

PUBP 898: Executive Leadership, Ethics and Trust in the Public Service

University of Saskatchewan Campus	
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Office Hours:	By appointment
Office Location:	Diefenbaker Building, room 154
Term:	Spring/Summer 2010
Room:	TBD
Date/Time:	Saturdays from 9:00 a.m. to 4:00 p.m. April 17, 24; May 1, 8, 15

CALENDAR DESCRIPTION

There is growing attention being given to executive leadership, applied ethics and efforts to create and sustain trust within and through the profession of public administration. This course descriptively and critically examines these three key concepts in relation to the professional public servant and the environments of public sector decision and policy making.

COURSE CONTENT AND APPROACH

This course explores the leadership, ethics and trust dimensions of administrative influence, behaviour and decision making in the context of public service.

This course reflects the view that the professional development of public servants requires diligent attention to the constructs, dynamics and pragmatics associated with leadership, ethics and trust-brokering. The goal of the course is to **provide** students of the Johnson-Shoyama School with an opportunity to reflect on a range of leadership theories, the ethical dimensions of public administration and policy making, together with salient features of trust and trustworthiness in government, governance, and executive administration.

The study of executive leadership, ethics, and trust are not amenable to formulaic nor to mechanical treatment. There is no one best answer or response for all situations. Effective leadership in the service of the public requires adaptive leadership, high levels of personal and organizational integrity, and vigilant stewardship of various aspects of the public trust.

Through this course, I hope you will acquire the acumen you will need to effectively and ethically sustain interpersonal and public trust in your future leadership and followership experiences. My intent is that you will learn new ideas about leadership; form and strengthen important leadership attitudes and skill; and even uncover more of your own potential for leadership. I also want you to learn the value of good followership and its importance in the complicated interaction between leaders and followers. I hope you'll acquire greater sensitivity (consciousness), competence, and courage in the ethical dimensions of leadership through your interaction with course colleagues. I have long held that the notions of social capital, trust and trustworthiness form critical, constructive, creative and cohesive foundations upon which we mediate, negotiate and navigate relationships, promises of service, purposes of efforts, and passion for making a difference in the world. My ambition is that this course will further develop our practical wisdom in the service of public interests, as we consider notions leadership, ethics and trust.

REQUIRED READINGS

First required text: Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Cambridge: Harvard Business Press.

Ron Heifetz is a psychiatrist who for several decades has taught what has become one of the more popular courses at Harvard University – a course on leadership (recently the course and his teaching were the subject of book by Sharon Dalos Parks, entitled *Can Leadership be Taught* - 2005). Heifetz's first book, *Leadership without Easy Answers*, was a ground-breaking book in the area of leadership studies. With Professor Heifetz, Marty Linsky is a faculty member of the J.F. Kennedy School of Government at Harvard University. Linsky co-authored *Leadership on the Line: Staying Alive through the Dangers of Leading* with Heifetz. Alexander Grashow has taught executive leadership at Harvard, New York University and Duke. He is managing director of Cambridge Leadership Associates (a collaboration with Heifetz and Linsky).

Second required text: Niccolo Machiavelli's *The Prince* (any translation will do, though preference for Peter Bondanella's translation (2005) – Oxford: Oxford University Press). This is a classic, notorious, and perhaps familiar text. *The Prince* will be used to counter-balance commonly held naïve, public virtue-idealism with what we might call “value-rich political realism.” In his *The Advancement of Learning* (1605), Sir Francis Bacon said, “We are beholden to Machiavel, and writers of that kind, who openly and unmasked declare what [people] do in fact, and not what they ought to do; for it is impossible to join the wisdom of the serpent and the innocence of the dove, without a previous knowledge of the nature of evil; as without this, virtue lies exposed and unguarded.” [with reference to *Matthew 10:16*: Behold, I send you as sheep in the midst of wolves. Therefore, be as shrewd as snakes, and as innocent as doves]

SUPPLEMENTARY READINGS

Supplementary Texts: (a more complete reference list will be posted on course PAWS site)

There are numerous texts that might have been chosen for course text. These are available in library or from instructor's collection. Instead these are provided here as supplementary texts, for students wishing to pursue particular topics further:

Annison, M., & Wilford, D. (1998). *Trust matters: New directions in health care leadership*. San Francisco: Jossey-Bass Publishers.

