Part A – Ethical Leadership

1. Contents

Ethical Leadership,
Wellbeing, Sustained Success
1: Ethical Leadership

A Promoting Excellence Leadership Toolkit.

This is part of a series of self-development and development toolkits available from Promoting Excellence Leadership Consultants.

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Leadership Toolkit

ources Provided

Ethical Leadership?
ons are cited as examples in this resource.

ale for Ethical Leadership
rcise is a useful and practical way of engaging a wide range of
deepen understanding and get "buy in."
? The 5 Whys – a blank proforma
l? The 5 Whys – 5th column to complete
l? The 5 Whys – possible answers

ork for Ethical Leadership
pporting leaders in decision making and identifying unethical
behaviour.
These activities could be undertaken as a range of exercises during a facilitated away day for leaders and their governing board, or as short exercises pre and post the board meetings.

4. Governors and Senior Leaders Playing Their Part
A presentation to stimulate discussion and further engagement.
NB. It is recommended that this presentation is facilitated by Promoting Excellence, alongside aspects of the booklet "Great Governance, Great Expectations."

5. An Ethical Audit
An excellent starting point for Governors and Senior Leaders to assess their organisations strategic approach to Ethical Leadership. It will highlight strengths to build upon and areas for development to address.
The audit also identifies whether there is a consensus of views across senior leadership, or where there is some disparity which can be further explored.

Ethical Leadership

"A definition of Ethical Leadership is the alignment of internal values and beliefs with external actions and behaviours for the purpose of advancing the common good."

Dr Bill Grice

Ethical Leadership means a commitment to ensuring organisations adopt a moral approach to leadership and development.

This section is aimed at helping organisations to further develop and embed a highly effective an ethical way of leading and managing.

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6. The Gem Test
A quick "test" based on research into "Courageous" Leadership. This is helpful in underpinning key values and behaviours.

7. Behaviours of Ethical Leaders
Inspired by the work of Steven Covey. Again, this is useful in informing cultural values and behaviours and can be used to stimulate discussion and engagement across all or cross-sections of stakeholders.
We also include - Behaviours of High Trust Leaders – Task sheet

8. What Ethical Leadership Characteristics Do You Want?
This exercise is designed so organisations can tailor ethical leadership behaviours to their particular needs. It is based on 3 respected research models.

9. Key Actions in Creating an Ethical Workplace
A straightforward approach to highlighting key actions and behaviours to stimulate discussion and ownership.

10. A Whole Care Approach
A very useful and coherent guide for organisations to customise and tailor to reflect their desired culture linking leadership characteristics and wellbeing.

11. Ethical Case Studies and Scenarios
A great resource for stakeholder's training and development.
These are Ethical Case Studies and Scenarios based on real examples and are useful in stimulating discussion around "What would you do?"

