# DECISION-MAKING



Cases in Organization and Leadership

Edited by

PATRICIA A. MITCHELL

#### ETHICAL DECISION-MAKING

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**Myers Education Press** is an academic publisher specializing in books, e-books and digital content in the field of education. All of our books are subjected to a rigorous peer review process and produced in compliance with the standards of the Council on Library and Information Resources.

Library of Congress Cataloging-in-Publication Data available from Library of Congress.

13-digit ISBN 978-1-9755-0083-2 (paperback)

13-digit ISBN 978-1-9755-0082-5 (hard cover)

13-digit ISBN 978-1-9755-0084-9 (library networkable e-edition)

13-digit ISBN 978-1-9755-0085-6 (consumer e-edition)

Printed in the United States of America.

All first editions printed on acid-free paper that meets the American National Standards Institute Z39-48 standard.

Books published by Myers Education Press may be purchased at special quantity discount rates for groups, workshops, training organizations and classroom usage. Please call our customer service department at 1-800-232-0223 for details.

Cover design by Sophie Appel

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#### Contents

Preface		XI
Foreword		xı
Acknowled	gments	xvii
About the l	Editor	xix
Introductio	n	xxi
PART I	K–12 Education	
	Overview	3
	Claudia Coughran	
CASE STUDY:		
1.1	Principal for the Day Niki T. Newman-Brown	5
1.2	Is It Policy or Favor? Rebecca Loboschefsky	7
1.3	Can One Woman Make a Difference?  Claudia Coughran	9
1.4	The Honest Teacher  Michael Blanco	11
1.5	A Bully Boss or Just Doing the Job?  Silvia Ramirez	15

1.6	Restorative Practices Shawntee Reed	18
	Snuwniee Reeu	
1.7	He Said, She Said	21
	Niki T. Newman-Brown	
1.8	Football Is King	23
	Claudia Coughran	
1.0	The Manager Who Retaliates	29
119	Michael Blanco	
1.10	A Predicament: Promotions and Team Conflict	32
	Helena Young	
1.11	Educational Choices	38
	Catherine Crouse Barnes	
	771 J. 71	
PART II	Higher Education	
	Overview	43
	Silvia Ramirez	
CASE		
STUDY:		
orobi.		
2.1	Teaching Implicit Bias in Public Education	46
	Teaching Implicit Bias in Public Education Richard Greggory Johnson III	46
		46
2.1	Richard Greggory Johnson III	
2.1	Richard Greggory Johnson III  Who Gets the Scholarship?	

Contents vii

2.4	Faculty-Student Relationship  Mitchell Friedman	55
2.5	Board Gone Wild—When Ethics Don't Matter Stanford Simmons	60
2.6	Senior Management Challenge Jamie Williams	65
PART III	Public and Nonprofit Organizations	
	Overview Marie Roberts De La Parra	71
CASE STUDY:		
3.1	Battling Board Members  Mitchell Friedman	73
3.2	The Big Easy Jason Mitchell	77
3.3	Coming Up Short: The Challenge of Food Stashing <i>Janith Norman</i>	79
3.4	Promoting from Within  Jay Le Roux Dillon	82
3.5	The Nonconsequentialist Leader Marie Roberts De La Parra	84
3.6	No Need to Rush Cynthia Mitchell	87

3.7	Keeping Secrets	90
	Candy Smolik	
3.8	The Paying Public and Private Problems  Candy Smolik	93
PART IV	Government and Law Enforcement	
	Overview	99
	Tyree Robinson	
CASE STUDY:		
4.1	Dignity, Sweetheart Deals, and Politics  Janith Norman	101
4.2	Management Accountability  Tyree Robinson	103
4.3	Who's Really Being Served?  Matthew Escover	106
4.4	Dirty Deeds Dominic Yin	109
4.5	Acceptable Racism Tyree Robinson	113
PART V	Corporate America	
	Overview	119
	Tommy Moreno and Marion Moreno	

Contents ix

CASE STUDY:		
5.1	The Case of the Missing Performance Reviews Susan R. Stryker and James B. Stryker	122
5.2	Sponge Management—Compassionate Leader or Colluder?  Beverly Davis	125
5.3	Cultural Sensitivity Shawntee Reed	128
5.4	Misbehaving or Misunderstanding?  Harold Wilson	131
5.5	Ethics During a Crisis  Mel Davis	135
5.6	No Pressure—Hire My Son Tommy L. Moreno	138
5.7	What's the Harm—To Share or Not to Share?  Marion C. Moreno	141
5.8	Forced Ethics Mel Davis	145
5.9	Leadership Lessons Learned Brad Hatton	148
5.10	Moving Manufacturing to India Susan R. Stryker and James B. Stryker	151
5.11	Managing Work Force Diversity  Melvinia King	154

## PART VI Health Industry

	Overview	159
	Patricia Mitchell	
0.4.05		
CASE		
STUDY:	E I D for E I M/o al-	1.61
6.1	Equal Pay for Equal Work	161
	Veronica Knott	
6.2	English-Only Workplace Policies	164
	Jonathan Pettey	
Postscript		169
List of Con	tributors	171

#### Preface

Rev. Paul Fitzgerald, S.J. President, University of San Francisco

COCRATES DESCRIBED ETHICS AS "NO small matter but how we ought to live." For Augustine, human freedom realizes itself in our choice to do the good that God invites us to do. The Jesuit tradition, sprung from the early modern retrieval of these ancient notions, holds that persons can live the life of virtue that they ought to by discerning their own deepest desires for goodness, love, truth, beauty, and so forth. Ignatius of Loyola established an educational philosophy and practice that leads people to develop the habit of discerning where the spirit of light is inviting us to the good, and where the spirit of darkness is tempting us away from the good. Jesuit spirituality has contributed much to what David Tracy calls the Catholic analogical imagination: a hopeful worldview that presumes the immanence of the Divine in every aspect of human life, all within a world that is "charged with the grandeur of God," as Hopkins put it. This worldview marries faith and reason, sees love and justice as mutually necessary and supportive, and sees education as cura personalis, an efficacious engagement of the whole person in a general movement toward integrity, generosity, and holiness in his personal, professional, and civic life.

In the Jesuit tradition, the University of San Francisco is enlivened by such scholars as Dr. Patricia Mitchell, who has long been engaged in holistic education that affords graduate students a supportive context within which to discern and to practice "how we all ought to live." The present volume is an excellent example of Ignatian pedagogy.

The pursuit of knowledge and wisdom affords students myriad opportunities to apply ethical principles to real-world situations and, in so doing, to develop a healthy moral imagination. Readers of this book, guided by their professors, will be afforded the opportunity to practice prudential judgment as they study these efforts to articulate and practice the true and the good, to diagnose our and other societies' present ethical challenges, and to dream

of ways to fashion a more just, humane, and sustainable world. Students will gain insights into themselves and the world through dialogue and debate, through immersion and reflection. As they prepare for leadership roles in the public and private sectors, they should take courage and solace, for they are becoming persons of conscience. Yet they know, too, that their ideals and their moral courage will be sorely and repeatedly tested by a globalizing society wherein affronts to human dignity abound in a world rife with unethical practices and social injustices.

This volume is well resourced to prepare students for these challenges. Jesuit pedagogy for conscience formation has always been built upon a humanistic education that encompasses the full sweep of human reality. To meet novel social challenges, evidence must be gathered, conflicting moral claims weighed, stakeholders identified, fundamental norms and principles queried and applied, prudential judgments made, and brave actions engaged. Thus, case studies are the most apt vehicle for this sort of formation.

The Judeo-Christian insight into the absolute worth and dignity of every human person, created *in imago Dei*, founds an Ignatian commitment to ethics and justice. As image and likeness of God, each person enjoys inalienable rights and merits respect as a whole person. Yet to be a human person is not merely to be a biological organism; it is also, necessarily, to be a person in relation to other persons, that is, a member of a family, of a community, of one or more cultures, and of the whole human race, at a given moment and place in the flow of history. The Catholic intellectual tradition sees human interconnectedness as a reality that encompasses rather than destroys—is attentive to rather than disregards—cultural differences. The pursuit of the good of each and the good of all must therefore proceed within the complexity of human dialogue, seeking unity in diversity. The understanding of the human being as a "person in relation" is and ought to be a central consideration in an education that asks, "How ought human relationships to be structured justly?"

To understand how the world works, and to master multiple skills of investigation into nature and human society, are necessary but insufficient goals. One must also be given many complementary ways of understanding why the world is the way it is. In what directions are the current great social, political, economic, and technical forces moving? In what ways can rigorous, scientific investigation take on the most intractable challenges to human flourishing? Intellectual acuity and moral imagination drive students to seek to

understand the interconnectedness of reality and to ask not only "is this the true?" but also "is this a just?" and, especially, "can we do better?"

The Spiritual Exercises of St. Ignatius are designed to afford the retreatant an occasion to consider her past efforts to live a life of integrity so as to better appreciate her present situation in order, finally, to discern and choose the best path forward toward ever greater integrity—or, stated otherwise, for her to be a willing, knowing, and loving instrument of God's project to perfect creation. In this spiritual worldview, integrity can be defined quite simply as that state of soul wherein what I feel in my heart corresponds to what I think in my mind, what I say with my lips, and what I build with my hands. If ethics is indeed "no small matter but how we ought to live," then the fruit of this present volume will be measured by the lives led by those who will have read, understood, and put into practice the wisdom contained within.

#### Foreword

Gloria Ladson-Billings President, National Academy of Education

Leadership is one of those elusive notions that everyone believes they can explain but few actually know how to command. Even at the highest levels of power—government, industry, philanthropy, health care, and other parts of corporate America—true leadership is amazingly scarce. When we move into the "less powerful" social sectors, leadership can be even scarcer. Public service entities like social work, community organizations, and education struggle to recruit, develop, and retain talented leadership. Patricia Mitchell has edited an important volume focused on ethical decision-making in organization and leadership. As I read the volume, I was reminded of a statement that William Ayers offered in his best-selling book, To Teach: The Journey of a Teacher (1993) about the need for teaching to be intellectually substantive and ethically defensible. I believe Mitchell applies those same principles to the work of leaders across a broad swath of work environments—Pre-K-12 educators, higher education, corporate, nonprofit, health care, law enforcement, and government.

Mitchell's volume offers examples of ethical decision-making through a series of well-documented, engaging cases. This technique is an important way to bring depth and nuance to the task of ethical decision-making. Despite the call for large-scale, randomized trials in research, questions about ethical decision-making require descriptive qualitative methodologies that tell whole stories. This is not a critique of quantitative analysis. Rather, it is an attempt to help readers understand that while large data sets can be excellent at helping us understand the "what" of a circumstance (e.g., what is the average age of a leader in a particular field, or what factors help people with their decision-making), qualitative inquiry (in this instance, case studies) help us better understand the "why" of a decision.

The late Professor James March (Stanford University) was well known for his work in organizational leadership and decision-making. His work rests heavily on the creation of decision-making models. However, when leaders are required to make crucial decisions, especially in the midst of a crisis, we know that their own values and moral compasses help them make those decisions. The context in which a decision is made can be a primary driver. Consider a principal in a school with an active shooter, a chief of surgery deciding to pull the plug on a young patient, a head of state contemplating war. The contexts of these decisions are so specific that most decision-making models are limited in helping them decide.

As a child of the 1960s, I remember what today's students of history call "The Cuban Missile Crisis." I remember President Kennedy's somber address to the nation about the Soviet bases in Cuba and his decision to confront the enemy ships. I believe I remember this decision because my brother, who is seven years older than I, had enlisted in the Air Force and was stationed in Germany. My first thought was whether or not the activities in the Caribbean meant he would have to enter combat. The "decision tree" for President Kennedy did not show up in an organizational leadership text. He had to weigh the moral and ethical implications of allowing the Soviets to continue provocations in the Western Hemisphere versus the absolute terror his decision would strike in the hearts of Americans and the possible sacrifice of American military lives. His had to be an ethical decision. There was too much at stake.

While not all decision-making is life or death, all decision-making concerns can be measured by an ethical standard. Is it ethical to give students good grades even when they have not earned them? Is it ethical to place corporate profits over workers' wages? Is it ethical to provide a liver transplant to a patient who is a known alcoholic? Recently, a school superintendent was charged with a felony because she took a sick student to a clinic for treatment and he received an antibiotic prescription. However, because the student had no health insurance, the superintendent told the clinic that he was her son, and he received the care fraudulently. Her actions were a clear legal breach. But were they ethical ones? These are the kinds of questions this volume will help you to consider in your career and workplace.

Patricia Mitchell has done us a wonderful service as well as increased our knowledge base and understanding of the nuances of decision-making across many fields and professions. This volume provides must reading for leaders at all levels and in a variety of fields. I suspect it will become a standard text in leadership courses everywhere.

#### Acknowledgments

Positive leaders stay grounded in ethical values and use a human growth mindset. They are fixed and flexible at the same time, never straying from ethics but always willing to change with the times.

—Linda Fisher Thornton

MANY PEOPLE HAVE CONTRIBUTED TO the development of this book, *Ethical Decision: Cases in Organization and Leadership.* I would like to take this opportunity to thank and acknowledge all of the following:

- Contributing authors: Michael Blanco, Allen Calvin, Claudia Coughran, Beverly Davis, Mel Davis, Marie Roberts De La Parra, Jay Le Roux Dillon, Matthew Escover, Paul Fitzgerald, Mitchell Friedman, Brad Hatton, Richard Greggory Johnson III, Melvinia King, Veronica Knott, Gloria Ladson-Billings, Rebecca Loboschefsky, Cynthia Mitchell, Jason Mitchell, Marion Moreno, Tommy Moreno, Niki T. Newman-Brown, Janith Norman, Jonathan Pettey, Silvia Ramirez, Shawntee Reed, Tyree Robinson, Stanford Simmons, Candy Smolik, Jim Stryker, Susan Stryker, Jamie Williams, Harold Wilson, Dominic Yin, and Helena Young
- Sue Morris, for editorial assistance that kept us focused
- Colleagues in the USF School of Education
- Colleagues in the Department of Leadership Studies: Ursula Aldana, Jane Bleasdale, Alejandro Covarrubias, Michael Duffy, Walt Gmelch, Danfeng Koon, Genevieve Negron-Gonzales, Darrick Smith, and Desiree Zerquera
- Thanh Ly, for her support and assistance
- Dr. Mitchell's family: husband Larry; children Candyce, Jason, and Jeremy; son-in-law Aaron Jackson; daughter in-law Shanelle; grand-children Avery, Grant, and Isaiah; and mother Ruth Turner, who passed away just a few weeks ago
- Myers Education Press, for publishing this book

Patricia Mitchell is Professor Emerita and the former chair of the Department of Leadership Studies at the University of San Francisco (USF). Dr. Mitchell has over 40 years of professional and teaching experience in postsecondary education. She has been a major player and has made an impact on training and preparing leaders and managers to transform their organizations. Her research interests include organization and leadership issues; curriculum development; women's issues; and diversity in higher education. Mitchell has written and co-edited six textbooks, authored scholarly publications, and facilitated professional presentations. She was the recipient of the USF Ignatian Service Award for 2015. This award honors a faculty member whose service to students, the University and the community at large constitutes an exceptional contribution. Additionally, she received the Morgan State University Alumni Special Achievement Award for 2017. Mitchell serves on the executive board of the USF Chapter of Phi Delta Kappa at the University of San Francisco.

#### Introduction

Melvinia Turner King

On some positions, cowardice asks the question, is it safe; expediency asks the question, is it politic; Vanity asks the question, is it popular; but conscience asks the question, is it right. And on some positions, it is necessary for the moral individual to take a stand that is neither safe, nor politic nor popular; but he must do it because it is right.

—Dr. Martin Luther King, Jr. (1968)

It has been nearly 20 years since I decided on a new career in academia. Not in my wildest dreams could I have envisioned the impact of this choice or the full circle of returning to the business world with these insightful experiences. In the midst of these life-altering choices, the Harvard Decision Science Laboratory opened its doors for the study of human decision-making. These scientific pioneers link conversations between the worlds of policy and application. Researchers provide insight into the cognitive process in relationship to choices of action based on values and alternative possibilities. We are living in a world where choices matter, especially those requiring ethical leadership in organizations. This compelling book by Patricia Mitchell is one effort to help leaders with ethical decision-making and translating this calling into action.

#### Definition of ethical decision-making

In understanding the significance of ethical decision-making, one must begin by defining the concept, first by exploring the relationship between the act of decision-making and the determinants for ethical choices. Decision-making, according to the first definition in Merriam-Webster's latest online edition, is "the act or process of deciding something especially with a group

of people." Ethical is defined as "of or relating to ethics," the term ethics referring to the discipline addressing what is good and bad and with moral duty and obligation.

Chester Barnard, a corporate executive and author of *The Functions of the* Executive (1938/1968), was not an academician, yet he provided a major contribution to the field of organizational behavior. Credited with importing the public administration term decision-making into the language of business, Barnard's replacement of terms such as policymaking and other narrow business descriptors spearheaded change in managerial behaviors (Buchanan & O'Connell, 2006). Barnard described the administrative term for decisionmaking as two important organizational processes: planning and review. Planning permits control of decisions in very great detail and permits all available expertise to be brought to bear on a particular decision, with little concern for the lines of formal authority. Review is a source of information to the administrative hierarchy, a means of influencing subsequent decisions of subordinates, a means of correcting decisions on important matters, and a means of enforcing authority by determining when sanctions need to be applied. Depending on how they are employed, review processes may lead either to the centralization or to the decentralization of decision-making (Simon, 1944). This behavioral change occurs when organizational leaders view policymaking as endless deliberation with abundant resources, whereas decisions infer ending these discussions and taking action.

Walter Fluker, a social ethicist and author of *Ethical Leadership: The Quest for Character, Civility, and Community*, is not a business practitioner, but he provides a major contribution to defining ethical leadership for an array of global leaders. Noted for providing organizations with a model for ethical decision-making, Fluker's approach centers on focused ways of actively "doing ethics." Ethical leadership is defined as "the critical appropriation and embodiment of traditions that have shaped the character and shared meanings of a people" (Fluker, 2009, p. 33). Ethical leaders, therefore, are leaders whose character has been shaped by the wisdom, habits, and practices of particular traditions—often more than one—yet they tend to be identified with a particular cultural ethos and narrative. Finally, ethical leadership asks the question of values in reference to ultimate concern (Fluker, 2009). A conceptual model, rooted in traditions, institutions, and practices, derives from this definition. The attributes of ethical leadership and the processes

of decision-making provide diverse intersections of everyday life-worlds and complex system-worlds with which organizational leaders engage.

#### Importance of ethics

With historical media headlines railing about the corporate scandal involving Enron's demise, along with the public backlash and threats to Barbara Lee for being the only member of Congress to vote "No" on the Authorization for Use of Military Force Against Terrorists (the Iraq War), what was the role of ethics? In 1991, more than half of the Fortune 1000 U.S. corporations created an Ethics Officer position, an early signal recognizing the importance of ethics in the workplace (Weaver, Trevino, & Cochran, 1999). In 2016, a directive was established by the U.S. Sentencing Commission (2018) to assign responsibility for legal compliance to a single high-ranking corporate officer. Although Enron and the U.S. Congress had codes of ethics, something was obviously amiss regarding compliance. The 2004 Revised Guidelines advanced the 1991 mandate (U.S. Sentencing Commission, 2018) by specifically assigning directors the task of designing, implementing, and enforcing effective compliance and ethics systems. Board members are held accountable not only for establishing policy, but for actively engaging in ongoing ethics and compliance discussions with employees. Of major significance, this legal mandate requires directors to attend all ethics and compliance employee trainings.

How significant is ethics to the well-being of organizations? Does an organization's need to know good from bad encompass a moral duty and obligation to take actions that impact the world? Recent headline stories include these:

- Microsoft founder Bill Gates's statement that, despite the fact that he
  pays more than \$10 billion in taxes, he believes that people of wealth
  should be required to pay higher taxes;
- The "Me Too" movement's social media being flooded with messages, mostly from women, who tagged their profiles to indicate that they have been sexually harassed or assaulted; and
- Calls to action after the Florida high school shooting, including
   Parkland students themselves saying "We are going to be the last mass
   shooting" and that they are coming after the National Rifle Association
   and any politician taking money from the gun lobby.

These headlines reflect not even a microscopic fraction of the plethora of challenges and ethical dilemmas of quality jobs, affordable housing, poverty, global warming, racism, sexism, religious tolerance, cultural competence, and other significant areas related to ethics.

#### Different approaches to ethical decision-making

Chester Barnard's (1938/1968) original theories have stood up well under empirical scrutiny, one being a practical interpretation of organizational decision-making. Herbert Simon (1979) expanded on Bernard's theory, describing the survival of organizations in motivations that make their participants (employees, investors, customers, suppliers) willing to remain in the system by developing the theory of organizational equilibrium. The interactionist model posits a relationship between cognition and action based on other individual and situational variables. This model of ethical decision-making offers insight into how managers think about ethical dilemmas and provides a way to typologize real-world decision-making phenomena based on Lawrence Kohlberg's cognitive-moral-development model (Trevino, 1986). The ethical leadership model, derived as a conceptual approach to negotiate ethical decision-making, uses narrative and dramaturgical methods in the development of character, civility, and community as ethical leadership practices (Fluker, 2009).

The Ten Principles of the UN Global Compact (United Nations, 2018) affirms that corporate sustainability begins with a company's value system and a principled approach to doing business. This means operating in ways that meet fundamental responsibilities in the areas of human rights, labor, environment, and anticorruption. Responsible organizations enact the same values and principles wherever they have a presence, and know that good practices in one area do not offset harm in another (UN, 2018). The ten guidelines for learning to manage diversity call for not controlling or containing diversity, but enabling all members of a workforce to perform to their potential. In capturing the experience of multiple diversity models used by large companies, the following ten guidelines are used for leadership training worldwide in human-resource divisions: clarify your motivation, clarify your vision, expand your focus, audit your corporate culture, modify your assumptions, modify your systems, modify your models, help your people

*Introduction* xxv

pioneer, apply the special consideration test, and continue affirmative action (Thomas, 1990). These affirmations motivate ethics and social responsibility programs located in countries around the world to engage in life-altering decision-making.

# Why ethical decision-making is so important today across all types of organizations

I watched Barack Obama personify the importance of ethical decision-making during a 2004 speech at the Democratic National Convention by posing this question: "Do we participate in a politics of cynicism or a politics of hope?" Obama further clarified this pivotal choice by stating:

I'm not talking about blind optimism here—the almost willful ignorance that thinks unemployment will go away if we just don't talk about it, or the health care crisis will solve itself if we just ignore it. No, I'm talking about something more substantial.... It's the hope of a skinny kid with a funny name who believes that America has a place for him, too. The audacity of hope! (Obama, 2004)

Those words resonated around the world and propelled a citizenship to elect and reelect Barack Hussein Obama II as the 44th president of the United States of America. In tackling the interrelated agencies of poverty, racism, and militarism as barriers to Martin Luther King, Jr.'s concept of the Beloved Community, Obama provided historical significance in working with global visionaries.

King described the Beloved Community as a global vision that allows all people to share in the wealth of the earth. In his 1967 speech at the National Conference on New Politics in Chicago, King warned of a triple threat to this ideology of just humanity:

I suspect that we are now experiencing the coming to the surface of a triple prong sickness that has been lurking within our body politic from its very beginning. That is the sickness of racism, excessive materialism and militarism. Not only is this our nation's dilemma, it is the plague of western civilization. (1967a)

Medical experts and governing bodies today recommend programs to address the toxic impacts of racism, economic disparity, and war. These recommendations often assist communities by providing remedies for mental and physical illnesses. Numerous organizations such as Kaiser Permanente, the City of Atlanta, and the Port of Oakland have established diversity, social responsibility, and ethics-compliance divisions to ensure containment and removal of toxic organizational practices.

Gallup Chairman Jim Clifton, author of *The Coming Jobs War* (2011), designed the Gallup World Poll (GWP) to provide a voice for the world's seven billion citizens, many of whom have never been targeted before, on numerous issues. Based on six years of GWP data, this voice provided a single world-altering fact: The whole world wants a good job. Leading nations not considering this fact in every social initiative may face dramatic repercussions. Clifton (2011) warned of a pending apocalypse and America's next war. Over the next 30 years, Clifton estimated that the global gross domestic product will grow to \$200 trillion, adding \$140 trillion in the form of customers, employees, new businesses, and equity into the global mix. The global war for jobs will be an all-out battle for that \$140 trillion, because that sum of money represents the next evolution of the best jobs in the world. Most important is Clifton's conclusion that out of that \$140 trillion will rise the next economic empires, as well as the potential for societal hell.

After more than 50 years, U.S. society still celebrates the impactful words by of Dr. Martin Luther King, Jr.:

We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time. Life often leaves us standing bare, naked and dejected with a lost opportunity.... This may well be mankind's last chance to choose between chaos or community. (1967b, p. 202)

As dire and foreboding as King's statement is regarding decision-making, it still offers an important choice. In advancing the fields of organizational ethics and social responsibility, this book provides resources and frameworks in ethical decision-making for a choice—an important choice of personally taking action and creating a beloved community.

*Introduction* xxvii

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#### ETHICAL DECISION-MAKING



# K-12 EDUCATION

Leadership is not about how you behave when you know what to do, rather how you behave when you don't know what to do.

—Jimmy Casas



# Overview

#### Claudia Coughran

ODAY, PUBLIC EDUCATION AND THE morality and ethics of the teach $oldsymbol{oldsymbol{\bot}}$  ers and leaders who work within the institution are non-negotiable. Few would argue that public school educators need to possess these characteristics. Adjectives such as servant, social justice, transformational, and spiritual are all attributed to successful educational leaders (Adams, 2005; Bass & Avolio, 1994; Furman & Shields, 2005; Grogan & Shakeshaft, 2011; McCray, Beachum, & Yawn, 2012). Yet the responsibilities and pressures placed upon educational leaders in today's society can call this previously accepted norm into question.

Public education was created for the noble purpose of preparing citizens to participate in their new democracy. Mondale and Patton noted: "To leaders like Thomas Jefferson, the survival of the democracy depended on educating all Americans" (2001, p. 22). Ravitch and Viteritti wrote that, according to Jefferson, "In a democracy the people vote and choose their rulers, and that means you have to learn to read and write and you have to learn enough of the foundations to be a citizen" (2003, p. 48). Add to this America's Puritan roots and the strict moral dispositions of the time, and education was seen as the path not just to citizenry, but to morality through reading the Bible as well.

Consider twenty-first-century America and some of the challenges that educational leaders face. All children are afforded the right to a quality, free public education. This includes immigrant children, incarcerated children, poor children, rich children, Brown children, Black children, and White children. It is not uncommon for a public school teacher to have up to 35 students of varying gifts, abilities, talents, and varying levels of English acquisition in their charge. Frequently, some of the children may require additional services to make learning accessible to them and may be diagnosed with mental, cognitive, or physical challenges that impair their learning. Educational leaders need a strong moral compass to discern and navigate what is best for each child and how best to support each child given the challenging fiscal realities inherent in public education. An unethical educational leader, whether at a school, district office, county office, or state level, can make decisions that have devastatingly negative consequences on children.

So, do all educational leaders make ethical decisions? Are the tenants of social justice present within all schools? How have the shifting values in twenty-first-century America impacted the decisions of K–12 education leaders? What decisions and behaviors will you choose when faced with an ethical or moral dilemma within your school or district? Ponder these questions as you read the case studies in this chapter. These case studies are actual situations that the authors found themselves in or observed. The names and locations of the schools and districts have been changed, but the scenarios really did occur in twenty-first century America.

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### Principal for the Day

Niki T. Newman-Brown

Ms. Darlington is a second-year principal at Excellence Elementary School. Each year, the school district invites local community members to participate in an experience that allows them to shadow a principal for the day. Ms. Darlington's short tenure in education administration has provided the context for this day as one that is community building and political. After reviewing the email invitation, she recognizes that the person appointed to her school is Mr. Pearson. Mr. Pearson is a former representative of the teacher's union but is now employed by the mayor's office as an education liaison. Unable to opt out, Principal Darlington prepares for the arrival of her guest by preparing a full day of instructional observations and meetings.

Mr. Pearson spends the day of the visit not only dropping in on classrooms with Principal Darlington, but also attempting to understand the demographics of the student population, instructional hurdles, and physical building concerns. Ms. Darlington is extremely passionate about her students. She is dedicated to providing an exceptional education for them. During the day, she shares her concerns about the need for additional resources to ensure that her majority English-language learners are able to demonstrate academic achievement at the same rate as their English-speaking peers throughout the district. Mr. Pearson inquires about Principal Darlington's plan to accommodate the students. In response, Principal Darlington shares an amazing program she has been researching that has proven to have a huge impact on student achievement. She also shares that the training for staff and materials, which, at a total cost of \$30,000 per year, are well outside of her current budget. As the day ends, students and staff go home, and Principal Darlington is able to sit and continue her conversation with Mr. Pearson. During the discussion, Mr. Pearson shares his willingness to assist with instructional concerns. He leaves his card for Principal Darlington to contact him for further discussion.

Coordinating schedules becomes an obstacle, but soon Ms. Darlington and

Mr. Pearson agree to meet for lunch over spring break to discuss how Mr. Pearson can support the school's endeavor to increase the achievement of English-as-a-second-language (ESL) students. Although the lunch meeting is quite informal, Ms. Darlington is prepared with quantitative and qualitative data to support the need for—and structure of—the program at Excellence Elementary. Mr. Pearson states that he is very impressed and offers to call the Chief Operating Officer for the school district to ask that \$30,000 be deposited into the Excellent Elementary budget.

Principal Darlington is excited about the offer but begins to think about the numerous colleagues who are struggling with smaller budgets. She also considers recent board hearings discussing needs throughout the district. Further, she wonders where the money originates, especially given that the Chief Operating Officer does not control the money in a school-based budget, but controls funding on the operations side of the school district. On the other hand, Principal Darlington weighs the benefits of accepting the funds. The funds offered will support her students' education and greatly impact the district's overall academic achievement with the English-language learner population. She requests a week to think about it, and Mr. Pearson obliges. A week later Principal Darlington contacts Mr. Pearson by phone and accepts the offer to support the program. As she hangs up, she reminds herself that receiving these funds will not only grow teacher practice, but also the achievement of her students.

- 1. Was Ms. Darlington's decision ethical? Use evidence from the case study and your knowledge of ethical behavior to support your response.
- 2. Given the political nature of the situation—Ms. Darlington's new knowledge of how interactions can take place—what is another way that she could have responded?
- 3. Based on your knowledge of ethical principles, which behaviors or decisions are questionable?
- 4. What leadership lessons have you learned?



## Is It Policy or Favor?

Rebecca Loboschefsky

TEMPLETON INDEPENDENT SCHOOL DISTRICT IS a small public school district on the outskirts of a major metropolitan area in the southern United States. The district serves pre-kindergarten through 12th-grade students from an economically diverse population and is run by a school board.

