

NOVA SOUTHEASTERN UNIVERSITY
FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES
DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP
LDR 9970
ETHICS OF PUBLIC SERVICE LEADERSHIP
STUDY GUIDE

Professor: Suzanne C. Holmes, DPA

Contact Information

sholmes@nova.edu

sholmes147@aol.com

© 2003 Nova Southeastern University

All rights reserved

Table of Contents

Preface	3
Course Description.....	4
Learning Outcomes	4
Instructional Sequence.....	5
Course Conduct	5
Required Texts.....	6
Recommended Texts	6
Internet Sites	7
Course Requirements.....	7
Grading Criteria	8
Written Assignment Requirements.....	9
Course Outline	11
Supplemental Bibliography	16

PREFACE

This study guide is designed for Nova Southeastern University (NSU) students enrolled in the Doctorate of Education in Organizational Leadership Program who wish to deepen their understanding of public service ethics, the link between ethics and law, and the underlying moral principles and theoretical framework of ethical behavior. This course describes and evaluates the ethical responsibilities and challenges of public service leaders to act as guardians of the constitutional system and its underlying values of justice, fairness, equality, and common human dignity.

Public governance impacts nearly every aspect of society. To ensure the stability and prosperity of society, the service leader has a unique responsibility to referee conflicting wants, balance the interests of myriad groups, and uphold the principles of non-discrimination, protection of human rights, accountability, and transparency of decision-making. This course will examine the ethical concerns and issues surrounding service leadership, their origins, and how individual and institutional responses influence society. Through this process, the important role that ethics plays in service leadership and governance and in the creation and implementation of public policy will become apparent.

This course is delivered over a 15-week period and is designed to present the philosophical basis of ethics, and to link these with the practice of service leadership. The theoretical models presented have relevance to most areas of human interaction, whether personal or professional, and are central to the concern for good governance and leadership.

Students participating in this course will take away a framework for understanding the ethics of public service. This course is accessible and valuable to a wide variety of doctoral students who have an interest in public service leadership, whether working in the field of education, social work, health care, law, business, or non-profit management. It is not intended to take the place of a course of study for a doctorate in public service or public management. It is an overview of a critical field and is therefore presented as a specialization within the NSU doctoral program in Organizational Leadership.

COURSE DESCRIPTION

ETHICS OF PUBLIC SERVICE LEADERSHIP

This course introduces students to the role of ethics in public service and public policy. This course is designed to empower emerging leaders to be prepared for ethical issues and conflicts that are likely to arise in the field of public service. Participants will be introduced to various concepts, such as what ethics is, what is morality, how does morality and realism affect service decision makers, and practical situations where ethics has become an issue in public service. Students will have the opportunity to evaluate a variety of ethical conflicts in public service, and the results of those implementations.

LEARNING OUTCOMES

As a result of active engagement in this course, the participants will:

- Review and discuss the philosophical basis of ethics and their role within service leadership and public policy determination and analysis.
- Analyze the individual leadership attributes and moral competencies that foster good service leadership and governance.
- Identify and describe current ethical issues and conflicts within public service, the associated dilemmas, and the role and responsibility of the public service leader in handling these issues.
- Assess the interrelationship between ethics, morality, and law within the public sector, and evaluate the service leader's role in integrating these aspects into decision-making, policy analysis, and program implementation.
- Identify public values crucial to a democratic society, including relevant and structured citizen participation, open channels of communication, and the exercise of free will, and discuss the role of the service leader in fostering respect and recognition of these values.
- Compare and contrast the issues of public good and private good, review the ethical dimensions in balancing the resources and commitment to each, and identify the tensions inherent in the allocation of scarce resources between public and private good.
- Evaluate leadership options for reaching informed ethical positions on public sector issues, and acquire the knowledge to analyze different ethical dilemmas.
- Delineate and debate the pros and cons of various public service ethical decisions.
- Examine the moral and ethical role of the public sector and service leaders in addressing policy issues, conflicts, and citizen concerns.

INSTRUCTIONAL SEQUENCE

The instructional sequence of this course is divided into three major components that will be examined over the 15-week period of the course.

