

Ripon College Pieper Family Chair in Servant Leadership Report

October 2017



Table of Contents

Executive Summary	3
Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms	6
College Senior Survey (CSS)	6
UW-Madison Servant Leadership Survey	6
Highlights of the Results from the UW-Madison Leadership Survey	7
Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness.....	11
K-12 Character-Building Outreach and the Ripon College Speakers Bureau	11
Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair	15
New Components of the Ripon College Catalyst Curriculum	16
Outcome 7: A Servant Leader who leads at an element or segment of our world	19
Profile of a Servant Leader, Ripon Alum, Samuel Mutschelknaus	19
Conclusion	22
Appendices	24
UW-Madison Servant Leadership Survey Results	24

Executive Summary

Ripon College has developed successful and innovative approaches to cultivating servant leaders on campus. Thus far, this range of approaches has included collaborative on-campus co-curricular programming for students, a completely new curriculum that has been shaped by the principles of servant leadership, and, new this year, K-12 outreach to engage in character education. This report contains highlights of the Pieper Chair's efforts to promote servant leadership at both Ripon College and in local and national K-12 schools.

Outcomes 3 & 4: Outcomes Measure Compared to Demographic Norms

The outcomes data collected this year came from the College Senior Survey (CSS) and the UW-Madison Servant Leadership Survey. Unfortunately, as of October 10, 2017, the CSS results have still not been released. They should have been released no later than August, but the Higher Education Research Institute is claiming that staffing shortages have significantly delayed their ability to compile the data and release any reports to participating institutions, unfortunately.

A few highlights from the UW-Madison survey: (more results will be detailed below, including the full findings in the Appendices.)

- More than 15% of the entire student body returned the survey. This is an excellent return rate.
- Results for the UW-Madison survey were overall positive, with frequent scores of 4 (which translates to "very" or "quite a bit") or higher showing appreciation of, learning about, and confidence in students' ability to use servant leadership practices.
- Sophomores reported the highest scores for "persuasion," which suggests the work of the Chair influenced them to value that principle because they all encountered this in their first year. Normally, we would not expect second-year students to report the highest confidence levels in a skill, unless it means that the work of the Servant Leader Chair in the new curriculum had a positive and measurable effect.

Outcome 5: Breakthrough Venture(s)

Last academic year, we offered the first set of courses in the new curriculum. This report will demonstrate below that the first year of courses was successful in increasing servant leadership skills, according to the results of the UW-Madison Servant Leadership study.

Currently ongoing is the implementation of the 200-level courses of the new curriculum. These courses, which are only a few weeks in, will enhance the principles of empathy, collaboration, awareness, and community-building, among others. We are very excited about what is ahead with the new curriculum and its focus on many of the skills and principles of servant leadership. The Pieper Chair is responsible for the faculty development of these skills in the curriculum.

Via the co-curricular Speakers Bureau, a group of students spoke at a national K-12 educator and student conference in Raleigh, N.C. about character-building. They also conducted many workshops at the local Ripon, WI, middle-school. The primary topics of these groups revolve around the servant leadership principles of awareness, empathy, healing, and community-building, as well as others.

Outcome 6: An Excellent Year in the Mission of the Chair

The mission of the Servant Leaders Chair, in the contract from the Foundation, says that one of the activities of the Chair is to "include servant/leader principles in the curriculum of the institution...". This is exactly what has been done at Ripon College. The College has embraced the principles of servant leadership, and has *integrated* them into the required core curriculum. Now, instead of 20 students a year taking one class that touches on some aspects of servant leadership, every single student at Ripon will be required to take courses (5 to be exact), all of which integrate into the stated learning outcomes many of the key principles of servant leadership. This is a systemic, synergistic change that will imbue the values of servant leadership into every Ripon College graduate.

This is transformational. We have completely revamped our entire curriculum in quite a radically different way than what most liberal arts colleges currently do, and that transformation has been informed and influenced by our institutional commitment to create ethical and moral leaders. This new curriculum is exactly what the Pieper Foundation has sought to achieve.

During the 2016-2017 academic year the Pieper Chair coordinated the principles of persuasion, collaboration, and reflection throughout the entire curriculum, which is now required of all Ripon College Students. This involved conducting workshops to develop faculty skills with teaching persuasion, collaboration, and reflection, in particular. Upcoming years will focus on even more in-depth development of even more of the principles and skills of servant leaderships, as the sections below will demonstrate.

