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ABSTRACT

This journal issue focuses on the professional ethics of performance technologists. A brief statement on the focus of the issue by Michael P. Monar is followed by: (1) "Musings," which points out that having a code of ethics is nice, but it doesn't cause people to act ethically (Odin Westgaard); (2) "Report of the Ethics Committee," an in-depth Delphi study of professional ethics for performance professionals (International Board of Standards for Training, Performance, and Instruction or IBSTPI); (3) a letter written in response to the IBSTPI ethics statement (Barbara Dennis); (4) "Professional Ethics in Educational Communications and Technology," which includes comments on the report of the ethics committee of the IBSTPI and a copy of the current Association for Educational Communications and Technology (AECT) code of professional ethics (Paul Welliver, Randall Nichols, and Barbara Martin); and (5) "Interface: Preparing Professionals III," which is a continuation of a previous column on internships in the profession (Rhonda Robinson and James Lockard). (CGD)

Chicago P&T*

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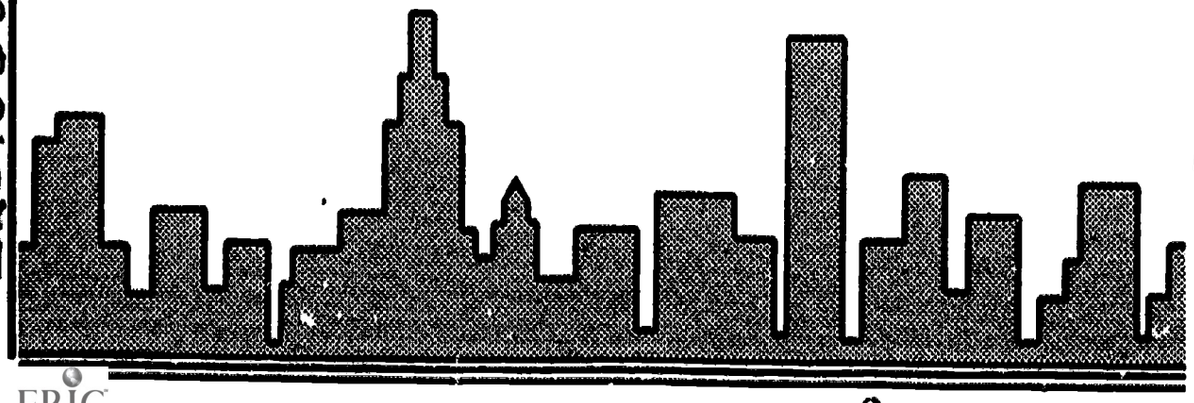
SPRING 1988

Report of the Ethics Committee
Professional Ethics in Educational Communications and Technology Departments



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The Chicago Chapter of the National Society for Performance and Instruction would like to thank Altschuler, Melvoin and Glasser and Arthur Andersen and Co. for their support in the publication of this journal.

IN THIS ISSUE

Michael P. Monar
Altschuler, Melvoin & Glasser

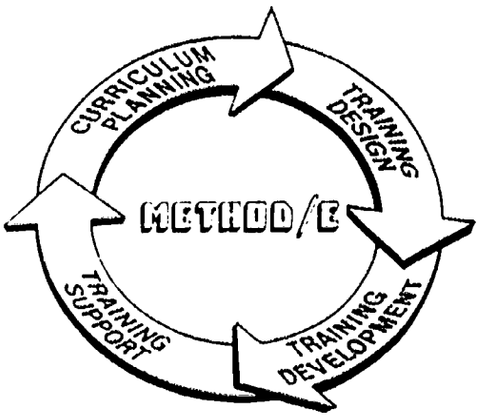
In this issue our focus is on professional ethics. Given the powerful technologies available to our profession it would seem imperative that these technologies should be used within an equally powerful ethical framework. Therefore, my initial feeling was that ethics would be of great interest to CNSPI's membership.

However, when I sent 60 members the International Board of Standards for Training, Performance and Instruction's (IBSTPI) Report on ethics for their response . . . only 2 responded. Does the low response rate indicate a general lack of interest in professional ethics? My hope is that it does not and that this issue will encourage you to:

- discuss ethics with fellow professionals,
- respond in writing, either to this journal or to others in our field,
- develop ethical codes of conduct within your own organization,
- consider the underlying ethics of all your professional decisions,
- generally, be more conscious of ethics.

I am certain that all of you have been in at least one situation where you had a gnawing in your stomach and a little voice kept saying, "Is this really the right thing to do?" Maybe the points presented in this issue will help you respond to that little voice in the future.

Please note that there was an error in the Winter 1988 Chicago Performance and Instruction Journal. On page 6 of Scott Levins's article, "Education For Results," the proper symbol for Method/E's four phases is illustrated below:



MUSINGS

Odin Westgaard

Sometimes I get bent out of shape. You know, something happens that doesn't seem fair and... A lot of the bending is caused by unethical practice. Most of us conform to what we feel is moral and right as much as we can. But there is a small group that does the opposite because they have found they can gain an advantage if they do. Here are three examples. They are true stories. (Only the names and places have been changed.)

THE JOB AID. Course Developers in Cindy's company were having trouble developing thematic material. Cindy produced a job aid they could use to identify a theme, develop it, and use it in instruction. She took it to her boss for his approval. He was interested, but decided not to do anything with it until he had had time to study it carefully. About six months later Cindy went on vacation. When she returned, she discovered her boss had modified the job aid and trained the staff to use it. There was no indication the idea had been Cindy's. He was eventually given a bonus for the innovation and his subsequent promotion was, no doubt, influenced by its success. When Cindy tried to claim some recognition, he found cause to "let her go."

GEORGE'S INHERITANCE. George worked for a large, Fortune 500 company. He was a member of a team formed to develop a procedure for conducting needs assessments. They developed a workable procedure and tested it. The team was then disbanded and George was given the job of perfecting the process. He quit the company, formed a consulting firm, and is now doing well using the process for clients who may or may not be competitors of his former company.

