



YEARLY REPORT FOR:

**Suzanne and Richard Pieper Family Foundation, LTD.**

SUBMITTED BY:

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## Introduction

Integrating Servant-Leadership at the Milwaukee School of Engineering has presented me, the Chair, with a steep learning curve. This is obviously advantageous, given that we are an academic institution that focuses on enriching the lives of our community members: students, staff, faculty, administration, and alumni. But what startled me in the learning curve was how it would immediately impact every facet of my life.

The focus of this report is on our students and what they are doing to enact Servant-Leadership at MSOE – yet I feel the need to start out with a bit of my own story as a way of introducing the report. It was less than a year ago that I applied for the position of the Pieper Family Endowed Chair for Servant-Leadership. At the time, I had only done some cursory reading into what Servant-Leadership is and how it originated. I had no idea what I was getting into or what an impact it was about to have. Such is the nature of the learning curve; and like my students, I look for opportunities to learn.

The lessons started last June when I started this position. Upon rereading Robert Greenleaf's *The Servant as Leader*, I concluded that we should enact his initial definition of the concept:

The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.<sup>1</sup>

The grammatical emphasis, the italicized text, is placed on serving *first*. With this in mind, I started looking for opportunities in which students could serve; and to my surprise, opportunities readily presented themselves. As the students engaged in service opportunities, some of them expressed a desire to lead service opportunities. In retrospect, this is the natural way of re-starting a Servant-Leadership program, since it's easier to find opportunities to serve, to volunteer, than it is to lead in those opportunities.

As a result of this realization, I started to say “yes” to every opportunity. The need to fill these opportunities translated to more students coming forward and participating. More meetings took place at the campus café where we talked about what was possible and what we were learning. The details of these encounters are in this report; it's amazing how much can happen when you let it.

The impact of a growing Servant-Leadership community has cross-pollinated into my personal life. Without going into detail, I can say that my family life has been put to the test these last six months. Having a network of Servant-Leaders at work, doing the good

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<sup>1</sup> Greenleaf, R. K. (1977). *Servant Leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

work, helped me through the personal challenges I had to confront – my need to serve those closest to me. For this I am grateful.

## Established Outcomes

Dr. Samuel Scheibler, the Founding Chair for Servant-Leadership at MSOE, introduced Servant-Leadership to our institution. Part of that introduction involved the generation of our established outcomes:

We have previously stated that, as a concept, Servant-Leadership defies facile definition. It does not fit the neat, straight-angle fabric of conventional management principles but rather is a rich tapestry of variegated hues and subtle patterns. The multi-dimensional and wide-ranging complexities of the practice of Servant-Leadership, however, do not preclude quantitative and qualitative analysis of its development, progress, and impact. Measurement rests, of course, upon a clear and comprehensive definition of the subject.

For the purposes of establishing benchmarks for objective, quantitative analysis, the Pieper Family Endowed Chair in Servant-Leadership defines this complicated construct as follows:

- **Leadership:** We believe that leadership is exemplifying the qualities of moral character that enables one to inspire and improve others. Furthermore, we believe that leadership is not a position, but a process.
- **Servant-Leadership:** We believe that Servant-Leadership means leadership whose primary purpose is to serve others by investing in their development and well-being while jointly accomplishing tasks and goals that facilitate the common good. Therefore, we believe that leadership begins from within the individual person. It is character in action. Servant-Leaders have a fundamental commitment to serving others with integrity and humility while encouraging excellence and growth in those whom they lead. They are leaders of vision that pursue their vision from a foundation of humility, empathy, compassion, and the highest standards of ethical behavior.
- **Planting Servant-Leadership:** We believe that Servant-Leadership is best taught by example. We agree with Stephen Covey: "If you really want to get servant-leadership, then you've got to have institutionalization of the principles at the organizational level and foster trust through individual character and competence at the personal level. Once you have trust, then you lead people by coaching, empowerment, persuasion, example, and modeling. That is servant-leadership."<sup>2</sup>

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<sup>2</sup> [http://www.srpieperfamilyfoundation.com/PDF/MSOE\\_Benchmark\\_Assessment\\_2007.pdf](http://www.srpieperfamilyfoundation.com/PDF/MSOE_Benchmark_Assessment_2007.pdf)



Having the outcomes established in advance helped re-start the Servant-Leadership program. Though my approach toward Servant-Leadership is different from Dr. Scheibler's: his defined emphasis was placed on quantitative analysis, whereas mine is in qualitative analysis. As a trained ethnographer, I attempt to triangulate the program's data through tools such as interview, field observations, and documentation analysis. This is why the ensuing sections in this report have a narrative structure: it's important to me that the story of what is happening be told. It's why I hope to start a blog on the MSOE Servant-Leadership website, so that members of our community can publicly post the anecdotes that are defining them – in near real-time.

## **Sound Acceptance of Servant-Leadership with Students and Faculty through their Interest, Voluntary Inclusion in Programs, Organizations**

Pat Coffey, the Vice-President of Student Life at Milwaukee School of Engineering, has taught me many lessons over the last six months. One of the most significant is how I can leave an impact on the institution once my tenure as Chair expires: infrastructure. By creating a functional infrastructure for Servant-Leadership, it's probable that service will continue at MSOE regardless of the Chair's involvement.

Fortunately, my previous position as Program Director for Technical Communication planted seeds for new university infrastructure: I already knew how to instigate curricular change, had developed relationships with people in the university library, worked closely with the Institutional Review Board, and so on. By working with people that I already had worked with, it was easy to enable them to help the Servant-Leadership program.

### **Student Organizations, Clubs, Sports, Fraternities, and Sororities for 2008**

The best way to start new Servant-Leadership opportunities is to look for existing Servant-Leadership opportunities, those that take place at MSOE regardless of our defined Servant-Leadership program. It became immediately evident that numerous student organizations, clubs, fraternities and sororities are involved in Servant-Leadership; some of them have contacted our department, requesting assistance, but many function on their own.

#### **ACADEMIC AND YEAR-LONG**

- Wednesday Community Concerts, St. John's Cathedral (downtown Milwaukee)
- College Nights, Study Nights, Grace Lutheran Church (downtown Milwaukee)
- Discover Milwaukee Series (exposing students to major Milwaukee sites : Zoo, Museums, Domes, Central Library, County Historical Society, Art Museums, various Milwaukee business districts, development of the Community Passport) (\$12,000.00 from Student Life)
- Presidential Dollar Coin Promotions (4 times a year)
- Milwaukee Downtown Planning Commission Survey Assistance/Promotion

- East Town Association Survey Assistance/Promotion
- Better Your City (promoting reporting of problems within the city to the DPW)
- Health Department Activities (awareness of restaurant code violators and more)
- Election Awareness (voting/election promotions, registering of voters, candidate guide development) (\$3000.00 from Student Life)
- LinkedIn Networking/Career Development Promotions
- Be an Organ Donor Promotions (Wisconsin, Illinois, Iowa and Minnesota)
- Wisconsin/National No-Call Lists Promotions
- Blood Drives (Circle K)
- Big Brothers/Big Sisters Volunteer Promotions
- Project Management Community Fundraiser Programs (Down Syndrome, Arthritis, Rescue Mission, Healthcare for the Homeless, Diabetes, Habitat for Humanity)

### **January**

- Martin Luther King Art Contest (\$500.00 from Student Life)
- Martin Luther King Taste of Soul (\$4000.00 from Student Life)
- Martin Luther King Memorial Service (\$2000.00 from Student Life)
- School supplies Collection by Circle K

### **February**

- Milwaukee Leadership Workshop Event
- Collection of Food & Clothing for the Open Door Cafe (CSA)

### **March**

- First Robotics Regional Event
- Train Time Railroading Event
- Troop Care Packages (development and mailing of care packages for troops) (\$2000.00 from Student Life)
- School Supplies/Toys for Children in Iraq & Afghanistan (\$1000.00 from Student Life)

### **April**

- NASA High-Altitude Balloon and Rocket Awareness/Development (\$1200.00 from Student Life)
- Food Donation Collections for Second Harvest
- Sexual Violence Against Women Awareness
- Professional Development Day (NSBE)
- Milwaukee River Clean-up (Ecology Club)

- POW/MIA Awareness Program (Arnold Air Society) (\$3000.00 from Student Life)
- Meaningful Makeover at the Salvation Army Emergency Shelter (\$1000.00 from Student Life)

### **May**

- Holocaust Awareness Presentation (\$2000.00 from Student Life)

### **June**

- Summer festivals (including Summerfest, church, and ethnic festivals)
- Summer Park Concert Series (Jazz in the Park, County Park concerts, and State Fair Park Wednesday Night Live concerts)
- Downtown Milwaukee Trolley for student transportation
- Troop Care Packages (development and mailing of care packages for troops) (\$2000.00 from Student Life)
- School Supplies/Toys for Children in Iraq & Afghanistan (\$1000.00 from Student Life)
- St. Ben's Community Meal Volunteers

### **July**

- Summer festivals (including Summerfest, Bastille Days, church and ethnic festivals)
- Summer Park Concert Series (Jazz in the Park, County Park concerts, and State Fair Park Wednesday Night Live concerts)
- Host Families for Japanese Students involved in summer exchange program

### **August**

- Sending students to the Wisconsin State Fair
- Summer festivals (including church and ethnic festivals)
- Summer Park Concert Series (Jazz in the Park, County Park concerts, and State Fair Park Wednesday Night Live concerts)

### **September**

- Summer Park Concert Series (Jazz in the Park, County Park concerts, and State Fair Park Wednesday Night Live concerts)
- MSOE Campus & Community Fair (\$2500.00 from Student Life)
- U.S. Constitution & Citizenship Week Events (\$5000.00 from Student Life)
- Troop Care Packages (development and mailing of care packages for troops) (\$2000.00 from Student Life)
- School Supplies/Toys for Children in Iraq & Afghanistan (\$1000.00)
- Campus Convocation (\$500.00 from Student Life)
- Highway Clean-up Event (DSP) (\$250.00 from Student Life)

- See You at the Pole Community Prayer Event (IVCF)

### **October**

- Veterans Day Parade and Awareness (\$500.00 from Student Life)
- Meaningful Makeover at the Salvation Army Emergency Shelter (\$1000.00 from Student Life)
- Soles for Souls Promotion
- Summit Education Tutoring Program

### **November**

- Coat and Blanket Collection for the Homeless
- Grand Re-opening of the Domes Promotion

### **December**

- Holiday Lights Festival for downtown Milwaukee
- Troop Care Packages (development and mailing of care packages for troops) (\$2000.00 from Student Life)
- School Supplies/Toys for Children in Iraq & Afghanistan (\$1000.00 from Student Life)
- Discover the World - Germany (international students present info on their home countries)
- Hat, Gloves & Scarf Collection for Needy School Children within Milwaukee Schools
- East Town Holiday Market Promotion
- Red Arrow Park Skating Promotion

### **Library Acquires Resources**

In the spring of 2008, Gary Shimek, the Director of the MSOE Library, agreed to invest over \$1,000.00 in Servant-Leadership resources. When Gary and I met to talk about this project, we agreed that, as an academic institution, we had to have a wealth of theory available to the MSOE community if we hoped to integrate Servant-Leadership into our uniquely academic culture. A sample of the resources Gary made available to our students, faculty, and staff is available in [Appendix A](#).

