

Good Work Project Report Series, Number 10

The Origins of Good Work
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Project Zero
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Since 1995, three teams of investigators, under the direction of Howard Gardner, of Harvard University, Mihaly Csikszentmihalyi of Claremont Graduate University, and William Damon of Stanford University, have been researching the ways in which leading professionals in a variety of domains carry out good work. "Good work" is used in a dual sense: 1) work that is deemed to be of high quality and 2) work that is socially responsible. Through intensive, face-to-face interviews, the researchers have investigated several domains, including journalism, genetics, business, jazz music, theater, philanthropy, and higher education. Pilot studies have been conducted of medicine and the rapidly emerging domain of "cyberlaw", with plans to explore these areas more fully in the future.

In addition to this central line of study, several other related lines of investigation have been launched:

1. The Origins of Good Work project is an examination of teenagers who excel in extracurricular activities.
2. The Dedicated Young Professionals Study focuses on those who have just begun (or will soon begin) promising professional careers.
3. Good Work in Interdisciplinary Contexts. Pilot studies of new arts/science media and of the Massachusetts Institute of Technology's Media Lab have been completed. Plans are underway to study interdisciplinary work at the pre-collegiate, college, and research institution level.
4. The Role of Contemplative Practices investigates the ways in which contemplation/meditation influence how professionals carry out work.
5. Encouraging Good Work in Journalism. This project, carried out in conjunction with the Committee of Concerned Journalists, is currently developing a "traveling curriculum" for use in newsrooms around the country.
6. Good Work as Transmitted through Lineages examines how the principle of doing good work is passed down through continuous generations of teachers to students or from mentors to less experienced professionals.
7. Good Work in Other Societies is a project spearheaded by colleagues at Denmark's Royal Danish School of Education that investigates good work in Denmark and Latvia. In the future, additional international components will be added.

The Project expects to issue a variety of books, reports, and related documentation. The present series, launched in early 2001, includes reports on several of the lines of research mentioned above. For further information on the Good Work Project, contact Professor Howard Gardner's office at 617-496-4929, via email at hgasst@harvard.edu, or through regular mail at 201 Larsen Hall, Harvard Graduate School of Education, Cambridge, MA, 02138.

Papers On Good Work
February 2001

1. The Project on Good Work: A Description (April, 2000), Howard Gardner, Mihaly Csikzentmihalyi, and William Damon.
2. The Ethical Responsibilities of Professionals (July, 1998), Howard Gardner
3. The Empirical Basis of Good Work: Methodological Considerations (June, 1997), Howard Gardner, Anne Gregory, Mihalyi Csikzentmihalyi, William Damon, and Mimi Michaelson.
4. Good Work in Business (August, 2000), Kim Barberich and Howard Gardner.
5. Good Work Among Dedicated Young Professionals (July, 2000), Becca Solomon, Greg Feldman, and Marcy LeLacheur.
6. Contemplation and Implications for Good Work in Teaching (August, 1998), Laurinda Morway, Jeff Solomon, Mimi Michaelson, and Howard Gardner.
7. Good Work in a Complex World: A Cross Cultural Comparison (November, 1998), Hans Henrik Knoop and Howard Gardner.
8. Opportunities and Obstacles for Good Work in Medicine (August, 2000), Jeff Solomon, Jennifer DiBara, Sara Simeone, and Dan Dillon.
9. New Media Art: A New Frontier or Continued Tradition? (January, 2001), Kaley Middlebrooks.
10. The Origins of Good Work (April, 2000), Wendy Fischman and Grace Lam.
11. Good Work among Albert Schweitzer Fellows (April, 1999), Wendy Fischman, Becca Solomon, and Deborah Shutte.
12. High Abilities and Excellence: A Cultural Perspective (2000), Jin Li
13. Interdisciplinary Research and Education: Preliminary Perspectives from the MIT Media Laboratory (January, 2001), Dan Dillon.
14. Good Work in Cyberlaw (August, 2000), Evan Zullow.
15. Getting Kids, Parents, and Coaches on the Same Page (2000), Becca Solomon and Howard Gardner.