Bailey, F. (1988). *Humbuggery and manipulation: The art of leadership*. Ithaca: Cornell University Press.

Bowman, J. (Ed.) (1991). *Ethical frontiers in public management: Seeking new strategies for resolving ethical dilemmas*. San Francisco: Jossey Bass.

Bracey, H. (2002). *Building trust: How to get it and how to keep it*. Taylorsville: HB Artworks, Inc.

- Braithwaite, V., & Levi, M. (Eds.)(1998). *Trust and governance*. New York: Russell Sage Foundation.
- Bruce, W. (Ed.)(2001). *Classics of administrative ethics*. Colorado: Westview Press.
- Burke, J. (1986). *Bureaucratic responsibility*. Baltimore: The Johns Hopkins University Press.
- Ciancutti, A., & Steding, T. (2001). *Built on trust: Gaining competitive advantage in any organization*. Chicago: Contemporary Books.
- Cook, K., Hardin, R., & Levi, M. (2005). *Cooperation without trust?* New York: Russell Sage Foundation.
- Cook, K. (Ed.)(2001). *Trust in society*. New York: Russell Sage Foundation.
- Cooper, T. (1990). *The responsible administrator: An approach to ethics for the administrative role (3rd Edition)*. San Francisco: Jossey Bass.
- Csorba, L. (2004). *Trust: The one thing that makes or breaks a leader*. Nashville: Zondervan.
- Delattre, E. (1988). *Education and the public trust: The imperative for common purposes*. London: National Book Network.
- Fredrickson, H. G., & Ghere, R.K.(Eds.)(2005). *Ethics in public management*, New York: M.E.Sharpe.
- Frederickson, H. (Ed.)(1993). *Ethics and public administration*. New York: M.E. Sharpe.
- Fukuyama, F. (1995). *Trust: The social virtues and the creation of prosperity*. New York: Penguin Books.
- Galford, R., & Drapeau, A. (2002). *The trusted leader: Bring out the best in your people and your company*. New York: The Free Press.
- Gardner, J. (1990). *On leadership*. New York: The Free Press.
- Geuras, D., & Garofalo, C. (2005). *Practical ethics in public administration (2nd Edition)*. Vienna, Virginia: Management Concepts.
- Goethals, G., & Sorenson, G. (Eds.)(2006). *The quest for a general theory of leadership*. Cheltenham, UK: Edward Elgar.
- Govier, T. (1998). *Dilemmas of trust*. Montreal & Kingston: McGill-Queen's University Press.
- Gortner, H. (1991). *Ethics for public managers*. Westport, Connecticut: Praeger.
- Hardin, R. (2006). *Trust*. Cambridge: Polity Press.
- Hardin, R. (Ed.) (2004). *Distrust*. New York: Russell Sage Foundation.
- Hardin, R. (2002). *Trust and Trustworthiness*. New York: Russell Sage Foundation.
- Hastings, W., & Potter, R. (2004). *Trust me: Developing a leadership style people will follow*. Colorado Springs: Waterbrook Press.
- Healey, J. (2007). *Radical trust: How today's great leaders convert people to partners*. New York: John Wiley and Sons.
- Hodgkinson, C. (1996). *Administrative philosophy: Values, motivations in administrative life*. Oxford: Pergamon.
- Hodgkinson, C. (1983). *The philosophy of leadership*. Oxford: Basil Blackwell Publisher.
- Hodgkinson, C. (1978). *The philosophy of administration*. New York: St. Martin's Press.
- Huotari, M., & Livonen, M. (Eds.)(2004). *Trust in knowledge management systems in organizations*. Hershey & London: Idea Group Publishing.
- Ingstrup, O., & Crookall, P. (1998). *The three pillars of public management: Secrets of sustained success*. Montreal: McGill-Queen's University Press.
- Jenkins, M., & Jenkins, D. (1998). *The character of leadership: Rethinking good leadership in light of a fresh encounter with Machiavelli*. San Francisco: Jossey Bass Publisher.
- Kernaghan, K., & Langford, J. (1990). *The responsible public servant*. Toronto: The Institute for Research on Public Policy.
- Kramer, R., & Tyler, T. (Eds.)(1996). *Trust in organizations: Frontiers of theory and research*. Thousand Oaks: SAGE Publications.
- Lane, C., & Bachmann, R. (Eds.)(2000). *Trust within and between organizations; Conceptual issues and empirical applications*. Oxford: Oxford University Press.
- Marshall, E. (2000). *Building trust at the speed of change: The power of the relationship-based corporation*. New York: American Management Association.
- Menzel, D. (2007). *Ethics management for public administrators: Building organizations of integrity*. New York: M.E. Sharpe.
- Misztal, B. (1996). *Trust in modern societies*. Cambridge: Polity Press.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York; M.E. Sharpe.
- Navran, F. (1995). *Truth and trust: The first two victims of downsizing*. Athabasca University Educational Enterprises: Athabasca.
- Nooteboom, B., & Six, F. (Eds.)(2003). *The trust process in organizations; Empirical studies of the determinants and the process of trust development*. Cheltenham, UK: Edward Elgar.