12. Full Promoting Excellence Book – Ethical Leadership in Difficult Times

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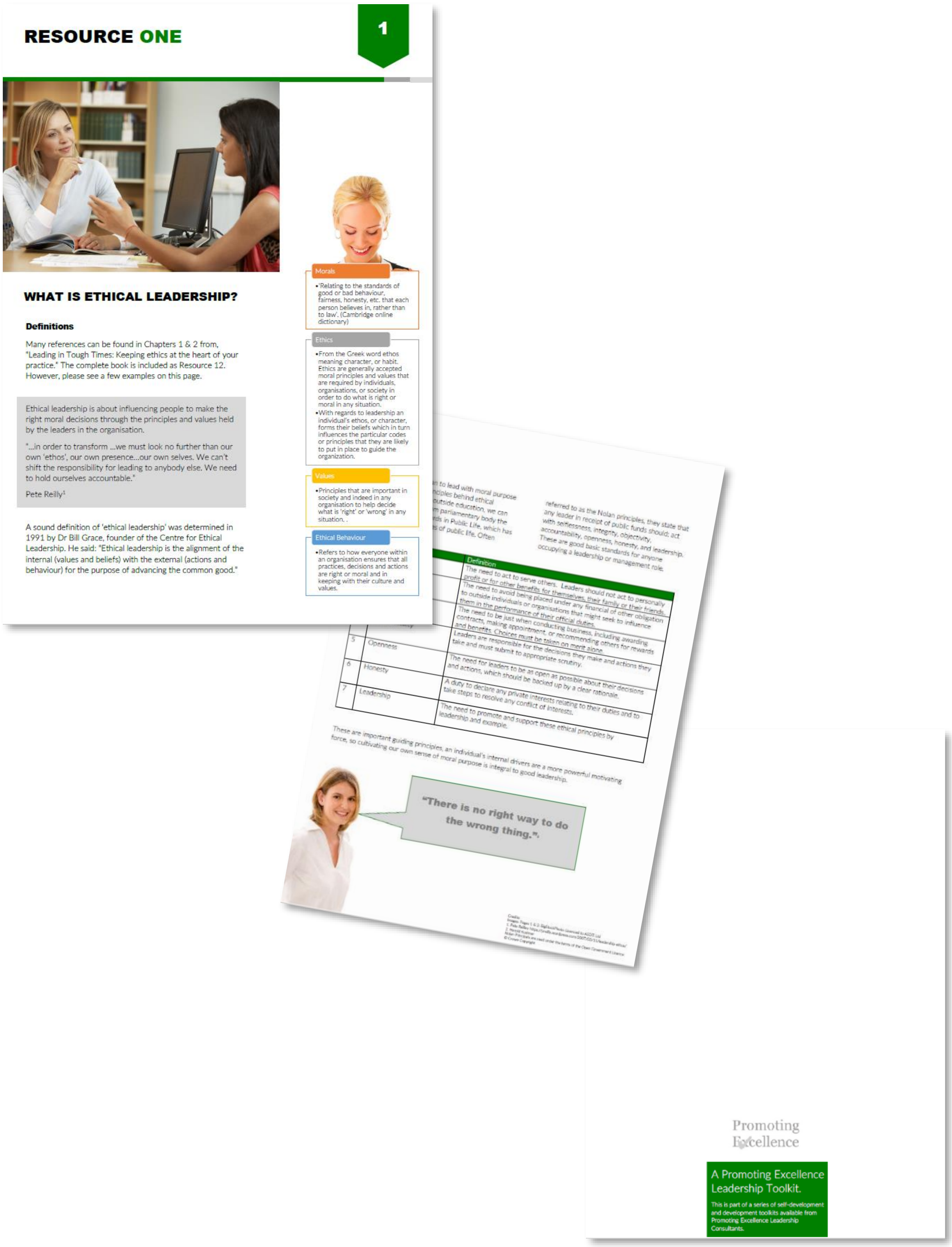
2. What is Ethical Leadership?



RESOURCE ONE

1

WHAT IS ETHICAL LEADERSHIP?

Definitions

Many references can be found in Chapters 1 & 2 from, "Leading in Tough Times: Keeping ethics at the heart of your practice." The complete book is included as Resource 12. However, please see a few examples on this page.

Ethical leadership is about influencing people to make the right moral decisions through the principles and values held by the leaders in the organisation.

"...in order to transform ...we must look no further than our own 'ethos', our own presence...our own selves. We can't shift the responsibility for leading to anybody else. We need to hold ourselves accountable."

Pete Reilly[1]

A sound definition of 'ethical leadership' was determined in 1991 by Dr Bill Grace, founder of the Centre for Ethical Leadership. He said: "Ethical leadership is the alignment of the internal (values and beliefs) with the external (actions and behaviour) for the purpose of advancing the common good."

Morals

- 'Relating to the standards of good or bad behaviour, fairness, honesty, etc. that each person believes in, rather than to law'. (Cambridge online dictionary)

Ethics

- From the Greek word ethos meaning character, or habit. Ethics are generally accepted moral principles and values that are required by individuals, organisations, or society in order to do what is right or moral in any situation.
- With regards to leadership an individual's ethos, or character, forms their beliefs which in turn influences the particular codes or principles that they are likely to put in place to guide the organization.

Values

- Principles that are important in society and indeed in any organisation to help decide what is 'right' or 'wrong' in any situation. .

Ethical Behaviour

- Refers to how everyone within an organisation ensures that all practices, decisions and actions are right or moral and in keeping with their culture and values.

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referred to as the Nolan principles, they state that any leader in receipt of public funds should: act with selflessness, integrity, objectivity, accountability, openness, honesty, and leadership. These are good basic standards for anyone occupying a leadership or management role.

