Module I: Introduction to Issues In Sports

This is an introductory course with no prerequisites that is designed to introduce and apply philosophical and sociological concepts to a subject matter widely known throughout society, sport. We examine great issues in sport and society by applying critical thinking techniques, concepts and theories from sociology and philosophy to issues in sport. In this way we can be a capstone course where we not only analyze great issues but also synthesize knowledge from several fields and apply it to issues in sport and society.

We begin by introducing briefly a lot of information to get students ready to understand and reason through issues in sport. This module challenges students to gain familiarity not only with the various pedagogical purposes of the books, video, DVD, and web site but also with several concepts and theories of sociology and philosophy.

You, the student, should not be afraid. While we introduce an abundance of concepts and theories here in Module One, we are only introducing them here and no mastery is assumed. However, we will continue to apply and develop these ideas throughout the rest of the course and by the time we are done you will have achieved mastery over what we introduce this week. As a result, the efforts you put forth in this first week will continue to pay off with dividends throughout the rest of the course.

Learning Objectives and How They Can Be Achieved:

After completing this module you should know and be able to do the following:

1. Utilize each course component so that you can achieve the course objectives. [This can be achieved by working with each of the course materials for Module One this week.]

2. Recognize various ethical, social and management issues in sport and society. [This can be achieved by attentively reading the assignments in the text, the study guide and by viewing the video programs 1, 2, and the Special Edition program with Lee Roy Selmon on the DVD.]

3. Apply the basics of stakeholder analysis using V, C, R, our method of organizing the interests and stakes of people and organizations. [These ideas are presented below in this module and are briefly discussed in the Module One Tutorial Section on the DVD.]

4. Apply the basics of the SAGE, our approach to critically thinking about issues in sport and society. [This is presented below and in the Module One Tutorial Section on the DVD. This week is just an introduction to the SAGE critical thinking method and we will have further instruction on how to apply SAGE to issues in sport and society each week throughout the course.]

5. Begin to use basic theories of ethics and sociology to understand issues in sport. [We introduce some basic concepts and theories of ethics and
sociology below and provide links on the web for those who wish to learn more. All that is required for this week is the brief introduction to these issues below. We will fill out some of the information introduced this week in many of the modules to come.]

1. Course Materials:

Your Syllabus: This is important information so please read it carefully. The syllabus explains exactly what is expected in each aspect of the course, and what you must do to achieve your desired grade.

In-Class Students Note: Your required materials are included in your Issues in Sport In-Class Pack. ISBN 1-932147-01-2. You should have everything below except the DVD because your instructors should have a copy for your class.

TeleWeb Students Note: The Following required materials are included in the Issues in Sport TeleWeb Course Pack, ISBN 1-932147-00-4.

Required Texts:
Robert Mertzman, Voices in Sport and Society, Philosophy Lab Corporation, St. Petersburg, Florida Copyright 2000. ISBN 1-932147-02-0


Required DVD:
Issues in Sport, Philosophy Lab Corporation, St. Petersburg, Florida Copyright 2002. ISBN 1-932147-03-9

Required Web Access:

2. Key Terms and Concepts

The following nine sections identify the key concepts that we will use throughout the course. For this module, it is enough to know a little about each of them. So do not be intimidated by the breadth of the concepts discussed here. In each successive module we will utilize this foundation to expand on our knowledge of these key terms and concepts and develop deeper understandings and facility in applying these ideas to sport and society.

2.1 Definition, or model, of Sport that we will use in the course.

From Dr. Jan Boxill, “. . . a paradigm or model of sport . . . has four features: Sport is a freely chosen, rule governed activity that is physically challenging and involves competition in a mutual challenge to achieve excellence. This is again a model, not an exhaustive or exclusive definition . . . As a freely chosen voluntary activity, an individual’s participation is an expression of creativity and his or her freedom to choose. As a rule governed activity, it exhibits two different sorts of rules: First, constitutive rules which define the game and the permissible moves; their existence comes from their acceptance; and second, rules of decency or fair play, which include penalties for strategic moves within the game, and rules of decency which reflect basic moral standards. Thus the ground rules are accepted, and though they may be manipulated for strategy, they must not overstep prohibitive ones without swift punishment . . . Rules of the game are changed often in response to spe-
specific situations, in part to keep the game challenging, and to promote fair play within the bounds of decency. The physical challenge is exemplified in competition itself. It is in competition that we see a mutual challenge to achieve excellence.”

