



Understanding Ethics

*A teaching and learning
toolkit for managers,
students, and employees.*

*Created by the
Sylvia Thomasson Educational Leadership Program
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How to use this packet

This packet is intended to serve as a resource for groups interested in exploring and mentoring the skill of ethics. Ethics has become a major concern in the modern world, as corporations and leaders are revealed as unethical, and the consequences of their decisions become apparent. Ethics is relevant in business, academics, and personal decision making; it is something that needs to be understood, to be taught and trained.

Finding the materials to train and mentor ethical behavior can, however, be costly and difficult. This packet is intended to provide resources and materials for several purposes; it is intended to

- Help learners understand the basic concepts of ethics in leadership
- Provide practical exercises to develop the skills required for ethical leadership.
- Provide information on additional resources and materials for research and study

Developing ethical leadership skills is vital at every level, from student government to entry-level employment to corporate administration. This packet is intended to provide a starting point for nurturing those skills. References and resources are listed in the hope that you, as a user, will add to or customize the materials presented. It is hoped that these materials will lead to learning and insight and will inspire a thirst to learn more and a desire for excellence.

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

— Ayn Rand, Russian-American novelist and philosopher (1905-1982)





Understanding Organizational Ethics

Defining Ethics

At first glance, the very idea of defining ethics seems a bit ridiculous and overblown. Ethics, in its abstract, philosophical form, may need study and debate, but in practical use, ethics seems self explanatory: do the right thing; follow the golden rule. Within the milieu of an organization, however – whether the organization is academic or corporate – the definition of ethics is not so easily apparent.

By the commonly embraced definition, ethics is doing what is right. In a personal context, the set of decisions that form one's ethics are based on a personal code and reflect the convictions of the individual. Personal ethics are relatively simple on a practical level. They are connected to concepts of right and wrong, and personal choices and sacrifices are linked to a sense of ethical correctness instilled by religion or society. Among the many images ingrained in our imaginations by Loony Toons is the soul in an ethical dilemma with the proverbial angel and devil seated on her or his shoulders. The image may be silly, but the implications are clear: there is a *right* choice and a *wrong* choice in ethics. The trick is making the right choice for the greater good, a choice that leads to a clear conscience and intangible reward.

Ethical decision making is not, however, so easily evaluated within an organizational structure. Decisions in an organization or business with a complex management structure, a profit needed for survival, and a concern for success (financial or otherwise) are more complex with

wider reaching implications than those under the purview of most cartoon angels and devils. The long-reaching effects of a decision may be profound. The choice may deeply affect other parts of the organization – jobs, policies, customer perceptions. More often than not, ethical decisions must be made, not between right and wrong, but between right and right; the difficulty lies in whose right represents the appropriate choice for that situation. Ethics within the context of an organization is a complicated idea desperately in need of definition and clarification.

The Emergence of Organizational Ethics

The entire notion of “organizational” or “business” ethics emerged in the post-World War II era and reached its height in the 1960s and 1970s. During that time, a concept called *corporate social responsibility* was popularized. In essence, the idea of organizational ethics proposed that in order to be successful in an increasingly public world, businesses had to be responsive to the social concerns of their customers – they had to willingly undertake socially responsible actions without any legal compulsion. In the end, it was proposed, the potentially costly but socially responsible decisions would actually increase an organization's success. People would respond to the good will of the organization with their time and money. Good ethics would create a positive image and promote success.

Time and practical experience, however, called the notion of corporate social responsibility into question. Some socially responsible decisions, although ethically necessary under that paradigm, were disastrous for an organization in terms of cost and competition. Other choices were so damaging to the organization's structure or morale that they were impossible to successfully implement. From the concept of corporate social responsibility gradually grew a complex and contentious field of study examining the meaning of ethics within an organizational context and attempting to train students, managers, and executives in ethical decision making and the application of ethics to the complexity of modern organizational structure.

The problem with the organizational ethics in the modern world is essentially the same difficulty that has always arisen in addressing ethics. Taking moral and social ideals and applying them to an organizational structure that demands the maintenance of authority and the acquisition of a profit (even if that is merely time or operating costs) is a difficult task. Organizational ethics requires one to take an abstract, philosophical set of codes or ideas and translate them into practical actions which may be adapted to an almost infinite set of choices and situations. Putting lofty ideals into the muck of corporate reality isn't just difficult. It's practically impossible.

Why Worry about Ethics?

So, if the transition from ideal to reality is so difficult, why do academic councils, business schools, and corporate management continue to emphasize ethics? Why not simply drop the difficult subject and move on to the more accessible business of running an organization and maximizing resources as efficiently as possible? There are a myriad of answers to those questions, ranging from the invocation of a moral imperative to the concept of enlightened self interest. Ultimately, however, the majority of those examining organizational ethics return to a broadly defined, but definite answer: relationships.

On both the personal and organizational level, moral decisions are guided by relationships – relationships with society, relationships with friends and family, and relationships with self. Those relationships rely upon trust and upon transaction. In order to maintain a successful relationship, there must be a sense of trust. One must be able to depend on the other(s) in the relationship to live up to expectations. Good relationships rely on clearly defined roles and expectations and keeping those relationships healthy often means living up to those standards. The trust that someone will live up to those expectations creates a transaction – a sense of confidence that if you put another's well being before your own, they will reciprocate in some way. Good relationships are rarely so cut and dried, but the basic principle holds true. Relationships last because they are built on the trust that there is mutual respect, care, and reliability. Ethics within a relationship is not built merely on a short-term profit or a tit-for-tat favor trade. It is built on a long-term confidence and a sense of care built through an extended record of trustworthiness and actions.

The continuing study of organizational and business ethics has come to a similar conclusion. Business ethics applied only for purposes of self-interest is hollow and likely to crumble under the weight of profit loss. Business ethics applied only on the basis of a philosophical moral imperative is illogical, impractical, and unsatisfying at a real manager/employee level. The creation of ethics as a form of relationship, both within an organization and between the organization and its customers, however, creates a strong, practical basis for ethical behaviors. If an organization can nurture a sense of transactional trust between its employees, moral decisions will result more frequently; a concern for doing what is "right" and understanding the "more right" of two correct decisions in a specific context is far easier when there is a sense of care and expected reciprocation.

Similarly, working toward a similar type of trust with customers improves ethical decision making; customers gain a sense of loyalty to a company, expecting it to hold moral standards. The company expects that customer loyalty in return. Put simply, ethics is simpler when we care and when we are assured that the person on the other end of the decision cares as well.

That transactional relationship is increasingly the focus of organizational ethics. The problem with it, however, is that it is a delicate concept that requires at least 2 willing participants. (That's frequently the problem with relationships). The real-world practice of organizational ethics is not easy. Media reports of CEO's behaving badly and the crumbling of giant corporations are constant reminders of the consequences of ignoring ethics. But the creation of a way to apply ethics, from student government and academic organizations to the multi-million dollar boardroom is difficult.

Making Ethics Work – For Real

Many organizations and their members see ethics as yet another layer of bureaucracy. Attempts to discuss or train organizational ethics or establish an ethical code are met with skepticism or derision. Others see the organizational ethics as synonymous with community involvement or social responsibility. Many organizations set up a token ethical code or public set of ethical values and proceed to ignore them. Doubt about the value (or lack of value) of organizational ethics is viable. Many organizations are caught up in the trend of ethics without truly considering its importance and the risks and hard work associated with its application.

The real application of business ethics to any organization requires risk and empowerment. Employees must understand that the commitment to ethical decision making is a serious one. They must also understand that ethical mistakes are a part of a process. Creating the kind of internal relationships that encourage ethical decision making is as problematic as any other type of relationship. Mistakes will be made, and if a company is not willing to

encourage personal responsibility without radical punishment in dealing with those mistakes, ethics will never be meaningful. Authorities must be willing to model the behavior that is ethical within the organization, and they must be willing to teach those who work under them how to make ethical choices in difficult, practical situations.