Templeton Independent School District comprises one early childhood center, ten elementary schools, two middle schools, one high school, and one alternative education center. Balton Early Childhood Center has one head principal, Tasha Cupworth, and one assistant principal, Beth Martinez, and has one teacher and one assistant in each of approximately ten classrooms. It serves pre-kindergarten students who are four years old and prepares them for kindergarten.

Tasha Cupworth, principal of Balton Early Childhood Center, holds a booth at the Templeton Independent School District Job Fair seeking potential new hires. She has one full-time teacher-assistant position opening for the upcoming school year and one potential full-time teaching position. New and experienced educators flood the gymnasium as soon as the doors open. As the candidates line up to introduce themselves, Tasha is hopeful that one special educator will be a good fit for her site.

When the day comes to an end, one candidate and her resume stand out in Tasha's mind. This fresh and confident candidate has bachelor's and master's degrees in early childhood education but only one year of teaching experience in a low socioeconomic-status district. Tasha calls this candidate, Rachael, for an interview. Rachael interviews for the full-time teacher-assistant position; however, during the interview, Tasha makes it known to Rachael that she knows that Rachael is overqualified for the assistant position, but that if the potential teaching position does open, she will be able to apply and interview for it. Tasha makes this verbal commitment in front of the rest of the hiring team at the school site.

Rachael accepts the assistant position and brings her optimistic and positive attitude to the school site and to her students, even though it is not the

ideal position. She remains hopeful that Tasha will keep her word. One month after school begins, the full-time teaching position opens. Instead of posting the job position, as the school district legally requires each school site to do as part of its hiring process and policy, Tasha hires another person, Diane, rather than keep her verbal promise to Rachael.

Tasha's husband owns a sign business, and Diane's husband is a lawyer. Five years prior, Diane's husband became a client of Tasha's husband, hiring him to create some signs for his law firm. Since then they have become close and regularly play golf together. Prior to being hired at Balton Early Childhood Center, Diane worked at a daycare center and taught part-time at the local junior college, Teston College.

Before the school year began, Tasha Cupworth hired Rachel as a teacher's assistant with the understanding that she was overqualified and would have the opportunity to apply and interview for the teaching position, should it open, as Tasha anticipated it would. Two months into the school year, Diane arrived at the school site a day after the departing teacher's dismissal and began setting up her classroom as the new teacher. The job was not posted, applications were not taken, and interviews were not conducted for the position.

- 1. Did the administrator, Tasha Cupworth, hire unethically by favor? If so, was her hiring ethically justified?
- 2. Should the new hire, Rachael, take action with the school district? If so, what action(s) should she take and why?
- 3. What responsibilities should the school district and board have put into place to ensure that administrators hire according to the school district's hiring policies?
- 4. What leadership lessons have you learned?



## Can One Woman Make a Difference?

Claudia Coughran

YOU HAVE RECENTLY BEEN HIRED as a school superintendent in a small district in the Deep South. The town's population is less than 10,000, with three-quarters of the residents identifying as Caucasian. The demographics of your school district, however, are different from the town in that almost half of the students are not Caucasian. Additionally, more than 80% of the students qualify for a free or reduced-price meal.

In addition to touring each of the district's schools, the selection process for this position included a rigorous week of interviews with school board members, teachers, parents, and district-office personnel. These interviews revealed great civic pride in the academic achievement of students from this town. As you went through the interview process, you also learned that this particular school district takes considerable pride in the recent consolidation of two high schools, one Black and one White. Upon visiting the newly consolidated high school, you observe two very different tracks of students: the White students are tracked into the college-bound courses, whereas the Black students are tracked into special education and "trade school" courses. It is almost as if there are two high schools operating under the same roof rather than an integrated high school.

In conversations with the district administrator responsible for special education, you inquire about the demographics of the special-education students. The administrator responds, "We know we have a disproportionality issue, but everybody knows those kids can't learn." (Disproportionality refers to the percentage of students not being representative of the overall student population. Since approximately half of the students are Caucasian, half of the special education students should be Caucasian.) You speak with your predecessor, the outgoing superintendent who is retiring, who asks about your observations and says, "Well, everybody knows those kids can't learn so we just try to keep them out of trouble."

Once you return home, you decide to do some research into the educational history of the area to decide if you should accept the employment offer.

You learn that in 1954, the U.S. Supreme Court decided the *Brown v Board of Education* of Topeka case, noting that school districts could no longer segregate their schools based on a student's race. The history of desegregation in the Deep South is fraught with violent demonstrations against Black children as they attempt to enter White schools. (See the Southern Manifesto, Little Rock Nine, and Senator Byrd's Massive Resistance for more information.) The educational history of the district where you have applied is harder to discern, however, except that this school district, along with about 300 others across the country, is still a under court desegregation order.

It seems obvious to you that you have leadership skills that can be used in the support of providing equity to the students in this small school district. The question is: How do you bring about change in this entrenched school district? Some questions to consider:

- 1. What is your first step?
- 2. Consider you are of the opposite gender. Now what is your first step? Is it the same or different? Why?
- 3. How do you bridge considerations with various and competing stakeholder groups such as the school board, teachers, parents, students, and the community?
- 4. What leadership lessons have you learned?



## The Honest Teacher

Michael Blanco

Laura works in the Human Resources Department of a public school district. Members of the department are responsible for providing assistance in the areas of staffing, classification and compensation, labor and employee relations, state and federal compliance, staff training and development, records management, performance management, credentials monitoring, substitute services, health and safety, and benefits and leaves management. The Human Resources Department is small, and each member of the team has a specific job duty. However, any member of the team can help another employee with an issue or concern, and job duties overlap. Some goals of a Human Resources Department are to promote fair and equitable employment practices and to provide excellent customer service to thousands of employees. The Human Resources Department oversees the management group, teachers union, paraprofessionals, the office technical union, and the food service and custodial union employees.

To maintain fairness and compliance in the school district, it is common practice for Human Resources members to reference education codes, union contracts, board policies, and federal labor laws as guides in helping with their daily decision making. Laura is an ethical employee and follows union contracts because the articles in the contracts are negotiated items between the school district and the unions. In order to provide good customer service, she tries to respond to employees' questions and concerns in a timely manner.

In general, the school year in this district runs from August to the following June. Many certificated teachers in the school district use the months of June, July, and some of August to take their vacations. Teachers are 185-day employees, and it is imperative that they take their vacations during the summer months, as they must be back in their classrooms when the school year begins. They accrue sick time during each school year; however, they do not receive vacation time due to their summer break.

During the academic year, Helen, a teacher, calls the Human Resources Department and requests five days off from work to go on vacation. As a Human Resources administrator, Laura knows that teachers do not get vacation time. At the time of the request, teachers had recently returned to work from their summer break. However, Helen is an excellent educator with many years of service in the school district. In addition, Helen is rarely out sick from work. She has climbed the salary schedule and is one of the more highly compensated educators in the district. Moreover, she has accrued sick time over the years and has a great deal of unused time. Teachers in this district accrue ten days of sick leave each academic year, with no limit on how much a teacher can accrue. (Unused sick time is carried over to the next school year.) The main way for Helen to continue getting paid while away from work during the academic year is to use her accumulated sick time. Helen knows this and requests that Laura use five days of that time to take a paid vacation. Laura lets Helen know that her request will need to be reviewed because she is not sick.

If Helen's request is approved, Laura knows that the Human Resources Department will need to find a substitute teacher and pay the substitute for fivedays. In addition, the school district will have to pay Helen her hourly rate for those five days of missed work. Laura is budget conscious and understands that it will cost the district additional money for Helen to be away from work on those teaching days. Laura also knows that teachers talk to each other about administrators, and she knows that if the vacation is approved, the Human Resources Department will have to approve all teachers during the school year and pay them from their sick banks when they are out of work for reasons other than illness.

Helen is unhappy that her request has to be reviewed and might get denied by the Human Resources Department. She feels she is being penalized for being honest and for being an excellent employee over the years. Helen also tells Laura that the Human Resources Department will require all staff members to lie and call in sick when they are not. Helen also mentions her professional duties and activities that require additional time, for which she and other teachers do not get paid. She says these extra hours should count for something because teachers do not receive additional time or extra pay for them.

An important argument that teachers make in the district is the number of hours they work each day throughout the school year. Teachers in the district are considered seven-hours-per-day employees; however, teachers themselves argue that this is not true and that, in fact, they put in more hours

*The Honest Teacher* 13

than their contract stipulates—time for which they receive no compensation. Teachers in the district must attend faculty meetings, departmental meetings, student and parent conferences, Back-to-School Night, and Open House. Many teachers accommodate parents' work schedules and meet with them in the evenings. In addition, teachers at the high school level must attend sporting events, proms, formal dances, and other extracurricular activities that require night or weekend supervision. Further activities include preparing lesson plans, grading student paperwork, and unexpected circumstances. Finally, teachers participate in school-site committees and do not receive additional pay for those hours after their teaching day. Helen is angry, and the conversation is not going well. Laura decides to end the conversation by telephone and waits to give her a decision.

Laura is conflicted because she understands Helen's frustration and knows she can be paid by using her sick bank. Administratively, this is a gray area that becomes an issue of ethics and fairness. Also, paying Helen and other teachers uses taxpayer dollars and, as a public servant, Laura takes this responsibility seriously. Had Helen called in sick for five days, Laura would never have known that she was on vacation. However, because Helen has been honest, Laura would know that Helen is not sick and therefore unsure if she should use her unused sick time. In addition, Laura is understanding and sensitive to teachers' work schedules and knows that they work many hours beyond their teaching day. As an educational administrator, Laura understands that teachers feel underappreciated, and this is one example of why teachers do not feel valued by school-district administrators.

As a Human Resources administrator, this is not the first time a teacher has requested time off from work during the school year to go on vacation. In general, dipping into unused sick time in order to be paid is a common request by all staff members, and teachers are not the only ones who make this request to the Human Resources Department. Non-teaching staff usually make this request when their vacation time runs out.

Sick time must be used for the specific purposes outlined in the teacher's union contract. If the Human Resources Department were to approve the leave request, it would not necessarily be illegal. This is where the ethical dilemma comes into play for school administrators and teachers. Administratively, it would be an unethical use of taxpayer dollars to allow teachers to use their sick time for vacation during the academic year. For teachers, it is also an

ethical dilemma. Many teachers have an accrued bank of unused sick time for the academic year. Had Helen called in sick, she would have been paid using her accrued sick time.

- 1. What would you have done differently?
- 2. What are some solutions to this ethical dilemma?
- 3. Can you describe a similar work experience?
- 4. What leadership lessons have you learned?



## A Bully Boss or Just Doing the Job?

Silvia Ramirez

It is the first year of employment for Ginger, who was recently selected as a first-time principal. Ginger had all of the qualifications, the attitude, and the demeanor of a bully. Every day she seemed to single out a teacher and make it a point to ruin that teacher's day. Ginger seemed friendly, but there was no evidence that she was trustworthy.

Ginger was provided with a list of employees who needed to "shape up or ship out." New community members were moving into the town, and the district was seeking younger teachers. Ginger began slowly by informing certain teachers that they should change their parking location and not block the handicapped zone. This seemed fair, and the teachers complied. The following week, Ginger asked a teacher to declutter her classroom, which seemed fair. She later asked staff to declutter their classrooms and rearranged the staff room, the cabinets, and shelves throughout the school. Last, she created a meeting plan that focused on a single teacher and accused her of a violation of trust. The incident created an issue with the union, and the teacher filed a grievance against Ginger. Ginger continued harassing teachers, and many of them were reassigned to other grade levels, moved from one classroom to another, or asked to share their classrooms with other teachers.

Unbeknown to the staff, the district was clandestinely developing a "mini" district to eliminate veteran teachers. Ginger had been instructed to keep weekly documentation on teachers' actions, provide a timeline for completion, and report to the Human Resources Department if teachers did not comply with the demands. The district had provided a handbook to all administrators, requesting that they target veteran teachers who were considered ineffective but could not be fired without a documented legal case. According to the district, this type of documentation was necessary to fire veteran teachers legally.

The entire culture of the school changed to one of mistrust, low morale, and fear of being targeted. Ginger no longer smiled or created a friendly

working relationship with any teacher and set out to "get" the veteran teachers on the list. Ginger left after two years.

Veteran teachers received a buy-out package that allowed them to retire with their highest salary and be paid an additional stipend if they resigned. As a result of the big payoff, several teachers retired. The change allowed the district to hire younger teachers for the "mini" district, adding even more than the number of teachers who had left. Although more new teachers were hired in the district, the quality of education was being sacrificed for lower salaries. New teachers began to leave the district within a few months of employment, and although new teachers were hired to replace them, the climate of the organization began to decline, and a hostile work environment was created for many employees.

Not only were new teachers hired, but the district replaced the entire administrative staff. New ways of administering were developed, and a new culture began to grow. The mission statement changed, the climate changed, and the entire staff changed. In many respects, the change was necessary; however, staff members who remained developed a great deal of resentment. School officials faced new challenges, not only in the organization, but also in the community. It was evident that change had occurred at all levels of the organization: a new administration, a new set of teachers, and new members in the community.

The "mini" district experienced several issues in a short period of time, in turn creating a domino effect. Every layer of organizational change affected many members of the organization and created a new level of awareness, some mistrust, and the need for protection of workers' rights and responsibilities. Steering committees had no volunteer members. No one volunteered for after-school activities. Administrators made greater demands on staff. New members of the community began to become part of the organization. The organization made the changes necessary for the next wave of staff and community members.

#### **Questions:**

1. Did Ginger act ethically by not informing the teachers that changes were coming in the district?

- 2. Did the teachers need to know what to expect from the handbook to comply with the changes?
- 3. Was Ginger really a bully or just doing her job?
- 4. What leadership lessons were learned?



# **Restorative Practices**

Shawntee Reed

A LLIE WORKS IN A PUBLIC school district as a school leader. New to the district, her leadership informed her that the school she is leading has been on a school growth plan for the past three years. The school has been cited for ongoing discipline issues that have been documented in the growth plan. Allie was informed that issues regarding inconsistent discipline practices are a top priority. Also, the school has a high suspension rate and a low attendance rate, and students are not meeting academic standards. Allie acquired a team of leaders who have tenure ranging from two years to 25 years. Her direct reports have worked under two different leaders in addition to Allie in the last five years. The frequent changes in leadership were a result of prior leaders failing to make significant improvements in the district requirements, causing the school to remain on a growth plan. Allie was advised that district leadership expects her to produce a comprehensive school plan that addresses the core issues that have compromised the school's ability to meet requirements.

As a new school leader, Allie is held accountable for a school growth plan that has led to little demonstrated improvement and lacks sustainable practices to markedly advance the school. Although the prior two leaders worked hard to develop the school culture and attempted to address disciplinary issues, the school has been unable to keep pace or show dramatic improvement without falling short in other areas.

Allie is overwhelmed with trying to address the rate at which students are suspended, which is directly connected to their poor academic performance. She is concerned with the daily attendance rate, which impacts local and federal funding. At least four of ten direct reports have institutional knowledge, having worked at the school for more than 20 years. She hopes they can provide some context on historical data and school culture. Allie fundamentally believes that external and internal factors are impacting students' behavior, and in turn impacting academic performance. She was hired to ameliorate

these problems, but is concerned that her values and asset-based approach will meet some resistance.

Allie holds a core belief, shared by many scholars, that students' self-efficacy impacts how they think and see their ability to achieve in an environment. She affirms that to address the low attendance, academic performance, and disciplinary issues, a school should evaluate how leaders, staff, and teachers treat students. As well, schools must evaluate whether or not disciplinary issues result from a lack of connectedness to the environment and gain a better understanding of factors that may hinder student academic performance. Through her research and interest in engaging in best practices in the school, she decides to review and implement "restorative practices" to address student and adult behavior that has impacted academic achievement. Her focus is to create a learning environment in which students trust teachers and staff, students feel the school is a safe and nurturing environment, and the school culture promotes collective decision-making.

In Allie's first 30 days on the job, she meets with her most tenured school leadership and the entire staff to discuss problem areas cited in the school growth plan. Her goal is to gain knowledge and document observations of her leadership and staff and hear their concerns. She uses the meeting time to address key elements in the school growth plan and desired outcomes. Allie has much to say about the school culture and its continuing changes as new school leaders step into their roles. She quickly comes to the realization that school leaders and staff do not trust the information she is sharing from the growth plan and do not share her goal of creating an environment that increases student self-awareness to inform academic performance. The most tenured leaders say the school has been through several iterations of restorative practices designed to impact student discipline and behaviors, but no rigorous sustainable program to bring about change. Moreover, the lack of training available to staff, teachers, and students to effectively implement restorative practices in the classroom were poorly prescribed.

Allie needs to make decisions that could impact trust with her direct reports. She needs to implement a sustainable plan that can yield immediate results. But because of the steps involved and the resources required to implement restorative practices, Allie is concerned that her approach may not yield immediate results. She knows through experience that the restorative-practice approach will shift adults' and students' perspectives on the school

and how they see themselves in the school environment. But considering the extent of recent activity that has affected the school negatively—leadership changes in the past three years, implementation of new policies and procedures with limited training, and lack of accountability to measure short-term and long-term impact—she does not feel confident that her asset-based approach to addressing the issues in the school will have an immediate impact.

- 1. Is Allie positioned to make an impact? Explain.
- 2. What factors should Allie consider to inform her decision?
- 3. Allie is not trusted among the staff. Why?
- 4. What leadership lessons have you learned?



## He Said, She Said

Niki T. Newman-Brown

Prep K-8 School. The superintendent informed him that his tenure will last until the close of the school year. Also, pending his performance at College Prep, Mr. Thomas might be offered a full-time position as principal for the next school year. With four months remaining in the school year, Mr. Thomas works diligently to get a pulse on the building culture, instruction, and student achievement. In the coming weeks he has scheduled meetings with each grade level and content-area team. To ensure that the building is physically prepared for students, he schedules his first meeting with the building supervisor (Mr. Clemmons) and the custodial team. Mr. Thomas's meeting with the custodial staff goes well. The team shares unresolved repair issues as well as their daily operations schedule. Although team members appear to have a positive relationship, evidence over the next month refutes this initial assumption.

Mr. Thomas receives daily complaints from two of the cleaners (Mr. Jackson and Ms. Green) about each other. Mr. Thomas mediates simple issues by having the building supervisor adjust work schedules and arrange for the two to take lunch and breaks separately. Then Ms. Green states that she feels uncomfortable around her colleague because he grabbed his genitalia in front of her. Mr. Thomas meets with Mr. Jackson, who explains that he was adjusting his belt and did not grab himself. Fed up with this childish behavior from adults, Mr. Thomas has a brief meeting with Mr. Jackson and Ms. Green. He explains what steps he will take should the behavior continue, and immediately returns to addressing the 20 teacher observations he needs to complete before school closes for the year.

The bickering between Mr. Jackson and Ms. Green continues and escalates to arguments in the hallways in front of students. Ms. Green complains to Mr. Thomas again and reports a feeling of discomfort because Mr. Jackson has repeated his inappropriate behavior. Again, Mr. Thomas meets with both employees, this time including Mr. Clemmons and the maintenance supervisor,

Mr. Agee. A professional letter of counsel is issued to both employees for their lack of professionalism, and Mr. Thomas once again switches his focus to instructional leadership.

The following week, as Mr. Thomas packs his bag to leave on time for the first time since his appointment at College Prep, Mr. Jackson meets him at his office door. Mr. Jackson states that he witnessed Ms. Green entering the building with a bag of alcohol. Frustrated and tired, Mr. Thomas walks down to the custodial office and finds a bottle of wine in a bag behind Ms. Green's desk. When questioned, Ms. Green states that it is a gift for a teacher who is having a birthday. Unsure of what to do next, Mr. Thomas contacts Mr. Agee for guidance on the situation. He knows that Board of Education policy forbids alcohol on school property. Mr. Agee states that as long as the bottle is unopened, he will have Ms. Green place it in her car, and he will be at the school in the morning to speak with her. Mr. Thomas follows the instructions provided, locks his office, and heads home for the evening.

- 1. Were Mr. Thomas's decisions ethical? Use evidence from the case study and your knowledge of ethical behavior to support your response.
- 2. Based on your knowledge of ethical principles, which behaviors or decisions are questionable?
- 3. What alternative solutions could Mr. Thomas have used to resolve the issue(s)?
- 4. What leadership lessons have you learned?



## **Football Is King**

Claudia Coughran

R. Steve McKeesh is the superintendent of schools for Prairie Creek County Schools in a state located in the U.S. South. He has served in this capacity for seven years and was hired because of his connections to the community and his role as the high school athletic director and former head football coach for a team that won a state championship. The State has a strong local football culture at every level of competition. Recently, a state university won the NCAA football championship, a marked source of pride for the state's residents. In this state, football coaches with winning records are lauded, particularly those who bring home state titles. Mr. McKeesh is a 62-year-old Caucasian who has spent his entire educational career in Prairie Creek County Schools.

Prairie Creek County Schools is located in a rural part of the state. The student demographics indicate that slightly fewer than 10,000 students are enrolled in 14 schools. Approximately 58% of the students are non-Caucasian (they are mostly of African descent); the other 42% identify as Caucasian. Close to 13% of the students identify English as their second language, which is significantly higher than the state average of 2%. Of all students in Prairie Creek County Schools, 95% qualify for free or reduced-price meals that are served to students whose family income places them below the poverty line. Table 1 provides a clear picture of the demographics of the children in the school district, as well as their academic performance on standardized tests.

Table 1. Children's Demographics and Academic Performance, by Percentage

	Population	Caucasian	Not Caucasian	English- language learner	Free/Reduced- price meal	Proficient in language arts	Proficient in mathematics
Prairie Creek County Schools	10,000	44	56	13	95	23	36
State Average	8,700	42	58	2	61	41	43

As a result of a recent election, the composition of the local Board of Education has changed. Two long-time members of the six-member board did not run for reelection. Two others are in the second year of their four-year terms, having defeated incumbents to secure their seats. The four new members won their seats by highlighting the need for high-technology options for students and improved Career Technical Education offerings. Academic performance indicators reveal that Prairie Creek County Schools have significantly fewer students who are proficient in mathematics and language arts than other districts in the state. The new school board members highlighted these statistics in their campaigns, and the community wants these numbers to improve.

Complicating matters is the fact that the Great Recession of 2007 was not kind to public education in general or to Prairie Creek County Schools in particular (Evans, Schwab, & Wagner, 2017; Grusky, Western, & Wimer, 2011; Rich, 2013). Nearly 60% of the homes in Prairie Creek County were foreclosed on between 2007 and 2010. These foreclosures resulted in decreased property values and, in turn, to dramatically lower property taxes (Alm, Buschman, & Sjoquist, 2014; Chakrabarti, Livingston, & Roy, 2013; Evans et al., 2017).

The majority of funding for schools in the state derives from property taxes. The state calculates these property taxes using millage rates. A school millage of \$1 for each \$1,000 of assessed property value creates the foundation for property taxes in this state. Property is assessed annually, enabling the local Board of Education to adjust the school millage rate every year. Annual adjustments to the rate allow the district to mitigate budget shortfalls from the state or federal governments. While generally unpopular, these annual millage-rate adjustments help maintain a stable funding stream and protect school districts from fluctuations in overall revenues.

Prairie Creek County is also one of 132 counties throughout the state that takes advantage of a law drafted in the late 1990s requiring the county to collect a sales tax on all goods and services, which is then transferred directly to the local school board. Prairie Creek County collects an additional 2% of sales tax that goes directly into the school district's account for capital outlay. This educational sales tax may only be increased by a ballot measure and must be renewed at least every five years. Recently, Prairie Creek County citizens raised the education sales tax from 1% (the rate since its inception

in 1996) to 2% in order to help offset revenue reductions from the state that forced postponements to deferred maintenance budgets.

To make up for revenue lost through property-tax losses during the Great Recession, Prairie Creek County Schools also began increasing school millage rates incrementally. More than 60% of homes in the county had gone into foreclosure, the county unemployment rate rose to 8.7%, and the school district saw a dramatic increase in the number of students in poverty, with 95% qualifying for free lunch. Residents were frustrated that their property taxes were increasing every year while salaries and home values were declining. Questioning the wisdom of increasing the school millage rate was another reason the Board of Education found itself with four new members, as residents were feeling frustrated and angry. In the years leading up to the Great Recession, Prairie County Schools had decreased the school millage rate from 8.8% to 8.46%. Now the school millage rate was more than 10%, and the community wanted these increases to stop.

Table 2 shows the change in funding streams for Prairie Creek County Schools. As the Great Recession deepened, funding shifted away from the state and was replaced by local and federal monies. In budget years 2010 and 2011, the federal government infused significant monies into all school districts throughout the country to offset severe reductions in state coffers brought on by the Great Recession (*The American Recovery and Reinvestment Act of 2009*, 2009). These stimulus funds were temporary, lasting only two years. Studies conducted ten years after the beginning of the Great Recession, indicate that the funds infused into school budgets at the beginning of the recession were successful in "shielding education from some of the worst effects of the Great Recession" (Evans et al., 2017, p. 5).

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	State 1	revenue	School Local revenue millage % Federal revenue Total bud						
Year	\$	%	\$	%	%	\$	%	\$	
2003	57.4	66.5	20.3	23.1	8.70	9.88	11.3	87.6	
2008	66.8	65.2	24.9	22.3	8.46	10.8	10.5	102.5	
2010*	55.7	57.0	23.3	23.8	8.46	18.7	19.1	97.7	
2011*	56.0	59.5	22.9	24.3	8.46	15.2	16.2	94.1	
2013	53.2	60.9	22.1	25.3	8.29	12.1	13.8	87.4	
2017	54.6	61.3	22.7	25.5	10.24	11.7	13.1	89.0	

<sup>\*</sup> indicates The American Recovery and Reinvestment Act of 2009 fund infusion.

Table 2 illustrates how, as the economy weakened throughout the state, the local government was forced to increase its portion of the overall percentage to the budget, either through increasing the millage rate or increasing the sales tax earmarked for education. For example, in 2003, prior to the beginning of the Great Recession, state revenue accounted for 66.5% of the school district's budget, whereas local revenue accounted for just 23.1%. In 2010, by comparison, state revenue accounted for 57% of the budget, local revenue represented almost 24% of the budget, and federal revenue represented more than 19%, almost double the U.S. portion in 2008. It is also clear that even in 2017, Prairie Creek County Schools had still not fully returned to the prerecession funding of 2008, even with a marked increase in millage rates and a 2% education sales tax.

The mission statement of Prairie Creek County Schools indicates, as do most school-district mission statements, that the district is committed to "excellence in student achievement." The district drafted a strategic plan that included five goals to support its mission. Recognizing that the way in which a school district allocates funds reflects that district's priorities, it would make sense that a budget review would show the bulk of district resources allocated toward teacher, specialist, administrative, and paraprofessional salaries (Goldfinger & Kubinec, 2008). When resources are tight, and if "excellence in student achievement" were the mission, it would follow that reducing the number of classroom teachers would be the last option for the district.

However, a budget audit recently revealed that although 21 teachers lost their jobs, resulting in a doubling of class size in most elementary classrooms to 35 students, 15 full-time football coaches were paid from the district's general fund. This revelation created considerable conflict in a community that reveres the state football champion-coach-turned-superintendent. Many community members voiced support for keeping the football coaches, even if it meant that classroom teachers would lose their jobs and class sizes would balloon. Others saw the revelation as further evidence of the "good ol' boys club" wherein coaches and their salaries are sacred, even at the expense of young children learning to read. The school accrediting agency that conducted the audit required immediate changes if the district wanted to maintain its accreditation.

Budgetary decisions are contentious and often heated in school-district settings. The new local Board of Education members campaigned and were Football Is King 27

elected on a platform of improving student achievement and providing additional Career Technical Education experiences for students. Now, however, the board faces a dilemma that forces the possible academic achievement of students to compete with the historic football culture of the community.

### **Questions:**

- 1. What immediate actions should the Board of Education take? Why?
- 2. What do these revelations say about spoken and unspoken leadership?
- 3. What do these revelations say about the current superintendent? What, if any, action should the Board of Education take regarding his tenure? Why?
- 4. If these revelations were uncovered when economic times were better, would the issue be as heated? Why or why not?
- 5. What leadership lessons have you learned?

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## The Manager Who Retaliates

Michael Blanco

ELENA WORKS IN A PUBLIC school district in the Special Education Department. The California school district has 19,000 students across grades K–8. In this district, the number of students who receive special education services has steadily increased every academic year.

Public Law 94-142 of the U.S. Department of Education guarantees free and appropriate public education for every child with a disability (Rhodes, Fisher, & Adelstein, 2007), and public school districts in the United States must comply with this federal mandate. In addition to providing a free and appropriate education for students with disabilities, the law mandates that school districts must ensure that the rights of children with disabilities and their parents are protected.

Disabilities vary for each student. One service for which students may qualify as part of the special education program is behavior-intervention services. These services are a supplemental support that aims to increase a student's social skills repertory and decrease challenging behaviors that the student may display in the school setting. The school district has 120 students in the behavior-intervention program, 40 behavior-interventionist staff, 8 supervisors, and 2 managers.

Employees of the program that delivers these behavior-intervention services were trained in this specialty and given the job title "behavior interventionists." Behavior analysts supervise them and provide ongoing training. Each behavior analyst has a team of behavior interventionists who work under him or her to deliver specific services to the students in their caseload. Each supervisor typically has a 20-student caseload. In addition, the program has two people in upper management: a program manager and a clinical manager.

Elena, a behavior analyst, has 8 years of experience in the field. She reports directly to Hank, the clinical manager. Hank has 5 years of experience in behavior analysis. Elena and Hank have the same level of education, and it is only their years of experience that distinguish them in the workforce. Elena's

staff members are behavior interventionists, and many have a B.A. degree and may be working toward an M.A. degree. Elena loves working with students who have disabilities and enjoys supporting staff members. She has one of largest caseloads among the behavior analysts. Not only is Elena's caseload large; it is also difficult. The children in her caseload are rated moderate to severe on the autism spectrum. In her role, Elena collaborates with teachers and parents every day. She has a fast-paced and high-stress administrative position.

When Elena was initially hired in the school district, Hank, the clinical manager, spent most of his time offering her support. Hank shadowed her throughout the day and provided assistance as daily challenges arose for Elena, her staff, and her students. Elena began to feel uncomfortable when Hank continually asked her to join him for lunch and would also call her after work hours. Elena's spouse also felt uncomfortable with Hank calling her late at night on multiple occasions. Given this discomfort, Elena began to distance herself from Hank as much as possible during her work day. In addition, she refrained from asking Hank for support during the workday and began to troubleshoot issues on her own.

