Leadership and Ethics
PUBA 604

Course Description

This course examines theories of leadership applied to the public and non-profit sectors and the skills and processes employed by effective leaders. The course also considers ethical theories as applied to problems in the public and non-profit sectors; emphasizes critical thinking to address value conflicts, notably in the context of a pluralistic society; and teaches moral reasoning as a practical professional skill.

As leaders for the public good, whether in government agencies or nonprofit organizations, you will have legal and ethical obligations to multiple stakeholders. What values and considerations will you use to make decisions about these obligations? What if your obligations and responsibilities are conflicting? Leaders are also responsible for setting the tone for the employees they lead. How can you ensure that others in your organization have the skills and mindset necessary to make appropriate and ethical decisions?

Student Learning Outcomes

- Apply tools of ethical analysis to evaluate dilemmas in the work place and make recommendations on how to best deal with that dilemma;
- Identify ethical dilemmas in the public administration context, and the professional ethics applicable to positions in government agencies and nonprofit organizations;
- Distinguish a variety of leadership styles and describe how leaders can set the ethical tone for their organizations;
- Practice critical thinking skills developed and applied through class discussions and course assignments.

Required Texts:
- Northouse, Peter G. 2013. *Leadership: Theory and Practice, 6th edition.* San Francisco, CA: Sage.
- Svara, James H. 2014. *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations, 2nd edition.* Burlington, MA: Jones & Bartlett Learning.

Assessment

Case briefs (15% X 2)	30%
Response papers	20%
Short Essay	10%
Final project	30%
Weekly Participation and Attendance	10%
Total	100%

Your job in this class is to thoughtfully examine course materials and engage fully in course-related activities, discussions and assignments. Your attendance is expected at each session. If you must miss class for any reason, please contact me. I appreciate your avoidance of distracting practices such as late entrances, early exits, ringing cell phones, web browsing, texting, conversations, and other activities unrelated to the class. This behavior is especially important given that the beginning of class sometimes features guest speakers. It also includes respecting the viewpoints and experiences of your classmates, professors, and the guest speakers.

Course Schedule

Part I: Ethical Leadership and Decision-making

Session 1: Leadership and Ethics in the Public Sector
- o Svara, Chapter 1: "Introduction." Pp1-10

Session 2: Ethics in the Public Sector
- o Svara, Chapter 3: " Refining the Sense of Duty: Responsibilities of Public Administrators and the Issue of Agency." Pp33-58.
- o Mosher, 1974. "Watergate: Implications for Responsible Government." In *Classics of Public Administration,* 7th edition. Eds. Shafritz and Hyde. Boston, MA: Wadsworth. Pp321-327.

Session 3: Ethical Leadership
- o Northouse, Chapter 16: "Leadership Ethics." Pp423-452.

Session 4: Ethical Decision-making
- o Svara, Chapter 4: "Reinforcing and Enlarging Duty: The philosophical bases of ethical behavior and the Ethics Triangle." Pp59-96

Session 5: Frameworks and Tools
- o Svara, Chapter 7: "Deciding how to meet obligations and act responsibly: Ethical analysis and problem solving." Pp131-142.
- o Brincat, C.A. and Wike, V.S. 2000. "Compassion" In *Morality and the Professional Life: Values at Work*. Upper Saddle River, NJ: Prentice Hall, pp277-295.

Part II: Leadership theories, effects, and skills

Sessions 6 and 7: Leadership theories
- o Northouse, Chapter 1: "Introduction." Pp1-18.
- o Rainey, H.G. 2014. "Leadership, Managerial Roles, and Organizational Culture."

In *Understanding and Managing Public Organizations, 5th ed.* San Francisco, CA: Jossey-Bass, Pp335-354.
- Van Wart, M. 2003. Public Sector Leadership Theory: An Assessment. *Public Administration Review*, 63(2): 214-228.
- Orazi, D.C., and Turrini, A. 2013. Public Sector leadership: New perspectives for research and practice. *Public Administration*, 79(3): 486-504.

Session 8: Impacts of leadership
- Rainey, H.G. 2014. "Does Context affect Performance and Behavior?" In *Understanding and Managing Public Organizations, 5th ed.* San Francisco, CA: Jossey-Bass, pp367-372.
- Fernandez, S., Cho, Y.J., and Perry, J.L. 2010. Exploring the link between integrated leadership and public sector performance. The Leadership Quarterly, 21(2): 308-323.
- Silvia, C., and McGuire, M. 2010. Leading public sector networks: An empirical examination of integrative leadership behaviors. The leadership quarterly: 21(2): 264-277.
- Moynihan, D.P., Pandey, S.K., and Wright, B.E. 2012. Setting the Table: How Transformational Leadership Fosters performance information use. Journal of Public Administration Research and Theory, 22(1): 143-164.

Session 9: Leading people
- Voon, M.L., Lo, M.C., Ngui, K.S., and Ayob, N.B. 2011. The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management, and Social Sciences,* 2(1): 24-32.
- Fernandez, S., and Moldogaziev, T. 2011. Empowering public sector employees to improve performance: Does it work? *American Review of Public Administration,* 41(1): *23-47.*

Session 10: Promoting an Ethical organization
- Svara, Chapter 9: "Elevating ethical behavior in the organization." pp161-180.
- Rainey, H.G. 2014. "Leadership and organizational culture" In *Understanding and Managing Public Organizations, 5th ed.* San Francisco, CA: Jossey-Bass. pp 354-363.