Understanding that ethics are used and applied within an organization is also vitally important. Business ethics is essentially different from personal ethics in that it is frequently not a decision between moral rights and wrongs. It is a decision about what is morally right in terms of the ideals and goals of a particular organization. A code of ethics that is imposed by an authority figure and then abandoned creates a sense that the so-called commitment to ethics is only lip service. Ethical codes and standards must be living documents, constantly being changed and evaluated, and constantly being put into practical application. Until an organization is willing to make that kind of investment, binding ideals into real actions, ethics cannot become a meaningful part of their activity. Posted lists and signed pledges mean far less than day-to-day applications.

In the modern context, ethics is an essential component of any organization or business. Yet in spite of its almost universal acceptance, organizational ethics remains difficult to define and apply. Understanding that organizational ethics is about prioritizing moral values in a particular organization and then pulling behavior into coordination with those values is a first step in ethical behavior. Understanding how to apply that definition to an organic, constantly changing workplace is an even bigger challenge. In the end, however, understanding organizational ethics and learning the skills to apply them in academic and business situations is a vital part of success. It is a skill that must be cultivated, but it is one worth nurturing.

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"One of the major challenges of teaching leadership from a critical perspective lies in persuading students of the need to think differently about leadership, organizations and themselves as leaders. The author introduces three themes, which emerge from his interests in phenomenological philosophy, and examine their relevance and value to leadership and CMS, before discussing how each theme relates to the idea of a philosopher leader."

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"This article is based on an evaluation of published original research related to ethics education in disciplines supported by professional education, including education, nursing, allied health, journalism, social work, public health, engineering, and LIS. The study considers data related to research design, methodologies used, populations studied, approaches to measuring impact, levels of impact, and publication in the journal literature."



***Integrity without knowledge is weak and useless,
and knowledge without integrity is dangerous and
dreadful.***

— Samuel Johnson

Ethics in Practice

As the importance of ethics in organizations is more widely acknowledged, a movement has grown to define codes of ethics. Organizations recognize that it is important to establish a mutual set of standards. Furthermore, it is important that individuals have an understanding of how to apply those ethical codes to day-to-day job behavior.

Creating a code of ethics is a difficult but worthwhile endeavor. It requires organizations to analyze themselves, to evaluate their own set of values, and to put those values into writing. Creating a code of ethics is a valuable exercise for any organization; it helps to evaluate sometimes unspoken values and expectations. Codes of ethics are always works in progress. Like the organization itself, a code of ethics is constantly changing and growing, and must be regularly re-visited and re-evaluated.

Applying that code of ethics to individual decision making is also important. Without training in ethical decision making and empowerment in making ethical decisions, members of the organization may not be able to develop as leaders. Furthermore, their inability to be confident in making ethical decisions aligned with the values of their organization can have consequences for the organization as well as for themselves.

***Relativity applies to physics,
not ethics.*** - Albert Einstein

Creating an Ethical Code

A formal code of ethics, or ethical checklist, makes a public statement about the values, standards, and expectations of an organization. It makes an open statement about the organization's commitment to ethical behavior and suggests accountability. It also provides members of the organization a clear point of reference to guide their behavior.

A variety of guidelines for the creation of ethical checklists have been published. Although not all of them agree on the steps of the process, some common elements do emerge.

The steps of the process broken out on the next page are a distillation of various guidelines. It may be useful to use the Creation section of the process as an practice exercise in identifying and creating ethical codes as a learning experience.

Creating an Ethical Code

Creation

1. Evaluate any existing codes

Organizations frequently create guidelines, mission statements, and policy statements. Those documents may already contain many of the priorities and values needed for an ethical checklist. Look at the material you already have as valuable sources. It may provide insights you would not otherwise have considered.

2. Evaluate legal absolutes

Some things are not negotiable. In creating an ethical checklist, one must consider any possible legal issues related to the organization. Those potential legal conflicts should be considered and dealt with in the ethical code.

3. Identify the large traits/issues that are important to your organization

In the Journal of Business Ethics, Mark Schwartz outlined a series of 6 core values that should underpin every code of ethics: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Those larger, abstract values provide a rationale and framework on which to build the specifics of an ethical code. Of course all of those values are important, but choose the values that are most important to your organization. Making that choice may teach you about your organization and about your culture and values.

4. Identify the issues that are currently most vital to your organization

Stop to evaluate the issues that are most important, most difficult right now. Think of them in ethical terms. An ethical code is supposed to be a living, dynamic document that is updated and changed on a regular basis. Being timely isn't a weakness for your code. It is going to make it more meaningful, and it may help the code to be a tool for resolving current issues. Try to tie these current issues to the larger values in step 3.

5. Look at things from the other person's point of view

Yes, the code is about your organizations, the issues you face, and your needs. But it's also a code of ethics. Think about what your customers, your stakeholders expect of you. What do they see as the most important ethical questions for your organization?

6. Be sure it's about ethics, not just company policy

Numerous studies and evaluations of existing ethical codes have found that organizations frequently use ethical codes as a way of trying to protect their own interests. Most ethical codes are focused on preventing issues like conflicts of interest, embezzlement, and misuse of resources. Although those issues are important, they do not address the ethics of the members as a part of an organization; they do not address social responsibility. Be sure that your code of ethics is about being ethical in a larger world, about the organization as the whole of its members being ethical.

7. Draft a preliminary code/codes

8. Be sure that the code is clear, specific, and practical

An ethical code walks a fine line. Each of its objectives must be tied to a large issue or value important for the organization. At the same time, the code must be practical and usable. Check to see that the code includes specific directives and applications as well as ideals and values.

Creating an Ethical Code (continued)

Implementation

1. Get feedback—and take it seriously

The ethical code is going to apply to the entire organization, so ethically, the entire organization should have a say in its creation. The general consensus in business literature is that people tend to follow something if they have a sense of ownership—the feeling that the policy or idea is something they had a part in creating. Members of the organization will only respect a code of ethics if they feel they had a part in making it. Listen to everyone's concerns and try to include them.

2. Finalize the code

3. Put together a plan to implement the code

Creating a code is a pointless exercise unless there is a plan to put it into place and make it mean something. An ethical code is not just a piece of writing—it is a guide map for actions with associated rewards and consequences. Formulate a plan to keep your ethical code in use and make it mean something.

4. Top management must show their support

If the people in charge of the organization do not act as if the code matters, no one will pay attention to it. Authority must advocate the code and make it clear that it is important.

5. Display and distribute the code to everyone

Ethically, all members of an organization must be included; they must feel that they know what they're being asked to do. Making sure they have a copy of the ethical code that they participated in creating is an important part of that.

6. Make it clear that the code applies to everyone

7. Make sure that there is a clear procedure for addressing questions, filing complaints, and fixing problems.



Even the most rational approach to ethics is defenseless if there isn't the will to do what is right.

— Alexander Solzhenitsyn

Creating an Ethical Code (continued)

Maintenance

1. Put a process in place for teaching the code and how to use it in day-to-day situations

Organizations cannot expect their members to spontaneously understand and apply a new ethical code. Teaching, training, practicing and praising are vital elements of making an ethical code a part of an organization's culture. If an ethical code is to actually mean something, people must actually learn to use it. Don't assume that because a code is written people know how to put it into practice.

2. Teach forgiveness

A code of ethics may at first increase the ethical issues to be dealt with. Encourage individuals to recognize and admit questionable ethical behaviors. It is better to try to be ethical and recognize mistakes than to ignore mistakes or to create a culture of fear and hesitation.