2.2 Issue in sport:

We define ethics issues as conflicts of values, conflicts of preferred consequences, or conflicts of rights or responsibilities. Anyone who has such a conflict has an ethical issue. In sports management, the ethical issues that arise from sports related moral conflicts can be referred to as sports ethics issues.

2.3 Ethics

Ethics is the study of the values, principles, and theories that are appealed to justify the choice of one option over another. Ethics and morality are generally defined as the standards and practices which are or should be sanctioned by a given group. A personal and/or a management ethics issue arises when there are conflicts of values, virtues, preferred consequences, rights or responsibilities within an individual, within a group, or within an organization.

2.4 Stakes

Moral interest or moral stake is the value, virtue, consequence, right or responsibility that is affected by a situation.

2.5 Ethical theories

The following categories of moral absolutism and moral relativism illustrate that morality and ethics are tied to a larger set of beliefs about the world. Ethics is only one part of human experience and it must be integrated into the entire system of human belief.

Moral absolutism is the belief that there is only one set of true moral beliefs and that this set of moral truths is unchanging and the same for all.

Moral relativism is the belief that there may be more than one set of true moral beliefs. This theory is in direct conflict with both moral realism and moral absolutism.

2.6 Sociological Theories

Functionalism is an approach in sociology that treats society as an organic whole that is comprised of internal systems, each of which serves a function in the whole, or society. Systems, such as sport, may serve many functions in society, such as integration, goal achievement, pattern maintenance and adaptation.

Critical theory looks to power relationships and a continuing evolution of interpretive acts to understand sport and society. For example, the acceptance of women’s sport may change the very definition of what it means to be a woman in modern western society. Critical theory examines the changing definitions of culturally defined relationships within society.

Marxist theory identifies the conflicts, primarily economic, within the various stakeholders in society. In this theory, the various actions within a society are the result of these conflicts that force society to undergo changes.

2.7 Management

Management is the organization and operation of a system designed to achieve a goal.
Stakeholder analysis is a management tool for identifying important participants in a management situation.

General stakeholder analysis is the identification of each individual or group affected by a situation and the moral or economic interest which they have in that situation.

Strategic stakeholder analysis is the identification of those stakeholders capable of harming an organization or preventing it from achieving its goals.

2.8 Decision making

Decision making is the act of choosing among options, selecting one or a series of steps that should be undertaken and forsaking other options. Included in decision making are the initial steps of framing a problem, gathering information, and determining the criteria which should be applied to evaluate the decision.

Rationality is a concept in decision making. A rational decision is one that meets the criteria of good decision making, which include having sufficient evidence, applying properly the principles of consistency and using appropriate methods of inference from the premises.

When evidence is in dispute, or when all the evidence is not known, deductive logic may not apply. These types of situation require hard choices. People who are confronted with hard choices often find that making the choice will involve more than applying the standard inference rules. This is an important lesson in decision making which may happen frequently in areas of ethics and management.

Putting yourself into the decision situation unique to each stakeholder position is like “walking a mile in someone else’s shoes”. You sometimes need to put yourself in someone else’s moral and economic position and see the world from their point of view. By doing so, you can often gather sufficient information for a rational ethical decision.

2.9 SAGE: Critical thinking about Issues in Sport

The following is a brief account of SAGE, a suggested management method for applying ethics and morality in a managerial context. Each lesson in this course explores aspects of ethical decision-making. Please review this method and its internal system of questions and apply it in each lesson.

SEE—In “SEEING” you answer the following questions, “Who are the stakeholders?” and “What are each stakeholders moral stakes?” (Note: The stakeholders are considered here to be anyone or any organization that may be affected by the situation and how it is managed.)

What are the stakes of stakeholder X? You can determine the moral, economic and sociological stakes by answering the following questions:

- What is most important to X?
- What are the intrinsic values of X?
- What are the instrumental values of X?
- What is X trying most to avoid?
- Does X have certain rights in the case? Have any of X’s rights been violated?
- What responsibilities or obligations does X have?
- What consequences may effect X?
- What mitigating or excusing conditions are present?
• What facts are in dispute that could have an effect upon the moral stakes of X’?
• Which stakeholders seem to be in conflict? In what ways?

ANALYZE—In “ANALYZING” you answer the following question: What ought to be the moral stakes for all the stakeholders in this management situation?