- The first component introduces the student to the concept of a public service ethic, the philosophical basis of this ethic, the adoption of an ethical code of conduct for public servants, and examines the nature, function and role of ethics within service leadership.
 - In this component, students will examine various ethical and moral theories, principles, and concepts, such as respect for the person, beneficence, nonmaleficence, justice, moral objectivism, virtue-based ethical systems, morality and realism, and the link between law and ethics.
- The second component examines the government's role in providing basic resources and opportunities for its citizens, as well as for providing public goods.
 - This unit explores the role of government in providing non-rival, non-exclusive public goods, such as national defense and air quality, and for providing its citizens with education, adequate health care, and employment opportunities among others. The unit examines the role that ethical decision-making plays in relation to these public sector responsibilities.
 - Students will have the opportunity to evaluate a public good in terms of the nature of the good, the ethical reasons why it is the responsibility of government to provide that good, and the ethical concerns regarding how the government provides that good.
- The third component focuses more specifically on the ethical foundations of public service, policy, and the role of the service leader in reaching informed ethical and just decisions on public sector issues.
 - This unit examines the manner in which service leaders identify public value, evaluate options, and make informed decisions based on sound ethical principles.
 - This component of the course will look at how various policy concerns, such as policy analysis, public corruption, competing goals, privatization, and equal opportunity, play a role in the ethical dilemmas faced by the service leader.
 - Students will have the opportunity to reflect on the role of ethics, law, and morality in public decision-making and leadership by analyzing case studies focusing on a public service ethical conflict. Utilizing the knowledge they have acquired regarding the public service ethic, students will examine the cases and delineate the policy issues, ethical conflicts, and citizen concerns.

COURSE CONDUCT

This course is conducted using a web-based course management system, WebCT (webct.nova.edu). More specific information about WebCT may be obtained in the

resource section of the organizational leadership Web site. You will also communicate with your instructor and your course colleagues through e-mail. Your assignments and the instructor's feedback will be posted weekly on WebCT. Weekly discussions will be conducted on the WebCT Discussion Board. Grades will also be posted on the WebCT class site.

The topics are organized over a 15-week session. You should plan to spend a minimum of five hours per week working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare for the discussion sessions and the assignments. Written assignment information appears in the Written Assignment Requirements section of the study guide. Additionally, the assignments and activities for all sessions will be posted on WebCT.

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online discussion sessions. Make the most of this experience.

REQUIRED TEXTS

Ellis, Ralph D. (1998). *Just results: Ethical foundations for service analysis*.

Washington: Georgetown University Press. (ISBN: 0-87840-667-0)

Gutman, Amy & Thompson, Dennis. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. (ISBN: 0-8304-1477-0)

Pojman, Louis P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. (ISBN: 0-534-56138-1)

Rose-Ackerman, Susan. (1999). *Corruption and government: Causes, consequences, and reform*. Cambridge: Cambridge University Press. (ISBN: 0-521-65912-4)

RECOMMENDED TEXTS

McNaughton, David. (1988). *Moral vision: An introduction to ethics*. New York: Basil Blackwell, Inc. (ISBN: 0-631-15945-2)

Howard, Philip K. (2002). *The collapse of the common good*. New York: Ballantine Books. (ISBN: 0-345-43871-X)

LaFollette, Hugh (Ed.). (2002). *Ethics in practice* (2nd ed.). Malden, Massachusetts: Blackwell Publishers, Inc. (ISBN: 0-631-22834-9)

Thompson, Dennis. (1987). *Political ethics and public office*. Cambridge, Massachusetts: Harvard University Press (ISBN 0-674-68606-3)

INTERNET SITES

Center for Ethics and the Professions <http://www.ethics.harvard.edu/>

Center for Ethics, Emory University <http://www.emory.edu/ethics/>

Committee on Standards of Official Conduct, US House of Representatives
<http://house.gov/ethics/>

Ethics and Public Policy Center <http://www.eppc.org/>

Ethics Connection <http://www.scu.edu/ethics/>

Ethics on the World Wide Web, California Statue University, Fullerton
http://commfaculty.fullerton.edu/lester/ethics/ethics_list.html