3. Review and revise the code on an established schedule

An ethical code must be a living document that is constantly updated and reviewed. The organization should set a process and a timeline for reviewing, re-working and changing the ethical code.



Additional Resources

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Creating an Ethical Checklist

Creating an organizational code of ethics is an important step in clarifying the goals of an organization and in making those goals public. However, broad ethical guidelines can be hard to apply to immediate, day-to-day situations. The following criteria or "ethical checklist" may serve as a training guideline for decision making, and may be useful in working through the exercises on pages 21-28 and 38-39 of this manual.

- **Do you have all the facts?**
 - Be sure you take the time to find out all information relevant to your decision.
 - Include both factual *and* emotional elements.
- **Does your plan benefit both sides involved in the decision?**
 - Is it "fair"?
 - Does it show an understanding of both parties' concerns?
- **What values/priorities of the organization does it address?**
 - Does it tie into the larger concerns of the organization?
 - Can it be justified by a mission statement or ethical code?
- **What is the worst case scenario for your decision?**
 - Think ahead—do you know the possible consequences as well as the benefits?
 - Can you live with the outcome of the decision no matter what happens?
- **Have you thought of alternate plans?**
 - Is there another way to address the issue?
 - Can you be flexible?
 - Thinking of other possibilities may improve the plan you have.
- **Would you be comfortable if the public or larger world knew what you decided?**
 - Are you willing to be held accountable?
 - Is this honest and in keeping with the image you want to present to the world?

Ethical Decision Making

In addition to training employees on the ethical decision making process, some authors have also suggested that organizations distill their codes of ethics or ethical checklists into a ladder of priorities that may be used to guide employee behavior and decision making.

Lee describes such a system currently in place at Disney. He describes the ladder of priorities given to employees as

1. **Safety**
2. **Courtesy**
3. **Show**
4. **Efficiency**

If an issue arises, the employee knows to place safety above all other priorities, because the values of responsibility, trustworthiness and care are embodied in that decision. After that, courtesy is most important because it reflects the values of caring, respect, and responsibility.

By giving the employees such a general list of conceptual priorities, the company gives a simple, usable vision of priorities tied to its code of ethics that remains flexible enough to empower employees to apply it in practical day to day situations. By creating a ladder of priorities, individuals can clearly understand how to prioritize elements of decisions and focus on the highest ethical concerns of the organization. Using a ladder rather than a checklist or code implies importance of ethical values rather than just providing a list. That implied importance helps in front-line decision making and simplifies a complex, sometimes difficult document into a practical plan of action.

Sources and Resources on Ethical Checklists

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McNamara, Carter. "Complete Guide to Ethics Management: An Ethics Toolkit for Managers." Free Management Library. 20 Feb 2009. Authenticity Consulting Inc. 2009. <<http://managementhelp.org/ethics/ethxgde.htm>>.



Defining Leadership

Leadership is defined as influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members (McShane & Von Glinow, 2008, p.402). Likewise, leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes (Daft, 2008, p.4). Whereas management must deal with the ongoing, day-to-day complexities of organizations, true leadership includes orchestrating important change (Bateman & Snell, 2008, p.437). Management is generally a task-driven activity involving strategic planning, directing and controlling; leadership is focused on imparting the vision, or picture of an ambitious, desirable future of the organization (Daft, 2008, p.17) to the followers.

In the not so distant past, executive level managers were considered to be the all encompassing decision makers of the organization, controlling all pertinent decisions and executing change within the organization without consulting lower level employees. The changing organizational structure of organization, including the breakdown of the traditional hierarchy, increased use of teams, increased importance being placed on tools such as collaboration, and the evolution of an organic workplace have all impacted leadership and its various roles within the organization. A 2002 article in the Wall Street Journal discusses the importance of soft skills, such as leadership and ethics, to potential employers, and states that many schools are including these types of courses in their MBA curriculum, as well as the management curriculum traditionally taught. Though there is a degree of disagreement among professors over how much can actually be taught versus mastered through practice, most agree on its importance (Alsop, 2002, R.11).

Types of Power

One of the main components of leadership is power, this is the element that gives the supervisor credibility with their employees and aids them in building the strong following and complete buy-in that will allow the company to change and achieve its vision. There are five sources of power: legitimate power in which the leader has the authority to tell others what to do, reward power that gives the leader power through rewards that can be doled out to employees, coercive power which is similar but deals with punishment rather than rewards, and expert power that affords the leader power through their knowledge and expertise in their field. Finally, the most important and credible power is referent power, which is obtained through the leader's characteristics, such as likeability and is based on employee admiration.

Transactional vs Transformational Leaders

Leaders can be transactional or transformational; depending on their leadership style, but both are important to the organization for different reasons. Transactional leaders are defined as leaders who manage through transactions, using their legitimate, reward, and coercive powers to give commands and exchange rewards for services rendered (Bateman & Snell, 2009, p.455). Transactional leaders tend to be more effective with individualists, or people who tend to work on their own rather than in groups and is concerned with helping the organization achieve its current objectives more efficiently, such as by linking job performance to valued rewards and ensuring that employees have the resources needed to the job done (McShane & Von Glinow, 2008, p.414). Many experts agree that it is important for leaders to be part transactional and part transformational to be truly successful, Warren Bennis, a professor at the University of Southern California states, "successful executives have to be able to discern the really important decisions and get a high percentage of them right, this is the heart of great leadership..." (Hymowitz, 2007, p.B1).

There are many leadership theories and styles that leaders employ to bring about change and success within an organization. A strong leader cultivates trust and credibility with subordinates and uses power in conjunction with traits of both transactional and transformational leadership to convince employees of the importance of the organization's vision and create empowerment to achieve a cohesive, central purpose. By evaluating the subordinate in a situation, indentifying traits, skill level and reward requirements, the leader can develop a sound strategy to assign tasks and motivate employees to enable the organization or team to reach its overall goals.

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Theories of Leadership

Historically leadership research has been guided by three different approaches at different points in time. These include the trait approach from the 30s and 40s, the behavioral approach from the 40s and 50s, and the contingency or situational approach of the 60s and 70s. After the 70s new theoretical frameworks for leadership theory have been advanced. The more important ones include "leader-member exchange theory, transformational leadership theory, the substitutes for leadership approach, and the philosophy of servant leadership" (Barnett).

Self-leadership

Scott Campbell, an international professional trainer, coach, and business consultant, defines self-leadership "as the *capacity* and *commitment* both to take full responsibility for one's own responses to life and to create a life that is personally meaningful and fruitful." Along these same lines Neck and Manz refer to self-leadership as "the process' of influencing oneself to establish the self-direction and self-motivation needed to perform."

The process of developing self-leadership involves a variety of behavior-evaluation and behavior-modification actions on the part of the individual. VanSandt and Neck list *self observation*, or the frank evaluation of one's behavior and decisions; *self-goal setting*, or conscious creation of desired outcomes; *self-reward*, the creation of desired behavior thorough positive reinforcement; *self-punishment*, the prevention of undesired behavior through negative stimulus; and *the management of cues*, or the creation of reminders of desired outcomes as important parts of self-leadership.

The concept of self-leadership is particularly important to ethics. Self-leadership embraces the concept that every member of an organization is a potential leader and that leadership skills can be taught and nurtured. Unlike simple self-help or self-management, self-leadership focuses

on both "behavior and cognition" (VanSandt and Neck). Instead of either ignoring the good of the organization to get what one individual desires or following a pre-set code of behavior, self-leadership challenges the individual to not only follow the established ethical standards but also to evaluate the propriety of the standards and actively seek to improve and implement effective ethical standards.

