
DEVELOPING EFFECTIVE LEADERS

INSTRUCTOR'S GUIDE

ETHICAL LEADERSHIP



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Introduction

Making ethical decisions requires the ability to select among competing choices (Josephson Institute of Ethics, 2002), and applying ethics to real life situations is challenging and often creates conflict within ourselves and with others (Nash, 1996). As community leaders, how do you make ethical decisions under economic, professional, and social pressure? Josephson (2002) asserts that making ethical decisions is worth it, if you want a better life and a better world, and for good or ill, change is always a decision away.

Objectives

As a result of participating in this module, participants will:

1. Integrate principles of leadership and principles of ethics.
2. Enhance the capabilities of community leaders to recognize and act according to their ethical beliefs.
3. Provide a forum to discuss how to build and maintain an ethical society.

Length and Sample Agenda

The module should take approximately 2 hours and 30 minutes to complete. Each section may take you more or less time to complete than what is listed. Feel free to revise this agenda to fit your purposes and time constraints.

- 0:00 Introduction, Term Definitions, Qualities of Ethical Leadership (20 minutes)
- 0:20 Activity: So, do you lie on the application? (15 minutes)
- 0:35 Pillars of Character and The Commonwealth (20 minutes)
- 0:55 Ethical Decision Making and Classic Ethical Conflicts (25 minutes)
- 1:20 Ethical Decision-Making Models (15 minutes)
- 1:35 Activity: Practicing Ethical Decision Making (30 minutes)
- 2:05 Common Rationalizations and Why Worry? (15 minutes)
- 2:20 Complete and collect Evaluation Forms (8 minutes)
- 2:28 Closing Comments (2 minutes)
- 2:30 End

Description of Module Contents

- **Participant's Packet** – Contains all the informational content of the module. Duplicate and hand out to participants, one each.
- **PowerPoint Presentation** – Present while teaching the module.
- **Module Outline (in this Instructor's Guide)** – **A multipurpose teaching aid.**
 - The **Right Column** contains all the information from the Participant's Packet along with corresponding slide numbers.
 - The **Left Column** contains the numbered PowerPoint slide headings in bold, bulleted talking points, and directions for the instructor in italics.
 - **Shadowed boxes** contain Activity instructions and special quotes. Activities are signified by orange (or grey) dividing lines in the Participant's Packet.
- **Evaluation Forms** – Attached to the end of the Participant's Packet. Collect the evaluations after having participants complete them at the end of your session.

Preparation

1. Review the PowerPoint, Participant's Packet, and Module Outline thoroughly.
2. Practice presenting the module until you can do so confidently; above all, avoid reading the Module Outline talking points or Participant's Packet to the participants. Feel free to make notes on the Module Outline to personalize your presentation.
3. Develop a plan for presenting the module and facilitating discussion.
4. Gather necessary equipment (computer, projector, etc.).
5. Duplicate enough Participant's Packets for each participant.

Evaluation

The evaluation form, at the end of the Participant's Packet, is the only formal feedback received from this module. It is your responsibility to encourage all participants to complete the evaluation form at the end of the session and to collect it. Evaluations assist in improving programs and also help document the results of educational programs provided by Cooperative Extension. Return completed evaluation forms to your Extension Educator.

Additional Readings

Please see the References at the end of this Instructor's Guide for additional readings.

**Talking Points (bulleted)
and Directions (italicized)
for Each Slide Number**

1. Ethical Leadership

Introduce the module.

- To make an ethical decision, we often have to choose between conflicting choices.
- The most ethical choice is not always clear.

2. Objectives

Discuss the objectives.

3. Definitions of Terms

Use the definitions in the Participant's Packet to clarify the terms used in this module.

Participant's Packet Contents

Introduction

(Slide 1)

Making ethical decisions requires the ability to select among competing choices, and applying ethics to real life situations is challenging and often creates conflict within ourselves and with others. As community leaders, how do you make ethical decisions under economic, professional, and social pressure? Josephson, of the Josephson Institute of Ethics, asserts that making ethical decisions is worth it, if you want a better life and a better world and for good or ill, change is always a decision away.