Ethics Journal, University of Chicago
<http://www.journals.uchicago.edu/et/home.html>

Ethics Resource Center <http://www.ethics.org/>

Ethics Updates Home Page <http://ethics.acusd.edu/>

Kennedy Institute of Ethics <http://www.georgetown.edu/research/kie/>

Senate Select Committee on Ethics
<http://access.gpo.gov/congress/senate/senate25.html>

US Office of Government Ethics <http://www.usoge.gov/>

COURSE REQUIREMENTS

Learning activities for Ethics of Public Service Leadership consist of the following:

Readings: The readings are organized according to the major topics of this course. The reading assignments are essential for your understanding and participation in online discussion sessions and in the presentation of written assignments. Furthermore, the reading assignments are vital in the preparation of your written assignments. It is important that you complete all of the required readings as quickly as possible. You are expected to integrate the content of reading assignments into all

of your work. There will be opportunities for questions and clarification of the concepts presented utilizing the discussion, chats, and e-mail options via WebCT. Reading assignments will be posted on the WebCT class site.

WebCT Activities:

Instructor Chats :

- There are 3 required virtual chats with the instructor. The topics of the instructor chats will correspond to the course outline, lecture notes, and reading and written assignments. Dates, times, and discussion topics for the instructor's chats will be posted.
- Participation is more than merely logging in. The expectation is that you will make a meaningful contribution to the discussion.
- The instructor chats are graded activities. The level and content of your contribution will impact your grade.
- All chats and discussions will be saved as electronic files and posted on WebCT to facilitate future review by the instructor and the students.
- The instructor will be available via WebCT e-mail to answer questions and address individual concerns.

Discussion Board:

- The Discussion Board will be used to facilitate class discussion and dialogue. Discussions will be organized around nine (9) selected cases presented in *Ethics & politics: Cases and comments* by Gutman and Thompson. You are required to log in at least three times per week (per case study) and contribute to the dialogue.
- The purpose of the discussion is to encourage dialogue, not merely to post your opinion. Merely stating that you agree with another's comments/views is not considered a meaningful contribution. Dialogue on the discussion board is a graded activity. The level and content of your contribution will impact your grade.
- All chats and discussions will be saved as electronic files and posted on WebCT to facilitate future reviews by the instructor and the students.
- Cohort chats within and outside of the assigned discussion items are encouraged to facilitate a broader exchange of views and knowledge.

GRADING CRITERIA

The major assignments for this course and their corresponding points are as follows:

a.	Philosophy Essay	25 points	(25% of grade)
b.	Ethical Issue Essay	25 points	(25% of grade)
c.	Service Leadership Essay	30 points	(30% of grade)
d.	Class Participation	20 points	(20% of grade)

The grades given in all Organizational Leadership courses are A, B, and F. There are no plus or minus grades. Grades C, D, pluses, and minuses may be given on assignments by professors as indicators of quality.

An Incomplete (I) is only granted if the student has completed most of the assignments. An “T” is negotiated with the professor and is granted at the discretion of the professor. The terms for completing the work are determined by the professor. A student who has not participated in the course and has not done any work is not entitled to an “T” and will receive an F.

A student who has not participated in the chats and has not done any assignments is not entitled to an “T” and will receive an F grade in the course. An F will place you on probation. Any student who receives an F is expected to repeat the course at the earliest possible time.

WRITTEN ASSIGNMENT REQUIREMENTS

Written Assignments: There are three written assignments in this course:

Written Assignment 1 – 25 Points

Philosophy Essay

Discuss the philosophical basis for a public service ethic, and how such theories and moral principles help insure a public governance system that is dedicated to the values of justice, fairness, equality, and common human dignity. What do these values mean in a free society, how are they manifested in the actions of public service leaders, and what are the organizational and societal forces that both contribute and distract from their realization? This paper must be written in APA style format and should be between 8-10 pages, excluding title page, reference list, and appendices. **Due week 7**

Written Assignment 2 – 25 Points

Ethical Issue Essay

A public service ethic implies ethical behavior, a dedication to the public interest, and a commitment to mission accomplishment.