		Definition
		The need to act to serve others. Leaders should not act to personally profit or for other benefits for themselves, their family or their friends.
		The need to avoid being placed under any financial of other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
		The need to be just when conducting business, including awarding contracts, making appointment, or recommending others for rewards and benefits. Choices must be taken on merit alone.
		Leaders are responsible for the decisions they make and actions they take and must submit to appropriate scrutiny.
5	Openness	The need for leaders to be as open as possible about their decisions and actions, which should be backed up by a clear rationale.
6	Honesty	A duty to declare any private interests relating to their duties and to take steps to resolve any conflict of interests.
7	Leadership	The need to promote and support these ethical principles by leadership and example.

These are important guiding principles, an individual's internal drivers are a more powerful motivating force, so cultivating our own sense of moral purpose is integral to good leadership.

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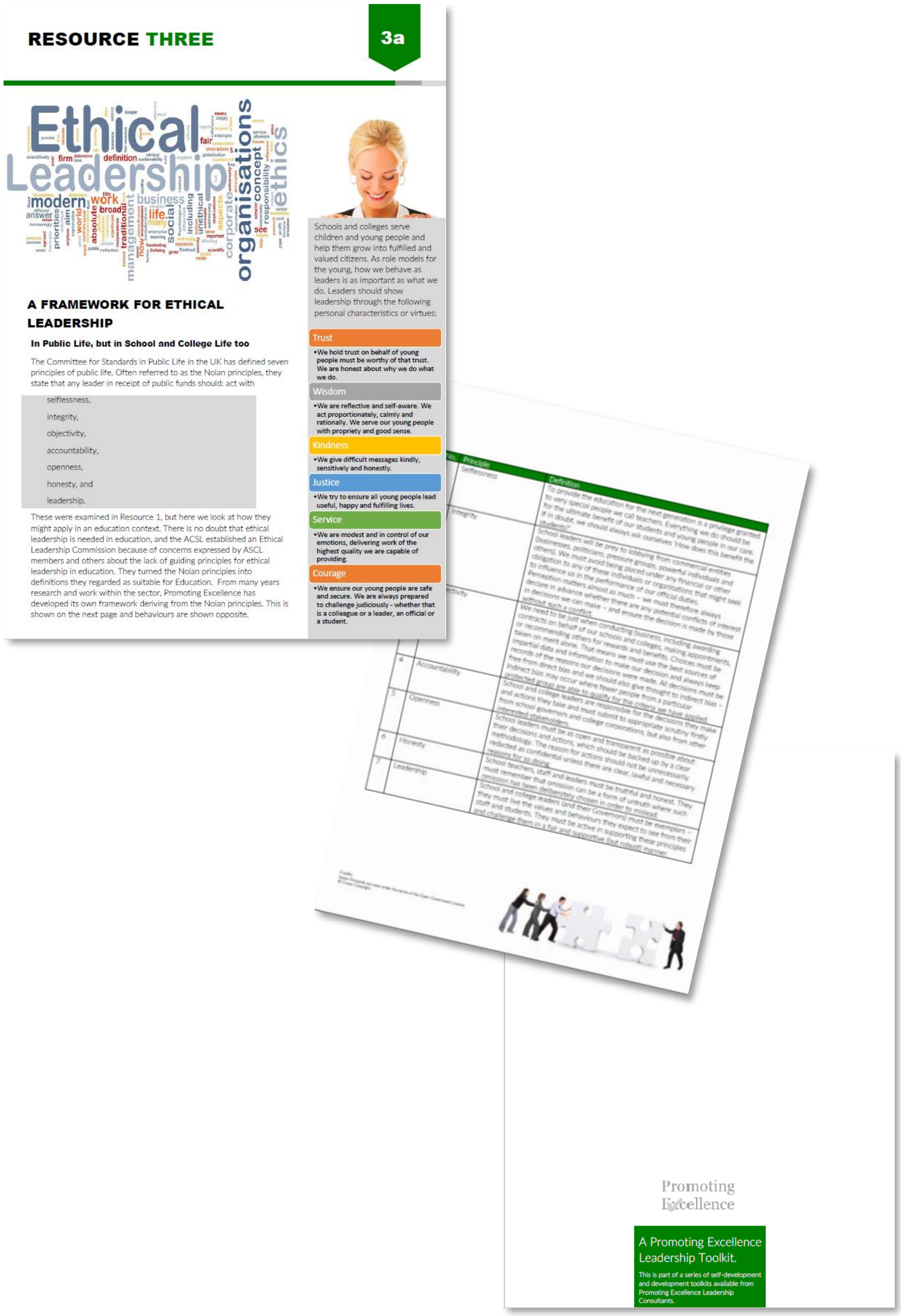
Resource 3a - A Framework for Ethical Leadership



RESOURCE THREE

3a

A FRAMEWORK FOR ETHICAL LEADERSHIP

In Public Life, but in School and College Life too

The Committee for Standards in Public Life in the UK has defined seven principles of public life. Often referred to as the Nolan principles, they state that any leader in receipt of public funds should: act with

selflessness,
integrity,
objectivity,
accountability,
openness,
honesty, and
leadership.