### **Center for Sustainability**

Dr. Carol Diggelman from the Architectural and Building Construction department has asked Servant-Leadership to team up with her initiative to integrate a Center for Sustainability at MSOE. Sustainability, within this context is defined as the ability to improve "...environmental stewardship and technological innovation at MSOE by increasing interdisciplinary, collaborative research through a Center for Sustainability." Servant-Leadership believes that sustaining one's environment is a way of sustaining one's self. More details on this initiative are available in [Appendix B](#).

## **OR 2000: Leadership and Teamwork**

Dr. Samuel Scheibler, the Founding Chair for Servant-Leadership at MSOE, introduced two courses to the MSOE curriculum. Both courses are worth one-credit and are offered to software and computer engineering majors. OR 2000, Leadership and Teamwork, has been taught for two years by Sally Cissna, an adjunct faculty member in General Studies who has a vested interest in numerous Servant-Leadership projects on campus.

The course introduces group theory to sophomore students in preparation for OR 3000—and eventually, their senior projects. Please refer to the course syllabus in [Appendix C](#).

## **OR 3000: Applied Servant-Leadership**

OR 3000 is the second in a series of one-credit courses. Offered to junior software and computer engineering students, the course enables students to define and enact a Servant-Leadership project that requires a minimum 20 hours of service. The following is a sample of the projects taking place during the winter of 2009:

- To create a visual presentation to exhibit the full impact and scope of the Servant-Leadership projects executed by the students of MSOE.
- To further enrich the learning of students in Zimbabwe by providing them with used or new technical textbooks (engineering, chemistry, physics, mathematics, etc.).
- To generate funds for Team in Training by holding a gaming tournament on the MSOE campus.
- To help with collection and shipping of books and educational supplies for the Books for Zimbabwean Technical College project.
- To partner with the MSOE InterVarsity Christian Fellowship (IVCF) chapter to work on service projects including the Night of Worship (NOW) and IVCF Habitat for Humanity Trip during the Winter-Spring Quarter Break.
- To work with the Milwaukee Rescue Mission to reach out and provide help and spiritual hope to those in need.
- To work with Professor Howell and MSOE's web administrator in order to create a JavaScript or similar technology based application that will display a random inspirational, servant-leadership quote.
- To hold a seminar to give the student perspective of servant leadership to university faculty.
- To assist a charity concert hosted by an MSOE organization to benefit the Milwaukee homeless populace.
- To reduce the impact of the economic decline on local low income families by raising food to be donated to the Hunger Task Force of Milwaukee.
- To conduct a feasibility study for Dr. Howell's plan for getting XO laptops to children in Kenya.

More details on this initiative are available in [Appendix D](#).

## **Proposed Minor in Servant-Leadership**

The Chair for Servant-Leadership is in the process of proposing a Minor in Servant-Leadership, one that will enable students to integrate Servant-Leadership theory and practice into their major coursework. The minor integrates new courses – that target Servant-Leadership concepts – along with existing Technical Communication and Management courses.

The proposal for a Minor in Servant-Leadership is available in [Appendix E](#).

## **National Science Foundation Grant**

Servant-Leadership is working with the Applied Technology Center to apply for a National Science Foundation grant. The grant application is titled “Recruiting and Retaining Non-Traditional STEM Talent for Degrees at Milwaukee School of Engineering” and (as the title suggests) focuses on recruiting and retaining students who would not traditionally attend MSOE. Diversity is critical for effective Servant-Leadership; it would be optimal if our student population represented the audiences we try to serve in the greater-Milwaukee area.

For more information on the Applied Technology Center, visit [http://www.msOE.edu/academics/research\\_centers/applied\\_technology\\_center.shtml](http://www.msOE.edu/academics/research_centers/applied_technology_center.shtml).

## **Outcomes Measures: Seniors, Graduate in the Workplace**

Because I am new to the position of Chair for Servant-Leadership, I do not have many relationships with graduates that have benefited from the program. That said, it is my intent to focus on a half-dozen students who have exhibited qualities of Servant-Leadership during the fall/winter of 2008.

### **Maria Soto**

Maria, a senior majoring in Business, was accepted to participate in the 2009 University Presidential Inaugural Conference (<http://www.inauguralscholar.org>). As it is described on the conference website:

The Conference is comprised of exclusive and private inaugural events and activities featuring world-renowned keynote speakers and political experts, as well as public ceremonial events, such as the official swearing-in ceremony and the inaugural parade, as the President and Vice President and their families proceed down Pennsylvania Avenue from the United States Capitol Building to the White House.<sup>3</sup>

Servant-Leadership contributed \$250.00 to Maria’s scholarship fund, along with comparable contributions from Student-Life and Women’s Connections. Mary hopes to

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<sup>3</sup> <http://www.inauguralscholar.org/welcome.cfm>

enter politics upon graduation from MSOE; this conference will help her experience our political process in its full parade.

### **Cathy Brabeck**

Cathy is a senior nursing student that continually applies her knowledge of nursing to Servant-Leadership projects:

- **Shoo the Flu:** Cathy coordinated the distribution of flu vaccinations by coordinating other nursing students as they volunteered their time, enabling the MSOE community to benefit from receiving vaccines.
- **David's Donors:** Cathy, along with 8 other nursing students, signed up to be bone-marrow donors – a program put together by an MSOE alumnus whose son was recently diagnosed with bone-marrow cancer.
- **Project Kenya:** Cathy is currently in Nairobi, working with a non-profit organization that works with urban and rural Kenyans to help with their infrastructure needs. Specifically, Cathy will spend a week volunteering at an orphanage and then spend a week meeting the medical needs of a community living in the Kenyan countryside.

### **Ryan Smaglik**

Ryan is a senior Electrical Engineering major who has a 4-year tenure with Servant-Leadership. This fall, Ryan was instrumental in organizing a project for Healthcare for the Homeless – recruiting two dozen students to organize materials for the homeless of Milwaukee. As a Resident Assistant, Ryan is currently coordinating the redesign of a bicycle facility at the Urban Ecology Center, enabling the freshmen living on his dorm floor to participate in this project.

### **Ryan Finigan**

Ryan, an Architectural Engineering major, is also a Resident Assistant who has used his architectural background to help coordinate efforts with our Urban Ecology Center project. Ryan's skills in reading and redesigning blueprints is a special benefit to this project.

### **Jeff Chan**

Jeff is also an Architectural Engineering major with a strong tenure in Servant-Leadership. For the last two years, he's served as a "big" for the local chapter of Big Brothers Big Sisters of Milwaukee. Jeff was also instrumental in the implementation of our Thanksgiving event, where we provided dinner and entertainment for students who did not have a home to go to on Thanksgiving. This spring, he will lead our Blue Lotus project – installing a lift so that disabled children can safely enter canoes and sailboats at a camp that enables disabled kids to have that "summer-camp" experience.

## **Micaela Morin**

Micaela, a Technical Communication major, has been working for ABRAZO Multicultural Marketing & Communication for the last two years. During that time, she has created numerous documents that benefit the Spanish-speaking community of Milwaukee; specifically, her projects helped non-English speakers understand how the Marquette Interchange project would impact their day-to-day lives.

## **Phenomenally above the Demographic Norms for Maximizing Servant-Leadership**

To maximize Servant-Leadership at MSOE, we decided not to try to “reinvent the wheel.” Instead, phone calls were made to other 4-year institutions to find out how they ran their service-learning programs. As a result of gathering data – both on the phone and online – it was decided that a good first step would be an alliance with Wisconsin Campus Compact.

### **Existing Academic Organizations for Service-Learning**

#### **Wisconsin Campus Compact**

When I called Lawrence University last summer and asked them how to “plug into” the existing service-learning paradigm, they suggested contacting Pamela Proulx-Curry at Wisconsin Campus Compact (WiCC):

**Campus Compact** is a coalition of nearly 1,100 college and university presidents and chancellors representing some 5 million students who are committed to fulfilling the public purpose of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through the **Wisconsin Campus Compact** state office and the national network, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.<sup>4</sup>

It was a great move on our part, because it opened the door to dialoguing with other area academic institutions – to find out what they do, how they do it, and how we can do it with them. Servant-Leadership became a member, paying the yearly fee of \$2,200.00 from its operating budget, along with a signed-letter from Dr. Viets that gave his support to this alliance.

As a result, we received the opportunity to:

- present on our work to date at the Midwest Service Leaders Conference
- work closely with representatives from Carroll University and Alverno College on a group, student-run service project

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<sup>4</sup> <http://www.uwp.edu/departments/community.partnerships/wicampuscompact/index.cfm>



- network with service-colleagues at events that have taken place and will take place (for example, the Inspiration for a 21<sup>st</sup> Century Education that will take place on February 12, 2009, and the WiCC Day at the Capital event on February 26, 2009)

Most importantly, WiCC has enabled us to learn about yet other organizations that we are now part of.

**SEWSLC**

Our partnership with WiCC lead to membership with the Southeastern Wisconsin Service-Learning Consortium (SEWSLC) (<http://www.sewslc.org/>). This group focuses on K-16 service-learning initiatives, which is important for the MSOE Servant-Leadership program since part of our charter is to work with K-12 programs. The group’s mission is:

To promote the use of service-learning by serving as a clearinghouse of resources, by providing professional development and networking opportunities for its members, and by supporting partnerships between community and educational institutions.<sup>5</sup>

I became a member of the group at the end of 2008, so the opportunities to align with representatives from local, state, and national educational organizations.

**WAICU Directors of Community Engagement**

I was recently contacted by a WAICU (Wisconsin Association of Independent Colleges and Universities ) representative about an upcoming WAICU Directors of Community Engagement, scheduled to take place January 29, 2009. At this meeting, representatives from the various WAICU schools will gather to discuss service activities and foster community engagement among students. For more information on WAICU, visit <http://www.waicu.org/home/>.



WAICU: Wisconsin’s private colleges working together to advance educational opportunity.

**Common Ground**

Common Ground is a Milwaukee-based non-profit organization, designed to “...address Greater Milwaukee’s critical social issues in an effective, non-partisan way.”<sup>6</sup> The advantage in working with Common Ground is that they bring together academic

<sup>5</sup> <http://www.sewslc.org/>

<sup>6</sup> <http://www.commongroundwi.org/who-is-common-ground/>

institutions as well as for-profit and non-profit organizations (a full list is available at <http://www.commongroundwi.org/our-founding-members/>).

It is not the intent of MSOE's Servant-Leadership department to align with any specific religious organization or denomination. An organization like Common Ground, on the other hand, can bring together various groups, regardless of their spiritual affiliation, to meet the needs of all involved. I had a chance to meet recently with Reverend Debra Trakel, a member of this organization, and we are starting to talk about how MSOE may involve itself in this affiliation.