- Ostrom, E., & Walker, J. (Eds.)(2003). *Trust and reciprocity: Interdisciplinary lessons from experimental research*. New York: Russell Sage Foundation.
- Parsons, R. (2001). *The ethics of professional practice*. Boston: Allyn and Bacon.
- Petrick, J., & Quinn, J. (1997). *Management ethics: Integrity at work*. Thousand Oaks: SAGE Publications.
- Reina, D., & Reina, M. (2006). *Trust and betrayal in the workplace: Building effective relationships in your organization (2nd Edition)*. San Francisco: Berrett-Koehler Publishers, Inc.
- Rohr, J. (2002). *Civil servants and their constitutions*. Lawrence: University Press of Kansas.
- Seligman, A. (1997). *The problem of trust*. Princeton: Princeton University Press.
- Shaw, R. (1997). *Trust in the balance: Building successful organizations on results, integrity and concern*. San Francisco: Jossey Bass.
- Smith, D. (1995). *Entrusted: The moral responsibilities of trusteeship*. Bloomington; Indiana University Press.
- Solomon, R., & Flores, F. (2001). *Building trust in Business, politics, relationships and life*. Oxford: Oxford University Press.
- Sztompka, P. (1999). *Trust: A sociological theory*. Cambridge: Cambridge University Press.
- Uslaner, E. (2002). *The moral foundations of trust*. Cambridge: Cambridge University Press.
- Vanrt, M. (2008). *Leadership in public organizations: An introduction*. New York: M.E. Sharpe.
- Ward, A., & Smith, J. (2003). *Trust and mistrust: Radical risk strategies in business relationships*. New York: Wiley.
- Warren, M. (Ed.)(1999). *Democracy and Trust*. Cambridge: Cambridge University Press.

Beyond the course texts (required and supplementary, as above), textual materials for the course will be provided as handouts during the semester, available on reserve, available online through library or available on the PAWS Course web site. This course will draw a great deal from recent public administration and public management periodicals (see references posted on PAWS course site).

EVALUATION

The weight of the various components of the course is as follows:

- Application and Group Assignments: 10 points
- Article/Chapter Executive Summaries: 20 points (2 x 10)
- Research Paper: 40 points (annotated outline - 10 points; final paper - 30 points)
- Final Exam: 30 points

Rubrics and further details for these evaluation elements will be posted on PAWS site. See generic Graduate Studies and Research site for grading rubric which will be used by instructor to consider the evidence of student learning and achievement in this course:

<http://www.usask.ca/calendar/exams&grades/gradingsystem/>

Article/Chapter Executive Summaries

You will be required to submit and present executive summaries for two assigned articles/chapters and be prepared to discuss these in seminar setting. You will post your briefing on PAWS site prior to presentation time/date. These chapters/articles will be assigned by the instructor and will consist of 20 points (10 each). Rubric posted on PAWS course site.