• Are X’ s stakes justified by an appeal to ethical concepts, principles and/or theories?
• Are there alternative accounts of the facts of the case that affect the moral stakes?
• Can these alternative accounts of the facts be resolved by additional evidence?
• What are the most significant moral conflicts that need to be resolved?

GENERATE OPTIONS—In “GENERATING OPTIONS” you present creative ways to resolve the moral conflicts.

• What options are available to the managers in this situation to resolve the moral conflicts identified in the See and Analyze steps of SAGE??
• What decision or action, or series of decisions or actions, can resolve the moral conflicts and/or prevent their recurrence?
• What can you or anyone else do to resolve the moral conflicts in this situation?

EVALUATE—In EVALUATION you decide which option is the best choice based on the application of ethical, sociological or managerial norms or principles.

• What reasons involving concepts, principles and theory in ethics support your choice of best option?
• What reasons involving concepts, principles and theory in ethics might run counter to your choice of best option?
• Which options resolve the most important conflicts?
• Which option would you choose if you were the manager in this situation?

3. Brief Summaries of Some of the Readings in Voices in Sports and Society

Read the Keynote Address by the Honorable Alan C. Page, J.D. and National Football League Hall of Fame Player pg 3-10; Interviews with Claudia Card, Ph.D., pgs. 31-34; Lawrence Hinman, Ph.D. pgs.27-30; Jan Boxill, Ph.D. pgs 17-21; Blake Burleson, Ph.D. pgs 13-16.

For your convenience, the following are student summaries of most of the readings. It is not, however, a substitute for the original, this is just for review.

Alan Page’s Keynote address and question and answer session explored how he now sees sport as a former NFL Hall of Fame athlete and as a Minnesota State Supreme Court Justice and as the father of athletes. He discusses the many stakeholders in sport and many recent issues. This is an important presentation and only the first part is played in program one. You must read the rest of the address to appreciate his insights into sport and society.
According to Dr. Blake Burleson…

- The problems in sports today are systematic and quite deep
- Some of the values expressed in the sports industry that are worthy of critical examination are the following three: 1.) Money is everything 2.) Winning is everything 3.) “Just do it” phrase that implies a kind of hedonistic model-whatever feels good, do it.
- Sports contribute to moral development of our youth because a sport is like a laboratory: 1.) Because it gives children a chance to do things well, correctly, and in an ethical way 2.) Because we can observe it
- One of the issues regarding sports and morality that is predicted to arise in the future is the idea that sport is sometimes considered morally isolated, and left to govern itself. Dr. Burleson feels that the government may become more involved for lack of sports organization regulation.
- Dr. Burleson feels that in order to succeed, one has to risk failure.
- Some of the elements covered in sports ethics are gender issues, issues of race, issues regarding education and sport, social values in sport, sportsmanship, and competition
- Religion and sport have a long history. The Olympic festivals were considered religious events, and then the Christian church criticized them because people were victimized. Now the churches support sport in today’s culture.
- Aims and goals for Dr. Burleson include: 1.) To help the student understand his/her own strengths and weaknesses in terms of moral decision making 2.) To explore the moral arena of sport, in its inherent values and also in term of its values that are beyond the sporting realm
- One can be a great athlete and still not be a good person. But, it’s okay to like the way someone plays without liking the person; the problem is how to teach kids the separate the two.
- Dr. Burleson’s viewpoint on religion is that the unexamined life is not worth living. He tries to challenge his student’s beliefs to differentiate between their religious and cultural beliefs.

According to Dr. Jan Boxhill

- Sport is the single most available vehicle for individuals to develop self-respect, self-esteem and self-development. It is a freely chosen, voluntary activity. Sports allow a person to develop a sense of creativity, self-expression and self-development. It is a rule-governed activity. It is physically challenging and involves competition. It forces you to develop a sense of creativity. It reflects back onto society and it affects what it’s a reflection of. Our responsibility is to be more aware of how it reflects back on society.
- Those playing the sport have a significant role in society that is placed on the athletes by all of us. Media has a significant role.
- Excellence in sports is achieved through following the rules in order to be creative, and achieve what he/she wants.
• Sports in education (K-12) are necessary to: 1.) Challenge people to achieve their best  2.) Teaches how to deal with success and failures  3.) Both men and women should participate, which promotes integration of gender  4.) Allows us to test our physical limit  5.) Children learn the process of playing together and working together  6.) Cooperation/teamwork is necessary, as well as with the opponents.