Select **one** of the following topics:

Whistle-blowing: Whistle-blowing, from the above definition of a public service ethic, would appear to meet the criteria of ethical behavior, yet those public servants who engage in whistle-blowing often are demoted or lose their jobs, are ridiculed by their colleagues, are subject to harassment on and off the job, and generally do not profit from their disclosures. What motivates whistle-blowers, are their actions really for the public

good or for private reasons, and what type of ethical process is needed to foster full-disclosure, when full-disclosure is in the best interest of the public good?

Privatization: People who are engaged in public service are no longer necessarily employed directly by a governmental entity, but may work for a variety of non-profit and business organizations. As the above public service ethic implies, the public expects a serious commitment to the public interest. The new challenge to the service leader is to ensure that the public service ethic permeates all organizations and individuals engaged in the public's business. Does privatization of the governmental workforce challenge the implications of a public service ethic? How can the public service leader ensure that justice, fairness, equality, and mission accomplishment take precedent over monetary and business concerns? Have they been successful with past privatization mandates?

This paper must be written in APA style format and should be between 8-10 pages, excluding title page, reference list, and appendices. **Due week 9**

Written Assignment 3 – 30 Points

Service Leadership Essay

The decisions and behavior of public service leaders influence the nature and development of society. Identify and analyze the leadership attributes and moral competencies that foster good and ethical leadership and governance. Discuss how these skills and capacities need to be revised as governance responsibilities change? Take into consideration the ethical principles of citizen participation, open communication, beneficence, nonmaleficence, and justice. Do the standards published by the Office of Government Ethics (www.usoge.gov), with their emphasis on conflict of interest, fiduciary duty, impartiality, and other administrative procedures provide sufficient and appropriate ethical guidance to the service leader?

Support your statements with evidence from the textbooks, professional literature, Web-based research and class lectures/discussions. This paper must be written in APA style format and should be between 10-12 pages, excluding title page, reference list, and appendices. **Due week 14**

COURSE OUTLINE

Weeks One and Two

Introduction to Ethics

Morality and Realism

- Definitions
- What is Ethics?
- What's Right and Wrong?

Readings:

Pojman, Louis P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. Chapters 1-2.

Rose-Ackerman, Susan. (1999). *Corruption and governance: Causes, consequences, and reform*. Cambridge: Cambridge University Press. Chapters 1-2.

Case Study – Week 2:

Gutman, A. & Thompson, D. (Eds.) (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: Surrogate Parenting in New York 1 and 2, 402-427.

Week Three

Morality and Realism

- Moral Objectivism
- Quest for the good
- Altruism

Readings:

Pojman, L. P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. Chapters 3-5.

Rose-Ackerman, S. (1999) *Corruption and governance: Causes, consequences, and reform*. Cambridge: Cambridge University Press. Chapters 3-4.

Case Study:

Gutman, A. & Thompson, D. (Eds.) (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: Bombing the Bunker in Baghdad, 27-31.

Week Four

Morality and Realism

- Utilitarianism
- Kantian and Deontological Systems
- Virtue-Based Ethical Systems

Readings:

Pojman, Louis P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. Chapters 6-8.

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Studies: AIDS Testing at Home, 318-323, and Tossing Dwarfs in Illinois, 323-326.

Week Five

Morality and Realism

- Why Should I be moral?
- The Fact-Value Problem

Readings:

Pojman, Louis P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. Chapters 9-10.

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: Affirmative Action at AT&T, 285-293.

Week Six

Morality and Realism

- Metaethics in the 20th Century
- Moral Realism and the Challenges of Skepticism

Readings:

Pojman, Louis P. (2002). *Ethics: Discovering right & wrong* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning. Chapters 11-12.

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: California Welfare Reform, 266-280.

Week Seven

Public Goods

- What is a Public Good?
- Non-rival
- Non-exclusive

Readings:

Rose-Ackerman, Susan. (1999). *Corruption and governance: Causes, consequences, and reform*. Cambridge: Cambridge University Press. Chapters 4-6.