These were examined in Resource 1, but here we look at how they might apply in an education context. There is no doubt that ethical leadership is needed in education, and the ACSL established an Ethical Leadership Commission because of concerns expressed by ASCL members and others about the lack of guiding principles for ethical leadership in education. They turned the Nolan principles into definitions they regarded as suitable for Education. From many years research and work within the sector, Promoting Excellence has developed its own framework deriving from the Nolan principles. This is shown on the next page and behaviours are shown opposite.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

Trust

- We hold trust on behalf of young people must be worthy of that trust. We are honest about why we do what we do.

Wisdom

- We are reflective and self-aware. We act proportionately, calmly and rationally. We serve our young people with propriety and good sense.

Kindness

- We give difficult messages kindly, sensitively and honestly.

Justice

- We try to ensure all young people lead useful, happy and fulfilling lives.

Service

- We are modest and in control of our emotions, delivering work of the highest quality we are capable of providing.

Courage

- We ensure our young people are safe and secure. We are always prepared to challenge judiciously - whether that is a colleague or a leader, an official or a student.

No.	Principle	Definition
	Selflessness	To provide the education for the next generation is a privilege granted to very special people we call teachers. Everything we do should be for the ultimate benefit of our students and young people in our care. If in doubt, we should always ask ourselves 'How does this benefit the students?'.
	Integrity	School leaders will be prey to lobbying from commercial entities (businesses, politicians, pressure groups, powerful individuals and others). We must avoid being placed under any financial or other obligation to any of these individuals or organisations that might seek to influence us in the performance of our official duties. Perception matters almost as much – we must therefore always declare in advance whether there are any potential conflicts of interest in decisions we can make – and ensure the decision is made by those without such a conflict.
	ctivity	We need to be just when conducting business, including awarding contracts on behalf of our schools and colleges, making appointments, or recommending others for rewards and benefits. Choices must be taken on merit alone. That means we must use the best sources of impartial data and information to make our decision and always keep records of the reasons our decisions were made. All decisions must be free from direct bias and we should also give thought to indirect bias – Indirect bias may occur where fewer people from a particular protected group are able to qualify for the criteria we have applied.
4	Accountability	School and college leaders are responsible for the decisions they make and actions they take and must submit to appropriate scrutiny firstly from school governors and college corporations, but also from other interested stakeholders.
5	Openness	School leaders must be as open and transparent as possible about their decisions and actions, which should be backed up by a clear methodology. The reason for actions should not be unnecessarily redacted as confidential unless there are clear, lawful and necessary reasons for so doing.
6	Honesty	School teachers, staff and leaders must be truthful and honest. They must remember that omission can be a form of untruth where such omission has been deliberately chosen in order to mislead.
7	Leadership	School and college leaders (and their Governors) must be exemplars – they must live the values and behaviours they expect to see from their staff and students. They must be active in supporting these principles and challenge them in a fair and supportive (but robust) manner.

