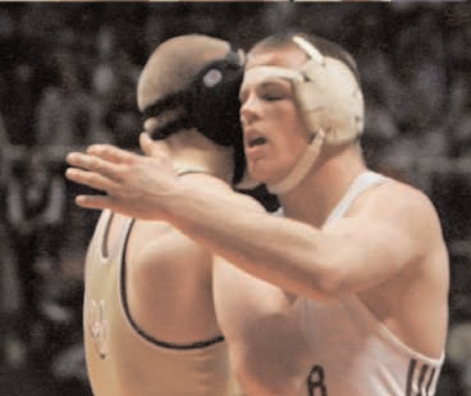


# Doing What's Right:

A high school student-athlete's

guide to honorable competition in interscholastic events



USADA EDUCATION



U.S. Anti-Doping Agency

This booklet is not intended to tell you what's **right and wrong**. You will make that decision on your own.

The purpose of this booklet is to:

- introduce an ethical framework that you may choose to help guide your decisions.
- raise questions so you begin to reflect on where you set your own ethical standards.

You **may not agree** with everything you read. That's okay.

Keep an open mind and take what works for you.

#### CONTENTS:

*Why Care About Ethics?* Page 1

*The Six Pillars of Ethical Decision-making* Page 7

*Using Ethics to Make Decisions* Page 14

*Making the Ethical Choice* Page 18

*The Balanced Perspective* Page 21

# Why care about ETHICS?



*"The IHSA serves member schools by providing leadership for equitable participation in interscholastic athletics and activities that enrich the educational experience." – IHSA Mission Statement*

Decisions are seldom black and white. Many decisions are made from the gray area. Sometimes, the best choice is unclear. Other times, the best choice is clear – but it is hard to take action. There are also times when no matter what decision you make, it seems like the wrong one. This can be especially true in sports. How can you be sure you are making the best decisions?

For example, what if you know that one of your teammates is using a prohibited substance to enhance their performance? Do you confront your teammate? Do you report the behavior? Or, do you ignore the situation? How do you know what the best decision is? Ethics can be your road map to reach a decision.

The Good,



The Bad,



and The Ugly...



**Everyday, headlines show things that go wrong with sports. The stories include:**

- athletes driving drunk,
- corrupt officials fixing competitions,
- players shaving points for gambling purposes,
- high-school athletes going to Mexico to purchase steroids and selling them to teammates,
- coaches having inappropriate relationships with players,
- parents brawling at youth sporting events,
- fans crossing the line and assaulting coaches, players, and officials
- athletes breaking records with the help of performance-enhancing substances.

These are just a few examples of things that go wrong with sports.

**The point is – something is missing.**

While there is not just one reason these things happen in sports, part of the problem is that people ignore ethics when making decisions.

There are also many amazing aspects of sports, including:

- "Seeds of Peace" is a camp that uses sports, among other activities, to bring Jewish and Palestinian youth together to learn from each other and overcome prejudices.
- Jackie Robinson's breakthrough in baseball was an integral piece of the Civil Rights Movement.
- Sports can be an avenue for social change, as is the case with Title IX.
- On 9/11, four athletes – Todd Beamer, Mark Bingham, Tom Burnett, and Jeremy Glick became a team and took back

**Flight 93:**



Courage – Integrity



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This is what it's all about!



# — Honor — Faith

The four men were all in their thirties and were all athletic. Bingham, a six-foot-five surfer and rugby player, had ridden the horns of a bull in Pamplona, Spain, and lived to tell about it. The publicly gay San Franciscan had once wrestled a gun from a mugger's hand, then beat up the mugger and his accomplice. He was tough as nails, and so was Glick, six foot two, burly and skilled. At the University of Rochester (N.Y.) in 1993, he was the national collegiate judo champ in the 220-pound division. Beamer had been an infielder for the Wheaton (Ill.) College baseball team, and Burnett had been a star quarterback for Jefferson High's football team in Bloomington, Minn. This team of four was the hijackers' worst nightmare.

We know that the fight to take back the plane did not last long, at 10 a.m., it crashed in Shanksville, PA, killing all 45 aboard. The hijackers' mission—the Capitol? the White House?—had been foiled.

Tom Burnett had a personal motto: Everybody else first, me second. It speaks for the four of them, and any others aboard Flight 93 who determined to take back the plane, take back their own fate, take away the murderous intent of the terrorists. They saved many lives, on a day of wanton killing.

