

Coaching, Leadership, & Morality: Fostering 4 Foundational Processes

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“Although there may be important precursors to adult ethical behavior, and although there may be important characterological dispositions that already need to be established in professionals before age 20, nevertheless, to function ethically in professional situations requires special education and preparation”

(Rest, 1988, p. 25).

Defining Terms

- **Moral dilemma:** A conflict between two moral norms that results from a situation where the individual is required to engage in two actions, has the capacity to do both actions, but cannot actually engage in both actions. (<http://plato.stanford.edu/entries/moral-dilemmas/>)
- **Value:** Enduring prescriptive or proscriptive beliefs that a specific mode of conduct (instrumental value) or end state of existence (terminal value) is preferred to another mode of conduct or end state (Rokeach, 1973).
- **Ethics:** Rules of behavior based on ideas about what is morally good or bad. (<http://www.merriam-webster.com/dictionary/ethic>)

Morals and Ethics Education

- Other professions have examined ethics education
- Education on the 4 components can cause changes in behavior
- Implementation of ethics education (Bebeau, 1994 and Duckett & Ryden (1994)).
- Moral sensitivity education (Bebeau, 1994).

Moral Sensitivity

Interpret the situation; imagine cause and effect; awareness of moral problems when they exist

Moral Judgment

Judging which action is most justifiable in a moral sense

Moral Motivation

Degree of commitment to taking moral action; valuing moral values over other values

Moral Character

Persisting in a moral task; overcoming temptations; having courage

Literature Related to 4 Components

- Kohlberg's stages of moral judgment
- Defining Issues Test (DIT)
- Rest et al. (1999) and 4 components
- 4 psychological components
- Variance in behavior

Teaching Moral Components

Example

- Learning Objectives:
 - Students will be able to identify their personal values that influence their decisions.
 - Students will be able to identify moral dilemmas/problems when encountering situations.
 - Students will be able to describe possible outcomes associated with the situation and choices on action.

Teaching Moral Components

Example

- Class Activities:
 - Example strategies for this section to meet these objectives:
 - 1) have students complete values sort
 - 2) read scenarios or watch videos and identify moral dilemmas
 - 3) given a situation, have students generate if-then lists with multiple possible outcomes

Teaching Moral Components

Example

- Teaching Strategies:
 - How do you think your values influence your identification of the moral issue?
 - Expand on student-generated ideas: What are some other possible outcomes? What about alternative actions and outcomes? How are the results from one action different than another action?

Teaching Moral Components

- Example Class Activities:
 - Watch recording, take position, respond to probing questions (Bebeau, 1993)
 - Write an individual or group response paper (Bebeau, 1993; Li & Fu, 2012)
 - Complete existing tests (DIT, Values Test, etc; Bebeau, 1993)
 - Role play (Naimi, 2007)
 - Discuss case studies (Bebeau, 1993; Manalo, 2013; Naimi, 2007)
 - Create case studies (Keefer & Davis, 2012)
 - Personal value journal (Manalo, 2013)
 - Service learning and action research (Schuitema, et.al., 2008; Naimi, 2007)

Transfer of Learning

- Hidden curriculum
- Challenges and barriers to teaching
- Challenges and barriers to transfer

Questions?

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