Survey data provides evidence that the efforts of the Pieper Chair paid off in terms of persuasion, specifically. Sophomores, among all groups, reported the highest levels of confidence using persuasion skills as leaders. Normally, we would expect juniors and seniors to report the highest confidence levels; however, this suggests that the required curriculum is delivering this significant servant leadership skill effectively, since only sophomores have thus far participated in the curriculum.

The Pieper Chair also led a student group that participated in significant K-12 outreach to enhance elements of character education in the K-12 setting. The group spoke both with students at the middle-school and high-school levels, and also trained K-12 educators in similar skills. The students delivered national-level keynote addresses at a conference in North Carolina, and they also worked with our local Ripon middle-school students and teachers. The content of these presentations and workshops centered on empathy, awareness, and community-building; significantly, the college students also taught the K-12 students how to be leaders when it comes to spreading acts of kindness.

Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms

College Senior Survey (CSS)

As has been the pattern at Ripon College, the National Survey of Student Engagement (NSSE) is administered on an every-other-year rotation with the College Senior Survey (CSS). Following that pattern, the CSS was administered to Ripon College seniors in spring 2017, but the results are not yet available. The company that compiles the study has told Ripon College administrators that the results have been delayed due to staffing shortages.

UW-Madison Servant Leadership Survey

As previously reported, UW-Madison developed a survey to assess the attributes of servant leadership, using the attributes taken from John E. Barbuto and Daniel W. Wheeler at the University of Nebraska-Lincoln. These attributes are based on a list initially devised by Larry Spears. The list is as follows: listening, awareness, persuasion, conceptualization, foresight, growth of others, building community, having a calling, empathy, healing, and stewardship.

Upon development of that survey, Dr. Greg Harrington, Pieper Chair at the UW-Madison College of Engineering, shared the survey with the other Pieper Chair schools, each of which has adopted and administered the survey as best fits that school. In the Fall of 2017, this survey was distributed to all Ripon College students. Over 15% of the entire student body responded to this survey. Typically, 10% is considered an excellent response rate on surveys sent out to the entire organization.

The results were positive, showing that students valued the attributes, indicated having learned about the attributes, and in general, were confident about their ability to demonstrate such attributes themselves. The average response for all questions indicated that students at least somewhat valued the attributes, felt they had learned something about them, and felt they could practice them at some level.

Highlights of the Results from the UW-Madison Leadership Survey

1 = Not at all 2 = Slightly/A little Bit 3 = Some/what 4 = Very/Quite a bit 5 = Extremely/A great deal

Listening

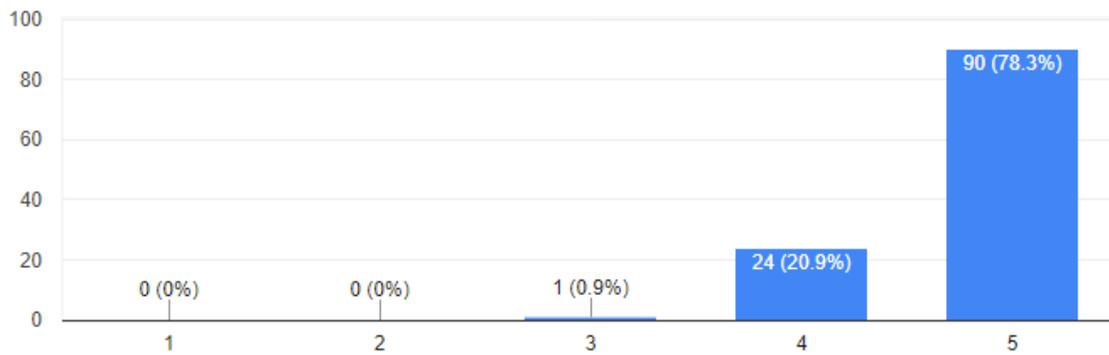
--Nearly 90% of all respondents said listening was either "Very" or "Extremely" important.

--Almost 40% said they learned "some" about listening as important to servant leadership, while another 40% said they learned quite a bit or a lot.

--Over 80% of all respondents said they felt "Very" or "Extremely" Confident to use their listening skills to become effective servant leaders.