Objectives

(Slide 2)

The Ethical Leadership Module is designed to:

- Integrate principles of leadership and principles of ethics.
- Enhance the capabilities of community leaders to recognize and act according to their ethical beliefs.
- Provide a forum to discuss how to build and maintain an ethical society.

Definitions of Terms

(Slide 3)

Scheffert and Hamersly offer the following synthesis of various definitions related to ethics, values, and behavior. The following list conveys the general meaning of each term as it is used in this module and in relation to ethical leadership.

Values: Values are core beliefs or desires that guide and motivate attitudes and actions. Everyone has thousands of values – ethical and non-ethical.

Morals: Morals refer to an individual's beliefs about what is right and wrong. Morals are a personal evaluation of values and behaviors. Morals can also serve as an internal alarm system. The word "mores" refers to the accepted societal customs surrounding moral issues.

Ethics: Ethics refer to standards of conduct that indicate how people ought to behave based on specific values and principles that define what is right. Ethics deal with the ability to distinguish right from wrong and the commitment to do what is right. There is not always a single ethical response to a problem.

4. Ethics

Discuss the quote on slide 4 in the context of your community.

5. Three Qualities of Ethical Leadership

- The figure illustrates the constantly conflicting qualities of ethical leadership.
- In our society, Character suffers the most often in the face of Knowledge or Action.
- Community leaders must strive to integrate the three.

Discuss the following quotes with participants.

6. Ethics is Character and Courage

- Ethics are related to a person's character and courage.

7. Ethics is Values

- Ethics guide our choices and actions and help determine the purpose and course of our lives.

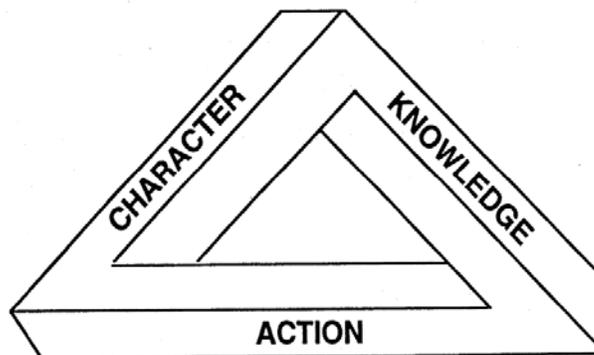
(Slide 4)

There is often confusion between what people and cultures actually do (the way things are) and the more important question of what people should do (the way things ought to be). Ethics is not about the way things are but the way things ought to be.

Three Qualities of Ethical Leadership

(Slide 5)

Scheffert and Hamersly developed a three-sided figure symbolizing the integration of three qualities of an ethical leader.



This figure is easy to envision, yet structurally impossible in practice. Instead of presenting a frame for acting ethically, it represents the dilemma created when one quality is out of sync with the other two qualities. Contemporary society puts a great emphasis on the intellectual and practical skills that make up the Knowledge and Action sides of the symbol—sometimes to the exclusion of Character. Virtue and ethics may easily be sacrificed to the pressures of the moment or the demands of knowledge. The challenge before community leaders, therefore, is to integrate the three qualities of an ethical leader.

(Slide 6)

Ethics is about character and courage and how we meet the challenge when doing the right thing will cost more than we want to pay.

Michael Josephson

(Slide 7)

Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives.

Ayn Rand

8. Activity

So, do you lie?

Instruct participants to read the case study.

Allow a few minutes for them to read it, then discuss with them for another few minutes.

Be sure not to let the group get distracted by the study itself, but emphasize that ethical decisions are often challenging and life changing.

Activity: So, do you lie on the application?

(Slide 8)

Say you are the widowed parent of three children. You have no immediate family or close friends. A severe recession has left you jobless for 18 months. Your skills are not in demand. Six months ago you started looking outside your field, increasingly willing to take anything. But even minimum wage positions were scarce and did not pay enough for one person to live on, much less four. You're deep in debt and have filed for bankruptcy. The stress has triggered your diabetes; you have no medical coverage. You are three months overdue on the rent and have been served with an eviction notice. You've been trying to keep a cheerful, hopeful attitude for your children, who so far don't know the extent of the family's woes.