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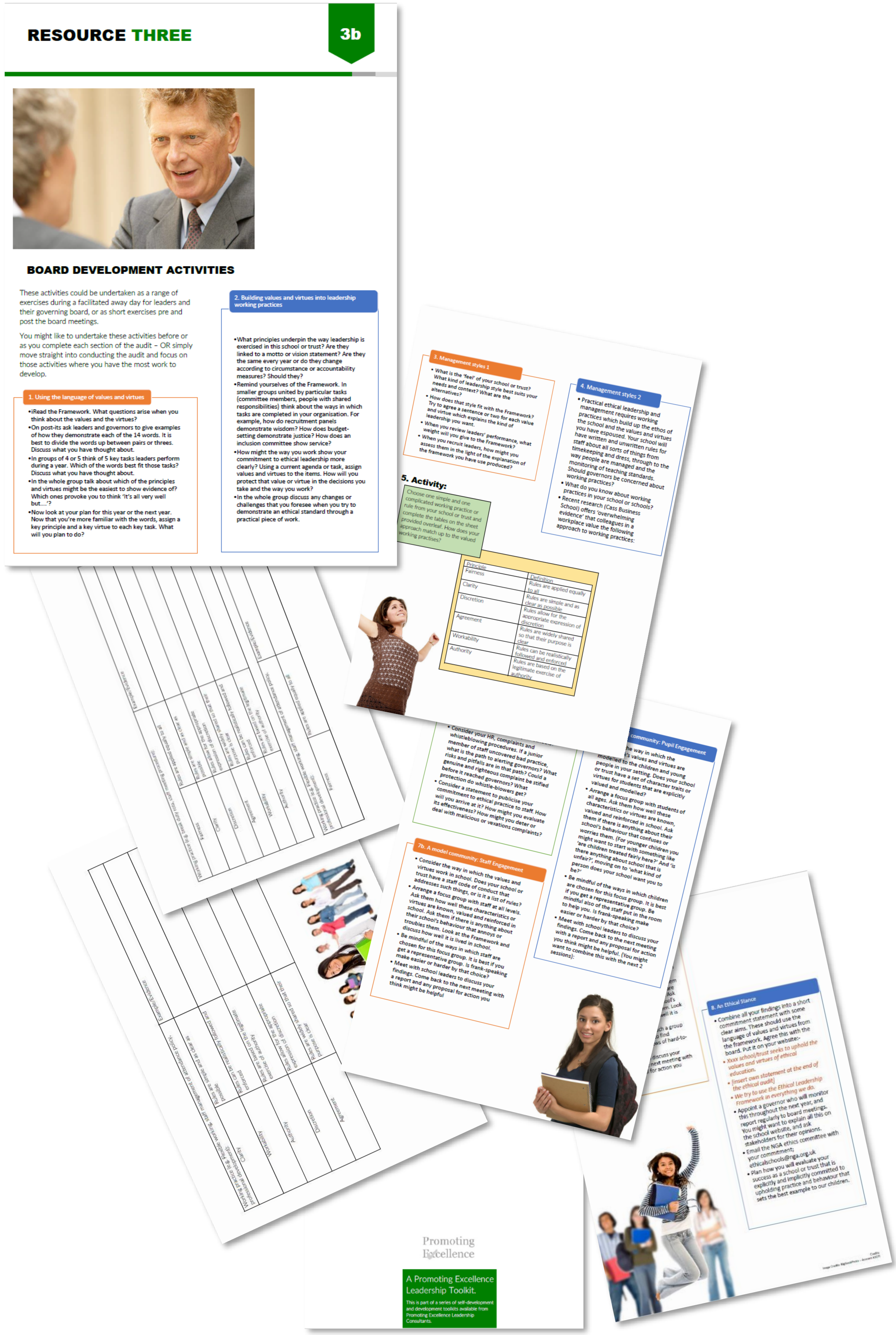
Resource 3b - Board Development Activities



RESOURCE THREE

3b

BOARD DEVELOPMENT ACTIVITIES

These activities could be undertaken as a range of exercises during a facilitated away day for leaders and their governing board, or as short exercises pre and post the board meetings.

You might like to undertake these activities before or as you complete each section of the audit – OR simply move straight into conducting the audit and focus on those activities where you have the most work to develop.

1. Using the language of values and virtues

- iRead the Framework. What questions arise when you think about the values and the virtues?
- On post-its ask leaders and governors to give examples of how they demonstrate each of the 14 words. It is best to divide the words up between pairs or threes. Discuss what you have thought about.
- In groups of 4 or 5 think of 5 key tasks leaders perform during a year. Which of the words best fit those tasks? Discuss what you have thought about.
- In the whole group talk about which of the principles and virtues might be the easiest to show evidence of? Which ones provoke you to think 'It's all very well but....'?
- Now look at your plan for this year or the next year. Now that you're more familiar with the words, assign a key principle and a key virtue to each key task. What will you plan to do?

2. Building values and virtues into leadership working practices

- What principles underpin the way leadership is exercised in this school or trust? Are they linked to a motto or vision statement? Are they the same every year or do they change according to circumstance or accountability measures? Should they?
- Remind yourselves of the Framework. In smaller groups united by particular tasks (committee members, people with shared responsibilities) think about the ways in which tasks are completed in your organisation. For example, how do recruitment panels demonstrate wisdom? How does budget-setting demonstrate justice? How does an inclusion committee show service?
- How might the way you work show your commitment to ethical leadership more clearly? Using a current agenda or task, assign values and virtues to the items. How will you protect that value or virtue in the decisions you take and the way you work?
- In the whole group discuss any changes or challenges that you foresee when you try to demonstrate an ethical standard through a practical piece of work.