Self-leadership's focus on every individual as a leader makes it an important building block in understanding the creation of effective ethical behavior. It is a transactional process. If any organization is going to have an effective ethical code or ethos, it must be embraced and challenged by its members. If any member of an organization wishes to mature to leadership, she or he must be able to evaluate behavior and modify it to support the goals of the organization as well as his or her own personal development.

Learning about self-leadership is an important part of becoming an ethical leader. Developing the ability to assess oneself and the decisions of the organization to which one belongs are skills useful in every aspect of life.

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Management is doing things right; leadership is doing the right things.

— Peter Drucker, economist, management guru, author (1909-2005)

Additional Resources:

Illies, Jody, and Roni Reiter-Palmon. "Responding Destructively in Leadership Situations: The Role of Personal Values and Problem Construction." Journal of Business Ethics 82.1 (2008): 251-272. Business Source Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 6 Aug. 2008 <<http://www.linccweb.org/eresources.asp>>.

This study reports results that prove that destructive leader behavior is dependent on the values of the leader.

Neck, Christopher P. and Jeffery D. Houghton. "Two Decades of Self-Leadership Theory and Research: Past Developments, Present Trends, and Future Possibilities." Journal of Managerial Psychology 21.4 (2006): 270-295.

This paper reviews the self-leadership literature of the past and present. It also presents a "theoretical and conceptual explanation and differentiation of the self-leadership concept relative to other related motivational, personality, and self-influence constructs."

"What is Self Leadership." Self-Leadership International. 19 Feb. 2009 <<http://www.selfleadership.com/selfleadership.htm>>.

This information comes from an international training company and defines self-leadership and how it impacts your life and work.

White, Sara J. "Managing yourself so others want to work with you." American Journal of Health-System Pharmacy 65.10 (15 May 2008): 922-925. Academic Search Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 6 Aug. 2008 <<http://www.linccweb.org/eresources.asp>>.

Leadership is a necessary skill in any profession, and although this article focuses on pharmacists, offers suggestions on improving working relationships with colleagues. It stresses three main components of effective self-management: self-awareness, self-regulation, and empathy for co-workers.

Activities:

- **I'll Show You My Full Colors**
- **Communication Skills Exercise: Coaching**
- **What is Your LQ: Leadership Quotient?**

Self-Leadership Activity 1: I'll Show You My Full Colors

Purpose

The aim of this activity is to increase a person's awareness of how they see themselves. The idea is to explain the effect of one's self perception on their confidence level and how they are perceived by others.

Objective

Participants should describe their personality in five words.

Things you need

8 ½ x 11 paper for each participant

Brightly colored marker pens, black ordinary pens such as Bic pens. Make sure that all participants have access to more than one pen or marker pen.

Blue tacks or magnets for sticking up the sheets on the wall or whiteboard later on.

Setup

Each participant should write down their name and five characteristics that describes them best on their sheet of paper. The characteristic could be any term such as kind, materialistic, ambitious, team player or anything else as long as they are honest and true to one's personality. Participants have 3 minutes for this task.

Stick the papers on the wall or whiteboard or just spread them over a large table. Notice if participants have used plain black pens or colored marker pens for their writings. Some may have drawn colorful flowers next to their name while others used Bic pens for their names.

Ask each participant to write one nice thing on other participant's sheets of paper.

Timing

Explaining the task: 5 minutes

Activity: 5 minutes

Group Feedback: 15 minutes

Discussion

Discuss how participant's description of themselves may show in their writings, both in their choice of colors and the words they used in their self descriptions. Encourage participants to discuss how their perception of themselves affect the way they are seen by others and how this affects the way they lead.

Adapted from: "I'll Show You My Full Colours." [Skills Converged.com](http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/591/III-Show-You-My-Full-Colours.aspx). 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/591/III-Show-You-My-Full-Colours.aspx>>.

Self-Leadership Activity 2: Communication Skills Exercise: Coaching

Purpose

The aim of this activity is to increase an individual's confidence in their own capabilities and talents. Participants are encouraged to share their knowledge and experience with others in a constructive and structured way.

Objective

A group of participants is asked to act as "Coach" and teach the other groups.

Setup

Split the group into two subgroups. One group is chosen randomly to act as coaches while the other group acts as students.

Each coach from the coaches group is paired up with a student from the student group.

Each coach has 5 minutes to interview the student, and get an idea of the student's learning style.

After the interview, the coach takes 2 minutes to determine the subject they want to teach the student. The topic does not have to be academic, it can be anything; examples may include, playing a musical instrument, playing a video game, cooking, or drawing.

After a topic is chosen, each coach has 5 minutes to teach his or her student about the chosen topic. Coaches should try to adapt his/her lesson to the student's learning style.

At the end of five minutes, each student rates the coach on his/her coaching skills; including the ability to understand the student's learning style, the ability to deliver the information (choice of words and examples) and the ability to answer questions.

Timing

Explaining the task: 5 minutes

Activity: 12 minutes

Group Feedback: 20 minutes

Discussion

Discuss with the group how this exercise helps understanding and recognition of other's abilities and how it facilitates the process of team building and effective communication. Coaches should review their teaching sessions with the large group and analyze the things they thought they could have done better. Students should provide constructive criticism about the "weak" areas of the "lesson" and provide ways to improve the session.

Additional Ideas

A VAK or learning styles inventory (easily available via the internet) may be effectively integrated into this exercise. By evaluating both their own and their "student's" learning styles, participants may be able to practice self-observation and adaptation skills.

Adapted from: "Communication Skills Exercises: Coaching." [Skills Converged.com](http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/603/Communication-Skills-Exercise-Coaching.aspx). 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/603/Communication-Skills-Exercise-Coaching.aspx>>.

Self-Leadership Activity 3: What's your LQ—Leadership Quotient

Purpose & Objective

To have participants rate themselves as leaders based on Khan's LQ or Leadership Quotient. The LQ is made up of 6 factors: Inspiration, Integrity, Initiative, Innovation, Impact and Influence. Have participants rate themselves as leaders using the 6 factors. Use a scale of 1 to 10 with 10 being the highest.

Setup

Each participant takes 15 minutes and rates him or herself honestly for each factor (scale of 1 to 10 with 10 being the highest).

After each participant has finished, add all the scores and divide by six. This indicator will give them a rough idea of their total LQ and where they need to make improvements.

Leadership Quotient Ratings

Instructions: Rate yourself on a scale of 1 to 10 on the following factors with 10 being the highest.

Inspiration -- Are you energized with a larger than life vision or transcendent goal that serves the greater good and inspires others, or is your focus limited to only your own immediate needs? Are you aware of your highest purpose?

On a scale of 1 to 10, rate yourself for **Inspiration** _____

Integrity -- Do your actions reflect your vision, beliefs, and values? Do you do as you say and honor your word?

On a scale of 1 to 10, rate yourself for **Integrity** _____

Initiative -- Once you know what your highest purpose and core genius is, how well do you execute on your vision and key priorities? Are you focused on doing the right things, what's important, or are you spending too much time on urgent but unimportant activities and doing things correctly?

On a scale of 1 to 10, rate yourself for **Initiative** _____

Innovation -- Are you continually growing and innovating as a leader in the never ending pursuit of excellence, or are you settling for mediocrity by being comfortable with the status quo? Are you using your creative problem-solving skills and imagination to become an agent for change by experimenting with new ideas, solutions, and technology, or are you continually in fire-fighting mode by being frequently blindsided with change?

On a scale of 1 to 10, rate yourself for **Innovation** _____

Impact -- Are you reaching out to people and making an emotional impact in their lives? Are you getting to intimately know people in your circle of influence and taking the time to find out their fears, desires, challenges, and goals?

On a scale of 1 to 10, rate yourself for **Impact** _____

Influence -- Finally, influence is a measure of your character that comes with time and experience. How wide and impactful is your influence? Are people seeking you out for your leadership, mentorship, and guidance? What is the quality of people you have attracted in your work and life?

