VALUES AND ETHICS OF LEADERSHIP
Wednesday 6:00-9:00 p.m. 112 Memorial Hall

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COURSE DESCRIPTION

Public debates over ethics and integrity (as well as the general quality) of leadership have spurred new examinations of how those who are responsible to the public should behave and what should be expected of an ethical leader. Leadership is a complex relationship between people, based on trust, obligation, commitment, responsibility and a shared vision of good. The values and ethics of public leadership (in government and nonprofit settings) reflects these complexities and presents many challenges for those who want to "do the right thing". This course not only examines these issues and challenges, but goes on to help the student develop the actual capacities need to make ethical judgments in public settings, as well as create an ethical and accountable environment in public organizations.

Specific learning objectives for the course include:

1) Make explicit why and how values and ethics are integral parts of leadership
2) Identify both conflicts and common ground across various perspectives on what is considered "moral leadership" and ethically responsible behavior in public institutions (including government and nonprofits in disparate settings around the world)
3) Understand the responsibilities of leaders and administrators in government and nonprofits, the foundations of ethics that apply in those settings, and the tenets of various professional codes of ethics
4) Increase awareness of how ethics can and does (or does not) impact the behavior of people in public organizations (and in society).   Then we will focus on how to translate this knowledge into effective management of the ethical aspects of the organization and into ethical leadership within and for the organization
5) Develop capacities for moral action and be able to exhibit increased moral sensitivity, reasoning, motivation, and courage; this includes the ability to speak with clarity about one's own ethical motives and convictions
6) Develop skills in creating opportunities for effective dialogue about pressing ethical and social issues – in communities, in organizations, across multiple cultures and societies

Academic Honesty: Students are expected to be familiar with University policies regarding academic dishonesty, and to adhere to the code of ethical conduct (available at http://www.udel.edu/stuguide/08-09/code.html#honesty). Suspected cases of academic dishonesty will be reported as described in the Student Handbook. If you are not familiar with what may constitute academic dishonesty, please go to the above website or talk to me.

REQUIRED TEXTBOOKS:
Two textbooks will provide most of the readings for the course:
- Deborah L. Rhode (ed) *Moral Leadership: The Theory and Practice of Power, Judgment, and Policy*, Jossey-Bass, 2006
- James Svara, *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations*, Jones and Bartlett Publishers, 2007

Other readings, audio clips, and cases are indicated on the syllabus and will be available through Morris Library databases, online sources, or files you will find on the course Sakai site.

COURSE REQUIREMENTS AND GRADING

Class Participation -   35 %
    Demonstrating not only knowledge and understanding of readings, but also your ability to speak with clarity about your own ethical motives and convictions, and your capacity to engage in ethical dialogue with moral sensitivity
Critical Reaction Papers (4 total)   40 %
Reflective Paper –   25 %
    You can choose between two options:
    - Ethical Leadership Personal Assessment, or
    - Scholarly Paper on topic specifically related to ethical leadership

Class participation:
A major learning objective of this class is to "develop capacities for moral action and be able to exhibit increased moral sensitivity, reasoning, motivation, and courage; this includes the ability to speak with clarity about one's own ethical motives and convictions". Another is to "develop skills in creating opportunities for effective dialogue about pressing ethical and social issues – in communities, in organizations, across multiple cultures and societies". Achieving these objectives requires engaging in active dialogue in the classroom based on thoughtful reading and preparation done *prior to* the class session. Attending class is essential.

Critical Reaction Papers: (4 during semester)
In preparation for each class, students are expected to engage in critical reading and critical writing. Students are expected to complete all reading assignments prior to the date assigned and to be prepared to discuss class topics based on knowledge obtained from the readings. **Critical reading** involves scanning, identifying, sorting and prioritizing information. Critical reading calls for higher level thinking skills such as connecting ideas, evaluating rationale, drawing implications, and considering multiple perspectives and points of view. **Critical writing** clarifies thinking. The critical writing you will be asked to do for this course is NOT to merely rewrite what you have learned from the readings or to summarize the thoughts of others. Critical writing is used in this course as a form of active learning. The purpose of the writing you will be asked to do for this course is to help you critically analyze and synthesize the readings.

For the purpose of this class, **critical reaction paper** is a statement of the major concepts and ideas developed in the set of readings. A critical reaction paper is NOT a summary of each reading. Instead, it must integrate and synthesize information from the set of assigned readings, and extend the body of literature. For example – What does the set of readings tell you? Based

on the readings, how is our understanding of values and ethics of leadership further developed? What overall conclusions about this topic can be drawn from this body of information? Etc.