Now a job in a private household is available. The salary is higher than any you've ever received and the benefits package would cover your whole family. You are told the choice is between you and one other person, but you have to sign in writing that you have never taken illegal drugs. (This practice *is* legal in most cases.) Trouble is, you have. You used to smoke marijuana, not a lot, but regularly. You have never taken any other illegal drug and you don't use marijuana anymore either—but that hasn't changed your opinion that it is absurd and hypocritical that marijuana is illegal while alcohol and nicotine—which every year kills millions and cost society billions—aren't. (Josephson Institute of Ethics, 2002)

Would you lie on the application? Each of us may respond differently to this question. We each have reasons for our response but this difficult situation reminds us of the many challenges and ethical decisions we face daily. We come to realize that being an ethical person and an ethical leader is not easy.

9. Six Pillars of Character

Introduce and discuss the six ethical values.

- These are the values we hope for and expect from our fellow citizens.
- The pillars are not sure solutions to ethical problems, but represent the most important qualities of ethical leadership suggested by thirty national leaders.

Six Pillars of Character

(Slide 9)

Michael Josephson, founder of the Josephson Institute of Ethics in Marina Del Rey, California, convened top ethic educators across the nation in July 1992 in Aspen, Colorado, to see if the group could agree on a set of values that form the foundation of a democratic society. They created an unprecedented declaration that calls for character education based on six core values.

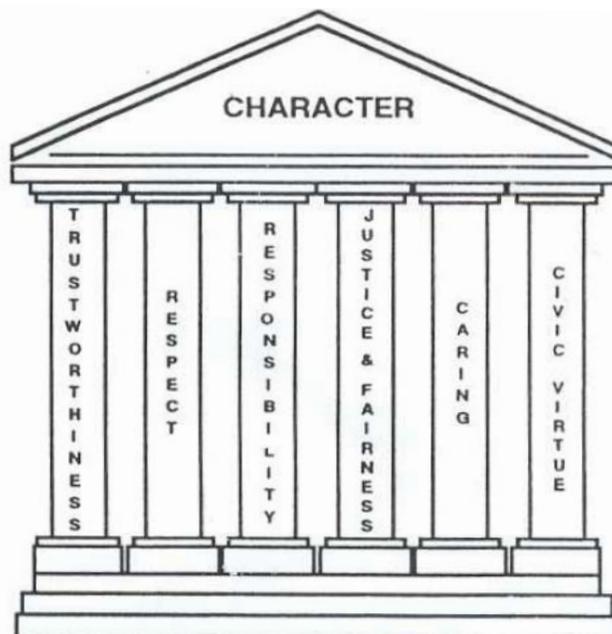
[Certain] core ethical values...form the foundation of a democratic society, in particular, trustworthiness, respect, responsibility, justice and fairness, caring and civic virtue, and citizenship. These core ethical values transcend cultural, religious, and socio-economic differences.

Aspen Declaration, July 1992

These are the core ethical values that form character. They are the values that we expect our fellow citizens to uphold.

Pillars of Character

- Trustworthiness
- Respect
- Responsibility
- Justice and Fairness
- Caring
- Civic Virtue and Citizenship



Discuss the six pillars.

Possible questions for discussion:

- Which of these qualities do you think is the most important for an effective leader? For someone whom you would want to follow?
- Which of these do you think most poor leaders lack? What are the consequences?
- Which of these characteristics are likely to conflict?
- Do you have an example of such conflict to share?