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I. Introduction

In the Origins of Good Work project (“Origins”, for short), we seek to understand the ways in which young people think about the meaning and importance of work in their lives. Through personal interviews and a "value sorting task," we explore the reasons why young people engage in their work, what they hope to get out of it, the benefits and rewards of their participation, and the challenges they face.

We are studying students between the ages of sixteen and twenty-one (as a comparison to a younger group we interviewed last year). At this point in their lives, students face choices about their futures: attending college, continuing in their activity as a hobby or as a profession, or committing to an entirely different area of work. This year, we conducted far-reaching interviews of eleven journalists aged seventeen to nineteen to hear about how they confront these decisions. We developed a new set of questions for this age group, based on our other studies of dedicated young *professional* journalists and geneticists who are just starting out in their careers.

In this report we discuss: 1) emergent trends from the study of young journalists, 2) our implementation efforts, and 3) connections of the research to the overarching Good Work study.

II. Emergent Trends from the Study of Young Journalists

A. Selection and Demographics

For this portion of our study, we interviewed eleven young journalists from the Greater Boston area. To avoid potential overlap with our related Dedicated Young Professionals study, we deliberately limited our study to high school journalists¹. We selected journalism subjects who are highly committed to working on their high school newspapers. We defined “highly committed” subjects as those who work on their school paper for a minimum of two years for at least ten hours per week.

We also concentrated on finding subjects who serve as both writers and managers of their newspapers. We were particularly interested in high school journalists who hold the position of editor-in-chief because this role provided them a broader perspective on the newspaper. We reasoned that these subjects would be able to comment more thoroughly on journalism as a domain because of their experiences with both the journalistic and administrative aspects of their newspapers. We did not consider students who only have experience as reporters since these students tend to commit less time to the paper and seem involved for the opportunity to write rather than for the opportunity to work and train as a journalist.

We further narrowed our subject sample by focusing on students who work on school newspapers recognized for their excellence, and students who have recently received journalism awards. Our efforts yielded a subject sample of six editors-in-chief of award-winning high school papers; two editors-in-chief of independent school papers of high acclaim; and three recipients of awards for journalistic achievement from national

¹ Two of our subjects were in college at the time of our interviews, but we talked with them about their high school journalism experiences.

journalism organizations, such as the Columbia Scholastic Press Association and the New England Scholastic Press Association.

Among the eleven young journalists, six are female and five are male, all between the ages of seventeen and nineteen. Our sample consists of nine Caucasians, one Asian-American, and one Latino, and includes nine high school seniors, one college freshman, and one college sophomore. Seven subjects attend independent schools while four attend public schools.

B. Preliminary Findings

Preliminary findings are based on descriptive and impressionistic summaries written after the completion of each interview.

The young journalists that we interviewed work on eleven different newspapers published in both independent school and public school settings. Despite the differences in the production and management of these newspapers, the student journalists describe themselves and their journalistic work similarly. Specifically, we observed six emergent trends in our study of young journalists:

- *a belief that they can make a difference* through their work by affecting change and/or raising the awareness of their communities;
- *a responsibility to others*, mainly to their readers and fellow students;
- *a difficulty balancing their work on the paper* with other components of their lives;
- an admiration for former editors and advisors who have *influenced them to serve as mentors for younger staff*;
- *a strong understanding of ethics* in journalism; and
- *a strong dedication to their work on the paper*.

1. Making a Difference

Many of the young journalists seek to make a difference in the world through their journalistic work. Several talk about their belief in serving the community, and describe their work on the paper in terms of providing a service to others. They specifically refer to two ways in which they feel they are making important contributions to society: 1) affecting change in the community through the newspaper, and 2) informing the public and making the community aware of issues that are important to them.