WARM FUZZIES. Mary is an instructor at a large hospital. She likes to be "creative." She often attends seminars and workshops to explore new approaches in her work. When a new idea seems appropriate, she will return to the hospital and try it out in her classes. Since her boss rarely visits the classroom, he is relatively ignorant of what she is doing. Sometimes there are complaints, but not many. Usually Mary's learners are pleased with the class. It's fun and exciting. Mary gets high praise on the critique forms after her classes. Unfortunately, to make room for the innovations and creative activities, Mary had to remove most of the content of the course. Her students learn very little about what they came for.

These examples may have triggered similar stories for you. In fact, you're probably trying to figure out who Cindy, George, and Mary are They are real. What they did really happened. But, neither they nor the people with or for whom they work are felons. You might argue that Cindy's

boss or George are thieves, but they wouldn't be convicted in a court of law. They provide a glimpse of what has become a huge problem in ethical conduct for our profession.

Perhaps such stories are inevitable. As some have argued, unethical people will exist whether there is a code of ethics or not. True, but, in my opinion, the consequences for such behavior should not be so nice. Cindy's boss got a promotion, George became a successful consultant, and Mary has a lot of fun in her classes. Since there is nothing to say their behaviors are inappropriate, the perpetrators have relatively little to fear.

Ask yourself why. Why do (so called) professionals hesitate so little before involving themselves in unethical practices? Are they ignorant of ethics? Not often. They know when they are harming others. They do it deliberately.

They do it because they see an advantage for themselves or simply because the consequences are, mostly, favorable. They might get criticism from a few peers. Otherwise, they don't have much to lose.

Why are unethical people relatively safe? There are two basic reasons:

- o There is no widely accepted statement of ethical conduct. There is no set of rules with injunctions against unethical practices.

- o Neither specific cases of ethical wrong doing nor statements of ethical conduct for the profession have been published.

STATEMENT OF ETHICAL CONDUCT

The United States of America has a tradition of ethical conduct. It has been referred to as the Judeo-Christian ethic. It's derived from three principle sources:

- o The traditions of "Western Civilization" usually conceded to be the laws and rules for behavior common to Europe and Great Britain.

- o The "Law of the Frontier" attributed to the needs and customs of the expansion movement across the continent.

- o The "Land of the Free" idea supporting a government by law.

Basically statements of ethics and ethical conduct used by professionals in this country reflect all three sources.

The golden rule, fair play, innocent until proven guilty, caveat emptor, and other traditions are examples of what is called "common law." They exist without recourse to written documents. The Bill of Rights, on the other hand, is written and has been formally accepted by American citizens.

Ethical conduct, therefore, depends on both unwritten and written precedents. In the older professions such as medicine and law the unwritten traditions are important.

However, in America, the statements themselves must be written to be binding.

In the U.S. the law is the basis for judicial actions and the law must be written. This is true for any set of rules including those governing ethical conduct. Unless there is a statement of ethics specifically providing guidance for the conduct of professionals, such conduct is, in effect, ruled by the judgement of the individual. If all practitioners are ethical, the profession will be conceded to be ethical. However, a single documented exception has more weight in court than ten thousand cases that have not been documented.

So here you are folks. It's like going fishing without a license. You may know how, but you don't really have permission. And, in America, you won't get permission until there's a written code of ethical behavior that's adopted by a clear majority of practitioners. In other words we are not a profession until we have the code.

ENFORCEMENT

Now let's talk about enforcement. Having a code of conduct (even the very best) won't cause people to act ethically. William Golding wrote a powerful novel, Lord of the Flies, about what can happen if a code of conduct is not acknowledged by the peer group.

Enforcement depends on acceptance and articulation by the social unit in question. Children won't abide by the rules of a game unless others in the group exert pressure toward conformity. The kids know the rules and force others to abide by them.

The tax structure of this country depends on voluntary compliance by its citizens. If you and I refuse to pay our taxes, the IRS could punish the two of us effectively. If the majority of citizens refused, the IRS would be totally frustrated.

The same principle applies to codes of conduct for professionals. The Hippocratic Oath works for physicians because they believe in it and support it. Most doctors are more concerned about the reaction of other professionals than civil penalties.

The message is clear. For Performance Professionals to have a "real" code of ethics, it must be accepted and actively supported by the members of the profession.

Elsewhere in this issue of CP&I you will find a copy of the report on the delphi study of ethics done by Andrew Buzinski and myself. I sincerely hope you will read it, think about it, and decide to get involved in its evolution into a statement all Performance Technologists can live with. It, or another, better, statement, must be published soon. Why? Read on.

LACK OF PUBLICATION

If you were to approach Cindy's boss and accuse him of wrong doing, he would probably say something like, "I beg your pardon, my actions were my own. You're the one in the wrong with your baseless accusations."

Cindy made a basic error in judgement. She trusted her boss so, when she showed him the job aid, she gave him all the documentation supporting it. Now, if she were to accuse him formally, it would be her word against all of the evidence. Unfortunately no one else was involved. Cindy had not published her work.

In George's case the team's efforts were well documented. But George's former company decided not to pursue the matter. They have deliberately avoided publication.

Mary is fortunate on two counts. First, her boss is satisfied with what she hears and so doesn't investigate. Second, the courses aren't performance based nor do they have final exams. Given the measures employed, Mary is doing quite well. Her secret for success is also a secret to her boss. She hasn't published her new tactics as part of a syllabus or course description.

In a way Performance Technologists are guilty of participating in a "cult of silence." Most are reluctant to speak out when they see something wrong. One wonders if it's a tendency to avoid getting involved or if it's uncertainty about the validity of the evidence. Not much can be don't about people who refuse to get involved (except point out the consequences of their refusal). However, there is an answer to the evidence question. In a court of law, it's called "publication."

In essence information is considered to have been published when it has been shared with a third party without injunction. That is, if you do something and I see you do it, the fact that you did it is not published. However, if I find a third party (who isn't directly involved) and tell him or her, it <u>is</u> published.

If (before she went on vacation) Cindy had explained the job aid thoroughly enough for a colleague to understand what it was and how it worked, she would have had evidence strong enough to make her boss back down.

The concept "to publish" implies to make public. However public is difficult to pin down. Normally information has been published if it's shared with someone other than those directly involved in its development. If Mary shares her intention to use new ideas with the people who originate those ideas, she hasn't published. But if she shares with someone in the hospital outside her department, (not a student) she has published.

