It is nearly impossible to overestimate the significance of a professional ethos in pedagogical situations. Most theories of education understand ethos and ethical acting as belonging to the core of the pedagogical profession. Despite this evidence, remarkably few empirical studies exist on ethos. This book has three main aims: 1) to conceptalize the pedagogical ethos at the theoretical level, 2) to operationalize it systematically, and 3) to study it empirically from the trainers’ perspective but also from that of apprentices. Part 1 offers a critical discussion on different theoretical approaches of professional morality. These include theories on moral values or professional codes, virtue ethics, professional sensitivity, moral commitment, and caring. Identified communalities are combined to form a new model of professional ethos. More intensively than other existing theories, the ethos approach presented in this book stresses the content’s situational impact on decision-making and motivation. The main question guiding the instrument development, dealt with in Part 2, asks how we can distinguish professional morality from the general notion that people should be good. In order to answer this question, vocational education but also a trainer’s pedagogical duties and responsibilities are discussed. Part 3 then presents the result of two empirical studies with vocational trainers and apprentices. It offers some interesting findings for further reflection – input not only relevant for researchers but also educational institutes, professional associations, and practitioners themselves. In short: this book contributes significantly to research on professional morality as well as vocational education.
Against All Odds
MORAL DEVELOPMENT AND CITIZENSHIP EDUCATION

Volume 8

Series Editors:

Fritz Oser (fritz.oser@unifr.ch),
University of Fribourg, Switzerland
Wiel Veugelers (w.m.m.h.veugelers@uva.nl),
University of Amsterdam/University for Humanistics Utrecht, The Netherlands

Editorial Board:

Nimrod Aloni, Kibbutzim College of Education, Tel Aviv, Israel
Marvin Berkowitz, University of Missouri-St. Louis, U.S.A.
Pietro Boscolo, University of Padova, Italy
Maria Rosa Buxarrais, University of Barcelona, Spain
Helen Haste, University of Bath, U.K./Harvard University U.S.A
Dana Moree, Charles University, Prague, Czech Republic
Clark Power, University of Notre Dame, U.S.A.
Kirsi Tirri, University of Helsinki, Finland/Stanford University, U.S.A.
Joel Westheimer, University of Ottawa, Canada
William Wu, Hong Kong Baptist University, China

Scope:

‘Moral Development and Citizenship Education’ is a book series that focuses on the cultural development of our young people and the pedagogical ideas and educational arrangements to support this development. It includes the social, political and religious domains, as well as cognitive, emotional and action oriented content. The concept of citizenship has extended from being a pure political judgment, to include the social and interpersonal dynamics of people.

Morality has become a multifaceted and highly diversified construct that now includes cultural, developmental, situational and professional aspects. Its theoretical modelling, practical applications and measurements have become central scientific tasks. Citizenship and moral development are connected with the identity constitution of the next generations. A caring and supporting learning environment can help them to participate in society.

Books in this series will be based on different scientific and ideological theories, research methodologies and practical perspectives. The series has an international scope; it will support manuscripts from different parts of the world and it includes authors and practices from various countries and cultures, as well as comparative studies. The series seeks to stimulate a dialogue between different points of view, research traditions and cultures. It contains multi-authored handbooks, focusing on specific issues, and monographs. We invite books that challenge the academic community, bring new perspectives into the community and broaden the horizon of the domain of moral development and citizenship education.
Against All Odds

An Empirical Study about the Situative Pedagogical Ethos of Vocational Trainers

Sarah Forster-Heinzer
University of Zurich, Switzerland

SENSE PUBLISHERS
ROTTERDAM / BOSTON / TAIPEI
FOR NOÉ, LIAM AND SEBASTIAN
## Contents

Acknowledgments xi

List of Figures xiii

List of Tables xv

1 Against all odds: An introduction 1
   The study’s purpose 3
   The book’s structure 4
   The study’s limitation 5
   Some side notes 5
   A side note to the meaning of professions and occupations 5
   A side note to the use of ‘apprentice’ and ‘trainee’ 8

2 The scope of ethos: In search of clarity 9
   Intuitive ethos approach: First considerations 9
   Literature review: Locating the concept of professional ethos in theory and research 12
   The ethos culture of an institution 14
   Ethos and professional ethics 15

3 Models of pedagogical ethos 19
   Ethos as an attitude towards moral values 21
   Ethos as a commitment to professional codes 22
   Ethos as a virtue 23
   Ethos as a cognitive ability to make a moral judgment in professional situations 28
   Ethos as a professional sensitivity 31
   Ethos as establishment of a caring relationship 33
   The concept of caring 35
   Ethos as a competence 37
   The procedural discourse ethos 39
   Pedagogical reference 46
   What is missed - conclusive discussion about the various ethos models 48

4 Ethos: Supererogative commitment in situations of odds 51
The (moral) responsibility of professionals          52
The decision-making element of ethos                55
Dealing with odds, or - “against all odds”          58
Reasons behind the decision                         59
Establishing a sound (caring) environment           60
The neglected persuasion of the situation          64
The trainer’s pedagogical ethos newly considered    65
Some methodological considerations                  68

5 Methodology                                      71
Excursus I: Dual VET and Workplace Learning         71
Characteristics of workplace learning               73
The restraints of workplace learning                75
Learning in Dual VET                                 76
The Swiss Dual VET system                           79
Excursus II: The VET trainer                        94
The trainer’s responsibility                        96
The trainer – the designer of workplace learning    98
The trainer’s effect on the trainee’s identity      99
development.                                      101
The pedagogical relationship between trainer and    103
trainee.                                          108
The Swiss vocational trainer                       103
Selection of occupations                            108
Exploratory pilot study                             110
Research questions                                  111
Sampling procedure and sample size                  111
Research design                                     115
Results of the pilot study                          124
Summary conclusion                                  139
Constructing process of the survey                  141
Developing the scenarios                            142
Subsequent questions regarding the scenarios       144
Pilot testing of the scenarios                      145
Pilot study feedback                                157
Final selection of the scenarios                    158
The trainers’ survey: scales and measures           163
Research questions                                  163
Research design                                     163
Sampling procedure, data collection, and sample size 165
Quality criteria: objectivity, validity, and        176
reliability.                                       179
Scales and measures                                 179
Research hypotheses                                 188
The trainer’s survey - a content overview           194
## CONTENTS

6 The trainers’ ethos: Results ........................................... 197
   Pedagogical decisions ............................................. 197
   The scenarios ....................................................... 205
   Sandro scenario .................................................... 206
   Beat scenario ....................................................... 217
   Mark scenario ....................................................... 224
   Daniel scenario ..................................................... 232
   The predictive power of the motivational reasons ............... 239
   The ethos value ..................................................... 244
   The three ethos levels and their differences ..................... 249
   General findings and differences due to company and trade in-
   fluences .................................................................. 253