Often the young journalists view their articles as catalysts for action. For example, one subject describes the role of his editorials in facilitating change. Although his school's policy extends faculty members' health benefits to their same sex partners, these couples are not permitted to live together in the dormitories or serve as "house parents." Many students felt that this dorm policy was discriminatory. In response, the subject wrote several editorials about the importance of tolerance and fairness. He describes the positive outcome of his editorials:

And then, very surprisingly, maybe two weeks after our last editorial on the subject...the trustees acted and switched it. And as of now, the policy has been changed. I talked to many of the trustees, and they said, "It was very helpful to hear student opinions, for example, the editorials in *The Phillipian* for the past few years." So that was a definite concrete example where we played at least a small part in achieving progressive change.

Other young journalists point to the difference they make in their communities by raising awareness and educating their readers about important and relevant issues. A few speak of their responsibility as journalists not only to inform the public but also to encourage people to be active in the community and share their opinions. One subject talks about his desire to educate his peers and motivate them to voice their thoughts:

We just want to get people more active in the community, and I think that's something that we hope to try to do. And get them—raise their awareness about issues and that there are other avenues that you can go through rather than just complaining to the person sitting next to you. Write an op-ed for us...let your voice be heard, and that's what we want to try and inspire people to do.

2. Responsibility

In the Good Work study, we have been examining the ethics of youngsters and professionals according to a model of five responsibilities: 1) to one's self, 2) to others (including one's intimates, family, and peers), 3) to one's institution, if any, 4) to one's calling, and 5) to the wider world.

Responsibility to others

More than half of the young journalists indicate a sense of responsibility to others—their readers, students, staff, editors, advisors, administration, and faculty. The young journalists talk most frequently about the responsibility to provide their readers and fellow students with an accurate account of news within the school community. One young journalist comments on her sense of responsibility to readers and the entire school community:

...when you're working for a newspaper...it's really for the public...you're really doing it for other people. I don't write articles so that I get internships. I write them so that people know and can understand and be educated about what's going on...the reason we all write for newspapers is...to share the news with people and let people know, to educate them.

Responsibility to the institution

Several young journalists also indicate a sense of responsibility to the newspaper itself, specifically to producing an excellent publication that lives up to its reputation and to the school community's expectations. One subject talks

about his obligation to uphold the established reputation of the school

newspaper organization and to affect its future positively:

I feel very responsible, as I said, to the tradition. I feel very responsible to the organization. I think of it as something that's been here for over a hundred years before I got here. Hopefully, it will go on for another hundred years after I leave. And so that is something that I keep in mind...how everything we do will affect what comes after us, and how it lives up to what's come before us, so I feel very responsible to that.

Responsibility to the calling and to the wider world

Only one subject indicates a sense of responsibility to journalism (his calling) and to the wider world. This subject explains that he works toward the "greater good" through his work on the school paper. As chairman of the paper, he is guided by two questions: 1) What am I trying to accomplish for someone else? and 2) How will my work benefit the greater community? This particular subject has acted on his interest in serving the "greater community and beyond" by proposing a consortium of independent school newspapers. This association will not only educate and assist fellow independent school newspaper organizations in improving their journalistic endeavors; it will also create journalistic partnerships between member schools and public high schools in their immediate area. This subject is unique to our sample because of his vision of how to impact his own community as well as the communities of other independent schools in New England.

Interestingly, almost all of the young journalists talk about experiencing conflicting responsibilities in their journalistic work. Most of these conflicts seem to arise around decisions of what to print in the newspaper. In making these decisions, many of them

consider their responsibility to inform their readers versus their responsibility to be sensitive to members of the school community.

Specifically, some of the young journalists feel pressured by the administration, the faculty, and their advisors to curtail their pursuit of particular stories because of possible repercussions for the school community. For instance, one subject explains his decision to drop a story because the head of school thought it might be damaging for a faculty member:

It seemed like a fairly routine article. We put a writer on it and started investigating, and the head of school called me...and she said..."If you write this story, it's going to be very bad for him. He's having a really hard time with this." And I decided that this was a fairly minor news story in that it wasn't worth being personally hurtful to somebody. It had been something we had been curious about, but that it wasn't of major import, so we dropped it. We killed the story.