After Elena began to distance herself from Hank, he altered his friendly disposition toward her and began to heavily scrutinize her clinical work. Hank called Elena into meetings to dissect her behavioral-programming decisions, consistently questioning work-related aspects of her job. However, she felt that these meetings were a form of retaliation from Hank. To her, it seemed obvious that Hank's attitude toward her had shifted from friendly to hostile. After a number of contentious meetings with Hank, Elena decided to approach Samantha, the program manager who is Hank's direct supervisor.

Elena met with Samantha to discuss her concerns with Hank. She wanted Samantha to become aware of Hank's hostility toward her, which had been developing for quite some time. Samantha explained to Elena that it was Hank's role to provide clinical support and that the topics he was discussing with her were not inappropriate, as they were work related. But toxic environment created by Hank persisted for many years. Elena continued to document the meetings and her experiences at work. After many years, she decided to meet with Samantha again, because she believed that the harassment had continued despite her attempts to remedy the situation. However, Samantha continued to support Hank and did not think Hank was being inappropriate,

because his constructive criticism was work related. Elena knew the criticism was negative and rude because of the tone of Hank's voice and body language.

At this point, Elena feels defeated and underappreciated by Samantha and Hank. She knows that her job is secure despite the negative feedback from Hank, because too few behavior analysts are available to fill the vacant positions across the State of California. Elena knows that if she resigns, she will be hired by another organization the same day. However, she feels conflicted because she has developed wonderful relationships with students, teachers, staff, parents, and other administrators. In addition, Elena feels it is unfair that she should be the one to resign because of Hank, since he is the one creating the hostile environment.

## Questions:

- 1. Would you have done anything differently?
- 2. What are some solutions to this ethical dilemma?
- 3. Can you describe a similar work experience?
- 4. What leadership lessons have you learned?

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# A Predicament: Promotions and Team Conflict

Helena Young

THIS CASE STUDY DETAILS HOW the ethics of an organization's leadership personnel can promote or impair the success of staff amid organizational change. As a direct result of ineffective communication, the merger of two education sub-departments into a single sub-department faced serious challenges to its success. The most significant challenges included unaddressed staff conflicts, acceptance of a peer's promotion to a team-leadership role, and subsequent staff attrition.

Colleen, Senior Manager of the Teacher Education Team, was dedicated to her job and fostered good working relationships with her supervisor, Molly, the Director of Education, and Samantha, the Project Manager on her team. Colleen and Samantha were seen as team players and supportive of the organization as a whole. However, they had conflicts with the Teacher Institute Team, managed by George, who also reported to the Director of Education. George's team consisted of three coaches, Sally, Elise, and Bob (who was new to the organization). Their successes were not often celebrated, perhaps because of their isolation of this group. They functioned in a silo because they mostly spent time at schools offsite and did not share regularly with the larger department. Also, they worked with the same group of teachers for several years and thus believed that they were the only ones who deeply understood their audience and their work. They were often defensive if any resources they needed were threatened or their time was needed for tasks outside their specific program.

The conflicts between the two teams stemmed from a history of miscommunication, private resentments, and competition for resources and recognition. The situation became further strained by the fact that Molly was often secretive and unsupportive, and staff on both teams felt that their compensation was low for the work they performed. As the Teacher Education and the Teacher Institute Teams served a similar audience and had common goals, Molly decided to merge the two teams into a single sub-department in the

organization and named it Teacher Education Services. Since Molly and Colleen worked well together, Molly decided to appoint Colleen Assistant Director of Education to oversee the five staff members of the new sub-department. This change was intended to strengthen the teams, defuse team competition and conflict, and provide a singularly focused service point for educational services.

In addition to the difficulties the separate teams had faced in the past, a new area of conflict was that two of the members of the former Teachers Institute Team were also interested in applying for the Assistant Director position to which Colleen had been appointed. They were quite dissatisfied with the selection of Colleen without a formal employment search and were unhappy that Colleen, their peer, was now their supervisor, a situation that added distrust and contributed to the team being insufficiently supportive of Colleen's new role or initiatives. The distrust was compounded by a lack of transparency on the part of Molly, Colleen's supervisor, regarding her selection process. Further, Molly was not forthcoming about her vision for restructuring the teams. As the Director of Education, the team did not view Molly as a good role model for leadership, due to her inequitable treatment of staff and her lack of support on various levels.

As the new Teacher Education Services team leader, it was Colleen's responsibility to provide a clear vision for the sub-department, to motivate the team to work together effectively, and to set a clear direction for the team, all while being as inclusive as possible and valuing everyone's contribution along the way. In her introduction to her new team, Colleen asked the members of the group to communicate and work closely together by sharing ideas, resources, contacts, and, ultimately, similar goals. However, it soon became clear that this transition only exacerbated the existing conflicts, making it difficult to build consensus and create alignment.

Molly advised Colleen to begin the process of integrating the newly merged teams immediately after the restructuring and to "handle" the dissension. The challenge of combining the two groups required team building in order to create a single, unified entity. Colleen began the team-building process with a few hour-long meetings explaining her vision for the new team, soliciting their ideas and input, and also providing an opportunity for them to discuss their feelings and concerns regarding the restructuring. These initial meetings were tense, as unresolved conflicts and resentments over Colleen's

appointment dominated the discussions initiated by members of the former Teacher Institute Team—George, Sally, and Elise—who felt slighted by Colleen's promotion and the merger of the two teams. Additionally, Bob, a newly hired coach from the Teacher Institute Team, lacked any background knowledge of what had taken place between these two groups and felt quite awkward given the abrasive tone of this newly merged team. Thus he faced much negativity from the members of his team, which did not encourage him to want to be a team player in the new Teacher Education Services group.

Throughout this process of airing grievances during the early meetings, a few team members gave Colleen feedback about several of her professional behaviors that were disconcerting to them, such as how she was very vocal and moved too quickly in meetings, overshadowing introverted members of the group. This feedback was uncomfortable for her to hear, but Colleen was open to it and changed her behavior to demonstrate her conviction to make this a successful and cohesive team. In addition, the former Teacher Institute Team staff did not see Colleen as a team player who could lead the group because they felt she was underqualified and might try to change the program they had created. Samantha, who had worked closely with Colleen over several years, felt she was a good fit for the role and knew she would balance the wants and needs of a more interconnected teacher-services team.

In the ensuing weeks, several critical events changed the dynamics of the new team. Shortly after the merger of the two teams, Sally, from the former Teacher Institute Team, accepted a position outside the organization and left the team, noticeably impacting the group dynamic. In leaving, Sally was expressing her lack of acceptance over the merger. Also, one of the key agitators favoring the transition had departed, and the remaining members of the former Teacher Institute Team were less confrontational as a group.

The next watershed moment was a planned day-long retreat where everyone could openly discuss personal interests and goals in order to establish common ground. Colleen encouraged each member to plan and run different parts of the day to allow them an opportunity to demonstrate their leadership skills. She wanted to foster group empowerment and give everyone a role in shaping the agenda, asking for feedback, creating goals, and making decisions. As the facilitator, Colleen was mostly quiet and allowed the topics and reactions to come from the group. She gently guided the team through the activities and agenda and concluded by summarizing what was learned and discussing the next steps. The group was able to interact in a civil manner and collect data from each other that helped them see their commonalities. Although this day was very productive, the two remaining resistors, George and Elise, again voiced feeling distraught and cheated by the process of selecting the assistant director. Although Colleen was not involved in choosing herself for the role or planning the team restructuring, George and Elise directed their frustrations at her. Additionally, the disgruntled team members expressed their concerns directly to Molly, but as these meetings did not change Molly's appointment or restructuring choices, the tensions persisted.

On the brighter side, during this turbulent time, Colleen was able to advocate for the group and convince Molly to allocate funds to provide the staff with raises that were much overdue. Colleen also assisted the team by periodically filling in as a coach to ease the workload that resulted from the earlier departure of a staff person. These actions helped build trust in the group, and the staff viewed her as an active team player who was willing to do what was needed to support the team.

Another substantial change was George leaving the organization, as he was moving out of state. The loss of two staff members within a short time of Colleen's appointment led to significant staff attrition. The three remaining members—Bob, Samantha, and Elise—were willing to work together and do what was needed to uphold their commitments. At this point, the team needed to focus more on fulfilling the needs of the programs, so visioning for the sub-department remained in abeyance for a long time.

The conflict in the teacher professional-development team could be viewed from a wider perspective indicating that this was a systematic problem in the organization, not merely an isolated conflict between two emerging teams. Why does conflict occur? It is important to understand what conflict is to prevent it or address it. Conflict can be viewed as differences in perceptions of how a situation has been handled, and it can be greatly impacted by the personalities of the people involved (Ellis & Abbott, 2011). The issues that led to conflict in this case were rooted in the perceptions of the many players. Conflict existed between teacher-education and teacher-institute staff long before the reconfiguration and team-building took place. The department that was created as a result of the consolidation had issues with the four elements of a healthy relationship (Manion, 2012): trust, respect, support, and communication. Leadership set the tone for how these four elements

manifested in the workplace. However, every employee is individually responsible for creating and maintaining a healthy working environment.

When various people describe what makes for a healthy workplace, they often mention teamwork and collaboration; however neither of these can exist in the absence of functional, positive relationships (Manion, 2012). Conflict that is never addressed can manifest in many problems, affecting morale. When team morale is low, people leave. Such attrition creates recruitment and retention issues that in turn negatively impact the audience the group serves.

The problems highlighted in this case study are numerous, ranging from disrespect and competition to staff conflict and staff attrition. Many strategies are available to leaders to properly analyze the events and to address the conflict so that the newly combined team can begin to implement services in a positive manner.

#### **Questions:**

- 1. Compare Molly, George, and Colleen's roles as managers. How did their staff perceive their actions, and what kind of behaviors were they promoting?
- 2. What additional actions could have been taken after the team merger to mitigate the staff conflict described in this case study and to foster trust, respect, support, and communication in the workplace?
- 3. How would you address this situation if you were in Colleen's position? Compromise is necessary for resolution but can only be reached if people take responsibility for these actions and plan future actions to resolve conflict. What compromise would you suggest that is ethical and restorative?
- 4. What ethical-leadership lessons did you learn?

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## **Educational Choices**

Catherine Crouse Barnes

A N AFFLUENT FAMILY CONTACTED A local, private educational center for consultation concerning their teenage daughter's educational programming. The parents wanted an appointment for their daughter, Lucy Bell, as soon as possible; further, they wanted to determine both the time and place of the meeting, noting that their busy lifestyle and demanding schedules called for certain considerations. The mother asked if the center would be able to accommodate their needs.

The director of the center and the mother met in a quiet restaurant. It was during this meeting that the mother disclosed the following information: (1) While attending a private boarding school in Virginia, Lucy had failed every class. (2) The school had refused to allow the young lady to return to the school based on her grades. (3) However, the parents were adamant that it would be in her best interests to return to the school. (She would be away from the distraction of her boyfriend.) The question from the mother was: "How do we get her back into the school?" No other school was an option for the parents.

The next step was to meet Lucy Bell. She was more than willing to relate her side of the story, which included: (1) She wanted to please her parents, even though she did not think it was possible. (2) She wanted to stay in her home community in order to be near her boyfriend and friends. (3) She had been told she could not return to the boarding school, so what were her parents thinking? (4) Finally, she had no idea how she could meet the boarding school's academic requirements even if her parents were able to pay for her return to the school.

Lucy agreed to the following course of action: (1) Be screened for Irlen Syndrome. (2) Take a battery of educational tests. (3). Take a psychological test. (4). Bring her boyfriend to meet the director, and together they would make a plan of action. (5) Then meet with the parents and the director to disclose her test results.

The Irlen screening indicated that she was in the severe range for the

syndrome. The Irlen technique is a patented process that can affect achievement, learning, and performance for struggling readers and can limit the time an individual can read with comfort and comprehension. (It is not detected by standard educational, visual, or medical tests.) The educational tests that Lucy agreed to take included the KeyMath and the Woodcock Reading Mastery Tests. The results showed that there were gaps in her skills and that remediation would be necessary. Finally, the psychological testing clearly showed that she was considerably above average in intelligence. Her strength was obviously in the verbal range.

After going over the results with her, and before meeting with the parents, the director: (1) Called the boarding school to tell them the parents wished for the daughter to return to the school. (2) Shared her test results with the school. (3) Set up a summer remedial program for Lucy in Kentucky. (4) Asked what it would take to have her readmitted to the school. It was decided she could choose any course she wanted to test out of during the following year. She would have to come back to the school at the end of the summer break and either test out of or not test out of the course on their campus. The director would bring her to the school and, if she passed, she could return to the school in the fall.

During the director's meeting with Lucy's parents, it was obvious that they were delighted with her test results. They had never heard of Irlen Syndrome and were amazed that her learning ability was significantly affected by symptoms of Irlen Syndrome. Lucy exhibited all the symptoms of dyslexia and ADHD when, in fact, she had Irlen Syndrome. Tests had proven what they had always known: their daughter was very intelligent. They were also ecstatic at the possibility of her returning to the boarding school.

The plan provided by the learning center to the boarding school was: (1) Choose the subject she would be able to test out of to be able to return to the boarding school. (2) Have an Irlen diagnostician fit her with Irlen filters. (3) Wear the Irlen filters. (4) Participate in a remedial program four to five hours a day for five days a week on a one-on-one basis with an instructor who would complement her learning style. (5) Finally, fly to Virginia to take the boarding school's final exam. The school was in agreement with the above conditions. She had five weeks to accomplish her goal.

The five weeks were intense, but Lucy could see her progress, and her confidence soared. On the flight to Virginia she was assured that she had put

100% effort into the plan. Now she needed to relax and take the test. She knew the material. After taking the exam, the student as well as the director waited for the test results. Lucy passed.

It was at this point that the headmaster of the boarding school stated that they had not thought that she would pass the exam, and they did not know what to do with her. He was fumbling for words and called in other staff members to consider the situation.

- 1. In the consideration of ethical principles, what do you think would be the ethical solution to the situation?
- 2. Given the financial importance of the parents to the school, based on your knowledge of ethical principles, would you consider the decision to readmit Lucy, if she passed a single test, ethically sound? Explain.
- 3. According to Albert Schweitzer, "The first step in the evolution of ethics is a sense of solidarity with other human beings." Is it ethically sound for teachers and students to be friends? Explain.
- 4. In the consideration of ethical principles, how much help should a teacher give a student?
- 5. What leadership lessons have you learned?



# HIGHER EDUCATION

Higher education cannot be a luxury reserved just for a privileged few. It's an economic necessity for every family, and every family should be able to afford it.

-Barack Obama



## Overview

Silvia Ramirez

In the world of higher education, respect for ethical values and for the dignity and rights of others directs ethical leadership. Ethical leaders know what is right and do the right thing. By definition, ethical leadership embodies powerful characteristics inspired by both leaders and followers. In many cases in higher education, ethical decisions are some of the most difficult to make, because they are driven by budgets, funding guidelines, and committee protocols.

The many ethical leadership characteristics include:

- Justice, which requires many perspectives;
- Respect for others, which should be included in mission statements;
- Honesty, which is the foundation of a successful organization;
- Focus on team building, which lies at the heart of a healthy and productive organization;
- Value-driven decision making, which is often difficult to implement;
- Encouraging initiative, which—though it is a good goal to have—is often costly;
- Leadership by example, always a good practice;
- Values awareness, which requires agreements and commitments to do what is right;
- No tolerance for ethical violations, which can be difficult if the above-listed requirements are not met. (Y Scouts, 2012)

Addressing the need for ethical leadership is long overdue. Along with maintaining the status quo, change and rapid transitions toward achieving immediate implementation of such change create a dilemma. Immediate change can be difficult and costly, and it requires tenacity. Outcomes are not always favorable, and reflection is required to ensure that ethical protocols are followed in the decision-making process. Personal bias should not be a

factor in the outcomes of an ethical decision. A process should be in place for those decisions to carry the weight they deserve.

Ethical leadership in higher education requires strict credibility, honesty, and execution of decision-making on the part of an individual or team. In developing a strategy, it is important to consider an action plan that can be implemented in the event of a crisis. Considering the immediate impact that such a plan has on others is a requirement this strategy. One must be prepared for backlash, reputational damage, and the impact of a strategic decision on those who may be affected by it. The impact on relationships and strategic partners must be taken into account in the overall decision-making process, enabling the leader or team to weigh how decisions affect others in the organization.

"Ethics should be integrated into the basic day-to-day working of each and every employee of an organization" (Brown Treviño, & Harrison, 2005, p. 9). If organizations are not prepared to deal with the need for change, then change becomes a process that can create division, conflict, and loss of trust. Leaders must therefore be willing to accept the consequences of the decisions they or their team make. Also, it is essential that an organization have leaders who preach ethical leadership and create followers who are guided and led by ethics (Brown et al., 2005, p. 10). Organizations will find themselves at a great disadvantage when leaders are ineffective or lack empathy in making decisions that answer the needs of their constituents. In fact, an organization that does not practice ethical leadership cannot expect to function ethically and morally. The process of change can create opportunities and challenges for all members involved in implementing ethical decisions.

By definition, an ethical leader must continuously focus on making "right good" decisions—that is, decisions that are right (correct) ethically and good (beneficial) from an economic perspective (Brown et al., 2005, p. 9). In the process of delineating the distinction between right and wrong, dilemmas and challenges may arise in a variety of settings and circumstances. The challenge in differentiating between right and wrong includes filling a gap between the leader's values and ethics and the leader's principled approach to decision making. Ethical leaders sometimes believe that they are right and all others are wrong, and this stubbornness on the part of the leader in sticking to principles and not updating values can create difficulty in implementing

an ethical decision. Thus an unbending belief in one's core principles may not be the ideal approach.

It is essential that the prime responsibility for sticking to the fundamental goals or values of an organization be upheld and practiced. It is important to make no compromise on the ethics and morals both of individuals and of the organization—a goal that in many cases is difficult to accomplish. Not only are ethical leaders essential to the design and delivery of higher education, but the guidance provided by those leaders must set an example for others to follow.

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## Teaching Implicit Bias in **Public Education**

Richard Greggory Johnson III

R. ACE JONES HAS BEEN teaching at Lavender University in Seattle, Washington, for the past 20 years. Specifically, he teaches a cross section of diversity and social justice courses in the Public Education Master of Arts program. As part of the M.A. curriculum, he teaches a class that addresses implicit biases. This class gives graduate students an opportunity to examine biases embedded in U.S. culture through television, the media, and sports. Dr. Jones is a tenured associate professor and immediate past department chair at Lavender University. During his time at the university he has published books, articles, and commentaries on social justice and diversity. Georgetown University Press published his latest book, which addresses the ally community and its relationship to various social movements throughout the United States. He has also consulted with hundreds of K-12 public schools and public sector and nonprofit organizations throughout the United States and other countries, including Japan, Canada, and South Africa. Topics for his implicit bias trainings address gender, social class, and lesbian, gay, bisexual, and transgender issues in public sector organizations and higher education.

Dr. Jones is biracial, with a Caucasian father and Jamaican mother. He identifies as a person of color and was raised by both parents in London, England. Dr. Jones came to the United States in the early 1990s to pursue a doctoral degree from Johnson C. Smith University and graduated in 1995 with a doctorate in cross-cultural studies. He was hired to teach in the Department of Educational Policy at Lavender University in 1996. He is currently the only faculty member of color in a department of 15 full-time professors. The department also has only two female professors, one of whom is the program director. The program recently added a mandatory 3-hour diversity course that students must pass before graduation. It took the department 2 years to reach a consensus on the course's content and to begin enrolling students. However, no thought was given to who would provide course instruction,

even though the department was under pressure to begin offering the course fairly soon.

The Educational Policy Department Chair requested volunteers to teach the diversity course. However, most faculty members felt uncomfortable teaching it, as they had little practical or educational experience with diversity. Therefore, the department chair asked Dr. Jones to teach the course, since his background appeared most appropriate. Dr. Jones agreed to teach the course despite apprehension on his part for several reasons, the primary one being that his experience showed him that faculty of color are often expected to do the heavy lifting regarding all topics of diversity, while racial majority members receive a pass. The second reason Dr. Jones was apprehensive was that this course would be in addition to his already heavy teaching load without additional compensation. Still, his doctoral degree and research interests made Dr. Jones the best fit to teach the course in his department.

Dr. Jones inaugurated the course on implicit bias in Spring 2018. He was very excited about it and prepared the for the entire semester before the course started. However, during one class session, he led a PowerPoint presentation on implicit bias that drew an unfavorable response from an Asian student, who stated that her son attended a magnet school with some African American students who she believed were unprepared to be there. Her comment provoked massive criticism from her classmates.

Professor Jones proceeded with his presentation, showing an iconic slide that depicted a well-dressed African American man standing in an elevator next to a Caucasian woman clutching her purse and looking fearful. The students seemingly understood the significance of this slide and had few comments. Two days later, Dr. Jones received an angry email from a female Caucasian student who demanded that he take the above-mentioned slide out of his presentation, as it made her feel uncomfortable. The student wrote that she had been assaulted by Black and White men, and the slide was a trigger for her. Dr. Jones was taken aback by this student's response. Interestingly, the student had already spoken to the program director, a Caucasian woman, as well. The program director spoke to Dr. Jones about the matter and could provide no relevant information on what the student reported. Dr. Jones was dumbfounded by this sequence of events and was unsure what to do next.

#### **Questions:**

- 1. What are the consequences for Dr. Jones of being the only department faculty teaching diversity and implicit-bias courses?
- 2. Should only women and faculty of color be expected to teach diversity and implicit bias courses? Why or why not?
- 3. How should Dr. Jones have handled the situation with the student who became upset?
- 4. Why did that student contact the program director, and what should the program director's role have been after hearing the student's complaint regarding the slide?
- 5. What leadership lessons did you learn?



## Who Gets the Scholarship?

Jay Le Roux Dillon

Westerly University is a midsized private school located in a large urban center. The institution is among the top five schools in the nation when ranked by student diversity. This diversity is an enormous source of pride for Westerly students, faculty, and staff. However, diversity was not always high on the college's list of priorities. Twenty years ago, the undergraduate student population was just 5% Latino/Hispanic, but today that figure stands at 19%. One of the initiatives that helped drive this enormous growth was the *Sí*, *se puede* ("Yes, it can be done") scholarship endowment, established 15 years ago by six generous alumni. The *Sí*, *se puede* scholarship annually provides a \$20,000 award to each of four Latino/Hispanic students.

The Financial Aid Office (FAO) at Westerly processes all student scholarship applications, including those for the *Sí*, *se puede* program. Unlike other scholarships, however, *Sí*, *se puede* applications are read and recipients are selected by a committee of five Latino/Hispanic alumni who are also donors to the program. The involvement of an alumni committee in the award process is guaranteed in the original agreement between Westerly and the six donors who established the scholarship, and it cannot be altered without placing the endowed funds in legal jeopardy.

This year, more than 300 students applied for the *Sí*, *se puede* scholarship, nearly twice the number of applicants the year prior. The FAO suspects that the increase is due to growing concern among students that other sources of funding, such as federal and state student aid, might diminish in the near future as a result of political pressure at the national and local levels. Internal Revenue Service (IRS) guidelines state that donors to a university scholarship fund cannot directly influence the awarding of financial support to an individual student based on a personal preference. This IRS rule is intended to prevent donors from giving money to a college for the sole purpose of supporting a particular student's education. To comply with this rule, the FAO redacts all personally identifiable student information (such as name, age, gender, and hometown) from the applications before sharing them with the

*Sí*, *se puede* awards committee. The redacted applications include three pieces of information: (a) an essay written by the applicant, (b) the applicant's current grade point average, and (c) the applicant's unmet financial need as determined by the FAO. Only the FAO staff liaison to the committee knows the true identity of the student applicants.

During the awards committee meeting this year, one of the five committee members (who is also a major donor to the *Sí*, *se puede* scholarship fund), aggressively advocated for one applicant in a way that caused the staff liaison and other committee members to take notice. Although not stated outright, it seemed this committee member was strongly recommending the selection of the particular student because the student was from the committee member's hometown, a fact made evident in the applicant's essay. The meeting proceeded, and the committee chose the favored applicant, along with three others, to receive the *Sí*, *se puede* scholarship for the upcoming year. The committee also chose four alternate recipients in case any of the first selections dropped out of Westerly prior to the fall semester.

The day after the awards committee meeting, two committee members contacted the FAO staff liaison to voice a concern that the awards process had been tainted by the perceived bias of their committee colleague. With that in mind, the FAO staff person raised this concern to her supervisor, who then brought the issue to the office of the vice president for fundraising. After a few days, the FAO staff liaison received a phone call from the vice president's secretary stating it was very important that the student from the committee member's hometown be given a scholarship. The secretary implied that it would be very bad for the university financially if any concerns were brought up to the committee member in question and advised the FAO staff liaison to drop the matter entirely. With the approval of her supervisor, the FAO staff liaison proceeded to award the \$20,000 Si, se puede scholarship to the four students selected by the awards committee, including the favored student from the committee member's hometown.

#### **Questions:**

1. Was it ethical to award the *Sí*, *se puede* scholarship to the favored student?

- 2. At what point did ethical considerations come into play during the *Sí*, *se puede* scholarship awards process?
- 3. Who bears the most responsibility for the decision made?
- 4. If you were the FAO staff liaison to the awards committee, would you have acted differently or pursued any additional recourse?
- 5. What leadership lessons did you learn?



## Lack of Recruiting Disclosure

Iamie Williams

A RISTOTLE SYSTEMATIZED "ETHICS" AS AN inquiry into the true good, which extends to what is good for the human being (Kors, Staloff, Dalton, & Kellner, 2013). Institutions of higher learning struggle with this notion as each new generation of students defines and redefines what is good for the school's well-being and development. Under a university or college's universal mission of searching for truth, its leadership and faculty must make decisions from an ethical standpoint and propagate what is good for the student, which is the purpose of an academy. Modernity has not eliminated this challenge; however, one unit of the collegiate enterprise stretches the goal for ethics to its limits, and that is athletics.

Intercollegiate athletic administration has become increasingly complex, given the ever-expanding media exposure, revenue needs, and the quest to win championships. Athletics resides under the mantra of being "the front porch" of an academic institution, which can be either advantageous or ineffectual. If one of the school's teams wins a title, gains positive exposure for community engagement, or achieves academic success, the entire university benefits from the free publicity and affirmation. However, although coaches work diligently to recruit student athletes who can help attain or maintain competitive success, it becomes harder for leaders to anticipate the future actions of these media-attractive students.

Enrollment through a selective process represents the life force of any college or university, yet a single incident involving an athlete can push a campus into crisis management. Naturally, the general student body has its annual share of student conduct issues. The distinction is that athletics, through myth or folklore, is a magnet for attention and intense discourse.

In this case study, a high-profile head coach at a large university assembles one of his program's best recruiting classes. However, the coach is temperamental and authoritarian in his approach. Further, the coach wins games, but the lack of transparency is often the subject of backroom discussions among administrators. The Director of Athletics recently assigned a new

sport administrator to a team after one of its student athletes was referred to the Office of Student Conduct as a repeat offender. The media had the story, so the head coach retreated to selective memory and plausible deniability when confronted. However, "good" depends on "reason and mind" as a moral principle, as supported by Socrates, Plato, Aristotle, the Epicureans, the Stoics, and the ancient Jewish and Christian philosophers (Kreeft, 2008). Is the coach operating from a basis of moral good? A line from Buddha says that all one is depends on one's thoughts (Kreeft, 2008). What is the coach's concept of ethical reason regarding this troubled student athlete?

The new sport administrator is then tasked to work with the Office of Student Conduct while an internal investigation begins. The findings from the investigation reveal that the student athlete requires immediate psychiatric help. Unbeknownst to administrators, the associated student behavior existed prior to acceptance to the university. The student's former high school, well aware of the student's condition, failed to alert the university. The investigation produced evidence that the head coach was also aware of the student's history but did not inform the athletic director or the former sport administrator. The student athlete was suspended from the sport while under investigation, but received medical treatment and psychological support through the university. The head coach received only a verbal reprimand and went on to have another winning season.

Although no further incidents took place, the student athlete got a 1-year suspension from the team but could attend classes as long as he continued treatment. (The student eventually transferred to another institution.) The athletic director and the new sport administrator pondered the future relationship with the coach and how to prevent similar situations. Will their discussion touch on the subject of decision-making that is based on any of the four cardinal virtues that Aristotle defined as courage, temperance, justice, or practical wisdom (Kors, 2013)? If coaches want to truly align with a university's mission, they would heed this call for ethical decision-making, especially as it relates to practical wisdom.

#### **Questions:**

- 1. If you were the athletic director, how would you support the new sport administrator or reprimand the coach?
- 2. Should the head coach be fired for withholding information? Why or why not?
- 3. What new policies should be established for recruiting? Are they the same for all sports?
- 4. How do you handle internal communications and the media?
- 5. Should university admissions be closely involved in athletic recruiting?
- 6. What leadership lessons did you learn?

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## **Faculty-Student Relationship**

Mitchell Friedman

You are the managing ducational program offering semester-long experiences in marketing, international business, and finance for students from 38 countries. Recruiting students seems effortless, given your affiliation with a well-known public university located in a bucolic suburban town with easy access to a plethora of outdoor activities. You assumed the managing director role earlier in the year after stints in other administrative positions at the same university. Your supervisors chose you to invigorate the international student program after several years of inconsistent leadership, low enrollment, and staff turnover.

You relish this opportunity for three main reasons. First, you enjoy direct contact with the growing international student population at your institution. Having been raised by two career diplomats who moved frequently, you spent most of your formative years outside the United States in numerous countries throughout Latin America. Getting to know and interacting with diverse multicultural audiences became integral to your growth and development. You also developed a knack for learning languages and achieved fluency in Spanish and Portuguese. Second, you derive considerable satisfaction from training and mentoring staff. Third, and perhaps most important, you have some renown as a turnaround specialist with a talent for steering even the weakest, most neglected academic programs to success.

Your supervisors heaped praise on you during the first several months of your tenure. They saw an increase in the number of students, in no small part a result of your contacts in Latin America and concomitant language skills. Your program's revenue increased accordingly. Your supervisors knew they had selected the best candidate for the role. You brimmed with enthusiasm and entertained thoughts of a promotion to a deanship in the not too distant future.

Yet not all aspects of the managing director role were as familiar to you as recruiting students. You had never before worked with faculty, much less

hired them to teach different courses in your programs. Granted, you had taught as an adjunct instructor at this university and several others over the course of your career. But as you came to realize, teaching and supervising other instructors were two very different things.

You found faculty recruitment and retention responsibilities especially challenging. You struggled to develop a strategy for finding capable faculty, and only after seeking advice from current faculty had you been able to piece together some semblance of a recruitment plan. Your results were encouraging, but hardly where you needed to be in offering additional sections of popular existing classes to support a growing student population. Moreover, the faculty you hired failed to share your enthusiasm for and commitment to amplifying the program. They limited their support for the students and program to the classroom. Based on your teaching experience, you could appreciate these boundaries.