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Resource 5 – An Ethical Audit

RESOURCE FIVE

5

AN ETHICAL AUDIT

The following takes the form of a RAG rating, where you are asked to consider your school, college, or your faculty or department within your school or college. Ratings are broad – simply Red, Amber or Green.

More importantly, consider the Ethical Leadership Framework from Resource 3a. Under 'Objectivity', the Ethical Leader should make decisions based on data, and make them impartially. Consider, therefore what is already in place to support your R/A/G rating. How do you know? Is your assessment supported by the data or are you going off 'gut feel'? If so, does the assessment need corroboration or amendment?

Worksheets for this activity follow on the next pages.

righteousness
conscience
belief
integrity
values
ideal
duty
standards
ethics
conduct
moral
principles
philosophy
code
right practice
good
9. Management Style
SLT characterise the framework's values and virtues
RAG RATE (TICK)
NO
N/Y
YES
What would you like to further develop?
How will you measure this? List your success indicators
What will this look like in 6 months/12 months?
6. Safeguarding values and virtues
10. Management Style

Resource 12: Ethical Leadership in Difficult Times Book

RESOURCE TWELVE

12

Ethical Leadership in Difficult Times

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PART A:
THINKING ABOUT ETHICAL LEADERSHIP

7

ETHICS, MORALS & PURPOSE

Leadership is naturally allied to ethical practice given its often quoted definition as 'doing the right things', according to leadership theory expert Peter Drucker. Education has been associated with 'moral purpose' since the 17th century, when a drive for literacy was seen as a powerful and egalitarian enabler.

But consistently 'doing the right things' is not easy, especially when work pressure makes shortcuts appear tempting. Leadership places a range of complex, difficult demands on the individual. It can be isolating, exhausting and stressful. However, it can also be empowering, exhilarating and exciting, but to make it so depends on an ability to work from a strong set of personal values. They act as a steadying influence amid the heavy challenges presented by the state of flux in the education system.

The deluge of policy change has left many leaders and managers under intense pressure. It is not surprising, therefore, that the quality of school leadership and college management is under the spotlight, as frontline staff complain of being manipulated and bullied in order to try and achieve ever increasing targets.

The accusation is that leaders and managers are interpreting 'doing the right thing' to mean doing the right things to meet exam targets and satisfy an overbearing inspection system, adopting an ends-justifies-the-means approach, in pursuit of results and at the expense of teacher well-being.

As a leader, you may find yourself pulled between what you believe is right, what the students need, what other members of the senior leadership team expect, what school or college policy dictates and what the Government or law requires.

Morals	Ethics	Ethos	Values	Ethical Behaviour
• Relating to the standards of good or bad behaviour, fairness, honesty, etc. that each person believes in, rather than to law.	• From the Greek word ethos meaning character, or habit. Ethics are generally accepted moral principles and values that are required by individuals, organisations, or society in order to do what is right or moral in any situation.	• With regards to leadership, an individual's ethos, or character, forms their beliefs which in turn influence the particular codes or principles that they are likely to put in place to guide the organisation.	• Principles that are important in society and indeed in any organisation to help decide what is 'right' or 'wrong' in any situation.	• Refers to how everyone within an organisation ensures that all practices, decisions and actions are right or moral and in keeping with their culture and values

8

So, what does it mean to lead with moral purpose and what are the principles behind ethical leadership? Looking outside education, we can take a lead

on this from parliamentary body the Committee for Standards in Public Life, which has defined seven principles of public life. Often referred to as the Nolan principles, they state that any leader in receipt of public funds should act with selflessness, integrity, objectivity, accountability, openness, honesty, and leadership. These are basic standards for anyone in a leadership or management role.

Selflessness
- the need to act to serve others. Leaders should not act to personally profit or for other benefits for themselves, their family or their friends.

Integrity
- the need to avoid being placed under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity
- the need to be just when conducting business, including awarding contracts, making appointments, or recommending others for rewards and benefits. Choices must be taken on merit alone.

Accountability
- leaders are responsible for the decisions they make and actions they take and must submit to appropriate scrutiny.