Another subject had been reprimanded by her headmaster for publishing a humor article which she perceived as being derisive to the other independent schools. Consequently, she said she imagines herself sitting in her headmaster's office every time she contemplates what to print. She describes her conflicting feelings about informing the readers versus listening to the administration: "I guess it feels like we're being limited or restrained from really making a difference. But at the same time, I remember that I'm not the one running the school and a story like that...would probably hurt the school more than it would help."

3. Maintaining Balance

Nearly all of the young journalists talk about the extreme difficulty they experience in balancing their work on the newspaper with academics and other aspects of their lives. Their newspaper work is in competition with other priorities, including: schoolwork,

sports, other clubs, time with family and friends, and a healthy lifestyle with enough time for sleep and relaxation. Balancing all of these demands with the paper proves challenging for many of the young journalists. As one subject comments: "Finding the balance between the priorities you set on your schoolwork and the priorities you set on the newspaper, and then all your other extracurricular activities, is a hard part."

A majority of the young journalists report that the newspaper takes priority in their lives. Often times, the quality of their schoolwork and social life declined; on occasion they gave up other extracurricular activities, as well as much needed sleep. Some even venture to say they "give up their sanity" to work on the paper. One subject explains how he has sacrificed his academic achievement to work on the paper:

It's a brutal schedule because when you say it's a full-time job, it is, but then there's the second job and that's being a student at a really hard school...It's definitely hard to find enough time in the day, and I think that's been the hardest thing. That's the greatest challenge. The greatest drawback is that you have to sacrifice a little.

4. Mentoring

Many young journalists consider their former editors as mentors, and are inspired by their examples to serve as mentors themselves to younger staff members. They aspire to pass on what they have learned from previous newspaper staff to the "next generation" of younger staff members who will succeed them in running the newspaper.

To reach this goal, these young journalists have devised different ways of mentoring younger staff members. Some of the young journalists describe working one-on-one individually with younger staff to improve their writing, editing, and interviewing skills. Others lead writing workshops for the staff reporters. One subject explains how she works with younger writers to help them become better journalists:

So the reason why I'll assign an article to someone who's not as experienced and not as good at

writing or good at journalism is because I want them to get better. And we really try to work with younger writers, trying to get them to understand how to interview and understand journalism.

The young journalists talk about their former editors as individuals who have guided them both in journalism and other aspects of life. They express great admiration for their previous editors and speak of wanting to "measure up" to the standards they set when they were working on the paper. These young journalists frequently describe the skills they have learned from their previous editors, for example:

...certain editors that I've had have been big influences...My first news editor...really seemed like he did a good job, and...when I think of somebody who's just a really good editor, that's who I think of, and would hope to model myself after. And then the person who came after him...just a lot of the day-to-day things in getting by and how you deal with the pressure, and how you deal with the people.

The young journalists refer to their advisors as mentors as well. Their advisors help them develop journalistic and administrative skills, and guide them during difficult decision-making processes. Although some advisors seem to be more "hands-on" than others, most of the young journalists appreciate the structure the advisors provide and the freedom they allow.

5. Ethical Work

Almost all of the young journalists talk about the importance of behaving ethically in their work. They maintain the significance of honesty, integrity, truth, fairness, and respect in all of their interactions involving the paper, whether they are dealing with their staff members, their interviewees, or members of the school community. They also mention these values in the context of adhering to the "golden rule"—treating others the way they would like to be treated.

One subject discusses the importance of honesty and trust when he interviews subjects for articles:

But obviously, honesty is the most important thing and when you talk to somebody and they tell you a lot about their life they expect you to deal with it appropriately and not misrepresent them. So I think that a trust relationship that you develop with the people you interview, that if you break is hard to repair with them, and with other people because that's something that we've worked together on...