7 Discussion .................................................................... 259

8 The impact of a trainer’s pedagogical ethos experienced by appren-
tices ........................................................................... 269
   A trainer’s indirect influence on apprentice’s development ... 270
   Sample size .................................................................. 270
   Research design: The apprentices’ questionnaire ............... 274
   Reliability and validity of the apprentices’ survey ............. 275
   Scales and measures .................................................... 276
   Research hypotheses regarding the apprentices’ survey ....... 280
   Results and discussion ............................................... 281
   Interpretative relationship between the trainers’ and appren-
tices’ perspectives ..................................................... 285

9 Conclusion .................................................................... 289
   The trainer’s ethos - as defined ..................................... 289
   What if there is no ethos? ............................................. 290
   Points of criticism in retrospect ...................................... 291
   Outlook: a prospective vision ........................................ 293

References ....................................................................... 297
Acknowledgments

Every researcher owes a great debt to other persons who have influenced his or her thinking and supported him or her in many various ways. Well, that is certainly true for me, and I gratefully thank all those people for their important contribution to my work and writing process. I would especially like to thank Fritz Oser from the University of Fribourg. He is not only my source of inspiration for choosing pedagogical ethos as a topic of interest, but he also stimulated my interest in vocational educational research. I am very grateful for his support over the years of collaboration and the time he took to discuss my theoretical concept, concerns, and questions. I owe another great debt to Richard Shavelson from Stanford University. He accompanied my working process with many valuable insights, and he commented on my methodology and result sections, for which I am extremely thankful. Many thank to the Swiss National Science Foundation. It has granted me the opportunity to spend a year at Stanford University, which proved to be of undeniable value. I wish to acknowledge especially the critical suggestions received from the research groups led by Bill Damon and Ann Colby as well as by Jonathan Osborne and Brian Brown. Furthermore, I would like to thank Ann Porteus, Eamon Callan, and John Heron who agreed to talk to me and contributed their time and ideas. Thanks to Katy Nandagopal, Enrique Lopez, Anna McPherson, Evan Szu, and Christian Wandeler for their input on the trainer’s questionnaire, Patrizia Salzmann and Corinne Joho for critically studying my theoretical section and their feedback and suggestions on the content. And I thank them all for their friendship. Moreover, I want to thank Lyn Shepard for his careful proofreading and the many comments and suggestions he added to improve my writing in English.

Many other friends who matter a great deal taught me patience, endurance, and confidence, I am grateful to all of them. In addition, I have a wonderful family upon whom I rely regularly. I thank my parents, sister and brother for their love, respect and support in various ways. I want to especially acknowledge my husband Sebastian Forster, whose support in technical matters, formatting but also in motivational realms proved to be priceless. He never stopped believing that I would manage all the responsibilities I have. Finally, I thank my sons Liam Dominic and Noé Julian for giving me the drive to finish this book by showing me how nice it would be to have more time for playing.
List of Figures

2.1 The concept of ethos newly considered .......................... 11
2.2 Dichotomous meaning of ethos and its trifold reference to work setting ............................................................................. 13
3.1 Elements of Moral Discourse ............................................. 41
4.1 The combination of the decision and motivational reason .. 60
4.2 The trainer’s pedagogical ethos - an ethos of situative odds .......... 67
5.1 Overview of the Swiss educational system (in OPET, 2012, p. 5) ...................................................................................... 81
5.2 Number of newly enrolled VET students in 2010 see Federal Office for Professional Education and Technology (OPET, 2012, p. 15) ........................................................................................................ 82
5.3 Cooperation partners (source SBBK, 2007, p. 1) .................. 84
5.4 A vocational trainer’s duties (Joho & Heinzer, 2013, p. 222, translated) .................................................................................. 105
5.5 Factorial structure of the responsibility scales ...................... 183
5.6 Factorial structure of the belief scales ................................. 186
6.1 Mean of deciding for answer A within the four scenarios .. 201
6.2 Interaction effect between trainer’s role and trainer’s education regarding mean of sum of A decisions .............................. 202
6.3 Main effect of trainers’ training involvement with sum of A-decisions: Trainers who decide more often for answer A spend more of their working time for the apprentice’s training .. 205
6.4 Chosen to be the most important reason (%) for decision A and decision B in scenario Sandro ................................. 214
6.5 Explanation of analysis procedure to calculate the significance of the underlying reasons for the decision .......................... 241
6.6 Explanation of procedure to calculate the ethos value across the scenarios ................................................................. 245
6.7 Averaged ethos value in each scenario ................................. 247
6.8 Averaged ethos value in interaction of trainer’s role and trainer’s education ................................................................. 248
6.9 Significant differences between trainers at different ethos level regarding their average assumed professional responsibility 250
LIST OF FIGURES

6.10 Significant differences between trainers at different ethos level regarding their average assumed broad responsibility . . . 251
6.11 Significant differences between trainers at different ethos level regarding their average assumed trainer’s importance for the apprentice’s development . . . . . . . . . . . . . . . . . . . . 253
6.12 Interaction effect between industry and trainers’ role on the challenge scale . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 257
8.1 Influence on identification with the profession . . . . . . . . . 282
8.2 Influence on identification with the company . . . . . . . . . 284
9.1 The trainer’s pedagogical ethos - an ethos of situative odds 290
List of Tables

1.1 The combination of professional and pedagogical ethos .... 6
5.1 Training companies depending on company size in 2008 .... 87
5.2 Time proportion automotive apprentices spend at the three training venues .............................. 92
5.3 Proportion of hours cook apprentices spend at the three training venues ...................................... 94
5.4 Course curriculum of instruction for vocational in-house trainers with a federally accepted certificate amounting to 40 hours 109
5.5 Overview of observed training companies .................... 112
5.6 Categories of the observation journal .......................... 117
5.7 Overview of conducted interviews .............................. 122
5.8 Duties and pedagogical responsibilities assumed by the vocational trainers ..................................... 126
5.9 Counted frequency of ethos statements assigned by categories 134
5.10 Possible reasons for the decision in Mark scenario ........ 146
5.11 Commonalities and differences of the four selected scenarios 161
5.12 Characteristics of automotive and cook trainer samples ... 167
5.13 The role of automotive trainers ................................. 168
5.14 Apprenticeships provided by training companies in which automotive trainers are working .................. 169
5.15 The pedagogical education of vocational trainers .......... 170
5.16 The cook trainers’ role ........................................... 172
5.17 Kind of kitchen and apprenticeships provided by the training companies in which cook trainers are working 173
5.18 Cantonal location of companies in which trainers are employed 174
5.19 The vocational trainers’ motivation ............................. 177
5.20 Training and profession-related responsibility (resProf) . 180
5.21 Broad responsibility regarding apprentice as a person (resBroad) .................................................. 180
5.22 Reliability of responsibility scales ............................... 181
5.23 Goodness of fit indexes for responsibility factorial measurement model ................................................. 182
5.24 Goodness of fit indexes for the belief factorial measurement model ..................................................... 185
5.25 Factor loadings of belief scales calculated with AMOS .... 187
LIST OF TABLES