### **Establishing Communication with Other Academic Institutions**

Servant-Leadership is also building alliances with other local and regional universities that share common goals and outcomes. The following list represents schools whom we are dialoguing with.

#### **Lawrence University**

Lawrence University has been very forthcoming with information on how they are developing their Servant-Leadership program. Alan Parks, the Chair for Servant-Leadership, has been proactive in our email exchanges and phone conversations in our shared attempt to discuss ways of applying Servant-Leadership theory to our academic institutions.

#### **Carroll University**

Carroll University, like MSOE, recently formed an alliance with WiCC. Carroll's service representative, Martha Blodsoe, has been a good sounding-board for me as we meet to discuss how to best provide students with service opportunities. Though we have yet to enact a joint project, plans are definitely in the works.

#### **Wheaton College**

This summer, I drove to Wheaton, Illinois to visit Wheaton College with a fellow MSOE faculty member, Ashley Zenisek. Ashley is an alumnus from Wheaton and worked for 6 years in their Christian Outreach program (<http://www.wheaton.edu/OCO/>). While at Wheaton, Ashley gave most of her time to homeless initiatives – focusing on the needs of the homeless in the greater-Chicago area. Having a fellow faculty member with this experience base has proved fruitful; her work at Wheaton, the lessons she learned in their academic arena, has been a great source of information for me.

#### **Rose-Hulman Institute of Technology**

Dr. Jameel Ahmed, a Department Head for Applied Biology and Biomedical Engineering at the Rose-Hulman Institute of Technology, contacted me recently to talk about Servant-Leadership. Rose-Hulman recently revised its institutional objectives to include leadership into its core-focus. Dr. Ahmed has invited me to join him at Rose-Hulman in March of 2009 for a university conference that will in part discuss issues of service learning and Servant-Leadership.

#### **University of Wisconsin-Milwaukee School of Business**

Recently, I have had the opportunity to meet with Jill Pelisek and Joslyn Schied from the University of Wisconsin, Milwaukee School of Business. It's been an interesting turn of

events for me, because they are interested in learning from the successes we are having in Servant-Leadership at MSOE (usually, I am the one talking to other schools about what they are doing). Our first lunch took place in late December, and we have scheduled our next lunch meeting in January. This time, I invited Dr. Steve Bialek, the Chair for our Rader School of Business, to join in our conversation as a way of talking about how the School of Business has been a part of our Servant-Leadership initiatives.

## **Greenleaf Center for Servant-Leadership**

### **L.I.F.E. Conference**

Due to a family crisis, I was not able to attend the Greenleaf Center's Annual International Conference last June. Because of this, the L.I.F.E. (Leadership Institute for Education) conference last fall was especially fruitful. Meeting Kent Keith was especially exciting, given that I had recently read his book *The Case for Servant Leadership*. The other bonus to this conference was sharing the experience with the Vice President of Student Life, my managerial assistant, Laura Anthony (a student who is involved in a number of our Servant-Leadership projects), and several faculty from the Rader School of Business.

### **Upcoming National Conference in Milwaukee**

It is exciting that the 2009 Annual International Conference is taking place in Milwaukee. As a result, we have been invited to attend a series of breakfast meetings that are designed to prepare Milwaukee for this event. At the last breakfast, I was again able to chat with Kent Keith, and he was gracious enough to invite MSOE to give a presentation at the upcoming conference. For a detailed look at the presentation, refer to [Appendix F](#).

## **Breakthrough Venture(s) that Promises New Beginnings in Acts of Goodness**

It is difficult to determine which breakthrough venture to focus on—so many of our opportunities show promise for the future. It is my hope that I am not taking liberties in talking about three ventures rather than one; I simply want to articulate how each of these opportunities show great promise in the years to come.

### **Project Kenya**

I found out about Project-Kenya when visiting Marty Bledsoe at Carroll University last fall. Marty arranged a lunch date so I could meet some of her colleagues that share in service-learning initiatives. One of these individuals was Brydie Hill, a woman who works at Carroll but also runs a non-profit organization that sends people to Kenya:

Project Kenya Charity works with schools, communities, villages, and medical facilities to provide supplies, support, and assistance. Project Kenya works in areas that are typically forgotten about by other major organizations. The goal of Project Kenya is not to force change upon the villages, but to help facilitate positive, healthy change. Often this is done through education. With the consent

and understanding of the villagers we will assist, teach, and build programs and facilities that will ensure a higher quality of life for all.<sup>7</sup>

Brydie told me about how she takes two groups of interested participants to Kenya every year so that they can volunteer in orphanages in Nairobi as well as work on the educational and medical needs of those living in Mauta Village (a 13 hour trip out of Nairobi).



**Figure 1: Children in Mauta Village**

A week after our conversation, I met with a group of students who were interested in applying what they were learning at MSOE in third-world environments. Two students who I talked with, Kristine Radtkenorris and Cathy Brabeck, decided they wanted to have this experience. Kristine and Cathy are both nursing majors, so Brydie was especially interested in having them participate since they would be able to learn about medicine in a venue very different than what they can learn in North America.

The next step was to raise the \$2,000.00 necessary for each student to participate. Cathy emailed her friends and family, explaining what she was going to do, and her financial support fell into place. Kristine's funding was not so easy to raise, though; fortunately, through a colleague in MSOE's Women's Connections program, we were able to find an anonymous donor who met with Kristine and listened to what she hoped to get from the experience. As a result of that conversation, he decided to fund her entire trip.

At the time of the generation of this report, Kristine and Cathy are now in Kenya, traveling from Nairobi to Mauta Village. It is my hope that one of these young women lead a larger team of nursing students in 2010, hopefully incorporating a faculty member into the mix as a way of offering an academic course that focuses on the medical needs of Kenyans.

I have also found several engineering students interested in participating in Project Kenya. It is my hope that we can send yet another group of 12 students along with a faculty member to implement a computer lab at the Mauta Village School, leveraging the technology of XO laptops (<http://laptop.org/en/>).

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### **Community Warehouse**

Community Warehouse is "...a non-profit, faith-based provider set up to serve people in the Milwaukee community with affordable home and facility improvement materials."<sup>8</sup>

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<sup>7</sup> <http://www.project-kenya.org/>

<sup>8</sup> <http://www.thecommunitywarehouse.org/>

Its General Manager, Brent Halfwassen, is excited about the prospect of enabling engineering students at MSOE to help his organization. After conducting a series of meetings, Brent and I have defined 5 initiatives that our students can lead:

1. **Flow analysis:** Community Warehouse has a lot of inventory coming in – about 40% of their floor-space doesn't have racks. Brent is convinced that our students can increase in-store storage. What is the optimal flow, given the sales volume, to organize the materials? He needs to get his materials out of the back building and re-think the layout of the building.
2. **Marketing:** Brent needs both in-store and out-of-store marketing. For in-store, he needs signs or indicators to direct patrons to their products. This would help them develop a strategy around slow-moving inventory. Their out-of-store marketing needs range contacting potential donors or those that have contact with potential orders. The awareness of "green" is a brand they want to have attached to them – green as in "don't put your unused products in the landfill."
3. **Installation assistance:** Brent needs help installing windows and doors into homes that qualify. Our students can coordinate an event around these installation projects. It is my hope to work with students majoring in Construction Management for these projects.
4. **Extreme Make-Over:** Brent wants to organize an extreme home make-over in Milwaukee. He has connections with the builder's association, which will provide the manpower necessary to pull off the project. What Brent needs is students who know Construction Management to organize and facilitate the re-build. This project will take place in the summer of 2010.
5. **Vocational Co-op Program:** Brent wants to coordinate a training and apprenticeship program for local youth that are interested in vocational careers. The question is: how can we leverage MSOE as a resource for such a program? Would it involve not only students but also faculty who are interested in helping inner-city youth learn marketable trades?



Figure 2: The staff at The Community Warehouse.

The possibilities are rich in that we can work with students who want to apply the engineering theory they learn in the classes and labs. Brent is happy to work with us, given our close proximity and wealth of knowledge in these specific areas. At the time of the generation of this report, I already have two students who are interested in working with Brent – one on the marketing materials and another student who wants to help Brent get two donated cargo-vans up and running.



## Urban Ecology Center

Milwaukee's Urban Ecology Center is a great opportunity for MSOE Environmental Engineering students to work with a local organization interested in green, sustainable education and initiatives:

The Urban Ecology Center is a neighborhood-based, environmental education, nonprofit community center. Our "outdoor laboratories," located in two urban parks, include 15 acres of wooded land and riparian habitat on the east bank of the Milwaukee River, an imaginative, habitat-themed playground, and a lagoon. The "green" building in Riverside Park that houses our main offices, resource areas and classrooms is home to live animals, informational exhibits and user-friendly resource materials about the environment.<sup>9</sup>



**Figure 3: Ryan Finigan and Dave Howell inspect the "bike cave".**

The Center recently paid a contracting company to build a bridge that connects the center to the 15 acres that lie on the other side of the Oakleaf Bicycle Trail (a bicycle trail system that runs throughout the greater-Milwaukee area). The bridge incorporates a cinderblock room that currently stores two dozen bicycles that were donated to the Urban Ecology Center by the Trek Bicycle Company. Unfortunately, it is difficult to access the bikes, so the Center has asked Servant-Leadership to organize this space for them: hanging the bikes in a systematic manner, installing flooring and siding that will fit the green-theme of the Center, and so on. Two seniors, Ryan Smaglik and Ryan Finigan, have met with the Center's representatives and received the blueprints of the space; Ryan and Ryan are both Resident Assistants and see this service opportunity as a chance for the freshmen living on their floors to work together and engender purposeful community.

Once the room is completed this spring, the Center will be better prepared to let inner-city youth (many of whom don't own their own bicycles) to safely learn how to ride bikes up and down the Oakleaf Trail.

While planning this project, we also started a conversation about another engineering-related project involving the restoration of an abandoned tavern—converting it into a branch ecology center. This project would require extensive demolition and redesign, the type of work our engineering students can get excited about.

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<sup>9</sup> <http://www.urbanecologycenter.org/more/more.html>

## **An Excellent Year in Carrying Out all Elements of the Missions of the Chair**

The Elements of the Missions of the Chair, as defined by the Suzanne and Richard Pieper Family Foundation, focus on modeling Servant-Leadership through curricular opportunities, K-12 ventures, and the engenderment of an environment that fosters the development of future leaders. The following list of projects illustrates how we are applying the mission statement.