Many of the young journalists also refer to their awareness of journalistic standards, and they emphasize their commitment to following this code of ethics: accuracy, objectivity, and accountability. Specifically, they describe how imperative it is to report the truth and to be completely accurate in the facts that they disseminate. Most of the young journalists require confirmation on all facts before they publish anything. Many of them also talk about the need to remain objective when reporting and writing a story. It might be tempting for these young journalists to insert their own biases, but they emphasize that it is essential to remain impartial in order to allow the reader the opportunity to make his/her own judgment. One subject mentions his attention to correct representation and accurate information in reporting:

There's a commitment to making sure that you're not misrepresenting an event. But there's also a commitment to providing your reader with the most accurate information to make their own decisions...and giving analysis that isn't personally influenced.

6. Dedication

The young journalists often talk about their strong dedication to their journalistic endeavors and their commitment to hard work. Almost all of them say that working on the paper is their number one priority, and they persist until they are satisfied that they have achieved excellence in their work. One subject describes how she approaches her work with excellence in mind, and her endeavor to give 100% each day:

I think pursuit of excellence. Just trying to do the best that you can do, and realizing that you can't always do the best that you can, but each time that you go about writing or whatever you're doing, to try to make it your best and put 100% of your effort into it or else it's not going to be any good.

The young journalists talk about their adherence to a strong work ethic, and they single out determination, perseverance, and efficiency as qualities that help them achieve high quality work. Many also refer to themselves as "perfectionists," describing numerous occasions when they work late into the evening because they insist on "getting it right." They comment that they set very high standards for themselves and for the other staff members, that they expect to be met on a consistent basis.

III. Report on Implementation

A primary objective of the second phase of the Origins of Good Work study is implementation, mainly disseminating and applying our findings from the first phase of our work (47 interviews with young gymnasts, skaters, actors, musicians, and community service providers). To begin, we addressed two important questions: 1) Who is the audience for our work? and 2) What are the most effective venues and means for sharing this information? Towards this end, we organized and facilitated three separate focus groups (one with practitioners and two with parents) as well as an additional parent meeting. Participants represented all of the various domains studied in this project, including: community service, music, gymnastics, theater, and skating. Several of the practitioners coached team sports, a factor that added to our understanding of children's activities.

These discussions provided three important insights: (1) for the most part, the practitioners with whom we have connections are already promoting "good work," though they do not label it as such since it is a natural part of their work; (2) almost all of the participants find focus groups valuable opportunities to meet and talk with one another about their experiences working with children either as parents or adult guides;

and (3) practitioners and parents suggest that written materials about the importance of "good work," organized support networks and discussion groups would be effective venues through which to reach adults who are not as aware of the links between children's work and social responsibility.

A. Good Work

Coaches and instructors describe many ways in which they promote the dual notion of "good work" in their activities. For example, music instructors work to instill respect for others by having children work together without adult supervision in chamber groups. They also encourage students to develop empathy through music by helping them understand the composer's interpretation of a musical piece. A Little League baseball coach tries to teach his students that "winning" is not only about being the champion of the game, but also about allowing all students to play rather than putting "the ringers" in to defeat the other team. Most practitioners agree that students' involvement in an activity teaches them respect for their coaches, facilitators, conductors, umpires and judges, and gives them the opportunity to observe these adults as role models.

Parents confirm that their children are learning many valuable lessons that practitioners impart. An actor's parent says that her daughter has "learned to be responsible on many different levels" through her involvement in theater. She has learned to put others before herself and to maintain commitments to fellow actors and the audience. The parent of a community service provider agrees, and remarks that her son's work at a nursing home has reinforced his sensitivity and respect for others. Parents of a musician mention that their son expresses his "passionate belief in the dignity of living

things” in part through his music.

Equally important, we learned about the obstacles practitioners face in their attempt to encourage "good work." They comment on parents and administrators with different value systems who put enormous pressure on students to "be the best" and on coaches to win a game "at all costs." A Little League baseball coach explains, "Whenever we have problems, it's never the kids...the parents seem to be more vested in their kids' involvement than the kids themselves." As a coach, he sees the negative impact of parents' pressure on the students and the coaches. He explains that because some parents pay up to \$1500 for their child's involvement on a team, they expect students and coaches to compete to win. As a result, some coaches resort to irresponsible strategies, such as recruiting students who have not signed up to play, but who will help a team win an important game. He believes that in doing this, students receive a misleading and confused message about the importance of winning. He states, "[The coaches] think they're hiding this from the kids and they're not hiding it from the kids...there's no fooling these kids...they wonder about this, and they talk about it, and they're confused by it."