*From ONE NATION by Life Magazine.  
© 2001 by Time Inc., by permission of Little, Brown and Company, Inc.*

*This shows ethics in a real world context. Ethics is not bound by the lines of a playing field. When they were needed most, the heroes aboard Flight 93 demonstrated the character developed, in part, by lessons learned in sports. **Whether in or out of sport, how will you know what the best choice is when faced with a difficult decision?***

## Our kids are watching.



*Sports can teach honor, physical skills, discipline, self-esteem, humility, the team concept, and healthy lifestyles. Sports can also teach cheating, create inflated egos, give a sense of entitlement, and reinforce distorted body images and poor health consequences.*

*Ethics in sport can explain the gap between the amazing benefits sports can provide and the horrible damage it can inflict.*

### **What is ethics?**

**Ethics is a code of conduct. Ethics is a guide to reach a decision.**

**Consistent.** A reason for action in one situation is a reason for the same action in another situation. For example, if it is wrong to cheat in a pick-up game of basketball with your friends, it is wrong to cheat at a regional, sectional or state final competition.

**Impartial.** A reason for taking action for one person is a reason for any other person to take action. So, it does not matter who you are, if it is an ethical rule – it applies to you. If it is unethical for one athlete to use Human Growth Hormone, it is unethical for all athletes.

**Motivating.** An ethical reason is a motive for taking action. Ethics without action are meaningless. If an athlete believes doping is unethical, but chooses to dope, then his/her beliefs mean nothing.

**Overriding.** An ethical reason for acting overrides all other motives for taking action. So, if it is wrong for an athlete to take a stimulant before an event, the athlete should not take a stimulant. The reason that doping is unethical overrides other motives for taking action, such as the desire to win, fatigue, or any other motive.

Ethics is a set of standards that guide our conduct. Ethical standards are universal and objective. These standards are not based on subjective guidelines. They have been proven over time.





# The 6 Pillars

## of Ethical Decision-making...

### **What are these standards?**

Six Pillars of Character<sup>sm</sup>, from Pursuing Victory With Honor<sup>sm</sup>, provide the framework for making ethical decisions:

**trustworthiness**

**respect**

**responsibility**

**fairness**

**caring**

**citizenship**

## Pillar



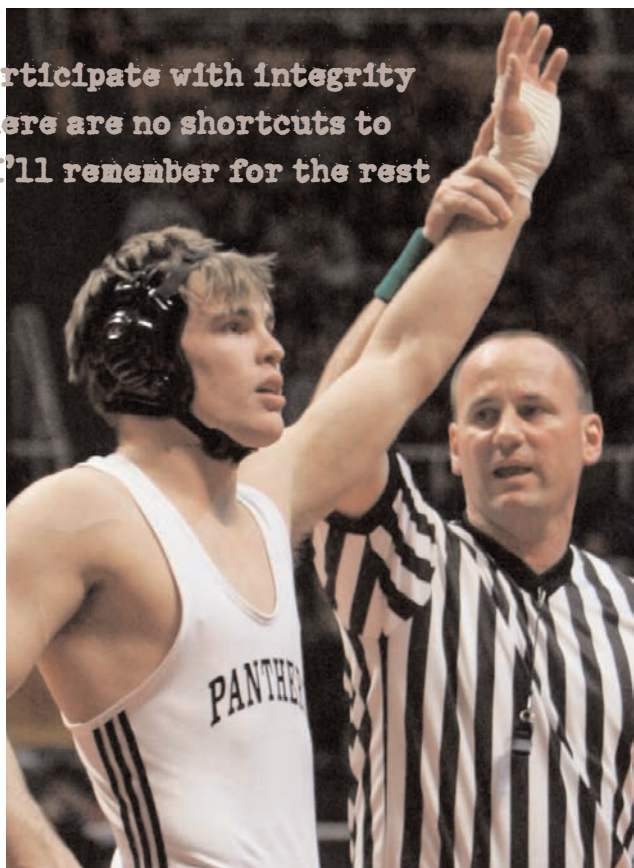
### TRUSTWORTHINESS

- Always pursue victory with honor.
- Demonstrate and demand integrity.
- Observe and enforce the spirit and letter of the rules.
- Do not engage in or tolerate dishonesty, cheating, or dishonorable conduct.