Publication doesn't mean printing something on paper. It means making information available to someone not directly connected with its development. Therefore, if you discover an unethical act, you can publish your discovery simply by calling a disinterested colleague and telling him or her about it.

Action should <u>never</u> be taken if the information prompting it is unpublished. However, action prompted by published information is <u>always</u> appropriate. This is true even if the action is unwarranted or the information is erroneous. The test, in law, is called prudence. If a person does his or her best to insure

innocent parties will not be harmed (is prudent) the action is defendable in court.

So what does all this have to do with ethics? Basically ethics and codes of ethical behavior are worthless if the profession doesn't use them in some way. But action cannot be taken if the information has not been published!

IN CONCLUSION

In essence I've been trying to make two points. First, having a code of ethics is nice, but it doesn't cause people to act ethically. Second, there are three important considerations in getting conformity to a code.

- The code must be written down. Otherwise it doesn't have the weight of law.
- The code must be actively supported by the members of the profession. Peer pressure is critical in encouraging folks to do right.
- Concerned professionals must publish evidence of wrong doing when it occurs.

REPORT OF THE ETHICS COMMITTEE

Internationa Board of Standards for Training, Performance and Instruction

SECTION ONE

DELPHI PARTICIPANTS

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Jack M. Gordon, Training Magazine
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Duane Stevens, Advanced Systems, Incorporated
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Clint Wallington, Rochester Institute of Technology
Kathleen Whiteside, Harper Grace Hospitals

SECTION TWO

INTRODUCTION

The International Board of Standards for Training, Performance, and Instruction delphi study of professional ethics for Performance professionals is complete. It has generated what may be a definitive statement of attitude and conduct for those involved in performance improvement what ever their place or direction.

This report is in five sections. Section One provides a list of the participants and their organizations. Section Two is this introduction and explanation of the process. Section Three presents a "credo" that is compiled of the value statements generated by the delphi participants. Section Four presents the value statements along with the explanations and arguments supplied to support them. Section Five is a bibliography developed from the research that led to the process and supports it as an information gathering technique.

The Process

The delphi process used for this study is very similar to that developed and popularized by The Rand Corporation (Dalkey and Helmer). The basic idea behind it is to allow a group of people to combine to produce complex thought without being influenced by "group think" or "Hawthorne" phenomena. In dealing with ethics it was thought important to include many contributors from all aspects of the discipline without the possibility of any vested interest or individual bringing undue pressure on any contributor. The process used seems to have accomplished these goals.

The delphi was initiated in the late fall of 1986 by the Board of Directors of IBSTPI. The administration and operation of the project were accomplished by Odin Westgaard and Andrew Buzinski.

The first step was to develop an instrument, documentation system, and administrative process for the project. The process described below reflects that work. The delphi instrument covered seven areas:

A. Definition of the profession.
B. Purpose of the profession.
C. Social requirements.
D. Client relationships.
E. Peer relationships.
F. Transfer.
G. Unethical behavior.

Each area was introduced by a question designed to provide respondents with a starting place. For example, the question for the first area was, "What is a Performance Professional?"

Respondents were asked to create value statements of nine words or less for each area. They were also asked to supply unlimited reasons, explanations, and arguments for each value statement.

One hundred and thirty seven people involved in the performance improvement profession were asked to par-

ticipate. They were a mix from business, industry, and academia. The names were:

- o Suggested by IBSTIPI members.
- o Of NSPI members who had held office, conducted research, or distinguished themselves in other ways.
- o CEOs or high ranking officers in organizations that service the field (Advanced Systems, Arthur Andersen, The Harless Guild, Mager, Systems, Vanguard, et al.)
- o Recommended by other respondents after round one.
- o Of other who approached IBSTPI or Hale and asked to participate.

Eleven people responded to Round 1. They provided an excellent base for continuation of the project. The decision was made to continue. At this point Andrew Buzinski, who had done the original research, took on most of the burden to continue the effort. His work was totally supported by Hale Associates, his employer at the time.

The responses from Round 1 became the basis for Round 2. Andy produced a document 28 pages long. It contained all replies from all respondents. Most value statements were transcribed without alteration. Some were very slightly reduced in order to keep them near nine words in length. Explanations and arguments were transcribed with little or no modification. Those that were very similar were grouped and paraphrased as one response. Care was taken not to alter the content, but simply combine those that were very similar. (This was the basic process for all four rounds.)

The Round 2 questionnaire was sent to the same 137 professionals. The cover letter stated that those who did not respond to Round 2 would not be sent further rounds. Respondents were given three alternatives. They could support a statement by marking it. They could reject a statement simply by writing it in.

Forty-one people responded (Thirty six with completed instruments). These people were considered "The Respondents" for any future work. Their replies increased the volume of the document dramatically. However, their deletions almost equalled additions so the result was a document only slightly larger than the original (26 pages). Andy compiled the results and mailed them to the 36 still in the pool to begin round three.

Thirty people responded to round three. As predicted in the literature, the group was beginning to find consensus. Deletions during round three far outnumbered additions so the total number of pages was reduced to 22 (including a 2 page cover letter). Again Andy compiled the results and mailed them to the respondents (the same list used for round three) to start round four.

Thirty-two people responded to round four. This time there were only two additions (both of which were redundant to previous suggestions). The deletions were restricted to grammatical and format changes. Therefore, Dr. Westgaard decided to conclude the process.

Sections Three and Four of this report present the results.

SECTION THREE

THE VALUES

These statements reflect a consensus from the International Board of Standards for Training, Performance, and Instruction Delphi Respondents. This, the study concludes, is what Performance Technologists are, what they stand for, and what they believe about their profession.

I. Performance Technology is a profession. It may have other names, but in general:

- o Performance Technologists provide efficient, effective, workable and cost-effective solutions related to a specific task or organizational performance.
- o Performance Technologists systematically improve human performance through technologies of instruction, motivation, and ergonomics to accomplish valid and appropriate individual and organizational goals.
- o Performance Technologists systematically assure a link between human performance improvement efforts, results, and consequences.
- o Performance Technologists systematically improve human performance through the use of systems engineering concepts.