Critical reaction papers, based on the assigned readings (but not the case if one is assigned), will be due at the beginning of the four classes for which you have chosen to write critical reaction papers. You should bring two copies to the class so that you can refer to a copy to facilitate your involvement in class discussion. The format of the paper is <u>1-2 pages (typed, single spaced)</u>.

Reflective Paper – Each student will choose one of the following options for completing this requirement:
- **Ethical Leadership: Personal Assessment** - Students examine their own ethical values and determine their own philosophy as ethical leaders, including how to evaluate, promote and maintain ethical behavior in the work environment.
- **Term Paper on topic specifically related to ethical leadership –** With instructor's approval, you will select a topic related to ethical leadership relevant to a public setting (government, nonprofit, or education). The paper will be based on solid research (with all appropriate references), present multiple perspectives on the issue, and reach a conclusion based on sound ethical reasoning. This conclusion should reveal the student's own ethical motives and convictions, and be written in a manner that explains to a public audience your "stand" on this issue and how you reached that conclusion.

Class Schedule and Readings

Feb 11 **Introduction to Course**

Feb 18   **Scan of the Terrain**
- Ethics Resource Center *National <u>Nonprofit</u> Ethics Survey: An Inside View of Nonprofit Sector Ethics*, 2007 https://www.ethics.org/research/nnes-order-form.asp (free registration for download)
- Ethics Resource Center *National <u>Government</u> Ethics Survey: An Inside View of Public Sector Ethics*, 2007 https://www.ethics.org/research/nges-order-form.asp (free registration for download)
- Schmidt, Elizabeth "How Ethical Is Your Nonprofit Organization?" October 2004 http://www.guidestar.org/DisplayArticle.do?articleId=827
- Greenblatt, Alan "The Corruption Puzzle: Is graft getting worse or are prosecutors out of control?" *Governing* July 2008 http://www.governing.com/articles/0807corruption.htm

Feb 25   **What does "Moral Leadership" Mean?**
- Rhode book –
  - Introduction: Where is the Leadership in Moral Leadership? pp 1-53
  - Ch. 13 Global Moral Leadership
- Svara book – Chapters 1 – 4

Mar 4 **Developing the Capacity for Moral Leadership**
- Begley, P. and Stefkovich, J. "Integrating Values and Ethics into Post Secondary Teaching for Leadership Development" *Journal of Educational Administration* Vol. 45 Iss.4 (available on ABI/INFORM database)
- Macaulay, M. "Adapting the Moral Self: The Challenges of Evolutionary Psychology for Administrative Ethics" *Public Integrity* Winter 2008-09, vol. 11, no. 1, pp. 35-44. (distributed)
- Jagers, Robert J. "Cultural Integrity and Social and Emotional Competence Promotion: Work Notes on Moral Competence" *The Journal of Negro Education*, Vol. 70, No. 1/2, Samplings from Howard University CRESPAR (Winter - Spring, 2001), pp. 59-71 (available in JSTOR database)
- Bates, Chris "Why Cheating Matters" *Chronicle of Higher Education*, Feb. 20, 2009 (pdf on Sakai)

Mar 11 **Impact of Spirituality and Religion on Ethics and Leadership**
     Guest Speaker – Alain Noghiu, Ph.D. candidate in UAPP
- Spohn, William C. "Spirituality and Ethics: Exploring the Connections" *Theological Studies*, 58,n1 (March 1997) pp. 109 (15) (available on Expanded Academic ASAP database)
- Kriger, M. and Seng, Y., "Leadership with Inner Meaning: A Contingency Theory of Leadership Based on the Worldviews of Five Religions" *The Leadership Quarterly*, 16 (2006) 771-806. (available in ScienceDirect database)
- Williams, Rhys H. "The Language of God in the City of Man: Religious Discourse and Public Politics in America" in *Religion as Social Capital: Producing the Common Good,* Corwin E. Smidt (ed), Baylor University Press, 2003, pp. 171-189 (pdf on Sakai)

Mar 18 **Codes of Ethics; Characteristics of Effective Dialogue**
- Svara book – Chapter 5; Appendices 1 – 6
- Rhode book – Chapter 4
- ICMA (International City/County Management Association) "Ethics: Focus on the Fundamentals" *PM Public Management Magazine*, http://icma.org/pm/9101/public/ethics.cfm?author=&title=Ethics%20&LGM=1
- Characteristics of Effective Dialogue