**Practical application:** *You are running out of time in your match, you fake an injury so the official will call a time-out. Is that trustworthy?*

**“Learning how to participate with integrity and knowing that there are no shortcuts to success are things I’ll remember for the rest of my life.”**

**—Molly Glantz,  
Senior, Barrington  
High School**





**“You need to put things aside and thank the other team for a hard fought game. It may be difficult at the time, but congratulating the other team is the respectful thing to do.”**

**—Derek Kreps, Senior, Macomb High School**

**Pillar**



## **RESPECT**

- Treat the traditions of the sport and other participants with respect.
- Do not engage in or tolerate disrespectful conduct, including verbal abuse of opponents and officials, trash talking, taunting, and inappropriate celebrations.
- Win with grace and lose with dignity.
- Encourage your fans to follow your lead.

**Practical application:** *During the play, your opponent falls down. The play is over and there's a break in the action. Helping opponents up goes above and beyond general expectations of respect. Do you help your opponent up?*

## RESPONSIBILITY

- Be a positive role model on and off the field.
- Safeguard your health. Know what you're putting in your body.  
Just because a substance is legal or natural doesn't mean it's permitted or safe.
- Take responsibility and educate yourself about issues of anti-doping.  
It's up to you to comply with anti-doping policies.

*Practical application: An athlete believes that since she competes clean, the anti-doping policies don't apply to her. Why should she bother following anti-doping policies if she is a clean athlete? As a clean athlete, why should you sacrifice any of your time or effort to follow anti-doping policies?*

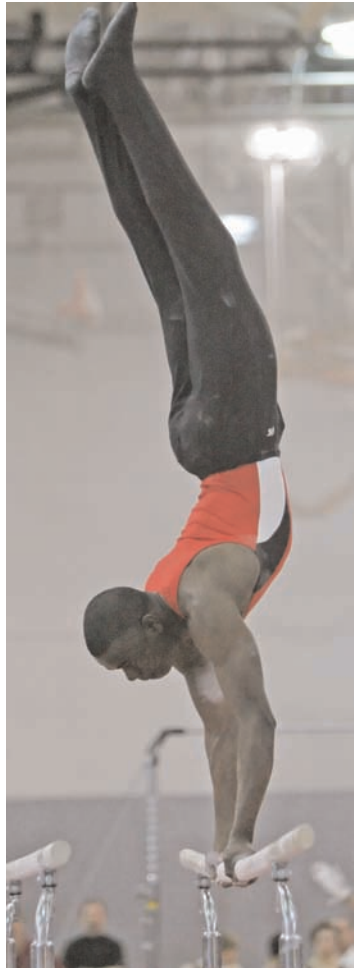
**“They (performance enhancers) do not do anything but harm the body. The results are not worth doing harm to your body.”**

**—Jacob VanWinkle, Junior, Heyworth High School**



“I would follow the doctor’s instructions. Not only because they (prohibited substances) are prohibited, but because I would not want to injure myself further.”

—Emily Meyer, Senior,  
Pecatonica High School



## Pillar

### FAIRNESS

- Adhere to high standards of fair play.
- Never take an unfair advantage.

**Practical application:** An athlete is attempting to come back from an injury. He knows anabolic steroids can help increase strength and reduce recovery time. He ignores the health consequences\* and, against his doctor’s advice, decides to use steroids until he gets back to the level he was at before the injury. Would you ever consider using prohibited substances to reduce your recovery time or would you follow your doctor’s advice?

\* For more information on the physiological effects of steroids, check USADA’s and IHSAs Athlete handbook, available in the spring of 2008.