### **Servant-Leadership Presentations**

I have had numerous opportunities to talk about Servant-Leadership—its history, theory, and how we are applying it at MSOE. The following list represents those speaking engagements:

- **MSOE Health Development Wellness Series:** January 9, "Take Time to Reflect."
- **Professor Newman's leadership course:** December 11 and 18, Servant-Leadership as an alternative to the traditional business power structure.
- **Professor Shebesta's MS3411:** December 5, Servant-Leadership and leadership initiatives at MSOE.
- **Midwest Service Leaders Conference:** November 9, "The Steep Learning Curve: Lessons in Starting a Servant-Leadership Program."
- **MSOE Board of Regents Spouses:** October 27, "Students who Lead and Serve at MSOE."
- **MSOE Health Development Wellness Series:** October 7, "Serving Others as a Way of Serving Yourself."
- **MSOE Campus and Community Fair:** September 22, working with ONG and BBBS to recruit students for volunteer opportunities.
- **MSOE Resident Assistants:** September 2, "Servant-Leadership and Resident Assistants."
- **MSOE Faculty In-Service:** September 2, "How to Introduce Servant-Leadership into your Classroom."
- **MSOE Board of Regents:** July 8, "Servant-Leadership and MSOE."
- **Instructor Write's MSEM class:** June 9, "Servant-Leadership and MSOE."

### **MSOE Servant-Leadership website**

I worked closely with students in two courses I taught this fall and winter terms: TC 1111, Introduction to Technical Communication, and OR3000, Applied Servant-Leadership. The students in these courses wanted to contribute to the Servant-Leadership program through their computer programming skills; as a result, the students in TC 1111 designed an example graphic user interface that we can hopefully apply to the MSOE Servant-Leadership website. The sample page can be viewed at [http://web.me.com/andrewkhoward/MSOE\\_Servant\\_Leadership/Welcome.html](http://web.me.com/andrewkhoward/MSOE_Servant_Leadership/Welcome.html).

The students in OR3000 (software and computer engineers) hope to work with Kent Peterson, the Director of Web Services/Webmaster at MSOE, to install the tools

illustrated by our beta website. Specifically, we hope to launch two interactive tools to help promote our initiatives:

- Blog: A page where members of the MSOE Servant-Leadership community can post what they are learning about Servant-Leadership on a weekly basis, similar to the blog enacted by Viterbo University (<http://servantleadershipblog.com/servant-leadership/blog/>).
- Database: A database that lists one-time and ongoing service opportunities (so we don't have to rely only on email and a communication medium with the MSOE community).

### **Layton Boulevard West Neighbors, Inc.**

This non-profit organization (<http://www.lbwn.org/>) performs mechanical engineering projects (all kinds of engineering, really) to help fix up neighborhoods around Milwaukee. Our first project was a success: helping members of a disadvantaged local community install solar-operated floodlights for security purposes. 10 students and the crew-coach volunteered – individuals who are now very interested in ongoing Servant-Leadership projects.

### **Our Next Generation**

Our Next Generation (<http://www.ongkids.org/>) enables our students to tutor middle-school inner-city youth who attend Westside Academy II (<http://www2.milwaukee.k12.wi.us/westside/>). Every Wednesday and Friday afternoon, groups of students meet with the youth in the school's iMac computer lab – computers provided by MPS since it is a charter school. We are now running a project where the students will work with our students to generate art in the memory of Dr. Martin Luther King, a competition that will present awards to the finalists at the MSOE Walter Schroeder Library.

### **Aurora Shoo the Flu & Pneumonia Too!**

Kathy Brabeck, a senior nursing major, lead a group of nursing majors to help the Aurora Shoo the Flu program give flu shots to the MSOE community. Information on the project is available at <http://www.aurorahealthcare.org/services/vna/shooflu/index.asp>.

### **Nightingale Project**

The Nightingales are a group of nursing students who want to engage in Servant-Leadership projects. I met with the group on December 9<sup>th</sup>, and we came up with the idea of a rock concert that can be held in the Kern Center. The students who participate will donate sleeping bags and winter clothing for Healthcare for the Homeless. I invited Mike Thurow from Healthcare for the Homeless to talk to them at a meeting scheduled to take place in mid-January. We also want to get the nursing students to do healthcare related work for Healthcare for the Homeless.



## **Engineers Without Borders**

MSOE hosts a chapter of Engineers Without Borders (<http://ewb.groups.msoe.edu/portal.php?Home.php>). During the 2007-8 school year, the MSOE EWB chapter designed and constructed a bridge for the village of Chosavic in the Quiche province of Guatemala.<sup>10</sup> This is the third year they have been enacting projects on a global scale. Because Servant-Leadership could not help them directly (they really didn't need any additional help), we decided to help them indirectly by sponsoring a travel scholarship in the form of \$400.00 to a student who was involved in the design and implementation of the project—and demonstrated financial need. After a series of interviews, it was determined that the award be granted to Jacob Wurtz, a sophomore Architectural Engineering/Construction Management major.

## **Holiday Helpers**

Jack Harrold and Jeff Chan are two students who wanted to provide a Thanksgiving dinner for students who did not have a home to go to over the fall break. Over a series of lunch meetings, we decided to enable the faculty and staff to donate a side-dish or casserole to the event, and Servant-Leadership provided a turkey. The evening was a great success: Jeff provided a big-screen television so people could watch the football games, Jack roasted the turkey in a delicious salt-water brine, and the food donated by the MSOE staff and faculty was scrumptious.

## **Girls on the Run**

Girls on the Run is a non-profit prevention program that encourages preteen girls to develop self-respect and healthy lifestyles through running.<sup>11</sup> Servant-Leadership has teamed up with Women's Connections to recruit female students for the program (it will launch in the spring of 2009). Servant-Leadership has also agreed to enable MSOE to serve as a designated site for the program. And Kristine Kondracki, the Assistant Director of Recreational Services for the Kern Center, agreed to act as the coach for the program.

## **Race for a Cure**

Ashley Kimball, an International Business major, has coordinated an ongoing project that enables MSOE students to participate in various off-campus athletic events that raise awareness and finances for non-profit organizations. So far, we have sent students to participate in the following:

- Briggs & Al's Run & Walk for Children's Hospital, September 20<sup>th</sup>
- Team in Training at the Lakefront Marathon for the Leukemia and Lymphoma Society, October 5

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<sup>10</sup> [http://ewb.groups.msoe.edu/Projects/Projects/portal.php?Project\\_2008.htm](http://ewb.groups.msoe.edu/Projects/Projects/portal.php?Project_2008.htm)

<sup>11</sup> <http://www.girlsontherun.org/default.html>

- Jingle Bell Run/Walk for the Lung Association, November 9
- Climb Wisconsin on February 14, 2009

### **Healthcare for the Homeless**

Ryan Smaglik, a Senior in Electrical Engineering, has coordinated a series of events that benefit Healthcare for the Homeless—a non-profit organization that provides resources and medical assistance for the 40 soup-kitchens and shelters that serve the needs of Milwaukee’s homeless population. Ryan helped coordinate a donation drive that took place in the Kern Center; he also worked with Human Resources to enable the faculty to bring donations to our annual holiday Christmas gathering.



**Figure 4: Ryan Smaglik and his recruits help sort donations for Healthcare for the Homeless**

### **Big Brothers Big Sisters of Metropolitan Milwaukee**

Stephanie Dahlke, a dual major in Technical Communication and Industrial Engineering, did her 180 hour Technical Communication internship last summer for BBBS. During that time, she worked with me to coordinate a program that works in conjunction with Rockwell Automation where “bigs” can bring their “littles” to MSOE and Rockwell for events that can generate interest in local business and educational enterprises—everything from attending hockey games to rowing with the school’s crew team.

### **David’s Donors**

Gene Sczesny is an alumnus of MSOE. His sixteen year old son, David, was recently diagnosed with bone marrow cancer and if it goes untreated, it will become full blown leukemia. With the help of the American Red Cross and the Dan Jansen Foundation, he organized a Blood Drive / Bone Marrow Registry event. It took place on Saturday, November 1st at the Pettit National Ice Center. Cathy Brabeck recruited 7 nursing students (and the Chair for Servant-Leadership) to sign up to be bone-marrow donors.

## **Martin Luther King Celebration Day**

Every year, MSOE hosts a Martin Luther King Celebration Day to raise awareness of Dr. King and honor his work. This year, we are coordinating efforts with Our Next Generation so that MSOE students can work with Milwaukee's inner-city youth to create art in the memory of Dr. King. It is the intent that our students learn a new way of seeing the work of Dr. King as a result of working with the kids that attend Westside Academy II, a charter MPS school. Sally Cissna, a faculty member in General Studies, coordinates these efforts.

## **Wheelchair Days**

Jason Goike, an Architectural Engineering major, organized this year's Wheelchair Days – an event that enables students, faculty, and staff to ride in wheelchairs and learn what it is like to be in a chair for a sustained period of time. Over 100 students participated in the event. Servant-Leadership helped plan the event and provided lunch for the participants at the reflection-activity that took place on the event's concluding day.

## **Support Our Troops**

Rick Gagliano, the Director of Student Activities, coordinates the delivery of care packages for the U.S. troops fighting in Afghanistan and Iraq. As a way of supporting Rick's efforts, Servant-Leadership pays all postage fees associated with the delivery of the packages.



**Figure 5: students organizing packages for the troops.**

## **Muscular Dystrophy Association and Harley's 105<sup>th</sup>**

Stephanie Dahlke coordinated a project where faculty, staff, and students raised awareness and funds for the Muscular Dystrophy Association at the Harley-Davidson 105th Anniversary. Pat Coffey, our Vice President of Student Life, joined us – something that was noticed by the students who participated.

## **Academic Advising**

I serve as the Chair for the Academic Advising Committee on campus. This provides me with the opportunity to coordinate a discussion series that focuses on advising – a great way for faculty to meet the academic and non-academic needs of our students. The series is ongoing, the next session to take place in January of 2009.

## Sahs Award

Every spring, MSOE hosts a Student Leadership Dinner to recognize students who demonstrate leadership on and off campus. The Daniel E. Sahs Memorial Award for Service is given to the student who demonstrates service to the MSOE community. Historically, Student Life has coordinated this effort, but as of 2009, this responsibility will be managed by Servant-Leadership.

## A Servant-Leader (Past Student or Faculty) that Leads at an Element or Segment of our World

Last spring, Mark Jeter graduated from MSOE with an M.S. in Engineering Management.<sup>12</sup> The title of his thesis is *Ice Rink Management and Youth Recruitment: A Study of Youth Development Strategies in Speed Skating*. Mark's thesis exemplifies Servant-Leadership in that it brought together:

- his previous personal and academic interests
- his passion for learning and applying management theory
- his focus on Milwaukee's inner-city youth
- its application to Olympic-level speed-skating venues in North America

The abstract for Marks' thesis can be viewed in [Appendix G](#).

Mark enabled me to serve as the faculty advisor for his master's thesis project. What interested me in his approach was his desire to ask an original question and answer it through qualitative methods. In other words, he did not want to rely on secondary sources for his data.

I was also interested in Mark's desire to enable an audience to benefit from his research—so that the result of his work would not remain a theoretical exercise. When we were negotiating his thesis topic, I asked Mark what he was passionate about, because I believe that we need to examine what makes us passionate. He responded by talking about his interest in speed skating (he was once a candidate for the U.S. speed-skating team) and his work with Milwaukee's inner-city youth. I suggested that he try to combine these interests in such a way that they overlap with the MSEM theory he received in his graduate classes. And that's just what he did—generating a research project on the Pettit Center's youth program and its ability to effectively help inner-city youth benefit from speed skating as an after-school athletic activity.

