

COMMISSIONER'S TRAINING

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

November 5-7, 2017

**Harbor Beach Marriott
Fort Lauderdale, Florida**

*Personal, Professional & Organizational
Ethics 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.

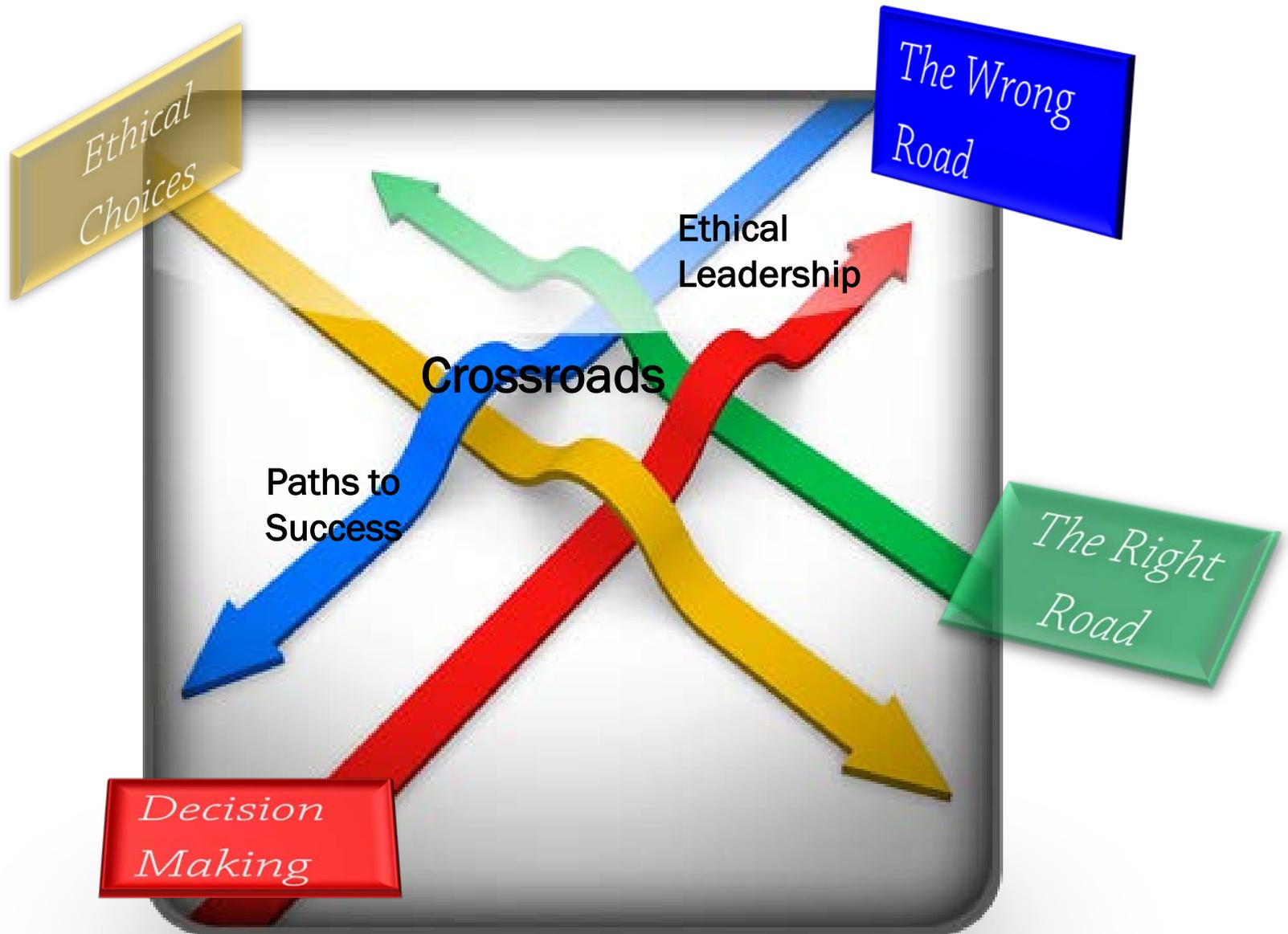
FACILITATOR’S TRAINING EXPERIENCE

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.