II. The tasks of the profession are definable and have a valuable, unique, place in modern society.

- o Performance Technologists improve the effectiveness and efficiency of organizations and the resources within them.
- o Performance Technologists aid the client in solving performance problems by demonstrating systematic approaches to problem identification and problem solving.
- o Performance Technologists facilitate individual accomplishment and remove obstacles to achievement of organizational mission outcomes.
- o Performance Technologists establish, support, and demonstrate results of performance that effect organizational outcomes.

III. The profession has a specific social mandate.

- o Performance Technologists use Performance Technology only in support of humane, socially responsible, and life-fulfilling ends for both the individual and organization.
- o Performance Technologists serve individuals and organizations in the context of work.
- o Performance Technologists maintain the widest view of the usefulness for, and impact of, their interventions.
- o Performance Technologists support organizational goals aware of impacts to society as a whole.

- o Performance Technologists take moral/ethical positions on societal issues and make professional decisions according to those positions.

IV. The profession is responsible for the success and well being of its clients.

- o Performance Technologists help clients make informed decisions by providing supportable intervention options with objective data, consequences, and recommendations.
- o Performance Technologists use the highest professional standards of ethics, honesty and integrity in all facets of their work. They withdraw from clients who cannot act ethically.
- o Performance Technologists protect the privacy, candidness, and confidentiality of client information and communication.

V. The profession is accountable to its members and they each to the other.

- o Performance Technologists have a peer relationship with anyone engaged in the improvement of worthy performance.
- o Performance Technologists deal with fellow practictioners ethically, honestly, and with integrity.
- o Performance Technologists share skills and knowledge with other professionals.
- o Performance Technologists do not represent the ideas of others as their own.

VI. Each professional is responsible for the development and growth of the profession; its body of knowledge and its disciplines.

- o By definition, the intelligent practice of Performance Technology includes the education and transfer of the technology to clients.
- o Performance Technologists commit time and effort to the development of the profession.
- o The skills and knowledge of Performance Technologists are available for examination by colleagues and clients.
- o Performance Technologists give and get support and professional aid from colleagues.

VII. Every professional is responsible for the ethical conduct of him/herself and other practitioners. Specifically, it's unethical for:

- o Performance Technologists to violate professional, academic (exchange of knowledge), or business (contracting) ethics.
- o A performance Technologist to take credit for the work of another.
- o Performance Technologists to use client information for personal gain.
- o Performance Technologists to make false claims about any professional's behavior or potential accomplishments.

SECTION FOUR

VALUE STATEMENTS WITH SUPPORTING ARGUMENTS AND EXPLANATIONS

I. Definition of the Profession: Who We Are

Performance Technologists:

- o Systematically analyze and utilize a variety of technologies, including but not limited to:

  -Environmental restructuring
  -Ergonomics
  -Guidance
  -Information
  -Instruction
  -Job aids
  -Job design
  -Measurement and Evaluation
  -Motivation/Incentives
  -Organizational design
  -Personnel selection
  -Systems engineering
  -Training
  And any others that deal with human performance.

- o With these technologies, they improve human performance by providing:

  -Efficient,
  -Effective
  -Workable, and
  -Cost-effective

  solutions related specific, valid, and appropriate tasks or aspects of individual or organizational performance.

- o In doing so, Performance Technologists assure a link between human performance improvement efforts, results, and consequences.

Reasons and Explanation:

Performance Technologists practice in a wide variety of contexts including but not limited to:

- o Business and industry.
- o Health care and medical institutions.
- o Media centers.
- o Educational software production companies.
- o Textbook publishers.
- o Government and military agencies.
- o Public and private educational facilities at all levels.
- o Professional associations.
- o Research and development centers.

They are sensitive to organizational dynamics, values, and norms. They help organizations clarify missions, values, goals, and desired accomplishments. They improve productivity within the organizational environment and its restraints.

The wide range of technologies used by Performance Technologists are systematic and validated applications of knowledge and skills to meet specified performance objectives. The use of "hardware" is not necessarily required. The technology employs information, tools, methods, and/or techniques. The technology is used to systematically assess the cause(s)

of performance discrepancies; to design, develop, and implement appropriate interventions; and to evaluate the results or help organizations plan interventions for new goals.

They measure specific human performance both before and after an intervention has been implemented and are outcome, results, and measurement oriented. Results might be improved competence, skill, accomplishment, utility, productivity, and/or products.

They demonstrate competency by achieving results that make an observable difference in the organization. They measure the impact of the intervention and recognize factors that interfere with impact such as organizational restraints or lack of access to necessary information.

When Performance Technologists do not have the required skills, they are willing to refer their clients to someone else or an organization that does have the skills. They are not reluctant to decline to do work for which they feel unqualified.

Performance Technologists recognize the people in an organization as a subsystem of a bigger system. They work to fulfill goals that support the organization. They use systems engineering concepts and approaches to modify and improve human performance to achieve optimum overall system performance and organizational contributions.

Performance Technologists are organizational problem solvers who seek to maximize human performance by closing the gaps between the desired goals and the current skill, knowledge, and attitude levels.

Performance Technologists help identify needs, derive new/modified organizational missions, and evaluate the appropriateness of these things.

Performance Technologists are accountable for the results of an intervention. Valid measurement enhances accountability.

Technology can be systematically applied to a process, person, group, or organization.

The goal of achievement of specific performance results at all levels may be defined or is the goal.

Systematic analysis of goals and opportunities and measurement of results are keys to human performance improvement.

Performance Technologists improve performance in ways that are acceptable and useful in both the short and long term.

Performance Technologists are professionally responsible for feasible recommendations and should be held accountable if these recommendations are faithfully executed by the client without the desired results.

Performance Technology is used to make a positive impact upon individuals, organizations, and society in general.

II. Purpose of the Profession: The Value of Performance Technology.

Performance Technologists:

- o Facilitate individual accomplishment and remove obstacles to achievement of organizational mission outcomes.
- o Establish, support, and demonstrate results of performance that affect organizational outcomes.
- o Aid the client in solving human performance problems which affect organizational outcomes through systematic problem identification and problem solving.
- o Help improve the effectiveness and efficiency of organizations and the human resources within them.