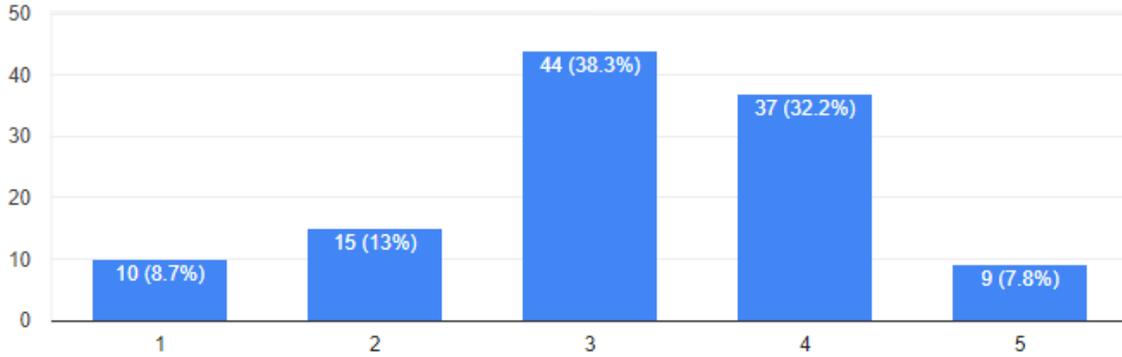
How important do you think listening is in being an effective leader?

115 responses



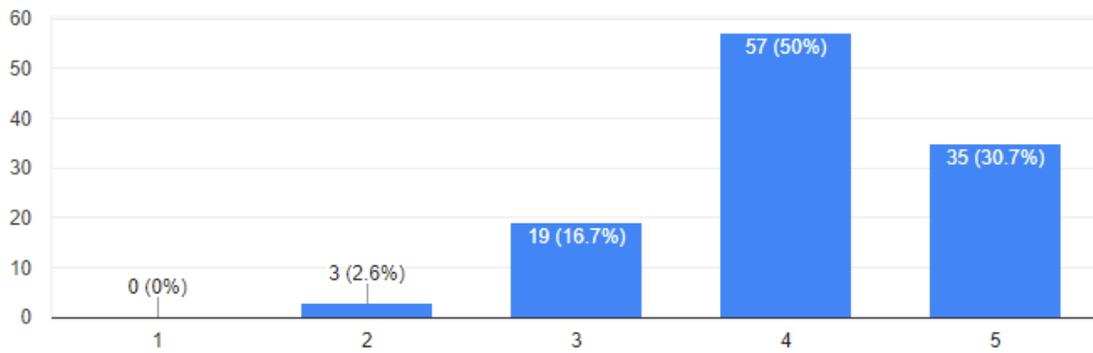
In your experience at Ripon College, how much did you learn specifically about listening as an important principle for effective leadership?

115 responses



Still thinking about listening as hearing and valuing the ideas of others, including those who are followers, how confident are you that you have the listening skills to be an effective leader?

114 responses



Persuasion

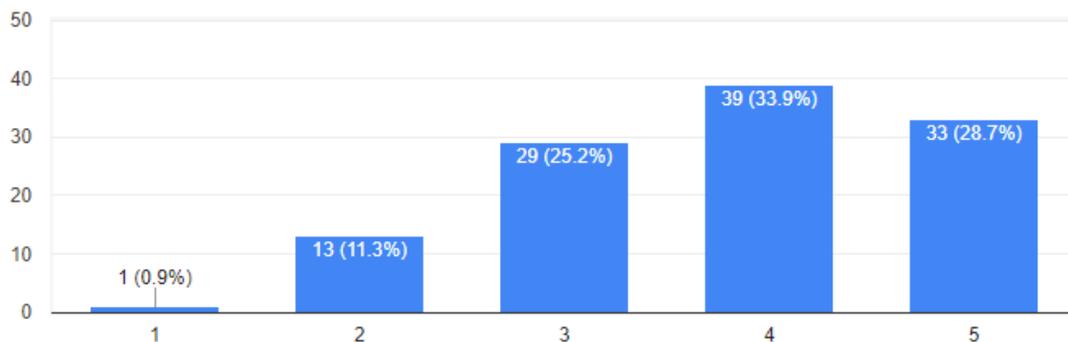
--Nearly three-fourths (74%) indicated that persuasion is "Very" or "Extremely" important to being an effective servant leader.

--About 38% said they have learned "Some" material about persuasion, and other 29% learned "Quite a bit" or "A Great Deal" about persuasion.

--About half (49.6%) said they are "Very" or "Extremely" confident in using persuasion to be an effective leader. Please note: Sophomores (second-year students) reported the highest level of confidence using persuasion for effective leadership. This suggests that the first year offerings of the Catalyst curriculum are being effective at delivering this skill. Otherwise, we would typically expect something like confidence in a skill to increase steadily over the course of a college career.

