

COMMISSIONER'S TRAINING

S.E.R.C. Fall Workshop
Mastering Change

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Servant Leadership

How It Can Work for Commissioners

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JOHN H. JEFFREYS

John Jeffreys joined The University of Georgia Fanning Institute for Leadership in 1994 as a Leadership Development Specialist; currently he is Senior Fanning Fellow Emeritus. His major responsibilities are conducting leadership seminars and developing curricula. Current concentrations include grassroots community leadership statewide and new instructor development.

Previously with the University's Carl Vinson Institute of Government for 22 years, he trained government officials at all levels. Audiences included mayors, councilpersons, county commissioners, judges, tax commissioners, state legislators, public safety and other state agency personnel. Additionally, he has facilitated workshops for hospital, recreation and parks and other city/county personnel. Jeffreys was a recipient of the 1998-99 Walter Barnard Hill Award for Distinguished Achievement in Public Service.

Jeffreys served eight years as a Clarke County commissioner and a term as president of the Association County Commissioners of Georgia. He also served in a variety of positions at the national level of the National Association of Counties, and has been active in local community volunteer organizations for many years.

Jeffreys has served as a trainer for the National Recreation & Park Associations of New Jersey, New Hampshire, North Carolina, South Carolina, Massachusetts, New England, Alabama, and Georgia Recreation & Park Association; United States Chamber of Commerce; Georgia Departments of Welfare and Labor; Louisiana Department of Social Services; Atlanta YMCA; Boys & Girls Clubs; National Association of Housing and Redevelopment Officials; United States Department of Agriculture; and the American Leadership Forum.

The Atlanta Project (TAP), for which he served as a lead trainer, showcased his instructional skills. He served as a facilitator for the year-long inaugural class of the National Association for Community Leadership's *Leadership USA*. He also serves on the national advisory board for the National Leadership Forum, Colorado chapter. Jeffreys holds a Master's degree in Public Administration and has completed all work, except the dissertation, toward a doctorate in Public Administration (ABD).

INTRODUCTION

Mr. Jeffreys has served as the only faculty member of the University of Georgia J.W. Fanning Institute for Leadership Development to design, develop, provide instruction and serve as liaison to the Georgia Association of Housing and Redevelopment Authority (GAHRA). Mr. Jeffreys' relationships with housing authority officials include the states of Georgia, Alabama, Kentucky, North Carolina, South Carolina, Mississippi and the southeastern region.

Mr. Jeffreys has designed, developed and provided instruction in a variety of programs at the local, state, regional and national levels. The programs include the following:

- Board Training for Georgia Association of Housing and Redevelopment Authority (GAHRA)
- Board Training for LaGrange Housing Authority, LaGrange, GA
- Workshop for GAHRA Annual Conferences (10)
- Goal-Setting Retreat GAHRA (1)
- Workshop at SERC Annual Conferences (6)
- Workshop at Southwest Georgia Annual Conferences (2)
- Workshop at NAHRO Annual Conference (1)
- Leadership Seminars for GAHRA (4)
- Certification Program for Social Services in Management and Leadership (SERC)
- Leadership and Management Seminar, Lanett, Alabama
- Leadership and Management Seminar, LaGrange, Georgia
- Training at Kentucky Annual Conference for Commissions (1)
- Training at Mississippi Annual Conference for Commissions (2)
- Training at N. Carolina and S. Carolina Annual Conference for Commissions (3)

METHODOLOGY/DESIGN

The content for the board training will be delivered by using acceptable "Best Practices" for adult learning. The instructional method will be interactive. Participants will be encouraged to participate in a number of activities that are designed to increase their awareness of acceptable behavior for effective board members. Opportunities will also be provided for expressions of viewpoints on what the Housing Authorities can do to better serve its customers. The methods utilized in seminars generally produce increased awareness of the information taught and a pleasant environment for learning.

FACILITATOR'S TRAINING EXPERIENCE

Mr. Jeffreys has provided successful facilitation for over thirty (30) years at the University of Georgia for a broad range of public, non-profit and for-profit organizations and associations.

AUDIENCES

Mr. Jeffreys has been actively involved in instruction for housing authorities for over (15) years and has provided instruction for local, county, state, and regional groups for over (30) years.

SESSION OBJECTIVES

- Explore different types of leadership styles
 - Define servant leadership
 - List characteristics of a servant leader
 - Describe the behavior of a servant leader
 - Explore key elements of servant leadership
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THE STONE SOUP FABLE

Please read the story and discuss in your small groups answering the questions below.

