarship, research, and leadership is vital. My philosophy is congruent with Covey, Merrill, & Merrill's (1994) definition of empowerment which includes acting with integrity to create an environment in which people develop competence, synergy, and character. Current global, national, and local issues emphasize the importance of character development as a part of empowered leadership.

### **Karen Goebel**

*Professor and Extension Specialist, Consumer Sciences, University of Wisconsin-Madison*

### **Organizational Contributions**

KON Founding Member; Committee for Masters Fellowships. AAFCS Vice President for Finances and Properties; Chair of Family Economics and Resource Management Section. President of American Council on Consumer Interests (and recipient of Distinguished Fellow Award). WAFCS Past President; Chair of WAFCS Foundation. Phi Upsilon Omicron Faculty Advisor.

### **Philosophy Related to KON Mission**

My goal is to enhance cooperation and coordination across our various FCS organizations to promote the field and leaders within it. Involving colleagues who have less history with FCS organizations and articulating our mission can be a goal for all of us. Stretching beyond our rich history to see the influence we can have as advocates for today's families offers challenges in the changing political/economic environment - equipping our students to meet these can be important to the larger community. Offering opportunities and consistent support for developing leaders

promotes confidence and enthusiasm. Seasoned leaders need to remain active and visible to the new leaders of the profession. It will never be "someone else's job" to promote the field and provide unity across our various organizations and interests.

## **Ethics Activity: Ethical Dilemmas\***

**Purpose:** This activity will apply ethical reasoning steps to ethical dilemmas to develop a course of action.

**Materials Needed:** Handouts - Ethical Principles (See Gripe and Glee mini-lecture.), Ethical Reasoning Steps, Case Studies: Ethical Dilemmas (See [www.kon.org/ethical\\_dilemmas.html](http://www.kon.org/ethical_dilemmas.html).)

### **Detailed Procedural Steps:**

#### **Experiencing**

1. Form groups of 5-8 persons (if total group is small, 3-4)
2. Using the worksheet and a case study of an ethical dilemma, apply the ethical reasoning steps to respond to the situation in an ethical manner.

#### **Processing**

1. Reflect on the meaning of the activity. Direct participants to think for a few minutes and then share with the small group: I learned that . . . ' I noticed that . . . ' I had difficulty with . . . ' I discovered that . . .
2. Share cases and ethical decisions with the large group.

**Synergizing** (Facilitator presentation of mini-lecture)

#### **Mini-Lecture**

This activity used a four-step procedure (Goodwin, 1985) as a basic tool for reasoning about moral dilemmas, and then a course of action was determined. You didn't find black and white answers; you didn't know whether you were choosing the right action. That's frustrating.

There are no predetermined answers in most difficult ethical cases. The difficulty we feel is not a matter of ignorance about what is obviously the correct solution. (Goodwin, 1985, p. 8)

Rest (1982) concluded that there are four components of moral behavior:

1. Interpreting the situation – In other words, the individual is aware that there is an ethical dilemma, that the situation has the potential to (or does) violate moral behavior.
2. Formulating a course of action – The individual uses ethical reasoning to make a decision about what to do.
3. Deciding what one actually intends to do – Although the individual knows the ideal course of action, there are usually competing values. This component has to do with committing to the moral value above all others.
4. Implementing what one intends to do – The individual has the ego strength and social skills to execute good intentions.

Failure to behave morally can result from deficiencies in any of the four components . . . . Moral development entails gaining proficiency in all these . . . processes (Rest, 1982, p. 29).

### **References:**

- Goodwin, L. (1985, Fall) Ethical theory in the practical context. *SCAN*, 6-8.
- Rest, J. R. (1982). A psychologist looks at the teaching of ethics. *The Hastings Center Report*, 12(1), 29-36.
- Thiroux, J. (1986). *Ethics: Theory and practice*. London: Collier McMillan.
- \* From *Ethical Dimensions of the Scholar*, a professional development module for 1989-91 Kappa Omicron Phi and Omicron Nu Program Theme, developed by Dorothy I. Mitsifer, 1989.

## **Ethical Reasoning Steps\***

- I. Clarify the facts.
- II. Identify the moral dilemma. What is the ethical question?
- III. Identify and interpret the relevant ethical principles: value of life, goodness, justice, truth-telling, individual freedom.
- IV. Resolve the conflicts among principles. If more than one principle is involved, which one has precedence?
- V. State the moral decision.
- VI. Formulate a course of action— action steps: what and how, who, when.

\* Adapted from the theory of Thiroux (1985).

## Ethics Activity: Gripe and Glee Session\*

**Purpose:** This activity will

- Clarify the concept of ethics
- Identify ethical behaviors and guidelines for acting ethically

**Materials Needed:** Newsprint and markers for each small group

### Detailed Procedural Steps:

#### Experiencing

1. Form groups of 5-8 persons (if total group is small, 3-4)
2. Assign half of the small groups to **gripe** roles and half to **glee** roles.
3. Give directions:
  - a. Gripe session – Share your experiences about a time you observed an unethical behavior but nothing was done about it.
  - b. Glee session – Share your experiences about a time you observed someone challenge and rectify unethical behavior.

#### Processing

1. Assign each small group to use the discussion ideas to develop a list of ethical behaviors on newsprint.
2. Share lists with large group.
3. Develop a master list of ethical behaviors. List on newsprint.

**Synergizing** (*Facilitator presentation of mini-lecture*)

#### Mini-Lecture

Although ethics as a concept is familiar to all of us, some definitions will assure shared understanding. Ethics has to do with how people ought to act towards each other (Rest, 1985). Ethical issues have to

do with questions of right and wrong—our duties and obligations, our rights and responsibilities in the ethical dilemmas at home, on the job, and in social situations (Strike, 1988). Ethical reasoning involves forming judgments about what to do. Ethics and morality, in general, refer to the same things, so the two terms can be used synonymously (Arcus, 1987).

