

Building & Measuring Moral Resilience

**Using the AD-ICM
to Assess the Effectiveness of Honor Systems
and Build Moral Resilience
at Military Schools**

Re·silience

Re = back; again

silience = jump; leap

Elasticity

Helps snap back into form

Can also propel self/others forward

Adult Morality

During the 20th century, our understanding has increased:

- Lawrence Kohlberg's "Stages of Moral Development"
- Robert Kegan's moral progression in "The Evolving Self"

Morality is developmental and progressive.

Morality develops differently at different ages.

Morality manifests differently in men and women.

Measuring Adult Morality: DIT Famous “Heinz and the Drug” Dilemma

Heinz’s wife is near death from cancer, and there is one drug that might save her. The drug is very expensive, and Heinz does not have the money to purchase it. He asks for a discount but is refused. Desperate to save his wife, Heinz considers stealing the drug.

- Should Heinz steal the drug and save his wife?
- Should Heinz obey the law and let his wife die?

Which choice? Rationale for the selection?

Teenaged Morality

Over the course of the previous 100 years, we have learned:

- Teenagers are very good at identifying the right actions to take in a given moral situation
- Teenagers are less able to recognize the wrong actions to take in a given moral situation

Teen Brains have great difficulty processing negative statements

Building Teenaged Morality

Teenagers benefit from Honor Codes and Honor Systems

- Good to have Honor Codes stated in the negative to help new cadets know **what NOT to do** (¼ Corps)
- Need to help them and other ¾ Corps continue to grow and develop beyond recognizing the wrong action on their own and be as confident **knowing what TO DO**
 - Need something more
 - Need something stated in the positive

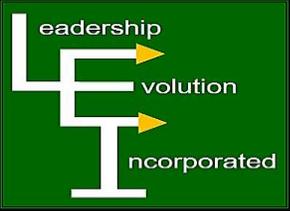
The Challenge of Measuring Teenaged Morality

How do we know what they know?

- How do we assess what our cadets know regarding honor?

How do we know when they know it?

- How can we determine when to transition from focusing on helping them know what not to do to helping them know what they *ought* to do?



A New Tool To Help

Adolescent Intermediate Concepts Measure: AD-ICM

- Developed by Dr. Stephen Thoma, a Developmental & Educational Psychologist at University of Alabama
- Based on the highly validated but adult-oriented **Defining Issues Test (DIT)**
- Thoma modified the DIT to be more appropriate to teenagers
- AD-ICM is intended to assess the foundations of teen moral judgment regarding decisions and justifications

AD-ICM Methodology

- Since teens are still developing, they operate at a moral-ethical level somewhat below adults and above children
- Applies the relatively new moral psychology concept of Intermediate Concepts
- Thoma used them to **create the AD-ICM to assess teenaged moral development**

Intermediate Developmental Concepts

- Exist between the fully developed components of morality and the superficial rules of behavior (e.g., Codes of Conduct)
- Developmental concepts that are still gaining structure and power; not quite virtues, but more than binary actions rules
- Seven Intermediate Concepts:
 - Fairness
 - Loyalty
 - Honesty
 - Courage
 - Responsibility
 - Respect
 - Self-discipline

Thoma's AD-ICM

Highly validated measure presents real-life scenarios designed to highlight the cognitive aspects of moral choices

- Students select best actions & best reasons
- Must also identify the worst actions and worst reasons
- Choices and justifications scored by Univ of Alabama Psychology grad students (under Thoma's supervision)

AD-ICM Moral Dilemma Example

Bob's favorite uncle recently died and left Bob and his family a lot of money. Bob now must make some decisions about how the money should be used. One idea is to pay off some debt. Other ideas are to develop trust funds for their children to take care of their educational needs. Bob also thinks about how tough life has been for the family—saving and scrimping to live in a good area of town—and would love to have some fun with part of the money. He thinks about a new car, a cruise, or a trip to a resort.

AD-ICM Moral Dilemma Choices

Students are presented with a number of actions from which to choose to deal with the situation.

Should Bob:

- *Use the money to pay off some debt?*
- *Save the money for his children's education?*
- *Spend some of the money to treat himself (e.g., buy a new car, take a cruise)?*

AD-ICM Moral Dilemma Assessment

Step 1 – The What

Students are asked to rate each choice using the following scale:

- 1 – I strongly believe that this is a **GOOD** choice.*
- 2 – I believe that this is a **GOOD** choice.*
- 3 – I **am not sure**.*
- 4 – I believe that this is a **BAD** choice.*
- 5 – I strongly believe that this is a **BAD** choice.*

AD-ICM Moral Dilemma Assessment

Step 2 – The What

- Students then rank-order the Three BEST choices:

<i>BEST choice</i>	1	②	3
<i>SECOND BEST choice</i>	①	2	3
<i>THIRD BEST choice</i>	1	2	③

AD-ICM Moral Dilemma Assessment

Step 3 – The What

- Students then rank-order the Two WORST choices:

WORST choice

1 2 ③

SECOND WORST choice

1 ② 3

AD-ICM Moral Dilemma Assessment

Step 4 – The Why

- Students consider a number of reasons for making each choice.
- Students rate each reason using the following scale:
 - 1 – I strongly believe that this is a **GOOD** reason.
 - 2 – I believe that this is a **GOOD** reason.
 - 3 – I **am not sure**.
 - 4 – I believe that that this is a **BAD** reason.
 - 5 – I strongly believe that this is a **BAD** reason

AD-ICM Moral Dilemma Assessment

Step 5 – The Why

- Students then rank-order the Three BEST reasons:

<i>BEST reason</i>	1	②	3
<i>SECOND BEST reason</i>	①	2	3
<i>THIRD BEST reason</i>	1	2	③

AD-ICM Moral Dilemma Assessment

Step 6 – The Why

- Students then rank-order the Two WORST reasons:

<i>WORST reason</i>	①	2	3
<i>SECOND WORST reason</i>	1	2	③

AD-ICM Moral Dilemma Assessment Challenges

- Six-step assessment process for seven Intermediate Concepts = 42 total assessments
- 6-8 minutes to assess each Intermediate Concept
- Required 45-60 minutes to complete Thoma's AD-ICM
 - Took too long
 - Students lost interest & focus (esp. towards the end)

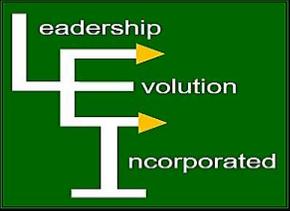
Dr. David Ian Walker Uses Thoma's AD-ICM with Teens in England

- Walker, a **retired British Army officer** and Sociologist at Northumbria University in England, wanted to **find a way to be able to use Thoma's AD-ICM more often to examine change over time**
- Studied Thoma's results and **determined that all seven Intermediate Concepts were not equal and/or necessary to obtain valid and useful results**

Walker Revises Thoma's AD-ICM & Shortens it

Walker modified Thoma's AD-ICM as follows:

- Used only the most essential Intermediate Concepts
 - **Honesty**
 - **Courage**
 - **Self-discipline**
- **Reduced the number of assessments and time to complete AD-ICM to ~ 20 minutes (6-8 mins x 3)**



**Adapt
&
Thrive**

Walker's AD-ICM Linkage to Honor Codes

Walker's Three Intermediate Concepts correlate nicely with the Three Essential Elements of Honor Codes

- Honesty – Lying
- Self-discipline – Cheating
- Courage – Stealing

Findings from Walker's Revised AD-ICM - 1

- **Key Finding 1: Older teens scored higher than younger teens**
 - *Means that expectations and education needs to be gauged accordingly and based upon age/ability*
- **Key Finding 2: Girls scored higher than boys**
 - *Likely due to girls' earlier maturation*
- **Key Finding 3: Little difference among college-aged students**
 - *Indicates that maturation with respect to moral/ethical cognition occurs mostly during teenaged years*

Findings from Walker's Revised AD-ICM - 2

- **Key Finding 4: Highest scores** were in the area of Self-discipline, followed by, Courage, followed by Honesty
 - *Easiest to control what one does and recognize impact on self (Self-discipline); harder to do so for actions of and impact on others (Courage)*
 - **Particularly low performance on honesty**, which asks participants to prioritize friendship over honesty and exposes **another gender difference**
 - **Younger Boys were unwilling to set aside friendship considerations**
 - **Girls did not show the same decline in performance**

Findings from Walker's Revised AD-ICM - 3

- Key Finding 5: Teenagers find it easier to identify acceptable choices and justifications
 - *Ability to identify good choices and/or positive reasons does not translate into ability to identify bad choices and/or negative reasons*
 - *Teens need to be taught what is inappropriate just as much as what is appropriate*
 - *Bracketing concepts by highlighting both good & bad choices and positive & negative reasons may be especially effective*

Benefits of Using AD-ICM

- Provides a method to assess Honor knowledge and plan progression
 - Level 1 – Identify and recognize right & wrong actions (the “What”)
 - Level 2 – Identify and recognize right & wrong reasons (the “Why”)
 - Level 3 – Reconcile actions & reasons with situations (the “How”)
- Helps build self-awareness
 - Exposes cadets to essential Honor components educationally
 - Cultivates awareness and fosters reflection
- Helps strengthen moral resiliency
 - Mindfulness helps deter/prevent Honor violations
 - Shows cadets how to “bounce back” from moral adversity
 - Encourages cadets to “spring forward” into **positive moral behavior**

How Using the AD-ICM Can Help Your School & Cadets

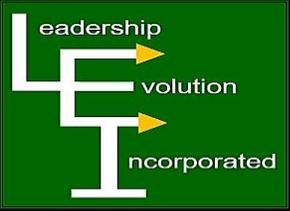
Can be used to determine:

- What cadets know about Honor Code elements
- When they know about each Honor Code element
- When to transition for focusing on what not to do to what ought to do