On a scale of 1 to 10, rate yourself for **Influence** _____

(Continued)

Self-Leadership Activity 3: What is Your LQ: Leadership Quotient?

(Continued)

Timing

Explaining the task: 5 minutes


Activity: 15 minutes

Group Feedback: 15 minutes

Discussion

Have the participants discuss with each other the impact of these ratings. Were the scores what they expected? Did the ratings help them think of themselves differently? Are there areas that need improvement? Participants may share their scores or keep them private.

Adapted from: Khan, Sharif. "Leadership Skill: What is Your LQ: Leadership Quotient?" Buzzle.com. 11 Aug. 2006. 24 Feb. 2009. <<http://www.buzzle.com/editorials/8-11-2006-105171.asp>>.



A good leader inspires others with
confidence; a great leader inspires
them with confidence in themselves.

— *Unknown*

Servant Leadership

The phrase "Servant Leadership" was coined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In that essay, he said: "The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

Servant leadership has been called the only truly ethical form of leadership (Griffith 6).

It revolves around the desire to serve and the willingness to put one's own interests below the interests of those led.

In this model, there is no question of ethics in

controlling or mandating the actions of others. Instead of controlling and mandating, servant leadership focuses on serving the needs of those who would, in other models, be considered subservient.

Servant leadership's focus on the benefits to others and to an organization as a whole make it an inherently ethical style of leadership. Instead of weighing decisions based on codified moral or organizational ideas, the servant leader makes decisions based on the good of those (s)he leads. Servant leaders, by definition, consider and empathize with the concerns and needs of others rather than acting to gain personal power or to maximize profit. Not only does this create a concern for justice

and a natural sensitivity to the customer (internal and external), it also creates a natural set of checks and balances in targeting ethical concerns. "No single perspective," according to Griffith, "is adequate to fully evaluate the ethicality of proposed actions and changes" within an organization. Servant leaders address that concern by embracing the wide variety of perspectives provided by those they lead. They are ethical because the philosophy they embrace demands empathy with different perspectives and a commitment to multidirectional decision making.

Although servant leadership includes "inherent attributes or beliefs," it also involves a variety of developed characteristics (Barbuto). Recognizing and nurturing these

characteristics can improve leadership and facilitate ethical behavior in any institution. Through engendering trust and nurturing genuine concern for the people that (s)he leads, the servant leader be-

comes transformational, inspiring those who follow to convey that sense of service and genuine concern to others.

Even if a leader is not totally dedicated to servant leadership, understanding the principles and characteristics of this style of leadership can be a powerful tool in ethical decision making. The focus of servant leadership on the well-being and concerns of the other parties in a decision leads to ethical choices. Developing the characteristics of servant leadership strengthens that sense of integrity and ethical behavior.

It is our hypocrisy and self-focus that drains us. When we become purpose centered, internally directed, other-focused, and externally open, we discover energy we didn't know we had.

—Robert E. Quinn

Additional Resources:

Barbuto, John E. "Becoming a Servant Leader: Do You Have What It Takes?" NebGuide. October 2007. University of Nebraska, Lincoln. 7 April 2009. <http://www.ianrpubs.unl.edu/epublic/live/g1481/build/g1481.pdf>

Griffith, Stephen. "Servant Leadership, Ethics and the Domains of Leadership." School of Global Leadership and Entrepreneurship. July 2007. Regent University. 7 April 2009. http://www.regent.edu/acad/global/publications/sl_proceedings/2007/griffith.pdf

Sendjaya, Sen and James C. Sarros. "Servant Leadership: Its Origin, Development, and Application in Organizations." Journal of Leadership & Organizational Studies 9.2 (2002): 57-64. Education Research Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 24 Feb. 2009 <<http://www.lincweb.org/eresources.asp>>. "This paper examines the philosophical foundation of servant leadership by extracting several value-laden principles drawn from Greenleaf's and Jesus Christ's delineation of the concept."

Tate, Thomas F. "Servant Leadership for Schools and Youth Programs." Reclaiming Children & Youth 12.1 (2003): 33-39. Academic Search Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 19 Feb. 2009 <<http://www.lincweb.org/eresources.asp>>. "This article focuses on the direct application of the servant leader model of management advocated by R. K. Greenleaf, S. R. Covey and others in the world of business to leaders who are seeking to develop strength-based schools and youth servicing organizations."

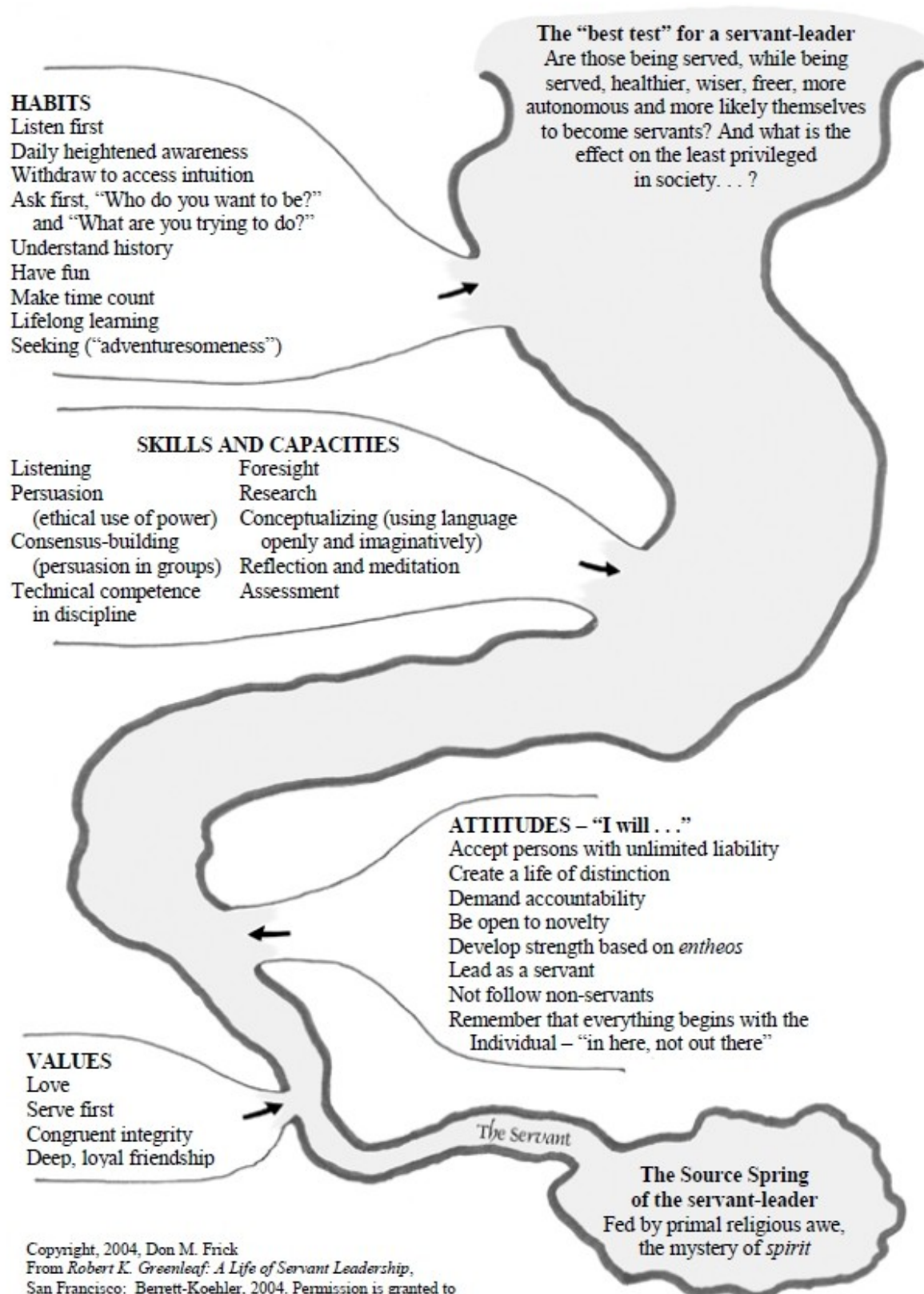
"What is Servant Leadership?" Greenleaf Center for Servant Leadership. 23 Feb. 2009 <<http://www.greenleaf.org/whatissl/index.html>>.