The activity you just experienced demonstrated that ethical behavior is characterized by specific behaviors. But how does one judge how to behave ethically? The following principles (Thiroux, 1986) are guidelines for regulating ethical behavior.

1. **Value of Life** – Human life has inviolable sanctity. “. . . it is always wrong to act in a way which directly intends to harm or to kill an innocent human person” (Goodwin, 1985, p. 7).
2. **Goodness or Rightness** – Ethical decisions should involve the principle of the greatest good for the greatest number. Doing good, in addition to refraining from doing evil, is required so that the consequences are good for the individual and for society.
3. **Justice or Fairness** – This principle relates to equality of treatment and fair distribution of benefits and burdens among members of society.
4. **Truth-telling or Honesty** – Although ethical action should be based on the truth, this principle is complicated by issues related to who has a right to the truth and whether or not it is appropriate to withhold it. When do

you know you have all of the facts and can determine what is true? Confidentiality (contact-keeping), related to honesty and individual freedom, poses its own set of complications: What do you do when human welfare conflicts with confidentiality? When do you break a promise?

5. **Individual Freedom** – Ethical decisions should consider the principle of self-determination. “. . . treat human beings as ends in themselves, never as means only” (Kant in Goodwin, 1985, p. 7). Related to this standard are the following complexities: Whose right is uppermost when one person’s autonomy impinges on another? Who should speak for those who cannot speak for themselves?

Because of the complexities already discussed these principles provide no easy answers. There is no foolproof, cookbook approach in making moral decisions.

#### References:

- Arcus, M. E. (1987, April). Ethics in home economics: Taking it seriously. *Ethics in today's world*. Proceedings of 30<sup>th</sup> Anniversary Conference of Illinois Teacher of Home Economics, University of Illinois, 12-19.
- Goodwin, L. (1985, Fall) Ethical theory in the practical context. *SCAN*, 6-8.
- Rest, J. R. (1985, October). Evaluating moral development. In J. C. Dalton (Ed.), *Promoting values development in college studies* (pp. 77-89). *NASPA Monograph Series*, Vol. 4 (ED 272 803).
- Strike, K. A. (1988, October). The ethics of teaching. *Phi Delta Kappan*, 70(2), 156-158.
- Thiroux, J. (1986). *Ethics: Theory and practice*. London: Collier McMillan.

\* From *Ethical Dimensions of the Scholar*, a professional development module developed by Dorothy I. Mitisfer, 1989.

## 2004 KON Board Election Ballot

Vote for candidates as indicated and  
return completed ballot to the address below by **December 15, 2004**  
(Order drawn by lot)

### Chair-Elect

(vote for 1) \_\_\_\_\_

- Barbara McFall  
 Shirley Hymon-Parker



Return ballot to KON Elections;  
4990 Northwind Drive, Suite 140  
East Lansing, MI 48823-5031  
or fax to 517.351.8336

### First Vice Chair

(vote for 1) \_\_\_\_\_

- Sammie Garner  
 Cynthia Smith

### Secretary

(vote for 1) \_\_\_\_\_

- Angela Rushman  
 Angela Radford-Lewis

### Editorial Committee

(vote for 2) \_\_\_\_\_

- Kathleen Rees  
 Carole Makela  
 \_\_\_\_\_

### Nominating Committee

(vote for 2) \_\_\_\_\_

- Paula Kindrick Hartsfield  
 Karen Goebel  
 \_\_\_\_\_



**Kappa Omicron Nu Honor Society**  
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## *Message from the Board of Directors*

*Sarah M. Shoffner*

This issue features *A Matter of Honor*, a three-year project of the Association of College Honor Societies. The two activities published here are appropriate for chapter programming and for professionals working with youth or developing professional codes of ethics. It is our hope that you will find ways of using them and exploring other resources identified on the ACHS Web site, [www.achsnetl.org](http://www.achsnetl.org). Kappa Omicron Nu is committed to backing the ACHS project; the support of members and chapters will help to enhance its impact. Ethics is certainly an important element of personal and professional behavior and a subject worthy of more attention.

**ANNOUNCING the Online Graduate Program Showcase for the Human Sciences.** Kappa Omicron Nu is hosting this new feature of the Coordinating Council of Honor Societies (CCHS) at <http://graduate.kon.org>. The CCHS sponsored a Showcase of university graduate programs at the AAFCS Annual meeting for the past twelve years, but it appeared that it was time to re-design the activity. Feedback from participating institutions indicated that a Web site featuring graduate programs would add a valuable service to the profession. Selected institutions tested the enrollment process, and the site is now ready for general

access. All human sciences units are invited to log on to add a graduate program, and there are no limits to the number of entries from an institution.

**Merit Scholarships** – The Association of College Honor Societies and the Institute for Experiential Learning reward academic excellence. Members of Kappa Omicron Nu are eligible for a \$500 merit-based scholarship for the ACHS/IEL Washington Internship Program. Visit [www.ielnet.org](http://www.ielnet.org) to view admissions information, including application deadlines and program dates.

It's Kappa Omicron Nu election time. This issue of *Dialogue* carries the candidate biographical information and the ballot for the national leadership team. We are proud that members are willing to give generously of their time and expertise, and we depend upon all of you to participate in the election process. We hope you will be inspired to apply for leadership positions in the future.

The Kappa Omicron Nu Board and Committees are working on your behalf to achieve the mission of Kappa Omicron Nu—empowered leaders. Your input and contributions are needed to continue our tradition of excellence. We look forward to your support.