Mar 25 **Leadership Ethics - Specific Leaders**
- Nelson Mandela (South Africa) – "I am Prepared to Die" Statement to the Court as Mandela defends acts of violence in opposition to apartheid http://www.anc.org.za/ancdocs/history/mandela/1960s/rivonia.html
- Golda Meir (Israel) – "Selected Quotes from Golda Meir" (pdf on Sakai)
- Eliot Spitzer (United States) – "Eliot Spitzer 'The People's Lawyer' – Disgraced" William B. Eimicke and Daniel Shacknai in *Public Integrity* Fall 2008 vol 10 no 4, pp. 365-379.
- Wangari Maathai (Kenya) – "Taking A Stand" Wangari Maathai http://greenbeltmovement.org/a.php?id=267&t=p

Apr 1   **Spring Break – No Class**

Apr 8   **Making Ethical Decisions in Challenging Circumstances**
- Svara book – Chapters 6 and 7
- Rhode book – Chapter 1 - 3
- Gibbs Springer, Christine. "Leadership and Ethics in Decision Making by Public Managers" in Morse, Buss and Kinghorn (eds) *Transforming Public Leadership for the 21st Century*, M. E. Sharpe, 2007, pp. 344-356

Apr 15   **Ethical Leadership in Organizational Settings**
- Lennick, D. and Kiel, F. "Leading Large Organizations" Chapter 10 in *Moral Intelligence: Enhancing Business Performance and Leadership Success*, Wharton School Publishing, 2005, pp. 157-183.
- Trevino, Linda (2003) "A qualitative investigation of perceived executive ethical leadership: perceptions from inside and outside the executive suite" *Human Relations*, 56 (1) 2003 pp. 5 – 37.
- Bennis, W., Goleman, D., and Biederman, P.W. "Creating a Transparent Culture" *Leader to Leader*, Fall 2008, pp. 21-27
- Svara book – Chapter 9 – 11
- Rhode book – Chapters 8 and 9

Apr 22   **The Ethical Organization**
- McDonald, G. and NIjhof, A. (1999). "Beyond codes of ethics: an integrated framework for stimulating morally responsible behavior in organizations". *Leadership & Organization Development Journal* 20(3), 133-146.
- King, III G. (2001). "Perceptions of intentional wrongdoing and peer reporting behavior among registered nurses". *Journal of Business Ethics* 34 (1), pp. 1-13.
- Svara book – Appendix 7 pp. 187-189
- "Ensuring Nonprofit Integrity: A Blueprint for Demonstrating Nonprofit Accountability" pdf available

Apr 29   **Whistleblowing and Its Alternatives**
- Svara book – Chapter 8
- Ira Chaleff "No need for Whistleblowing – stand up to the culture" http://www.exe-coach.com/noNeedForWhistleblowing.htm
- Grant, C. (2002). "Whistle blowers: saints of secular culture" *Journal of Business Ethics* 39. 391-399.
- Prisoner of Conscience – Joe Darby at Abu Ghraib http://men.style.com/gq/features/landing?id=content_4785

- National Public Radio interview, Abu Ghraib Whistleblower Speaks Out
  http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=5651609&m=5652803

May 6 International Perspectives

- De Vries, Michiel S. (2002). "Can you afford honesty? A comparative analysis of Ethos and Ethics in local government". *Administration & Society* vol. 34(3). 309-334. http://aas.sagepub.com/cgi/reprint/34/3/309
- Paquet, Gilles "Governance and Emergent Transversal Citizenship: Toward a New Nexus of Moral Contract" in *The New Geo-Governance: A Baroque Approach*, University of Ottawa Press, 2005, pp. 259-282
- Menzel, Donald "Ethics Management Internationally" in *Ethics Management for Public Administrators: Building Organizations of Integrity*, M.E. Sharpe, 2007, pp. 148-169.

May 13   Values and Competencies in Network Governance

- Goldsmith, S. and Eggers, W.D. "Building the Capacity for Network Governance" in *Governing by Network: The new Shape of the Public Sector* Brookings Institutions Press, 2004, pp. 157-178.
- Morse, R. S. "Developing Public Leaders in an Age of Collaborative Governance" in Morse and Buss (eds) *Innovations in Public Leadership Development*, M. E. Sharpe, 2008, pp. 79-100.

May 20   Putting it all to work
- **CASE: Casa Amiga: Addressing Violence Against Women on the U.S.-Mexico Border (www.hallway.org)**

May 21   Reflection Paper Due