Research Paper

Research papers should be between 15-20 double-spaced pages excluding end notes, bibliography and appendices. Your research subject and a brief outline of how you will approach your paper are due in Session 3; pre-making service by instructor is available by or before Session 8; your paper is due by Session 11. Each student will hand

their paper in as hard copy and electronic copy – in both instances with attached self-assessment (you will find electronic rubric on PAWS).

You will present your paper (c. 10 minutes) to the class as a whole during one of the last class sessions. Use Strunk and White (<http://www.pearsonhighered.com/academic/product?ISBN=020530902X>) or Turabian (<http://www.bridgew.edu/library/turabian.cfm>) if you have questions about spelling, syntax, grammar, flow of logical presentation, etc

Almost *any analogous topic that you clear with me will work*. Remember that we are not interested in the topic except as it presents a leadership issue, an ethical dilemma, or a trust-brokering circumstance. After laying out sufficient background facts to orient the reader about the issue, identify as many of the conflicting values as you can and then note the major policy alternatives, considering to what extent each would realize (or not realize) those values. Argue for your choice of the “best” policy alternative from a leadership, an ethical standpoint, or a trust sustaining perspective giving logical reasons and evidence and visibly using what you’ve learned in this course—and from other courses, books, articles and experience as appropriate.

NOTE: GRADES ON ALL WRITTEN ASSIGNMENTS will be based on both substance and format; in other words, I expect research papers to follow proper term paper format, as spelled out in any of the standard writing manuals (i.e., Turabian (as above), the American Psychological Association Handbook (APA: <http://library.concordia.ca/help/howto/apa.php>), Modern Languages Association (MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>), or Chicago (<http://library.osu.edu/sites/guides/chicagogd.php>)). I will pre-mark and mark for spelling, syntax, grammar, the logical flow and structure of information. See posted rubric for papers.

LATE ASSIGNMENTS

STUDENTS WITH SPECIAL NEEDS

Students with Special Needs

Students with disabilities should contact DSS, Student and Enrolment Services Division, Tel: 306-966-7273, Fax: 306-966-1170; Website: www.students.usask.ca/disability

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina’s Graduate Calendar and the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.

Seminar Schedule

You will notice that sandwiched between an orientation and overview (session 1) and two sessions (Sessions 12 and 13), there are three sessions allotted to deal with leadership, ethics and trust. Of course these constructs inherently require each other and will be integrated more than the discrete display offered in this syllabus. Every effort will be made to provide and bridge attention to both the theoretical and practical qualities of the three constructs, in a

fashion that is research-based and field-ready. The development of *phronesis* or practical wisdom for public administrators is a strategic end of this course.

April 17th AM Session 1. Introduction to Leadership, Ethics and Trust in the Service of the Public

Required Pre-Reading for this Session:

- Heifetz Text: Chapter 1, 2, & 3 (pp. 5-46)

Topics Considered:

- Orientation to Course, Syllabus, Expectations and Seminar Process
- Adaptive versus Technical Leadership in Public Administration
- The “New” Public Administration
- Authenticity in Leadership
- Zones of Leadership

Supplementary Readings for Session #1:

- Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.
- Denhardt, R., & Denhardt, J. (2006). *The art of leading in business, government and society*. New York: M.E. Sharpe.
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey Bass.
- Kernaghan, K., & Langford, J. (1990). *The responsible public servant*. Toronto: The Institute for Research on Public Policy. Chapter 2 (Acting in the Public Interest) and Chapter 3 (The Politically Neutral Public Servant).
- March, J., & Weil, T. (2003). *On leadership*. Oxford; Blackwell Publishing.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York; M.E. Sharpe. Chapter 1 (Transformation of Public Leadership) and Chapter 3 (Public Leadership as Gardening).