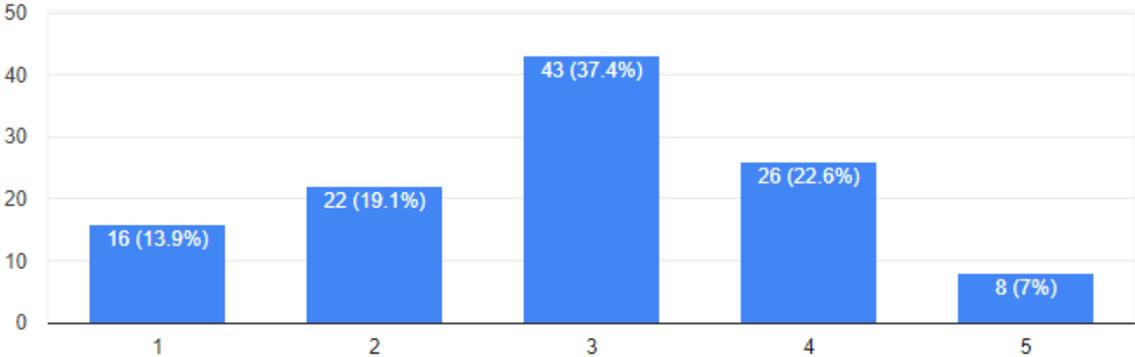
How important do you think persuasion is in being an effective leader?

115 responses



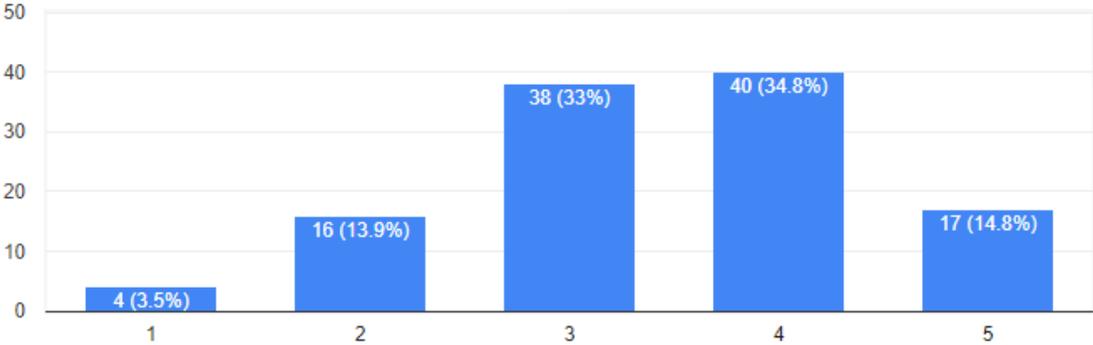
In your experience at Ripon College, how much did you learn specifically about persuasion as an important principle for effective leadership?

115 responses



How confident are you that you can use persuasion to be an effective leader?

115 responses



Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness

K-12 Character-Building Outreach

Servant Leadership Principles: Empathy, Awareness, Healing, Building Community, Authenticity, Growth of Others, Providing Direction

The Pieper Chair teaches a co-curricular course and supervises a group that nurtures student leaders formally. In particular, this course focuses on K-12 character learning and outreach, a goal that is explicitly stated in the Pieper Chair endowment contract: "Engage the service-learning model developed at the University to promote character building in schools K-12."

In the Fall of 2017, the Ripon College Speakers Bureau, comprised of undergraduate juniors and seniors with significant leadership and communication abilities, lead many character-building exercises at both the national and the local level. What follows is a brief description of what they did.

The college students spoke with and led activities with every 6th grade student, approximately 120 students, in the Ripon Middle School and the Charter School. Their event was comprised of three primary sessions that I will describe. First, they led an activity called "Cross the Line." This activity involves asking the students to come across a line to the other side of a room if they agree with or share a particular value or opinion as to what the leader is saying. The objectives of this activity are to emphasize the importance of knowing and understanding one's own personal values, to highlight how values affect groups, to develop the idea that knowing one's values is the basis for future leadership, and to introduce the concept of values-based actions. Since this is a middle-school activity, the types of questions are geared towards, roughly, 12 year olds. Following the activity, the college students debrief the entire group, and point out similarities and values that they all share, and perhaps values that are different but need to be acknowledged (empathy.) It also helps the students realize that they are not alone. They ask

questions like, “What did you learn through this activity that will make you a better person and leader?” “Through this activity what did you learn about your own values and the values of your classmates?” And so on.