## Pillar



### CARING

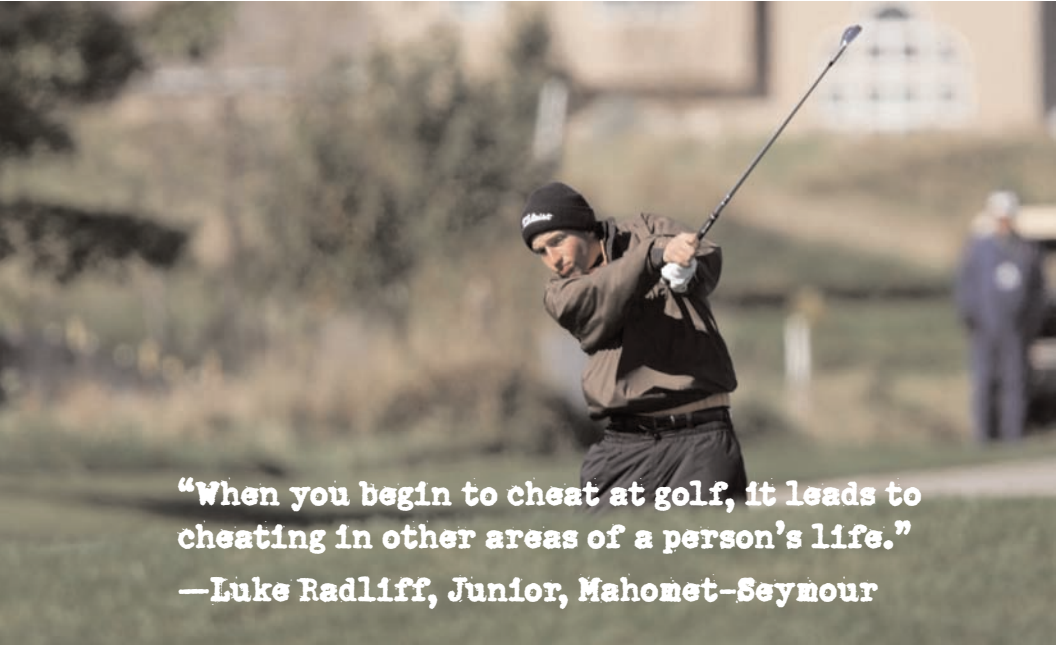
- Demonstrate concern for others. Never engage in reckless behavior that could injure yourself or others.
- Help the team by encouraging your teammates.
- Never tolerate unhealthy or dangerous conduct by your teammates. Encourage your teammates to make healthy choices and be prepared to report the dangerous behavior if it continues.

**Practical application:** *Your opponent has an injured knee. Your coach directs you to try to knock the opponent out of the game by targeting the knee. Is attempting to put an opponent out of the game just a part of sport? Or does it violate the caring pillar?*

**“Sports are about playing with intelligence, intensity and heart, not playing with the intention of hurt.”**

**—Andres Glodich,  
Sophomore, Frankfort  
Community High  
School**





**“When you begin to cheat at golf, it leads to cheating in other areas of a person’s life.”**  
**—Luke Radliff, Junior, Mahomet-Seymour**

## Pillar



### CITIZENSHIP

- Play by the rules. Sport is defined by the rules. Without the rules, it ceases to be the same sport.
- Follow the spirit of the rules. Resist the temptation to gain an advantage by bending the rules. Take pride in your performance while abiding by the rules. You have worked too hard to throw it away by cheating.
- As a member of a community, whether on a team, in a classroom, or with a family, think about how your choices impact other community members.
- As the old saying goes, “you are only cheating yourself”. By cheating in competition, the only person you are cheating is yourself and the chance to prove that you are good enough on your own.

**Practical application:** *You are a goalie in a soccer shoot-out. You know it is against the rules for you to advance on the ball until it has been kicked. If you move toward the shooter before the ball is kicked, you can cut down the angle of the kick and have a much better chance of stopping the shot. If you had a good chance at getting away with it, would you try and sneak toward the shooter before the shot?*

# Using ETHICS to make decisions.





**The first step** in making an ethical decision is considering how your decision will affect those involved. Western culture can often be viewed as a “me-first” society. Asking yourself how your decision will impact others is an essential part of ethics.

**The next step is putting the decision up against each of the six pillars.**

Ask yourself if the decision is:

- trustworthy,
- respectful,
- responsible,
- fair,
- caring, and
- does it meet the citizenship pillar?

**Quick tools to make an ethical choice:**

**The Sunlight Test.**

- What would you do if everyone you loved and respected knew what you were doing?
- Would you be proud of your actions?

**The Role Model Test.**

- When faced with a decision, ask yourself what your role model would do in the same situation.
- A role model should be someone you respect and trust to do the right thing. (For example, your role model could be your father, mother, teacher, coach, spiritual leader, sibling or friend.)
- As a role model to others, what decision would you want them to follow?



Ethics is a personal decision. **Do not let someone else set your ethical standards.** For example, the International Olympic Committee, the International Federations, and the World Anti-Doping Agency work together to define the list of prohibited substances for those athletes who participate in international competitions, and the IHSA has defined a similar test for high school athletes in Illinois. The list can be found at [http://www.ihsa.org/initiatives/sportsMedicine/files/IHSA\\_banned\\_list-2007-08.pdf](http://www.ihsa.org/initiatives/sportsMedicine/files/IHSA_banned_list-2007-08.pdf). There are clear lines you cannot cross. Do you get as close as you can to that line, or do you set your own standards? When making ethical decisions, continual and consistent reflection is critical. Where do YOU draw the line? How are you going to compete with honor?