Part III: Other Issues in Leadership

Session 11: Women and Leadership
- Northouse, Chapter 14: "Women and Leadership." Pp349-382.

Session 12: Culture and Leadership
- Northouse, Chapter 15: "Culture and Leadership." Pp383-402.
- Han, Y., Kakabadse, N.K., and Kakabadse, A. 2010. Servant leadership in the People's Republic of China: A case study of the public sector. *Journal of Management Development, 29(3): 265-281.*

Session 13: Leadership, law and ethics
- o Svara, Chapter 10: "Mandating Duty: External Measures to Promote Ethics" pp181-194.
- o Barker, R. 2010. No, Management is *Not* a Profession. *Harvard Business Review,* 88(7/8).
- o Sims, R. and Brinkmann, J. 2003. Enron Ethics (or, Culture matters more than codes). *Journal of Business Ethics,* 45(3): 243-256.

Session 14: Challenges to Ethical Leadership
- o Svara, Chapter 6: "Undermining Duty: Challenges to the Ethical Behavior of Public Administrators" pp105-130.

Session 15: Ethics in Public Service
- o Svara, Chapter 5: "Codifying Duty and Ethical Perspectives: Professional Code of Ethics." pp87-104.
- o Adams, G.B, and Balfour, D.L. 2012. "Unmasking Administrative Evil" In *Classics of Public Administration, 7th ed.* Eds. J.M. Shafritz and A.C. Hyde. Boston, MA: Wadsworth pp598-609.

Review: ASPA Code of Ethics
            U.S. Office of Government Ethics Website
            Hawaii Ethics Commission Website

Assignments

Case Briefs (15% each; 30% total)
The case studies each represent a real world scenario related to the topic that week. They allow us to explore the complex situations and decision points that one might face in the public and nonprofit sectors. Armed with the theories, models and concepts covered in the lecture and reading materials, you can use this new knowledge to illuminate the case dilemma and possible decisions or actions. In five- seven pages (double spaced), you will analyze the case, including its decision makers and other stakeholders, organizational environment, key issues, and possible decisions and action strategies. At a minimum, your briefs should address:

- The problem(s) or issue(s) at the core of the case and/or an evaluation of actions taken in the case to address the problem(s) or issue(s);
- An application of the theories, models and other material covered in the course— (please consider how the material may illuminate the case dilemma and possible decisions/action strategies); and
-
    Your recommendation for next steps (as applicable).
    I strongly encourage you to limit your summary description of the case to a couple of paragraphs, and focus your attention on your analysis, assessment and/or recommendations. (You can assume your reader has knowledge about the facts of the case).

Response Papers (20%)
Students are required to submit a short (250-500) word blog post each week about the assigned readings. These could be questions about the readings, presenting an example from your experience of what you've read, or something you would like to add or further discuss in class.

Your response papers must be posted to the class Laulima site in the 'blog' section by Monday at 8pm. These blog posts should be clear to read and understand, with proper sentence structure and grammar. Students are encouraged to read each other's blog posts so that we can have a class discussion about them. It may be helpful to bring a copy of your post to class with you as well, especially if you are shy and do not feel comfortable talking in class. Two of the lowest scores will be dropped.

Short Essay (10%)
This essay should reflect the culmination of your thoughts about ethics and leadership in the class to this point. The assignment is loosely based on the NPR series "This I Believe", but rather than crafting a statement about your beliefs in general, you are asked to write a concise summary of your beliefs about leadership and ethics in the public and nonprofit sector.

In preparation, you should read at least a few "This I Believe" columns online to see the range of people and ideas represented: http://thisibelieve.org/search/.
You may use the following quotation from Warren Bennis as a starting point:
"The point is not to become a leader. The point is to become yourself, and to use yourself completely – all your gifts, skills and energies – to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and to enjoy the process of becoming." -Warren Bennis, On Becoming a Leader.
Your essay should be 500 words or less (1.5- 2 pages, double-spaced).

Final Research Project (30%)
For the final research project, you will analyze a leadership/ethical situation from a personal experience. You should focus on an incident in which you served in a leadership position or in which you or a co-worker faced an ethical dilemma in the organization in which you work. For example, you may have played the role of a whistleblower calling attention to some unethical behavior by the organization or by a specific manager. Alternatively, you could write a case involving leadership and/or ethics in an organization in which you were involved but were not the leader. For example, you may have worked for an individual who dealt successfully with a difficult leadership challenge.

Use this opportunity to reflect on your own behavior, to evaluate the choices you made, and to think about whether you could have done better. Did you or the leaders involved have alternatives? Why did you or they choose a specific course of action? What were the

consequences? What style of leadership or what model of ethical reasoning was employed?

Your case study should not exceed 10 pages, double-spaced. You will need to use at least three outside sources, preferably scholarly sources. For example, you might be able to find an important historical case that shares characteristics with your own. Or, if you are writing about a whistle-blowing incident (as an example), you could access sources about that.