According to the story, some travelers come to a village, carrying nothing more than an empty pot. Upon their arrival, the villagers are unwilling to share any of their food stores with the hungry travelers. The travelers fill the pot with water, drop a large stone in it, and place it over a fire in the village square. One of the villagers becomes curious and asks what they are doing. The travelers answer that they are making "stone soup", which tastes wonderful, although it still needs a little bit of garnish to improve the flavor, which they are missing. The villager doesn't mind parting with just a little bit to help them out, so it gets added to the soup. Another villager walks by, inquiring about the pot, and the travelers again mention their stone soup which hasn't reached its full potential yet. The villager hands them a little bit of seasoning to help them out. More and more villagers walk by, each adding another ingredient. Finally, a delicious and nourishing pot of soup is enjoyed by all.

1. What lessons can we learn, if any, from this fable?
2. In what ways does this fable highlight the values of working together to improve circumstances?
3. In what ways should leaders expect others to respond to hi/her placing a pot in the village square?



*Grimm, Jakob (1785-1863) and Wilhelm (1786-1859).
Source: Wikipedia, The Free Encyclopedia.*

CONCEPTS OF LEADERSHIP:

- Exercising power.
- Gaining and exercising the privileges of high status.
- Being the boss.
- Task orientation.
- Taking care of people.
- Empowerment.
- Providing moral leadership.
- Providing and working toward a vision.

METHODS OF LEADERSHIP:

- Pure exercise of power.
- Political scheming.
- Using relationships.
- Setting an example.
- Persuasion.
- Sharing power.
- Charisma.
- Involving followers in the goal.
- Various combinations of these and other methods.

HOW DO YOU CHOOSE AND DEVELOP A LEADERSHIP STYLE?

- Start with yourself.
- Think about the needs of the organization or initiative.
- Observe and learn from other leaders.
- Use the research on leadership.
- Believe in what you're doing.
- Be prepared to change.

PILLARS OF LEADERSHIP

1. Custody of Values
2. Willingness to Listen and Hear
3. Ability to Articulate the Heartfelt Concerns and Desires of the People
4. Dispensing Hope
5. Foresightedness
6. Knowledge and Common Sense
7. Integrity of Character
8. Courage to Act and Think Anew
9. Sharing Oneself
10. Motivating People to Act

CASE OF ALZHEIMERS

For several months the Chair of your board has been concerned over the health of Mr. Jones. He has made comments during meetings that clearly showed he was confused. You and other members have been very understanding and the Chair has been very supportive.

Mr. Jones has two years remaining in his term as a board member. One member of the Board says it is time to make the “hard” decision and remove Mr. Jones. He will make a motion at the next board meeting, where he has support, to remove Mr. Jones.

How will you vote?



SERVANT LEADERSHIP

The Key Elements of Servant Leadership

1. Listening receptively to what others have to say.
2. Acceptance of others and having empathy for them.
3. Foresight and intuition.
4. Awareness and perception.
5. Having highly developed powers of persuasion.
6. An ability to conceptualize and to communicate concepts.
7. An ability to exert a healing influence upon individuals and institutions.
8. Building community in the workplace.
9. Practicing the art of contemplation.
10. Recognition that servant leadership begins with the desire to change oneself. Once that process has begun, it then becomes possible to practice servant leadership at an institutional level.

Servant-leadership, paradox?

“Servant” and “Leader” usually thought of as opposites

- Both logical and intuitive
- The process of balancing the two concepts is not either/or, but both/and

The power of servant-leadership

- Lies in one's ability to combine the best of being a leader with the best of being a servant.
- Not something you do, but something you are
- About creating the right environment to get the best out of people and unleash their true potential

Who are servant-leaders?

- The servant-leader is a servant first
- Servant leaders are hard working
- Servant leadership is a conscious choice
- Servant leaders aren't just legally compliant, they are ethically sound and morally aware
- Servant leaders care for people; not control of people
- Servant leaders build a community at work

Servant Leadership



Traditional Leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid,” servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible. Popular servant leaders in recent and foregone times have been Abraham Lincoln, Mother Teresa, Mahatma Gandhi & Dr. Martin Luther King among many others. The reason they are servant leaders is because they put their people's needs before their own, and took the "harder" path towards achieving their goals. (Brown, 2013)

Servant leadership can bring about real change in organizations when followers recognize that their leaders truly follow the ideals of servant leadership, then the followers are apparently more likely to become servants themselves.

Continue →

Servant Leadership (continued) ↓

Servant leadership offers a valid paradigm for contemporary leadership in all types of organizations, and it's visionary generates high levels of trust, serves as a role model, shows consideration for others, delegates responsibilities, empowers followers, teaches, communicates effectively, listen effectively and influences followers.