FRAMING ETHICS



SESSION OVERVIEW

The course addresses some fundamental assumptions about ethical decision making in organizations. The Josephson Institute of Ethics says that there are two dimensions of Ethics, the negative and affirmative, where the negative outlines conduct one should not engage in, the affirmative where individuals are obligated to promote examples of what should be done.



SESSION OVERVIEW CONTINUED...

The goals of this session are to increase the participant's awareness of acceptable behavior for leaders and to communicate to individuals that ethics is an individual responsibility and opportunity to act more ethically in his/her professional and personal life..



SESSION OVERVIEW CONTINUED...

This interactive session will explore HUD's ethical expectations for commissioners. Core values and principles will be described and used to establish standards. Participants will increase their awareness of their ethical responsibilities from a personal, professional and organizational perspective. Ethical case studies will be used for ethics problem solving and decision making.

Leaders must create an environment where ethical behavior is as important as any decisions made by the Board because this behavior has the ability to influence perceptions and practices.



SESSION OBJECTIVES

- To increase understanding and appreciation for ethical decision making and personal development, and know that compliance with the law(s) is only one consideration. You can be legal and unethical.
- To increase awareness of the legal thresholds for housing authority boards.
- To increase awareness of the different perspectives and foundations for ethical decision making.
- To inspire awareness of the roles of leaders as they make ethical decisions not based solely on their personal viewpoint but based on a broader purpose and common good.
- To provide an ethical frameworks and set of principles to enhance ethical decision making.



SESSION OBJECTIVES CONTINUED...

- To explore ethical dilemmas and suggest reasonable actions.
- To identify conduct that contributes to unethical behavior.
- To describe practices that support an ethical environment.
- To describe procedures that will assist in improving ethical standards.
- To identify conduct that adversely reflects on one's reputation
- To improve organizational climate.
- To improve personal and professional growth.
- To improve the quality of interpersonal relationships.



Values, Morals & Ethics

The language of ethics becomes confusing when society uses the terms "values," "ethics," and "morals" interchangeably. What are the differences among values, morals, and ethics?

Values are core beliefs or desires that guide and motivate attitudes and actions. **Ethical values** are concerned with beliefs about what is right. They include caring, fairness, and responsibility. **Non-ethical values** relate to things we like, desire, or deem personally important. These ethically neutral values may include wealth, fame, or pleasure. Values are motivators to action.

Morals refer to an individual's beliefs about what is right and wrong. Morals are a personal evaluation of values and behaviors, especially concerning matters of religion, sex, drinking, gambling, etc. Morals can also serve as an internal alarm system.

Ethics refers to standards of conduct that indicate how people ought to behave based on specific values and principles that define what is right. Ethics deals with the ability to distinguish right from wrong, and the commitment to do what is right.

Individuals make choices based on their value systems according to their own morality. They may or may not choose to behave ethically. Some personal value systems are unethical according to the standards of behavior that most people agree upon.

ETHICAL ICEBREAKERS



THE WOMAN AND THE SAILOR

A ship sank in a storm. Five survivors scrambled aboard two lifeboats: a sailor, a girl, and an old man in one boat; the girl's fiancée and his best friend in the second. During the storm, the two boats separated. The first boat washed ashore on an island and was wrecked. The girl searched all day in vain for the other boat or any sign of her fiancée.

The next day, the weather cleared, and still she could not locate her fiancée. In the distance she saw another island, hoping to find her fiancée, she begged the sailor to repair the boat and row her to the other island. The sailor agreed, on the condition that she sleep with him that night.

Distraught, she went to the old man for advice, 'I cannot tell you what is right or wrong for you,' he said. "Look into your heart and follow it." Confused but desperate, she agreed to the sailor's condition.