His qualitative approach enabled him to distribute surveys to the middle-school kids that participated in the program he studied. Never before had someone at MSOE conducted research on inner-city youth. It was a logistical hurdle that he had to overcome, to enable the MSOE Institutional Review Board to communicate and cooperate with the Milwaukee Public School system. As a result of bringing these

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<sup>12</sup> [http://www.msoe.edu/academics/academic\\_departments/school\\_of\\_business/msem](http://www.msoe.edu/academics/academic_departments/school_of_business/msem)

institutions together, he created a venue for research – one that had not been created before, thus making it possible for future MSOE students to do research in MPS.

Fortunately, his thesis has taken on a life of its own. The U.S. National Championships for speed-skating recently took place at the Pettit Ice Center; Mark had the opportunity to meet with Andrew Love, an avid speed-skating fan who is now interested in Mark's research and someone who will post Mark's thesis on his website (<http://www.andrewlove.org/blog/>).

Mark also shared his thesis with the leader of D.C. Inner-City Excellence (<http://www.innercityexcellence.org/>) – individuals who can apply the data Mark gathered in his thesis. These individuals want to learn how to better meet the needs of programs that target inner-city youth in the attempt to apply the spirit of Olympic Sports. By applying the findings and recommendations in Mark's research, these organizations may be better equipped to further their mentor programs – with its emphasis on functional communication and organization.

It has been interesting to see how Mark cross-pollinates what he learned at MSOE in his career as a project manager at Milwaukee Forge (<http://www.milwaukeeforge.com/>).

The information he gained overlaps well with the tenants of Servant-Leadership:

- **Foresight:** Mark had a recent failure at work, a presentation that did not go well. After the presentation, his manager pulled Mark into his office and told him as much. Mark had to listen to this and talk with his manager about how he wasn't applying the presentation skills he learned in his MSEM degree. Mark worked with his manager in preparation for the next company monthly meeting and – as a result of their planning – gave a successful presentation: more succinct, less scattered, in tune with the needs of his target audience. After this second successful presentation, Mark's manager told him that he is teachable – they type of employee that can learn quickly and apply that information for the betterment of the organization. It was a lesson that Mark wants to hold onto and continue to learn from.
- **Listening:** Mark is glad that he can talk about what he is doing and how he is changing a culture at work. He's not just doing engineering; he's talking to colleagues about how to best meet the needs of the people and projects he is responsible for. More importantly, he is listening to them as a way of understanding the problems they must deal with on a daily basis. One of the first lessons Mark learned at his job was that people won't tell you what they think until you actively listen to them.
- **Empathy:** Mark learned the value in "walking the floor," in being in physical proximity to the engineers he is responsible for. This is Servant-Leadership: meeting the needs of those you are responsible for by working with them and applying your skills in process. The more he comes in contact with his company's engineers, the better he understands their jobs, and the more likely they will communicate with him since he knows what they are up against.
- **Leading by example:** Mark tries to enable the engineers to mentor him by listening to their needs. A small example of this was when Mark brought donuts to a team meeting, only to find out that one of the engineers is diabetic. With that information, Mark came back the next day with donuts – and fruit – thus

enabling the individual to feel as if his immediate needs were met. It's a small example, but it's one that demonstrates how he wants the team to function as a team by taking care of their needs on a daily basis. Small details such as this lead to overcoming bigger details – such as getting people to work together to meet end-of-day deadlines. To have one more person get on board to share and collaborate, to feel empowered to make change, impacts how his group functions.

But the application of what Mark received in his MSEM degree program is not limited to the workplace. He recently met with an organization called Young Black Professionals of Milwaukee and has been invited to speak on the 29<sup>th</sup> of January at an event they are having for the kids – a networking event – to talk to them about what it is like to be a project manager and an engineer. Mark is excited about this opportunity since it will enable him to once again serve as a role-model for inner-city youth. He is involved in the North American Six Sigma Supplier Association; as a representative, he can apply his Six Sigma black-belt knowledgebase at this event to talk about how to use statistical tools to predict and confirm if a process is in or out of control.

For Mark, it comes down to collegiality – to help inner-city youth understand not only what he does professionally but why he is passionate about it. He wants them to understand that they have opportunities if they make opportunities for themselves; he can talk to them about the basics to success: studying two hours for every hour of class they have, learning how to apply themselves in the time they have during the school day – all the while backing it up with anecdotes from his own academic and professional experiences.



## Next Steps

Our projects are ongoing. The following list represents initiatives that are currently in the planning stages and will hopefully grow to fruition within the next calendar year.

### **AmeriCorps\*VISTA host site**

Servant-Leadership's relationship with Wisconsin Campus Compact has presented the opportunity to enable our program to serve as an AmeriCorps VISTA host site. Each AmeriCorps\*VISTA host site is eligible for funding for up to three years. The AmeriCorps\*VISTA would collaborate with students, faculty, staff and community partners, supporting community service and service-learning programs, developing strong campus-community partnerships focusing on anti-poverty outcomes.

### **Bike and Build**

Dane Van Domelen, a senior majoring in Business, is going to participate in Bike and Build (<http://bikeandbuild.org/cms/>) during the summer of 2009. Bike & Build "...raises money for and awareness of affordable housing efforts. Our events act as a catalyst to build homes, foster the spirit of service, and empower young adults... mile by mile, house by house."<sup>13</sup> Dane plans on riding his bike from South Carolina to Santa Cruz, California, helping with a variety of building projects along the way. Servant-Leadership plans on supporting Dane by contributing \$400.00 toward his efforts as well as offer to help him raise the rest of the necessary funds to participate in this project.

### **Blue Lotus Farm and Retreat Center**

Fred Bliffert of Bliffert Lumber runs Blue Lotus Farm and Retreat Center (<http://www.bluelotusfarm.org/>). His camp enables disabled children to have that "summer camp" experience. Fred has expressed the need for a wheelchair lift, so that kids who must ride in wheelchairs can safely access canoes and sail boats. Jeff Chan, a senior majoring in Architectural Engineering, has offered to take the lead on this project. It's possible that we may work in conjunction with the Christopher and Dana Reaves Foundation (<http://www.christopherreeve.org>) to make this happen.

### **St. Johns on the Lake**

St. Johns (<http://www.saintjohnsmilw.org>) is a retirement center on the shores of Lake Michigan, not far from the MSOE campus. Professor Jim Friauf's mother lives at St. Johns, and he is interested in coordinating an effort so that MSOE students can help meet the interpersonal needs of this retired population. Emily Johnson, a sophomore majoring in Technical Communication, has expressed an interest in leading this service project. Ken Andersen, an instructor teaching a communication course, is interested in working with Emily to help his students teach computer skills to the residents at St. John's.

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<sup>13</sup> <http://www.bikeandbuild.org/cms/content/view/37/53/>

### **Boys and Girls Club of Milwaukee**

Damon Landrum from the local chapter of the Boys and Girls Club of Milwaukee contacted me in December, looking for college students who can get involved in an after-school tutoring group for inner-city youth. We coordinated a lunch before the Christmas holiday break and were able to recruit 9 interested students. The mentor program will start in mid-January, once the students participate in a training session that will introduce them to the mentor process this organization implements.

### **Saint Matthias School Science Fair**

Jeff Chan is leading a project that will enable MSOE students to volunteer as judges for the Saint Matthias School Science Fair. By volunteering as judges, our students will be able to leverage their engineering prowess as they discern the quality of the K-8 science projects. For more information, visit <http://www.stmatthias-milw.org/school/default.htm>.

### **Faculty Development Center**

In order to ask the faculty to participate in Servant-Leadership projects, I believe we must first offer something to the faculty as a way of showing that to give, one must also receive. We would like to give the faculty a space in the Student Life and Campus Center. Basically, we want to have a designated space where faculty can access the Servant-Leadership resources provided by the library, along with other pedagogical journals, periodicals, and resources. In the end, the faculty could check out these resources and study them in the same location where our students study.

### **Canine Therapy**

Seven Oaks is a retirement facility that enables people to bring their pets into the facility, so the residents can benefit from interacting with animals. Susan Lennartson, the secretary for Servant-Leadership, has trained her pet dog to be a service animal. Susan is interested in working with other members of the MSOE community who want to train their pets to be service animals, so we can coordinate events where people who do not have access to animals can benefit from their company.

### **Servant Leadership Lecture Series**

I would like to launch a lecture/discussion series so that faculty, alumni, students, administration and staff could talk about their shared interests in Servant-Leadership. I already help facilitate the Academic Advising discussion series on campus; the hurdle we need to overcome is determining when to hold these events in conjunction with all the other events taking place on campus.

### **Bangladeshi acid burn victims**

Mottakin Salam is a Mechanical Engineering student from Pakistan. His family manages a hospital for women that have suffered from acid burns. Servant-Leadership is working with Nick Seidler from Student Life and Jennifer Talley-Rogers from the Learning



Resource Center to organize a week-long awareness week and fundraising event for this cause.

### **Books for the Don Bosco Technical College**

Dr. Agnieszka Janiak, a faculty member in Physics and Chemistry, is looking to collect textbooks for the Don Bosco Technical College ([http://www.sdbhwange.org/index.php?option=com\\_content&view=article&id=5&Itemid=4](http://www.sdbhwange.org/index.php?option=com_content&view=article&id=5&Itemid=4)) library in Zimbabwe. I hope to work with the MSOE bookstore for this cause; a group of OR-3000 students are taking the lead on this project and hope to get textbooks shipped by the end of the winter term.

### **4<sup>th</sup> Credit Option**

The Service Learning Program at Kirtland Community College in Michigan offers a 4<sup>th</sup> credit option – where students can take an extra credit in conjunction with a designated three-credit course. The extra fourth credit would enable students to apply Servant-Leadership theory into the theory of the three-credit course. This concept could work well at MSOE, enabling Servant-Leadership to work in conjunction with any (if not every) course.

### **Conclusion**

Since I started my tenure as the Pieper Family Endowed Chair for Servant-Leadership, we have said “yes” to nearly every Servant-Leadership opportunity that has come my way. In doing so, we have revitalized the program, bringing awareness to our projects as students talk to each other about what they are learning from each service encounter. I have certainly learned a great deal since starting this job last June, and I look forward to continuing to serve MSOE in this capacity.