5.26 Reliability of the belief scales 189
5.27 Overview of the belief scales with the corresponding items 190
5.28 Overview of the scenarios and scales used for the hypothesis testing 195

6.1 Sum of the more pedagogical decisions (A choices) 198
6.2 Combinations of A and B decisions with respect to the specific scenarios 199
6.3 Repeated-measure ANOVA: statistics on the situational effect of the scenarios 200
6.4 4x4 factorial ANOVA: Statistics for main effects and interactions corresponding to the sum of A answers 201
6.5 A two-way factorial Anova: Statistics for main effects and interactions corresponding to the sum of A decisions 204
6.6 Cross-tabulation between Sandro decision and size of automotive company 208
6.7 The scores’ influence on the broad responsibility scale (ResBroad) and the experienced challenge on the decision in the Sandro automotive scenario 209
6.8 Cross-tabulation between Sandro decision and type of kitchen 211
6.9 Most important motivational reasons for decision A in the Sandro scenario, ordered by totally decreasing frequency 213
6.10 Most important motivational reasons for decision B in the Sandro scenario, ordered by totally decreasing frequency 215
6.11 Estimated importance of the motivational reasons presented for decision A or B in the Sandro scenario 216
6.12 Cross-tabulation between Beat decision and the cook trainers’ role 220
6.13 Most important motivational reasons for decision A in the Beat scenario, ordered by totally decreasing frequency 221
6.14 Most important motivational reasons for decision B in the Beat scenario, ordered by totally decreasing frequency 223
6.15 Estimated importance of motivational reasons for decision A or B in the Beat scenario 224
6.16 Logistic regression on the decision in the Mark scenario with categorical training motivation variables 226
6.17 Logistic regression on the decision in the Mark scenario with categorical training motivation variables, cook trainers 228
6.18 Most important motivational reasons for decision A in the Mark scenario, ordered by totally decreasing frequency 229
6.19 Most important motivational reasons for decision B in the Mark scenario, ordered by totally decreasing frequency 230
6.20 Estimated importance of motivational reasons for decision A or B in the Mark scenario ............................................ 231
6.21 Most important motivational reasons for decision A in the Daniel scenario, ordered by totally decreasing frequency ........ 236
6.22 Most important motivational reasons for decision B in the Daniel scenario, ordered by totally decreasing frequency ........ 237
6.23 Estimated importance of the motivational reasons for decision A or B in the Daniel scenario ........................................ 239
6.24 The predictive power of the ethos reason category on decision A ............................................................................ 242
6.25 The predictive power of motivational reasons on decision A ............................................................................. 243
6.26 The frequency distribution of the ethos value across all scenarios ................................................................. 245
6.27 Frequency of ethos score in the single scenarios ......................................................................................... 246
6.28 Correlation between ethos value and the responsibility scales ........................................................................ 249
6.29 Mean differences between the ethos levels regarding the importance estimation of the egoistic and ethos motivational reason categories ................................................................. 252
6.30 Independent sample t-test referring to the responsibility and belief scales .................................................... 254
6.31 Tests of 2x4 factorial Anova: Statistics for main effects and interactions corresponding to the overload and challenge scales 256

7.1 Overview of significant influences on the sum of A decisions and the ethos value .................................................. 261
7.2 Overview of the reasons’ importance for the decision ....................................................................................... 263

8.1 Overview of the apprentices’ sample size divided into the three subsamples .............................................................. 271
8.2 Overview about sample size subdivided into the five vocational schools ............................................................ 273
8.3 Overview of independent scales ....................................................................................................................... 277
8.4 Reliability of the independent scales ............................................................................................................... 278
8.5 Goodness of fit indexes of independent factor measurement model .................................................................. 278
8.6 Overview of dependent scales ......................................................................................................................... 279
8.7 Reliability of the dependents scales .................................................................................................................. 280
8.8 Goodness of fit indexes of the dependent factor measurement model ................................................................ 280
AGAINST ALL ODDS: AN INTRODUCTION

‘Against all odds’, as this paper uses the term, confronts the fact that people at work often face situations challenging their professional values and orientation. They must decide whether to stick to their ethical principles or set them aside in the interest of a prevailing system that otherwise stacks the odds against them. The odds people in their professions may face result from limits, boundaries, obstacles or emerging risks. They can even present allurements, which are appealing to follow but unethical. Especially in the realm of organizational ethics, many research projects have recently emerged studying whether, why, and when managers as well as employees prefer “illega” or “morally illegitimate” measures to reach goals, make extra money, or to succeed otherwise (Akaah, 1996; Bommer, Gratto, Gravander, & Tuttle, 1987; Rezler et al., 1992; Treviño & Weaver, 2001). Not only managers but teachers and trainers as well are exposed to such risks. While training or teaching students, trainers and teachers often face situations at odds with the professional responsibilities. Let us consider three examples:

1. A student’s parents ask a teacher to recommend their son for high school. Yet, the teacher is not persuaded that this is the best opportunity for the student. The student also tells the teacher he would prefer to complete apprenticeship training. The dean of a private school has an interest in the teacher’s crucial recommendation too, because the parents donated a lot to improve the school’s technical infrastructure and have other children attending the school.

2. A company applies a zero-tolerance policy concerning drugs at work. The vocational trainer catches an apprentice smoking marijuana. The youth begs the trainer not to tell anybody and promises never to do it again. The apprentice tells the trainer he was desperate because his girlfriend dumped him the other day. The apprentice is highly skilled and usually very attentive to the company’s rules.

3. Usually a company sends its bakery apprentices to a special course for baking and decorating cakes. So far, the company covered the expenses. But, due to the firm’s weakened financial standing, the trainer is told
either to subtract the costs from the apprentice’s salary (which is about a month’s salary) or to sign the apprentice out from the special education. However, taking part in this training on company expense has been promised to the apprentice.