The next morning the sailor fixed the boat and rowed her to the other island. Jumping out of the boat, she ran up the beach into the arms of her fiancée. Then she decided to tell him about the previous night. In a rage, he pushed her away and said, 'Get away from me! I don't want to see you again!' Weeping, she started to walk slowly down the beach.

Seeing her, the best friend went to her, put his arm around her, and said, I can tell that you two have had a fight. I'll try to patch it up, but, in the meantime, I'll take care of you.

Instructions

Rank in order the following characters from 1(the person you like best), to 5 (the person you liked or valued the least).

The Sailor

The Woman

The Old Man

The woman's fiancée

The fiancée's best friend



PERSONAL, PROFESSIONAL AND ORGANIZATIONAL ETHICS



PERSONAL CODE OF ETHICS

This code of ethics is one that is important in life,
both personally and professionally.

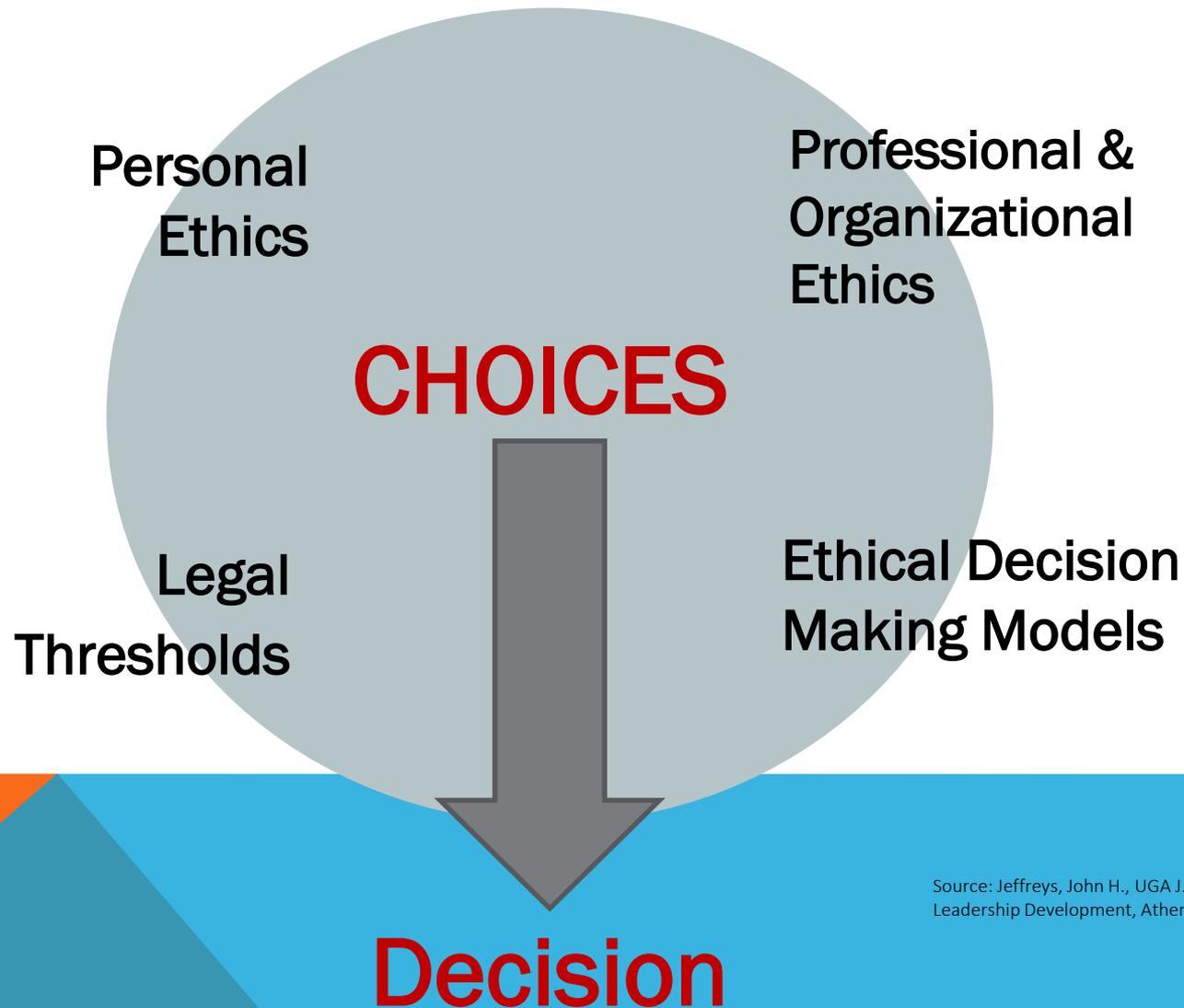
1. To be honest the more honest you are, the more trustworthy you become.
2. Have integrity..... the better of a person you are, the better an image you present.
3. Be responsible..... you must be responsible in life so that others can rely on you.
4. Tell the truth..... the value of truth is immeasurable, because without it, the world would just be filled with lies.
5. Give credit where credit is due..... without crediting people for their ideas/works, it is considered stealing and we are cheating them of their hard work.
6. Be courteous..... every act of kindness makes a difference in the life of someone.
7. Have respect..... one of the most important things is to treat others as you wish to be treated.
8. Trust..... trust is the building block of relationships we create in our lives.
9. Be harmonious..... to live together and get along with everyone is a “delicacy” that we all long for.
10. Don't change who you are to please others..... it's not worth becoming a completely different person simply to make other people happy because by doing so, you may be making yourself unhappy.