• Dr. Boxill’s goals include: 1.) Getting people to understand the moral significance of sport  2.) For people to understand what positions they have and to know they have them  3.) Understand the impact of sports in our society—shows our virtues and vices  4.) Significance that it’s more than just a game.

• Dr. Boxill would advise that young athletes should know themselves by participating and come in to the game with a good attitude.

• Dr. Boxill’s philosophical interests focus on the fact that sports is a process which involves everyone; we support each other, even our competitors.

Notes from Interview: Lawrence M. Hinman, Ph.D.
According to Dr. Hinman…

• His area of interest is the idea that sports is a subset of play—it’s creativity with discipline and structure. Also, it is one of few places where times stops, and it is a competitive, playful sport.

• Play involves rehearsing for the real world—ability to be patient, work hard, perseverance, etc.

• Sometimes too much emphasis on the competitiveness with the other athletes rather than themselves, especially at a very early age.

• In sport, we achieve harmony within and with others in a sense of physical well-being. It also gives us a sense of physical competence, as well as respect and consideration.

• Sports in the education system can help kids by role-playing in a creative process.

• Dr. Hinman feels that athletes are cast as role models, when that is not necessarily accurate. Also, the line between public and private issues has become blurred.

• Dr. Hinman feels that the character traits that athletes are shown to model may not be good for other citizens.

• Aristotle said that a virtue is something that you do for a lifetime and you see in dedicated athletes; you do things because of your love for them.

• One of the built in conflicts is that students and student athletes have unclear differences.

• An amateur loves what he/she is doing versus a professional’s life, which is completely dedicated, and they get paid for what they do.

• Whatever profession one analyzes, there are certain duties that arise by the very nature of the activity to which that profession is dedicated.

Notes from Interview: Claudia Card, Ph.D.
According to Dr. Card…

• Dr. Card is driven in her career by the sports and music; sports have positive potentialities for offering joy and positive character building. But, also she is driven by the joy of sports.

• Sport enhances character development within individuals, and can
help combat violence: when people feel good about themselves, they feel good about others.

- Competence is when one is really able to do things well and a sense of competence that is the feeling that one is able to do things well.
- Philosophy of sport is something that has been growing over the past two and one-half decades, but there is still not enough.
- Joy makes life worth living, and you don’t need a lot of it to compare quantitatively with the amount of pain one suffers.
- Competence develops character by developing discipline, respect, and admiration for others.
- Sports done right means fair sports and when the players respect the coaches and vice versa.
- Dr. Card feels that it is important not to focus on the things that go wrong in a class on sport and society. Rather, she you want to take up the relationship between basic concepts such as sport, athletics, games and play. Also, she would discuss the aesthetics of sport and the ethics of sport exist in tension with each other.
- From a feminist standpoint, outstanding female athletes have had to pay social penalties, and as a consequence many are discouraged from going out for sports. So, to make sports attractive to women, it’s important to look at sexual politics and really incorporate those issues.
- One of the problems historically with the way women have been socialized is to think that if you do something that asserts yourself at someone else’s expense, and then you’ve done something wrong.
- Some sports require women to behave in ways that are much more traditionally unfeminine than others, and that is the challenge (to fight this image of unfeminine).
- Sports may be done properly in school if they are fair games and they not unfairly disadvantage some participants.

4. Brief Summaries of Video Programs
Here are brief summaries of the video material provided for this module.

4.1 Video Program 1: Our Virtual Summit Conference on Sports and Society

This program is the first of several programs designed to introduce you to personal, managerial, and societal ethics issues in sports. You hear and see the personal accounts of concerned people who confronted hard ethical choices or endured the lack of ethics of others. The personal statements and accounts are designed to make our study of sports and society more practical and applicable to our lives while at the same time providing the examples and cases necessary to test abstract philosophical or managerial ideas.

Topics and issues that are briefly introduced in this video program are explored further within other programs in the video series. In this unit we confront issues in sports, ethics, and society with:

- The Hon. Alan C. Page
- Kareem Abdul-Jabbar
- Bonnie Blair
- Diana Nyad
- Frank DeFord
- William E. Shelton, Ed.D.,
- Todd Boyd, Ph.D.
- Jan Boxill, Ph.D.
- Larry Hinman, Ph.D.
The goal of this video program is to help you identify and appreciate a variety of sports and society relationships.