April 17th PM Session 2. Leadership for a Changing World: Overview of Leadership Theories Applicable to Public Administration

Required Pre-Reading for this Session:

- Heifetz Text: Chapters 4, 5, & 6 (pp. 49-100)
- *The Prince*, 1-5 Republics Old and New

Topics Considered:

- Overview of Major Seven Leadership Theories
- Why Machiavelli Wrote *The Prince* (Who He Is, Why He Matters, Florence in His Day)

Supplementary Readings for Session #2:

- Fiorina, M., & Shepsle, K. (1989). Formal theories of leadership: Agents, agenda setters, and entrepreneurs. In Bryan Jones *Leadership and Politics* (pp. 17-40). Lawrence: University of Kansas Press.
- Goethals, G., & Sorenson, G. (Eds.)(2006). *The quest for a general theory of leadership*. Cheltenham, UK: Edward Elgar. Chapter 3 (The Theory and Metatheory of Leadership; The Important but Contested Nature of Theory).

- Jenkins, M., & Jenkins, D. (1998). *The character of leadership: Rethinking good leadership in light of a fresh encounter with Machiavelli*. San Francisco: Jossey Bass Publisher. Chapter 7 (Are you a principality or a republic?).
- Selected sections from Barnard, C. (1968 Edition). *The functions of the executive*. Cambridge: Harvard University Press.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York: M.E. Sharpe. Chapters 6 & 8.
- Northouse, P. (2009). *Introduction to leadership: Concepts and practice*. Los Angeles: SAGE. (Chapter 1).
- Ruscio, K. (2004). *The leadership dilemma in modern democracy*. Cheltenham, UK: Edward Elgar. Chapter 8 (Is Politics Bad Leadership?)
- Van Wart, M. (2008). *Leadership in public organizations: An introduction*. New York: M.E. Sharpe. Chapters 1-4 (especially 2 and 3).
- Wildavsky, A. (1989). A cultural theory of leadership. In Bryan Jones *Leadership and Politics* (pp. 87-113). Lawrence: University of Kansas Press.

April 24 AM Session 3. Leadership at the Apex

Required Pre-Reading for this Session:

- Badaracco, J. (2006). *Questions of character: Illuminating the heart of leadership through literature*. Boston: Harvard Business School Press. Chapter 7: How Well Do I Combine Principles and Pragmatism from A Man for All Seasons by Robert Bolt. (pp. 139-161). Online
- *The Prince*, 6-12 Virtù, Fortuna and Power

Topics Considered:

- Why should anyone be led by you?
- Executive intelligence
- Public Administrators Role in Policy Making
- The Ideal Politician & The Anatomy of an Executive
- The Executive Compass
- CEOs as Political Advisors to Elected Officials
- Review of Public Service Commission Competency Frameworks

Supplementary Readings for Session #3:

- Badaracco, J. (2006). *Questions of character: Illuminating the heart of leadership through literature*. Boston: Harvard Business School Press.
- Goffee, R., & Jones, G. (2006). *Why should anyone be lead by you? What it takes to be an authentic leader*. Cambridge: Harvard Business School Press.
- Lord, C. (2003). *The modern prince: What leaders need to know now*. New Haven: Yale University Press. Chapters 1-3 (Why Leadership is Still Possible; Why Leadership is Still Necessary; and Leadership and Statecraft).
- Jenkins, M., & Jenkins, D. (1998). *The character of leadership: Rethinking good leadership in light of a fresh encounter with Machiavelli*. San Francisco: Jossey Bass Publisher. Chapter 8 (Understanding the ecology of leadership and power) and Chapter 16 (What competence looks like).
- Mant, A. (1997). *Intelligent leadership*. St. Leonards, NSW: Allen & Unwin.
- Menkes, J. (2005). *Executive intelligence: What all great leaders have*. New York: HarperCollins Publisher. Chapters 1, 9, 14

- Mournitzen, P., & Svara, J. (2002). *Leadership at the apex: Politicians and administrators in western local governments*. Pittsburgh: University of Pittsburgh Press. Chapters 5-7.
- Robinson, W. (2002). *Leading people from the middle: The universal mission of heart and mind*. Provo: Executive Excellence Publishing.
- Wareham, J. (1991). *The anatomy of a great executive*. New York: HarperBusiness.
- Wildavsky, A. (1984). *The nursing father: Moses as a political leader*. Tuscaloosa: The University of Alabama Press.