Each of the examples above moves the responsible person (trainer or teacher) in a situation of odds. The differing interests conflict, and the student’s or apprentice’s apparent best interest opposes other equally relevant sources of interest. Such situations demand a decision and related action. Since a trainer or teacher has many facets of responsibility, uncertainty, risks, and options must be weighted. There might no obvious best or right decision be, but a decision more or less in the (believed) best interest of the apprentice or student. Ethos, as it will be outlined later, involves dealing with odds and asks the trainer to make some extra efforts in critical situations. For it, professional knowledge and skills are needed: but as it is widely acknowledged knowledge and skills are not enough to act professionally: professional responsibility and ethically justified action are demanded criteria as well (Colby & Sullivan, 2008; Heikkerö, 2008; Shulman, 2003; Whipp, 2009). In regard to education, Tenorth (2006) understood professionalism as the sum of ethos and competence. The author emphasized this: “(...) the question, of how professionalism is established and how teaching becomes possible has to be addressed at the two levels, which professionalism must join to unify: ethos and competence, or (and more commonly) value orientation and handcraft” (Tenorth, 2006, p. 590). In highlighting the importance of considering ethics within the teaching profession, Klaassen stressed, “the teacher must be able to justify his or her choices from a basis of ethical professionalism: the reasons for a course of action are demanded” (Klaassen, 2010, p. 228). Whereas Tenorth’s claim is normative toward research, Klaassen makes demands on teacher education programs as well as on teachers themselves. Despite the common understanding that ethos (or at least ethical values) are an essential part of every profession, interestingly little empirical research exists concerning the (pedagogical) ethos. In fact, the range of different ethos approaches in the context of professional morality is huge, but replication studies are scarce. Most of these approaches were not pursued any further. One reason for it may be that, compared to the competence concept, ethos is even less comprehensible. Hügli called ethos the “embodiment of habitualness” (Hügli, 2006, p. 45) and indicated that ethos is often hidden and only becomes noticed if lacking. Another problem in understanding considers ethos to be a personal characteristic or virtue. Researchers of this view often come across an ethos

---

1 Original quote in German: “(...) die Frage lautet, wie Professionalität fundiert und wie Unterricht möglich ist, und zwar in den zwei Ebenen, die Professionalität zur Einheit fügen muss; Ethos und Kompetenz, oder, und alltäglicher Gesinnung und Handwerk” (Tenorth, 2006, p. 590).

2 Original quote in German: “der Inbegriff des Üblichen” (Hügli, 2006, p. 45).
that lies in the personality (Ofenbach, 2006). If ethos and competence are two faces of the same coin, as Tenorth argued, and skills are learnable, but ethos is a character trait, it would follow that only some persons are qualified to become a teacher or a trainer (or a physician or an economist). Consequently, professional education and skill training would become secondary, because occupations and professions would take precedence as callings.

Given the lack of consistent ethos theories and the neglect to study a trainer’s pedagogical ethos, this work aims to conceptualize the vocational trainer’s ethos. It asks whether vocational trainers show consistency in their ethos value and decisions, whether the company structure influences the trainer’s ethos, and how much of the variance is explained by trainer’s characteristic. Furthermore, it also considers the power of the context in a situation and possible differences between industries.

THE STUDY’S PURPOSE

This work strives to conceptualize the vocational trainer’s pedagogical ethos theoretically, to operationalize it methodically, and to study it empirically. To date, the trainer’s role and function within vocational education and training has only been analyzed unsystematically (Arnold & Gonon, 2006; Gonon, 2002; Wild-Näf, 2000), and so far no coherent theory exists about the pedagogical ethos (Baumert & Kunter, 2006; Ofenbach, 2006; Oser, 1998, 1994b). In this respect, one important first step results in conceptualizing the theoretical framework, which provides the basis for instrument development. As for pre-existing ethos models and related constructs as well as the real work tasks that trainers encounter and must deal with, a self-designed model of pedagogical ethos will be developed for vocational trainers. Hence, as argued, professional ethos is highly dependent on content in regard to specific work responsibilities. Furthermore, the study addresses the situation’s power structure as well as structural and individual influences on the decision-making process and pedagogical ethos involved. The methodological goal contains the careful construction of an instrument to meet the necessary quality criteria of objectivity, validity, and reliability. The empirical main goals are to:

1. study the situational power on the ethos design,
2. analyze whether vocational trainers show consistency in their decisions and ethos,
3. check whether the company structure influences a trainer’s ethos,
4. find possible differences between different industries (occupational fields) in regard to the trainers’ ethos and decision, as well as
5. calculate how much of the trainer’s ethos variance is explained by his or her characteristics.
And the specific research questions read as follows (see section on page 163):

- Do vocational trainers pursue their pedagogical goals in situations of conflicting interests?
- Is their decision motivated by training- and apprentice-related reasons (reference to their pedagogical responsibility)?
- Does the content of the scenarios presented influence the trainers’ decision?
- How much of the vocational trainers’ pedagogical ethos is affected by organizational structures and employment conditions?
- What pedagogical responsibilities do vocational trainers assume to be theirs and how is the extent of this perception linked with the pedagogical ethos?

In this context, it is hypothesized that a) the pedagogical ethos highly interacts with the context of the current situation that requires a decision by the professional person in charge; b) the decision alone is not enough to speak of ethos (thus totally different reasons in a situation might motivate the same decision); and that c) depending on the industry, company size, and trainers’ role and education, the situation’s pedagogical necessity is judged differently, which is shown in the decisions trainers make and in the ethos score achieved.

THE BOOK’S STRUCTURE

Along with the main goals discussed above, the book has three parts: theoretical, methodological, and empirical. The theoretical part provides a literature review about ethos studies in a broader context (chapter 2) and then discusses some ethos models more precisely with regard to their accuracy for the pedagogical ethos of vocational trainers (chapter 3). Chapter 4 finally outlines the most important ethos elements and presents a new model of the vocational trainers’ pedagogical ethos. By virtue of the limited focus on the Swiss trainers’ pedagogical ethos, the methodological part (chapter 5) starts with two excursus: 1) a description of the Vocational Education and Training (VET) system with focus on Switzerland, 2) a discussion of the vocational trainers’ responsibilities and Swiss trainers in particular. Furthermore, the methodological part will present an exploratory pilot study conducted to gain a better understanding of trainers’ pedagogical ethos and apprentices’ points of view. In addition, development of the trainers’ surveys will be disclosed. The empirical study conducted with the vocational trainers will be presented separately in the empirical part (chapter 6). The findings will be discussed subsequently (chapter 7). Chapter 8 presents another study which has been
AGAINST ALL ODDS: AN INTRODUCTION

completed with apprentices and tries (at least hypothetically) to relate results from both studies. Thus the results show how important the experiences apprentices gain with their trainers are for their professional growth. Finally, chapter 9 closes this work by adding a critical discussion and giving a prospective vision for training and future studies.