Trustworthiness - Worthy of trust, honor, and confidence

- Honesty: trustful, sincere, non-deceptive, candid, not cheating
- Integrity: morally courageous, principled
- Promise-Keeping: dependable, reliable
- Loyalty: faithful, allegiant, supportive, maintains confidences

Respect

- Regard for the dignity, worth, and autonomy of all persons (including self)
- Treating others with courtesy, civility, politeness
- Tolerating others' beliefs
- Accepting individual differences without prejudice
- Refraining from violence, coercion, intimidation

Responsibility - Acknowledgment and performance of duties to others and self

- Accountability: answerable for consequences of decision
- Pursuit of excellence: diligence, perseverance
- Self-Discipline: self-control, restraint

Justice and Fairness

- Making decisions on appropriate factors: impartiality, avoidance of conflicts of interest
- Commitment to equity and equality
- Openness to information and ideas
- Reasonableness
- Due process
- Consistency
- Fair play

Caring

- Regard for the well-being of others
- Kindness
- Compassion
- Consideration
- Unselfishness
- Charity: altruism, giving

Civic Virtue and Citizenship

- Recognition of and living up to social obligations
- Participation in democratic process
- Law obedience
- Protection of environment
- Community service
- Doing one's share

These six qualities are the ethical values that the leaders at the Aspen Summit agreed upon for the core of a democratic society and of good individual character. This is not a list of sure solutions to our ethical problems, but it is the list that thirty national leaders representing schools, family support organizations, faith communities, youth service groups, and ethics centers agreed to advance in their activities.

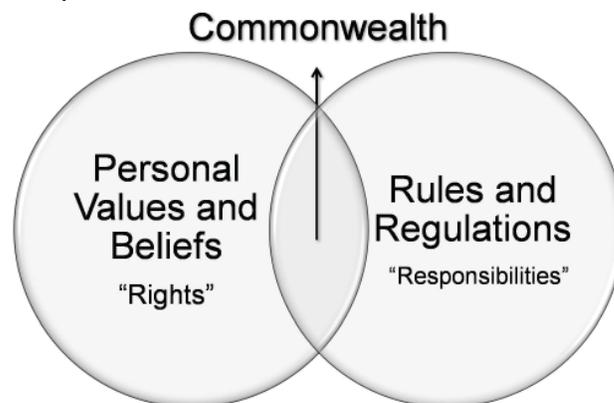
10. The Commonwealth

Explain and discuss the Commonwealth concept.

- Each person has a right to equal respect regardless of beliefs and values, but individuals' actions also affect others.
- The law cannot regulate everything and to do so would undermine personal responsibility.

The Commonwealth

(Slide 10)



Consider these two interlocking circles, one represents personal values and beliefs, the other, our country's rules and regulations. The middle area is referred to as the **commonwealth** (Scheffert and Hamersly, 1993).

In the Personal Values and Beliefs circle, ethics are a personal matter, and each person is entitled to equal respect regardless of beliefs. However, to refer to a practice as ethical simply because it is the result of a personal value system assumes that individuals have no connection or responsibility to others.

In the Rules and Regulations circle, the government and the rights of the majority overrule the rights of individuals. However, the law cannot regulate everything, and making all things subject to rules under-values people's common sense and willingness to do the right thing and tends to free them from taking personal responsibility for their actions.

- The Commonwealth concept acknowledges that people must do more than the minimum required by the law to respect others and create a working society.

11. Ethical Decision Making

Discuss the qualities of an ethical perspective.

- Sensitivity, judgement, motivation, action, learning.

12. Aiming for Ethical Decisions

Discuss the bull's eye analogy.

- If we hope to get by with minimal ethical behavior, we are likely to miss it altogether.

13. Ethical People

Discuss the quote.

- This quote from Stewart illustrates the spirit of aiming for ethical decisions.

14. Competing Values

- In life, we do not always get to choose between right and wrong; sometimes we have to choose between competing values or "lesser evils."

The Commonwealth concept recognizes that citizens have both rights and responsibilities. Our actions affect others, and living up to the minimum standards imposed by society's rules is just the beginning of living an ethical life. The vast majority of actions we take and decisions we make are not governed by law, but by ethics. For example, the law does not require us to wave and say hello to our neighbor or to recycle to improve the quality of our environment. The Commonwealth concept assumes that citizens must have higher, ethical standards in order to hold the world together.

Ethical Decision Making

(Slide 11)

When making an ethical decision, consider this thought: An ethical perspective is having the ability to be sensitive to ethical issues, make reasoned judgements, have the motivation to act ethically, follow through with action, and look back and learn from the situation.