April 24 PM Session 4. Leadership for the Common Good: Tackling Public Problems in Shared-Power Settings

Required Pre-Reading for this Session:

- Heifetz Text: Chapters 7-12 (pp. 101-179)
- *The Prince* – 13-16 Art of Being a Prince
- Bryson, J., & Crosby, B. (1992). *Leadership for the common good*. San Francisco: Jossey Bass Publisher. Chapter 1 (When No One is In Charge: The Meaning of Shared Power) Online

Topic Considered:

- Settings for exercising leadership
- Making Interpretations
- Forging an Initial Agreement to Act
- Developing a Problem Definition to Guide Action
- Searching for Solutions in Forums
- Designing Effective Interventions
- Developing a Proposal that Wins
- Acting Politically

Supplementary Readings for Session #4:

- Bryson, J., & Crosby, B. (1992). *Leadership for the common good*. San Francisco: Jossey Bass Publisher. Chapter 2 & 3 (Leadership Tasks in a Shared-Power World & How Innovation Happens: The Policy Change Cycle), pp. 31-80.
- Jinkins, M., & Jinkins, D. (1998). *The character of leadership: Rethinking good leadership in light of a fresh encounter with Machiavelli*. San Francisco: Jossey Bass Publisher. Chapter 3 (The perils of an unarmed prophet) and Chapter 4 (The trouble with mercenaries).

May 1 AM Session 5. Selected Ethical Issues (Note sessions 5, 6 and 7 will all take place on extended day – May 1st – Lunch will be provided and session will be 8:30 to 5)

Topics Considered:

- Citizenship and Expertise
- Whistle-blowing
- Conflict of Interest

Selected Readings for Session #5 (by assignment):

Citizenship and Expertise

- Hart, D. (1984, March). The virtuous citizen, the honorable bureaucrat and public administration, *Public Administration Review*, 44, 143-151.
- Cooper, T. (1984, March). Citizenship and professionalism in public administration. *Public Administration Review*, 44, 143-151.
- Chandler, R. (1984, March). The public administrator as representative citizen: A new role for a new century, *Public Administration Review*, 44, 196-206.
- Alkadry, M. (2003, May). Deliberative discourse between citizens and administrators: If citizens talk, will administrators listen? *Administration and Society*, 35 (2), 184-209.

Whistle-blowing

- Bowman, J. (1980). Whistle-blowing in the public service: An overview of issues. In *Classics of Administrative Ethics*, pp. 267ff.
- Grace, J. (Spring). The ethics of information management, *Canadian Public Administration*, 34(1), 95-100.
- Kernaghan, K. (1991) Whistle-blowing in Canadian governments: Ethical, political and managerial considerations, *Optimum: The Journal of Public Sector Management*, 22(1), 34-43.
- Laframboise, H. (1991, Spring) Vile wretches and public heroes: the ethics of whistleblowing in government, *Canadian Public Administration*, 34(1), 73-77.
- Office of Values and Ethics. (2001, November) *Policy on the internal disclosure of information concerning wrongdoing in the workplace*.
- Jos, P., et al. (1989, Nov-Dec). In praise of difficult people: A portrait of the committed whistleblower. *Public Administration Review*, 49, 552-461.

Conflict of Interest

- Langford, J. (1991, Spring). Moonlighting and mobility, *Canadian Public Administration*, 34(1), 62-72.
- Langford, J. (1991). Conflict of Interest: What the hell is it? *Optimum: The Journal of Public Sector Management*, 22(1), 28-33.