## **APPENDIX A: Sample of Servant-Leadership Resources at the Walter Schroeder Library**

The following list represents a sample of resources that are available to the MSOE students, faculty and staff:

- Up another notch : institution building at Mead / William H.A. Carr
- Aiming higher : 25 stories of how companies prosper by combining sound management and social vision / David Bollier.
- Exploring the paradox of servant as leader [videorecording] / Robert K. Greenleaf.
- The servant as leader [sound recording] / Robert K. Greenleaf.
- The synergy myth and other ailments of business today / Harold Geneen with Brent Bowers.
- Servant-Leadership: a journey into the nature of legitimate power and greatness / essays by Robert K. Greenleaf ; edited by Larry C. Spears ; foreword by Stephen R. Covey ; afterword by Peter M. Senge.
- The servant [electronic resource] : a simple story about the true essence of leadership / James C. Hunter.
- Practicing servant-leadership [electronic resource] : succeeding through trust, bravery, and forgiveness / editors, Larry C. Spears, Michele Lawrence ; foreword by Warren Bennis.
- The servant leader [electronic resource] : unleashing the power of your people / Robert P. Neuschel.
- Focus on leadership: servant-leadership for the twenty-first century / edited by Larry C. Spears and Michele Lawrence.
- Insights on leadership : service, stewardship, spirit, and servant-leadership / edited by Larry C. Spears
- The world's most powerful leadership principle : how to become a servant leader / James C. Hunter.
- The servant-leader within : a transformative path / Robert K. Greenleaf ; edited by Hamilton Beazley, Julie Beggs, and Larry C. Spears.
- On becoming a servant-leader / Robert K. Greenleaf ; Don M. Frick, Larry C. Spears, editors ; foreword by Peter F. Drucke
- On dialogue / David Bohm ; with a new preface by Peter M. Senge ; edited by Lee Nichol.
- Servant-leadership in the real world : re-discovering our humanity in the workplace / by Kurt S. Takamine.

- Servant-leadership and the art of teaching / Joshua B. Powers and John W. Moore.
- Building team spirit : activities for inspiring and energizing teams / Barry Heermann.
- Awaken your sleeping genius : a journaling approach to personal growth and servant-leadership / Ann McGee-Cooper with Duane Trammell.
- Leadership as service : a new model for higher education in a new century / Kent A. Farnsworth.
- The student leadership guide / Brendon Burchard.
- The power of servant-leadership : essays / by Robert K. Greenleaf ; edited and introduction by Larry C. Spears ; foreword by Peter B. Valli ; afterword by James P. Shannon.
- Practicing servant-leadership : succeeding through trust, bravery, and forgiveness / editors, Larry C. Spears, Michele Lawrence ; foreword by Warren Bennis.
- To be a servant-leader / Stephen Prose
- Servant-leadership at the best companies to work for in America [DVD videorecording] / produced by the Center for servant leadership at the Pastoral Institute.
- Leading with soul [DVD videorecording] : the power of servant leadership / Lee Bolman, et al.
- Learning, loving, leading : stepping down to the leadership challenge: a practical guide to servant leadership/ Sherri C. Heber
- Foundations : the roots of servant-leadership / Ann McGee-Cooper
- Skills and processes : activities to experience and practice servant-leadership / Ann McGee-Cooper
- Life/work balance : creative ways to rediscover joy and purpose / Ann McGee-Cooper
- Profit for life : how capitalism excels : case studies in living asset management / Joseph H. Bragdon
- Rewiring the corporate brain : using the new science to rethink how we structure and lead organizations / Danah Zohar.
- Integrity is a growth market : character-based leadership/ Alan Kolp, Peter Rea.

## **APPENDIX B: DRAFT PROPOSAL: CENTER FOR SUSTAINABILITY AND SUSTAINABILITY DIRECTOR JOB DESCRIPTION**

What follows is a first attempt to define sustainability and a process to move MSOE from where we are today, where there are examples of interdisciplinary faculty environmental research and activities, but there is no well focused, supported and funded Center to promote and coordinate interdisciplinary, collaborative research under the “sustainability” umbrella. Neither is there an explicitly stated institutional commitment to sustainability. (Links to university (Marquette, UW-Milwaukee and MSOE) and industry (Miller Brewing Company, Rockwell Automation and GE Healthcare) websites accessed using the search term “sustainability” are given below.)

### **Sustainability definition**

Sustainable development implies that meeting the needs of the present without compromising the ability of future generations to meet their own needs should become a central guiding principle of the United Nations, governments and private institutions, organizations and enterprises.

<http://www.un.org/documents/ga/res/42/ares42-187.htm> The concept of sustainability encompasses ideas, aspirations and values that continue to inspire public and private organizations to become better stewards of the environment and that promote positive economic growth and social objectives. The principles of sustainability can stimulate technological innovation, advance competitiveness, and improve our quality of life.

<http://www.epa.gov/Sustainability/basicinfo.htm>

### **MSOE 2008 Sustainability Baseline**

- Curriculum initiatives include:
  - Program objectives and outcomes include the word sustainability;
  - Courses, including AE 4121, Environmental Science in Building Construction and SC 308, Environmental Science, introduce students to environmental impacts of human activities;
  - Courses, including the ME course taught by Dr. C. Damm on advanced energy technologies, introduce students to emerging renewable energy technologies;
  - AE senior design projects are evaluated on LEED criteria.
- Faculty research includes projects on a range of renewable energy and environmental topics.
- Faculty community activities include participation at MATC’s 2008 Renewable Energy Summit and MATC’s 2007 Green Colleges Workshop.
- The Solar Electric PV Committee’s activities resulted in the PV system currently being installed on the CC building.
- The Ecology Club initiated the recycling program about to be rolled out on campus.
- Three externally sponsored MSEV symposiums are offered each year on environmental topics.

### **CENTER FOR SUSTAINABILITY**

**Vision:** Improve environmental stewardship and technological innovation at MSOE by increasing interdisciplinary, collaborative research through a Center for Sustainability.

**Goals:**

- Optimize MSOE's opportunities to utilize Federal, State and Local incentives for renewable energy, water conservation and end-of-life materials' management.
- Involve and support young faculty as they write grants and develop a funded research program.
- Involve students (undergraduate and graduate) in faculty research projects.
- Involve MSOE's Facilities personnel in writing grants to reduce institutional energy, water and hazardous materials' consumption.

Longer-range the goal is to leave a well-functioning Center for Sustainability that is on solid financial footing.

## **SUSTAINABILITY DIRECTOR JOB DESCRIPTION FOR CAROL DIGGELMAN**

Initially, the position formalizes what Diggelman has been doing in addition to teaching and advising graduate students.

She will continue activities including:

- Working with Abushakra, Emmer and Woo on a follow-up to the NSF rejection of our proposal with Milwaukee County Research Park;
- Working with the Chris Damm and the Solar PV Committee;
- Continuing as PI of Mick A. Naulin projects with MSEV students Jason Talbot and Reena Fernandez.
- Participating on Wood Waste and Food Waste projects.

She will explore other opportunities to collaborate across the institution.

Achieving a well-funded and supported Center for Sustainability depends on factors over which Diggelman has no control, including:

- Institutional support
- Interdisciplinary participation of colleagues
- Funding of research proposals
- Productive collaboration

My goal is to bring colleagues together to explore opportunities, write grants, and help to define what is possible in a Center for Sustainability. Only with institutional support, productive collaboration, and success in acquiring funding will the Center for Sustainability become a reality.

Regards,

Carol Diggelman, PhD, Professor  
 Architectural Engineering & Building Construction Department  
 Milwaukee School of Engineering  
 1025 N. Broadway  
 Milwaukee, WI 53202  
 414.277.7320  
[diggelma@msoe.edu](mailto:diggelma@msoe.edu)

### **Links to websites accessed using the search term "sustainability"**

#### **Universities**

- **Marquette University-**  
[http://www.marquette.edu/administration/dept/sustainability\\_bypartners.shtml](http://www.marquette.edu/administration/dept/sustainability_bypartners.shtml)

- **UW- Milwaukee-** <http://www.uwm.edu/Dept/PPS/sustain/Sustainability.html>
- **MSOE- Your search for "sustainability" returned 5 results.**  
[Archive Listing - Milwaukee School of Engineering](#) - (Score: 15%)  
 News Archive: 2005 ...  
[EE Program Objectives and Outcomes - Milwaukee School of Engineering](#) - (Score:15%)  
 Program Objectives The electrical engineering program is preparing graduates to achieve the following objectives in their career and professional accomplishments: Program Outcomes In support of the program objectives, graduates of the p ...  
[Symposia Series - Milwaukee School of Engineering](#) - (Score: 13%)  
 Wisconsin Infrastructure Report Card - Where Do We Go From Here? Thursday, April 3, 2008 6 to 7 p.m. - Social hour with complimentary appetizers 7 to 9 p.m. - Program MSOE's Todd Wehr auditorium First Floor CC Building (Campus Center) 1047 N. Broadw ...  
[Objectives and Outcomes - Milwaukee School of Engineering](#) - (Score: 13%)  
 Program Outcomes Upon successful completion of the biomedical engineering program, graduates will: ...  
[Archive Listing - Milwaukee School of Engineering](#) - (Score: 10%)  
 News Archive: 2006 ...

### Industry

- **Miller Brewing Company-**  
<http://www.millerbrewing.com/aboutMiller/sustainableDev/default.asp>
- **Rockwell Automation-**  
[http://literature.rockwellautomation.com/idc/groups/literature/documents/br/esap-br001\\_en-p.pdf](http://literature.rockwellautomation.com/idc/groups/literature/documents/br/esap-br001_en-p.pdf)
- **GE Healthcare-** <http://www.gehealthcare.com/usen/about/environment.html>

## APPENDIX C: OR 2000 Syllabus

### Milwaukee School of Engineering OR2000 – Leadership and Teamwork

#### Course Description:

This course is designed to give students a good working knowledge of multiple aspects of managerial processes such as motivation and communication patterns, group processes, leadership approaches, use of power, development of trust, effective group facilitation, negotiation and persuasion, conflict resolution, effective change, and ethics. Current trends and issues such as globalization and diversity are emphasized throughout the course. Emphasis is given not only to the theoretical context, but the practical consequences of leadership and teamwork with special emphasis placed upon Servant-Leadership.

**Instructor:** Sally Cissna, M.S., M. Div.

**Office:** GM 305

**Phone:** 277-7355

**Office Hours:** M 11-1:30 (Dept.

Meeting even weeks 1:00)

**E-mail:** [cissna@msoe.edu](mailto:cissna@msoe.edu)

W 11-1:30

**Required Texts:** *Group Discussion: A Practical Guide to Participation and Leadership* by Kathryn S. Young, et. al.

#### Course Outcomes:

Upon successful completion of this course, the student will:

- Be able to articulate the importance of empathetic behavior to the effectiveness of teamwork;
- Be able to articulate the importance of Servant-Leadership to the effectiveness of teamwork;
- Be able to interpret, critically analyze, recommend, and defend feasible courses of action in team situations;
- Be able to interpret, appreciate and articulate the important link between leadership and group functioning;
- Be able to interpret, appreciate and articulate the nature of effective leadership as a foundation for organizations and groups to achieve goals;
- Be able to interpret, appreciate and articulate the role of process skills in effective leadership and group building and maintenance;
- Be able to understand and articulate the factors that determine whether leadership and group behavior is ethical or unethical;
- Be capable of internalizing the leadership characteristics of quality, honesty, integrity, creativity, and initiative.

The course is designed to meet these specific goals of MSOE:

**Culture and Cultural Values:** The interaction of culture and cultural behavior upon leadership and teamwork is explored and will be one important aspect of the project engagement.