REASONS AND EXPLANATION:

Performance Technologists assist in the identification of performance problems, cost-effective improvement of performance in the work place, and planning. The goal is to allow organizations and their employees to be more productive, effective, and satisfied.

They help clients identify work products and the knowledge, skills, behavior, environmental supports, motivation, and incentive factors necessary to produce these products.

They improve the performance of individuals and groups who work in organizations. The activities of a Performance Technologist maintain or enhance the individual's sense of self-esteem and human dignity. Performance Technologists help clients make informed decisions by providing supportable intervention options with objective data, consequences, and recommendations.

Performance Technologists help clients articulate needs and wants in a precise outcomes-oriented manner and identify human performance problems or new goals related to those needs and wants. They then connect the need/want/new goal to the analysis, the design, the implementation, and the evaluation of a solution or plan that accurately supports performance goals.

Three criteria are to be applied to Performance Technology and its outcomes:

1. The solution must be effective and accurate.
2. It must be implemented in a cost-effcective manner, not only for the client, but also for individual(s).
3. It should not diminish the human dignity of any individuals.

Performance Technologists draw from an expansive repertoire of intervention skills to consider several kinds of interventions, not just training, and recommend an appropriate, feasible cost-effective solution consistent with client criteria.

III. Social Requirements: Our Obligations

Performance Technologies:

- o Support organizational goals

consistent with the goals of society and remain sensitive to the impacts on society as a whole.
- o Maintain the widest view of the usefulness for, and impact of, their interventions.
- o Serve individuals and organizations.
- o Take moral/ethical positions on societal issues and make professional decisions according to those positions.
- o Use Performance Technology to support humane, socially responsible, and productive life-fulfilling ends for both the individual and organization.

Reasons and Explanation:

Performance Technologists demonstrate a sensitivity to and respect for the values of an organization, its members, and employees. They recognize institutional values. To be effective they must clearly understand their own values and the values and goals of society as well.

Any contribution to work life may be reflected beyond the immediate work environment. Performance Technologists monitor the application of their work and direct it toward a positive use.

Performance Technologists are not narrow nor parochial in identifying and analyzing problems and recommending solutions. Checking the impact of interventions on society and all parts of the organization, they make every effort to design best-fit solutions.

While any technology is value neutral, its application is not. Performance Technologists apply their technologies in ways consistent with social values and strive to maximize social utility keeping in mind their best assumptions of the overall good for mankind.

Performance Technologists apply technology in ways that are congruent with the current and future general social good. There may be times when client values and/or goals are inconsistent with the general social good. Performance Technologists help clients confront that conflict.

Because Performance Technologists may be placed in positions of influence, they should use the position to influence decisions in a socially responsible manner.

A needs assessment or the planning of one identifies outcomes or establishes new ones. This recognizes and acknowledges that organizations have goals and are sanctioned to operate within society in co-supportive roles. Performance Technologists have a right and obligation to decline work if they believe it could be socially harmful.

IV. Client Relationships: How We Do Business

Performance Technologists:

- o Inform clients of decisions choices by providing useful and informed supportable intervention options with objective

data, consequences, and recommendations.
- o Use the highest professional standards of ethics, honesty and integrity in all facets of their work. They withdraw from clients who cannot or will not act ethically.
- o Protect the privacy, candidness, and confidentiality of client information and communication.

Reasons and Explanation:

If a client chooses a non-supportable intervention which (in the Performance Technologist's opinion) compromises Performance Technology ethics/integrity, the Performance Technologist should so inform the client, and barring a new decision, withdraw from the project.

The responsibility for decision making rests with the client even if the client requests otherwise.

The Performance Technologist is responsible for the results of an intervention. Those results should provide value. Performance Technologists inform clients about goals, means, alternatives, costs, and benefits. The responsibility for decision making remains with the client.

With the client they identify, define, and document needs and appropriate ways and means to keep what is functional and change what should be changed. If the client insists on doing something detrimental to an individual or the organization, the Performance Technologist should state his or her opinion, try to understand the client's rationale, and if necessary, withdraw from the project if ethical progress cannot be made.

The Performance Technologists educate their clients in the principles and methods of the discipline. As clients become more capable and confident in improving performance and in preventing performance problems they can use Performance Technology independent of assistance. It's appropriate for clients to become members of the profession.

Clients deserve to be treated with integrity. Although the client often does not use the terminology or understand the Technology, he or she must understand and agree to the problems, solutions, goals, costs, and benefits identified through the application of the Technology. If Performance Technologists can not agree with a client about the choice of solutions, they must inform the client, seek to understand the rationale for the discrepancy, and resign if necessary.

Performance Technologists are in a unique position to gather information and gain trust. The intent is to work with the client toward a mutually beneficial solution. Performance Technology is based on honesty, integrity, and credibility. This includes recognizing and addressing issues impacting the success of the professional, the client, the organization, and the helper.

Necessary information is presented to enable both sides to share a common perspective. Such a presentation is the responsibility of the professional. A breakdown in communication

is not sufficient reason for cessation of an agreement.

V. Peer Relationships: Our Obligations

Performance Technologists:

- o Employ and enjoy a peer relationship with others engaged in the improvement of worthy performance.
- o Deal with fellow practitioners ethically, honestly, and with integrity.
- o Respect all legal rights.
- o Do not represent the ideas of others as their own.
- o Share skills and knowledge with other professionals.
- o Deal ethically, honestly, and with integrity with their peers and with anyone engaged in the improvement of worthy performance.

Reasons and Explanation:

Performance Technologists:

- o Use validated approaches and processes to achieve agreed-upon results.
- o Allocate credit for authorship.
- o Are fair in contract negotiations.
- o Honestly represent data.
- o Honor the spirit of agreements.
- o Share skills and knowledge with other professionals.

Performance Technologists welcome experienced colleagues regardless of discipline. The knowledge base of Performance Technology benefits from interdisciplinary exchange. Dialogue, and pursuit of processes and values are important to the profession. Such communication advances the profession, making it and its practitioners more effective.

Communication and exchange with colleagues is essential to any profession especially in its definition and early development. The field of Performance Technology is presently composed of individuals with diverse backgrounds, skills, and ideas.