THE STUDY’S LIMITATION

Given the fact that the vocational trainers’ pedagogical responsibility and with it the pedagogical ethos are still rarely discussed topics in research, this study strives to make an important contribution in this realm. Especially in Switzerland, dual vocational education belongs to the core of the educational system and is often a chosen career path for young people. Consequently, apprentices spend a lot of their time within the company and are trained by vocational trainers in all practical matters. It is therefore surprising if not distressing that the in-house trainers’ responsibility and pedagogical ethos have generally been neglected while in-house training has been heavily reformed and new curricula and training acts have been released. This study emphasizes enhancing the understanding of in-house training by including experiences of vocational trainers and analyzing their responsibilities, since ethos is understood as a commitment to these professional responsibilities. Consequently, this work is of an exploratory nature. This necessitates some limitations, especially in the empirical part. Thus, as will become obvious, the realm of professional morality is huge and ethos too is a very complex concept. This work tries to comprehend this complexity, which will only be possible in its infancy. The newly developed instrument considers only some of the elements of ethos discussed and cannot be understood as comprehensive. Furthermore, it mainly analyzes the trainers’ perspective. As a consequence, the theoretical part discusses the concept of the pedagogical ethos in greater detail and goes beyond what is covered with the empirical measure. The nature of exploratory studies often entails more questions than answers. Nevertheless, these questions are important for progress, and the answers provided contribute significantly to a broader understanding of vocational education and training as well as to the ethos approach.

SOME SIDE NOTES

_A side note to the meaning of professions and occupations_

So far, this discussion has spoken mainly about professional and pedagogical ethos. The adjective ‘professional’ refers to the fact that the ethos is studied in the context of work (regarding professions and occupations) and not of everyday life. The term ‘professional pedagogical ethos’ emphasizes that the object of investigation is not the parents’ pedagogical ethos. Though, they
bear a pedagogical responsibility as well, the pedagogical ethos studied in this work refers to the pedagogical ethos of professionals. Table 1.1 clarifies the relationship. The letter ‘X’ indicates study of professional pedagogical ethos.

Table 1.1: The combination of professional and pedagogical ethos

<table>
<thead>
<tr>
<th></th>
<th>professional</th>
<th>non-professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>non-educational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proceeding with the expression 'professional' bears another difficulty, thus not every occupation automatically counts as a profession. In order to avoid confusion, this section will briefly discuss the meaning of the term ‘profession’ and argue why the professional or pedagogical ethos still holds importance for vocational trainers’ work.

There are two differing ways to refer to professions. One is a sociological approach that considers professionalism exclusively for occupations that have undergone the process of professionalization. The second understanding relies on paid work. The former approach argues that only a few occupations (for example, physicians, clerks, and lawyers) qualify as professions due to their specific form of professional behavior (Combe & Helsper, 1996; Stichweh, 1996). Teaching has somehow taken an exceptional position and was often referred to as a semi-profession, although nowadays the claim that teaching holds the status of a profession is widely approved (Hoyle, 1995; Minnameier, 2009; Zlatkin-Troitschanskaia, Beck, Sembill, Nickolaus, & Mulder, 2009). Demanding criteria include a special societal responsibility, welfare of society and expertise (a body of specialized knowledge and skills) as well as an exclusive academic qualification. As Colby and Sullivan point out: “there is some ambiguity about which fields should be considered true professions” (Colby & Sullivan, 2008, p. 405). The authors continued:

---

3 The process of professionalization describes the procedure of turning an occupation into a profession and maintains closure of the occupational group (Gewirtz, Mahony, Hextall, & Cribb, 2009).

4 Interestingly, in the German-speaking part, the term “profession” designed a trade and craftsmanship until the mid-19th century (Jeismann, 1999; Reinisch, 2009; Witt, 2009).

5 Depending on the sociological approach, different criteria are required to call an occupation a profession. For instance, the attributive approach defined several necessary attributes (e.g. academic qualification, professional codes, specialized knowledge) (Lundgreen, 1999; Merten & Olk, 1996), the functionalistic approaches studied the obligation towards society (Heidenreich, 1999; Stichweh, 1996), and the power theories stressed the competency of experts and the resulting power over other individuals who lack the same amount of expertise (Fauser, 1996; Reinisch, 2009).
Although other occupational fields may require high levels of knowledge and skills, they cannot be considered professions unless they are centrally defined as serving some important aspect of the common good. Thus, the relationship between the professions and the general society is inherently ethical at its core. (ibid.)

Following this definition one would need to determine criteria that characterize and define the content of serving for a common good. Also D. Carr (2010) distinguished the ethical component attached to professions but not to occupations. According to the author, professional services are owed to clients as a matter of moral rights whereas occupational services are rendered for money (D. Carr, 2010, p. 71).

The other position advances the view that every type of paid work may face moral questions (Chadwick, 1998b; Gewirtz et al., 2009), especially since moral topics cannot be separated from everyday situations (IJzendoorn, Bakermans-Kranenburg, Pannebakker, & Out, 2010; Kang & Glassman, 2010). Already in 1933, Nohl remarked: “Each handcraft, the military, hunting, even sports have their own spirit and their proper educational goal is ethos; knowledge and skills only provide it” (Nohl, 1933, p. 30, translated by S.F.-H.). As also Roth emphasized: “[e]very occupation (at least every legal one) involves its own characteristic ethical obligations” (Roth, 1995, p. 703).

For instance, customers normally do not check whether the mechanic’s work is as environmentally sound as possible; they just expect it. Guests likewise trust that the cook does not use ingredients that could endanger them. Even in sports, humans tend to adopt moral rules and professional expectations. A soccer player involved in betting scandals may definitely have the ability to play football, but he violates the expected attitude of a fair athlete. Evetts further stressed: “Professional and professionalism are increasingly being applied to work and workers in modern societies yet the conditions of trust, discretion and competence, which historically have been deemed to be necessary for professional practice, are continually being challenged, changed or ‘regulated’” (Evetts, 2009, p. 19). As with regard to the ethos of vocational in-house trainers, one must admit that they have yet to achieve the status of professionals. One reason for it is the fact that being a trainer is still mostly rather an additional role than a proper occupation. Thus most vocational trainers still exercise another main profession or occupation. For instance, a practitioner trainer is an educated physician and still works within the profes-

---

6 Quote originally in German: “Jedes Handwerk, das Militär, die Jägerei, der Sport sogar hat so seinen Geist, und ihr Ethos ist das eigentliche Erziehungsziel, dem Kenntnisse und Fähigkeiten nur dienen” (Nohl, 1933, p. 30).