Objectivity
- the need for leaders to be as open as possible about their decisions and actions, which should be backed up by a clear rationale.

Honesty
- a duty to declare any private interests relating to their duties and to take steps to resolve any conflict of interests.

Leadership
- the need to promote and support these ethical principles by leadership and example.

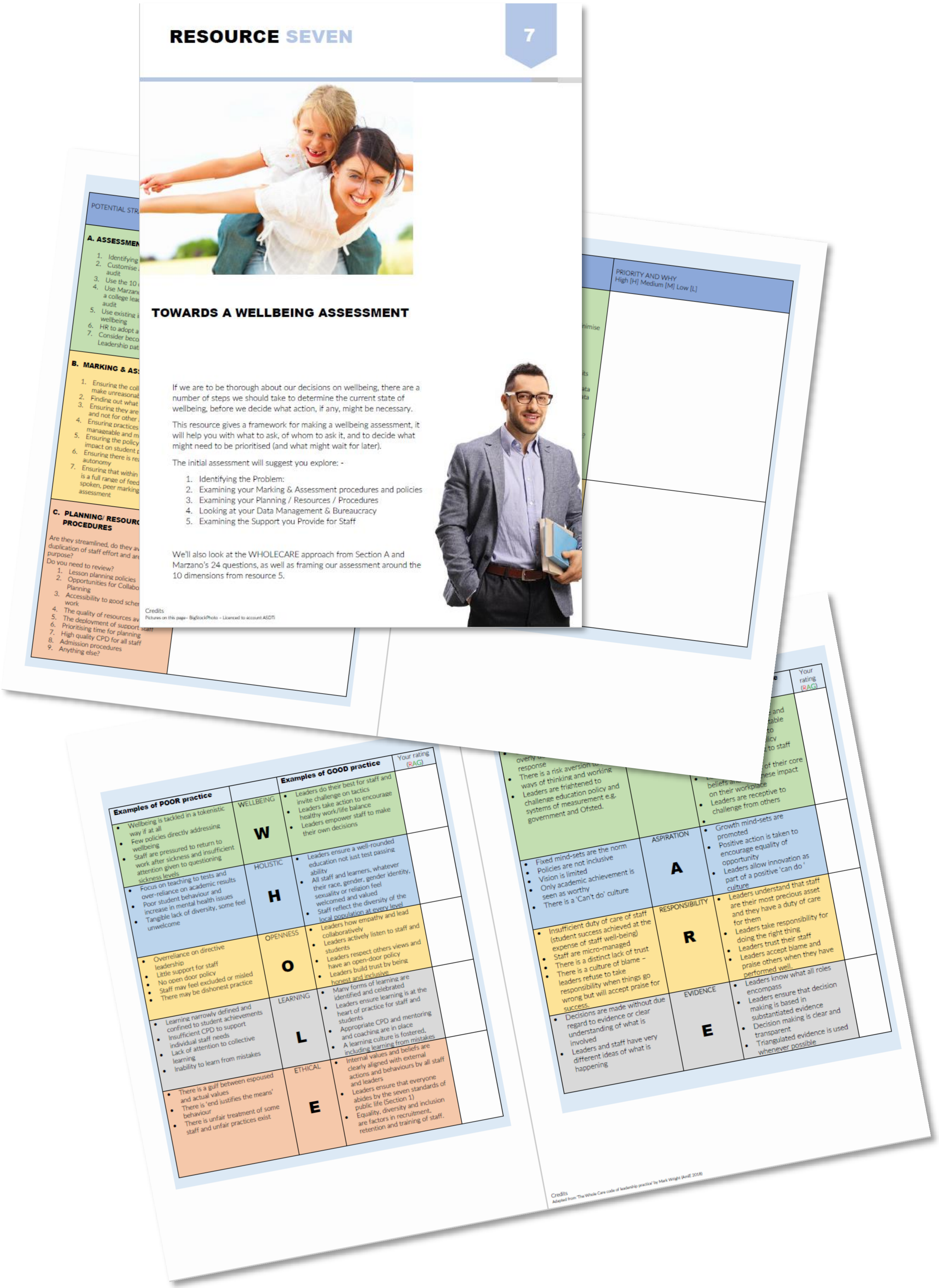
they, as a leader, are no longer required. They can confidently move on to another leadership challenge.

Selfless leadership can either arise naturally if it is innate in your character or it may be cultivated if you focus on the students' needs as much as your own. If you see that students' interests are not well served, then there is merit in questioning the current leadership's approach and the basis of its power.