A music instructor at the respected Longy School of Music in Cambridge, MA explains that this pressure often causes kids to become "incredibly driven" and "cursed with this gift of perfectionism," basically only concerning themselves with how many mistakes they make in a performance. In the focus group, she talks about responding to this obstacle by encouraging an alternate attitude: she tries to teach her students that a "great performance" does not only happen when it is error-free, but equally when music is shared with others. She comments that as an instructor of music, it is important for her

to model balance between the competing priorities of performing for perfection and performing to share with others. She states

...you have to believe that performance is giving, performance is communicating. And, I have had students, wonderful students, who had this perfectionism. And, they had to do things like play for their church because I know that when they play for their church, the church members aren't going to say that was a little bit out of tune. They're going to love it. And, this helps so much to calm down that perfectionism and get them to see, you know, go play for blind people or old people or a community group. And, they suddenly see their musical activities in a totally different light.

Additionally, many parents in our focus groups talk about the pressures that coaches and instructors place on students. Parents describe controversial teaching styles, including "borderline verbal abuse," that have negative consequences for their children. A mother of a young pianist explains that coaches and teachers are the ones who send students to competitions, and parents are expected to come along with no questions asked. She mentions that coaches and teachers often "lose perspective of the child as a whole being" and think of the child only as a pianist or skater. It was "heartbreaking" for this parent to see her son "so stressed, nervous, and anxious" about something he used to enjoy. Similarly, the mother of a promising gymnast who had spent twenty-five hours per week at the gym for nearly half of her life, quit the sport because of the enormous pressure placed upon her by her coach to become an "elite" gymnast.

This concern for "being the best" seems to be growing in this country, as noted by a June 1999 *New York Times* article, "Seeking Little League Skills at \$70 an Hour". As described in this article, parents are faced with the "increasingly competitive nature of childhood," and consequently, pay up to \$70 per hour for extra instruction to improve their children's skills. This time, effort, and financial commitment from parents to their children's activity puts students under enormous pressure, and often takes the "fun" out of the activity. "Fun," in fact, was the main reason cited by dedicated young practitioners

for why they were involved in their activities in the first place.

B. Written Materials

We heard from parents, coaches, and instructors that the most useful venue through which we could share information would be articles and books. Music instructors at the Longy School of Music comment that their library cart has been a useful resource for other instructors and parents when they need information on a particular topic. Some of the other practitioners comment on the usefulness of articles in the professional development newsletters they receive. Both parents and practitioners also recommend that a website offering information would be extremely helpful. Additionally, both groups mention that written materials would be an effective way to reach many adults, especially those who are unwilling or unable to participate in a focus group or attend a lecture.

This feedback confirmed the immediate need for articles and other publications about the importance of good work. Currently, we are working on three different publications: (1) a chapter on the influences on the development of young talent for *Beyond Knowledge: Extracognitive Facets in Developing High Ability*, (2) an article on the origins of good work for the *New Directions in Child Development* series; and (3) an article focused on young athletes for the *Community Youth Development Journal*. We are excited by these opportunities to share the information we have collected from students, parents, and practitioners.

C. Support Networks

Almost all of the parents with whom we spoke commented on the valuable opportunity offered by focus groups to meet and speak with other parents whose children are deeply committed to a particular activity. Even though these parents represented different domains (skating, gymnastics, theater, music, and community service), they note similarities among their children. For example, parents emphasize their children's intrinsic motivation. In fact, the children's interest in their activities originated in themselves. Parents also mention frustrating experiences with schools around their children's involvement in their activities. Specifically, many parents raise the issue of how to prioritize the activity in relation to academics. For instance, parents often have difficulty asking their child's teacher to release him/her early from school to attend practices. One gymnast told us that her mother dealt with this by lying to her teacher in order to get her to practice on time.