EIGHT CORE VALUES

Respect		We treat others with dignity and courtesy.
Trust	→	We interact with others in good faith.
Honesty	→	We are truthful, open and accountable in words and deeds.
Reliability	→	We honor our commitments.
Commitment	→	We are loyal and dedicated to our mission.
Cooperation	→	We develop and sustain partnerships and teamwork.
Flexibility	→	We are open to change and new ideas.
Professionalism	→	We approach our work with a body of knowledge, skills, values and ethics.

Rank the core values with number one being the most important to you.

ETHICAL DECISION MAKING PROCESS



Source: Jeffreys, John H., UGA J.W. Fanning Institute for Leadership Development, Athens, GA, 2002.

ETHICS CHECK

1. Is it legal? Is it safe?
2. Is it balanced? Is it fair to all concerned? Does it promote win/win situations?
3. Could the decision become habit forming?
4. Does this choice lead to the greatest good for the greatest number?
5. If something terrible were to happen, could I defend my actions?
6. How will it make me feel about myself? Will it make me proud? Would I feel good if my hometown newspaper published my decision? Would I feel good if my family knew?

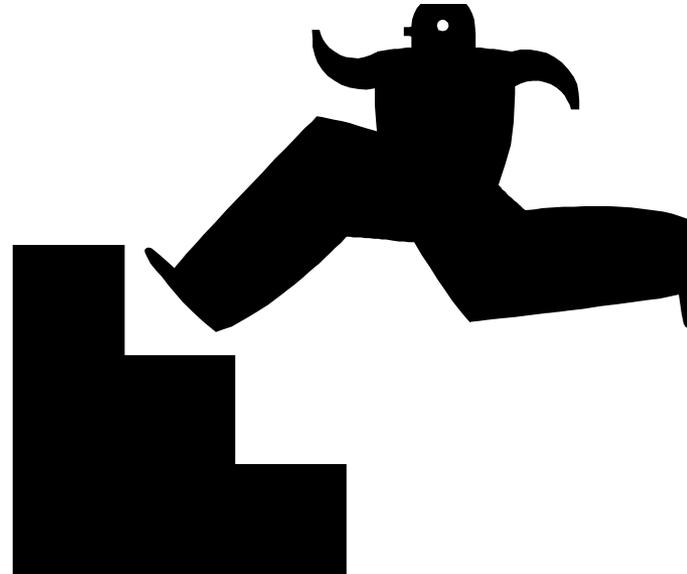
QUESTIONS TO ASK WHEN MAKING AN ETHICAL DECISION

1. What are the relevant facts?
2. What is the ethical dilemma?
3. Who are the key stakeholders? How might they be affected by your decision/options?
4. What are your options?
5. What are the potential risks/benefits of each option?
6. What is your decision/best action?
7. Can you, without hesitation, disclose your decision to your advisor/boss? Your family? The media?