7 The Swiss crafts association for the automotive trade for instance provides its members with a code of honor and asks for moral commitment to the clients, the employees, the environment as well as to colleagues within the same trade http://www.agvs.ch/Ehrenkodex.291.0.html, accessed June 8, 2011].
sion, while making his/her knowledge and skills available to medical students. In this case, the educating physician is expected to have a professional ethos, like that of a physician, but also a pedagogical ethos as an educator.

It is assumed that trainers have an impact on the career choices of students and trainees. Therefore, vocational trainers without question bear a special responsibility. It is in this context that the pedagogical ethos becomes relevant and in this regard it is worth noting that the professional ethos in general precedes outlining the vocational trainers’ pedagogical ethos. Furthermore, establishment of a shared ethos could contribute importantly to a higher societal acceptance and recognition of the trainers’ contribution to society. Thus, to use the expression of Colby and Sullivan (2008), trainers “provide for the common good”. They provide society with qualified and skilled specialists.

To summarize, even though the expression professional is often used to refer to profession and professionalism, the expression “professional ethos” is currently adopted to the individual’s ethos in work settings. Given the previous consideration, the professional ethos does not exist in various fields. Ethos refers to the responsibility underlying any profession or occupation. Therefore, it is important in any case to analyze these professional (or occupational) responsibilities first in order to define the ethos. As used in this work, the adjective ‘professional’ signifies that the ethos refers to the work setting and not to general life habits or customs. The expression ‘pedagogical ethos’ will be used to indicate that the ethos studied refers to the pedagogical tasks of trainers and not their professional or occupational ethos in general. Of course, it would be interesting to study how the professional ethos interacts with the pedagogical ethos, but this is not the focus of this work.

A side note to the use of ‘apprentice’ and ‘trainee’

Another conceptual clarification that is important to mention concerns use of ‘trainee’ and ‘apprentice’. In this work, the expression ‘trainee’ refers to all people trained within a work setting. ‘Trainee’ is therefore attributed to medical students on their medical rounds with physicians, to people completing an internship, or to employees already trained who are educated further by their colleagues. The term ‘apprentice’ is given a narrower frame of reference. It covers only people who seek to complete apprenticeship in the dual VET system. This kind of education includes in-house training, vocational school, and industry courses (see excursus I in chapter 5). Given this distinction, an apprentice is also a trainee, but not every trainee is an apprentice.
CHAPTER 2

THE SCOPE OF ETHOS: IN SEARCH OF CLARITY

Before this chapter starts more systematically with a literature review about use of the ethos concept in general, a first intuitive approach to a trainer’s pedagogical ethos is given.

INTUITIVE ETHOS APPROACH: FIRST CONSIDERATIONS

As will be discussed later (see excursus II in chapter 5), the trainer’s responsibility goes way beyond mere skill training. Thus skill training is bound with a lot of important decisions and aspects to consider. Time for training and opportunities to learn must be made available, the risk of mistake must be accepted, and tensions with conflicting interests must be endured and dealt with. Especially in situation of conflicting interests and tensions, the trainer’s commitment to pedagogical responsibilities becomes relevant. A pedagogical ethos is needed in such situations. Thus knowledge and skills are not enough at those moments; but a conscious effort needs to be made nevertheless to assume responsibility.

Figure 2.1 presents a first attempt to summarize the ethos dimensions that I assume to be important. Let me explain the figure using the example of a vocational trainer’s ethos. If this vocational trainer is in a pedagogical situation (e.g., need to establish a practical skill) and this situation belongs to his/her responsibility, the concept of ethos becomes relevant if one needs to make a decision. There might be an antagonistic situation of competing interests, but this is not a necessary condition. In situations without competing interests, a trainer can also decide in (or against) the apprentice’s best interest. As discussed at the beginning, ethos becomes more visible if it is missed or not expected.

Imagine, a female trainer intending to assign a male apprentice to another employee for training involving a special skill. Establishing this skill is essential to conduct good work. The apprentice needs this training. But due to unforeseen events, the corresponding apprentice could be better used for simple productive work. It is the trainer’s responsibility to decide. If
she would delegate this decision (even if it is her responsibility), the trainer
would not show a professional ethos. However, if she makes a decision, and if
it is motivated by the corresponding pedagogical responsibility (reference to
the apprentice’s development in this case), then becomes ethos-relevant. A
more pedagogical decision would be to go along with the intended skill train-
ing despite an attractive financial alternative (using the apprentice as cheap
manpower). Alternatively, it is also possible that the trainer evaluates the
newly shaped condition to be of more importance for the apprentice, namely
to let him experience that he can complete work on his own and contribute
importantly to the teamwork. In both cases, the motivation that drives the
decision is truly referred to pedagogical responsibility: the apprentice's devel-
opment.

Situations are conceivable, in which the trainer needs to think of the com-
pany’s benefit if, for instance, its existence is endangered. Again, it is im-
portant how the trainer communicates her decision to the apprentice. If she
is truthful about her reasons, but nevertheless shows the apprentice that she
cares for his development as well, the trainer is also motivated pedagogically.
Finally, it is essential how the decision is implemented in practice. If the
trainer, for example, intimates to the apprentice that he is an extra burden
and that it will not be possible to meet the customer’s expectation because
of his skill training, the conditions for a successful learning environment are
coded negatively. On the other hand, if the trainer shows the apprentice a
deep respect for skills he has already established and promises him to train the
other skill another day, the learning environment as well as the relationship is
designed positively. In short, ethos is understood as being shaped within the
situation. It does not exist as something independent of specific responsibili-
ties, but it asks for an active commitment. Whenever a pedagogical situation
demands a decision, the ethos concept becomes relevant. This relevance is
most obvious if the decision is challenged by other appealing alternatives,
that contest the trainers’ commitment to pedagogical responsibility.

More generally, ethos is defined as a commitment to pedagogical respon-
sibility and the effort to create a learning environment conducive to positive de-
velopment of the person in the trainer’s care. It describes, how one is engaged
in the professional practice and attuned to pedagogically relevant values\(^1\).
As we will see in chapter 3, concerning the pedagogical professions, caring,
thoughtfulness, fairness, and recognition have often been defined as the core
values of professionalism (Fauser, 1996; Maurer-Wengorz, 1994; Oser, 1994a;
Reichenbach, 1994). If so, an ethos is not just a mere feeling of what would
be nice to do, and it does not mean that a person should behave unquestioned
according to rules only to avoid negative consequences. Similar to teaching
and other professions, the characteristic that makes the trainer-trainee rela-

\(^1\) According to Hetze (2008) values are on a high level of abstraction. They support ori-
entational support, because they designate what is considered important and preferable.
Figure 2.1: The concept of ethos newly considered

tionship asymmetric in its nature, makes ethos a moral endeavor. Bergem (1992) stressed that as soon as a relationship is involved, there is an “unexpressed ethical demand. (...) No matter how much or little of a person’s life that person entrusts to another person in a given situation” (Bergem, 1992, p. 351). Similarly Reichenbach (1994) defined a situation as morally relevant if it entails impact on the other’s well-being.