You know well the importance of setting limits to investing your time and energy when you are an independent contractor. However, you often feel frustrated. Some faculty members fail to hold office hours. Others are slow to provide feedback on student work. Few participate in open houses and other marketing and social events for students. Also, it has been difficult to find individuals with the skills or aptitudes needed to teach adults. Finally, despite your successes, part-time faculty have had high attrition. Although you know you could have done little to stem the tide of exits, given the narrow pay structure established by the university, you fear the rate of attrition will reflect poorly on your leadership and undermine your successes in other arenas.

You inherited one faculty member, Charles Jones, from your predecessor. Charles's dedication and hard work have garnered critical acclaim from students, staff, faculty, and the university's senior leadership. Charles teaches several classes in your marketing certificate program and has earned consistently outstanding evaluations. He is young, dynamic, and brings a wealth of industry experience to the classroom. He works hard to meld the best of current practice in the field with sound teaching techniques.

Charles also has drawn on his industry experience and contacts in other ways. He has spearheaded efforts to expand the marketing program to ensure it reflects ever-changing practices in the workplace. Charles, who boasts about his extensive network spanning several industries, also recruited faculty members to teach in international business and finance as well as

marketing. Finally, he has been able to hire several interns for his flourishing consulting practice.

Fellow faculty members, several of whom Charles recruited, consider him a leader. They look to him for guidance and support on matters inside and outside the classroom. Senior leaders at the university point to him as a model for the kind of faculty member that thrives at your institution. In short, Charles seems to be exactly the type of individual you want in the classroom. He consistently goes beyond the call of duty, without being asked to do so.

However, you have been hearing rumors about Charles's behavior outside the classroom and have decided to investigate. You roam the halls, speaking informally with students. You ask about their classroom experiences and about specific faculty members, and you encourage any and all feedback (which you pledge will remain anonymous) to help improve their overall experience. During these conversations, several students mention that Charles has a reputation for socializing with students outside the classroom. They consider that positive, in that he cares deeply about student success enough to want to spend time with them. You had done the same throughout your time working in higher education.

Yet as you probe further, you learn that his activities appear to extend far beyond mere superficial socializing on weekends. You hear from students that Charles has been dating Melinda Villareal, a young Argentinian woman in one of his classes. They have been seen together at parties and usually leave together. The relationship apparently blossomed early in the current term and has continued unabated. Melinda's friends and classmates are unhappy, as she had been dating another student, Bruno, and had ended the relationship apparently to begin one with Charles. Bruno had fallen in love with Melinda. The breakup crushed him, and he let everyone know that he felt betrayed by Melinda and Charles. Joined by a group of Melinda's friends, he initiated a campaign filled with gossip and innuendo that included postings on social media sites popular among students in your program. In short, Bruno was angry, bitter, and seeking revenge.

You had not yet encountered a situation like this during your tenure at this university or at any other institution. As you investigated your options, you encountered no prospects for progress. You learned from human resources that faculty–student relationships were unrestricted at your university, thanks to a powerful faculty union that prevented this kind of restriction during the

most recent negotiations with the university about the extension of the existing contract. Documents reviewed and signed by adjunct faculty members at the beginning of each term remained silent on the issue.

You investigate further to determine what restrictions exist for any university employee on romantic relationships in the campus community. You scour the university's code of conduct and ethical guidelines. You find no mention of the issue anywhere. After reflecting on the matter, you decide to speak with Charles. Your interactions with him to date have been minimal, so you approach the subject of his relationship with Melinda very carefully.

Charles is aghast when you share your findings with him. He is offended that you chose to inquire surreptitiously rather than approach him directly in the beginning, which, given his longstanding commitment to your program and the university, he thought was the least you could have done. Charles likens this experience to dating a client while consulting with them and claims that no problem exists with consenting adults of legal age. Also, the university did not prohibit such relationships. In fact, he and Melinda attended an event at the Provost's home, and no one discussed their relationship at the time or afterward.

In sum, Charles states that his relationship with Melinda is a private matter, outside of the university's purview. He advises you to stop pursuing the issue, as continuing to do so will lead him to resign his teaching role, withdraw his support for your program, and spread word among his industry colleagues about your failure to support classroom instructors. Charles also threatens legal action against you and the university.

Meanwhile, discontent among the students in Charles's marketing classes spreads to those enrolled in international business and finance programs. You know you need to address student concerns lest this trouble persist. Even worse, it could undermine your relationships with faculty and staff as well as future student recruitment. In turn, your standing at the university will suffer in the eyes of your supervisors and potential future employers.

#### **Questions:**

1. What principles or behavioral guidelines (ethical considerations) inform your understanding of this situation?

- 2. If you were the program director, what would you do? Why?
- 3. How would you respond to student concerns?
- 4. What leadership lessons have you learned from this situation?



## Board Gone Wild—When Ethics Don't Matter

Stanford Simmons

ANY MODELS DESCRIBE LEADERSHIP AND making ethical decisions; indeed, the literature is replete with those that have evolved in the last few years. I would like to apply to this case study two trends that focus on organization culture/climate and unethical intent (Dobson, 2006; Jones, 1991; King & Powell, 2006; Morris & McDonald, 1995; Rest, 1986; Watson & Sheikh, 2008).

Culture in this study is predicated on the belief that it tolerates unethical behavior, specifically in leadership. If the organization's leadership team is somewhat suspect, that will send a message to others that whatever people do is acceptable, as long as they do not get caught. Once questionable ethics become an organizational norm, individuals or groups of individuals in the organization will feel free to do whatever is in their best interests without regard for what is in the best interests of the organization. This seems to be the norm (King & Powell, 2006). Intent or intentionality is one of the major factors in an ethical decision-making model and precedes actual ethical or unethical behavior (Jones, 1991).

In an effort to increase investment returns, the organization in this case study began to place pension funds in questionable investments that had high risk but also high yield. The organization would seek properties that were in financial trouble, purchase them at a significantly reduced price, and then sell them for a profit to the institution. This practice was called into question when employees of the organization walked off their jobs and informed authorities about dubious actions they perceived to be unethical. This resulted in an audit of the organization and the discovery that over \$85 million of the pensioners' funds were lost due to a fraudulent scheme perpetrated by the organization. An investigation uncovered practices of fraud and breach of security-exchange regulations. Several officers were charged, found guilty, and received major fines. In a negotiated settlement, the parent organization repaid the pensioners their savings.

#### **Open Secret**

This religious organization cultivated an environment of unethical financial practices. Its dealings ultimately became an *open secret*. People questioned what was going on but did not have the courage to challenge it. In an environment of *religiosity*, it is expected that people will do the right thing, since a presumption exists that, because of the denomination's theology and its focus on *holiness*, members will be able to overcome any temptation to engage in unethical behavior. But this is an unrealistic expectation when it comes to managing financial matters, oversight, and transparency (Kurpis, Beqiri, & Hedgeson, 2008). The above-referenced situations reflected an organizational environment that provided no *moral oversight* for the organization or endorsed/affiliated ministries, including colleges and universities associated with it.

Aware of the *open secret*, one of the affiliated college's board of trustees sold significant (over 50%) acreage of the college's land to the board chair's *wife*. The transaction was presented as a loan and not a real estate sale. The land would be provided as collateral for the loan with the stipulation that, if the loan were not repaid in a certain time frame, the land would be given to the chairperson's family. Little effort was expended to repay the loan under the chairperson's leadership, and the land was given to his family. By allowing the property to be sold indirectly to the board chairperson, the college's board of trustees had failed to exercise its fiduciary responsibility, thus triggering a major conflict of interest. When the board ignored this behavior, it was clear that ethics were of no concern to it. Given the overall unethical climate of the religious organization associated with the college, board members felt justified in acting in their own personal interests and not those of the college.

#### The Changing of the Guard

The board hired a new college president who brought in a new administrative team as well as new board members. The current board leaders had been operating for so long in what was considered a haphazard and unethical manner that they failed to follow the college's bylaws; consequently, the current board leadership's terms as board members had expired. The bylaws stated that board members could serve 3 consecutive 4-year terms, after which they were required to wait a year before regaining their seats on the board. As

newer members were added to the board, they demanded that the board adhere to the bylaws and subsequently filed a restraining order to remove board members whose terms had expired. After a brief legal battle, many former members (who sided with the outgoing members) resigned. New board leadership was elected in what appeared to be an earnest effort to move the college forward.

In addition, the office of the county district attorney initiated a year-long, white-collar-crime investigation into the matter. The investigation uncovered irregularities that could have resulted in felony charges against board members responsible for the land sale referenced above, but the statute of limitations had run out. The new board was advised of its option to file a civil suit against the former board members involved. But because of the cost of litigation, the board decided to drop the matter and move on. Unfortunately, former board members could not move on and spent considerable effort, time, and money over the next 8 years undermining the efforts of the current board through additional lawsuits and ongoing campaigns to sabotage any possibility of reopening the college. After the failure of several lawsuits initiated by various former board members, a settlement was reached.

A conflict that often arises when an institution of higher education is seeking a new president is that the new leader is often determined to do what is right for the institution's financial viability. Quite seldom does the board of trustees provide full disclosure regarding its situation. In the case at hand, if the trustees had been truthful regarding their questionable ethics, they feared that they would not be able to recruit new leaders. The new college president was not informed of the financial difficulties the college was experiencing. In fact, (a) the school had just taken out a loan to pay back salaries, and the IRS had a lien on the college; (b) in an attempt to show a reserve in the account when hiring a new president, the school also did not pay some current fixed obligations; and (c) the college had a donor base that was providing funding, but all funding sources began to dwindle. It was apparent that the board of trustees had not been truthful regarding its circumstances and appeared to have a hidden agenda that did not address the best interests of the college. This is the case with many small, private colleges.

#### TM<sup>2</sup> Executive Search

TM² Executive Search was established by the Thurgood Marshall College Fund to address a growing need for highly prepared, motivated, and diverse leaders. The college achieves this end by leveraging combined experience in public and private sectors to partner with nonprofit organizations and higher education institutions, building diverse capacity and highly effective leaders through talent acquisition, development, coaching, and mentoring (Gardner, 2016). The Thurgood Marshall Educational Foundation in New York has developed a partnership with TM² as part of its overall strategy to support and strengthen historically Black colleges and universities (HBCUs). HBCUs need financial support, as does any institution of higher education, but also, if these institutions are to succeed, they must begin to address issues of leadership. The requirement for leadership includes securing competent, prepared leaders who understand the special mission of HBCUs and the challenges that must be addressed now and in the future. The goal is to build the capacity of leadership candidates to handle the myriad tasks that presidents face daily.

TM² works with boards of trustees to manage the selection process, focusing on identifying candidates with the right fit. TM² also works with the board to help identify strengths and weaknesses. Sometimes problems on the board need to be addressed before a transitional leader can be brought on board. TM² assists the board in addressing "difficult truths," also dubbed "the elephant in the room." Often these are unethical practices that must be corrected before the organization can move forward. The challenge is to bring transparency to the organization so that progressive changes can be made without saddling the college with the bad judgments made by prior administrations. Unethical situations must be diplomatically handled without bringing negative press to the institution, which would further hinder fundraising efforts (Gardner, 2016).

#### Questions:

- 1. What were the unethical practices of some of the leaders in the organization?
- 2. What was the conflict in establishing a financial-management entity?

- 3. What was the best-practice model to assist in securing a new leader?
- 4. What leadership lessons did you learn?

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## Senior Management Challenge

Iamie Williams

THE DIRECTOR OF ATHLETICS (AD) position in college sports is one ■ of the most coveted assignments at a university and is the ultimate goal of many young sports administrators. Leadership is not a part-time job; it is an action grounded in strategy, tactics, and ethics. As individuals climb the ladder to become the chief administrator in athletics, they must develop a fundamental moral value or philosophy of what is good or bad. These are questions that people will answer to on their deathbeds as they look back on their lives (Kreeft, 2008), which is why Socrates said that the unexamined life is not worth living. Today's first principle of emotional intelligence is self-awareness. Keen introspection is necessary, since intercollegiate athletics expose and challenge leadership to its very core through a multitude of competing forces, especially for National Collegiate Athletic Association (NCAA) Division 1A members. These are schools with nationally branded athletic programs that command large revenue streams by way of television rights, lucrative merchandise/apparel deals, major gifts, and ticket sales. Recruiting top athletes who can produce wins and positive media coverage to support these contractual arrangements is the currency of the realm. Expectations for recurring championships and media exposure on the part of donors, alumni, and fans are dependent on a high level of financial support and participation.

As chief athletic administrator, the AD is responsible for maintaining a strategic vision that ensures sustained success. However, one person cannot do it alone. It takes the collective work of a strong senior management team, supported by a number of business-unit leaders, to achieve program goals. Nevertheless, it takes only one unethical person to derail an organization. The AD must choose team members wisely, or the negative dynamics of power and self-preservation will inevitably thrust a program into chaos and uncertainty.

In this case study, the extremely ethical and service-oriented AD at a NCAA Division 1A institution loses a number of key senior administrators to other schools. Obviously, the AD's ability to develop future industry leaders is

evident, but those vacated positions must be filled quickly, as competition for wins, recruits, and facilities never ceases.

ADs at this level spend an exorbitant amount of time fundraising or representing the university on conference committees, tasks that often require a second person to handle the program's day-to-day operations. This AD, after much due diligence, hires a charismatic administrator with a troubled past, but bets on assumed redemption. Unfortunately, the AD does not manage risk by inserting a specific clause into the new employee's contract to prevent any repeat behavior. Second, the AD exacerbates the problem by promoting several untested internal candidates to key senior-management positions. None of them are required to attend any management-training programs to hone their leadership abilities, and none have experience supervising multiple units that include diverse individuals and skill sets. Yet all report to the new second-in-command.

While handling external affairs, the AD grants the new second-in-command full autonomy in running the department, but it is trust without checks and balances. In a relatively short period of time, and in Shakespearean fashion, allegations of inappropriate behavior surface regarding this new, charismatic administrator. The accusations come to the attention of the AD from several business-unit leaders and not the young senior leaders who have been furtively cultivated by the charismatic second-in-command. In response to questioning by the AD, all accusations are denied. Surprisingly, the charismatic administrator appears unfazed by the allegations, embellishing the inherent positional power held while continuing to cultivate a coalition of senior administrators by romancing them with promises of promotions and salary increases.

To mask a personal lack of follow-through and low achievement on tough assignments, this person continually misrepresents the AD's strategy to various coaches and staff while the AD is away. Finally, however, a revelation is brought to the AD by a loyal veteran administrator, although a coup for the leadership position has already begun. The rumors about the second-in-command continue to escalate. The Human Resources Department is notified, but those with knowledge of the allegations refuse to step forward for fear of retribution. To counter this move, the second-in-command alleges that the AD has created a hostile work environment, an accusation that are is backed up by the cultivated staff and coaches. Confusion and drama

accelerate across the athletic enterprise to the detriment of a once-thriving and positive culture. This fall from athletic grace, which appears to be an annual event among the large, branded, and popular programs, lends support to the concept formulated by the English philosopher Thomas Hobbes: that human nature is motivated by fear. Humans are not motivated by reason but by passion; that is, what is good brings one pleasure and what is bad brings one fear and insecurity—a pain–pleasure calculus. Hobbes saw people's first desire as power, which is the vehicle for overcoming fear (Kors, Staloff, Dalton, & Kellner, 2013).

This case study shows how the second-in-command desperately needed power to overcome the fear of being outside the village, which is a metaphorical athletic death. Meanwhile, the new senior leaders feared removal from what was most precious to them: their newly acquired power positions. This mood of anxiety led to war, or the threat of war, as people's very nature conspired against them (Kors, 2013). The developing war is about the carnal, instinctual need for survival and power versus a true leader's commitment to reason and the moral good inherent in ethics.

#### Questions:

- 1. If you were the director of athletics, how would you go about building your new senior team?
- 2. Should the AD have hired the charismatic administrator? Why or why not?
- 3. What could the AD have done to better manage the charismatic administrator?
- 4. How could management training have helped the AD's new senior team?
- 5. What leadership lessons have you learned?

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# PUBLIC AND NONPROFIT ORGANIZATIONS

Leadership is about finding your unique blueprint and expressing that courageously, confidently, and vulnerably.

—Jennifer Mulholland



## Overview

#### Marie Roberts De La Parra

TATHY WOULD ANYONE SEEK WORK in the nonprofit sector when it could present more ethical challenges than one might face in any other industry? But that is the exact reason why one must venture in. Moral and ethical outcomes for many nonprofits, which have such great fiduciary responsibilities, must be met with eminent veracity, with each new opportunity that presents itself. The regulations governing the accepting and spending of donations, and the necessity of meeting state law requirements relating to a company's status as a federal tax-exempt entity are nothing to play around with when it comes to organizational ethics. In addition, the success of a nonprofit can be based solely on internal protocols that regularly engage with some form of volunteerism. Thus the need for oversight and quality control is heightened when practices that have been designed for the paid staff must be applied to unpaid volunteers in order to keep everything in alignment with the organizational brand. Money, politics, and social infrastructures are intertwined and may become complex if great care and quality control are not factored in. Ethical decision making is important in all areas of industry, but in the nonprofit world, it can determine the very survival of an organization.

One might look to the following example as a case in point. In 1987, Donald J. Trump established the Trump Foundation as a private entity to steer the proceeds of his book *Trump: The Art of the Deal* to charitable organizations. Later, however, in news reports and court filings, this same foundation was accused of "improper and extensive political activity, repeated and willful self-dealing transactions, and failure to follow basic fiduciary responsibility" (Goldmacher, 2018). On December 18, 2018, under a court-ordered agreement, the Trump Foundation was dissolved (Evers-Hillstrom, 2018).

In the following section, nonprofit organizations will be reviewed to showcase "The Good, The Bad, and the Ugly" (Leone, 1966) within the non-profit sphere.

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## **Battling Board Members**

Mitchell Friedman

A FTER NEARLY A DECADE AS a member, volunteer, and officer, you have been elected president of a professional organization's volunteer board of directors. Your term begins July 1. The organization's past presidents collectively represent a veritable "who's who" in the professional community, so you're proud and humbled by this opportunity to assume the role.

Your position on the organization's board of directors over the previous 2 years has exposed you to the issues most critical for you to master to be an effective leader. In turn, you have gotten to know well the individuals who will be serving with you during your year in office. You have observed a range of personalities and work styles. The mix of the two has unsettled even the most diligent and graceful leaders of this organization over the past decade. As a result, you have decided to incorporate two elements into your advance planning. First, you have reflected on the skills and interests of individual board members and attempted to match them with suitable responsibilities. Second, you have carefully considered how individuals may or may not work well together, based on their projected roles. In short, you are committed to do whatever it takes to put individuals in positions where they can succeed, work constructively with others, learn, and have fun. Your advance planning focuses on two board members who have especially strong and occasionally divisive personalities. You have seen how their methods have run afoul of other volunteers with whom they work. In turn, their methods have impaired the functioning of the board of directors.

The first board member you consider is Bob Frobsher. He is enthusiastic, hard-working, efficient, and effective. You know that when Bob takes on a project he will complete it with all due speed, enthusiasm, and skill. At the same time, Bob is opinionated and judgmental. He is quick to comment on others' work, and usually in a very critical fashion. Bob sets a high bar for the work of board members. He is not bashful about sharing his opinions when someone does not meet his expectations. Bob's height (6' 2") and corresponding size contribute to what some perceive as an intimidating demeanor. You

have also observed the impact Bob's persistent criticism can have on others. His remarks quashed fruitful discussions on more than one occasion, leaving board members deflated. Bob is aware of his influence and is unapologetic about his brash style. You joke that your only strategy for addressing it is to "let Bob be Bob." You nonetheless have identified some steps you can take to focus Bob's energies. You have decided to initiate contact with him frequently. You want to hear his ideas. They often are good ones. He clearly cares deeply about the organization. You will discuss these ideas with him in advance to address his possible concerns. That is, you want to cut off negative commentary before Bob directs it toward others at board meetings.

The second board member who likely will pose challenges during your tenure is Betty Bostwick. She has been active in your industry for many years. She is not bashful about sharing the wisdom she has gained during this long and successful career that has seen her advise organizations around the world. Betty is a lot like Bob in the sense that she has strong opinions and is determined to express them, regardless of the consequences. She also can come across as critical. You have always gotten along well with Betty; in fact, you feel the two of you have a special connection. You can see her criticalness as one aspect of her personality, which is devoid of malevolent intent toward any individual. You also appreciate Betty's enthusiasm for sharing her achievements and experience. Like Bob, she loves the organization and considers her participation as a means of giving back. Likewise, you're mindful of the negative impression she can make on other board members. You know that even if you reach out to her in advance of board meetings to gain insight into her perspectives, she will launch into rambling, negative speeches covering the same subjects at your meetings. You have determined that setting strict time limits for individual speakers at meetings will challenge her to focus her contributions. You also plan to establish and enforce time limits for specific topics in meeting agendas to ensure the discussion remains on point and the overall meeting begins and ends on time.

During the month before your term begins, you facilitate a retreat for incoming board members. The retreat is a tradition in this organization: the leadership team meets over a weekend at a scenic location to plan for the upcoming year. Being keenly tuned into the dynamics of your board, you are careful to allow ample time for individual members to speak. You set up frequent breaks and extend meal periods to enable board members to socialize.

All work and no play would be a recipe for disaster, and you feel confident that your approach will kick off the coming year effectively.

Your advance planning and reflection seems to pay off. The retreat begins on a high note. Board members contribute enthusiastically and constructively. They adhere to time and topic limits. You cover topics as scheduled. The pace is rapid but not rushed. The energy level remains high throughout meal times and into the evening hours. You are ecstatic as you head into the second day of the retreat.

The positive tone is soon interrupted, however, although in a manner far different than you had considered. As a result, you face the first major leadership challenge of your new administration. Betty initiated the chain of events. She was speaking at some length about the organization's educational programs. Despite your best efforts to inform her that she had exceeded the time limits, she either did not see you or chose to ignore you. She rambled on. Some of Betty's remarks were on point, some were not. Her overall message was critical in tone. You cringed. At the same time, you observed the rolling eyeballs on board members' faces suggesting they took Betty's comments in stride. Perhaps you sidestepped trouble, and Betty's rambling would be nothing more than a minor negative note in your meeting.

What you did not expect was Bob's response to Betty's remarks. He raised his hand to speak once she paused. After you acknowledged Bob, he launched into an angry and loud tirade directed at Betty. He not only attacked the critical tone and substance of her remarks, but her personality and character as well. Even for Bob, this approach was especially harsh and mean-spirited. You were not quite sure why Bob had responded in this fashion. At that time, you scanned the board members' faces and saw them wincing. Betty's smile quickly became a frown. Soon, tears started streaming down her face. Stunned, you called for a break in the hope that Betty could compose herself and some semblance of order could be restored to the proceedings. Your move seemed to have helped, at least superficially, as the meeting continued without further incident.

Nonetheless, you noticed during the rest of the retreat that Bob and Betty worked to avoid each other. They sat at opposite ends of the long dining tables, limiting their conversations to those seated directly next to them. No evidence emerged of reconciliation. Betty later pulled you aside to let you know how upset she was. She communicated her anger toward Bob and

considered his words a personal attack. Having experienced what transpired, you did not disagree with her. In fact, you were upset but did your best to maintain a calm demeanor in the face of Betty's emotional comments. You acknowledged her feelings while pledging to do whatever you could to "make the situation right."

Bob called you the day after the retreat. He struck a different tone, one seemingly at odds with the bluster, criticalness, and anger he expressed at the retreat. The experience with Betty seemed to have humbled him. Bob recognized how his behavior had fouled the mood of the retreat and hurt Betty as well. He asked what he could do to make it right. You urged him to call Betty to apologize. Bob agreed and committed to do so before the end of that week. As far as you could tell, his pledge was sincere. You were confident that he would follow through, as he always did, and that any animosity between him and Betty would soon dissipate.

A week or so after this call you saw Bob at an event sponsored by your organization. Before it began, he pulled you aside to let you know that he had decided against calling Betty to apologize. After reflecting on his retreat experience, he believed he had done nothing wrong in sharing his remarks about Betty's ideas. If anything, he argued, he did the organization a great service by pointing out the foolishness of her ideas. He then walked away to find his seat in the meeting room. You were left dumbfounded. You did not immediately know what to do next to defuse this conflict between two of your board members.

#### **Questions:**

- 1. What principles or behavioral guidelines (ethical considerations) inform the situation?
- 2. What choices for action are available to the president of this professional organization?
- 3. What are the consequences of each of these courses of action?
- 4. What leadership lessons have you learned?



## The Big Easy

Jason Mitchell

Stella Greer, the New director of a large, public-sector organization, took office with an oath to uphold high standards in representing the public and to be transparent in all communications. Stella carried on her daily duties with the goal of changing the organization's culture, increasing transparency, and addressing customer service. As with all new assignments, one learns how to become more effective. As time passes and the person learns the idiosyncrasies of his or her work, change becomes increasingly routine. In Stella's case, she was satisfied that things were going according to plan. Employee morale was increasing, staff began to embrace a team-first initiative, and the public showed signs that it was satisfied with the level of communication and transparency displayed.

With each passing day, Stella became more comfortable making decisions. One particular day, she faced a challenging decision that, on its face, seemed to be routine. She was seeking to fill a vacant position and had to choose between hiring a candidate from within the organization or taking a more progressive route and hiring someone from outside. Stella was down to two candidates and was completing a final round of interviews. In the interview with the internal candidate, the employee, Rebel Moore, suggested to Stella that the position was his and that if he were not hired, the organization's skeletons would come out of the closet. In weighing this conversation and the fact that the outside candidate was better suited to the job, Stella faced an easy choice, though politics could sway that decision. Stella went with her intuition and chose the outside candidate.

Rebel was unhappy with Stella's decision. He went directly to the media and voiced his concerns about the hiring decision and continued to make a plea to be hired. Deep within the organization—and unbeknownst to Stella—one unit was experiencing some operational challenges that were not being resolved in accordance with regulatory oversight. Rebel, knowing that he had a decade's worth of knowledge about the organization not meeting mandatory standards, communicated his findings to the media. As is often the case

with executives at large agencies, Stella—the holder of a highly visible and politically sensitive position—faced an onslaught of media inquiries and found the organization's predicament to be the lead story in the local paper and on the morning and evening news. Though she crafted answers that were factual, she omitted some details that could harm the agency. The issue widened to involve the local mayor, council members, the city manager, and outside organizations. Over time, the matter subsided, and operations returned to normal, but the situation left much collateral damage in its wake. Currently, Rebel continues to challenge the decision, Stella is sometimes forced to address small flare-ups related to Rebel's tactics, and the organization continues to deal with the residual effects of media scrutiny related to this issue. The damage was real for the organization: some felt it was unavoidable, but others thought that too high a price had been paid.

- 1. Should the new director have maintained the status quo? Explain.
- 2. Was the internal employee ethical in revealing the regulatory challenges the organization was facing? Explain.
- 3. Was the new director ethical in providing the media with only a partial, semi-accurate response? Explain.
- 4. Who was right and who was wrong in this situation? Explain.
- 5. What leadership lessons did you learn?



# Coming Up Short: The Challenge of Food Stashing

**Ianith Norman** 

Running a nonprofit organization successfully is largely dependent on fundraising and volunteerism. Hosting a wine and food festival can be an efficient way to raise money. However, organizing and putting on an annual wine and food festival can present unique challenges. Kimberly Stern prided herself on her ability to overcome most of those challenges. Acquiring funding for the event was a challenge, and subsidizing it each year became increasingly difficult. The associated costs in successfully mounting the annual celebration exceeded \$15,000. Marketing the event posed significant concerns, as did developing themes to make the event attractive without losing its core appeal. After hosting the event for nearly a decade, Kimberly had a model that worked, and budgeting and securing ample food, wine, and supply donations took place seamlessly. Local news organizations offered her free advertising for the event. People believed in her organization and respected and trusted her. Kimberly possessed a strong moral compass and excellent decision-making skills.

## Background

Kimberly had two passions: healthy food and community involvement. Creating convivial events like the annual wine and food festival generated more than just revenue for charity. It proved to be a unique and affordable way to attract people to the small river city. The festival livened up the otherwise low-key waterfront and Main Street. Colorful tables and umbrellas that lined Main Street on the day of the festival created a remarkable spectacle. The local boutique shops saw an increase in patronage. The social benefits accruing from the event included education about locally sourced food, the importance of sustainable agriculture, and the role that small growers and producers play in the region. Festival goers participated in seminars that focused

on the benefits of healthy eating. Regionally acclaimed chefs prepared the food. Local wineries offered people an entertaining way to explore varietals.

In general, attendance at food fairs is unpredictable, so estimating resources as accurately as possible is essential. Over the last 2 years, a noticeable shortage of specialty foods and select wines had become apparent at the fair. During the festival this year, Kimberly received complaints of food shortages from patrons an hour after the lunch service began. The plating of the brisket and pulled pork had stopped. How could an entire roasted pig and pans of brisket disappear so quickly? Alarmed and perplexed, Kimberly made an unannounced appearance in the kitchen. What she discovered was shocking. Stacks of covered pans filled with brisket and pulled pork had been discretely placed under tables and disguised. All of the food-service volunteers assured Kimberly that they had served all the brisket and pulled pork and attributed the shortfall issue to high demand. "Well, why is all this food set aside?" Kimberly asked. The staff admitted that they had stashed the food away to eat themselves at the end of the event. Upon closer investigation, Kimberly also found a case of donated sparkling wine in the same vicinity as the hidden food. The kitchen staff seemed to have planned a separate food party for themselves. What should she do now?

Kimberly's greatest fear was realized: discovering misconduct on the part of her workers and friends. She had labored hard to develop a culture that reflected the core values of the nonprofit organization: integrity, excellence, empowerment, community, and charity. Her ethical behavior and displays of integrity were supposed to impact her workers. She attended many seminars on leadership, ethics, and how to build staff morale, and firmly believed that ethics worked its way down from the top. Where had she gone wrong? What made these workers risk taking advantage of the situation? Worker misconduct at the festival could cause her own ethics to be questioned.

The volunteer-driven event relied heavily on sponsorships, donations, and volunteers. Getting enough volunteers to help run the festival was one of the most difficult challenges Kimberly faced each year. She often relied on the assistance of friends and relatives in the close-knit community, where almost everyone knew each other. This year the kitchen was staffed with several of her friends. Kimberly knew that appropriately handling this matter might jeopardize her friendships and her excellent standing in the community.

- 1. Discuss the ethical and legal issues related to this situation.
- 2. What options are available to Kimberly? Discuss the potential implications associated with each option.
- 3. Is stashing food and wine as a volunteer acceptable if it has become a cultural norm in the organization or has gone unchecked for several years? Explain.
- 4. What leadership lessons have you learned?