THE SEVEN STEP PATH TO ETHICAL DECISION MAKING

The Josephson Institute of Ethics lists in its *Ethics in the Workplace* training seminars brochure a seven-step path to better decisions. The practical language which draws upon the fundamentals of moral and ethical development. The path includes the following:

1. **STOP AND THINK**
Don't act until some time passes.
2. **CLARIFY GOALS**
Get clear understanding of the ethical goal.
3. **DETERMINE FACTS**
Know all you need to know to verify assumptions.
4. **DEVELOP OPTIONS**
With the facts in hand, review options.
5. **CONSIDER CONSEQUENCES**
Assess impact on you, others and the situation.
6. **CHOOSE**
Evaluate information and choose using your set of core ethical principles.
7. **MONITOR AND MODIFY**
Allow your choice to run its course. Evaluate and modify where necessary.



While this seven-step path may appear to be simplistic, it is practical. It is logical and designed for practitioners for the important of their ethical decision making.

8 ETHICAL TESTS

The following 8 questions can help us make a good ethical decision in any situation:

1. The Golden Rule Test: Would I want people to do this to me?
2. The Truth Test: Does this action represent the whole truth and nothing but the truth?
3. The What-If-Everybody-Did-This Test: Would I want everyone to do this (lie, cheat, steal,)?
Would I want to live in that kind of world?
4. The Family: How would my family feel if they found out I did this? What advice would they give me if I asked them if I should do it?
5. The Religion Test: If I have religious beliefs, how do they apply to this action? What would a respected member of my religion advise? Are there any religious texts that I could draw on for guidance?
6. The Conscience Test: Does this go against my conscience? Will I feel guilty afterwards?
7. The Consequences Test: Might this action have bad consequences, such as damage to relationships or loss of self-respect, now or in the future? Might I come to regret doing this?
8. The Front Page Test: How would I feel if my action were reported on the front page of my hometown paper?

THE CASE OF SHOULD YOU BE SILENT AT A SILENT AUCTION?

Your organization has a silent auction to raise money for a local charity. A variety of items have been donated by local businesses for the auction. You observed a person in your organization who is two months from retirement take an electric drill and put it in his car.



When he returns you ask him why he took the drill to his car, and he says to you, “No one saw it.” You respond, “I saw it!!” and he responds by saying, “It is not your concern,” and walks away.

What should you do about this employee who has two months before he retires as a “valued” employee with a clean record of excellent work for 32 years.



RATIONALIZATIONS

DOING THE RIGHT THING

Why might the best ethical alternative not always be selected and acted upon? A number of reasons, excuses, and justifications are commonly used to fool ourselves into doing other than the best. Among the most common rationalizations used to justify unethical conduct are:

- If it's necessary, it's ethical.
- If it's legal and permissible, it's proper. This substitutes legal requirements for personal moral judgment.
- I was just doing it for you. Often used for "white lies" or withholding important information in personal and professional relationships.

DOING THE RIGHT THING CONTINUED...

- I'm just fighting fire with fire.
- It doesn't hurt anyone. OK to violate principles as long as there is no clear and immediate harm to others.
- It can't be wrong--everyone's doing it. A false safety in numbers.
- It's OK if I don't gain personally.
- I've got it coming. Persons who feel they are overworked or underpaid often rationalize that minor "perks" or the acceptance of favors, etc., are fair compensation.
- I can still be objective. Does the person providing you with the benefit believe it will not affect your judgment in any way? Would it be offered if you were in no position to help the provider?

ETHICAL DILEMMAS: WHAT WOULD YOU DO?



ETHICAL DILEMMAS

Please read and decide what should be done.