Second, the college students teach the middle school students about ways that they can be leaders if they see other students behaving poorly towards other students. We are not just talking about “bullying” here, but any negative behaviors that might happen in the context of a middle school, like excluding someone from a group, starting rumors or gossip about others, and just generally being an unkind person. It is our belief that a focus only on bullying is not working to develop positive leadership and character traits in the schools. The college students teach that there are four strategies for dealing with such situations, which are the “4 D’s.” Direct, Distract, Delegate, and Delay. Direct refers to directly and immediately intervening to stop negative behavior. Distract refers to any action that redirects attention and diffuses a situation without directly intervening. Delegate means getting an adult or older role model to help out. And “Delay” means that someone should check on someone else later on to make sure they are ok with whatever bad situation may have happened. This strategy, in particular, is all about empathy.

Following the teaching component, the Ripon College students have the middle school students role play different scenarios in small groups and then present to the entire class which strategy they would use, and why. This provides everyone with workable examples of leadership in action.

These strategies teach the students how to intervene and interact in ways that demonstrate various character traits and skills of servant leadership. By intervening in some way, the middle school students are both helping (serving) others and leading by example. Without the Ripon College students teaching them these activities, they may very well feel powerless or ever fearful to act. This empowers them to know they can—and should—act.

Finally, the college students conclude the session with the construction of a

kindness web. This activity has the middle school students sit in a circle. With a ball of yarn, the student holding it must toss it to another student and say something complimentary and encouraging about the recipient. It cannot be something superficial or materialistic like "nice shoes." Rather, it has to be something substantial and meaningful, like, "Thank you for that time you shared your lunch with me when I forgot mine at home," and so on. Acts of kindness spread. After several dozen of these interactions, what remains is a strong web, demonstrating that acts of kindness are powerful at building a strong community of individuals into a cohesive group. The middle schoolers struggled with this a little bit at first, but eventually opened up and really bonded as groups. We believe this activity left a lasting impression on them and is something they will keep in mind as they interact with each other in school.

Taken collectively, the "Cross the Line," 4 Ds strategies, and the Kindness Web, will substantially strengthen the character and servant leadership ideals in these 6th grade students.

The Ripon Middle School staff was so impressed that they reproduced the college students' sessions and also are doing the activities in the 7th and 8th grade too, this year. In the future, that will not be necessary, because we plan to continue to doing this for all subsequent 6th grade sessions, meaning that, someday, all middle and high school students in Ripon will have experienced this as 6th graders.

Additionally, although this has not yet happened, the college students are in the process of working with the faculty in the middle- and high-school to develop further activities that would work at other grade/age levels. Again, this, I believe, is a strong endorsement of the quality of what my college students have put together.

Other local schools, including some in the Fond du Lac and Oshkosh area have requested that we partner with them, as well, but at this time we simply do not

have enough students. Perhaps as enrollment at the College hopefully increases, we can expand our abilities and be present in more middle- and high schools.

Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair

In March of 2016, the Vice-President and Dean of the Faculty of Ripon College sent correspondence to the Pieper Foundation that the Chair would be taking on new duties that were the result of a new curriculum that explicitly incorporated most of the principles of servant leadership. This means that now every Ripon College student will be exposed to the principles of servant leadership and the skills necessary to enact those skills in the world beyond Ripon College. This is exactly the goal of the Pieper Chair, according to the contractual materials we agreed upon, which states that one of the main activities of the Chair is to “include the servant/leader principles in the curriculum of the institution.”

As a result of that achievement, and as the dedicated skills mentor for several key skills in Ripon’s new curriculum, the Pieper Chair has been busy during the 2016-2017 academic year, and currently, helping faculty design courses that best transfer persuasion, collaboration, empathy, reflection, and other skills of servant leadership. He has led faculty development workshops to train faculty how to implement persuasion and effective communication skills into their classes. Additionally, he has conducted workshops to train faculty how to implement self-reflection (awareness) into all of their courses, not just the Catalyst curriculum.

Significantly, it is worth noting that this faculty development, although specifically for faculty who are currently or will be teaching Catalyst courses, has inspired many faculty across the entire College to implement these newly-acquired pedagogical ideas into their other classes as well. This shows a further acceptance of the skills across even more course offerings beyond the required curriculum.

This now-required curriculum focuses on developing specific skills, which will culminate in a junior-year seminar designed around collaboratively developing solutions to open-ended, real-world problems. Among the skills to be developed over the sequence of Catalyst courses are the following:

- Collaboration, including the ability to work with and lead others in a group
- Persuasive skills, both oral and written
- Empathy and Awareness, meaning the students are developing an ability to understand others, what is happening in their lives, and how it affects them.
- Reflection, including requiring the students to reflect on their values and how well they are living up to those standards.

This work of the chair demonstrates that many key principles and skills of servant leadership are now firmly embedded into the entire required curriculum of the college. This curricular approach will ensure that all students—not just those involved with particular co-curricular activities—will learn the practices of servant leadership.