## **Promoting from Within**

Jay Le Roux Dillon

Ken is the director of an administrative department at a large organization in the nonprofit sector. When he arrived at the company four years ago, the department had just two employees. Since then, Ken has taken great pride in recruiting, hiring, and mentoring new staff. The opportunity to build a department from the beginning was part of what attracted him to the director role in the first place, and has been one of the most rewarding aspects of his job. Ken now has nine direct reports including two associate directors, four assistant directors, two coordinators, and one executive assistant. Even with this expanded team, all have ample work. Ken and several staff members routinely work late and on weekends.

One of Ken's newest hires, Laura, the assistant director in charge of the organization's volunteer program, recently informed him that she was leaving to take a new position abroad. This was disappointing, as Laura had only been in her job for four months. Ken was taken aback by her decision to leave; however, he is understanding and wished Laura the best as she embarked on this new stage of her life and career. Putting people first has always been a part of Ken's values, and being a servant leader is very important to him. As difficult as it is to lose a staff member so quickly, Ken tried to hide his frustration for the benefit of the team.

Now it is October and the organization is going through its annual budgeting process. Although the company is doing well, recent challenges in the nonprofit sector have put additional pressure on all levels of the organization. As a result, Ken has been asked to reduce his budget by 15% for the coming year. Understanding the circumstances, he is worried that the now vacant position in his department may remain unfilled in order to achieve budgetary balance. Ken informs his supervisor, Marina, of the staff departure and is surprised to receive immediate approval to post the position and hire a new assistant director. This is welcome news and an affirmation of the value that the organization places on the volunteer program and Ken's department.

Ken is eager to get going on the recruitment process. At the same time, he

knows that one of the coordinators on his team, Alisha, is very interested in the assistant director role. In fact, she had applied for the position when it was open six months before and was ranked second by the hiring committee, just below the candidate who took the position and is now leaving. Ken is positive that when he posts the assistant director job again Alisha will reapply, and that she will also be a top candidate. With that in mind, Ken decides to approach his boss with a proposition.

After securing the necessary approvals from human resources, Ken asks Marina for permission to promote Alisha to the assistant director role vacated by Laura. Ken characterizes this move as a benefit to staff morale and management continuity of the organization's volunteer program. Marina agrees, but with one caveat: if Ken promotes from within, it is likely that Alisha's coordinator position will be left unfilled due to budget constraints.

This unexpected turn of events has left Ken with an ethical dilemma. Does he promote Alisha and risk losing a full-time coordinator position, or does he recruit for the vacant assistant director role from outside the organization to retain both positions? As he weighs this decision, Ken recognizes that losing a position on his team will create permanent additional work for him and his direct reports. To make matters more complicated, Ken is fairly certain that his staff know that Alisha applied for the assistant director job previously, and that team morale would suffer if she were passed over for the position a second time.

- 1. If you were in Ken's position, would you promote from within or recruit from outside?
- 2. How would you compare the additional work that a vacant coordinator position would create against the value of staff morale?
- 3. What distinguishes an ethical dilemma from an organizational predicament?
- 4. What leadership lessons have you learned?



## The Nonconsequentialist Leader

Marie Roberts De La Parra

For 15 years, Danielle has played a significant role on her team. The firm she works for provides infrastructure for new, sustainable development in underserved and marginalized communities globally. Danielle is one of four project managers on a team of 24 highly skilled and knowledgeable individuals. Her firm has seen significant revenue growth, and its knowledge, skills, and expertise are highly sought after. Every success has increased the need to bring on new staff members and to promote internally in the organization. Based on Danielle's performance review, the CEO of her firm has offered her a promotion to regional vice president for the eastern region of the United States. Although Danielle is excited about this opportunity and accepts the position, she feels ill-prepared for the role of regional vice president. She is well aware of the scrutiny that former members of her team have directed toward her now that she must transition from being the doer who follows the rules to being the leader who makes the rules.

The main task Danielle must now undertake as the new regional vice president is to understand her style of leadership, her ethical leadership role, and the strengths she has as a leader. In addition, she needs to review what knowledge she possesses and how she has used it in the past to make improvements or to work toward change. Danielle has stated that, based on information outlined in her prior annual performance reviews, she has leadership capabilities but has not used those abilities to her advantage. She is now forced to address inadequacies in her leadership style and to examine the ethical beliefs that guide her.

Identifying her strengths and using them is fundamental to Danielle's challenge. The lack of strength and identity was a major factor in her role as a project manager, and she wanted to ensure that this did not become a liability in her new leadership role. Even though Danielle's superiors undertook an annual personality analysis, she never seriously considered what the analysis was providing—that is, insight into how to effectively lead others. Given her uninterrupted rise in career status, Danielle had not stopped to consider that

it was an advantage to spend time learning about herself. In fact, she did not take on that challenge because she remained confident about her ability to achieve and execute. Danielle felt that leadership is a natural ability that a person either has or does not have. Until now, she thought she possessed the natural ability to be a leader. She did not recognize that a deep evaluation of herself was required if she intended to grow into an outstanding leader.

The consistent feedback Danielle received was that improving her ability to listen would give her a great deal of insight. She realized that she was not the best listener and had refused to address this liability. Because of her foundation of knowledge, she was always given a seat at the executive-leadership table and thus, by association, she considered herself to be a good leader. "To be nobody but yourself in a world which is doing its best, night and day, to make you everybody else means to fight the hardest battle which any human being can fight, and never stop fighting" (Cummings, 1965). Danielle needed to identify a personal leadership style that would correlate with her own ethics and stop basing her leadership and ethics solely on the practices of those around her. She realized that she had to learn what ethical leadership looks like and what type of leader she wanted and needed to become. She had previously defined her role as a leader by being a follower, not understanding that she had to define and understand herself as a leader. "Arrange whatever pieces come your way" (Woolf, 1927).

In learning to lead, Danielle reviewed her evaluations from previous years and discovered where she had grown, where she had remained the same, and where she had faced challenges that she needed to overcome. The first step she took was to journal about each analysis, identifying every aspect of the subject matter focused on learning about herself. As she detailed her findings, she recognized that she had denied herself the skills and knowledge to become a great leader by developing her own ethics and leadership standards. She saw that good had never been good enough, and that was especially true now. Danielle faced the fact that she had simply accepted what others had stated about her leadership—specifically, that it lacked style. Now she had put in the work required to define her leadership brand.

## **Questions:**

- 1. Do you think journaling was an effective strategy for Danielle to use? Explain.
- 2. What are some other methods that will help Danielle to understand her leadership style?
- 3. What are some specific strategies for Danielle to use with her team?
- 4. What leadership lessons did you learn?

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## No Need to Rush

Cynthia Mitchell

NONPROFIT ORGANIZATION THAT PROVIDED COMMUNITY programs began to experience some extreme organizational changes. The organization was developing new programs, embarking on a fundraising drive whose goal was in the millions, and was relocating to a larger facility in order to house new programming. With more staff, new lines of service, and more clients to serve, the board of directors experienced pressure from stakeholders to hire a new CEO. The preceding CEO had left several years earlier, and an administrative board member had taken the reins. After some time had passed, major contributors began to ask questions about the longstanding vacancy and demanded an explanation as to why the matter remained unresolved. Local politicians, who had a direct interest in the organization's success, also pressured the board of directors to hire a new CEO.

The board began the executive recruitment process. The process added a new layer of challenges but was necessary at the time. The CEO's duties would be to oversee programs, ensure operational efficiency, and be the sounding board for the organization's ethical standards. The CEO would also aim to provide funding solutions, be a conduit for community members, and position him/herself as the face of the organization. The board was under extreme pressure to fill the position given the length of the vacancy and the number of projects left unmanaged during the shift in leadership.

The board eventually hired Robin Sharp. Robin's credentials were excellent, and on the surface she appeared to be the best candidate. She had strong community ties, was a long-term resident of the city, and had the ability to start the job immediately. But the recruitment process was rushed, and some crucial steps were overlooked.

Robin was put through an expedited orientation process and was quickly immersed in the organization's operations. At the beginning, she had significant financial control and was granted permission to spend resources with very little understanding of the funding matrix. Her tenure began problematically, and she often neglected to follow normal protocols. She would make erratic decisions that did not align with policies, procedures, or practices. As time went on, her performance became progressively weaker. She began to lose the respect of her staff, and her professional relationships became troubled.

Robin unintentionally revealed that her on-paper persona was at odds with her actual job performance. An important skill she listed on her resume was being a proven financial leader. However, she would frequently spend unwarranted amounts, authorize her own compensation, hire unnecessary consultants, and ignore sound fiscal advice. Her management style was unconventional and resembled that of a tyrant. She would try to demean people who appeared to oppose her, threaten to take legal action when operations did not go as anticipated, and take leaves of absence without notice. Robin would often respond in a negative manner and use crude language toward staff when she was confronted with her lack of good judgment. People were intimidated by her hostility and could not predict what she was going to do next.

Ultimately, Robin was found to have egregiously mishandled the organization's resources by engaging in actions that placed the organization in a financially compromised state. Eventually, the financial problems began to balloon, and the lack of sound fiscal management created budget shortfalls, loss of seasoned staff, and elimination of core services. The board failed to address the spending issues in a timely manner, and the organization suffered major financial setbacks. When the board called an emergency meeting, Robin was asked to provide answers to some serious questions. She could not explain where the money was spent or provide an explanation as to why she made specific purchases. She tried to redirect the board's attention to other issues and referred the directors to other people's actions. Robin's excuse for her behavior was that she was burdened with issues that were not disclosed to her at the time of her hiring. She believed she was grossly underpaid, misled, overworked, and underappreciated. When the board learned the extent of the damage Robin had caused, it had no choice but to terminate her.

For this nonprofit, the inability to hold Robin accountable marked the failure on the part of the board to provide proper leadership. Robin was placed at the helm of the ship and charged with taking the organization into unchartered territory. She became misguided in her decision making and did not develop the ethical stamina required to make the right choices. The board of directors is the ultimate authority of the organization and is responsible for the people it chooses to lead the organization. If Robin failed to meet a set of

No Need to Rush 89

standards, the board's role was to remedy any of those problems that she may have caused. If the CEO makes one poor decision, the organization ultimately pays the price.

- 1. Who was more impacted by Robin's decision making? Explain.
- 2. What could the board of directors have done to prevent the issues it faced with Robin?
- 3. At what point is it necessary for staff to notify the board of directors of an executive leader's unethical activities?
- 4. What leadership lessons did you learn?



## **Keeping Secrets**

Candy Smolik

FRIEND CAME TO ME AND confessed that her husband has Parkinson's Disease. This neurodegenerative disease adversely affects body control and movement and can progress over a very long period of time. He found out he had the disease before they were married. (They've been married for seven years.) He was honest with my friend from the beginning, and they have talked about how their life will change as the disease progresses, as well as ways to live in the present and enjoy the life they have together. The caveat that came with this confidential information was that I can't reveal to anyone what I learned. My friend is worried that the information will spread to the husband's workplace. I'm not the only person who knows about his illness, but she was telling me specifically as a way to vent because she knows she will experience much pain alongside him and was seeking to unburden her mind. I found out that not even her husband knows that I know. At times she is uncomfortable discussing the topic and wants the occasions on which it is brought up to be limited. Although I am not altogether comfortable knowing this information, when I am around her husband, I appreciate her trust in me. The sharing of privileged information brings people closer and can sometimes make it easier to live with a problem in your life, knowing that a support system is available to you.

The next part of the story concerns more of an ethical dilemma. My friend's husband is a lawyer and, as noted above, his workplace is unaware that he has Parkinson's. How or when he might tell his employers is unknown—if, indeed, he ever tells them. Is he refraining from telling them as a way to preserve his job? Does he know he's not supposed to practice law under the cloud of certain personal problems? Slowly but surely this information may somehow spread as more and more people become aware of the situation. Certainly the husband's employers would want to know about a personal issue of this magnitude. Concerns surrounding his health and well-being affect him on both a human and a business level. Companies must address concerns about liabilities, litigation, and ethical debates related to having fully functioning

employees as the company works to protect its name and reputation, especially a law firm. Companies have policies about time off, sabbatical leave, and working to one's full capacity because they offer the tools to employees to care for themselves. If this kind of information were to come out and the law firm came under scrutiny for malpractice, it could mean a loss of jobs, loss of money that pays the salaries of others, or the possible loss of repeat business. Although there are protections surrounding the business, if a situation ultimately costs someone else their job in some way, colleagues can be affected in a personal way.

Now, as I sit through the many 20/20 documentaries I like to watch, I see how many times lawyers make mistakes that can wrongfully imprison people or misrepresent them in other ways. The chance for human error always exists, but personal problems, ethical or moral issues, or cognitive decline can exacerbate those issues. Knowing that Parkinson's Disease affects movement more than cognitive skills, I still wonder if my friend's husband should be working in such a demanding position. Could the company to ask him to take on less of a case load, step down, or retire? The handling of this kind of situation is difficult for everyone.

Being a trustworthy individual who is supportive of family and friends who may be battling a disease are all qualities I would like to maintain. I lead a life of honesty and am protective by nature and law abiding. As a member of society, I have a responsibility to protect, serve, and bring the truth to an unknowing public, if necessary. People look to lawyers for protection and sometimes need this protection to prevent losing years of their lives or their savings, or losing out on business deals. Ethical behavior and obligations can be confusing and unclear and can often be burdensome. In contrast, grappling with a disease in secret is a burden in itself. We all try to lend an ear to a friend in distress, but we may unexpectedly end up with information that makes us uneasy. Each of us is a collection of secrets, but we pick and choose with whom and when we share those parts of ourselves. As life rolls on, we lose control over the secrets that might affect those around us.

As someone with another person's life or business in your hands, you have the obligation to serve them well. As a lawyer, you take an oath to continually educate yourself on the law, and you have the legal obligation to render a service, especially since the client is paying for that service. Knowingly offering a service that is subpar is a moral issue in and of itself, so I wonder how my

friend's husband feels about keeping his secret to himself. I wonder if he will stay at his job if he begins to make mistakes that suggest he should no longer practice law. We have so many diseases, situations, or times in our lives when it becomes important to know our own boundaries and limitations, and to know when we are at risk of adversely affecting other people.

- 1. Would you come forward with information before or after possible harm to a third party? Explain.
- 2. Do you see parallels in this story with real-life situations around you?
- 3. How would you go about making your feelings clear about the situation?
- 4. What leadership lessons did you learn?



## The Paying Public and **Private Problems**

Candy Smolik

WOMAN OPENED A GYM. SHE had saved money, worked hard, and was opening this exciting place by herself. She painted the walls herself and was proud of the plan she had made to give people great workouts and longer lives, and to do it in a clean, safe, environment. Gyms intimidate most people, so her hope was to create a welcoming atmosphere and focus on health. Upon opening this small business, the owner was eager to get clients through the door and cash into the bank. She had many lessons to learn, but the basic need for customers was a main priority. The first few months were stressful, and the owner was very nice to each customer who came through the door because she knew the level of customer service would directly impact the chances for repeat business. Her only thought was that if she could stay open, she would help more people, add more years to lives, and inspire more interest in health.

This accommodating approach to people and extra care directed at individuals began to pay off. The financial burden was starting to lift, and the business model proved to be working. Business was increasing, and the owner was continuing to show her gratitude toward each person for his or her continued membership. The owner thought this level of customer service was not only beneficial to the business itself, but should be built into how one treats people in general: treat them with respect, be happy to have them around, and appreciate their loyalty to you. Relationships, trust, and knowledge of personal issues are all shared when people are comfortable, and the owner of the gym was proud to have established a safe zone where people were free to share, be themselves, and also better themselves. This accomplishment, as she knew, was hard to create, nurture, and sustain while also running a business in the background.

An issue arose when the owner noticed that one male customer was overly flirtatious toward her, although this flirtation was not solicited. She never reciprocated or appreciated the flirtation in any way; rather, she simply ignored it. She thought that by not reciprocating she had made it clear that she was not a single woman, that the man would no longer pursue her, and that he would observe certain boundaries in his conduct around her. After all, he was a C-Suite-level man at a large company and surely was aware of general human resources guidelines. He tried to give the woman a hug on his way out each day. This was particularly bothersome because the owner did not enjoy hugging, though she understood that other people sometimes do. However, this act was made especially unpleasant because the business was a gym, so the customer was sweaty as he left. The woman told him directly that she did not enjoy hugging and did not want the sweaty hug anymore. He understood and stopped hugging. Two violations of personal space were thus resolved quickly.

One afternoon, the male client decided to reach out and touch the hair of the woman; on another day, he slowly traced his hand down her spine to her lower back. The level of intrusion was clearly heightened by the slow movement of his hands and his brazenness in thinking he was allowed that close to the woman at all. His attitude and demeanor, as displayed by his physical behavior, were becoming more aggressive. This clear change in the relationship, coupled with what could only be described as sexual harassment, promoted a swift, private, but very stern talk between the owner and the client. This was a delicate situation because the customer was indeed paying a great deal of money to the business, but was then pushing boundaries beyond what was comfortable for the owner. The client's private feelings were clearly making their way into a public place, and the owner needed to make the rules clear to the client:—namely, that sexual harassment of any kind would not be tolerated. Because he had had a previous problem with personal space that had been solved quickly, she assumed that a clear, immediate conversation was warranted and expected it would be taken seriously, as before.

Months went by and the man made another move in the form of an inappropriate remark to another client during business hours, whispering a sexually inappropriate comment into that client's ear. The female client immediately brought this transgression to the attention of the business owner who, told her that this was intolerable and would be handled immediately. The owner walked up to the offending man and said she needed to talk to him privately before he left for the day. She was met with a defensive, angry tone when she told him that he had again crossed a line and had violated the gym's sexual harassment policy. He was immediately removed from the client list and was not allowed to return. He blamed the owner for painting him as someone who makes people uncomfortable and claimed that he could not overcome the owner's perception of him.

- 1. Would you have fired the client after the first attempt at harassment? Explain.
- 2. How else could the situation have been handled? Explain.
- 3. Do you believe in second chances and redemption? Explain.
- 4. If there had been mutual flirtation, would it have been acceptable for the man to make advances to either woman? Explain.
- 5. What leadership lessons have you learned

## GOVERNMENT AND LAW **ENFORCEMENT**

Start with good people, lay out the rules, communicate with your employees, motivate them and reward them. If you do all those things effectively, you can't miss.

—Lee Iacocca



## **Overview**

Tyree Robinson

VERY TIME WE TURN ON our televisions or log on to our electronic devices, we see headlines regarding either the President of the United States, people who work or have worked closely with him, elected government officials, or law enforcement officers who are abusing the power entrusted to them without regard for the lives and well-being of those they took oaths to serve with impartiality and integrity. It is extremely disheartening to see video footage taken from cellular devices showing police officers, who are sworn to protect and serve, savagely abusing people and shooting them—oftentimes taking their lives for what we see as minute offenses. Unfortunately, we are living in a time when government and law enforcement officials are not conducting themselves as ethical leaders. There is no one specific definition of what ethical leadership is; however, Phil Robinowitz offers a description of it on the University of Kansas Community Toolbox:

Ethical leadership requires from the leader a coherent ethical framework that will guide her decisions and actions all the time, not only in specific situations. Among the most important of the characteristics that define an ethical leader are openness and honesty; the willingness to make the discussion of ethical issues and decisions a regular part of the organizational or group conversation and culture; the urge to mentor others to lead; the drive to maintain and increase competence; the capacity to accept and seriously consider feedback, both positive and negative; the ability to put aside personal interest and ego in the interest of the cause or organization; the appropriate use of power, which is never abused or turned toward the leader's own ends; and consciousness of the human beings behind the labels of "opponent," "ally," "staff member," "participant," etc.... Finally, and perhaps most important, an ethical leader never stops reexamining his own ethical assumptions and what it means to be an ethical leader. Like so many other important tasks,

maintaining ethical leadership is ongoing; like only a few others, it can last a lifetime. (Rabinowitz, 2018)

When we look at the social, political, and governmental troubles, we can see a lack of honesty, authentic justice, community building, and respect (which are also part of the ethical leadership definition and behaviors) for people whom these systems are designed to serve. If honesty and integrity are lacking in government and law enforcement systems, then trusting relationships cannot and will not be formed or maintained.

It is important that there be ethical leadership in government and law enforcement, for if dishonesty, lack of respect, violation of trust, and abuse of power continue, it is likely that people who are oppressed will become utterly discouraged. They will lose faith in these systems as sources of help and service and instead view them as enemies, which could cause honest, hardworking people to take action against these systems, either legally or illegally. If they choose the latter course, the result could be disastrous, as people will believe that they must resort to taking the law into their own hands because a democratic system of integrity no longer exists for them to hold accountable those who oppress them. Many people within government and law-enforcement systems know the difference between ethical and unethical behaviors. These two systems will gain the trust of the people they govern by being truthful and honest with themselves and the communities whose welfare they exist to protect. It appears that because these systems are not held to a high standard of accountability, many have no faith or confidence in their ability and/or willingness to conduct the matters of the nation ethically.

### Reference

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# Dignity, Sweetheart Deals, and Politics

**Ianith Norman** 

SHEENA WAS THE FIRST IN her family to run for office. Family and friends warned her that her integrity would be tested, but she took on the challenge in the belief that she would not sacrifice her dignity for power. Confident in her spiritual and moral beliefs, Sheena felt prepared for the political world's battlegrounds. Bringing integrity to the city council inspired her to seek office in her community, where a high level of distrust existed. People were concerned about the way business was transacted. Rumors about backroom deals, land grabs, and corruption plagued the small town. Increases in large-scale property sales, coupled with substantial budget deficits, heightened community members' concerns. The city appeared to be on the verge of bankruptcy. Residents' desire to have transparency and trust restored to their local government got Sheena—who had become well known in her town as an ethical businesswoman who volunteered and cared about her community—elected to the city council.

A few weeks after Election Day, Sheena faced her first challenge. The city manager at a budget meeting recommended the sale of a 7,000-acre parcel of land owned by the city. Within a week of the recommendation, a buyer emerged, and the following week the matter was placed on the agenda for approval. Alarmed by the quick turnaround, Sheena began to have questions. Where was the appraisal on the land? How did the city manager come up with the value of the real estate? Who made the offer? How did the potential buyer know how much to offer for the purchase? Sheena had many questions but very few answers and instinctively became suspicious. The thought of being complicit in making sweetheart deals or land grabbing unnerved her.

Sheena immediately approached the city manager for answers, but what happened next caught her off guard. The manager informed her that the discussion on the topic would take place in closed session with all members of the council present, and that she would learn more about the sale at that time and not before. He warned Sheena that these were the rules of the

game—specifically, it is common for property acquisition and disposition to be heard in closed session by the city council, and that such meetings are confidential. The city manager reminded the councilmember that she was new to public office and that a city council that is united is a happy council. He further pointed out that the other four council members supported the land sale.

Sheena knew that land is typically appraised before a sale to establish its value. The challenges for her were how she would notify the public and her constituents that appraisals were not done on the property, how she could enlighten others about the sweetheart deal, and how she would describe the suspiciously quick developments in finding a buyer and the low-ball offer of \$24,000. If the councilwoman discussed the matter with anyone outside the meeting, she risked violating the code of conduct and the law. If she said nothing, she risked being viewed as complicit. Leading with dignity posed many challenges for Sheena.

- 1. What action should Sheena take?
- 2. What role should a moral compass play in political decision making? Explain.
- 3. What ethical characteristics appear to conflict in this scenario?
- 4. What leadership lessons have you learned?



## **Management Accountability**

Tyree Robinson

Accellent annual work evaluations performed by his immediate supervisor, James exhibits a high standard of integrity and exceeds the standards set by the local government and his department. He has a good sense of humor and a "fun-loving" personality, and he is well liked by many of his supervisors and colleagues. He has never been in any trouble nor has he had any disciplinary actions taken against him, verbal or written. He is always eager to learn the latest job functions and technologies and often volunteers to attend on-site and off-site training sessions and workshops to enhance his skills. James is self-motivated and works well alone. He is also a team player who works well in a group setting. He has numerous certificates of appreciation and awards for his outstanding work.

Unfortunately, James has a lot of personal health issues that warrant frequent visits to physicians and specialists. He must self-administer medical treatment prior to going to sleep every night. In addition to his own personal health issues, he must tend to many of his family members who have chronic medical conditions as well. However, James does not intentionally allow that to distract him from his work. During times of his own illnesses or those of family members, James's immediate supervisor has been understanding. In fact, as James and the supervisor got to know each other, they realized that they shared some experiences. His supervisor was accommodating on many occasions by allowing James to work from home when an emergency would arise; he also allowed him to occasionally change his shift, either beginning the shift earlier or later than the regularly scheduled time. James was very grateful for his supervisor's kindness and was careful not to take advantage of it. With every medical appointment for himself or a family member, James brought in a letter from the physician and medical staff verifying that he was where he said he had been. He was also covered by the Family Medical Leave Act, allowing him to be off of work for his own personal health care without fearing reprisals for time missed from work. James never let his own medical circumstances or those of his family members be the reason for him to have a negative attitude toward anyone at work.

Over time, James realized that his attendance was being negatively impacted by the many doctor appointments for himself and his family members, and he hoped that his supervisor would agree to change his schedule so that he could begin work one hour later. One day, upon his arrival at work, he went into his immediate supervisor's office and asked if they could talk; his supervisor agreed. He began to discuss some personal health and family issues he was having and to ask if he could begin his eight-hour shift one hour later (and complete it one hour later) As he began to talk with his supervisor about changing his shift, the supervisor began to scream "NO! NOW GET OUT OF MY OFFICE BECAUSE I DON'T WANT TO HEAR IT." James asked him if he could finish saying what he had to say, but the supervisor made a fist and slammed it down on his desk, yelling "WHAT DON'T YOU PEOPLE UNDERSTAND?" (The supervisor and James are of different racial backgrounds.) The supervisor proceeded to get up from his chair and stood over James. At that moment, James feared the situation would evolve into a physical confrontation if it did not end soon, so he decided that the best option was to leave the office. James stood up and exited his supervisor's office; as he walked out of the office, the supervisor slammed his door, which hit the back of James's shoe, nearly causing him to stumble and fall.

Bewildered and emotionally bruised, James returned to his office wondering why his supervisor had been so upset and confrontational. He also wondered what the supervisor had meant when he referred to him as "You people." James also could not understand what the issue was regarding his request for a schedule change, since many employees had altered their schedules for reasons having to do with lack of child care, commuting, problems with public transportation, and conflicts with school schedules. James sent the director of the department an email explaining what had transpired and requested an in-person meeting with him. The director was very understanding and asked if the two could meet the next day upon James's arrival at work. The director was attentive and understanding of James's feelings of having been disrespected, threatened, and possibly racially attacked. The director said he was required to report the incident to the government's Department of Human Resources and allow it to initiate an investigation.

After several weeks had passed, James received a letter from the Department of Human Resources stating that a thorough investigation had taken place and that the supervisor was found to have done nothing wrong. Confused, James wondered how an investigation could have taken place when nobody from the Department of Human Resources had talked with him. Due to his health issues and family issues, James decided that he no longer had any respect for his supervisor and that if he had any further issues or needs, he would go directly to the department's director. Having lost all confidence in the Department of Human Resources, James folded the letter and put it away, all the while wondering whom he could rely on for support.

- 1. In your opinion, was the supervisor's behavior ethical or unethical? Please explain your answer.
- 2. When the supervisor addressed James as "you people," do you believe he was being racist? Explain your answer.
- 3. Why do you think the supervisor's behavior was deemed acceptable by the Department of Human Resources? Why was a conclusion reached without James ever being contacted by them?
- 4. What leadership lessons have you learned?



## Who's Really Being Served?

Matthew Escover

FRED IS THE MAYOR OF a small city of 25,000 people in a rural, agricultural area transitioning to a suburb of a major city. He was elected on a clean-government, job-creation, business-development and -retention, affordable-housing platform. He also makes a concerted effort to overcome the public scandals of his predecessor, who focused on conflicts with the city staff and their public-employee unions. These distractions have prevented the government from addressing economic issues, and the public has lost faith in the ability of government to solve these problems. As mayor, Fred is respected in the community because he listens to all parties and tries to be fair in his dealings with all community groups. He wants to end the conflicts.

The city has a high unemployment rate, and Fred, as a pro-business leader, wants to help reduce that rate and the related poverty, drug use, and high-crime problems that it brings. Recently, a local food processing company closed its 75-year-old cannery and left 600 seasonal and 80 full-time employees jobless.

Key constituencies that helped elect Fred were small-business leaders, housing developers, and senior citizens. As a community leader, Fred has tried to balance each of these constituencies' needs by supporting the retention and recruitment of small businesses, the retention and support of food processing, and the development of an adequate supply of affordable housing for local workers and employers.

Fred realizes that several of these issues are interrelated. The recruitment and maintenance of small business and food processing are impacted by affordable housing. Although more than 1,100 new single-family homes are in the construction and approval process, only 10% are mandated as "affordable units." The median home cost is \$350,000, which is out of reach for many local workers, whose median hourly wage is just \$11.00 per hour. Only two new 30-unit apartment projects are in the approval process. With a vacancy rate of 4%, the city has little spare rental inventory, and these units will, for all practical purposes, be rented as soon as they are certified for occupancy. In

addition, the city has two small mobile home parks, but the previous council placed a moratorium on the building and expansion of this type of housing.

Recently, the largest mobile home park, Amirante Acres, was purchased by an out-of-area management firm. The park has 300 spaces rented to owners of mobile homes. The occupants are a mixture of elderly retirees and young couples with children. Of the 350 residents, about 200 are elderly retirees on fixed incomes. Shortly after purchasing Amirante Acres, the new owner refinanced the property in order to take some equity out of it. To service the new indebtedness, the owner raised space rentals from \$250 per month to \$500, effective immediately.

The renters quickly organized a homeowners association to oppose the rental increase. They approached Fred and asked for assistance. He agreed to place their problem on the city council agenda after consulting with the city manager. The hearing would give the citizens an opportunity to vent their frustrations after having been rebuffed by the owner; in addition, it and might give Fred time to consider what action, if any, he could take.

At the first public hearing, the renters predictably stated their concerns about the price rise, their limited incomes, and the injustice of such a rapid increase in rent. The owner's attorney argued that the property was theirs to do with as they wish. Also, the lawyers explained that, in time, some improvements would be made to the park, including better lighting. Upon questioning, Marks, the owner, spoke up and demanded that the city "get out of his business." At that point, any dialogue ended. The mayor directed the city staff to come back with options to address the problem.

After meeting with city planning, engineering, and housing staff, the city manager returned with three options. The first option was to do nothing and let the market address the issue. Politically, this would alienate the renters and those in the community who saw this as an issue of fairness. It would also signal "a hands-off approach" to rental owners, potentially encouraging the construction of more apartments. Finally, it might put the city and Fred in a very bad light by portraying them as uncaring to the elderly and less fortunate.

The second option was to use the city's powers of eminent domain to purchase the property for public use. This would, in effect, make the city landlords and responsible for property conditions and rents. This option would create a complex situation wherein a city department would be in charge of the property—a source of possible conflict with renters in the future—and

potentially place more pressure on city finances. Rental-management companies and developers would see this as government encroachment on private business.