Performance Technologists often use and build upon the work of others. They must be honest with clients about identifying other's ideas. Therefore, it is imperative for them to give due credit to the primary author.

While details of methodology may be proprietary theory, models, and substantiating data are open for review. Business ethics apply to negotiations with clients, colleagues, and employees.

Misleading comments about the background, skills, or knowledge of other individuals or organizations are inappropriate among professionals.

Performance Technologists expand professional dialogue, and encourage the cross-dissemination of ideas and activities.

VI. Transfer: Sharing the Technology

Performance Technologists:

- o Commit time and effort to the

development of the profession.
- o Provide and receive support and professional aid from colleagues.

The practice of Performance Technology includes the education and transfer of the skills, knowledge, support, professional aid, and technology to clients, fellow professionals/colleagues, and developing colleagues.

The skills and knowledge of Performance Technologists are available for examination by colleagues and clients.

Reasons and Explanation:

Professional integrity obliges Performance Technologists to examine their knowledge and competence, so they and their clients can make informed decisions. Performance Technologists can expect aid and support from others governed by the same principal including colleagues and researchers.

The basic knowledge and technology in the public domain should be shared as much as possible. Custom or proprietary work should not be released without permission.

The flexibility and creativity of Performance Technology results from an interdisciplinary approach to the analysis of work performance. The body of knowledge and skills should be involved in a discourse available and open to those who hold the same values and perform similar types of activities.

Performance Technologists constantly seek new ideas and strategies. Without giving away competitive advantage, they commit to sharing. Performance Technologists work together to advance the profession through joint projects, writing articles, sharing at conferences, etc.

The transfer of ideas facilitates the creation of a community of colleagues with an internal set of standards consistent with and supportive of larger societal goals. All will benefit from the recognition of Performance Technology as a profession through the proper application of Performance Technology for productive humanitarian ends.

VII. Unethical Behavior: A Sampling of What Professional Technologists Do Not Do

Performance Technologists do not:

- o Violate professional, academic, or business ethics.
- o Promise solutions will work when the opposite may be true.
- o Make false Return On Investment (ROI) claims.
- o Falsify data.
- o Compromise the technology for any personal or political gain.
- o Take credit for the work of another.
- o Make false claims about any professional's behaviors or potential accomplishments.

Reasons and Explanation:

- The basic value which identifies true professionals is their drive to give full measure and do their best. To do less, to settle for a half-measure, is disrespectful of oneself, others, and the profession.

Performance Technologists are honest and accurate in billing. They do not submit "low ball" proposals to get the job and then increase the price as the work begins.

Performance Technologist explain the expected outcomes of alternative solutions, especially the recommended solution. It is fraudulent to knowingly offer a solution which will either not solve the problem or mask it.

Some so-called Performance Technologists say the "right words" but deliver something different. Interventions can be acceptable yet incorrect for the context. Performance Technology is not simple and to reduce it beyond usefulness is unethical.

The base knowledge and the processes of Performance Technology is public domain and should not be a secret.

Performance Technologists understand that because the final product is usually the result of collaboration of many, recognition for success cannot be accepted without crediting all significant contributors.

Failure to establish ethical controls results in unfair competition, misunderstanding with clients, and risks of scandals to the profession.

Performance Technologists must seek to lessen the possibility of unfair competition by establishing an adherence to ethical guidelines.

In conclusion: development of a Code of Ethics for the profession is critical to its development.

SECTION FIVE

BIBLIOGRAPHY

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RESPONSE

The following is a letter written by Barbara Hanson Dennis (Loyola University) in response to the IBSTPI Ethics Statement.

After reading the International Board of Standards for Training Performance and Instruction report several times, I'm left with some questions:

1. Isn't much of the definition of professionalism applicable to many other professions? Is it necessary to restate what is inherent in a definition so many times?

2. Does the definition of a professional's behavior - that is selecting/recommending the best possible course of action - to some extent conflict with those managerial qualities (efficient, cost effective, etc.) which relate more to organizational goals that may be in conflict with what is "the best possible course of action?"

3. Isn't the advice that the Performance Technologist "withdraw from the project" (on page 15, in Section IV-four paragraph one) a near impossibility for staff people who may be quite dependent on a continuing income to support themselves and/or family?

I mention these because questions two and three have definitely been discussed at length with students in graduate courses on training.

Thanks for the opportunity to respond.

PROFESSIONAL ETHICS IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

Paul W. Welliver — Pennsylvania State University
Randall Nichols — University of Cincinnati
Barbara Martin — Kent State University

It has been with considerable interest that members of the committee on Professional Ethics of the Association for Educational Communications and Technology (AECT) have reviewed the Report of the Ethics Committee of The International Board of Standards for Training, Performance, and Instruction. This exemplary study arrived in our hands at an opportune time. For the past several years, we have become increasingly conscious of the growing importance of ethical issues in the profession of educational communications and technology. As a result, we have begun to review the existing AECT Code of Professional Ethics and gather information about current issues in professional ethics that might necessitate revisions in this code. Furthermore, a special effort has been directed toward gaining insights into the level of importance placed on ethical issues by professors who prepare professionals for the field of educational technology as well as methods that they employ in preparing their students to apply ethical values.

The AECT Code of Professional Ethics

As the AECT Committee on Professional Ethics has explored this important topic, we have found it helpful to review the approaches that related professional associations have used. For this reason, we felt that the current AECT Code of Professional Ethics may be of interest to the members of the National Society for Performance in Instruction given that it may provide insights and directions that have not yet been considered.

AECT Code of Ethics

PREAMBLE

1. The Code of Ethics contained herein shall be considered to be principles of ethics. These principles are intended to aid members individually and collectively in maintaining a high level of professional conduct.

2. The Professional Ethics Committee will build documentation of opinion (interpretive briefs or ramifications of intent) relating to specific ethical statements enumerated herein.

3. Opinions may be generated in response to specific cases brought the Professional Ethics committee.

4. Amplification and/or clarification of the ethical principles may be generated by the

committee in response to a request submitted by a member.

SECTION I.

COMMITMENT TO THE INDIVIDUAL

In fulfilling obligations to the individual, the members:

1. Shall encourage independent action in an individual pursuit of learning and shall provide access to varying points of view.