New Components of the Ripon College Catalyst Curriculum

Servant Leadership principles that are now embedded into the 200-level core curriculum: collaboration, empathy, awareness, community-building, healing, reflection

Year one of the new Pieper Chair focused on the two 100-level courses being taught, while simultaneously developing the 200-level courses. Results linked to the 100-level courses can be seen in the survey results. The Pieper Chair worked closely with all faculty who were teaching the 100-level courses, as mentioned above, and, at the same time, was a member of the 200-level course working groups. In those groups, the Pieper Chair focused in particular on the servant leadership traits of empathy and awareness, in particular. As a result, the learning outcomes of that course reflect this work.

Intended Learning Outcomes of the CTL 210 course

Students will:

1. Identify and use in a variety of contexts the conceptual components of culture.
2. Situate themselves within a particular cultural perspective.

3. Articulate how cultural perspectives produce differing interpretations of meaning and value.
4. Articulate differing perspectives that have their roots in cultural conflicts/differences.
5. Apply their understanding of culture, positionality, and conflict to a meaningful challenge.
6. Apply information literacy skills to define the appropriate scope and approach for a research question.

Required Assignments for Catalyst 210

- Production of a written essay drawing upon research sources involving evidence-based investigation of a specific culture the student identifies as different from their own. This assignment should be designed to complement the information literacy session on “Research as Inquiry.”
- Engagement in some sort of applied or experiential learning in which students employ the skills developed in the course. These might include (but are not limited to):
 - Letters to the editor/op-ed pieces
 - Service learning
 - Community-based research
 - Other applied community engagement
- At least one collaborative exercise or project that requires students to practice strategies for respectfully negotiating cross-cultural interactions. This might be included in the experiential or applied learning assignment, but need not be.

As can be seen from the above learning outcomes and required assignments, the Catalyst 220 class is an excellent example of how many of the principles of servant leadership have now been embedded into Ripon College’s required curriculum. This course will also require a synthesis of the principles. Students must become

aware of others' perspectives in order to empathize with those other perspectives, and then ultimately must apply that knowledge to collaborate and negotiate solutions that will, then, building communities and heal any rifts that may have resulted from some misunderstandings and lack of empathy in the first place. Think of this course as largely teaching "Applied Ethics," which, of course, was the original name of the Greenleaf Center (it was originally called the Center for Applied Ethics.)

Catalyst 300: Collaborative Decision-Making

The Pieper Chair is also currently teaching a "pilot" version of what will likely become the 300-level course. The 300-level course, which will be required of all juniors, focuses on collaboration, in particular, but also involves, in truth, all of the aspects of servant leadership. The goal of that 300-level course is as a collaborative problem-solving seminar. Students will work with complex, open-ended problems that affect communities both large and small. The goal is to use the power of collaboration, along with an understanding of others (awareness, empathy) to build communities. Depending on what topics students choose in the future, other components, such as stewardship and healing, are likely to come into play. At the time of the submission of this report, the Pieper Chair had developed this course, and is about one month into teaching it.

The principles of servant leadership that have been discussed on Ripon's campus for 7 years now have become fully integrated into our required curriculum. This was not accidental. It was a conscious decision by all the faculty to incorporate these concepts into an entirely new curriculum. Furthermore, this is one of the stated goals of the endowed chair, per the contract: "To include the servant/leader principles in the curriculum of the institution, especially those courses taught or supervised by the Chair." This is exactly what the Pieper Chair is doing. He is both teaching all of these courses, and he is supervising, developing, mentoring, and overseeing many aspects of these new curricular changes.

Outcome 7: A Servant Leader who leads at an element or segment of our world

Profile of a Servant Leader, Ripon Alum, Samuel Mutschelknaus



I asked Sam to write an auto-biographical entry for this criterion because I believe it's much more authentic in his own words. Below is what he wants to say:

When I arrived at Ripon College, I was very unsure of my major or my future. Maybe a career in public relations with big companies, I thought. I took a variety of classes my first year including an Introduction to the Study of Religion Class. I found the professor very interesting as he had studied many eastern religions with which I was unfamiliar. I started to have lunch with him and the Head of the religion department about once a week. Meanwhile, I was also faced obstacles such as homesickness and the ability to get around campus because of orthopedic issues. My first year at Ripon was a very difficult adjustment for me.