The third option was to enact a rent-control ordinance. This option would allow the city to set limits on how much the landlord could increase rents each year. The risks here were a potential lawsuit from the owner, the hostility of other rental owners, and developers' reluctance to invest in badly needed affordable housing for workers.

Fred has now examined the options and dislikes all of them. Each one has drawbacks. He needs to choose the most ethical approach to the problem—one that takes into consideration the law, city policies, and potential effects, political and otherwise. The city council looks to Fred as mayor to build consensus and make recommendations to resolve the matter.

- 1. Should the mayor make an ethical or political recommendation here? Are they the same thing? Explain.
- 2. What are the ethical considerations in the case study?
- 3. What other ethical choices for action are available to the leader?
- 4. What leadership lessons have you learned?



## **Dirty Deeds**

Dominic Yin

DOM AND STEVE WORK FOR a world-renowned police agency that employs more than 2,500 sworn officers and over 500 civilian personnel. They were academy classmates, worked together for many years in various assignments and commands, and were promoted through the ranks together. They are the best of friends. Both are now Deputy Chiefs with separate commands, and both are in contention to become the future Chief of Police. Dom has command of the Operations Bureau, and Steve has command of the Administrative Bureau. One of the duties of the Administrative Bureau is the hiring, retention, and firing of officers. Both men want to advance to Chief of Police for this agency and are working diligently toward that end. Nonetheless, both have been supportive of each other's careers and have informally promised, over many shared meals, to always help one another.

Dom and Steve have an understanding that law enforcement is not only a physically and emotionally dangerous profession, but one that is often gripped by controversy and ethical grey areas. Both have counted on the other through the years to be the voice of reason, a practice that has led both to impeccable careers. Both are destined to reach even higher office, whether at this department or another. And both also know that in their official capacities, they are just one controversy away from ending their careers. At their current ranks, they are both riding the liability wheel of chance. It takes only the neglectful actions of one subordinate to end their careers. As this is civil service, the most lucrative retirement-building years are those at the end of one's career, and thus they must be particularly careful in the years closest to retirement.

In the course of Dom's duties, he unintentionally walked in on two of Steve's subordinates engaging in lewd behavior in a locked office while on duty. The two subordinates were so lustily engaged that they did not notice Dom walking in. Dom quickly and quietly left. He was shaken and immediately began mentally walking through all the required steps through his mind. If reported, this would end the subordinates' careers and marriages.

Dom also coaches the two subordinates' children on a Police Activities League sports team and knows that they are good children with bright futures. Furthermore, if Dom reports the activities of Steve's subordinates to the appropriate investigative section, this will undermine and potentially end Steve's drive to be the next Chief of Police. Such knowledge would show that Steve does not have the command presence to ensure that his subordinates behave in accordance with civil service and departmental policies. Clearly, engaging in lewd behavior on duty is a serious violation of civil service and departmental regulations. Moreover, the ethical violations of not being faithful in a marriage are also daunting.

It is understandable that Dom is in a difficult position, as he has spent his whole career following the rules, holding those accountable, and treating each person the same. But here Dom is conflicted: he wants to make the report but is worried about the damage it will do to his classmate and best friend, as well as the lives and careers of Steve's subordinates and their children. Moreover, if the report involves an investigation that goes nowhere, it may negatively impact Dom. His career will be stalled, and others in the agency will treat him as a pariah. Another complication is that the cuckolded spouse of one of the subordinates is the head of the Internal Affairs Division and the brother of the current mayor. The latter has the power to select the next Chief of Police at will. Dom is so conflicted that he has taken time off and begun seeing a mental health counselor. His family life has deteriorated, and he has begun abusing alcohol. He finds that his decision-making capability is being comprised and that he is in danger of being unable to serve the citizens of his jurisdiction. He is contemplating retiring early and moving on to a different agency or career, but he is also clinging to his professionalism.

Dom knows that he can weather this storm by making the proper notifications and letting the consequences play out as they may, even if this would adversely impact Steve's career and the careers of Steve's subordinates. He also knows that the affected children's lives would also be changed, likely in a detrimental way. To make matters more complex, one of Dom's children is currently in the hiring process in the civil service area for a position with this police agency, and the child's background investigator is one of the subordinates Dom saw engaging in lewd behavior while on duty. That subordinate is very popular in the background unit and holds sway with the ultimate hiring committees. Earning a civil service position is like winning the lottery in

that the payoffs continue to come in the form of a lifetime pension for the employee and spouse, lifetime medical care for the employee and spouse, and extraordinary opportunities for the children of those in civil service.

Dom is concerned that if he makes the report, his child may ultimately be denied a civil-service future. Further, one of Dom's nieces is applying for a criminologist position in the department and has also been assigned that particular subordinate as her background investigator. Dom is concerned about his niece's hiring and retention opportunities as well. But even if Dom's children are hired, they will have a potentially hostile work environment, as others in the department will feel that punishment for Dom's actions should be extracted through his loved ones. Arguably, there is still a "thin blue line" mentality in this police agency, and those who believe in this "thin blue line" will find ways to punish those who do not.

Of course, in a perfect civil-service environment, these charges could be made confidentially. However, because of the severe consequences of making this report, its confidential nature will be transparent and easily pierced. In other words, it would not be too hard for others to figure out that Dom was the only one capable of making the report and is the only one capable of having been in a position to witness the lewd acts of Steve's subordinates. The idea of confidentiality is admirable, but in these real-world applications it is less than satisfying. Alternatively, Dom can try to use the confidentiality clauses and, if he is treated in a hostile manner, file a hostile-work-environment complaint based on a "whistleblower" clause. However, this will lead Dom to years and years of protracted legal maneuvering and will ultimately end his career and diminish his desire to serve the public.

Invariably, Dom will be found out, even if he initially makes these reports in confidence. The rest of the command staff will have a right and a need to know, and once the command staff knows, his relationships with the rest of his peers on the command staff will change for the worse. The command staff will question Dom's loyalty to his people and his decision-making capabilities when presented with difficult choices. It is often noted that the true measure of command is making difficult choices during strained times. Those in senior command-staff positions often experience scenarios with no good options, and the least terrible of choices is often the choice made. In this case it would be difficult to measure what the least terrible option would be for the number of people affected.

Another issue is that of sacrifice. If Dom simply walks away and sacrifices his integrity and dignity for others, is that truly a sacrifice, or is it cowardice? At what point does Dom stop being the servant leader and address only his self-preservation needs? Do we need friends in the workplace? As this case study is a real-world study, people experience many strains in the complex web, and each strain of ethics and leadership should be addressed to better understand the fungible consequences of the other. Remember, Dom could always not make the report, ultimately walk away from his current position, and retire with less.

- 1. What should Dom do?
- 2. What are the ethical consequences of Dom taking action and of Dom not taking action?
- 3. Should it matter that Dom's children are currently in the hiring process for this police agency? Explain.
- 4. What leadership lessons have your learned?



## Acceptable Racism

Tyree Robinson

OHN IS A NON-SWORN, AFRICAN American male employee of a major metropolitan law-enforcement agency who has been with the same citygovernment department and unit for more than 15 years. He is extremely professional and kind to the public he serves and to his colleagues and supervisors. He is pleasant at all times and has a gregarious personality and sense of humor. He has been awarded certificates of appreciation and excellence for his outstanding customer-service skills and professionalism. He has had no disciplinary actions against him, written or verbal, and has worked without incident or disciplinary actions by the Internal Affairs Unit.

One of John's many duties is to assist the public in obtaining copies of police reports. Some requests are quite simple, and the reports can be released immediately. However, others are more complex and require further investigation, as well as management's approval prior to release. When reports cannot be immediately released, the person requesting the report(s) can become quite agitated, sometimes to the point of having to be removed from the building. John has rarely had a situation in which a customer must be removed.

Under certain laws, some reports cannot be immediately released and must await approval by the investigating unit. One day, a Caucasian man approached John with a completed form requesting his police report. The report revealed that the man requesting the report had been arrested for domestic violence against his wife and daughter and had had several guns in his home that the police had confiscated.

Upon being told by John that the report would have to be evaluated and approved by an inspector in the Special Victims Unit, the man requesting the report became belligerent and began hurling racial insults such as "You uneducated monkey" at John. He began to do a dance that included cuffing his arms such that his hands were under his arms and began hopping from foot to foot and making a sound of "whooo, whooo," as if he were imitating a monkey or some form of forest or zoo animal. Offended, John asked the man to leave, but he refused and continued to be combative and to hurl racial insults. Finally, John had reached his level of frustration; he could no longer tolerate the disrespect, so he left his office, went to the lobby, and asked an officer to escort the man from the building. John was struck by the fact that the police officer, who was posted in the lobby that day, had seen and heard the entire altercation, yet had not intervened until John requested that he escort the man from the building. John took note that the officer was Caucasian, like the man requesting the report. The latter continued to shout racial insults until the police officer literally pushed him out the front door of the building.

Two weeks later John received a letter informing him that he was being investigated by the Internal Affairs Unit and was being charged with "Behavior that brings disgrace to the department." Livid, John asked his immediate supervisor if he knew anything about the investigation, but the supervisor explained that he was not at liberty to discuss it. John called a union representative, who took several days to return his call. (John had been forced to contact her supervisor before receiving a return call.) From the very first telephone call, the union representative tried to convince John that he should acknowledge that he was wrong for leaving his office and going to the lobby where the officer was.

No matter how long or in how many ways John tried to explain to the union representative that he only went to the lobby to ask that the belligerent man be removed from the building, she attempted to convince him that he was wrong and deserving of punishment. She accompanied John to the interview with Internal Affairs but did not say anything in support of John. However, John, who is very eloquent, answered every question with truth and integrity. Approximately 1 week later, he received a letter stating that he was guilty of "Behaving in a manner unbecoming a member." Because this was the first incident John had ever had that involved a report to Internal Affairs, the punishment rendered was a verbal warning, and a letter of reprimand was entered into John's personnel file.

John refused to accept such a decision, feeling that he had been victimized by the report requester; worse yet, now his own agency had sided with the other man. John asked the union representative how to go about filing a grievance, but she tried to discourage him from doing so. It appeared as if everywhere John went for help, he was denied. One of his colleagues had recommended that he contact the union's chapter president, and he did. After

several months of fighting (with support from the union chapter's president) for the removal of the letter from his personnel file, it was finally removed, and John received a verbal warning. It was later established, with the assistance of the union chapter's president and the attorney from Internal Affairs, that the recommendation to Internal Affairs had come from John's immediate supervisor, whom John had questioned as to whether or not he knew anything about it.

To complicate things further, it was noted that on the day of the incident, John's supervisor was not at work, so it was evident that the supervisor had a personal vendetta against him. In addition, the supervisor and the initial union representative are close friends, bringing clarity as to why she persisted in trying to get John to admit guilt. John, who had always had great confidence in the law-enforcement agency, now felt that it had deserted him and allowed him to be a victim of obvious racism. When he was asked about the outcome, he stated: "I am saddened by this department's distrust for its very own employee with a stellar work record; furthermore, I feel abandoned and that this department's behavior was of such a manner that brought shame to the department." John continues to perform his job with great integrity and excellence; however, his relationship with his immediate supervisor is gone, for John no longer trusts him or his department.

- 1. When the man requesting the report began to racially and verbally attack John, what, if anything, could John have done differently? Explain your answer.
- 2. Should the police officer who escorted the man from the building have done something differently? If so, what?
- 3. Was the first judgment from Internal Affairs for John ethical and fair? Explain your answer.
- 4. What leadership lessons have you learned?



# CORPORATE AMERICA

What you do has far greater impact than what you say.

—Stephen Covey



# **Overview**

### Tommy Moreno and Marion Moreno

THICAL DILEMMAS ARISE WHEN TWO sets of values are in conflict, requiring individuals to choose between them" (Pontiff, 2007, p. 11). "In organizations, leaders are faced with ethical dilemmas on a daily basis as they balance their own ethics and performance goals with the company's stated practices and policies. At some point in their careers, these dilemmas may conflict with a leader's values" (Moreno, 2011, p. 1).

A business leader's decisions may involve any number of dilemmas, and those dilemmas could include the leader's own internal values. Oftentimes the leader is confronted with the dilemma of managing two internally competing values, what Badaracco (2001) referred to as the right versus right ethical dilemma.

Another issue could involve organizational culture, that is, the organizational structures, goals, processes, philosophies, attitudes, beliefs, language, and practices of an organization (Schein, 1985). These pressures are intensified when goal attainment, rewards, and recognition are factored into the decision-making process, especially the belief that corporate profit must be achieved at any cost (Ashkanasy, Windsor, & Trevino, 2006; Henle, 2006; Paine, 2003; Trevino & Brown, 2004; Trevino & Weaver, 2003). Many leaders who disregard ethical issues are driven by the mantra of "just do it," without regard for the consequences. This can be the case with senior executives who are forced to meet demanding business metrics and organizational pressures.

Further, marketplace conditions focused on the external pressure of competition, analysts' projections, and creating shareholder value have also been identified as factors with the potential to create an ethical dilemma for leaders. These conditions have created an ethical crisis that has reached global proportions and is highlighted on a regular basis by the media.

The above factors explain why unethical behavior is an ongoing and multidimensional problem that involves both the leader and the environment. Linda Trevino, Distinguished Professor of Organizational Behavior and Ethics at Penn State, addressed the weight that is attached to managers' decisions: "Managers engage in discretionary decision-making behavior affecting the lives and well-being of others. Thus, they are involved in ethical decision-making. Their decisions and acts can produce tremendous social consequences" (Trevino, 1986, p. 601).

The case studies in this section represent the tensions that leaders often face in their daily responsibilities of leading teams and organizations.

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Overview 121

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# The Case of the Missing **Performance Reviews**

Susan R. Stryker and James B. Stryker

FTER WORKING HER WAY UP the managerial ladder in the finance departments of a number of large manufacturing companies, Margo Romano finally landed what she believed was her dream job: chief financial officer and a member of the executive committee for a financially successful, family-owned tool and die manufacturing business. Initially, she had been concerned about being the first nonfamily member to hold a position on the executive committee, but the firm was highly regarded in the industry, and the compensation package was excellent. She was also working hard to develop a good rapport with the other members of the executive committee, especially the CEO. The CEO, the daughter of the founder of the company, had told Margo privately that although some of the other family members had initially been concerned about bringing a nonfamily member onto the executive committee, she had supported her and told them that Margo was the "perfect match" for the position.

After Margo had been with the company for about a year, the CEO called an executive committee meeting to announce that, for the first time in company history, the company would have to downsize to respond to rapid changes in its manufacturing business. Margo and the CEO had met several times prior to the announcement to review the financial situation, and Margo had agreed with the CEO that downsizing, although always a painful process, was necessary for the long-term health of the 40-year-old company.

Margo was pleased that the CEO publicly stated that Margo would be in charge of the entire process of reorganizing the company because she trusted that Margo would do things "in a thoughtful and an ethical manner." Further, after the meeting, the CEO told Margo privately that she had complete faith in her and, in fact, trusted her more on than she did the head of her human resources department, who had "been around for quite some time now."

On Margo's recommendation, the company decided to make its layoff decisions based on the annual performance appraisal scores of the employees. Margo directed that each department manager submit a list of employees ranked according to the average score of their last five annual performance appraisals. Several years ago, the company had initiated what it felt was a very fair performance management system. At the start of every year, each manager and employee met to establish five goals for the employee for the coming year. After agreeing on the goals, the manager and the employee signed off on those goals. At the end of the year, they met again, and the manager assigned the employee a performance rating based on accomplishment of the agreed-upon goals. Both, manager and employee then signed off on the annual score. As long as the performance appraisals had been conducted in a fair and impartial manner, this seemed to be the best way to approach the challenging task of layoffs. In fact, this method of review has been used by other major U.S. corporations, including General Electric.

As Margo was reviewing the performance evaluations, she noticed that in three departments, employees were listed at the bottom of the performance list for that department but had "N/A" where the evaluation score should have been written. When she asked the managers to explain, they told her that these workers were old-time employees who had been with the company since the beginning. The formal performance-appraisal system had only been instituted 10 years earlier, and the former CEO and founder of the company, the current CEO's father, had agreed to these long-time employees' request that they keep receiving informal evaluations "as they always had."

In a private meeting, Margo raised the issue with the CEO, stating: "Yes, I am aware that some of our oldest employees haven't been evaluated in a long time, said the CEO, "but frankly, and just between you and me, it's time for them to retire anyway. They just aren't performing the way they used to. However, remember that the company's been very good to them; they will have a good retirement package, not to mention the severance you've convinced me to offer. Letting them go will let us lower our overhead and save jobs for the younger people—you know, the ones with young kids and families just starting out." Margo thought for a moment. "Have these employees been informed that their performance has not been satisfactory" she asked?

"Well, good question," the CEO responded. "I've tried to talk with each one of them, or most of them, in any case, informally every year and we've talked in general about when they might want to consider retiring for a number of years now. It's true, some of them seemed to get the hint, others didn't. But in

any case, we have got to do what is in the best interests of the company, don't we? If we don't, in this competitive environment, no one will have a job."

As they got up from the table, the CEO put her arm around Margo's shoulder. "By the way," she said, "you should know that both the executive committee and I think you've really been doing a good job. This makes me feel good about what a good choice I made when I hired you!" she said with a smile. "Also, I'm glad you talked with me today about these employees. It's a good reminder that you and I always need to keep all communication channels open!" Margo smiled in return as she left the CEO's office. But as she walked down the corridor, she knew there were some important issues she needed to think about.

- 1. What are the key ethical questions raised?
- 2. What ethical principles apply in this case?
- 3. What is your solution to the ethical dilemma? What is the right thing for Margo to do?
- 4. What ethical-leadership lessons have you learned?



# Sponge Management— Compassionate Leader or Colluder?

Beverly Davis

ACH WINTER YOU HAVE ARRANGED for the marketing staff of the mul-Etinational food organization for which you are a senior vice president to hold your annual strategy meeting in southern California. Your operations are based in the upper eastern seaboard of the United States, and this annual meeting is a reward to your team for their continued success in meeting the financial goals of your division. Some staff members use this as an opportunity to bring their spouses along as a break from the grinding cold and dreariness of your office location. Many people add a few days of vacation onto the beginning or the end of the formal meeting to de-stress and enjoy the balmy weather. Invariably, the personnel come back refreshed and ready to tackle the tasks at hand as they close out the fiscal year.

The pet food operations you oversee add sufficient revenue to the overall organization's profits that it has consistently been the difference between the company as a whole being financially successful or falling below Wall Street projections for profitability. This division is separate from the main human food operation because it was acquired from another corporation in one of the many mergers and stock swaps that are a normal way of doing business in your field. This year it has been especially difficult for you to lead the meeting and remain positive. Even though your team has, with an almost Herculean effort, met the unrealistic financial goals set by the West Coast team, you still had to listen to the corporate office staff demean the way your division does business and question whether your success could be replicated if the division were moved to the West Coast. You have been working for several years to stave off persistent efforts to force all operations to be consolidated into one location, but it looks as though your efforts have all been thwarted. Beginning this summer, the East Coast team will be transitioned to the West Coast offices.

Being the highest-level person in your geographically separate division, you have been able to buffer much of the negative information that has emanated from corporate headquarters, but it appears that your work has come to naught. You have defended your personnel and their way of doing business to the executive team on almost every trip you've made to the West Coast headquarters. As a result of the partisan mentality that you have out of necessity acquired, you have built a close-knit, hard-working team at your East Coast facility. The team works well together to achieve the company's financial goals—however unreasonable—set by the CEO.

The headquarters financial team regularly questions your accounting numbers and refuses to believe the financial profit that consistently indicates your team has hit on a brilliant formula for profitability. To add to the confusion, people are speculating that the CEO is not interested in the long-term success of the company but rather in the short-term profitability that determines his annual bonus and stock options. Rumors are that the CEO is hoarding his stock in preparation for a purchase by another organization so he can pad his personal bounty by selling his stock. Historically, stock is valued higher during a time of change in corporate ownership.

A question from the spouse of one of your employees has made you uneasy. The spouse directly questioned you about rumors of consolidation of operations into a single location. This question was harder to deflect than other, more oblique questions asked by employees of the company. The spouse is concerned because, after moving to your location from a warmer climate, the family has established themselves in the community, and their last child is about to begin his senior year in high school. You know that less than 2 months after this southern California meeting, corporate offices will be consolidated into one location—one of the highest cost-of-living areas in the nation.

You know that even though your division has consistently been a profit center, corporate leaders want to bring the high performers into the West Coast offices and attempt to meld them into the unprofitable processes that are in place in those offices. You know that changing the way business is conducted will be unprofitable for your division. Known only to you is that members of your talented team who will not immediately meld into the corporate mindset will be summarily dismissed, with little compensation to tide them over in this era of high unemployment and few prospects of employment at the level they currently hold. Because you know how bad the transition will be, you have already been quietly looking for another job. Your children are

established at a top-notch private school that they have attended for many years, and your wife is not keen on moving.

Do you have a moral obligation to steer these hard-working people who have performed in such a stellar manner for you to a more long-term, stable position at another company, or is your loyalty solely to the corporate office? Have you been the cause of the complacency and satisfaction of the employees in your division because you have not relayed the unvarnished reality of the organization to your personnel?

- 1. You know who your highest performers are. Should you continue your paternalist management style and prepare them for what to expect before accepting the offer to relocate? Explain.
- Should you subtly urge the personnel under your supervision to pursue opportunities in lower cost-of-living areas instead of moving to the West Coast? Explain.
- 3. Considering your high status in the organization, would your steering of the best workers from corporate headquarters open you to prosecution from corporate headquarters, being blacklisted in your career field? Explain.
- 4. Should you inform your staff about the negative perception that corporate headquarters has of your operation, despite being the organization's profit center? Explain.
- 5. What is your obligation to the administrative and other support staff who you know will not be given the opportunity to transfer? Explain.
- 6. What leadership lessons have you learned?



## **Cultural Sensitivity**

Shawntee Reed

Carl was recently promoted to a position that requires him to lead a large team in the operations department of a financial institution. He was asked by leadership to take over this team after the previous leader was terminated. Although this is a promotion for Carl, accepting it was not an easy decision for him. The operations department was experiencing a reorganization that involved system and process changes, as well as personnel changes. Most recently, the department had received low scores on its employee-engagement survey. Team dynamics had seen a shift over the years from being a highly productive team to one with high turnover. Little had been done to address the high attrition rate, with the result being a lack of gender diversity on the team. (The team is comprised predominantly of men, with few women or people of color.) As the new leader of the operations team, Carl is under pressure from senior leadership to turn things around.

Over the past few years, the company has implemented employee-engagement surveys in order to gain insight into the organizational culture and climate. The company seeks a better understanding of employee sentiments and whether employees feel supported in their departments across the company. Workplace inclusion is a byproduct of the employee-engagement survey, as it informs management whether the practices and behaviors of leaders create an inclusive environment. But the operations department seems not to have eliminated behavior that is counterproductive to creating an inclusive work environment. Carl transitioned from the sales department, where the team focused on open dialogue with employees and training on diversity and inclusion; it is a department in which employees generally enjoy working. His primary focus for the operations department is to change the culture. To do so, his priorities are to increase productivity and personnel training and focus on employee retention. Carl believes that if he can manage those goals, the departmental culture will undergo a positive shift and position the department for improved employee-engagement responses.

Abby has been in the operations department for 3 months. Unaware of the

employee-engagement survey, she learns about it in a staff meeting. Although she is hearing about the weak engagement scores for the first time, she has an opinion as to why they are so low. Abby is part of a team of 15 employees, more than 80% of whom are male. The operations team has an unbalanced male-to-female ratio, and she notices that some women do not feel empowered to speak, whereas others do speak up and accept more leadership opportunities. Abby sets up a meeting with Carl to share some information that could inform one of his goals—namely, employee retention. She shares that she overheard a conversation between coworkers, one of whom has been in the department for 5 or more years, while the other is fairly new: "You are new so you need to know the ropes around here. We men outnumber the females! So, during meetings when new ideas are brought up, do not agree, as we need to stick together." Carl was appalled at what Abby shared and thanked her for trusting him with the information. This attitude was at odds with the philosophy of his previous sales team, wherein inclusion was essential to leadership, and it was unspeakable for one to deliberately alienate or create an environment that did not promote workplace inclusion.

Carl knew that he had to address the conversation that Abby had reported. He knew that such an appeal to the ideals of a "good old boys club" could inform employee productivity, workplace culture, and retention. He understood the importance of cultural sensitivity (Dabbah, n.d.) in raising awareness that cultural differences and similarities between people exist and should not be regarded as positive or negative, better or worse, right or wrong. Cultural sensitivity was part of his training as a leader, and thus he understood the importance of the departmental culture. Carl was uncertain how much employees understood how their individual behavior could impact the whole team.

Abby was new to the operations team and was focused on doing her job. She understood the importance of teamwork and working toward a common goal. She recognized that her coworkers may not share her values and that at some point she might be met with opposition to her ideas. Her challenge was the same as Carl's: to create an inclusive culture wherein all backgrounds are valued. Carl would like to meet with the coworkers whose conversation Abby shared with him, but he realizes there is value in addressing cultural sensitivity at the departmental level.

### **Questions:**

- 1. What would you do?
- 2. Based on the conversation Abby overheard, what are the implications of intent versus impact?
- 3. What would be important to consider in initiating a dialogue about cultural sensitivity?
- 4. What leadership lessons have your learned?

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## Misbehaving or Misunderstanding?

Harold Wilson

Pan leads a small team of computer programmers who create emergency patches for a larger organization. These patches are key to the daily functional operations of the large-scale technology parent company. The parent company is headquartered in a different state, and all business is funneled through headquarters. The company has been around for about 5 years and has experienced a meteoric rise in the industry. This rapid surge has caused the employee population and employee support to be flexible and adaptable to keep up with the growth. However, this flexible support has not prevented the parent company from having issues. In the second year of business, the company was sued for not properly informing employees about nondisclosure agreements and for being noncompliant with work-visa paperwork. The work-visa fiasco caused a few employees to be sent back to their country of origin prior to the end of their contracts.

Many employees feel that the company is now beginning to make its way into the realm of respectability. The CEO has tried to change the company's image by being at the forefront of popular issues. Currently, about 40% of employees identify as female. The pay structure is openly published and balanced across genders. This tactic has been quite effective, as it has attracted many people of diverse backgrounds to the company. Much money and time are invested in team building, diversity training, emotional intelligence, and philanthropy. Although the pay is not as high as in other companies, the culture has continued to draw top talent. Annual climate surveys generally show that the employees are happy, feel empowered to do their jobs, and value the company.

As a leader, Dan is responsible for the nine members of his team. Dan is an engineer by trade and went to one of the most prestigious schools for his specialty. He knows that he needs to feel liked by his coworkers, which drives his leadership style. He is an extrovert and likes to chat with members of his team on various non-work-related topics. His team does not seem to mind, as they all appear to be extroverts themselves. Many of them can be found

together after work having dinner and drinks, discussing many topics. All but one member has been under Dan's supervision for over a year. The newest member has been working in the department for about 2 months. Each member is goal focused, and achieving productivity has never been an issue. In fact, the team's most recent project is due in 2 days, but Dan has faith that the deadline will be met.

The newest member, Abigail, has been a bit slow, but Dan takes it to be part of her adjustment period. She is a recent college graduate, and this is her first job in the technology industry. Abigail seems to be an introvert and has been polite but distant from the rest of the team. She is competent and very thorough in her work. Dan has tried to make small talk and include Abigail in team conversations, but her short responses and remote demeanor give the impression that she does not want to be included. Dan has no role in the hiring process and silently wonders if Abigail is a good fit for the team. He is aware that he has a comprehensive evaluation coming up in the next month and does not want to disturb the balance. A positive evaluation would mean a bonus that he plans to use toward the purchase of a home.

Each year the team goes through a day of "team building," an exercise that is a directive of the parent company. The purpose of the team building is to ensure that all members have a chance to get to know their colleagues and to de-stress. Dan sees this as an opportunity to get to know Abigail better and to try to include her in the team culture. In the past, the team has held events such as golfing, bowling, and hiking. The team seemed to enjoy these events, but lately the weather has been terrible. Due to an incoming storm and an unfinished project, Dan decides to keep this year's activities inside the work building. Should the team-building exercise end early, the team will have time to finish working on their projects.

Dan has decided to hire John, an external consultant, to facilitate the day's activities. Dan has previously worked with John, who is a trusted professional in his field. John has over 20 years' experience and has written a few books on team building. Dan is aware that this is John's second career and that he has taken on the assignment out of passion rather than for money. John's first career was in the technology field as a C-suite executive, but he tired of the office politics. He did well with his investments and was able to walk away from the technology industry early. While discussing the contract for the teambuilding event, John discloses that he was recently diagnosed with cancer.

He admits that he is fearful of dying and wants to spend more time with his family. Due to his age and the side effects of his treatment, he confides that this will likely be his last consulting engagement.

Part of John's day includes a "trust fall." All members of the team except Abigail had gone through this exercise with John the previous year. But because John has never worked with Abigail, he asks her to participate in the demonstration; she agrees. As Abigail crosses her arms and falls back into John's arms, he misjudges his position and has to adjust his grip on Abigail as she's falling. John is able to prevent a fall, and small chuckles from the surrounding team members ensue. The team participates in the exercise, and the rest of the day continues without a problem. At the end of the training, the team remains at the worksite and works on their projects for about an hour. As usual, the team decides to go out for dinner; Abigail politely declines the invitation.

The following day, Dan checks in with his team to get their assessment of the training. He approaches each member individually, and most report that they enjoyed the break from the daily grind. The last person Dan speaks to is Abigail, as her desk is the farthest from his office. When Dan approaches Abigail to see what she thought of the training, she replies, "I didn't feel comfortable with it!" A bit perplexed, Dan presses a little deeper. Abigail says she felt embarrassed that she was sexually groped in front of the entire team. She felt unsupported in that no one stepped in to intervene; rather, the other team members seemed to find it humorous. Abigail states that during the trust fall demonstration, John intentionally grabbed her left breast from behind. Then, as he helped her up, he pressed his groin area onto her backside. She says that she felt the team was silently judging her and that everyone was in on what occurred.

Floored by her response, Dan asks for a private meeting with her in a few minutes to further discuss her feelings. As he retreats to his office, he contemplates calling John or the human resources department. Either way, Dan's reputation, as well as John's, is in jeopardy. John decides to call human resources, but because of the time difference, the department is closed. Not knowing what to do, Dan mentally plays back the events of the previous day. As he thinks about it, he begins to question Abigail's perception of the day's activities. Dan understands that his relationship with the team and John runs deeper than with Abigail, but he does not want this to cloud his judgment. At

this point, Dan really does not know what to do, because the human resources department is not available to give him advice. Dan knows that Abigail will soon be in his office, and he has no idea what to say.