Tony Benn believed those in positions of power ought to ask themselves five questions (shown opposite) to understand their power.

These questions have far reaching consequences for individuals and systems and the answers can help determine the extent to which you or your organisation are operating with a real sense of moral purpose.

Part B – Resource Seven – Towards a Wellbeing Assessment



RESOURCE SEVEN

7

TOWARDS A WELLBEING ASSESSMENT

If we are to be thorough about our decisions on wellbeing, there are a number of steps we should take to determine the current state of wellbeing, before we decide what action, if any, might be necessary.

This resource gives a framework for making a wellbeing assessment, it will help you with what to ask, of whom to ask it, and to decide what might need to be prioritised (and what might wait for later).

The initial assessment will suggest you explore: -

1. Identifying the Problem:
2. Examining your Marking & Assessment procedures and policies
3. Examining your Planning / Resources / Procedures
4. Looking at your Data Management & Bureaucracy
5. Examining the Support you Provide for Staff

We'll also look at the WHOLECARE approach from Section A and Marzano's 24 questions, as well as framing our assessment around the 10 dimensions from resource 5.

Credits
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PRIORITY AND WHY
High [H] Medium [M] Low [L]

Examples of POOR practice		Examples of GOOD practice	Your rating (RAG)
• Wellbeing is tackled in a tokenistic way if at all • Few policies directly addressing wellbeing • Staff are pressured to return to work after sickness and insufficient attention given to questioning sickness levels	WELLBEING **W**	• Leaders do their best for staff and invite challenge on tactics • Leaders take action to encourage healthy work/life balance • Leaders empower staff to make their own decisions	
• Focus on teaching to tests and over-reliance on academic results • Poor student behaviour and increase in mental health issues • Tangible lack of diversity, some feel unwelcome	HOLISTIC **H**	• Leaders ensure a well-rounded education not just test passing ability • All staff and learners, whatever their race, gender, gender identity, sexuality or religion feel welcomed and valued • Staff reflect the diversity of the local population at every level	
• Overreliance on directive leadership • Little support for staff • No open door policy • Staff may feel excluded or misled • There may be dishonest practice	OPENNESS **O**	• Leaders how empathy and lead collaboratively • Leaders actively listen to staff and students • Leaders respect others views and have an open-door policy • Leaders build trust by being honest and inclusive	
• Learning narrowly defined and confined to student achievements • Insufficient CPD to support individual staff needs • Lack of attention to collective learning • Inability to learn from mistakes	LEARNING **L**	• Many forms of learning are identified and celebrated • Leaders ensure learning is at the heart of practice for staff and students • Appropriate CPD and mentoring and coaching are in place • A learning culture is fostered, including learning from mistakes	
• There is a gulf between espoused and actual values • There is 'end justifies the means' behaviour • There is unfair treatment of some staff and unfair practices exist	ETHICAL **E**	• Internal values and beliefs are clearly aligned with external actions and behaviours by all staff and leaders • Leaders ensure that everyone abides by the seven standards of public life (Section 1) • Equality, diversity and inclusion are factors in recruitment, retention and training of staff.	

			Your rating (RAG)
• Fixed mind-sets are the norm • Policies are not inclusive • Vision is limited • Only academic achievement is seen as worthy • There is a 'Can't do' culture	ASPIRATION **A**	• Growth mind-sets are promoted • Positive action is taken to encourage equality of opportunity • Leaders allow innovation as part of a positive 'can do ' culture	
• Insufficient duty of care of staff (student success achieved at the expense of staff well-being) • Staff are micro-managed • There is a distinct lack of trust • There is a culture of blame – leaders refuse to take responsibility when things go wrong but will accept praise for success.	RESPONSIBILITY **R**	• Leaders understand that staff are their most precious asset and they have a duty of care for them • Leaders take responsibility for doing the right thing • Leaders trust their staff • Leaders accept blame and praise others when they have performed well.	
• Decisions are made without due regard to evidence or clear understanding of what is involved • Leaders and staff have very different ideas of what is happening	EVIDENCE **E**	• Leaders know what all roles encompass • Leaders ensure that decision making is based in substantiated evidence • Decision making is clear and transparent • Triangulated evidence is used whenever possible	

Credits
Adapted from 'The Whole Care code of leadership practice' by Mark Wright (AmiE 2018)