1. A member of your board has set up a new painting business and has asked all of the board members to encourage the director to let him bid on some of the painting jobs. What should the board do?
 2. Two members of the board have been gossiping about the director, the chair, and some of the residents for a year. They have been asked to stop the gossiping but have not. Should the board ask the mayor to replace these two members with some “good” people???
 3. Is it ever proper to disrespect a board member who has done things that were not professional???
 4. Would you tell a “little lie” to help a board member through an awkward situation?
- 

Ethical Principles



PRINCIPLE OF HONESTY

Public servants should be scrupulously and consistently honest by:

- (1) Being truthful, sincere, forthright, and, unless professional duties require confidentiality or special discretion, candid, straight forward, and frank.
- (2) Not making false or misleading statements nor engaging in deliberately deceptive conduct including tricks, subterfuges, cheating, lying, deviousness and any other intentional behaviors designed to mislead whether by omission, half-truth or other means.
- (3) Not stealing nor misappropriating the property of another.

NOTE: Intentionally false or misleading verbal or written statements in matters of official interest may violate criminal laws, as well as government regulations.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

PRINCIPLE OF INTEGRITY

Public servants should demonstrate integrity by:

- (1) Acting in ways that are consistent with core beliefs and assuring that practices are congruent with principles.
- (2) Honoring and adhering to the principles of public service ethics, the mission and values of their organizations, and their own moral beliefs with courage and character regardless of personal, political, social and economic pressures.
- (3) Expressing and fighting for their concepts of what is right and up holding their convictions to the best of their ability.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

NOTE: Government employees have special obligations to report misconduct, fraud or abuse of position and are afforded special protection against retaliation.

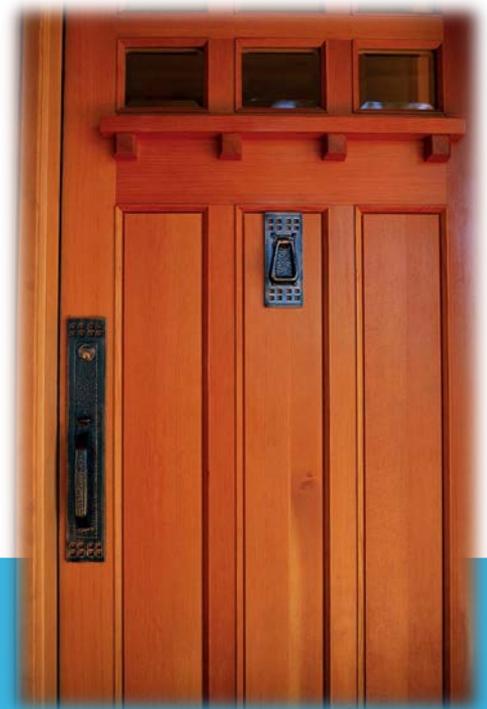
GOOD VS BAD OR RIGHT VS WRONG

The story is told of the Nazi commander knocking on the door of a family who was thought to harbor Jews. "Do you have any Jews in here?" he asked.

The family member had to weigh the values of honesty, responsibility, caring, fairness, and citizenship. In this case the answer was, "No, we have no Jews here."

The person put the values of caring and justice over the values of honesty and citizenship (following the law) in this situation.

**What would
you do?**



PRINCIPLE OF PROMISE KEEPING

Public servants should demonstrate trustworthiness by:

1. Keeping promises, fulfilling commitments and abiding by the letter and spirit of agreements which bind them.
2. Interpreting contracts and other commitments in a fair and reasonable manner and not so as to rationalize noncompliance or create justifications for escaping a commitment.
3. Exercising prudence and caution in making commitments, considering unknown or future factors which could make fulfillment of them impossible, difficult, or undesirable.
4. Seeking to assure that when commitments are made, the nature and scope of the obligations undertaken are clear to all parties.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