***Philosophy Essay Due**

Week Eight

Ethical Foundations of Service

- Values and Value Conflicts
- Pluralism
- Problems

Readings:

Ellis, Ralph D. (1998). *Just results: Ethical foundations for service analysis*. Washington: Georgetown University Press. Chapters 1-4.

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: Saving the Tuolumne, 203-221.

Week Nine

Ethical Foundations of Service

- Distributive Justice
- Cost-Benefit Analysis
- Necessity
- Wealth Effect
- Uncertainties

Readings:

Ellis, Ralph D. (1998). *Just results: Ethical foundations for service analysis*. Washington: Georgetown University Press. Chapters 5-7.

Rose-Ackerman, Susan. (1999). *Corruption and governance: Causes, consequences, and reform*. Cambridge: Cambridge University Press. Chapters 7-9.

Ethical Issues Essay Due*Week Ten**

The Ethics of Process

- Violence
- Deception
- Disclosure

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: Surrogate Parenting in New York 1 and 2, 402-427.

Week Eleven

The Ethics of Process

- Sources of Corruption
- How to Address Corruption
- Official Disobedience
- Moral Dissent

Readings:

Rose-Ackerman, Susan. (1999). *Corruption and governance: Causes, consequences, and reform*. Cambridge: Cambridge University Press. Chapters 10-11.

Week Twelve

The Ethics of Service

- Service Analysis
- Competing Goals
- Distributive Justice
- Egalitarian vs. Democratic Justice

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: The Odd Couple, 152-171.

Week Thirteen

The Ethics of Service

- Equal Opportunity
- Nondiscrimination
- Affirmative Action

Case Study:

Gutman, A. & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Case Study: The Keating Five, 108-124.

Week Fourteen

The Ethics of Service

- Liberty and Morality
- Justified Moralism
- Liberty and Life

Readings:

Gutman, Amy & Thompson, D. (Eds.). (1997). *Ethics & politics: Cases and comments*. Chicago: Nelson-Hall Publishers. Chapters 8-9.

***Service Leadership Essay Due**

Week Fifteen Final Summary and Review

SUPPLEMENTAL BIBLIOGRAPHY

- Bobbio, Norberto. (2000). *In praise of meekness: Essays on ethics and politics*. Polity Pr. (ISBN: 0-74562-309-3)
- Halberstam, Joshua. (1994). *Everyday ethics: Inspired solutions to real-life dilemmas*. Penguin USA. (ISBN: 0-14016-558-4)
- Heineman, Robert A. (Ed.). (2001). *The world of the policy analyst: Rationality, values & politics* (3rd ed.). Chatham House Publishers. (ISBN: 1-88911-935-0)
- Ignatieff, Michael. (2001). *The needs of strangers*. Picador USA. (ISBN: 0-31228-180-3)
- Kant, Immanuel. (1999). *Practical philosophy*. Cambridge Univ Pr (Trd). (ISBN: 0-52165-408-4)
- Keenan, Thomas. (1997). *Fables of responsibility: Aberrations and predicaments in ethics and politics*. Stanford Univ Pr. (ISBN: 0-80472-827-5)
- Lakoff, George. (2002). *Moral politics: How liberals and conservatives think* (2nd ed.). University of Chicago Press (Trd). (ISBN: 0-22646-771-6)
- Marrella, Len. (2001). *In search of ethics: Conversations with men and women of character*. D.C.: DC Press. (ISBN: 0-97084-440-9)
- Morgan, Michael L. (Ed.). (2001). *Classics of moral and political theory* (3rd ed.). Hackett Pub Co. (ISBN: 0-87220-577-0)
- Munger, Michael C. (2000). *Analyzing policy: Choices, conflicts, and practice*. W. Norton & Company. (ISBN: 0-39397-399-9)
- Putnam, Robert D. (2001). *Bowling alone: The collapse and revival of American community*. Touchstone Books. (ISBN: 0-74320-304-6)
- Seligman, Adam B. (2000). *The problem of trust*. Princeton Univ Pr. (ISBN: 0-69105-020-1)
- Simmons, A. John. (1994). *The Lockean theory of rights*. Princeton Univ Pr. (ISBN: 0-69103-781-7) 13