In addition to academic activities, I joined the Student Media & Activities Committee of Ripon. The next school year, I enrolled in more religion classes and became the secretary of the Student Media & Activities committee. By the end of the second semester of that year I declared my major to be Religion. I also took over the role of president of the Spirituality Association of Ripon College (SARC), joined Campus Christian Fellowship and joined the Freshman Orientation committee to help new students get acclimated to Ripon College. My sophomore year, I invited local a Christian priest and pastors to join a panel to discuss the theological and other differences of the denominations. The panel was very well received by the college, had numerous attendees from the community, and gained the attention of the local newspaper. SARC received an award from the college for that panel event. SARC also hosted Eid al-Fitr on campus with members of the Islamic Religion. My junior year, I continued my studies in Religion and added a minor in Leadership Studies. I continued to lead SARC, and, with the help of the Religion Department, invited a Ripon alum, who had become a Hindu Guru, back to campus. I also worked with the head with faculty to bring Kent Keith of The Greenleaf Center for Servant Leadership on campus.

That year I received the Ripon College Class of 1991 Award, awarded for high academic performance and extracurricular achievements, and Reverend Edward S. Roberts Memorial Scholarship, awarded for excellence in religious studies and for the future pursuit of a career in ministry. In addition, I also joined Theta Alpha Kappa Religion and Theology national honor society. My senior year I finished my studies, but also served on the college's Ceremonial Committee. I graduated *cum laude* with a major in Religious Studies and a minor in Leadership Studies. Also during my high school and college years, I raised funds during the summer for the Make-A-Wish of South Dakota.

During my Ripon years, my grandfather became sick with cancer. When I spent time with him in the hospital, I decided to pursue the vocation of the chaplaincy. I enrolled in Garrett-Evangelical Theological Seminary where in 2016 I earned my Master of Divinity degree. Two years of my degreed program required me to have field site assignments for out-of-class learning. My first assignment was at a large continuing care retirement community. My responsibilities were to minister to two medical floors and lead weekly Christian worship, including preaching. I truly enjoyed being able to spend quality time with the residents. I was glad to have the freedom in my

schedule to be able to sit and listen to the residents' different memories and stories, as well as their cares and concerns.

My second field site assignment was at a Methodist church. At this church I helped the congregation learn and better appreciate the different cultural groups that made up the congregation, as well as some outside groups that regularly used the facility. I also accompanied congregants to volunteer at the Chicago Food Depository. There we sorted, packed, and helped provide food to those in need throughout Chicago. Our church grew in fellowship and love of each other.

After seminary, I completed a one-year residency as a hospital chaplain for a large medical system in Milwaukee, WI. Most of my work throughout the year was in two different hospitals. The downtown Milwaukee hospital served a diverse group of patients ranging from medical management of disease to addiction of drugs and alcohol. I remember meeting with a young African American man who refused to have a life-saving surgery. The doctors and nurses could not understand why he would make this choice. After talking to the man, I discovered that other relatives of the man also had surgeries but did not survive. I facilitated a discussion with him and his nurse that resulted in his agreement to the surgery. He was appreciative that I was willing and able to help him during such a stressful and important time.

In closing, what is important in this limited summary of my life is that I did not consider myself a servant leader before I came to Ripon College. Quite frankly, I didn't know what I was meant to be or where my life would lead me. Ripon College helped me see myself in a new light. Ripon College gave me the experiences that taught me that I could lead in the areas of life where I felt comfortable. One of my favorite things about being a chaplain is that I can give my time, attention, and energy to help patients in a multitude of ways, when everyone else (in the medical facility) is busy doing their jobs. I am happy to serve them.

Conclusion

In a mere 7 years, Ripon College has moved from teaching one or two classes to a few dozen students that incorporated the principles of servant leadership to, now, having developed an entirely new required core curriculum that integrates all of those principles and also requires many assignments and activities that directly incorporate those principles and skills. Rather than only offering a few courses that build to an optional minor course of study like the Socially Responsible Leadership minor (that only a few students pursued), for example, now *every* student is required to take course work that trains and teaches those skills.

This is so important that it deserves being repeating in another way: *every* Ripon College student is required to take courses that have integrated the principles of servant leadership and instruction in various ways to be able to possess the real-world skills to enact their eventual roles as servant leaders.

It may take us some time to perfect the delivery of these principles, as the 2016-2017 academic year was the very first year offering an entirely new model of a curriculum, but that is where the Pieper Chair comes into play. As Dean Wingenbach's letter from March 2016 to Mr. Pieper indicated, it is critical that many of those skills are carefully developed, guided, and supervised. Without a Pieper Chair, the College would not be able to have some supervising and mentoring other faculty members on these key principles.