The pedagogical ethos therefore affects rather the ‘micromorality’, “the particular face-to-face relations that people have in everyday life” (Rest, Narváez, Bebeau, & Thoma, 1999, p. 292) than the ‘macromorality’ that concerns the formal structure of a society. Nevertheless, this does not mean that every step
a trainer or a teacher takes is soaked with ethos. Chapter 4 will discuss the dimensions of ethos and the underlying assumption in greater detail. But the scope of ethos is outlined first and existing ethos models are presented and discussed critically in regard to suitability for the trainer’s pedagogical ethos.

LITERATURE REVIEW: LOCATING THE CONCEPT OF PROFESSIONAL ETHOS IN THEORY AND RESEARCH

A search for the term “ethos” in the literature results in two central findings: 1) the concept of ethos has been employed in various ways at different levels of abstraction, and 2) despite the first finding, ethos theories with a stringent conceptualization and empirical evidences are mostly lacking. Analysis of articles in which the concept of ethos is explicitly named shows that it has been used to designate not only the individual’s attitudes towards moral values (e.g., Klaassen, 2010; Ofenbach, 2006), but also the shared values of a culture such as a group, an institution, or a profession (e.g., P. Carr, 2007; Mahler, 1974; Mc Crae, 2009; Solbrekke & Karseth, 2006). The significance of the ethos concept in life has not only been emphasized with regard to identity and self-conception (e.g., Sharra, 2005; Silva, 2000) but also with regard to social recognition (e.g., Fauser, 1996). It is the term ethos itself that offers different meanings and understandings. 2 The proper Greek meaning of ethos denotes nothing else than the place where one is living and its custom as well as the individuals habits and the character of a person (Becker & Charlotte, 2001c; Halder, 2008; Höffe, 1997; Hügli, 2006; Ritter, 1972). Each of these understandings is closely linked to questions of morality and ethics.

However, these three concepts should not be understood as synonyms, even if the differences are sometimes very subtle. Ethics raise questions about the good and moral life as well as about the right thing to do, and therefore it is often defined as the study of morality (Borchert, 2006; Schmidt, 2001). The term ethics comes from the Greek meaning of ethos and constitutes rules and codes in order to define the ethos of a person, culture, or society (Ritter, 1972). Compared to moral and morality, which concern the individual character of a person and this person’s way of designing life, ethics refers more to a social system. “The term ethics is used in three different but related ways signifying (1) a general pattern of ‘way or life,’ (2) a set of rules of conduct or ‘moral code,’ and (3) inquiry about ways of life and rules of conduct” (Borchert, 2006, p. 394, italic in original). Similarly, Höffe (1997) distinguished between descriptive ethics, normative ethics, and meta-ethics. Furthermore, ethics have been applied to various fields as, for example, the workplace ethics that deal with values underlying the work and professional action (Chadwick, 1998b).

The term ethos refers to the individual but also to a culture. Therefore has

---

2 In several philosophical encyclopedias the term ‘ethos’ is even missing (Chadwick, 1998a; Becker & Charlotte, 2001a; Craig, 1998b).
a dichotomous meaning: an objective and a subjective one (Ritter, 1972). On one hand, it describes the habit of a culture (objective meaning) and its shared values and general expectations. Nowadays one often refers to the ethos of a specific profession or of an institution. On the other hand, ethos signifies the individual character and the way a person shapes his/her professional life or personal environment (Höffé, 1997). An important characteristic of ethos already addressed is its behavioral component. Ethos is not just a moral value or a developed skill such as the ability to reason when making a moral judgment. It requires action. Even at the institutional level, its members needs to live by their ethos. It cannot be reduced to written rules (or e.g., school concepts). Imagine a researcher who manipulates empirical data in his/her favor. This person may be totally aware, that such behavior violates the professional codes and the expectations of the researchers’ community. He/she probably knows that such a manipulation is morally wrong but goes ahead with it nonetheless. The researcher might even analyze behavior of this sort at a high cognitive level, yet, we would not attribute an ethos to it.

![Figure 2.2: Dichotomous meaning of ethos and its trifold reference to work setting](image)

The dichotomous meaning of ethos is also reflected in research on professional ethics, although one should actually speak of a trifold distinction (see
Either researchers focus on the individual’s professional ethos (subjective level) or on the culture viewed collectively as an institution’s ethos (e.g., school or company) or a particular profession’s ethos (e.g., physicians, teachers). As we will see, these perspectives are strongly interrelated. Individuals form and create the cultural ethos (i.e., the ethos of a profession or an institution they belong to), and it is the cultural ethos that may provide a basis for developing and nurturing its own ethos. The forms of expression (see figure 2.2) are also interrelated, herewith in a more hierarchical way. The professional codes determined (forms of expressions marking the profession’s cultural ethos) may provide a guideline for establishing an institution’s concept (its form of expression for an institution’s cultural ethos), and the professionals are those who apply these values and principles in their actions (within a living value system). The term ethos, as understood and used in this work, is always referred to the professional context. More precisely, I refer to ethos within a subject’s professional ethics, and I understand morality as a general way of designing one’s individual life. Consequently, ethos, as I conceptualize it, is linked to the question of how individuals perceive their professional responsibility. This is naturally linked to morally relevant issues, decisions, and actions. But before specifying the pedagogical ethos at the individual level (discussion of differing ethos models in chapter 3), the following sections outline in brief the different research directions mentioned at the cultural level: 1) cultural ethos in regard to (pedagogical) institutions and 2) professional ethics in combination with teaching professionalism and professional codes.