Summary—“Welcome to the Virtual Summit Conference”

For centuries, societies throughout the world have played sports and games. From grand international tournaments to impromptu local contests, sport plays a significant part in society. Athletes, scholars, managers, ethicists, business people, sportswriters, commentators and fans gathered in Tampa, Florida, for “The Summit: The First International Conference on Ethics and Sports.” We can continue the inquiry into the values, virtues, rights and responsibilities in sport through our on-going “Virtual Summit Conference, Sports and Society: Ethics, Management and Decision Making.” You are now invited to take part in the “Virtual Summit.”

Important issues are addressed at summit conferences, and the summit on sports and society is no different. On May 20th through the 22nd, 1998 many of the leading participants in sports and society issues met to open a dialogue. Keynote addresses, panel discussions and interviews by leading sports figures, scholars and activists raised issues and suggested strategies for confronting problems in sports such as racism, sexism, stereotyping, gamesmanship, violence and commercialism.

The issues raised in the video program by Kareem Abdul-Jabbar, Bonnie Blair, Diana Nyad and others include: the conflict between academics and sports in Kareem’s situation; equality of opportunity for women in Dr. Boxill’s case; rights to personal safety and the duty of professionals to protect their young charges in the case of the Diana Nyad rape; Dr. Huizenga shows that medical science professionals can help athletes avoid national and international rules and regulations regarding their use of performance enhancing drugs; Pete Gent showed how the medical community and the teams themselves may face conflicts of interest and fail to protect the athletes in their care and their employ; Richard Lapchick highlighted the value of sport to influence issues in international relations and redress social evils such as apartheid.

Each of the above mentioned ethical issues have their managerial counterpart, at various levels of society and organizational structure, so throughout this virtual summit conference, our course, we will consider the practical management challenges as an integral part of the ethical challenges facing sports and society.

The course Keynote Address is delivered by Justice Alan Page, National Football League Hall of Fame Defensive Tackle and currently, Supreme Court Justice for the State of Minnesota. He welcomes us as participants to The Summit on Sports and Society and gives us his point of view on some of society’s ethical and management challenges relating to sports.

We define ethics issues as conflicts of values, conflicts of preferred consequences, or conflicts of rights or responsibilities. Anyone who has such a conflict has an ethical issue. In sports management, the ethical issues that arise from sports related moral conflicts can be referred to as sports ethics issues. Situations which require difficult management decisions often contain ethical issues, so anyone with a strong interest in sports management issues is well advised to focus on those ethical issues in sports which must be managed.
Ethics, as an area of study, permits a wide range of considered opinions. In the video program we see that even people who have extensively studied ethics and sports have significant differences of opinion. For some, ethics requires absolutes; for others, ethics is an outgrowth of society; for still others, ethics is a very personal way of life as essential as nutrition. Different emphasis upon the public or private aspects of ethics, together with different definitions and even different ethical theories, all contribute to difficulties in resolving and managing societal issues in sports.

The rape of Diana Nyad, the professional football players who could not read, Kareem’s choice between hundreds of thousands of dollars or a college education, Pete Gent’s debilitating back injury and the team’s indifference to his suffering, and the medical profession’s abdication of their responsibilities are only a few of the issues we discuss in our course Sports and Society: Ethics, Management and Decision Making.

In Summary
Sports ethics is not just an issue of importance for athletes. Just as medical ethics potentially applies to each of us, so issues in sports and society can apply to us all. As tax payers, as tuition payers, as fans, managers, citizens, or just bystanders, sport plays an important role in personal development as well as society at large. People of many nations are benefited or harmed by the way that sport is managed around the world. Sports are billion dollar businesses which represent opportunity for many. Sport is played at many levels and is managed at each of the levels that sport is played. Ethics issues which arise at each level present management problems. How these ethical problems in sports should be understood and managed are the core issues we consider throughout this course.

4.2 Video Program 2: Management Ethics in Sport: Excellence and Compliance

This program is designed to introduce management ethics issues in sports through the stories of people who personally have faced them. Meeting these people and listening to their accounts of their experience and their reasoning help develop our skills in recognizing ethical issues, and identifying ethical issues as management problems. We discuss how ethical concepts and theories can assist us in making decisions regarding difficult ethical issues in sports.

Skills developed in this program are useful in analyzing and managing sports and society issues generally and will be beneficial when we address specific sports and society ethical issues in more detail in subsequent programs.