May 1 AM/PM Session 6. Ethics in a Changing World: Overview of Ethical Doctrines and Tools Applicable to Public Administration

Required Pre-Reading for this Session:

- *The Prince* – 17-21 The Lion, the Fox; Fortune and Foreigners
- *Dobel, J. (1999). Public integrity*. Baltimore: The John Hopkins University Press. Chapter 1 (Integrity in Office, pp. 1-22), Chapter 3 (The Moral Realities of Public Life, pp. 48-67), and Chapter 10 (Political Prudence, pp. 193-211). Online

Topics Considered:

- Moral muteness and dialogical competence
- What is ethics and definitions of “ethical”
- Major streams of moral philosophy
- Six tools for ethical decision making
- Three Princely Questions: Should Prince be loved or feared? Is it wise or necessary that a Prince keep his/her word? How to gain the esteem of constituents and the mitigation of “moral luck”

Supplementary Readings for Session #6:

- Badaracco, J., & Ellsworth, R. (1989). *Leadership and the quest for integrity*. Cambridge: Harvard Business School Press. Chapter 1-3 (Political Leadership; Directive Leadership; and Value-driven Leadership).
- Cloud, H. (2006). *Integrity: The courage to meet the demands of reality*. New York: HarperCollins. Chapters 1-3 (The Three Essentials; Character, Integrity, Reality; and Integrity).
- Nash, R. (1996). *Real world ethics: Frameworks for educators and human services professionals*. New York: Teachers College Press, Columbia University. Chapter 3-5.

May 1st PM Session 7. Case Studies in Public Administration Ethics

Required Pre-Reading for this Session:

- Review ethical tools for decision making (on PAWS)
- Read your assigned cases

Topics

- Case-based topics in case analysis workshop session

Supplementary Readings for Session #7:

- Jinkins, M., & Jinkins, D. (1998). *The character of leadership: Rethinking good leadership in light of a fresh encounter with Machiavelli*. San Francisco: Jossey Bass Publisher. Chapter 6 (Developing a sense of smell)

May 8th AM Session 8. Ethics and Leadership

Required Pre-Reading for this Session:

- Heifetz Text: Chapters 13-18 (pp. 181-230)

Topics Considered:

- Professional Identity: Loyalties, Bandwidths and Roles
- Polarity management

Supplementary Readings for Session #8:

- Behn, R. (1998, May-June). What right do public managers have to lead? *Public Administration Review*, 58, 209-224.
- Johnson, B. (1996). *Polarity management: Identifying and managing unsolvable problems*. Michigan: Polarity Management Associates.
- Mitchell, T., & Scott, W. (1987, Nov-Dec). Leadership failures, the distrusting public and the prospects of the administrative state. *Public Administration Review*, 47, 445-452.
- Price, T. (2008). *Leadership ethics: An introduction*. Cambridge; Cambridge University Press. Chapter 9 (Everyday Leadership Ethics).
- Goethals, G., & Sorenson, G. (Eds.)(2006). *The quest for a general theory of leadership*. Cheltenham, UK: Edward Elgar. Chapter 6 (A Framework for a General Theory of Leadership Ethics)
- Thompson, D. Democratic Dirty Hands, *Political Ethics and Public Office*, 11-39.

May 8th AM/PM Session 9. Ethics, Trust and Public Management

Required Pre-Reading for this Session:

- Heifetz Text: Chapter 19-23 (pp. 231-297).

Topics Considered:

- The power of purpose
- Getting past the past
- Positive deviance in public places
- Naming the mess
- Third way mutual gains
- Growing support networks
- Currency and Management of Moral Capital

Supplementary Readings for Session #9:

- *A Strong Foundation: Report of the task force on public service values and ethics*
- Langford, J. (2004, Winter). Acting on values: An ethical dead end for public servants. *Canadian Public Administration*, 47, 429-450.
- Gortner, H. (1991). *Ethics for public managers*. Westport, Connecticut: Praeger. Chapter 1 (Ethics and Public Administration) and Chapter 2 (The Gordian knot still tied: Ethical dilemmas and the public manager).
- Thompson, D. (1985, Sept-Oct). The possibility of administrative ethics. *Public Administration Review* 45, 555-561.
- DeLeon, L., & DeLeon, P. (2002, May). The democratic ethos and public management. *Administration and Society*, 34(2), 229-250.
- Chapman, R. (1998, Jan-Mar). Problems of ethics in public sector management, *Public Money and Management*.
- Gross, R. (1996). A distinct public administration ethic. *Journal of Public Administration Research and Theory*, 4, 573-597.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York; M.E. Sharpe. Chapter 18 (Leadership and Ethics in Decision Making by Public Managers).
- Martiez, J. (1998, Jan). Law versus ethics: Reconciling two concepts of public Service ethics. *Administration and Society*, 29(6), 690-722.
- Rasmussen, R., Malloy, D., & Agarwal, J. (2003). The ethical climate of government and non-profit organizations: Implications for public-private partnerships. *Public Management Review* 5(1), 83-97.
- Sison, A. (2003). *The moral capital of leaders: Why virtue matters*. Cheltenham, UK: Edward Elgar. Chapter 2 (Moral capital and leadership) and Chapter 4 (Habits, Moral Capital's Compound Interest).

May 8th PM Session 10. Trust and Trustworthiness

Required Pre-Reading for this Session:

- Maloy (2009, April). Two concepts of trust. *The Journal of Politics*, 71 (2), 492–505 Online
- Jones, K. (1996, October). Trust as an affective attitude. *Ethics*, 107, 4-25. Online
- Hardin, R. (1996, October). Trustworthiness, *Ethics*, 107 Online

Topics Considered: The Concepts and Foundations Trust

- Social Capital and Trust
- Trust as Encapsulated Interest
- Trust as a Three-Part Relation
- One Way Trust
- Mutual Trust
- Thick and Thin Trust

Supplementary Readings for Session #10:

- Hardin, R. (2002). *Trust and trustworthiness*. New York: Russell Sage Foundation. Chapters 1- 4
- O’Neil, O (2002). *A question of trust: The BBC Reith lectures 2002*. Cambridge: Cambridge University Press.
- Cloud, H. (2006). *Integrity: The courage to meet the demands of reality*. New York: HarperCollins. Chapters 4-6 (Building Trust through Connection; Extending Favour; and Vulnerability)
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York; M.E. Sharpe. Chapter 11 (Creating Public Value Using Managed Networks) and Chapter 13 (The Challenge of Leading through Networks: Institutional Analysis as a Way Forward)

May 15th AM Session 11. Trust, Governance and Practice of Public Administration

Special Note: Research papers due (hard copy to instructor and electronic submission to PAWS hand-in site)

Required Pre-Reading for this Session:

- Baier, A. (1986, January). Trust and antitrust. *Ethics*, 96, 231-260. Online
- Braithwaite, V., & Levi, M. (Eds.) (1998). *Trust and Governance*. New York: Russell Sage Foundation. Chapters 1, 4, & 14 Online

Topics Considered: The Creation, Fragility and Sustainability of Trust

- Rationality of Trust
- Distrust & Endemic Distrust
- Mistrust
- Uncertainty and Trust
- Social Constraints on Trustworthiness
- Restoration of Trust

Supplementary Readings for Session #11:

- Braithwaite, V., & Levi, M. (Eds.) (1998). *Trust and Governance*. New York: Russell Sage Foundation. Chapters 8-10
- Bailey, F. (1988). The creation of trust. In F. Bailey, *Humbuggery and Manipulation: The Art of Leadership*. Ithaca: Cornell University Press.
- Barber, B. (1983). *The Logic and Limits of Trust*. New Brunswick: Rutgers University Press.
- Morse, R., Buss, T., & Kinghorn, C. (Eds.)(2007). *Transforming public leadership for the 21st century*. New York: M.E. Sharpe. Chapter 12 (Consensus Building and Leadership).

May 15 AM/PM Session 12. Student presentation