Aiming for Ethical Decisions

(Slide 12)

Consider each choice to be a chance to aim for a bull's eye. People who aim for the edge are hoping to get by with the minimum of ethical behavior and are more likely to miss the target altogether. Those who aim for the bull's eye aspire to more than the minimum and live with spirit and purpose. This is the aim of a person of good character.

(Slide 13)

An ethical person often chooses to do more than the law requires and less than the law allows—there is a difference between what you have a right to do and what is right to do.

Justice Potter Stewart

Difficult Situations, Competing Values

(Slide 14)

The more difficult types of ethical issues are right vs. right: deciding what to do when we must choose between competing "goods;" and wrong vs. wrong: choosing the lesser of evils. This time the playing cards say honesty, caring, and responsibility. There is no clear-cut choice, and individuals must do their best to decide which card to play.

The most difficult situations are called **ethical dilemmas**. An ethical dilemma occurs when there are several ethical responses to the situation.

Read through the example with participants and discuss.

15. Classic Ethical Conflicts

Discuss the common ethical tensions and the example that follows.

Read through the example with participants. Discuss the tensions in this example.

- Short-term vs. Long-term
- Principle vs. Expediency
- Self-interest vs. Others
- Conflicting loyalties

Classic Ethical Dilemma

The Nazi knocks on the door and asks, “Do you have any Jews in here?” The person must weigh the values of honesty, responsibility, caring, fairness, and citizenship. In this case, the answer “No, we have no Jews here” puts the values of caring and justice over the values of honesty and citizenship (following the law).

Is it okay to lie when you put a higher value on another ethical principle? If you lie, your trustworthiness is at stake, but you may choose to uphold your value of justice and caring for other people.

Classic Ethical Conflicts

(Slide 15)

There are several tensions that are very common when making ethical decisions.

- Short-term vs. Long-term
- Principle vs. Expediency
- Self-interest vs. Others
- Conflicting loyalties
 - Self and family
 - Colleagues and co-workers
 - Division/department
 - Organization/institution
 - Constituent/stakeholder
 - Enterprise/industry
 - Community/country/public

Example:

You are a member of a community committee that recognized outstanding community service. The nominee for this recognition put together a manual to assist local fundraising efforts. It is an excellent manual, but you know that all this person did was copy the manual from another state. Do you share your concerns with your committee who will make the decision about the award? You heard through the grapevine that you were also considered for the award.

In this example, the tensions are:

- Principle vs. Expediency—the criteria on which the award is given have not been met. But to go along with the committee would be a lot faster and easier.
- Self-interest vs. Others—although very innocently, you stand to gain if you tell what you know.

16. Ethical Decision-Making Process

- This process of examining our behaviors - **perceive, clarify, choose, act, reassess** - can help us evaluate an ethical dilemma more objectively.

17. Ethical Decision-Making Models

Introduce the models.

- Personal Warning System
- Bell, Book, and Candle
- M.O.R.A.L.

18. Personal Warning Systems

- This model provides questions to ask yourself.
- The questions provide clues to what action you should take.

- Personal vs. Community—if your loyalty is stronger toward the individual, then you wouldn't tell what you know. If it is stronger toward the organization, then you would tell what you know.

A Decision-Making Process

(Slide 16)

To behave ethically, it helps to closely examine behaviors and motives. People must **perceive, clarify, choose, act, and reassess** their behaviors based on ethical principles.

Perceive - recognize the ethical implications of the situation.

Clarify - identify the ethical values and principles of the stakeholders in the situation

Select - develop each option in a best/worst case scenario and choose the option that does least harm and most good for the people involved

Act - take action on the selected option

Reassess - evaluate the decision making and action and develop guidelines to avoid similar dilemmas in the future

This process can help us move beyond our internal value systems to create a fresh objective approach to an ethical dilemma.

Ethical Decision-Making Models

(Slide 17)

As we become more conscious of everyday ethical behavior, there are several models to which we can refer for a more objective approach to ethical decision making.

How can we transform an ethical dilemma into a course of action? Decision making models help people look at ethical problems objectively. Three models are included here: Personal Warning Systems; the Bell, Book, and Candle Test; and the MORAL model. Several more complex models can be found in other literature. These models provide a framework and process to use when making ethical decisions.