**Personal Development:** Personal examination of leadership and teamwork models and self-evaluation techniques should lead to greater personal self knowledge and understanding of how each person is unique in the world.

**Social Responsibility:** Relevant domestic and international issues are discussed and the potential topics for the project will be selected from a list of social crises which the students will explore looking for workable small scale solutions to these problems.

**Ethics and Integrity:** The moral and ethical issues involved in leadership, teamwork, and service are explored.

**Independent Thinking:** The course project calls for selection of a project and a collective working toward a solution to a problem. Within that framework the independent thinking and the sharing of that independent thought will determine the success of the project.

### **Attendance Policy**

Attendance at every session is expected. The student cannot take part in class discussions without being in class. Part of your grade will be based on participation. You will be allowed to miss 1 class with no repercussions. Use it well, because you will lose participation points for each miss beyond that one. I will not drop you from this class. It is your responsibility to make sure that the paperwork has been filed; otherwise, you may receive an F in the course.

### **Special Services**

MSOE adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, speak to the instructor as soon as possible so that arrangements may be made for the entire quarter.

### **Special Problems**

If you find that at some time during the quarter personal problems are keeping you from completing coursework, you may find it beneficial to talk to a counselor. All students are entitled to free, confidential, professional counseling. The office is located in the Kern Center.



Students who feel they need additional help in mastering the rudiments of grammar and punctuation or have special needs should see the instructor immediately. Help is available at the Learning Resource Center.

### Use of Technology in the Course

Besides the usual opportunities in the classes and office hours, you are encouraged to communicate with me and your classmates via email. Everyone in the class should check their MSOE email regularly. I will use that email address to remind you of upcoming assignments, changes in schedule, etc. Don't be left out of the loop.

### Grading

Published Agenda (5 @ 10 points each)	40 points (Group grades)
Meeting Minutes (5 @ 10 points each)	100 points (Group grades)
Midterm	50 points
Presentation	50 points (Group grade)
Paper	100 points (Group grade)
Final Critique	50 points
Peer	50 points
Participation	50 points
Total	<hr/> 500 points

### Groups:

Each student will be assigned to a group, which will meet routinely during class and outside class as necessary throughout the semester. Part of your objective for this group is to make the group process work. The others in the group will be depending upon you for your presence and your expertise (whatever that may be). No switching of people in the groups will be allowed; somehow you **MUST** make it work. **Attendance at group activities** will be specifically noted and points will be deducted from the participation grade if you miss these sessions, plus part of your grade will be based on the review of your peers in this group.

### Be Prepared

You must come prepare for the group sessions. Period! Not being prepared for the group discussion can result in a decreased the grade on the actual paper, loss of participation points, and loss of the respect of your peers (which is maybe to worst penalty of all – at MSOE lack of preparedness is not an attribute).

### Student Responsibilities

1. Keep this syllabus in a safe place where it can be accessed easily and often – it is my contract with you about the class.

2. Use the schedule to determine what needs to be done for the next class – what is to be read, what topics will be covered, etc. – and when things are due – **look at the syllabus first before asking me when something is due**...that's where I'll look. If you are trying to get me to change a due date, better to say, "I see by the syllabus that xyz is due next Thursday. Is that in stone? We all have a big test in blah, blah class that day" rather than "When is xyz due?"
3. Read all assigned material and be prepared to discuss it in class (the participation points will be based partially on your in-class participation).
4. Your enthusiasm for these group discussions, real or faked, is important. No worse thing can happen to a group than to have a bunch of naysayers in a group. You are all in this together; you might as well make it enjoyable.
5. **PLAGIARISM will not be tolerated.** (See The Whole Student Life Handbook, "Academic Policies" for the MSOE penalties for plagiarism). Your original work is a hundred times better than anything you'll find on the net. And believe me, my plagiarism-radar is REALLY good! Cutting and pasting from the net without documentation is plagiarism.
6. Students are responsible for knowing and using correct grammar, spelling and punctuation.
7. Respect and consideration for each individual and the learning atmosphere is important in assuring that all may gain the most from this course. All voices and opinions will be heard, even if they do not agree with those of the instructor. So be respectful of the opinions and questions of others - all will be heard and encouraged to participate. Individual experiences often lead to differing opinions - these experiences can teach all of us and lead to increased understanding.
8. Finally, it is your responsibility to use your computer and other technology responsibly. Don't use it in such a manner that distracts other students or that it is disrespectful to your instructor. So computers will not be used during regular class lectures. You will need to take notes by hand. Please don't make me remind you of this rule.

### **Tentative Schedule**

This is a tentative schedule because although I have tried to foresee all the instances and activities that we might have to work around, we will surely run into some problem that needs a schedule change. When that happens, we will make the change together for everyone's benefit.

Week1	March 7	Introduction to the Course and Each Other Groups and the Standard Agenda
	Chapter 1	
Week 2	March 14	
	Hour 1	The Group as a System
	Chapter 2, 3 & 4	

Individual vs. the Group  
Group Roles  
Problems in the Groups

Hour 2

**Group Session**

Assigning Roles  
Rules of Engagement  
Split up the reading

Chapters 5 – 9

Week 3

**Group Session** (Find a time)

Understanding the Charge  
Determining the Research Question  
Fact Finding/Primary Research  
Setting Problem Solving Criteria

Chapter 10

Determining Solution Limitations

**Spring Break**

Week 4 April 4

Hour 1

**Quizzes WebCT**

Communicating in Groups

Verbal, Nonverbal, Listening  
**Nonverbal**  
Defining Diversity  
**Listening**

Hour 2

**Group Session** (Workshop)

Discovering and Selecting Solutions

Chapter 11

**Midterm on WebCT (Available from March 31 through April 7)**

Week 5 April 11

Hour 1

**WebCT**

Rhetorical Sensitivity (Diversity)

**Quiz**

**RetSen**

Hour 2

**Group Session** (Workshop)

Research and Decision Making

Week 6 April 18

Hour 1

Conflict Resolution

Hour 2	Group Session (Workshop)	
Week 7 April 25		
Hour 1	Introduction to Leadership	<a href="#">Quiz</a>
<a href="#">WebCT</a>		
	Situational Leadership	
	<a href="#">Situational Lead.</a>	
Hour 2	<b>Group Session</b> (Workshop)	
	Research and Decision Making	
Week 8 May 2		
Hour 1	Introduction to Servant Leadership	
	Ethics of Leadership	
Hour 2	<b>Group Session</b> (Workshop)	
	Research and Decision Making	
Week 9 May 9		
Hour 1	Globalization	
	Wrap-up and critique	
Hour 2	<b>Group Session</b> (Workshop)	
	Preparing and Presenting the Final Report	
Chapter 12		
Week 10 May 16	Presentations	

[Final Critique on WebCT \(Available from May 9 through May 16\)](#)

## Assignments

1. Published Agenda – Before each meeting the Leader will send an agenda for the meeting to the group and copy the instructor. This Agenda should detail the topics that will be covered at the meeting, any reports that will be made and who is responsible for the report, and request that any other topics of discussion be sent to the leader for addition to the agenda before the meeting. The leader should make paper copies for the meeting so that every person has a copy of the agenda upon which to put notes. The leader should begin the meeting (after the call to order) by asking if there is anything that needs to be added to the agenda. Agendas are required for meetings 2, 3, 4, 5, and 6. An agenda for meeting 7 can be substituted for one of the above if agreed upon by leader and instructor. While the leader will be producing these, these are group grades.
2. Meeting Minutes – After each meeting the Recorder will prepare minutes for the meeting. As the name implies, minutes have traditionally been seen as a minute by minute description of what happens at a meeting. For our use here the recorder should take notes detailed enough so someone who was not at the meeting to know
  - 1) What time the meeting started
  - 2) Where meeting was held
  - 3) Who attended the meeting
  - 4) What was discussed
  - 5) What the main issues of the discussion were
  - 6) Who said what (how the issues were argued)
  - 7) How the decision was made (or not)
  - 8) What the decision was
  - 9) If no decision made, what will happen to the issue
  - 10) What time the meeting was adjourned.
  - 11) The minutes should be signed with Respectfully submitted,  
Recorder's name.

Minutes are required for meetings 1, 2, 3, 4, and 6. While the Recorder will be producing these, these are group grades.

3. The midterm will be done on WebCT. You will have a week to go on line and accomplish the test. Once you have started the test, you cannot leave the page so have all your materials ready when you decide to start. This will be open book, notes and quizzes.
4. The presentation and paper will be on the project (charge) that you are given as a group in the class. The work can be split up anyway the group agrees upon. Everyone in the group must be at the presentation. The presentation will be given to the instructor and possible various professors from CE or SE.

5. The final critique will be done on WebCT. You will have a week to go on line and accomplish this critique. This critique is of yourself and your teammates. Your critique of your teammates will impact their peer grade.
6. Points will be given based on your peer critique to each of the members of your group.
7. Points have been set aside for participation. These will include participation in the class discussions, participation in the group activities, and enthusiasm for learning. The last may seem like a difficult thing to measure, but argumentativeness (not asking questions, but asking questions meant to thwart the educational experience of the classroom), non-involvedness (refusing to engage, answer questions, etc.), disparaging of peers (not joking around, but being offensive with comments regards classmates), disrespecting the professor, and other such anti-social behaviors will impact this grade along with your own critique of your performance in the class.

## APPENDIX D: OR 3000 Syllabus

### Milwaukee School of Engineering

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#### OR 3000: Applied Servant Leadership

<b>Professor</b>	Dr. David Howell, Assistant Professor
<b>Office phone</b>	(414) 277-7373
<b>Primary E-mail</b>	<a href="mailto:howell@msoe.edu">howell@msoe.edu</a>
<b>Office</b>	Kern 240 (between Counseling and the Student Health Department)
<b>Office hours</b>	Monday and Thursday, 10:00-10:50 or by request.
<b>Class time</b>	<ul style="list-style-type: none"><li>• Section 1: MR 9:00 AM-9:50 AM</li><li>• Section 2: MW 11:00 AM-11:50 AM</li><li>• Section 3: TR 2:00 PM-2:50 PM</li></ul>
<b>Class location</b>	<ul style="list-style-type: none"><li>• Section 1: Main Campus, Rosenberg Hall, R301</li><li>• Section 2: Main Campus, Rosenberg Hall, R200</li><li>• Section 3: Main Campus, Allen Bradley Hall of Science, S207</li></ul>
<b>Virtual classroom</b>	<a href="http://webct.msoe.edu/">http://webct.msoe.edu/</a> (Note: all 3 sections of OR3000 will leverage the same WebCT shell, thus enabling the sections to share information with each other.)
<b>Credits</b>	1
<b>Course description</b>	This course is designed to give students knowledge of the nature, styles, and skills of Servant-Leadership, utilizing historic and contemporary models and emphasizing the moral roots of responsible leadership. Students will participate in a field experience in the greater Milwaukee community, combined with reflection and discussion in small groups on local, regional, national, and global issues in Servant-Leadership. Current trends and challenges in diversity and social and civic awareness are emphasized throughout the course. Special focus is given to the practical consequences of Servant-Leadership and teamwork with special prominence placed upon consensus building, teamwork, conflict resolution, empathic listening, and positive change.
<b>Textbooks</b>	There are no textbooks required, though online references will be referenced.