Parents found these discussions so useful that many of them suggested that researchers facilitate a "parent network" or "support group" in which parents could meet to talk about their concerns and ideas about how to best support, protect, and encourage their children. Parents also express interest in meeting with practitioners and students in order to have frank discussions about these issues in relation to their different positions.

At this point, our project is not able to host "support group" meetings for parents and practitioners, though we recognize the need these groups have for sharing information with others. However, we plan to share a case study detailing the different pressures experienced by students, practitioners, and their parents at a "mixed" focus group including all three constituencies. We hope that working around a tangible product will

ground participants in reality, and will move the discussion forward to possible strategies and solutions to these challenges. It might also be possible to partner with an organization that is better situated to host regular support group meetings.

D. Unanticipated Outcomes

There have been several “unanticipated consequences” of our work. Researchers on a related Good Work project (concerning the Albert Schweitzer Fellowship Program) wrote an article for their semi-annual newsletter highlighting the findings we shared with them from our collaborative study of eighteen young medical providers involved in a community service. Two high school journalists contacted for our study, one from Phillips Academy at Exeter, and one from Nantucket High School, wrote articles for their school’s daily newspapers about our study after we invited them to participate. We also had the opportunity to contribute to the development of an association of independent school journalists through an interview subject. Furthermore, several students from Howard Gardner’s class on creativity and morality wrote useful papers based on our data. One student in particular shared with us her model for comparing young community service providers with young actors and musicians. We anticipate that this kind of networking with practitioners and use of data by scholars-in-training will continue in the year to come.

IV. Connecting Origins to the Study of Good Work

Our related study of Dedicated Young Professionals is a link between the young Origins subjects and the older professionals in our Core study. In an effort to build a

developmental model of good work, we are looking closely at the Origins findings for connections to other projects. Below, we discuss themes that are common to all the Good Work projects which involve journalism.

A. Responsibility

As mentioned before, we are investigating the ethics of professionals in our Good Work study according to a model of five responsibilities: 1) to one's self, 2) to others, 3) to one's institution, if any, 4) to one's calling, and 5) to the wider world. Our goal is to determine whether there is a developmental trajectory relating these different levels of responsibilities to one another. Our early examination of data on journalist subjects (i.e., Origins, Dedicated Young Professionals, and Core practitioners) yields preliminary findings in the domain of journalism.

While the ten to fifteen year-old Origins students (actors, musicians, gymnasts, skaters, and community service providers) most often indicate a sense of responsibility to the *self* through references to personal satisfaction, accomplishment, and recognition, the older Origins subjects (journalists) most often report a sense of responsibility to *others*, namely to their readers and peers. Young and veteran professional journalists also indicate a very strong sense of responsibility to *others*, primarily to their readers, as well as a commanding sense of responsibility to the *wider world*. We wonder whether the younger Origins subjects are more attuned to their own needs because of their developmental stage, while Origins journalists have begun to attend to others' needs before their own. Older professional journalists seem to have progressed one stage further in

their ability to consider their responsibility to others as well as to the wider world.

These preliminary results underscore the importance of interviewing people at different ages and career junctures for our study. In the current phase of the Origins of Good Work study, we anticipate that our interviews with older students, aged sixteen to twenty-one, will help us continue to construct a developmental model of social responsibility. For example, we reason that student journalists may not feel a responsibility to the wider world until they commit to journalism as a profession and perceive a greater ability to impact society at large through their work on a professional newspaper. We hope to be able to make other connections across projects by continuing to interview older students involved with other areas of work.

B. Making a Difference

Journalists at all three career levels seem to share the goals of educating others and positively affecting society through their work. Origins journalists express a desire to make a difference in the world by educating their readers and affecting the community in a positive manner. Young professional journalists describe very similar objectives of informing the public and having an impact on society. Similarly, veteran journalists indicate a sense of responsibility to produce an educated citizenry.