We get an inside look at management decision making in collegiate and professional sports with (look up their brief biographies in the back of this book to appreciate the backgrounds of each contributor):

- Bill Curry
- John Mackovic
- Bonnie Blair
- William E. Shelton, Ed.D.
- Merrily Dean Baker
- Peter Golenbock
- Richard R. Hilliard, J.D.
- Larry Hinman, Ph.D.
- Jan Boxill, Ph.D.

The goal is to help you recognize situations where ethical management is important in sports and society.

Some of the issues in sport described in this program are:
• Several sport related cases where the lack of ethics affected the lives of people.
• Identify how educational institutions have different constituencies with different goals and how these goals may be in tension or even conflict.
• Recognize situations where institutional values and goals are in conflict.
• Describe institutional management problems created by strict rules and the need to avoid rule violations.
• Identify ethics, management and decision making issues associated with rules compliance and goal attainment.

Video Summary—“Management Ethics in Sport: Excellence and Compliance”

The Summit Conference brought together many people who actively manage sports. They shared their years of experience in making decisions and making hard choices; their years of living with the consequences of their actions, and their years of coping with the decisions and actions of others. The sports management issues they shared at The Summit varied widely. While there are many sport specific management ethics issues, some at The Summit were surprised to find that most management issues in sports ethics are similar to management ethics issues that confront managers throughout society. In this program we survey some management ethics issues in sports and society which were raised at The Summit on Sports Ethics and examine some specific management suggestions regarding the ethical management of the situation.

At The Summit, Dr. Shelton and the others pointed out significant examples of sports ethics issues that need to be managed. They illustrated how institutional needs, organizational and personal ethics intertwine to create difficult situations for all involved. With respect to each situation discussed we should ask ourselves “How would we have reacted in that situation, How would we have managed that situation if we were in a position to do so?”

From the perspective of the presidency of a major university, Dr. Shelton poses management problems which require answers to fundamental questions concerning the appropriate values that an educational institution should place on sports. He also frames management problems that require strategies on how to address the conflicts of interest inherent when we combine big-time sports and institutional integrity. What would the best universities do?

From the perspective of an athletic director at a major university, Dr. Merrily Baker characterized the horror of being in situations where management systems are ineffective and the appropriate use of power in the interest of institutional values is impossible. Is this what the best organizations would do?

From the position of a former coach in a major university, John Mackovic was fired as head coach when the “official lines of authority” became blurred and the wishes of a major donor to the school became the wishes of the university. How would the best athletic program handle this ethics challenge?

One of the most important steps in setting up an ethical management organization is hiring the right people and providing them with the right tools. This is true not only for school and college sports but for professional sports too. Amateur and professional sports organizations, like other public and private management systems, operate within
the twin demands of the rules in the organization that need to be lived by and the ethical values and goals of the organization which should be met.

Tampa Bay Buccaneer General Manager Rich McKay and Eastern Michigan University President Dr. Bill Shelton agree that the fundamental values and goals of their sports organizations set the course for their organization’s management actions and that these basic commitments must be set at the top. Ethics in the management of sports organizations comes from the top down, it does not percolate from the bottom up. Former Minnesota, Michigan State and Princeton University Athletic Director, Merrily Dean Baker, and President Shelton, both have served in powerful administrative positions within the NCAA and even they felt the frustration of working within a framework of burdensome NCAA rules and regulations.

Dr. Baker shared examples of difficult day to day ethical challenges she confronted when she, like other sports managers, found it difficult in particular circumstances to strictly abide by institutional and organizational rules and also maintain the integrity of her personal and organizational values and goals.

All the while, Rich Hilliard, head of NCAA enforcement, has the obligation to follow the rules regarding enforcing the rules.

The complex rules create management nightmares. There are rules from the team, from the educational institution or professional organization, rules from the conference or league, rules from regulating associations such as the NCAA, National Intercollegiate Athletic Association, International Olympic Committee and others, federal regulations and state laws to obey. This network of constraints creates a management environment where the pursuit of values, such as an excellent winning sports program, may be seen to be in conflict with the need to be in compliance with the rules. It is here, where the pursuit of perhaps worthy goals collide with the requirement that every rule and regulation be obeyed, that managers and institutions alike face challenges to their ethics—challenges to their integrity as people and as institutions.