- 1. What choices does Dan have as the leader in this situation?
- 2. In your opinion, could the situation have been prevented? Explain.
- 3. How would you address the remainder of your team?
- 4. What leadership lessons did you learn?



## **Ethics During a Crisis**

Mel Davis

In many homes in the United States, dogs are part of the family. They enjoy special beds, special foods, and special snacks. People can even buy insurance to help maintain their dogs' health. The different companies that supply insurance, beds, foods, or snacks would seem to have an obligation to ensure that those products are as safe for pets as they are for someone's child because, in many cases, that puppy is a child to its family. Suppose you are a company leader and you just found out that one of your key competitor's products was tainted with a toxic ingredient and that you, too, might have that ingredient in your products.

It has been a difficult year for sales. Normally, you and your division exceed company goals, and managers have always counted on the sales and profits that your team delivers. Part of your success lies in knowing how to work with your leading customer. This leading customer is not just slightly larger than your next-best customer; rather, it likely contributes five times the sales and profits of your next-best customer. This year, however, your leading customer has changed its game plan and challenged the strategies that normally drove your success.

That change in strategy led customers to alter their reliance on your company as their main supplier of products to spreading the business among several suppliers so as to minimize the risk of one supplier having quality or delivery issues. From the company's perspective, that makes sense, but from your perspective, spreading across suppliers has hurt your profits. Your company had relied on your performance, but now it is questioning your ability to deliver. You have answered management's questions, and although the situation has been challenging, you know your business, and you are going to meet your sales and profit targets. At least you think you are, because as you get ready to close the next-to-last fiscal quarter, all indications are that you are going to finish the year by making your numbers, though barely.

With only a few months left in the year, you hear that a competitor, one of the suppliers that your leading customer shared some of your previous

business with, has just had a product recall. Apparently, dogs that ate its foods and snacks have gotten very sick and, in some cases, died. Nothing indicates that you have similar problems, and maybe the competitor's issues will serve to funnel sales back into your products. This might be an opportunity to do more than barely make your numbers and instead, because of the competitor's misfortune, improve your standing externally with customers and internally with your company. While this is going on, you hear about another company having product issues, and then another.

Upon investigation, it turns out that all the companies involved have bought an ingredient from the same source and that source had tampered with the ingredient to make it seem to meet safety standards when it did not, and it is very dangerous. You, too, have bought that ingredient. Your quality systems allow you to pinpoint the exact ingredient, the exact bad batch, and any products you made that could potentially be affected. So far, nothing indicates that you have any problems with your products—that is, no stories have emerged of dogs eating your foods and getting sick. The press has hit your competitors hard but has left you alone.

Although the market looks fine for you, your customer is losing sales, and the industry is in trouble because people are losing their dog-family members. There are choices to be made. You think: "Should we keep silent and ride out the storm since no one is looking at us? Should we try to exploit our superior quality systems at the expense of our rivals, since no issues have been raised? Should we show leadership in the industry by assuring pet owners that our products are safe and can be trusted? Should we do something to help our customer who is losing sales? Is there something else we should do for everyone?" Any of those measures will impact profits in what has already been a difficult year. In addition, your response will affect the perceptions of customers, pet owners, employees of the company, and even the industry at large. Your bonus—and maybe your job itself—depends on your actions.

#### **Questions:**

1. Is there a leadership theory that neatly covers this issue, or is it unique? Explain.

- 2. Whose interests should be considered paramount as you decide on your response?
- 3. As an ethical leader who must make tradeoffs, where do you act and where do you draw the line on actions?
- 4. What leadership lessons have you learned?



# No Pressure—Hire My Son

Tommy L. Moreno

N THE BASIS OF HIS reputation for building highly successful university programs, Alex had been hired by a Fortune 500 engineering company to revitalize its college and university hiring program—in particular, its summer-internship program. He has more than 20 years' experience in designing, implementing, and running college hiring programs for major organizations. Alex is known for his ethical approach to hiring candidates based on their qualifications and capabilities and not their political connections. He is now entering his third year as leader of what has been considered by senior management to be a highly successful university department. In fact, the program has more than tripled the number of hires and increased female engineer hiring to represent more than 50% of the yearly hires.

Prior to Alex's hiring, the company had become concerned that its engineering employees were getting older, and more than 55% of the current engineering workforce would be qualified for retirement over the next five years. The company realized it was approaching an enormous attrition problem, and senior management wanted to implement a university hiring program to help reduce the potential attrition gap. In the few years before Alex started with the company, the organization had been hiring only 30 to 40 interns per summer. The summer interns were selected from applicants who replied to online job postings from the company's website. In the past, the company had not been successful in recruiting these students after they graduated from college. With no formalized hiring program or standardized academic requirements, the caliber of the engineer interns who were hired was subpar. Most found it difficult working on and completing projects on schedule. Department managers for whom the interns worked during the summer did not consider them to represent top talent. Also, the hired intern population was exclusively male. Female engineering students had never been hired as interns.

After three years of Alex running the internship program, and with its positive reputation on college campuses, the number of intern applicants had

grown from a few dozen each summer to a few thousand. The talent pool was now rich with highly educated and qualified engineering students seeking to join the company's summer internship program. In addition, the talent pool comprised more than 50% female students. Alex now had the opportunity to hire the best candidates for the company. The number of interns hired each year had grown from 80 in the first year to over 300 in the third year. In addition, an astounding year-on-year increase in female interns was observed, as women hires grew from 20% of the total in the first year to 51% in the third year of Alex's management of the program. The number of interns accepting full-time positions with the company after graduation also grew to over 89% of those offered a job. Senior management considered the program to be very successful and wanted to continue its funding.

During a budgeting meeting with senior managers who fund the university programs, Alex noticed that changes were taking place in hiring requests. No longer were discussions centered on hiring women and the best diverse candidates; the conversations had moved to what Alex perceived as filling internship positions with employees' family members, in particular senior managers' family members. Alex told the managers that everyone was welcome to apply to the online internship job postings, and if they met the requirements, they would be considered along with all the other qualified applicants.

Meanwhile, the summer hiring of engineering interns has gone very well; indeed, Alex is on track to hire 325 interns of whom more than 50% are female students. Alex has only three openings left to fill and has identified excellent female engineering candidates to consider for hire for each of the remaining open positions. The female engineering students have all gone through several rounds of interviews and have received rave reviews from the interviewing managers. Their acceptance letters have been prepared, and Alex is arranging to make the offers.

As Alex prepares to make the last three offers to the female candidates, he receives a call from Pat, a senior manager who has been funding the most significant share of Alex's program budget. Pat hands Alex three students' resumes and asks that he hire the three students for the summer internship program as a personal favor. In reviewing the resumes, Alex notices that the students are not engineering students and do not meet the minimum requirements of the program. Pat informs Alex that the resumes are those of his son and two of his male friends who attend the same university. Pat highly

recommends the three students and wants Alex to keep him updated on their hiring and internship placement. Further, he asks Alex to ensure that they are assigned internship jobs that are interesting. He tells Alex to inform the three female candidates that the company has decided not to fill the last three open positions at this time. He ends the call by saying, "No pressure. Hire my son and his friends, and I will look forward to reviewing your budget requests."

Alex knows that if he hires the three referrals, he will not be able to make the offers to the female candidates who are expecting them. This is a huge setback to the advancement of Alex's program, since he has been making significant strides in the hiring of female applicants in the course of his threeyears on the job. He also does not feel comfortable with the situation because the candidates Pat is asking Alex to hire do not meet the requirements of the program, and their performance is likely to jeopardize the integrity of the internship program. Also, if Alex accommodates this request, how will he handle other executives' requests moving forward? Alex has worked diligently over the last three years to elevate the quality of the interns accepted into the program—regardless of gender—with the sole purpose of offering them full-time employment with the company after graduation. Surely, all senior managers should want top-quality interns to ensure future top-quality employees. However, it is a glaring fact that without Pat's funding for the internship program, the program will be forced to limit its hiring options and potentially reduce its positive standing on college campuses.

- 1. What is your immediate reaction to the request?
- 2. What is the ethical dilemma?
- 3. How do you handle this request?
- 4. What leadership lessons have you learned?



# What's the Harm—To Share or Not to Share?

Marion C. Moreno

HRIS IS AN INTERNAL SENIOR director in human resources for a Fortune 500 financial services company. Her role over the past ten years has included leading large-scale talent-management initiatives for the organization, as well as individual leadership-development planning for the officer and pre-officer levels in the company. Chris has been rewarded with progressive roles in the department, as well as financial incentives in recognition of her hard work. As a senior director, one of Chris's key responsibilities in the past three years at this company has been to lead and direct the multi-rater feedback program, partnering with an outside vendor considered to be a leader in the area of leadership assessment. Chris had conducted these efforts in the past at other organizations and always created a safe, positive atmosphere for employees to get real-time feedback and allowed them to be responsible for their own development goals.

The organization is a global leader with an excellent reputation in its field. Its emphasis has always been on developing a sound strategy that is executable and focused on products and services that have exceeded customers' expectations, elevating the firm to a position of market leadership. Some recent organizational changes at the C-suite level of the organization have included a more sustained effort to develop talent throughout its management levels and to explicitly identify talent for promotional opportunities. This has been especially true at levels just below the officer level.

Chris has been asked by Jean, the senior vice president, about administering the multi-rater feedback operation for all directors in the company as the first step in a three-year leadership development program whose purpose is to groom successors. This job carries significant responsibility and has been championed by the executive committee to address the Board of Directors' concerns about having robust succession plans in place for all directors as soon as possible. Chris is excited about the opportunity because it is the initiative she has always wanted to lead; it is what she has been working toward these past ten years.

One of the critical challenges in launching this program at the current organization is the existence of a severe lack of trust on the part of directors. Their hesitation to participate stems from a lack of confidence in senior management to keep information confidential and anonymous, which has created tension between directors and executives in the past. With this launch, Chris has taken the necessary steps to obtain agreements with human resources personnel, who assure her the company will follow industry best practices, using data for individual development purposes only and not making promotional or advancement decisions. With this new level of support and assurance in the confidentiality of the process, Chris is hoping she will see greater engagement by the directors. Additionally, this assurance provides Chris with an excellent opportunity to work closely with the newly appointed senior vice president of the function and for her to demonstrate the quality of her work. Finally, this position will give Chris the chance to set aside any concerns she has about unfavorable circumstances for employees who do not support Jean's ideas.

In preparation for the launch of the assessments for the first group of directors, Chris has worked closely with the vendor and with Jean to ensure that the process runs smoothly and that everyone is in agreement. Chris is now finalizing the first stage of the launch, which is going extremely well. Her biggest concern had been the directors' willingness to participate in the process, but any hesitation on their part never materialized. In fact, the directors are eager to be engaged, especially in view of the assurances that the process is confidential and focused on development. Additionally, their participation in the first launch of the assessment process guarantees them early placement in the upcoming leadership development program. Chris even has been told that the executive committee is pleased with the progress and participation levels.

One afternoon, Jean asks to see Chris in her office. Jean informs Chris that, contrary to the original agreement, she needs all the individual multirater reports sent directly to her. Chris respectfully explains that she has already set up appointments to review the data privately with each participant in order to assist them with their leadership development plans. Jean tells Chris that those appointments will not be necessary, as she is planning

to share the individual results with the executive committee and to begin making some decisions about promoting top performers based on the committee's feedback.

Chris expresses her concerns about how this will be perceived by the directors when they find out their feedback is once again being shared with executives. Also, Chris adds, "the vendor worked with us under the assumption that the multi-rater report was for developmental purposes only for these leaders. How should we handle the potential concern?" Jean responds by saying, "We won't tell them, and besides, what's the harm? Sharing the data with the executives helps them better understand who the best-qualified are at the director level. Besides, many of the directors will soon benefit from being considered for promotion." Jean's phone begins to ring and she turns around to take the call. Chris is speechless; this is a clear violation of the commitment the company made to the directors and will undoubtedly erode the trust that was established regarding the confidential nature of the process.

Chris begins to review the options and finds no easy solution. On the one hand, Jean is probably correct that some of the directors will advance more quickly toward promotion, a clear benefit to them. On the other, some directors will have their leadership development gaps exposed to the executive committee, which may stall—or even end—their career advancement. Additionally, Chris knows this is not the correct tool for making employment decisions; its sole purpose is for individual development. She believes that the vendor would not be amenable to this approach if it were aware of it, as it is a violation of how it uses the data, and it may not want to be complicit in this action. However, a slight chance exists that the vendor will overlook it, given the opportunity for more business.

On a personal level, if Chris brings this to the senior vice president's boss, she risks retaliation. She has worked hard for the company and does not want to leave the organization. However, her reputation is on the line because she was the one reassuring employees when they had concerns about the confidential nature of the process. Chris is at a crossroads; she wonders, "What should I do"?

- 1. Identify the stakeholders in this case and comment on how they have been affected by the senior vice president's planned actions.
- 2. Of all the issues discussed in this case, which issue is the most disconcerting to you? Why?
- 3. What actions should Chris, the internal consultant, take? After all, "What's the harm in sharing the data"?
- 4. What leadership lessons have you learned?



### **Forced Ethics**

Mel Davis

In the Early 1950s the TV dinner was introduced and set a standard that many Americans still recognize today: a compartmentalized tray containing meat (such as chicken or beef), vegetables, and, in many, a dessert. The actual standard for what constitutes a *dinner* has been codified and is monitored by the Food and Drug Administration (FDA). Periodically, the FDA evaluates frozen dinners to ensure compliance with the standard, and it may impose fines or other remedies if that standard is not met. It is important for corporations to comply with federal standards to avoid the embarrassment and fiscal liability associated with noncompliance.

Publicly traded corporations often have financial targets that investors review quarterly and annually. Many in leadership positions have a reputational stake and a financial stake through stock options in the profit performance of their companies. Bill Nesbitt, the Frozen Foods Company of America's president, knew that his success as leader rested on two expectations. Regardless of how you get there, you will succeed in attaining the two most important measurements: total sales revenue and profit. Those expectations are the financial targets reviewed quarterly and annually.

To reach sales and profit targets, Bill had a number of tools, but they essentially boiled down to two levers: spending money or saving money. In spending money, efficiency and effectiveness, as measured by return on investment, is an integral lever in hitting total sales revenue and even profits. If, however, the efficiency or effectiveness of spending is lacking, saving money is another viable option. Bill also knew that one key way to save money is to lower the cost of production by becoming more efficient. The ethical question is, how did he view efficiency?

In manufacturing, the throughput of the process manages efficiency: how much product can I make in a specific time frame? Efficiency can also be managed through input costs, namely, labor and materials. A union shop can limit the impact of restricting labor and leaving materials as an element that leadership can impact for cost savings. Materials can include the tray the food

goes in, or the box the tray goes in, or even the food itself. Making profit numbers that lead to high bonuses and strong stock performance is a powerful incentive to manage costs. If the food itself could be manipulated, Bill assumed he had an obligation and some incentive to look at it.

When consumers go to the store to buy their frozen dinners, they expect to see the compartment with the main dish, the vegetable, and (maybe) a dessert. If they see that, they might not pay attention to the ingredients panel on the side of the box. With a marketing background, Bill realized he could decide exactly how to influence consumers' perceptions of the food they buy. All consumers value price, quality, and portion size. For some consumers, the price they pay is the most important piece. For others, it is the quality of food that is key. For yet another set of consumers, it might by the amount of food that is most important. How does a leader like Bill choose to meet all three criteria for consumer satisfaction when the company must make a profit, and at least one criterion must change to lower costs?

One approach to lowering costs is to take a little bit of meat out of the dinner. One can remove a small amount and check with consumers to see if they perceive a difference. Reducing costs by \$0.01 per package on 100 million packages results in a million-dollar savings. It is possible to make an extra million dollars without consumers even knowing it. If it is successful one year, it can be done again the next. Reduce the amount of chicken in the package but increase the breading for the fried chicken, test it with the consumer for perceptions, and you have gained another million dollars. Even if consumers check the ingredients panel, they may not see a difference. In year three, that cost savings trick can be performed again. Compared to last year's dinner, consumers again may not perceive a difference. Against year one, the change is \$0.03 less food than before, but today's consumer may not remember three years ago. Bill sees no reason this kind of savings cannot continue for years.

It seems easy to do this kind of cost adjustment each year and not have to grapple with the question of ethics. Bill's success in reaching profit goals while seemingly maintaining consumer satisfaction got him promoted to a larger CEO role. Ron Whitehall, who succeeded him, came on and decided to maintain the program. Consumers seem happy with the costs, quality, and quantity. The issue is that, over time, the product is degraded from where it started, but no one notices. Is there an ethics question? The FDA will assist

Forced Ethics 147

in answering that. It maintains guidelines on what constitutes a dinner, and if the cost savings takes the product out of the standards, repercussions will follow. One of those repercussions is that you might have to change the ingredients label from fried chicken with peas and carrots dinner to a peas and carrots meal and fried chicken. It seems subtle until everyone realizes that consumers want a chicken dinner, not a peas and carrot meal. Leadership requires that you manage your affairs. If you don't, someone else—like the FDA—might do it for you. Though Ron came in and managed a successful program, he also looks like someone who is cheating consumers.

- 1. Is there a moral dilemma involved in the cost-reduction approach? Explain.
- 2. As an ethical leader who must make tradeoffs, when do you act and when do you draw the line on actions?
- 3. If the FDA did not act, would there be any reason to alter the reduction plan? Explain.
- 4. Ron has to fix the problem. How should he do it?
- 5. What leadership lessons have you learned?



## Leadership Lessons Learned

**Brad Hatton** 

James Grew up in a household full of leaders. His parents were educated, hardworking, and respected by members of their community. Growing up, he did not take his education seriously, even though he attended some of the best schools. It took him years before he decided to model his life after his parents.

James's father was an entrepreneur extraordinaire who knew how to turn lemons into lemonade. He was a rather unconventional leader for his time but believed in doing rather than talking. He was a bit of a stickler when it came to his employees. When his employees were asked a question, they would begin their answers to him by saying, "I think." He would stop them and say that he was not paying them to think but to know. James's mother was rather refined and dignified in her approach to interactions with others. She was responsible for managing the home and family businesses while working full time in the technology industry.

James's parents persevered to the end, living a life filled with good and bad times. They lived life to the fullest and took advantage of every opportunity. In a sense, James chose to live the same way—that is, not to restrict his chances or worry about what tomorrow might bring. He believed that if he left himself open, available, and aware of his surroundings, he would most likely not miss out on a good life. He argued:

Examples of leadership can be found almost everywhere. Most of what I know, I may not see or remember. Snippets of leadership are often stored in one's psyche, ready to be drawn from our memory and applied to our life as needed. We have all asked ourselves this question: What would my grandparent, parent, spiritual leader, or business coach have me do? Do not be afraid to let people know what you do not understand or know. The beauty of leadership is allowing others to show you the way.

Even though he no longer had his parents by his side, they were still able to guide him when he asked them for help. He said:

Even when I walk my dog in the wilderness, she knows where and how to lead me without endangering both of us. That is what I call instinctive leadership. I trust that she will get me home safely and without getting us both lost. We have all met people in our lives who instinctively know what to say and do. Sometimes we can look to our animals for the answers.

James has been in perpetual motion for the last 30 years. It was his business coach who asked him to stay creative. She believed in taking chances. She would say, "Plan not to have everything you do work out. Life is not meant to." James averred, "She was right. I have made some big mistakes in life, none of which kept me from starting over or making the decision to carry on."

As his life drew to a close, James learned that it was all right to take the advice of others who were less experienced and younger than himself. He theorized:

I am always taken by surprise when I take the time to listen to what they have to say. It doesn't hurt to get a younger person's perspective. Some of my best friends are half my age. They, too, seem to come up with a solution that only they can do.... Having a diversified group of friends helps in my understanding of the world. I am not afraid to have friends who think and act differently from me. I do not discount their opinions or prevent them from wanting to share my point of view. I respect those around me who are confident, reassuring, and mindful in their beliefs.

The act of leadership does not allow one to hold onto it unless they allow it to be given away. Leadership is about service and risk taking. Leaders are those in service to their families and communities. Leadership is not a spectator sport. It must be lived. My life would be incomplete if it were not for the love I have for my family, friends, and career. They make my life complete. It requires me to wear many hats in a day. There are days when I have no idea what to do and how to do it, but I have come to believe that if I can trust myself and others, I will make it through the day, regardless of what hat I was wearing.

## Questions:

- 1. Did James act on his intellect or emotions when having to make a decision? Explain.
- 2. How did James live a life that was fulfilled? Explain.
- 3. Describe how James exerted his leadership skills during his life.
- 4. What leadership lessons did you learn?



## Moving Manufacturing to India

Susan R. Stryker and James B. Stryker

The summer after he graduated from college, Charlie Burke returned home to Burlington, North Carolina, and worked for an employment agency doing short-term work assignments. He would be starting graduate business school in the fall and needed to save as much money as he could for the coming school year. Most of his assignments consisted of filling in for vacationing clerical workers for two or three day periods. On his third assignment, however, he was sent to Acme Mills, a small textile manufacturing plant located on the outskirts of Burlington. It was a family-owned business that had been in operation for more than 75 years. Charlie's supervisor's name was Helen Holt, a very pleasant but businesslike woman who had worked for Acme for 25 years.

"Let's begin by taking a tour of the plant," Helen said when Charlie arrived for work on the first day, "and I'll explain what your job will be." They walked past gleaming—and what appeared to Charlie to be state-of-the-art—textile-manufacturing equipment, including large weaving and warping machines and rows and rows of bobbins with colored threads hung on walls ready to be woven into fabrics. "Your job," said Helen, "will be to compare and reconcile the equipment manufacturing data records we have on file with the data plates on each of these pieces of equipment. We need a complete and accurate inventory of all major pieces of equipment."

"Okay," said Charlie as he looked around the huge manufacturing floor. "I think I can handle that. Is there a deadline or a time frame for completing the work?"

"The most important thing," said Helen, "is that the records be accurate, but I do need to get this completed in about two months. Once you complete the inventory, the records will be turned over to our partners, Somar Textiles. They will take care of crating and then shipping all of this equipment to their plant in Delhi."

"In India?" Charlie asked.

"Yes, India." Helen replied. "All the manufacturing from the Burlington plant will be performed in our partner's plant in India beginning next year."

"Wow," said Charlie. "So this plant will be closing?" He thought for a moment. "It's been here for as long as I can remember, and I also have some relatives who worked here for a long time."

"Yes, I know. I've been here for 25 years myself," Helen said, stopping and looking at Charlie. "But you were a business major in college, right?"

"Yes," Charlie admitted.

"Then you know that outsourcing to lower-wage countries, particularly for the manufacturing of products, has been going on in other industries for a long time. It's just finally catching up with Acme."

They reached Helen's office on the manufacturing floor and went inside and sat down. "Let me give you a little history of our company," Helen said. "Acme was founded here in Burlington in 1942 and originally made fabric for military uniforms and military equipment like tents and back packs. The family-owned company began expanding after World War II, and the corporate headquarters are now in Jersey City, New Jersey, just across the Hudson River from New York. Research and Development, sales, and marketing are all located in the main administrative offices in New Jersey," Helen explained. "Fabric manufacturing is handled by three plants here in North Carolina. This Burlington plant has always focused on manufacturing fabrics for clothing like sweaters, shirts, and dresses. The other two Acme manufacturing plants were opened in the late 1990s and specialize in state-of-the art manufacturing of high-technology fabrics used in industries like the aerospace industry, the automotive industry, and the health care industry. These are the high-margin products that the Acme board has decided are the future of the company.

Helen paused for a moment and looked out the window of her office across the manufacturing floor. "At least for now," she said, turning back to Charlie, "the company will keep the clothing fabric division. It will be managed and marketed out of the corporate offices in New Jersey, but manufacturing will be outsourced to India. The economics are pretty straightforward. Approximately \$4.00 per hour for a skilled equipment technician in Delhi compared to about \$22.00 per hour for an equipment operator here in Burlington. Plus, with the money saved from closing this plant, the company can expand and grow the other two plants and invest in new technologies. At least that's management's position."

Charlie thought back to his last course as an undergraduate at college, the capstone class on business strategy. He remembered that some of the most interesting and contentious class discussions were on the advantages and drawbacks of outsourcing. His professor had reminded the class that the concept of outsourcing had been going on at least since the 1800s at the start of the Industrial Revolution, when companies began to grow and become more complex. Even in those days, companies had to find more efficient ways to conduct their businesses if they were to stay in business at all. With the dawn of the digital age and the Internet, every company was now a potential global company with the exciting prospect of new international markets. But this also included, of course, the threat of international competition.

Charlie also thought about the dinner he had had with his cousin Mike just two weeks earlier. Mike had taken a job with Acme right out of high school, like his father and grandfather before him. He had been with Acme for four years now and had a wife and a newborn baby.

"I'm sorry, I guess it's really none of my business," said Charlie, "but have the workers been told about these plans?" as he, too, gazed out on the manufacturing floor.

"Yes," said Helen. "Acme's president and her vice president of operations were here last week. They held a plant-wide meeting and gave everyone the complete story. They explained that without making these changes, the entire company could be at risk of closing. Also, they said there may be a few openings in the other two North Carolina plants, but unfortunately, there would still be quite a number of layoffs."

Charlie sat quietly, thinking about all of this. He had been thrilled at the prospect of working for Acme over the summer. It was the best-paying summer job he had found, and the money would really come in handy for graduate school.

"Well," said Helen, "are you still interested in the job?"

## Questions:

- 1. What are the key ethical questions raised?
- 2. What ethical principles apply in this case?
- 3. If you were Charlie, would you take the job? Explain.
- 4. What ethical leadership lessons have you learned?



## **Managing Workforce Diversity**

Melvinia King

In our world of widespread diversity and sometimes widespread difference, companies face managing a workforce comprised of unassimilated diversity. The goal is to solicit from a diverse workforce the same productivity solicited from a more homogenous workforce, and to do so without artificial programs, standards, or barriers (Thomas, 1990). Thomas suggested ten guidelines for learning to manage diversity: (1) clarify your motivation, (2) clarify your vision, (3) expand your focus, (4) audit your corporate culture, (5) modify your assumptions, (6) modify your systems, (7) modify your models, (8) help your people to pioneer, (9) apply special consideration, and (10) continue affirmative action (pp. 112–117). After reviewing U.S. companies, Kaiser Permanente (2018) emerged at the top of the list of companies committed to ethical practices and affirming diversity.

Kaiser Permanente, the largest integrated health system in the United States, has been ranked since 2006 in the Top 50 Companies for Diversity list, placing No. 1 in 2016 and No. 2 in 2017. The list identifies companies that excel in the practice of inclusion in areas such as hiring, retaining, and promoting minorities, including women, people with disabilities, veterans, and lesbian, gay, bisexual, and transgender people. *DiversityInc Magazine*'s (2018) criteria for best practices reflected Kaiser Permanente's commitment to advancing diversity at every level of the organization. More than 60% of the organization's total workforce (190,898) are members of racial, ethnic, and cultural minorities, more than 50% of the member groups comprise management, and more than 73% are women. This commitment to the practice of inclusion starts at the top of the organization with Chair and CEO Bernard J. Tyson. Tyson personally ensures executive compensation ties to diversity, diversity metrics, and progress, goals, and achievements for supplier diversity (*DiversityInc Magazine*, 2018).

The U.S. headquarters for Kaiser Permanente in Oakland, California, has a workforce reflective of the rich diversity of its communities. Oakland is listed as No. 2 among the 2017 Most Diverse Cities in America based on ethnic

and economic diversity (Niche, 2017). This pairing of a highly ranked diverse corporation and location provides an opportunity to develop diversity programs. One of Kaiser Permanente's newest programs, the KP LAUNCH Program, aligns with the Thomas managing-workforce-diversity model.

The vision of the KP LAUNCH program is to positively impact the lives of young adults from backgrounds that are currently underrepresented in health care careers and to build a pipeline of diverse and talented individuals who will serve as future leaders in health care. Three key elements of the program aim to accomplish the following: (1) give young people a chance to learn from inspiring health care professionals and leaders so they can gain the opportunity to build a valuable professional network; (2) offer young people practical skills and work experience by focusing on projects that matter to their goals; and (3) help Kaiser Permanente to shape the future of health care by mentoring young interns (Kaiser Permanente, 2018).

KP LAUNCH introduces four stages to its interns. Stage 1 establishes the importance of helping to clarify interns' motivation to work, including building a personal vision for the program's talented and aspiring interns who seek careers in health professions. Stage 2 seeks to align a clear evaluative process to audit the corporate culture and modify assumptions and systems to provide opportunities for interns to develop and foster professional- and community-leadership skills in a supportive environment. Stage 3 seeks to help interns become pioneers in the health profession, obtaining practical job skills and experiences that will help them successfully pursue employment. Stage 4 reaffirms the need to continue affirmative action by encouraging interns who face significant barriers to pursue higher education goals and to encourage career-development opportunities.

#### **Questions:**

- 1. What sources of power did the decision-makers at Kaiser use to ensure ethical standards and competence in its diverse workforce? What would the consequences be if your organization used this power?
- 2. Which guidelines/stages are most relevant for ethical decision-makers today, and why?

- 3. How does decision-making impact organizational culture in encouraging individuals who face significant barriers to pursuing higher education and career development? What policies support removing barriers to developing diversity in your organization? If none, what would you recommend for establishing an all-inclusive company policy?
- 4. What leadership lessons have you learned?

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# **HEALTH INDUSTRY**

We make a living by what we get but we make a life by what we give.

—Winston Churchill



## Overview

#### Patricia Mitchell

VER 60 YEARS AGO, THE American Medical Association (AMA) established a *Code of Medical Ethics* that continues to offer ethical guidance for the medical profession and centers on the physician-patient relationship. It provides ethical guidance for how physicians should interact with patients. The AMA believes all physicians should uphold the ethical standards set forth in the *Code* (American Medical Association, 2016).

Ethics can be described as a way of critically looking at health care issues that encompasses deciding what we should do—what decisions are morally right or acceptable based on the values and principles that we agree are relevant. While the cost of health care has skyrocketed over the last 20 years, many senior citizens spend sleepless nights worrying that they will be unable to continue paying for their drug prescriptions. The American College of Healthcare Executives (ACHE) believes that education in ethics is an important step in a health care executive's lifelong commitment to highly ethical conduct (Halton Healthcare, 2018).

While many medical experts continue to express concerns regarding medical ethics, AMN Healthcare has offered the following five ethical challenges in health care today:

- Avoiding conflicts of interest;
- Balancing profit with serving patients and providing charity care;
- Wresting with equal treatment vs. VIP treatment for donors and other influential people;
- Managing pediatric and geriatric patients who may not have decisionmaking capacity;
- Addressing nurses' moral distress about providing care with minimal benefit. (AMN Healthcare, 2010)

The case studies in this section examine pay equity and workplace politics in the health industry.