Personal Warning System (Josephson Institute of Ethics)

(Slide 18)

Ask yourself these questions. Your answer will provide clues to your course of action.

- **Kid on your shoulder:** Would you be comfortable if your children were watching you; are you setting the example you want them to follow?

19. Bell, Book, and Candle

- Listen for the bells warning you.
- Check to see if there are any laws, regulations or rules.
- How will your decision look in the light?

20. M.O.R.A.L. MODEL

- Massage the dilemma
- Outline Options
- Review criteria and resolve
- Affirm position and act
- Look back
- The MORAL model works best in complex and ambiguous situations. It mostly serves to make the reasoning and judgment clearer.

- **Front page of newspaper:** Would you be comfortable if your reasoning and decision were to be publicized? For example, how would it be covered in tomorrow's papers?
- **Golden Rule:** Are you treating others as you want to be treated? Are you treating others as you honestly think they want to be treated?
- **Rule of Universality:** If everyone did this, would it still be OK?

Bell, Book, and Candle Test

(Josephson Institute of Ethics)

(Slide 19)

- **Bell** Listen for the bells warning you of an ethical issue.
- **Book** Check to see if there are any laws, regulations, or rules that would govern/restrict your choices.
- **Candle** How will your decision look in the light? Could a reasonable and fair-minded person conclude you acted properly?

MORAL Model (Patricia Crisham, University of Minnesota)

(Slide 20)

The MORAL model is useful when coping with more complex or difficult ethical dilemmas.

M **Massage the Dilemma**

- Identify all of the important points of the conflict.
- Decide whose interests are involved and consider their perspectives or key values.
- Identify the conflicting loyalties.

O **Outline Options**

R **Review Criteria and Resolve**

- Identify which principles are respected or violated in the various options.
- Add other options as they come to mind.
- Determine the priority of competing values so that you can weigh options.

A **Act**

L **Look Back and Evaluate**

The MORAL model is best suited for complex and ambiguous situations. As you can see from the example, it is a process to help sort options. The moral reasoning and judgment of the decision makers is still subjective but will likely be clearer than when no process is used.

21. Practicing Ethical Decision Making

- Case Study 1: The \$20 Bill
- Case Study 2: The Youth Group Sponsor
- Case Study 3: The Caring Board of Directors

Activity: Practicing Ethical Decision Making

Divide participants into three groups. Assign each group a Case Study.

Make sure participants have read the appropriate decision-making model for their study.

Instruct your groups to read their Case Study and discuss, with at least one person writing down some conclusions. Tell them they will have 10 minutes.

Allow 10 minutes for the groups to discuss; then, ask the groups to share their interpretations of their case study and model with everyone.

Activity: Practicing Ethical Decision Making

(Slide 21)

Case Study 1: The \$20 Bill

You are alone and find a \$20 bill outside of a small restaurant. What will you do?

Using the Personal Warning Systems Model, discuss what you might consider doing in this case.

- Kid on your shoulder
- Front page of newspaper
- Golden Rule
- Rule of Universality

Case Study 3: The Caring Board of Directors

The Board of Directors of Caring Companions for Kids needs to select a new board member. They have two applications—one from a black, single mother who has volunteered extensively for the organization and one from a white male who has a track record of being the best fund-raiser in town. The Board is predominantly white male and has no representation from the consumer group. They have struggled with fund-raising and would like to get on firmer footing. Because of their by-laws, they cannot add a new seat to the Board until their annual meeting, which is almost a year away.

Using the MORAL Model, discuss what you might consider doing in this case.

- Massage the Dilemma
- Outline Options
- Review Criteria and Resolve
- Act
- Look Back

22. Common Rationalizations

- When trying to make an ethical decision, it may be useful to consider common rationalizations that may point to unethical behavior.

Discuss the common rationalizations.

Possible discussion questions:

- Which of these do you think is used most often?
- Which would you admit to using, and what was the situation?

Common Rationalizations

(Josephson Institute, 1991)

(Slide 22)

In making decisions that involve ethical principles and conflicting interests of various stakeholders, it may be useful to take into account the most common rationalizations used to justify unethical conduct.