Additionally, the Pieper Chair has had huge successes in directing and nurturing future student leaders who are particularly adept at speaking to K-12 students. It is rare, indeed, for undergraduate students to be invited to give keynote presentations at national level conferences. It is probably even rarer for a public school system to trust undergraduate students to come into the middle school and work with middle-school students on principles like empathy, awareness, healing, and community building, but that is exactly what has happened as a result of the work of the Pieper Chair.

Appendices

UW-Madison Servant Leadership Survey Results

Administered to all Ripon College students early in Fall 2017. Over 15% of the entire student body, 115 students, completed the survey. Here I am singling out sophomores on several key skills because only sophomores have thus far taken any classes in the new curriculum.

1. a. One attribute of Servant Leadership is listening. By listening, we mean hearing and valuing the ideas of others, including those who are followers.

How important do you think listening is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.78

Juniors: 4.84

Seniors: 4.88

1. b. In your experience at Ripon College, how much did you learn specifically about listening as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 2.78

Juniors: 3.12

Seniors: 3.04

1. c. Still thinking about listening as hearing and valuing the ideas of others, including those who are followers, how confident are you that you have the listening skills to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.17

Juniors: 4.36

Seniors: 4.01

2. a. Another attribute of Servant Leadership is awareness. By awareness, we mean having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances.

How important do you think awareness is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.56

Juniors: 4.56

Seniors: 4.57

2. b. In your experience at Ripon College, how much did you learn specifically about awareness as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 2.95

Juniors: 3.2

Seniors: 3.5

2. c. Still thinking about awareness as having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances, how confident are you that you have the awareness to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.7

Juniors: 4.2

Seniors: 3.96

3. a. Another attribute of Servant Leadership is persuasion. By persuasion, we mean using compelling reasons to convince others to do things rather than relying on formal authority.

How important do you think persuasion is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.95

Juniors: 3.64

Seniors: 3.65

3. b. In your experience at Ripon College, how much did you learn specifically about persuasion as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 2.7

Juniors: 2.84

Seniors: 3.11

3. c. Still thinking about persuasion as using compelling reasons to convince others to do things rather than relying on formal authority, how confident are you that you can use persuasion to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.74

Juniors: 3.44

Seniors: 3.27

4. a. Another attribute of Servant Leadership is conceptualization. By conceptualization, we mean communicating and helping others communicate ideas and vision for an organization.

How important do you think conceptualization is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.52

Juniors: 4.6

Seniors: 4.15

4. b. In your experience at Ripon College, how much did you learn specifically about conceptualization as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 3.13

Juniors: 3.16

Seniors: 3.35

4. c. Still thinking about conceptualization as communicating and helping others communicate ideas and vision for an organization, how confident are you that you can use conceptualization to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.6

Juniors: 3.64

Seniors: 3.73

5. a. Another attribute of Servant Leadership is building community. By building community, we mean having a strong sense of community spirit and believing that an organization needs to function as a community.

How important do you think building community is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.56

Juniors: 4.76

Seniors: 4.5

5. b. In your experience at Ripon College, how much did you learn specifically about building community as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 3.5

Juniors: 3.36

Seniors: 3.92

5. c. Still thinking about building community as having a strong sense of community spirit and believing that an organization needs to function as a community, how confident are you that you have the community building skills to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.74

Juniors: 3.76

Seniors: 3.58

6. a. Another attribute of Servant Leadership is empathy. By empathy, we mean understanding what is happening in the lives of others and how it affects them.

How important do you think empathy is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.43

Juniors: 4.36

Seniors: 4.46

6. b. In your experience at Ripon College, how much did you learn specifically about empathy as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 2.56

Juniors: 2.64

Seniors: 3.54

6. c. Still thinking about empathy as understanding what is happening in the lives of others and how it affects them, how confident are you that you have the empathy to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.34

Juniors: 4.32

Seniors: 3.96

7. a. Another aspect of Servant Leadership is stewardship. By stewardship, we mean having the ability to prepare an organization for its destiny, usually to the betterment of society.

How important do you think stewardship is in being an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 4.17

Juniors: 4.28

Seniors: 3.96

7. b. In your experience at Ripon College, how much did you learn specifically about stewardship as an important principle for effective leadership?

1 = Nothing 2 = A little bit 3 = Some 4 = Quite a bit 5 = A great deal

Averages:

Sophomores: 2.56

Juniors: 2.64

Seniors: 2.8

7. c. Still thinking about stewardship as having the ability to prepare an organization for its destiny, usually to the betterment of society, how confident are you that you use stewardship to be an effective leader?

1 = Not at all 2 = Slightly 3 = Somewhat 4 = Very 5 = Extremely

Averages:

Sophomores: 3.56

Juniors: 3.4

Seniors: 3.1