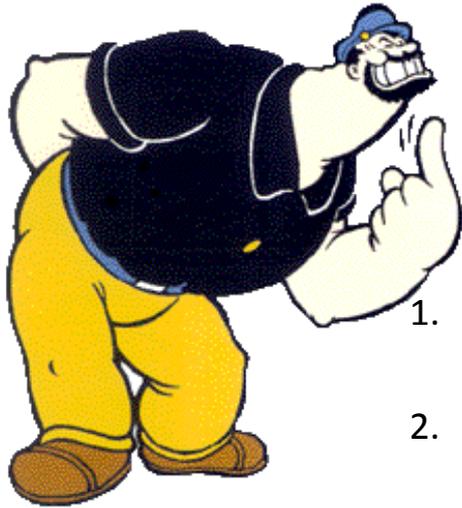
PRINCIPLE OF LOYALTY



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

Public servants should demonstrate loyalty by:

1. Advancing and protecting the interests of those with legitimate moral claims arising from personal and institutional relationships.
2. Safeguarding confidential and proprietary information.
3. Resolving conflicting loyalty obligations to various parties by placing obligations to the constitution, the institution of government and fundamental principles of representative democracy above their duty to individuals.
4. Refusing to subordinate other ethical obligations such as honesty, integrity, fairness and the obligation to make official and managerial decisions on the merits, without favoritism, in the name of loyalty.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

PRINCIPLE OF FAIRNESS

Public servants should demonstrate fairness by:

1. Making official and managerial decisions with impartiality and professional objectivity based on consistent and appropriate standards.
2. Demonstrating a commitment to justice, the equitable treatment of individuals and appreciation for diversity in all official and managerial actions.
3. Exercising official and managerial authority with open mindedness and a willingness to seek out and consider all relevant information, including opposing perspectives.
4. Voluntarily correcting personal or institutional mistakes and improprieties and refusing to take unfair advantage of mistakes or ignorance of citizens.
5. Scrupulously employing open, equitable, and impartial processes for gathering and evaluating information necessary to decisions.

Principle of Caring and Concern for Others

Public servants should demonstrate a concern for the well-being of all those affected by their actions by:

- (1) Striving to carry out official and managerial responsibilities with a firm commitment to maximize benefits and minimize harm.
- (2) Being caring, considerate, and, to the extent compatible with official duties, kind, compassionate and generous in all their actions.

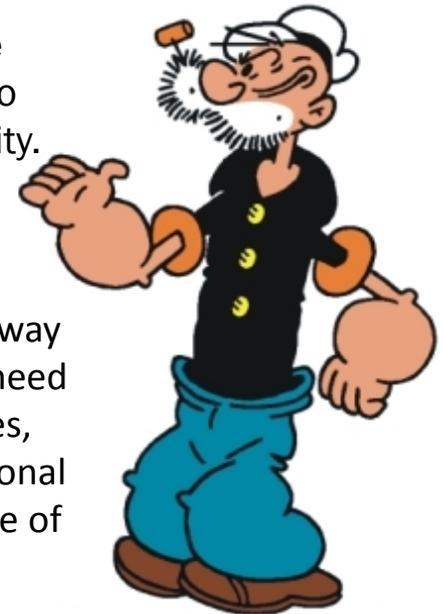


Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

PRINCIPLE OF RESPECT FOR OTHERS

Public servants should demonstrate respect for others by:

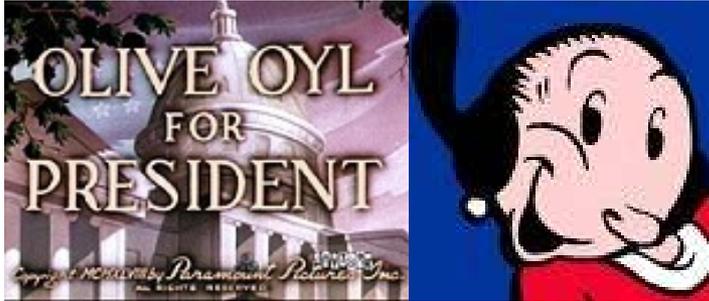
1. Acknowledging and honoring the right of those affected by official and managerial decisions to autonomy, privacy, and to be treated with dignity.
2. Treating others with courtesy and decency.
3. Exercising official and managerial authority in a way that provides others with the information they need to make informed decisions about their own lives, about matters within the scope of their professional duties, and information necessary to the exercise of citizenship responsibilities.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

PRINCIPLE OF CIVIC DUTY

Public servants should act as responsible citizens and uphold the rule of law by:



Olive Oyl for President, Animated Short,
Paramount Pictures, Famous Studios,
released January 30, 1948.