Activities:

- **Self-Assessment: Are you a Servant Leader?**
- **Problem Solving Exercise: Help Me Help You**

The Evolution of a Servant-Leader

Distilled from the writings and archives of Robert K. Greenleaf



Servant-Leadership Activity 1: Problem Solving– Help Me Help You

This exercise helps participants become more creative when faced with work related issues and encourages seeking help from colleagues when dealing with difficult situations. It also demonstrates the value of others' advice in overcoming difficulties.

Objective

Participants should solve the problems presented by other delegates in a predefined amount of time.

Setup

- Get the participants to sit in a circle.
- Each participant has a pen and a sheet of paper.
- Each participant has two minutes to write down a current work issue on the paper. They then pass the sheet to the person on their right.
- Each person has two minutes to write down an answer or suggestion for the problem described on the paper.

Each person then gets the paper with their original question back.

Timing

Explaining the Test: 5 minutes.

Activity: 5-10 minutes

Group Feedback: 20 minutes.

Discussion

Have delegates got any helpful suggestion or advice regarding their problems? How does it feel to ask for help? Why don't we do it more often?

Variations

If time permits you can extend this activity. Once a person has finished writing an answer, he or she should pass the paper to the next person on the right and repeat until each problem is answered by everyone.

To make this even more valuable, you can make the answers confidential so that no one's answer affects another. This is how it works:

Assign a number to each person in the circle. They should write this number on the paper with the question on it. Upon receiving the question from the left, each delegate should write an answer on a new sheet of paper, mark it as "Answer for Question X" where X is the assigned number of the question and then place this answer sheet in the middle of the table, face down. The delegates should pass the question sheet to the next person on the right. This is repeated until everyone has answered every question and all questions are placed on the table.

Now go through each question one at a time and examine all answers. Notice if there are any patterns in the solutions and get the delegates to discuss the issues for a fixed amount of time. Emphasise the power and effectiveness of this method and avoid long discussions to solve the issues at hand, which can be carried out later by the group.

Adapted from: "Problem Solving Exercises: Help Me Help You." [Skills Converged.com](http://www.skillsconverged.com). 23 Feb. 2009 <<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/608/Problem-Solving-Exercise-Help-Me-Help-You.aspx>>.

Servant-Leadership Activity 2: Are you a servant leader?

Consider the questions below. Check the box beside any questions that you would answer with a "yes."

- ☐ Do people believe that you are willing to sacrifice your own self-interest for the good of a larger group?
- ☐ Do people believe you are genuinely interested in their ideas, want to hear their ideas, and will value those ideas?
- ☐ Do people believe that you will understand what is happening in their lives and how it affects them?
- ☐ Do people come to you when things are difficult or when something traumatic happens in their lives?
- ☐ Do others believe that you have a strong awareness of what is going on?
- ☐ Do others follow your requests because they want to instead of because they "have to"?
- ☐ Do people come to you and feel free to share their ideas and visions for the organization?
- ☐ Do others express confidence in your ability to expect what may happen in the future and to anticipate the consequences of those coming events?
- ☐ Do others believe you are working to shape your organization so that it can make a positive difference in the world?
- ☐ Do people believe that you are committed to helping them develop and nurturing their growth?
- ☐ Does the organization you lead have a strong sense of community and mutual trust?

If you checked more than 7 of the above, you may be on your way to being a servant leader.

Adapted from: Barbuto, John E. "Becoming a Servant Leader: Do You Have What It Takes?" *NebGuide*. October 2007. University of Nebraska, Lincoln. 7 April 2009. <http://www.ianrpubs.unl.edu/epublic/live/g1481/build/g1481.pdf>

Mentoring

Importance of Mentoring

The concept of mentoring has roots deep in history and culture. It has long been accepted that mentoring passes on valuable knowledge and helps those mentored to mature into their roles in business or society. Although the concept of mentoring was rarely formally addressed or studied prior to 1975, recent research on the effects of mentoring in business (coaching) and education indicate that higher retention rates, rapid career advancement, a stronger power base, and enhanced academic success are all outcomes of a successful mentoring program (Campbell 136). In the areas of education, students state a stronger sense of the college mission and greater commitment to lifelong learning after engaging in a mentoring experience. A successful mentoring program in the academic context can tie in the overall success of academic programs in the areas of instruction, supplemental instruction, tutoring, and financial assistance, which subsequently integrates into the success of the business, and civic communities.

Mentoring in ethics has increasingly been acknowledged in both academics and in business as an important factor in improving ethical behavior and decision making. In fact, the results of mentoring in ethics have been shown to exceed those of training in ethics. In analyzing data from a 2002 survey of more than 7,000 biomedical and social science researchers Anderson et al found that, while ethical training had no apparent effect on behavior, mentoring in ethics did produce tangible effects in the questionable behaviors of researchers. Mentoring, possibly because of its personal dimension, seems to have long term effects on those involved in mentoring programs.

One of the greatest challenges in mentoring is creating a specific definition that separates mentoring from teaching or training. Healy and Welchert suggest

that the key to mentoring is the creation of a “dynamic reciprocal relationship” between the mentor and the mentee. The mentoring experience must be life changing for both people involved in the experience. The person being mentored naturally benefits from the wisdom and experience of the mentor. They have a resource to go to in times of difficulty; they have an example to emulate, and they have a sense of investment in the organization represented by their mentor. The mentor, however, must also benefit. Mentoring provides the rewards of what developmental psychologist Erikson called “generativity.” It provides sense of creation and nurturing. The mentor is rewarded by seeing another individual shaped and improved by their guidance. Both parts of the mentoring relationship undergo what is called a transformation; who they are and how

*We make a living by
what we get, we make a
life by what we give.*

~~Winston Churchill

they perceive their role is changed by the mentoring activity.

That mutual benefit of mentoring tends to create a sense of relationship, a bond of trust, between the mentor and men-

tee. That relationship serves as one of the primary rationales for the effectiveness of mentoring in ethics. Ultimately, ethical behavior is a matter of personal responsibility. Ethical choices are influenced by organizational codes, policies, and training, but the final decisions are frequently made by individuals. Those individuals are more likely to be influenced on a personal, lasting level by a relationship. Mentoring in ethics provides a different perspective on ethical decision making. It takes ethics out of the faceless context of the organization and places it in the relational context of mentor and mentee. The sense of personal trust and investment that frequently blossoms from mentoring have far greater reaching impacts on ethical behavior than any impersonal policy or training.

Furthermore, the leadership example of a mentor may indeed generate a desire to lead and to be an example in those being mentored. The process of mentoring provides inspiration and the promise of future ethical leadership.

In the past, mentoring has been viewed as something that “happens.” Recent interest, however, has sparked more intense evaluation of the mentoring process, and a more structured approach to mentoring. As research proves the effectiveness of mentoring, more organizations are putting formal mentoring programs into place. Natural mentoring, or mentoring as the result of a natural relationship that grows between a more experienced individual and a member of an organization is usually highly productive and should be encouraged. However, planned mentoring, or active creation of these relationships has also proven effective as long as certain criteria are met.