In Summary, college administrators, coaches, athletic directors, owners, fans and taxpayers all have a stake in the proper management of sports. Collegiate sports in America is an example of a complex of organizations and rules which are intended to make college athletics better, but they can occasionally have the effect of doing harm.

We addressed questions such as how should sports be managed? What questions do the best sports managers ask? How do the values, consequences, rights and responsibilities differ among society’s stakeholders in sport. How can those responsible for sports meet both their societal obligations and their expectations? How can errors in ethical management destroy one’s career and the careers of those managed?

4.3 Issues in Sport Special Edition: Interview with Lee Roy Selmon.

This program is on the DVD and may be shown to the in-class students. The Teleweb students should view this 54 minute interview to gain a very special perspective on many of the issues we will be discussing in the course.

Lee Roy Selmon is a College All American, Academic All American, National Football League Hall of Fame athlete. He is one of nine children and his story and perspective is special. He is presently the Athletic Di-
rector at the University of South Florida and deals with many of the issues discussed in this course.

Lee Roy Selmon shares his insights into the relation of sport and character, academics and sport, the role of families and sport in the development of young people, the obligations of academic institutions to athletes and the obligations of athletes to their academic institutions.

This interview personifies how sport and young people can come together to make a successful life, but it also points out how things can go horribly wrong if the athlete is not properly prepared to face issues that may arise.

5.0 Brief Summary of Web Site activities

This week we provide links to several web sites that will provide an ongoing source of information on ethics, sociology, and sport.

REQUIRED POST: Post about your experience and interests in sport and the issues discussed in the video material that especially interest you.

Let your instructor and your fellow students get to know you in your first post to the group. This is an excellent way to get familiar with posting on the discussion boards and do so with a subject matter that you should know well.

Don’t forget to take your quiz.
6. Practice Quiz Questions for Module One

1. We have defined Ethics and Morality as:
   (a) the eternal truths known only by God
   (b) the standards and practices which are or should be sanctioned by a group
   (c) the NCAA code of conduct
   (d) utilitarianism

2. A model or paradigm of sport given by Dr. Jan Boxill includes the following features except:
   (a) must be sanctioned by the international Olympic Committee
   (b) freely chosen rule governed activity
   (c) physically challenging and involves competition
   (d) is a mutual challenge to achieve excellence

3. Moral absolutism is the belief that
   (a) there are many societies which have unchanging moral beliefs.
   (b) there may be more than one set of true moral beliefs.
   (c) there is only one set of true moral beliefs.

4. Moral relativism is the belief that:
   (a) there are many societies which have unchanging moral beliefs.
   (b) there may be more than one set of true moral beliefs.
   (c) there is only one set of true moral beliefs.

5. Management is defined as the:
   (a) methods by which things are done
   (b) identification of each individual or group affected by a situation and the moral or economic interest which they have in that situation
   (c) organization and operation of a system designed to meet a goal
   (d) value, virtue, consequences, right or responsibility which is affected by a situation.

6. Stakeholder analysis is defined as:
   (a) the methods by which things are done
   (b) the identification of each individual or group affected by a situation and the moral or economic interest which they have in that situation
   (c) the value, virtue, consequences, right or responsibility which is affected by a situation.
   (d) the organization and operation of a system designed to meet a goal.

7. A moral interest or moral stake is defined as:
   (a) the methods by which things are done
   (b) the identification of each individual or group affected by a situation and the moral or economic interest which they have in that situation
   (c) the value, virtue, consequences, right or responsibility which is affected by a situation.
   (d) the organization and operation of a system designed to meet a goal.
8. Justice Alan Page suggested that it may now be the time to consider separating collegiate sports from college because of the conflicts created by combining the values for successful athletics and scholarship.

(a) true
(b) false

9. Justice Alan Page claimed that athletes do not have a special obligation to be people of character whether they like it or not.

(a) true
(b) false

10. Justice Alan Page claimed that race issues in America and in sports will be determined by our ability to treat people as individuals, with individual qualities, not as stereotypes.

(a) true
(b) false

11. The SAGE sequence for ethical decision making in management consists of

(a) seeing the moral issue
(b) analyzing the issue
(c) generating options for resolving the issue
(d) ethically evaluating the options
(e) all of the above

12. Jan Boxill claimed that excellence in sports, or anything else, is achieved through following the rules in order to be creative within the artificial space created by the rules, and this is what allows the individual to achieve as high as one wants to achieve in sports.