The ethos culture of an institution

At the cultural level ethos defines the shared values and norms of its members. The rules are often part of the school’s overall principles and mission or the organization’s regulations of behavioral conduct. Its members are expected to follow and internalize them. Yet, the cultural ethos captures more than just fixed rules of a community; it is rather a common collection of important values and tell where a group wants to go. According to Smith (2003), the ethos of an educational organization “provides a social and institutional context for the process of learning” (Smith, 2003, p. 466). The common ethos of an institution is believed to have positive consequences – not only for the community but for individuals too. For instance, the ethos of a school is assumed to impact the performance, engagement, and effectiveness of students significantly.
THE SCOPE OF ETHOS: IN SEARCH OF CLARITY

cantly as well as teaching or school quality (Kezar, 2007; McLaughlin, 2005; Smith, 2003). There is also evidence that a common school ethos (perceived as the shared spirit and goals of an institution and its members) positively affects the professional development, professional identity, and self-concept of teachers (Geelan, 1997; Ratzlaff & Grimmett, 1985; Silva, 2000). Research in business ethics similarly confirms the influence of shared values on individuals’ behavior (Greenberg, 2002; Treviño & Weaver, 2001; Weaver, 2004). For instance, Greenberg (2002) reported that employees stole more money from the company if no ethics program existed. Hence, it should be in every organization’s interest to establish a shared ethos. Shared norms not only signify the norms all teachers have in common but also those that a teacher believes colleagues share (Wehrlin, 2009). The professional ethics and its professional code may provide organizations a basis to establish their overall principles; whereas the institution’s principles might positively contribute to members’ professional ethos and therewith to the profession or occupation itself.

Ethos and professional ethics

Cultural ethos (right side of figure 2.2) is not only related to an institution but to the ethos of an occupation or profession in general. Thus it is highly connected to issues of professional ethics and morality. In the context of professional ethics, Oser raises an important question: “How can we distinguish professional morality from the general claim that people should be ‘good’?” (Oser, 1992, p. 109). Answering such a question calls for a response that defines and determines the professional’s responsibilities as well as rules demanded for professional conduct and behavior. Thus professional ethics not only characterize the specific profession. They also set it apart from other professions as a means of establishing a shared professional commitment. For succeeding, as Oser emphasized, it is important to take specific responsibilities and duties into account, notably those relying on the professional context. Within the scope of education, professional ethics has been discussed contemporarily in particular with reference to professionalism and is considered an important element for gaining societal recognition and acceptance, at least regarding the German research area (Combe & Helsper, 1996; Fauser, 1996; Frotscher, 1999; Herrmann, 1999). In the United States too, professional development of a teaching ethos has recently regained public attention, and its significance has been highlighted in regard to students’ diverse backgrounds and inequity in education (Whipp, 2009). Moreover, the “no child left behind” campaign emphasized the significance of the teacher’s focus on students’ learning success and their wellbeing as important elements of teaching professionalism (Darling-Hammond, 2006).

Similar to an institution’s ethos, it is an important concern that members of the same profession share core values and that this sharing constitutes a
common ethos. In order to reach this purpose, establishing professional ethical codes is often considered an important condition. The Australian Early Childhood Association, for example, published a professional code, which asks inter alia for a commitment “to acknowledging the uniqueness of each person” (Stonehouse, 1991, p. 4). Furthermore, it is considered important to implement such an ethos into training curricula. Discussions about professional codes and their implementation into the curricula are not limited to teaching ethics but are also present – to name only some fields – in engineering, management, medicine, and nursery (Benner, Sutphen, Leonard, & Day, 2010; Cooke, Irby, & O’Brien, 2010; Heikkerö, 2008; Lützén, Johansson, & Nordström, 2000). It has been demanded that the curriculum of professional education addresses professional ethics as one important topic beside knowledge transfer and skill training. For example, Cooke et al. emphasized that “clinical education involves far more than outfitting individual physicians with scientific knowledge and technical skills” (Cooke et al., 2010, p. 34). Consequently, the ethos of a profession highly interacts with that at the individual level, which is expressed as an individual’s lived value system (see figure 2.2). While professionalism is attributed to a person, the content of professionalism (what it means to be and act professionally) needs to be defined by the profession’s characteristics and its members. Development of professionalism is the very aim of every profession-related training institution, but without knowing the content of professionalism, no effective training program can be developed (Diehl, 2005). According to Roth (1995), professional ethics should explain the responsibility that professionals have towards their clients in order to provide a basis for further discussion about professionalism. Established ethical codes aim at guiding the professional’s practical actions and strengthening the profession with a legal basis (Becker & Charlotte, 2001b). In regard to social recognition and understanding of the profession, it is important that the codes contain realistic demands corresponding to a profession’s specific tasks and responsibilities. In order to foster

---

4 Professional codes serve two important tasks: 1) fostering understanding of the profession and 2) providing a monitoring function. Briefly defined, a professional code is a socially formalized accredited value orientation that is generally accepted by the members of a particular profession but also by outsiders. On one hand, general and obliging professional codes have the potential to guide beliefs and values of professional colleagues, to constitute professional behavior, to foster the professionals’ commitment, or at least to enhance the professionals’ awareness of moral dimensions in their work (Orlenius, 2006; Stonehouse, 1991). On the other hand, the professional code provides a normative foundation in order to proceed against professional members who have violated professional rules (Wolf, 2002). Furthermore, a code provides support to protect professionals against external offenses, and it fosters the confidence of external people (clients, patients, customers) in the profession or the particular institution (Brezinka, 1988, p. 543). However, depending on its details and strictness, a code might lead to constraints of autonomous ethics, increasing bureaucratization, and regimentation governing every decision (Orlenius, 2006; Wolf, 2002).
establishment of a common professional identity, they need to be known and supported at least by members of the profession.

Yet ethos is not the same as professional codes or professional ethics or an individual’s morality. Whether it comprises an individual or shared ethos, the concept requires active engagement with prevailing codes, one’s moral beliefs and values, as well as a commitment to professional responsibility. Ethos involves a behavioral component, which is not necessarily needed if talking about ethics and morale. As Orlenius (2006) stressed, ethos is not a matter of law and jurisprudence but of personal responsibility and accountability. The role of professional ethics is different, as the following quote shows:

Professional ethics govern the work of professionals in addition to more specific legal considerations. In many cases legal constraints must be supplemented with ethical norms so that professional life can be better understood, and controlled. (Chadwick, 1998b, p. 671)

In reference to the individual’s professional teaching ethos, one theoretical approach is to understand ethos as an internalization of the profession’s underlying codes. This model as one example of the professional ethos of individuals (left side of figure 2.2) will be discussed with other approaches in chapter 3. The purpose of this chapter was to provide an overview for the various uses of the term ethos and to show its closeness to concepts of professional morality and professional ethics. For further discussion about the trainer’s pedagogical ethos, however, only the individual level of ethos and its professional contextualization is of interest. Therefore, the next chapter will discuss existing ethos models in greater detail and discuss them critically in regard to the trainer’s intuitive ethos initially outlined (chapter 2, page 9).