2. Shall protect the individual rights of access to materials of varying points of view.

3. Shall guarantee to each individual the opportunity to participate in any appropriate program.

4. Shall conduct professional business so as to protect the privacy an maintain the personal integrity of the individual.

5. Shall follow sound professional procedures for evaluation and selection of materials and equipment.

6. Shall make reasonable effort to protect the individual from conditions harmful to health and safety.

7. Shall promote current and sound professional practices in the use of technology in education.

8. Shall in the design and selection of any educational program or media seek to avoid content that reinforces or promotes sexual, ethnic, racial, or religious stereotypes. Shall seek to encourage the development of programs and media that emphasize the diversity of our society as a multi-cultural community.

SECTION II.

COMMITMENT TO SOCIETY

In fulfilling obligations to society, the member:

1. Shall honestly represent the institution or organization with which that person is affiliated, and shall take adequate precautions to distinguish between personal and institutional or organizational views.

2. Shall represent accurately and truthfully the facts concerning educational matters in direct and indirect public expressions.

3. Shall not use institutional or Associational privileges for private gain.

4. Shall accept no gratitudes, gifts, or favors that might impair or appear to impair professional judgement, or offer any favor, service, or thing of

value to obtain special advantage.

5. Shall engage in fair and equitable practices with those rendering service to the profession.

SECTION III.

COMMITMENT TO THE PROFESSION

In fulfilling obligations to the profession, the member:

1. Shall accord just and equitable treatment to all members of the profession in terms of professional rights and responsibilities.

2. Shall not use coercive means to promise special treatment in order to influence professional decisions of colleagues.

3. Shall avoid commercial exploitation of that person's membership in the Association.

4. Shall strive continually to improve professional knowledge and skill an to make available to patrons and colleagues the benefit of that person's professional attainments.

5. Shall present honestly professional qualifications and the evaluations of colleagues.

6. Shall conduct professional business through proper channels.

7. Shall delegate assigned tasks only to qualified personnel. Qualified personnel are those who have appropriate training or credentials and/or who can demonstrate competency in performing the task.

8. Shall inform users of the stipulations and interpretations of the copyright law and other laws affecting the profession and encourage compliance.

9. Shall observe all laws relating to or affecting the profession; shall report, without hesitation, illegal or unethical conduct of fellow members of the profession to the AECT Professional Ethics committee; shall participate in professional inquiry when requested by the Association.

Academic Preparation in Professional Ethics

How are students who are preparing to enter the profession oriented to this code and related ethical issues? A survey (Nichols et al) of professors of educational technology has indicated that ethical considerations have been given a moderate amount of attention in academic programs. The primary method used to address the subject is a part of the regular instructional program. Generally these professors feel that they, and other faculty in the field, should incorporate ethical issues into the professional preparation of educational technologists.

The range of issues the professors identified as needing attention is quite broad. As a group, they identified about eleven areas of concern. These ranged from the effects of technology on individual learners to the impact on entire cultures. Their perceptions of issues currently facing their students covered eight areas ranging from problems that the student may encounter when working with non-education clientele to social-cultural problems created by technology.

Although professors of instructional technology exhibit a concern about ethical issues, this does not extend to a belief that ethical behavior should be monitored in any way. Only about one-third of the respondents felt that practicing professionals should be monitored. Furthermore, only about one-half of the respondents felt that ethical behavior should be monitored under any circumstances. Methods of monitoring suggested ranged form informal peer pressure to formal structures such as through AECT Professional Ethics Committee.

An important criterion for professional status is the development and enforcement of a professional code of ethics. With the expanding national attention being focused on violations of ethical procedures in such areas as government, business, and religion, AECT joins NSPI in a commitment to a clearer definition of ethical behavior and the development of appropriate procedures to ensure that such behavior is maintained.

For additional information on the activities of the AECT Committee on Professional Ethics, contact Paul W. Welliver, Chair, AECT Professional Ethics Committee, 166 Chambers Building, University Park, PA 16802.

Reference

Nichols, Randall, Barbara Martin and Paul Welliver. Concern About Ethics and Ethical Issues Among Professors of Instructional Systems Design Technology. (Unpublished Report)

INTERFACE
Preparing Professionals III

Rhonda Robinson
James Lockard

In our last column, we expressed the very strong belief that the preparation of new professionals in performance technology and instructional design is a collaborative task. The academic world has a major responsibility for much of the process, but to reach the highest possible level of preparation, practitioners must also play a role. A major aspect of that role, we believe, is working with interns.

Due to space constraints, we did not quite finish the arguments last time. We made a strong appeal that internships are, in fact, a professional responsibility of organizations employing performance technologists. We also explained why internships are not mandatory in our program, despite their manifest value. Finally, we offered several pointed suggestions for solid internship relations between academia and the profession. The focus remained on organizations.

However, an organization per se can only provide an opportunity. It is the practicing professional within such organizations who bears the ultimate direct load. It is imperative that organizations willing to accept their responsibility also make it a rewarding experience for the individuals involved. Just as the organization must recognize its need to be involved, it must also recognize that involvement places demands on those who supervise interns.

There must be a perceived difference between an intern and a new hire. That difference stems from appropriate perceptions of the individual's current capabilities. A new hire may be placed in a position, given some minimal orientation to the organization and then be expected to work independently. Such persons are hired precisely because they have that capability.

Interns in contrast are still learning. They have a solid theoretical background; they have the requisite skills. Generally, they have not had the chance to demonstrate or test their abilities in a real life situation. They need to refine ideals into practical applications, to learn first hand an organizations's system, to demonstrate to themselves and to the profession that they can perform. Supervisors may encounter far more need to guide interns than is acceptable with new hires. There may be countless questions as interns feel their way. Some lack of confidence is likely and it will be reinforced when inevitable errors are made. There may even be some questioning of the approach used by the host organization, which although appearing to be arrogance, it is really a vital part of the learning process. To have these expectations and not

acknowledge the considerable time demands on the supervisor is naive, although the precise demands will naturally vary among interns. If the organization is unable or unwilling to allow supervisors some modes of relief from their normal routines to compensate for the extra demands, the odds do not favor a totally satisfactory experience for either supervisor or intern. The best intentions may be no match for the reality of daily pressures and deadlines.