(a) true
(b) false

13. Sports has a moral significance because:

(a) it can be used to develop and reveal character
(b) it can tell us a lot about the society in which the sport is played
(c) none of the above.
(d) both (a) and (b)

14. Jan Boxill claims that

(a) it is the process that you must go through to win that is valuable
(b) taking a pill to win would be a hollow victory
(c) through the process of sport we learn about ourselves and develop respect for others
(d) all of the above.

15. There may be management ethics issues at the level of

(a) the president of the university
(b) the athletic director
(c) the coach
(d) the board of trustees of the university
(e) all of the above
16. One of the most important steps in setting up an ethical management organization is

(a) the hiring of the right people and providing them the right tools
(b) having ethics in the leadership of the institution
(c) having enough money to not be tempted to do anything unethical
(d) not being interested in having a winning program
(e) (a) and (b)

17. The NCAA rules always provide guidance on how to handle a situation in the most ethical way.

(a) true
(b) false

18. When there is a conflict in the rules of the school, the NCAA rules, and the values of the individuals involved

(a) follow the NCAA rule
(b) follow your own rules
(c) please your boss
(d) you have an ethical problem that needs resolving
(e) do whatever would make the most people happy

19. When a college or university tries to combine big time sports with its academic educational mission, often there are conflicts between doing what would enhance winning and maintaining institutional integrity.

(a) true
(b) false

20. Sports administrators need consider only the rules within their own institution when determining what should be done in a hard choice management situation.

(a) true
(b) false

21. The following are all part of Jan Boxill’s paradigm or model of sport except

(a) rule governed activity
(b) entertaining
(c) physically challenging
(d) mutually challenging competition

22. Issues in sport can be characterized as a conflict of values, important consequences or rights or responsibilities among athletes, coaches, fans, managers, organizations, institutions or any other individuals or groups who have a stake in sport.

(a) true
(b) false

23. Claudia Card maintains that sport is a source of joy and positive character building.

(a) true
(b) false

24. Claudia Card is a feminist who believes that competition does not develop competence and that feminists who are critical of competition are wrong.

(a) true
(b) false
25. Claudia Card links sport with music and art as activities that make life worth living.
(a) true  
(b) false

26. Claudia Card does not argue that from a feminist standpoint, women who have been outstanding athletes have had to pay a social penalty, so as a consequence women are discouraged from going out for sports because they learn early on that it is unfeminine.
(a) true  
(b) false

27. Lawrence Hinman discusses how sport is a subset of play and how play is a sort of rehearsal for the real world.
(a) true  
(b) false

28. Larry Hinman does not believe that we develop virtues within the context of sport and then carry them over into life as a whole.
(a) true  
(b) false

29. Larry Hinman argues that gender equity is a win-win situation where individuals and society both benefit.
(a) true  
(b) false

30. Hinman argues that Aristotle encourages us to develop precisely those virtues that are needed in the world of sport.
(a) true  
(b) false

31. Jan Boxill argues that sport is not a significant moral function in our society.
(a) true  
(b) false

32. Boxill said that “the death of ethics is the sabotage of excellence” and by this she means that
(a) you can become better at sports by being unethical  
(b) when you cheat in sports you harm yourself  
(c) ethics is irrelevant to sports

33. Jan Boxill says that competition is
(a) not about winning or losing  
(b) a means to develop all children

34. Jan Boxill says that her most important goal is to get people to understand the moral significance of sport.
(a) true  
(b) false
35. Boxill argues that we should not just want to win but also should want to go through the process that is necessary to prepare us to win and only in this way can we truly appreciate the joys of victory.

(a) true
(b) false

36. Blake Burleson claims that sports is a window on our culture so sports ethics is like business ethics and medical ethics and each of these studies address the same basic issues.

(a) true
(b) false

37. Blake Burleson maintains that you cannot be a great athlete and not be a great person.

(a) true
(b) false

**Module One.**

1. b, 2. a, 3. c, 4. b, 5. c, 6. b, 7. c, 8. a, 9. b, 10. a, 11. e, 12. a, 13. d, 14. d, 15. e, 16. e, 17. b, 18. d, 19. a, 20. b, 21. b, 22. a, 23. a, 24. b, 25. a, 26. b, 27. a, 28. b, 29. a, 30. a, 31. b, 32. b, 33. b, 34. a, 35. a, 36. a, 37. b