Planning Mentoring programs

In order to be successful, mentoring programs must meet certain criteria:

- **Mentors must be chosen carefully. They should**
 - Exhibit experience and proficiency as well as enthusiasm and a nurturing spirit
 - Show a willingness to engage on a personal level
 - Demonstrate a commitment to the time and effort required to truly nurture a transformational mentoring relationship
- **Mentees should**
 - Commit to the mentoring program with enthusiasm and expectation for transformation
 - Be willing to express their expectations and give the mentor an active, frank, ongoing evaluation
- **The program must**
 - Nurture relationships and encourage openness and trust
 - Maintain a sense of purpose and

Student Mentoring Opportunities

In the context of education, students may find mentoring opportunities with:



- High school and college counselors
- SGA advisor at college
- Local churches
- Local boys and girls clubs

Establishing these mentoring relationships early on can be incredibly valuable. By beginning mentoring programs as students, young people gain a strong sense of personal ethics and an investment in the community.

References & Resources

“Articles of Interest.” American Physiological Society. 15 August 2008. American Physiological society .9 April 2009. <<http://www.the-aps.org/careers/careers1/mentor/articles.htm>>

Campbell, Toni A. & Campbell, David E. “Outcomes of Mentoring At-Risk College Students: Gender and Ethnic Matching Effects.” *Mentoring and Tutoring* 15.2 (2007): 135-148. Academic Search Complete. Web. 5 Mar. 2009.

What does it mean to mentor? Mentoring Exercise

Mentoring is an active commitment to a long-term relationship. Before beginning mentoring or planning a mentoring program, you need to think through your perceptions. Take the time to answer the questions below, and evaluate your expectations of a mentoring relationship. Mentoring is a journey of self-discovery, and understanding your expectations is the first step on the journey.

- 1. Define “mentoring” - what does it mean to you?**

- 2. Write 5 words that describe your “perfect” mentor**

- 3. What would I expect the mentor to do?**

- 4. What would I not want the mentor to do?**

- 5. How much time and planning would I expect our meetings/relationship to involve?**

- 6. Do I feel I need a mentor? Why or why not?**

- 7. What benefits would I get from a mentor?**

- 8. What goals or objectives, both personally and professionally would I like a mentor to help me reach?**

Meeting in the middle: Mentoring Exercise

Purpose

To help participants see the value of mentoring and to evaluate their own skills as a mentor.

Set Up

Choose two of the activities from pages 37-38 of this program, or another scenario of your choice. Pair participants into teams and give each team the scenarios. Assign one member of the team as a mentor and the other as a mentee. Have the pair role-play a mentoring session in which the mentee brings one of the scenarios to the mentor, and the mentor provides advice and guides the mentee in making a decision. The roles may then be reversed for the second scenario.

Timing

Allow approximately 30 minutes for the exercise—

- 10 minutes for each partner to act as “mentor”
- 20 minutes for discussion and group learning

Discussion

Did participants feel they were given helpful advice? Was a personal bond formed by the relational situation? Did the role of mentor “feel” different to them? Did they feel responsible to act differently in any way? What benefits or detriments can they see in a mentoring relationship? After playing both roles, which do they prefer?

Additional Resources:

Gladis, Steve. "Executive Coaching Builds Steam in Organizations." *T+D* 61.12 (Dec. 2007): 58-62. Academic Search Complete. EBSCO. Lake-Sumter Community Coll. Lib., Leesburg, FL. 6 Aug. 2008 <<http://www.linccweb.org/eresources.asp>>.

"The article discusses the significance of an executive coaching program in order to enhance the quality of leadership skills among employees. The results of a study indicate that training alone can increase productivity by 22 percent while a combination of training and coaching can increase productivity by 88 percent. The coach works to help the client identify the factors that motivate them to perform, thereby creating self-motivating tools for the future. Furthermore, the author suggests that coaches should take time to explain how coaching works and identify the level of commitment which is needed for the training to be successful."

O'Neill, R.M., & Blake-Beard, S. D. "Gender Barriers to the Female Mentor-Male Protégé Relationship." *Journal of Business Ethics*, 37 (2002): 51-63.

Parra, Gilbert R., et. al. "Mentoring Relationships for Youth: Investigation of a Process-Oriented Model." *Journal of Community Psychology* 30.4 (2002): 367-388. Academic Search Complete. Web. 5 Mar. 2009.

Pascarella, E. T., & Terenzini, P.T. *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass, 2005.

Rose, G. L. "Enhancement of Mentor Selection Using the Ideal Mentor Scale." *Research in Higher Education* 44 (2003): 473-494.

Snowber, Celeste. "The Mentor as Artist: A Poetic Exploration of Listening, Creating, and Mentoring." *Mentoring and Tutoring* 13.3 (2005): 345-353. Academic Search Complete. Web. 5 Mar. 2009.

Stone, Florence M. *Coaching, Counseling & Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance*. New York: American Management Association, 2007. netLibrary. Web. 6 Aug. 2008.

The title of this book describes the three-step process author Stone suggests for developing high-quality employees. Problems with the coaching process, specific ways to counsel employees, and mentoring traps to avoid are presented.

Mentor: *Someone whose hindsight can become your foresight.*





Challenges & Ethical Dilemmas

Ethics training has become a priority in many institutions due to the ethical challenges in the workplace. With differing nationalities, cultures, religions, ages, and educational and socio-economics statuses, individuals are increasingly aware of co-workers and customers as people with differing backgrounds, values, goals, and perceptions of acceptable behaviors. Working within an organization forces a wide range of individuals to work as a unified group, and as a result, conflicts may arise. Sometimes under pressure to adapt quickly to the changes and diversity in the workplace, individuals may be forced to fall back on ingrained patterns of behavior to solve problems. The pressure placed on individuals to do more with fewer resources which sometimes may lead to unethical behavior.

A code of ethics is necessary in the workforce to deal with the ethical challenges that are encountered on a daily basis. Problems faced by today's business world include the downsizing of staff, employee rights, discrimination, and cost containment. These problems create ethical dilemmas that may be difficult to resolve. In resolving these dilemmas, the following components are important: discussion, analysis, problem solving, and decision making. According to Kirrane (1990) the emerging leader may have to analyze:

- conflict between two or more personally held values;
- conflict between personal values and the values held by another person or the organization;
- conflict between basic principles and the need to achieve a desired outcome;
- conflict between two or more individuals or groups to whom one has an obligation.

A widely held practice in resolving ethical dilemmas is the development of a documentation procedure for reviewing an organization's practice. In an organization, a review board may be created consisting of top leaders and staff members. Three methods are recommended in assisting the new leader in resolving ethical issues as they arise. Consultants Doug Wallace and Jon Pekel suggests (1) an ethical checklist, (2) a ten-step method for decision making and (3) twelve questions to address ethical dilemmas developed by Laura L. Nash

The Ethical checklist consists of the following tests:

- Relevant Information
- Involvement
- Consequential (preparation for the repercussions based on the decision made)
- Fairness
- Enduring values
- Universality (should the decision made become practice for similar issues in the future)
- Light of Day (how would I feel if the decision became public knowledge)

The Ten-step method of decision making requires the decision maker to consider

- The known facts of the problem
- What are the values and desired outcome of the committee members
- What issues are causing the problems
- Prioritize what ethical principles or values should be reinforced in this problem
- Who will be involved in making the decision
- What other options are available to achieve a win-win situation
- What is the worst that can happen, then rethink and revise the alternative if deemed necessary
- Develop a method that will deal with the underlying causes
- Review your decision and see how it compares with the Ethical Checklist above
- Make your decision, develop a procedure, enforce the procedure and monitor
-

In "Ethics Without the Sermon," Laura L. Nash has developed twelve questions she deems relevant in addressing ethical dilemmas. The questions include:

- Have you defined the problem accurately?
- How would you define the problem if you stood on the other side of the fence?
- How did the situation occur in the first place?
- To whom or to what do you give your loyalty as a person and as a member of the corporation?
- What is your intention in making the decision?
- How does this intention compare with the probable results?
- Whom could your decision or action injure?
- Can you discuss the problem with the affected parties before you make your decision?
- Are you confident that your position will be valid over a long period of time as it is now?
- Could you disclose without qualm your decision or action to your boss, your CEO, the board of directors, your family, society as a whole?
- What is the symbolic potential of your action if understood? misunderstood?
- Under what conditions would you allow exceptions to your stand?