We must continue to look to those professions which have preceded us in establishing patterns of supervised practice for would-be professionals. If we truly desire the best possible new members of the profession, we must accept our duties, recognizing that the immediate, visible cost is small compared to the ultimate benefit. A true profession is vitally concerned and actively involved in the preparation of new members. Good preparation should minimize "policing the ranks," another professional responsibility which is far more onerous than avoiding the need to do so.

Indicated last time that we had three other areas of concern in the preparation of professionals. First is the issue of case studies. Among the most widely known contributions of Harvard University to methods of professional preparation is the case study approach of its business school. Case studies as learning method have become widespread in traditional M.B.A. curricula for they are another step in bridging the gap between academic theory and real practice. They have also become common within training programs in business and industry, where course designers can draw on internal events to create effective case studies.

We see enormous potential in performance technology curricula for the use of case studies. Unfortunately, to our knowledge there is no parallel to the published Harvard business case studies which we might use as text material for our courses. Unlike practitioners, few of us have ready access to in-house cases to develop with students, either. A real opportunity exists here for collaboration between business academia to develop such materials. There seem to be two major hurdles.

First, would businesses be willing to allow use of internal cases in the preparation of new professionals? The issue of proprietary information may loom large here. Could it be avoided by some disguising of the context? Would firms be willing to allow their names to be attached to cases derived from some of their greatest success stories? What about failures?

Second, would either academics or practitioners, even just one of each, actually be willing and able to take the time to at least start the ball rolling? The altruistic reward for doing so is, we hope, clear; the profession would benefit. For an academic, the resultant case study or studies would presumably earn the same recognition as other forms of scholarly pursuit. Is there reason to believe that any practitioner would find reward in such an endeavor? This idea was discussed at a gathering of instructional design and technology faculty and business

colleagues at Indiana University in May of 1985. Despite great enthusiasm for the notion on both sides, no actual work was ever started to our knowledge. Is this an impossible dream? Is there a potential practitioner collaborator out there? We await your contact.

Another concern is faculty sabbaticals. Academics in any applied field need to periodically get out into the field for first hand involvement in current practice. For some, this may be routinely possible through private cousulting or practice. Professors of law, medicine, and accountancy among others frequently do this. Another approach is for faculty to actually work as temporary practitioners for some limited period of time such as a summer. This is known as an "industrial sabbatical" in fields like engineering and electronics. In some ways, it even resembles an internship. We know from our experience at Northern that faculty in accountancy benefit from the updating they receive during formal faculty sabbaticals offered by Big Eight firms. We suggest that these opportunities should also exist in our field. Any takers?

Finally, we dare to mention cold, hard cash in direct support of programs. In Candide's best of all possible worlds, academic programs would face no financial woes, as their host universities would be well funded and understand the needs of such programs in an era of hyperspeed advances in technology. The reality is more like Dickens' best of times, worst of times. In opportunity, this is indeed a wonderful time, but in the ability of academic programs to keep up with trends in hardware and software, not even to suggest the latest ones, it often appears to be the worst of times. Financial support for programs of all varieties, while never generous, has become even poorer in recent years. The well of federal financing ran dry long ago and no new well has been drilled. In fact, the state stream in Illinois has virtually dried up. Does the corporate world have any responsibility to irrigate the resulting desert?

The answer may well be no, or at least it is currently perceived in this way. However, there is again a parallel in other fields which prompts this thought. Few engineering programs would be able to keep up in technology were it not for true partnerships between programs and future employers as well as firms anxious to expose students (e.g. future users/buyers) to their products. Computer science programs often depend heavily on contributed products, direct support for graduate assistantships, and other "cash" awards to carry out their mission. At NIU, several firms have financed "named professorships" as a symbol of their commitment to maintaining quality programs. Of course, none is in our field.

While such support may seem understandable if a firm relies on the university for large numbers of graduates annually, this is not necessarily the case. The most recent named professorship at NIU (December 1987) was given by a firm which hires only about five NIU graduates each

year. Their primary motivation was to help to maintain or even improve the quality of those graduates.

Again, we are unaware of such forms of support existing within the performance technology field. While this could be merely our lack of information, we doubt that we have missed something major. Our profession has yet to reach the maturity of those already making such direct commitments to the future. We wonder when and if we will catch up.

The starting point need not be grandiose. Those outside academia may not realize how significant a modest sum of money could be to a program unable to obtain major professional journals in the field except by interlibrary loan. Library shelves often do not house the resources to which students should have access. PCs and software for graphics, project management, and so on may not be available at all, much less at the state of the art. Even the cost of a graduate assistant, perhaps to work on the case study project, is probably a lot less than many would imagine. Sums barely beyond three digits could genuinely contribute to better preparation of new performance technologists. This should, indeed, be our shared responsibility.

Our soapbox is about to break from the demands we have placed upon it this time. Remember, our intent is not to plead, not to beg, not to suggest that we are in dire straits. It is also not to speak for NIU alone, but for the academic side of performance technology at large. We seek to challenge you, to stimulate your thinking, to provoke your response, all for the betterment of the profession. Ken Silber acknowledged the immaturity of this field in his final president's column to CNSPers. Perhaps we have suggested some avenues for growth.

CNSPI MONTHLY MEETINGS

SCHEDULE

Regular monthly meetings held on third Friday of every month.
Meetings start at 1:30 p.m. (Seminar begins at 12:00 p.m.)

DATE	LOCATION	TOPIC	SPEAKER
September 16	Galvin Center, Motorola (Schaumburg)	What makes our ID projects truly elegant? What makes a winning job aid?	Winners from the NSPI Job Aid Contest
October 21	T B A	Annual Workshops	Various
November 18	Galvin Center, Motorola (Schaumburg)	How can Performance Technology lead to increased organizational impact?	Barry Boothe Caterpillar Tractor Joliet, IL
December 16	Arthur Andersen & Co. (Chicago Loop)	What do we need to know about organizational change and politics to increase our effectiveness?	T B A

For more program information check your monthly CNSPI newsletter or contact: Alice Portz (312) 480-2046 or Bill Englehaupt (312) 256-3533.