If it's necessary, it's ethical.

Based on the false assumption that necessity breeds propriety. Necessity is an interpretation not a fact. Even actual necessity does not justify unethical conduct. This "end-justifies-the-means reasoning" leads to treating assigned tasks or desired goals as moral imperatives.

If it's legal and permissible, it's proper.

Substitutes legal requirements (which establish minimal standards of behavior) for personal moral judgment. Does not embrace full range of ethical obligations, especially for those involved in upholding the public trust. Ethical people often choose to do less than they are allowed to do and more than they are required to do.

I was just doing it for you.

Primary justification for "white lies" or withholding important information in personal or professional relationships. Consider the perspective of the person lied to. In discovering the lie, would they thank you for being considerate or feel betrayed, patronized, or manipulated?

I'm just fighting fire with fire.

Based on false assumption that deceit, lying, promise-breaking, etc. are justified if they are of the same sort engaged in by those you are dealing with.

It doesn't hurt anyone.

Rationalization used to excuse misconduct based on the false assumption that one can violate ethical principles so long as there is no clear and immediate harm to others.

Everyone's doing it. It can't be wrong.

A false "safety in numbers" rationale fed by the tendency to uncritically adopt cultural, organizational, or occupational behavior systems as if they were ethical.

It's okay if I don't gain personally.

Justifies improper conduct done for others or for institutional purposes on the false assumption that personal gain is the only test

of impropriety. A related, narrower excuse is that only behavior resulting in improper financial gain warrants ethical criticism.

I've got it coming.

Persons who feel they are overworked or underpaid rationalize that minor “perks” or the acceptance of favors, discounts, or gratuities are nothing more than fair compensation for services rendered. Used to excuse all manner of personnel policy abuses (re: sick days, insurance claims, overtime, personal phone calls or photocopying, theft of supplies, etc.)

I can still be objective.

Underestimates the subtle ways in which gratitude, friendship, anticipation of future favors, and the like affect judgment.

23. Ethics is a Name

Discuss the quote.

24. Ethics is Hope

Discuss the quote.

25. Why Worry about Ethics?

- Leadership is the investment of trust into people who serve the common good.
- It creates value.
- It refines and develops services that enrich our lives.
- Leadership is naturally ethical.

(Slide 23)

Ethics is the name we give to our concerns for good behavior. We feel an obligation to consider not only our own personal well-being, but also that of others and of society as a whole.

Dr. Albert Schweitzer

(Slide 24)

When people accept responsibility for their own conduct and for the well-being of others, ethics serves to stabilize society. Ethical leadership is the antidote to despair and cynicism that is crushing our spirit and clouding our future. Ethics is our hope.

Gary Edwards

Why Worry About Ethical Leadership?

(Slide 25)

It is no one person's or profession's job to care for the ethics of our society. Every person's contribution is necessary.

Ethical leaders try to tip the world's balance toward the good.

To many, ethical leadership is an oxymoron, like “jumbo shrimp,” just a contradiction in terms. To others, it is redundant, because leadership without ethics would be something else, such as coercion, manipulation, or tyranny. When ethical leadership is in the news, the story seems always to be about the ethics in leaders. Is it just the nature of the game to be pressing constantly against the limits of honesty and fairness in order to get things done?

Gary Edwards, director of the Ethics Resource Center, Inc., contends that leadership as the investment of trust into people who serve the common good. It creates value. It refines and develops services that enrich our lives. In fact, leadership is naturally ethical.

26. Why Worry about Ethics?

- People look for: Honesty, fair-mindedness, and caring
- When we select leaders, we expect them to serve.

27. Final Thought

If you want to know how to live your life, think about what you would like people to say about you after you die. Then live backwards.

Josephson Institute

Don't forget to collect evaluations!

(Slide 26)

Studies by James M. Kouzes and Barry Posner (2002) list honesty, fair-mindedness, and concern for others as qualities people look for in leaders. Kouzes and Posner challenge us to demand better from our leaders and better from ourselves as citizens. This will rebuild the trust that makes leadership work.

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