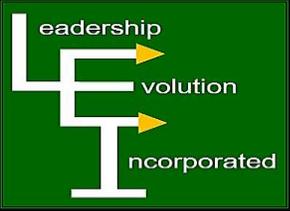
Can help build and measure moral resiliency

Can help encourage help-seeking behaviors

Can support accreditation assurance arguments



Open Discussion



Extra Slides

Implications of AD-ICM Results for Honor Education - 1

- Teenagers have very different cognitive abilities to identify & understand appropriate & inappropriate moral/ethical choices
 - *Expectations and education must be scaled accordingly*
- **Boys & Girls have different inherent capabilities**
 - *Expectations and education must be scaled accordingly*
- **Teenagers struggle to identify inappropriate choices and justifications**
 - *Need to address in education and adjudication*

Implications of AD-ICM Results for Honor Education - 2

- Since Honor is a localized concept defined by the expectations of the community, **the experience is far more important than any other factor in creating & sustaining an appropriate honor culture** at a school and/or within a corps of cadets
 - *Must be genuine acceptance by cadets and a sincere effort to support & enforce*
 - **Indicator: Who reports majority of honor violations on your campus?**

Implications of AD-ICM Results for Honor Education - 3

- Honor education will almost certainly benefit by addressing inappropriate choices and their impact and/or bracketing concepts by highlighting both negative and positive examples/manifestations of the concept
- Based on Thoma/Walker findings, should focus on:
 - First – on ways to be/not be Honest
 - Second – on ways to be/not be Courageous
 - Third – on ways to be/not be Self-disciplined

Implications of AD-ICM Results for Honor Education - 4

- A progressive Honor Continuum consisting of an Honor Code stated in the negative, a Statement of Honorable Behavior stated in the positive, and an Honor Ideal stated aspirationally may be more effective in fostering continuous and progressive moral/ethical development in cadets
 - Honor Code – I will not...
 - Statement of Honorable Behavior – I will...
 - Honor Ideal – I will try to become...

Intermediate Concepts & an Honor Ideal

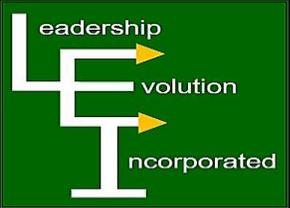
Intermediate Concepts and **Essential Elements of Honor Codes** as the basis of **Honorable Behavior** and an Honor Ideal

- Honesty – **Not Lying** → **Telling the Truth** → Truthful
- Self-discipline – **Not Cheating** → **Do Own Work** → Virtuous
- Courage – **Not Stealing** → **Respect & Trust** → Respectful

Progressive Honor Continuum

Honor Concept: Honor and Honorable Behavior involve taking the right actions for the right reasons (morally & ethically)

- Honor is a virtue, and Honorable Behavior is the desired outcome (Honor-Honorable Behavior linkage).
- Honor Ideal is the goal (recognizing that few may be able to achieve this goal during their time at the school but that it is a lifelong objective towards which they should continue to strive)
- Goal is to make all cadets aware that adhering to the Honor Code is the minimum acceptable standard, that Honorable Behavior is the desired standard, and that achieving a state of being represented by the Honor Ideal is the goal



Dr. Kelly C. Jordan

Honor Continuum

Leadership Evolution Inc.

Adapt & Thrive

Acceptable	Desirable	Aspirational
<u>HONOR CODE</u>	<u>HONORABLE BEHAVIOR</u>	<u>HONOR IDEAL</u>
I will <u>not</u>	I <u>will</u>	I <u>am</u>
<u>Lie</u>	<u>Tell the Truth</u>	<u>Truthful</u>
<u>Cheat</u>	<u>Do Own Work</u> without Unfair Advantage	<u>Virtuous</u>
<u>Steal</u>	<u>Respect</u> Others' Property & <u>Retain</u> Their Trust	<u>Respectful</u>
and I <u>will</u>	and I <u>will</u>	and I <u>do</u>
<u>Discourage</u> others from such actions.	<u>Encourage</u> Others to Act Similarly.	<u>Inspire</u> Others to Aspire to these Ideals.
Negative Behavior	Positive Behavior	State of Being

Benefits of a Progressive Honor Continuum - 1

- A method to **avoid** having an Honor Code be/remain something one can satisfy by simply avoiding certain actions and instead become part of a system that promotes honorable behavior
 - Honor Code – What not to do/how not to act
 - Statement of Honorable Behavior – What to do/how to act
 - Honor Ideal – What they can be and aspire to become

Benefits of a Progressive Honor Continuum - 2

- It isn't enough for adolescents to tell and teach them what not to do – although that is important and must occur
- **Must also follow up and tell and teach them what to do, and recognize and reward them for doing so, so the behavior becomes automatic**

Developing Honorable Young Men and Women is a Process:

- **Step 1: Begin by telling and teaching them what not to do; and then**
- **Step 2: Transition to tell them what to do; in order to**
- **Step 3: Transform learned behavior into habit and solidify the change**