Accompanying this section is a list of ethical dilemmas on pages 38 and 39. Based on the information above, answer the questions to determine how ethical you are.



If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.

~John Quincy Adams

Additional Resources:

Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112

Blanchard, K., and Peale, N. V. The Power of Ethical Management. New York: William Morrow and Company, Inc., 1988.

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Management has a lot to do with answers. Leadership is a function of questions. And the first question for a leader always is: 'Who do we intend to be?' Not 'What are we going to do?' but 'Who do we intend to be?'

—Max DePree, Hermann Miller



Case studies for practice in Ethical Decision Making

Transitioning from Colleague to Supervisor

Making the transition from colleague to supervisor can be complex. Not only will your job responsibilities change, but so will the relationships you have built with others. Review the below case studies and answer the questions provided.

Case Study #1

You've worked with this person for years and consider him a good personal friend. You have shared a great deal of personal information over the years and have had many social interactions outside work. You have now been promoted and will be supervising this person directly.

Case Study #2

Your supervisor left the organization and her position is vacant. You and two other people on your team interview for her position and you get the job. Your coworkers are jealous.

Case Study #3

You are supervising a former peer. She is having problems getting her work done in a timely fashion and the quality of her work is poor.

Questions for Discussion

- How would you handle each of these situations?
- Or, if this has happened to you, how did you handle it?
 - What was the outcome?
 - Would you handle it any differently if you had to do it again?
- What are some challenges you will have to overcome?

For Review:

<http://ezinearticles.com/?Stepping-Up---Making-the-Transition-From-Peer-to-Supervisor&id=1891537>

Case studies for practice in Ethical Decision Making

Ageism

Age discrimination occurs when a person is actively discriminated against in the work place because of their age. Many cases of age discrimination affect older adults (those near or past retirement age), but cases of age discrimination do occur to younger individuals as well. Review the below case studies and answer the questions provided.

Case Study #1

A person has been a successful employee with positive evaluations for 15 years. When the employee reaches retirement age, the employee decides to continue working. Management, however, states that because of the person's age they are an increased safety risk and are asked to retire.

Case Study #2

Two candidates apply for the same job. Both applicants have the same qualifications, experience, and advanced degrees. One candidate, however, is 10 years younger than the other. The younger individual is not hired because the company feels they cannot justify paying a person that young the salary required for their qualifications.

Questions for Discussion

- How would you react in these situations?
- Can the practices of these companies be considered ethical?
- How can an individual protect themselves in these situations?
- Do you think there should be age limits in place for certain jobs?

For Review:

<http://www.management-issues.com/ageism.asp>



Discussion Panel

Hosting a discussion panel provides a diverse, interactive means of learning and of exploring. It also helps to clarify what ideas and specific values are important in the ethical culture of your organization. Discussion panels are also flexible, adapting to the advancement and maturity level of the audience.

In order to create a valuable discussion panel that generates learning, keep the following in mind:

- **Choose your panelists carefully**
 - Select enthusiastic experts
 - Choose a diverse group with a variety of points of view
 - Choose panelists who enjoy speaking and teaching
- **Communicate your goals**
 - Make sure that both your panelists and your audience understand the purpose of the panel discussion
 - Do your best to make sure that everyone comes to the panel prepared
 - Panelists & participants know the purpose of the panel
 - Panelists & participants should know the goal of the panel—what should they learn?
- **Encourage your audience to participate**
 - Active learning is learning that lasts. Audience members who participate will learn and remember more.
 - Audience participation may raise issues and topics that would not otherwise be considered
- **Keep a flexible structure**
 - Have a plan—if the audience doesn't participate, you'll need material to make the panel worthwhile
 - Be willing to abandon the plan. If the audience has questions, let the discussion flow.
- **Have a good moderator**
 - Provide someone with flexibility and vision to guide the discussion, keep it on track, and prevent conflict.
 - Make sure your moderator is capable, but not authoritarian. The discussion should be the main attraction—the moderator should just keep things on topic.

Discussion Panel Questions

Although you are encouraged to formulate your own, personalized questions, the following discussion questions are given as a starting point and guideline for a panel on ethics in leadership.

- Why does leadership matter?
- Leadership credibility - Why is it so important?
- What is your communication strategy as a leader?
- What are your communication beliefs?
- How have you evolved as a leader in the last five years?
- What insights have you gained about your talents and strengths?
- Where would you say the drive to be a "leader" comes from?
- Could you describe some of the challenges you've encountered as a professional, and discuss how you dealt with the challenge; successfully or not?
- What are the greatest lessons you've learned as a leader?
- As a leader, talk about your views on community involvement. What opportunities have you chosen to participate in, and what opportunities have you turned down?
- What are your values or beliefs about balancing work and home life? How do we integrate these into our corporate culture around the world?
- Do you take your work home with you?
- What talents or strengths do you rely on most in your daily life as a leader?
- How do you align individuals' expectations with your organizational or team strategy?
- When selecting someone to join your team, what talents or qualities will you not live without?
- When hiring, what are some absolutes in your decision?
- Do you help people get what they want, or do you help them get what is right for them?
- Do you enjoy taking risks? Talk about a risk you've taken in your leadership position.
- What makes you passionate about your job?
- Do leaders need to be liked in order to be successful?
- Tell me about a time when you had to make an uncertain decision, and there was a possibility of an adverse public reaction. How did you manage the situation?
- How would you manage a situation where you believed that something was not in compliance with professional ethics?

Discussion Panel Questions Continued

- What would you do if you saw a valued customer behaving in an unethical manner?
- What are some of the characteristics of an effective leader?
- Do any mentors come immediately to mind when you think of the paths you've taken as a professional?
- What advice would you give to new professional who is hoping to take on leadership roles in his or her place of employment?
- Do you have a "mantra"? A phrase or thought that keeps you moving when you're feeling doubtful or sluggish?
- How do you distinguish between management and leadership? How are the two related, and where do they diverge?
- Do you think it's necessary to be both a manager and a leader?
- Is there any one person you'd love to have the opportunity to work with or learn from?
- Could you share some of the most unanticipated or unexpected leadership responsibilities of your work?
- Tell us about any point in your career that you would classify as a "turning point" towards your engagement in leadership.
- Did you set out to become a leader, or has your career led you to leadership?
- What have mentors/advisors/supervisors etc done to encourage and/or aid your pursuit of leadership?
- Have you encountered any situation where someone has discouraged or barred your pursuit of leadership? If so, how did you handle it?

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Contributors

This guide was created as a part of the 2009 Sylvia Thomasson Educational Leadership Program. It represents a collaborative effort by the program participants.

Sandra Anderson, PHCC

Assistant Director of Admissions and Student Records

Tammy Castello, LSCC

Senior Specialist, Planning and Research

Christy Jones, CFCC

College Registrar

Connie LaMarca-Frankel, PHCC

Professor, Humanities

Wendy Neeld, CFCC

Skills Lab Specialist

G Scott Pennington, LSCC

Academic and Career Advisor

Nora Rackley, LSCC

Assistant Librarian

Melissa Rushton, PHCC

Information Center Coordinator

Heather Staggs, PHCC

Accounts Receivable Coordinator