The motive of the servant leader's influence is not to direct others but rather to motivate and facilitate service and stewardship by the followers themselves. Servant leaders rely upon service to establish the purposes for meaningful work. Servant leadership is a characteristically unique method for stimulating and influencing the behavior of others.

Transformational Leadership

Transformational leadership: “occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group” (p. 21). Bass (1990a) stipulates that this transcending beyond self-interest is for the “group, organization, or society” (p. 53). In essence, transformational leadership is a process of building commitment to organizational objectives and then empowering followers to accomplish those objectives (Yukl, 1998).

Transformational leadership is concerned more about progress and development. Transformational leaders transform the personal values of followers to support the vision and goals of the organization by fostering an environment where relationships can be formed and by establishing a climate of trust in which visions can be shared (Bass, 1985a). Avolio et al. (1991) established four primary behaviors that constitute transformational leadership:

1. Idealized influence (or charismatic influence).
2. Inspirational motivation.
3. Intellectual stimulation.
4. Individualized consideration

Servant & Transformational Leadership Common Traits

1. Both are visionaries
2. Both generate high levels of trust among their followers & serve as role models
3. Both show considerations for others
4. Both delegate responsibilities regularly
5. Both empower followers
6. Both are commonly known to teach, communicate, listen and influence their followers

Servant & Transformational Leadership Attributes

FUNCTIONAL ATTRIBUTES

Vision
Honesty, integrity
Trust
Service
Modeling
Pioneering

Appreciation of others

Empowerment

ACCOMPANYING ATTRIBUTES

Communication
Credibility
Competence
Stewardship
Visibility
Influence
Persuasion
Listening
Encouragement
Teaching
Delegation

Servant & Transformational Leadership Attributes

Similarities

Transformational Leadership Attributes

- *Idealized (charismatic) influence*
- Vision
- Trust
- Respect
- Risk-sharing
- Integrity
- Modeling
- *Inspirational motivation*
- Commitment to goals
- Communication
- Enthusiasm
- *Intellectual Stimulation*
- Rationality
- Problem solving
- *Individualized consideration*
- *Personal attention*
- *Mentoring*
- *Listening*
- *Empowerment*

Servant Leadership Attributes

- Influence
- *Vision*
- *Trust*
- Credibility & competence
- Delegation
- *Honesty & integrity*
- *Modeling & visibility*
- *Service*
- Stewardship
- Communication
- Persuasion
- *Pioneering*
- *Appreciation of others*
- Encouragement
- Teaching
- Listening
- *Empowerment*

People Oriented Leadership

- ❖ Influence
- ❖ Vision
- ❖ Trust
- ❖ Respect/Credibility
- ❖ Risk-sharing/Delegation
- ❖ Integrity
- ❖ Modeling

A COMMISSIONERS DILEMMA

Assemble in small groups and discuss each dilemma.

(Each group will be assigned a “dilemma.”)

Dilemmas

1. Your executive director has a staff person who is a relative of the mayor and she has decided to run for a position in the county commission or council. The executive director told her she should not run so she wants to speak to your board. Do you let her meet with you?
2. The chairperson has received from the mayor, police chief and city attorney evidence that the executive director is romantically involved with a resident of the Housing Authority and his wife has said she will “go public” with her information about the situation if the board does not meet with her. Do you meet with her?
3. The maintenance supervisor has been accused of discriminating against residents by not providing prompt service to some of the residents and two members of your board have said that, “If you fix the place they tear it up in two months, so take your time in fixing those.” What should the chairperson say and do? What should the executive director do?

A COMMISSIONERS DILEMMA CONTINUED...

Assemble in small groups and discuss each dilemma.
(Each group will be assigned a “dilemma.”)

4. The mayor and council have appointed a retired high school football coach to the housing authority board. He is a very popular person and has coached some of the residents and children of residents while coaching the local high school. His popularity has caused problems because he is going to apartments to assist some of his former football players and their children. The executive director is afraid to confront him because of previous conflicts. How should the chairperson and the board handle this conflict where everyone wins?
5. What should board members do when there is conflict on the board among members and the chairperson?
6. Your executive director has informed you that a member of the city council is living with a man illegally in his apartment and has demanded services for her friend over the past three months. The director feels she will need the full support of the board to solve this problem because she is the daughter of the county attorney. What should the board be prepared to do?

Source: John H. Jeffreys, University of Georgia, J.W. Fanning Institute for Leadership Development, 2002.