One difference among the journalists is that while student journalists believe they are engaging in real work and serving an important role in their community, young professional journalists and veteran journalists also feel they are making important contributions to society at large. This may be the case because professional journalists,

both young and old, are able to have a much broader reach than student journalists, who focus on their school and local communities.

Interestingly, all three journalist groups note that the goals of educating others and affecting change are accomplished in part through a commitment to standards within the journalistic code of ethics: truth, honesty, respect, accuracy. However, of the three groups, Origins journalists seem to be the most idealistic about their ability to adhere to these standards. Most of them believe there is a journalistic system of values, but they also encourage that this system may be more strongly reinforced on their school papers than on professional papers. They speak with conviction about the importance of respecting privacy, separating news from entertainment, and reporting with accuracy and objectivity, and they denounce the proliferation of invasion of privacy, sensationalism, and biased reporting in the work of professional journalists. They seem to have an awareness of the "dirty work" that exists in journalism; yet they refuse (and are protected from having) to take any part in it. In instances when they must choose between printing a potentially hurtful story or withholding newsworthy information from the student body, they almost always decide to drop the story out of sensitivity and respect for the individual(s) involved.

Young professional journalists, on the other hand, try their best to follow the journalistic code of ethics, but in ethically ambiguous situations, many end up violating their own ethical standards for the sake of the story. These professional journalists mention the pressure they feel to conform to ethically suspect procedures in order to retain their jobs and continue to advance in the field of journalism. The differences seen here may be due to age and to the fact that Origins journalists and young professional

journalists are at different points in their careers. Unlike Origins journalists, young and veteran professional journalists comment on the increasing pressure to sacrifice accuracy for speed.

C. Mentoring

Mentors play important roles in the lives of the subjects in the Good Work study. Veteran journalists often talk about being mentored as part of their initial training. Even those who did not have mentors discuss influential people who helped them in their development. Many of the young Origins students describe the importance of their coach/facilitator in guiding them in their work, while many Origins journalists mention former editors and faculty advisors whom they consider mentors.

Most interesting and promising is the existence of generational mentoring within high school and college journalism. Because their former editors set an excellent example of guiding and advising the younger staff, these young journalists may hope to follow their editors' footsteps by serving as mentors for their own staff members now that they are in leadership positions. Just as they talk about treating others as they would like to be treated, it could be that they benefited from a service provided to them by their previous editors and they would like to provide the same service to their own staff members. In addition, these young journalists believe that in nurturing their younger staff members, they are making an investment in the paper which will help ensure its future success.

In another Good Work study, called the Apprenticeship Project, we focus specifically on mentor/mentee relationships. In this study, we are investigating how values, beliefs, and ideas are passed on to succeeding generations through interviews with leading

scientists, journalists, and other professionals and their students. Specifically, we are examining the extent to which mentorship values prevail and get passed down to succeeding generations. These findings should be useful in conjunction with what we have learned from young Origins journalists about the importance of "generational mentoring."

D. Maintaining Balance

Throughout the larger Good Work study, subjects discuss the difficulty of maintaining balance, particularly between their work and personal life. Young professional journalists talk about the long hours required by their jobs and the challenge of maintaining other interests. They especially emphasize how difficult it is to make time for family. Veteran journalists echo this difficulty in balancing work with family and other priorities. In fact, the majority of veteran journalists are focused on their work to the exclusion of other activities.

Many younger Origins subjects talk about the difficulty of keeping up with school, family, and friends while excelling within their domain. Nearly all of the older Origins journalists describe the problem of balancing their newspaper work with other demands on their time, including academic work, involvement in other activities, and time for family and friends. While younger Origins students often prioritize their schoolwork over their involvement in their activities, Origins journalists prioritize their work on the paper above their academic work. Perhaps the ways in which subjects balance their work and their personal endeavors speaks to how people's sense of responsibility shifts at different ages and career levels. This issue lies at the heart of the Good Work study.