### **Is it okay to make winning a priority?**

Absolutely! Play your heart out. Striving to win is an integral part of sports. In fact, if you are not playing to win, you may be violating the respect pillar. Playing to win is part of having respect for the game, but making winning your only priority is where you can run into trouble. Isn't competing with honor more important than winning at all costs? After all, if you "win" while cheating, is it a true victory? Are any of the following examples on your list of priorities? [ **competing with honor, team goals, individual goals, having fun, winning, intrinsic rewards, extrinsic rewards** ]

**What are your priorities when competing?**

If winning is  
everything to you,  
you will do  
anything  
to win.





**Competing  
without cheating  
may cost you  
chances to win.  
Are you willing  
to make that  
sacrifice to  
pursue victory  
with honor?**

# Making the **ETHICAL** choice.

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The following examples give you a chance to put your ethics into action.

**Indicate whether the following examples are ethical or not.** You are not being asked to evaluate the wisdom or effectiveness of these decisions – just whether or not they are ethical.

Some examples may present difficult decisions. Use the decision-making tools presented on page 15. **It is important to tune out the media messages that are constantly presented.**

For example, you may hear a TV commentator praising a pitcher for hitting a batter with a pitch because he was protecting his own team.

Does this decision match up with the Six Pillars?

**Remember, it is up to you to make the ethical choice.**

<b>Practical Examples:</b>	<b>Clearly Ethical</b>	<b>Somewhat Ethical</b>	<b>Somewhat Unethical</b>	<b>Clearly Unethical</b>
In a basketball game, the coach tells her team to be as physical as they can and get away with it.				
In football, a lineman deliberately seeks to inflict pain on an opposing player to intimidate him.				
At a crucial point in a big game, a player fakes an injury to get a needed time-out for his team.				
In tennis, the ball is called out though the player is certain it hit the line. The player says nothing and takes the point.				
In an attempt to motivate his team, a coach deliberately yells at the official to get thrown out.				
In softball, a catcher continually "frames the pitch" trying to make a ball look like a strike.				
A coach uses profanity and personal insults while coaching.				
In soccer, the best player on the other team already has a yellow card. An opponent deliberately fakes a foul hoping that player will be red carded and removed from the game.				
The team captain argues with an official intending to influence future calls.				
In ice hockey, a coach uses a player as an enforcer to intimidate opponents and protect his own players.				
A football coach asks the greenskeepers to let the grass grow to slow down a speedy opposing team.				

*Continued on next page...*

**Practical Examples (cont'd):**

	Clearly Ethical	Somewhat Ethical	Somewhat Unethical	Clearly Unethical
Coming back from an injury, an athlete uses prohibited substances – not to get ahead – just to get back to where she was before the injury.				
An athlete believes his competitors are using EPO (a prohibited blood booster that aids endurance) and decides to use it to keep up with the competition.				
You know your teammate is doping and you do not confront them or anonymously report them.				
An athlete takes 25 different supplements with the intent to enhance his performance. None of the supplements have any prohibited substances listed on the label.				
Before she can putt it, a golfer notices her ball has moved a fraction of an inch. The rulebook calls for a one-stroke penalty. No one else saw the ball move, and she does not believe the movement of the ball gave her any advantage. She continues her round without calling a penalty on herself.				

*The last example comes from a real-life experience. Except in the real story, Wendy Ward called a one-stroke penalty on herself after she noticed the ball had moved a fraction of an inch. No one else saw the ball move. Wendy Ward finished one stroke out of the playoff. When asked why she called the penalty on herself, Ward commented, "I did not see any other option. I would not have been able to hit that putt knowing the ball had moved. It was a natural reaction for me to call the penalty on myself because I stand for integrity. I did not think about the consequences." This is a great example of an athlete making an ethical choice in a tough situation. Wendy Ward made a choice that cost her money and the chance to win a major tournament, but she also made the only choice that allowed her to keep her integrity.*

**Again, the intent of this exercise is not to tell you what is right and wrong. These are just a few examples of ethical choices that sports provide. Remember, it is important for you to decide what you will do when faced with these choices. Be proactive by setting your standards before you get to the heat of competition.**

### **So far, you have:**

- explored the importance of ethics in sport,
- looked at a framework to explain ethics in sport, and
- used tools that can help you make ethical decisions.

Now, how can you take what you've learned and put it into action? Setting well-balanced, effective goals can help you match your beliefs with your actions.