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# **Equal Pay for Equal Work**

Veronica Knott

A sthe result of a recent loss of full-time nursing staff, a health care organization in the Midwest was in need of three nurse case managers for one of its patient-care departments that had fallen behind in providing case management for a large group of clients. The organization reached out to a local nursing registry for candidates to fill these vacant positions. If hired, the nurses would be employees of the nurse registry and not of the health care organization.

Elizabeth, who was highly qualified for the position based on her education and work experience, interviewed for a position and was offered an open-ended, temporary nurse case-manager position. She was told she had to fulfill the same duties and responsibilities as the full-time staff and was given the same job description to follow. Although expectations of the job were the same, the pay scale was very different. The full-time staff were paid twice as much as nurses hired through the registry. Elizabeth and two other registry nurses accepted part-time positions without being aware of the disparity in salary.

The full-time staff in the department were very welcoming, helpful, and happy to have additional help in managing their cases. The newly hired nurses had a very short orientation period to acquaint themselves with the particular aspects of the computer systems and the culture of the organization. The early stages of this job went well until the registry nurses began to notice that they were being treated differently, in spite of the manager having told them, "We are all one department."

Elizabeth and her registry colleagues all worked an individual schedule set by the organization's manager. Prior to accepting the position, Elizabeth had requested from the registry and the organization a limited weekly schedule; however, she was required to attend all nursing staff meetings, though they fell on the day she had asked to have off. She made it a point to get to these meetings, even though they disrupted the standing obligation she had on her day off. However, the registry hires were excluded from some staff

meetings because they were not regular employees. This caused the registry nurses to entertain feelings of discrimination because they were treated differently from the full-time staff. It became very obvious when these meetings took place that the department was empty except for Elizabeth and her registry colleagues.

Elizabeth noticed that when it came to staff functions sponsored by the organization, the registry nurses were told they could attend but would not be paid for that time; in contrast, the full-time staff were paid for attending the functions. On one occasion, the department sponsored a luncheon seminar with staff from various departments. The manager notified Elizabeth and her registry colleagues that this was a mandatory meeting and they were expected to attend, but because lunch was being provided by the organization, they would have to make arrangements and plan to have lunch on their own. The registry nurses were devastated by the way they were being treated. Morale among the group was quite low.

In addition to the case-management responsibilities she had, Elizabeth was told that she was responsible for other duties, including planning and developing nursing protocols and methods for handling the case-management workload. The workload was heavy and tedious, and the 8-hour day was full from start to finish. Around this time, Elizabeth found out she was being paid half of what the full-time nurse case managers were being paid.

Elizabeth approached the registry about an increase in pay to bring it more in line with the work she was required to do and was told it was up to the organization. The registry could only pay what amounted to entry-level wages unless the organization was willing to increase the hourly wage. The manager of the organization said she had nothing to do with Elizabeth's salary, as it was up to the registry. This dodging of responsibility persisted for months. Elizabeth was being held to a high standard of responsibility, but was not being paid the same as others who were doing the same work. It was expected that she would do the work of the full-time staff yet not reap the same benefits, even though she was more academically prepared than most of the staff.

Elizabeth was trapped between two entities. The registry was considered her employer and was paid by the organization to provide temporary staff for a dollar amount that yielded profit to the registry, but at the same time the organization asserted it was not responsible for Elizabeth's salary, as its contract was with the registry and not the individual. It became apparent that when

it came to doing the work, the organization expected Elizabeth to perform at the full-time level, but her pay was that of a lower level, and she would be treated accordingly. The message was that it was all right for Elizabeth and her registry colleagues to do the work of full-time nurse case managers but not to be paid the same or treated the same. This did not lend itself to positive staff morale on either side.

#### **Questions:**

- 1. How could this situation be better handled in the future?
- 2. What responsibility does the leadership of the organization and the leadership of the registry have to providing an equitable workplace environment and to improve this situation?
- 3. How important is it for the leaders of this organization to encourage participation of all and to boost morale for all workers? What steps could have been taken to encourage teamwork and inclusion?
- 4. How can Elizabeth and her colleagues make their concerns known?
- 5. What ethical leadership lessons have been learned?



## **English-Only Workplace Policies**

Jonathan Pettey

THROUGHOUT THE HISTORY OF MODERN nursing, U.S. hospitals have relied on internationally educated nurses to help ease staffing shortages, and in doing so have created an immigration path for many. The Philippines has contributed the largest number of nurses to this nursing-immigration pipeline, contributing more internationally educated nurses than all other countries combined, slightly over 50%. Annabelle was one such internationally educated Filipino nurse.

Annabelle recently migrated to the United States. Like many other Filipinos who have travelled abroad for work, Annabelle was looking to financially support the family she left behind. A hospital in rural Arizona offered to sponsor Annabelle's employment visa and hire her on contract. When she arrived, she found a community that was starkly different from her home country: the rural Arizona population was primarily White and Latino, with staffing demographics that mirrored the community. She was the only Filipino nurse working for the hospital.

Annabelle found those early years to be culturally isolating and emotionally difficult. She was often ridiculed for her thick accent and the differences in how she used English words, as English was her second language. She had difficulty relating to the people and the environment around her. She had not eaten broccoli before or heard colloquial greetings such as "What's up?" Annabelle eventually relocated to a hospital in southern California that employed many Filipino American and Filipino internationally educated nurses.

Shortly after her arrival, the new hospital enacted an English-only policy. Management argued that the policy was enacted as an operational need under exemptions in federal and state laws. Title VII of the 1964 Civil Rights Act does not specifically prohibit discrimination on the basis of native language. Furthermore, the U.S. Equal Employment Opportunity Commission (EEOC) permits English-only policies as long as they are justified by a necessity for a business to operate safely and efficiently in critical situations that require the use of a common language to promote safety.

However, English-only policies in the workplace continue to be controversial and accused of being motivated by xenophobia and enacted to discriminate against employees with foreign backgrounds. In 2012, the Delano Regional Medical Center in California settled a \$1 million lawsuit with the EEOC and the Asian Pacific American Legal Center on behalf of Filipino American hospital workers. The EEOC found that Delano had violated Title VII by enacting an English-only language policy designed to harass and discriminate against Filipino American nurses (US EEOC, 2012).

The Filipino staff at Annabelle's new hospital felt isolated by the new English-only policy. They complained that they were forced to speak only in English (even on breaks) when their Latino colleagues could speak Spanish. Many Filipino nurses requested an explanation from the hospital's human resources department. The hospital reiterated that the policy was enacted to meet operational needs and would continue to be enforced.

Around the time that the new language policy was being enacted, Annabelle was promoted to charge nurse. As a charge nurse, she continued to provide patient care and assumed some managerial responsibilities, including supervising the work of other nurses and support staff. The charge nurse position is often viewed as a ladder to a management-level position, which Annabelle hoped to someday attain. She was well aware that the Filipino nurses and staff under her felt isolated by the English-only policy. However, Annabelle was now a charge nurse and responsible for the actions of the staff and for enforcing hospital policy.

#### Problem

The English-only policy was poorly implemented and enforced by the hospital. It was announced to the staff only at the time of implementation and without any explanation as to why the hospital had chosen to engage in such a dramatic shift in control over employee behavior. With no opportunity provided for dialogue between management and staff, the nurses and other staff were left to speculate about the reasons for the enactment of the policy. Confusion and misunderstanding allowed personal assumptions and bias to fill the voids. The lack of communication on the part of management and the reluctance to enforce the policy fairly on the part of the human resources department allowed divisions to develop between ethnic groups.

### Theory

Ethnic-group identification can be explained by social identity theory, which provides a framework for understanding the dynamics of group formation and division. The English-only language policy divided staff between those who were native English speakers and those who were non-native English speakers.

Social identification [also referred to as social identity] can refer to the process of locating oneself, or another person, within a system of social organizations or, as a noun, to any social categorization used by a person to define him- or herself and others. (Turner, 1982, p. 18)

Social identity is the process of identifying belongingness and togetherness in social organizations.

Building on the theory of social identity, social identity threat theory provides a basis for understanding how people respond to identity threats. People use three response strategies to perceive social identity threats: avoiding threatening interactions, dismissing the perspective of threatening outgroup members, and managing or modulating personal behavior. Individuals who feel their ethnic identity is threatened may distance themselves from interactions in ways that range from mild avoidance (such as choosing to sit farther away from the threat) to absolute avoidance, resulting in requests for transfer or resignation. An individual may dismiss the perspective of the outgroup by becoming less tolerant and by devaluing the outgroup's perspective during interactions. Individuals may also respond by managing or modulating their personal behaviors to make a positive impression on the outgroup by avoiding actions that confirm ingroup stereotypes; by aligning their conduct in accordance with the stereotypic expectations of the outgroup; or by trying to create positive impressions and interactions without avoiding or confirming outgroup-expected stereotypes.

Annabelle's perspective on the social groups included the formation of outgroup staff who were unaffected by the policy change and an ingroup of non-native English-speaking staff affected by the policy change, such as herself. Native English and English-only speaking staff did not have to make any behavioral changes in order to comply with the new policy, but non-native

English-speaking staff had to change their behavior by communicating only in English, even when the transfer of information was more efficient and accurate in their native language.

### Impact on the Organization

The implementation and selective enforcement of the English-only language policy created divisions between social identity groups. These newly created divisions in staff impacted the performance of teams and of the organization as a whole. The policy created a division between native English-speaking and non-native English-speaking staff, as well as divisions in the non-native English-speaking staff by selectively enforcing the policy against Filipinos. The Filipino nurses, including Annabelle, felt discriminated against.

Discrimination against minority nurses impacts them and the patients for whom they care. Discrimination creates divisions between groups and lessens teamwork. In turn, poor teamwork and job dissatisfaction negatively impact the quality of health care and patient safety (Kalisch, Lee, & Rochman, 2011). Further, threats of discrimination against minority nurses decrease nurses' satisfaction, increase nurses' intention of leaving, and decrease positive patient outcomes (Moceri, 2012).

Responses to threats against social identities can be transformed by influencing factors of motivation and self-efficacy/power status. An individual who has the motivation to negotiate a threatening interaction is more likely to modify his or her behavior to reduce the threat, resulting in the development of friendships and a reduction in prejudice (Shelton, Richeson, & Vorauer, 2006). However, perceptions of self-efficacy or power-status imbalances may preempt motivation and preclude an individual from negotiating an interaction. Annabelle's commitment to present diversity as a strength increased minority-group members' perceptions of self-efficacy and moderated the power status balance in the unit. Including minority groups in decision-making processes increases the self-efficacy of minority nurses and promotes their motivation to negotiate threatening interactions.

#### **Questions:**

- 1. How should a non-native English-speaking nurse approach the task of enforcing that other non-native English-speaking nurses adhere to an unpopular English-only language policy?
- 2. What steps could be taken to enforce the unpopular English-only language policy while maintaining staff morale and ensuring patient safety?
- 3. What ethical leadership lessons have you learned?

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#### Note

This case study derives from a larger research study. Names and locations have been changed to maintain confidentiality.

Allen Calvin

PATRICIA MITCHELL HAS ASSEMBLED AN exemplary group of authors who have presented valuable information on how to employ the tools of ethical decision making. The examples are wide-ranging and cover a number of very important topics.

The reader who is looking to be a better "leader" will be well informed as he/she becomes familiar with the principles presented in the various readings. Unfortunately, in much of the United States today instead of looking at a decision as to whether it is "ethical" or "just" the default position has become whether the decision is legal. Our lawyers have become our ethicists.

Law school does not look at whether an action is ethical, instead it looks at whether an action is appropriate under the law. All too often leaders of organizations look to do things that advantage them, and the question they ask their attorneys is can you find a way for us to do this which does not violate the law.

An action all too often can be justified on a legal basis when it, obviously, cannot be justified on an ethical basis. One of the solutions for this dilemma comes to us from Sweden where the concept of an "ombudsman" was introduced some 200 years ago. ("Ombudsman" is gender-neutral).

Initially, the ombudsman was an official who worked to check the power of the executive branch of government; however, the concept has been expanded as the following quote from Wikipedia indicates: "Many private companies, universities, nonprofit organizations and government agencies also have an ombudsman (or an ombudsman office) to serve internal employees and managers and/or other constituencies. These ombudsman roles are structured to function independently, by reporting to the CEO or Board of Directors, and according to International Ombudsman Association (IOA) standards of practice they do not have any other role in the organization."

The Ombudsman Association, which is a similar organization to the IOA, was established in the United Kingdom in 1993, and makes the following

statement about the work of an ombudsman: "Where they identify injustice, they seek to put this right."

Several years ago, I retired from my position as President of Palo Alto University and the trustees honored me by giving me the title of President Emeritus. I have served for a number of years and President and during that time we had a number of ombudsmen. In the years directly preceding my retirement, our ombudsman was Rev. Byron Bland, an ordained Presbyterian minister. Under Byron's aegis, the University made its commitment to ethical decision-making particularly effective.

I would urge the readers of this book who want to put the excellent recommendations for ethical decision-making from Professor Mitchell's volume into practice in their institutions to visit the International Ombudsman Association website: http://www/pbidsasspcoatopm/prg/home.aspx

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# **Contributors**



Catherine Crouse Barnes is the founder and director of Silver Circles, Inc., a psychological, educational, and diagnostic service for persons ages 2 through adult. A certified diagnostician and screener-training instructor for the Irlen Institute of Long Beach, California, she regularly holds seminars and works one-on-one with clients around the country. Her commitment to her students is lifelong, and she goes wherever necessary to facilitate her understanding of each student's needs. Schools, agencies, government providers, and conference attendees at local, regional, and national levels have benefited from her expertise. Catherine is presently enrolled in an advanced graduate program at the University of Kentucky for teaching the visually impaired.

Michael Blanco is a human resources professional. He is responsible for health care reform, employee benefits, staffing, retirement, and policies associated with class and compensation. Michael has experience working in various roles in California school districts. Prior to his work as an educational administrator, he worked for a number of insurance companies managing employee benefits for small, midsized, and large companies, including Fortune 500 firms. For more information, contact Michael at atmdblanco@ usfca.edu.

**Allen D. Calvin** is president emeritus of Palo Alto University, where he has served since 1984. In 2009, the Board of Trustees voted to name the new campus of Palo Alto University the "Allen Calvin Campus." Dr. Calvin has devoted his entire life to the study, research, and teaching of psychology. He graduated cum laude from the University of Minnesota and holds a Ph.D. in Experimental Psychology from the University of Texas. He has served on the faculties of Michigan State University, Hollins College in Virginia, and the University of San Francisco, and was a consulting professor in the Department of Psychiatry & Behavioral Sciences at Stanford.

**Claudia Coughran** is an experienced K-12 educator who specializes in the unique needs of rural school systems. She works all over the United States providing targeted support to districts to align their mission, vision, and goals with their budget, curriculum, instruction, and assessment. She has worked as a county office administrator, district literacy specialist, elementary and high school teacher in urban and rural areas, and a consultant. She is working at present as a qualitative researcher and is advocating for rural students at the state and national levels.

Beverly Davis earned a B.S. degree in Management from Virginia Polytechnic Institute and State University. While at Virginia Tech, she was a member of the Corps of Cadets and had the distinction of being the first Black woman to go through the "Rat" system and be commissioned in the Air Force. Her assignments ranged from base to headquarters level with various specializations that included contingency planning and academic instruction. While in the military, she completed her M.A. in Information Systems Management and, after retiring, was a consultant at the Software Engineering Institute of Carnegie Mellon University in the Software Acquisition Support branch.

Mel Davis earned a B.S. degree in Industrial Technology from Southern Illinois University's College of Engineering in Carbondale, Illinois, and an M.B.A. degree from Indiana University in Bloomington. He has more than 20 years' experience in the field of brand management, which includes new product development, quality management, profit and loss management, and overall leadership of marketing divisions. In addition to his professional experience, he serves as board president for a nonprofit after-school service provider in Contra Costa County, California, and as a marketing strategy advisor for an Oakland-based recording artists' community record business.

Jay Le Roux Dillon is a higher education researcher and director of alumni engagement at the University of San Francisco. He was previously Executive Director of Alumni Strategic Initiatives at the University of California, Los Angeles. Jay's research focuses on broadening and measuring institutional value and impact among college and university alumni. He is dedicated to improving philanthropy through data science to bring social justice and equity to education. Jay holds a doctorate in Organization and Leadership from the University of San Francisco and master's and bachelor's degrees in Music from the University of California, Los Angeles. He is a native of Riverside, California.

Contributors 173

Matthew Escover is an instructor in the Political Science Department at Cabrillo College in Aptos, California, who specializes in U.S. and Comparative Government. In addition, Dr. Escover lectures at the University of San Francisco's School of Education Leadership Studies Department. He completed his Ed.D. at the University of San Francisco in 2007. In addition, he holds master's and bachelor's degrees in Political Science from San Jose State University. He is the author of *Creating Collaborative Leadership and Shared Governance at a California Community College* (2009) and a contributor to *Collaboration and Peak Performance* (2013). Dr. Escover has also been involved in elective and partisan politics in California.

Rev. Paul Fitzgerald, S.J., is the 28th president of the University of San Francisco. He earned the M.Div. degree in 1991 and a Pontifical Licentiate with an emphasis in Ecclesiology at Weston School of Theology, Cambridge, Massachusetts, in 1993. He attended the University of Paris-La Sorbonne, where he earned a D.E.A. (Diplôme des Études Approfondies) and a Docteur ès Lettres (Ph.D.) in the Sociology of Religion. Concurrently he worked toward an S.T.D. (Pontifical Doctorate) in Ecclesiology from the Institut Catholique de Paris. Prior to USF, he served as Professor of Religious Studies and Senior Vice President for Academic Affairs at Fairfield University. After joining the department of Religious Studies at Santa Clara in 1997, Fr. Fitzgerald taught courses and conducted research under the rubrics of both Systematic Theology and Sociology of Religion. He is the author of the book L'Église comme lieu de formation d'une conscience de la concitoyenneté (Presses Universitaires du Septentrion, 1999) and numerous scholarly articles and popular essays. He served for four years as faculty-in-residence for the Loyola Residential Learning community at Santa Clara and was director of the interdisciplinary Catholic Studies minor for seven years. He served as an adjunct lecturer at the Education College in Xiamen, China (1991), and as a visiting lecturer at Hekima College, Nairobi, Kenya (2004).

Mitchell Friedman, Ed.D., APR, is a visiting associate professor in the Graduate School of Business and Public Policy at the Naval Postgraduate School in Monterey, California. Since 2012, he has served as Northern California Director of the Institute of Advanced Advertising Studies, an industry-sponsored program that places early-career advertising agency

professionals in real-life marketing environments. In addition, Dr. Friedman helps a range of organizations develop the communications and leadership skills of their employees.

Richard Greggory Johnson III is a tenured full professor of Public Policy & Management in the School of Management, University of San Francisco. Dr. Johnson's research centers on social equity in the fields of public policy, management, higher education, and human resources management. He has been teaching in higher education for almost 20 years and is widely published, with several books and over a dozen peer-reviewed journal articles. Dr. Johnson is a member of the Phi Beta Kappa Society and holds graduate degrees from Golden Gate University, Georgetown University, and DePaul University.

Melvinia King, who has an extensive background in social justice, was responsible for designing, launching, and implementing Peralta Community College District's newest service center, Workforce Development and Continuing Education. She is responsible for creating training programs and building pipelines that lead to quality jobs. She serves on the board of the Oakland Metropolitan Chamber of Commerce and as part-time faculty at the University of San Francisco. Previous roles were professor and administrator at Morehouse College and owner of McDonald's restaurants. Dr. King is a native of Starkville, Mississippi, and a long-term resident of northern California. She is the mother of Aaron and Aprell and is married to Johnnie.

Veronica Knott is a retired nurse educator and community college administrator who has worked with major health care organizations in a variety of positions and settings. She has an extensive background in nursing education and clinical nursing that spans years of teaching in higher education. She travels extensively and is an active member of Delta Sigma Theta Sorority, Inc., the NAACP, and local community groups.

Gloria Ladson-Billings is a researcher at the Wisconsin Center for Education Research and the current president of the National Academy of Education. She is professor emerita and the former Kellner Family Distinguished Professor at the University of Wisconsin-Madison and a past president of the American Educational Research Association (AERA). Ladson-Billings's

research examines the pedagogical practices of teachers who are successful with African American students and the applications of critical race theory to education. Her work has won numerous scholarly awards, including the H.I. Romnes Faculty Fellowship, the AERA Palmer O. Johnson Outstanding Research Award, the Brock International Prize in Education, and the Distinguished Service Award from Teachers College, Columbia University. She is also the 2018 recipient of the AERA Distinguished Research Award. Ladson-Billings was elected to the American Academy of Arts & Sciences in 2018.

Rebecca Loboschefsky holds a doctorate from the University of San Francisco in Organization and Leadership, with a concentration in Digital Technologies for Teaching and Learning. She graduated from Texas State University with an M.Ed. and a bachelor's degree in Science and Interdisciplinary Studies. Rebecca is currently an adjunct professor in the Teacher Education Department at California State University, East Bay. She and her husband reside in the San Francisco Bay Area with their son and two dogs.

Cynthia Mitchell is finalizing her Ed.D. in Organization and Leadership at the University of San Francisco. She holds a bachelor's degree in accounting from California State University, East Bay, and a master's in nonprofit management from the University of San Francisco. Her experience includes working in different sectors, with a core emphasis on nonprofit work, and all of her work builds on the spirit of entrepreneurialism. Her multifaceted background includes experience in the accounting, real estate, and nonprofit fields, among others. She has advised managers and directors on organizational challenges, process improvement, and opportunities for growth. Her specific area of interest is leadership in organizations and how leaders from unique backgrounds perform and exhibit their leadership style.

**Jason Mitchell** became the City of Oakland's Director of Public Works in July 2017. He possesses more than 15 years of progressive experience, including operations, strategic planning, budgeting, forecasting, resource management, administration, and fiscal leadership. During his nearly 9 years of service with the City of Oakland, Jason worked as the assistant director of the Public Works Bureau of Infrastructure and Operations. Before his role

as assistant director, he was the agency administrator for the Public Works Bureau of Administration. He is currently completing his doctoral degree in Organizational Development and Leadership at the University of San Francisco and holds an M.B.A. degree from the University of San Francisco. Jason completed his undergraduate studies at California State University, East Bay, earning a B.S. with a concentration in finance.

Patricia Mitchell is Professor Emerita and the former chair of the Department of Leadership Studies at the University of San Francisco (USF). Dr. Mitchell has over 40 years of professional and teaching experience in postsecondary education. She has been a major player and has made an impact on training and preparing leaders and managers to transform their organizations. Her research interests include organization and leadership issues; curriculum development; women's issues; and diversity in higher education. Mitchell has written and co-edited six textbooks, authored scholarly publications, and facilitated professional presentations. She was the recipient of the USF Ignatian Service Award for 2015. This award honors a faculty member whose service to students, the university and the community at large constitutes an exceptional contribution. Additionally, she received the Morgan State University Alumni Special Achievement Award for 2017. Mitchell serves on the executive board of the USF Chapter of Phi Delta Kappa at the University of San Francisco.

Marion Moreno is a Senior Talent Management Professional with extensive experience in global executive leadership and organizational development in Fortune 500 companies. Her industry experience includes financial services, retail, insurance, and energy. Her most recent corporate work experience has included leading an executive education program, in partnership with Stanford University, for the director level in a utility company. Marion is currently an adjunct professor at the University of San Francisco in the School of Education.

**Tommy Moreno** has more than 20 years' experience in training, client education, and organizational development in major corporations as diverse as biotechnology, financial services, and energy. His most recent work with clients includes creating and leading university programs for Fortune 500

companies. Tommy is currently an adjunct professor at the University of San Francisco in the School of Education.

Niki T. Newman-Brown began her work in education as a classroom teacher in Maryland's Prince George's County Public Schools in 2002. She has spent 15 years in the field of public education, transitioning through various positions such as elementary education teacher, principal, and improvement specialist. Dr. Newman-Brown's degrees include a B.A. in Economics from the University of Maryland, College Park, an M.S. in Education Administration from Trinity University in 2006, and a Doctorate of Education from Walden University in 2016. In February 2016, she became a published author through her contributions to the book *Lessons in Leadership: Tips for an Emerging P–20 Leader in the 21st Century.* Dr. Newman-Brown is completing her Data Wise Coaching Certification and has obtained Arbinger Facilitator and Gallup StrengthsFinder Coach certifications, which she uses in her work with instructional leaders.

**Janith Norman** is a small business owner and an adjunct business professor at Los Medanos College in Pittsburg, California. She holds a doctorate in Educational Leadership from Saint Mary's College of California.

Jonathan Pettey has worked as a human resource analyst for a public utility and as a firefighter for a large urban fire department. He has served as the chair of a human relations commission and as vice president of the board of directors of a community health clinic for underserved minority populations. Dr. Pettey received a Doctor of Education degree in Organization and Leadership from the University of San Francisco and a Master of Public Health in Administration of Healthcare Organizations from Benedictine University. He researches Filipino social psychology and immigrant Filipino responses to workplace discrimination.

**Silvia Ramirez** is a graduate of the Organization and Leadership Studies Program at the University of San Francisco. She has worked at USF as an adjunct faculty member, guest lecturer, graduate assistant, and student. Her passion is teaching, and she serves her community as a volunteer, training teachers and providing for her family. She upholds the traditions taught to

her by the Sisters of the Presentation and continues to serve as an educator, teacher trainer, and community volunteer for the Cotati-Rohnert Park Education Foundation. She holds an M.A. in Administration and Policy Analysis from Stanford University, a B.A. in Latin American Studies from the University of California, Santa Cruz, and administrative and teaching credentials from Sonoma State University. She is a graduate of the California School Leadership Academy and has implemented several teacher-training programs in school districts throughout California.

**Shawntee Reed** has 15 years of progressive organizational development and leadership experience. She completed her M.A. in Organization and Leadership at the University of San Francisco and is currently pursuing her doctorate. A consummate executive, change agent, and educator, Shawntee has a track record of demonstrated results in driving large-scale cultural change in building organizational effectiveness. She is an expert facilitator and is considered a visionary in human-capital management. Her experience spans corporate banking and retail, higher education, and K–12 education. She brings a unique perspective to leadership and focuses her efforts on developing leaders and on organizational effectiveness.

Marie Roberts De La Parra, an accomplished founder, consultant, and subject-matter expert, has more than 15 years' experience in finance sustainability, leveraging extensive activity in leadership development, education, and business mentoring. She is currently an appointee to the U.S. Environmental Protection Agency and the Environmental Finance Advisory Board in Washington, D.C. She has earned Certificates of Special U.S. Congressional Recognition, as well as an M.A. degree from the University of New Hampshire in Community Development Policy and Practice. She is pursuing an Ed.D. in Education from the University of San Francisco in Organization and Leadership, with a minor in Learning and Instruction.

**Tyree Robinson** is a recent graduate of the School of Education, Department of Leadership Studies, Organization and Leadership program at the University of San Francisco. Tyree's research interests lie in the genre of Restorative Justice Policies and Practices, as well as other alternatives opposing disciplinary actions of exclusion—for example, unwarranted suspensions

and expulsions among young male students of color in Grades P–12. He has been employed by a law enforcement agency for more than 17 years in its support services division in a leadership capacity. A passionate researcher and educator, Tyree shares by educating in the classroom and in communities of disenfranchised people.

**Stanford Simmons, Sr.**, graduated from the University of San Francisco with a doctorate in Education. His program focus was Career Technical Education and Organizational Leadership. He has held several community college administrative positions in California, Illinois, and Texas, and has worked as a marketing representative for Pacific Gas and Electric Company. He was recently appointed president of Bay Ridge Christian College. Dr. Simmons and his wife, Dr. Beverly Simmons, collaborated to create Simmons Education Solutions, LLC, to address many of the challenging issues that K–12 and post-secondary institutions face in serving generational and culturally diverse students. Dr. Simmons is a life member of Alpha Phi Alpha fraternity.

Candy Smolik is a driven and accomplished entrepreneur. After receiving her master's degree in Organization and Leadership from the University of San Francisco, she went on to open her own unique concept of a personal training studio. She attributes her balance and creativity to being exposed to many communities over many moves between states, and hopes to leave a lasting mark on the world.

James Stryker earned his Ph.D. and M.B.A. degrees in Management from Rutgers University and is an Associate Professor of Management in the Department of Business at Holy Names University in Oakland, California. He is also a licensed architect and holds a Master of Architecture degree from Yale University. Professor Stryker's principal research interests are in the areas of team communication and collaboration and the design of the physical workplace, organizational leadership, team decision-making, and group dynamics. In addition to his academic career, he has more than 30 years' experience in the programming, design, and construction of high-technology, research and development facilities.

Susan Stryker teaches in the School of Management's Department of Entrepreneurship, Innovation & Strategies at the University of San Francisco. After working as a staff scientist and project leader at the Lawrence Berkeley National Laboratory, University of California, Berkeley, in the Energy and Environment Division, she moved to London, England, and managed corporate governance for a software consulting company in the application of decision-support systems. She holds B.S. and M.S. degrees from the University of California, Berkeley, in Biophysical Sciences and a doctoral degree in Organization and Leadership from the University of San Francisco.

Jamie Williams, a proven strategic leader in developing professionals and building strong teams, has worked collaboratively with faculty and administrative colleagues across all university units. Dr. Williams has always maintained progressive educational principles at the forefront of his accomplished career. He has continually set forth a vision for an effective collegiate model in which athletics and academics are appropriately balanced. His athletics administration experience at two Big Ten institutions and as a Division II athletic director have resulted in visionary and servant-leadership successes. The elements of leadership he instills are those of trust, extraordinary emotional intelligence, and innovation.

Harold Wilson is a graduate student, educator, and law enforcement professional who is focused on the field of Organizational Leadership. He has previous experience in the fields of Psychology, Military Intelligence, and Community College Instruction. Over the course of his career he has lectured on a broad spectrum of topics, including dual diagnosis psychology, abnormal psychology, tactical communications, race in law enforcement, and mental illness and policing.

**Dominic Yin** has proudly served the diverse communities of San Francisco for the past 23 years as a captain in the San Francisco Police Department. He has enjoyed command of divisions and units within patrol, investigations, and traffic. He earned his law degree from UCLA and has been in practice for over 24 years, and has also taught at City College of San Francisco for over 20 years. He has authored several legacy programs within the SFPD and several undergraduate courses at City College. He also holds two graduate degrees,

Contributors 181

one in Education and the other in Organizational Leadership. His continued goal is to provide for safety, with humanity for all, through education and service.

Helena Carmena Young is a 17-year veteran educator. She recently completed her master's degree in Organization and Leadership at the University of San Francisco. Helena works with students and educators in classrooms and in educational nonprofit settings. Her expertise is in teacher professional development. Helena's passions are science and sustainability, and how they can empower people of all ages to steward the natural world. Helena develops innovative educational tools and resources, including teaching strategies, classroom kits, online courses, and educational games. She currently works as a freelance educational consultant coaching school leaders and developing curriculum.