1. Honoring and respecting the principles and spirit of representative democracy and setting a positive example of good citizenship by scrupulously observing the letter and spirit of laws, regulations, and agency policies applicable to their conduct.
2. Exercising their civic duties and rights by voting, and, to the extent compatible with official duties, expressing informed views, and demonstrating social consciousness and a commitment to public service.

PRINCIPLE OF PURSUIT OF EXCELLENCE

Public servants should seek to perform their duties with excellence by:

1. Being diligent, persevering, reliable, careful, prepared, and informed.
2. Giving a full days' work for a full days' pay.
3. Continually seeking to develop knowledge, skills and judgment necessary to the performance of their duties.



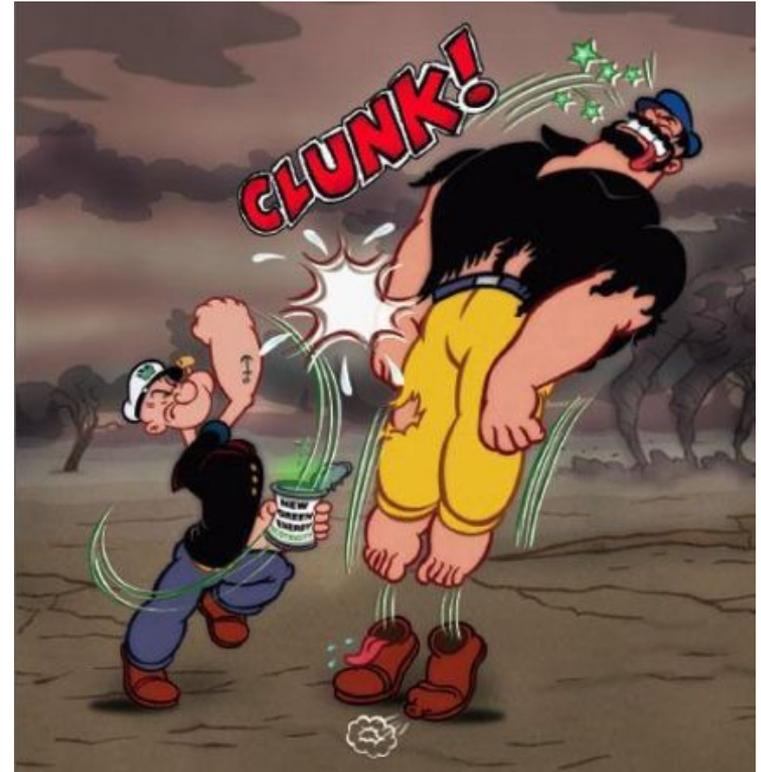
Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

Principle of Accountability

Public servants should be accountable by:

- (1) Accepting personal responsibility for the foreseeable consequences of actions and inactions.
- (2) Recognizing their special opportunity and obligation to lead by example.
- (3) Making decisions that take into account long-term interests . and the need to exercise leadership for posterity.

NOTE: Government employees have special obligations to pre vent waste, fraud or abuse of public power and, in some circumstances, to report misconduct.



Segar, Elzie Crisler (1894-1938), *Popeye the Sailor Man*, Thimble Theatre (1919-1937)

THE OLD SOFA



A couple purchased an old sofa from a local goodwill store and took it home and as they were cleaning it they noticed a lump in one of the pillows. They inspected it and found \$500⁰⁰ in cash. The couple looked at each other as if to say, “What do we do?”



What would you do since no one knows about this except you and your spouse?