# The Balanced Perspective.

When you look at the ethical question of using performance-enhancing substances, it is important to evaluate your personal goals. When you think about your goals, think about every aspect of your life, not just your athletic life. Also, it is important to focus on the process rather than only the outcomes. Make sure your goals are measurable. Finally, be careful to keep a long-term perspective rather than getting caught up in the short-term gains.

## Add some spices to your life.

It is important to focus on overall health rather than only focusing on your athletic life. The different aspects of overall health can be defined using the acronym **"SPICES"**, **S**piritual, **P**hysical, **I**ntellectual, **C**ultural, **E**motional, and **S**elf-Responsible. **Spiritual** is an introspection of who you are and what you believe. **Physical** includes nutrition, hygiene, safety habits, and fitness. **Intellectual** involves doing things that stimulate and challenge your mind. **Cultural** means acknowledging differences among people, ideas and traditions. **Emotional** is having satisfying relationships, managing stress, and getting rest and relaxation. **Self-Responsible** is taking charge of your life by making choices that are right for you, and accepting responsibility for your choices without blaming others.

**Focusing on the process rather than the outcome is a key concept in setting effective goals. Outcome-based goals can serve as a destination of where you want to finish, but it is the process-based goals that serve as the road map to reaching your destination. If you focus on outcomes only, it is easy to lose perspective. For example, the goal to win a gold medal is a great goal to have. It should be complemented with process-oriented goals, such as improving personal performances, setting personal bests, improvements in training, or reaching milestones. Otherwise, what happens if an athlete, whose only goal was to win the gold, wins the silver? Without process-oriented goals, that athlete has no way to truly measure the triumphs along the way, and has failed to meet her only goal of winning the gold medal.**





# Spiritual

Who you are, what you believe...

# Physical

Nutrition, safety habits, hygiene, fitness...

# Intellectual

Stimulate and challenge your mind...

# Cultural

Acknowledging differences amongst people...

# Emotional

Satisfying relationships, managing stress, rest, relaxation...

# Self-Responsible

Making choices that are right for you...



## **Another important aspect of setting goals is making sure your goals are measurable.**

How will you know if you met your goal? What criteria and timeline will you set for your goals? Consider this goal: "I will get better at my sport." This is a great goal to have, but how do you measure it? When do you measure it? Two months from now, how will you know if you are "better" at your sport? An example of a measurable goal is, "I will increase my training time by two hours a week over the next two months." In two months, you will be able to evaluate whether or not you met your goal.

If you only use short-term goals, it is easy to make decisions that will negatively impact your health in the long-term. When you lose your long-term perspective it is easy to sell out your overall health for short term gains. Instead of setting goals related to the next couple of months, consider where you want to be, and what you want to accomplish in the next 10, 20, or even 50 years?

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### **Let's look at some examples of athletes' goals:**

1. Earn a spot on my school's varsity team.
2. Win a conference championship.
3. Be named all-conference.
4. Go to state.

---

Do these goals cover **SPICES**? Are the goals selling out for short-term gains? Do they focus on the process or only the outcome? These goals can lead to a *win-at-all-cost* attitude that makes it easier for athletes to choose shortcuts in meeting their goals.

Ask yourself: Are you considering your overall health (SPICES) in your goals? Do you create your goals with a long-term perspective? Have you included goals that focus on the process? How will you be able to measure whether or not you met your goals?

**The healthiest goals are measurable, focus on the long-term, emphasize the process, and cover every aspect of your overall health.**



**What stories  
will you tell  
your kids?**

List a few goals you want to accomplish **THIS MONTH:**

*Example: I will finish every rep in my next weight training workout.*

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List a few goals you want yourself and your team to accomplish in **THE NEXT SIX MONTHS:**

*Example: I will meet with a nutritionist to help me get the most out of my diet, naturally.*

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List a few goals you want to accomplish in **THE NEXT YEAR:**

*Example: I will earn my diploma with a 3.5 g.p.a.*

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List a few goals you want to accomplish **AFTER YOUR ATHLETIC CAREER:**

*Example: I will get a job teaching history and coaching in a high school.*

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**Are these goals balanced?**

**Do they focus on the long-term?**

**Do you have outcome or process-oriented goals?**

**Do they reflect your whole life, not just your athletic life?**

**Are they measurable?**

**"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well." — Olympic Creed**

**Ethics is not a destination, it is a journey.**

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Institute of Ethics.  
[www.charactercounts.org](http://www.charactercounts.org)

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