<b>Outcomes</b>	<p>Upon successful completion of this course, the student will:</p> <ul style="list-style-type: none"> <li>• interpret and explain styles and theories of leadership prevalent in the first decade of the 21<sup>st</sup> century;</li> <li>• identify skills necessary for effective leadership;</li> <li>• compare and contrast servant leadership with other leadership styles and forms of power acquisition;</li> <li>• articulate the importance of Servant-Leadership to the effectiveness of teamwork;</li> <li>• clarify the motives for, and understanding of, "service";</li> <li>• identify compatible avenues of service;</li> <li>• interpret, appreciate and articulate ethical considerations for use in evaluating the morality of leadership situations;</li> <li>• interpret, appreciate, and articulate those issues and social conditions which make community services an urgent need;</li> <li>• experience the implementation of a service project;</li> <li>• internalize the leadership characteristics of quality, honesty, integrity, creativity, and initiative.</li> </ul>
<b>Computer Usage</b>	You will use your laptop computer in and out of class. You will be notified if you need to bring your laptop to specific class sessions.
<b>Prerequisites</b>	OR 2000

### The Professor's Expectations

- **Preparation:** Students are expected to complete all reading and project assignments before the class date on which they are due. *Late work will not be accepted.*
- **Quality of work:** Students at this point in their academic careers should exhibit strong and well developed analytical and communications skills. Presentations, papers, or projects that do not meet that standard will not be accepted for credit.
- **Virtual classroom:** We will utilize a WebCT virtual classroom. Instructions on how to access the classroom will be provided during the first week of class. The virtual classroom facilitates student to student and student to professor interaction during and between class meetings.
- **Document naming Convention:** The professor receives all of his assignments, for all of his classes, via email. It is important to follow an established document naming convention to ensure that your work does not get misplaced in his inbox. When you name a document, include the following, in the following order, separating the information with an underlined space:
  - MSOE alias
  - Assignment name
  - Class name with section number



- Date

In short, your document's name will look something like this:

Alias\_assignment\_class\_date. For example, if Jane Doe were to submit a Fiction exam on the third of January, the document would be named like this:

doej\_reflection\_OR3000\_01\_3January2008

- **Assignment format:** All writing assignments must be created in MS Word.
- **Assignment Delivery:** All assignments will be posted and submitted through the WebCT Assignment tool.
- **Documentation style:** During the course of the term, you will use the Modern Language Association (MLA) style guide. This style guide places emphasis on the name of authors as well as the dates they published their works. The professor is open to other style guides such as APA and Chicago, but the student must express a desire to follow an alternative style guide in order to use one in class. For more information on MLA, visit <http://owl.english.purdue.edu/owl/resource/557/01/>.
- **Special Needs:** Students are encouraged to discuss individual situations and needs as early as possible with the instructor. Conversations can be initiated personally, by letter, telephone, email, or Instant Messenger. All information shared with the professor will be kept confidential.
- **Requests for curriculum adjustment** based on reasons of personal faith should be discussed early and will be honored without penalty.
- **Consistency:** Consistency of performance is the key to succeeding in this course. Your attendance and participation are mandatory. Individual scheduling conflicts will be taken into consideration *as long as the student notifies the professor in advance*.
- **Servant-Leadership project:** Our class will be divided into small teams. The teams will meet on a regular basis to discuss, generate, and manage a service-project. With the assistance of the Servant-Leadership office, each team will select a service project either on campus or with a local service agency. Students will be expected to be regularly involved in their projects for a minimum of 20 hours during the quarter. Hours of service and specific duties performed will be recorded in the student's class assignments.

### Academic Honesty

Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Academic dishonesty includes but is not limited to:

- cheating on a test or examination
- claiming the work of another as your own
- plagiarizing any paper research project or assignment
- submitting work done in one course to satisfy the requirements of another course, unless both professor's agree beforehand to accept such work

**Plagiarism:** The use of the words or ideas of others without proper attribution. It is your responsibility to know the proper way to cite your sources so that no misunderstanding as to their origin will result. If you are in doubt, consult your professor. Students caught

cheating or plagiarizing will be dealt with harshly. Refer to the 2008-2009 Undergraduate Academic Catalogue, pp. 20-21, for more information on the MSOE plagiarism guidelines.

### Assessments

Grade	Possible Points	Definition
A	93-100 points	Demonstrates insightful mastery of the subject matter and exceptional quality of content and presentation.
AB	89-92 points	Falls between insightful mastery and professional competence.
B	85-88 points	Exhibits professional competence in the subject matter and a very good quality of content and presentation.
BC	81-84 points	Falls between professional competence and completes requirements.
C	80-77 points	Completes assignments and requirements with satisfactory proficiency of content and presentation.
CD	74-76 points	Falls between completes requirements and does not satisfy requirements.
D	70-73 points	Does not satisfy requirements for the course.
F	Below 70 points	No credit given for the course.

### Grade Distribution

Group Assignments	Group Grade Percentages
OR 2000 Reflection Document (group)	10
Servant-Leadership Specification Document (group)	30
Group Status Reports (group)	10 x 3 = 30
Final Exam: Postmortem Document and Presentation (individual/group)	30
Total Points Possible	100

**Note:** Because this is a one-credit class, all assignments, with the exception of the implementation of the Servant-Leadership project, will be generated in

class.

**Note:** The professor will provide written feedback on any and all assignments before they are due. The student must request written feedback on assignments after they are submitted.

### Class Schedule

Week	Readings and Assignments Due
	(all assignments to be posted on WebCT)
1	<ul style="list-style-type: none"><li>• First class meeting: Discuss the syllabus.</li><li>• Second class meeting:<ul style="list-style-type: none"><li>○ What is Servant-Leadership?</li><li>○ Determine groups for projects</li></ul></li></ul>
2	<ul style="list-style-type: none"><li>• First class meeting: Leadership styles and power structures</li><li>• Second class meeting:<ul style="list-style-type: none"><li>○ Personal values and how they play a key role in leadership action.</li><li>○ <b>OR 2000 Reflection document due</b></li></ul></li></ul>
3	<ul style="list-style-type: none"><li>• First class meeting:<ul style="list-style-type: none"><li>○ A synopsis on managing people</li><li>○ Develop specification document</li></ul></li><li>• Second class meeting: Resources for Servant-Leadership projects</li></ul>
<b>Holiday Break</b>	
4	<ul style="list-style-type: none"><li>• First class meeting: Risk analysis and management</li><li>• Second class meeting: <b>Servant-Leadership Specification Document due</b></li></ul>
5	<ul style="list-style-type: none"><li>• First class meeting: the importance of effective communication (interpersonal, written, meta-cognitive, etc.)</li><li>• Second class meeting: accessing and engendering community</li></ul>
6	<ul style="list-style-type: none"><li>• First class meeting: Draft status reports and work on Servant-Leadership project</li><li>• Second class meeting: <b>Group Status Report 1 due</b></li></ul>
7	<ul style="list-style-type: none"><li>• First class meeting: Draft status reports and work on Servant-Leadership project</li><li>• Second class meeting: <b>Group Status Report 2 due</b></li></ul>
8	<ul style="list-style-type: none"><li>• First class meeting: Draft status reports and work on Servant-Leadership project</li><li>• Second class meeting: <b>Group Status Report 3 due</b></li></ul>
9	<ul style="list-style-type: none"><li>• First class meeting: Class canceled so groups can wrap up project implementation.</li></ul>

	<ul style="list-style-type: none"> <li>• Second class meeting: Class canceled so groups can wrap up project implementation.</li> </ul>
10	<ul style="list-style-type: none"> <li>• First class meeting: Discuss and generate postmortem document/presentation.</li> <li>• Second class meeting: <b>Postmortem document due</b></li> </ul>
11	<b>Final Examination: Servant-Leadership Presentations</b>

## **OR 2000 Reflection Document**

### **Purpose**

It's been a year since you took the course that prepared you for this one. This document gives your group an opportunity to discuss and document what you retained from that learning experience—and how that information cross-pollinates with the goals and assignments in OR 3000.

### **Contents**

Once you document what was taken from OR 2000, compare that to the application-emphasis in OR 3000 and look for correlations.

### **Process**

The document should reflect what you took away from OR 2000. To generate the content, you will want to:

- Talk with your group members about what was learned from OR 2000;
- Review assignments created for that class;
- Contact and reflect with the instructor and/or students who were involved in your OR 2000 experience.

### **Format**

The form of the document will be determined by your group. You could generate a group essay, report, summary document, spreadsheet, slide-deck... in other words, the format of the presentation should mirror the thought process and documentation skills of the group—as well as the content placed in the document.

### **Evaluation**

Your group document will be evaluated based on the group's ability to:

- discuss, reflect, and recall what was learned in OR 2000;
- document what was learned in OR 2000; and
- document how the OR 2000 experience overlaps with the OR 3000 project.

**Note:** You are encouraged to draw from any documentation created in OR 2000 for the purpose of this assignment.

## **Specification Document**

### **Purpose**

A specification document enables you to scope out the details of the Servant-Leadership project that your group will manage.

### **Process**

During the first week of the term, our class will divide into groups. Your group will work together throughout the course of the term on a single project that will enable you apply the tenants of Servant-Leadership.

### **Content**

As per the specification document template, you will answer questions regarding: vision statement, design goals/justification, risks and dependencies, budget, milestones, requirements, schedule, contacts, and so on.

### **Format**

The professor will provide each of you with a specification document template (available on WebCT). You can adhere to the layout/structure of the template or modify it based on the specification document's content.

### **Evaluation**

All assignments will receive written evaluations that are based on three questions:

1. Is it informative? Is it meaningful?
2. Is it clearly written?
3. Does it follow the assignment's requirements?

The evaluations, and the associated grades, are negotiable based on the written feedback. If you are concerned about how to specifically perform well on the assignment, consider the following:

- State a point you are making about the topic being discussed.
- Logically develop the point. Examples should be clearly related to the overall point, and they should not contradict each other.
- New subtopics must be clearly connected to the document's main point.
- Demonstrate an understanding of the issues discussed.
- Cite the text (Gray and Larson) or other sources that demonstrate your familiarity with the subject and deliverables.

## **Status Reports**

### **Purpose**

It's important to keep everyone who is impacted by your service project updated on the progress (or lack thereof) you are making. Status reports let you to keep those impacted by your project in the loop; they enable you to track your project as it takes shape.

For the purpose of our class, the status reports will remind you to stick to the details outlined in the specification document; they will also generate material for your postmortem documents and presentation.

### **Content**

Enable each report to keep me (your professor as well as your project manager) aware of how your group's project is developing. The status reports should:

- Raise issues before they become issues
- Discuss resources needed for success
- Detail aspects of the project that require modification
- And so on.

### **Format**

As a group, negotiate the content and layout of a status reports; a template will be provided for your reference. Enable the content and layout to improve as each status report is submitted (in other words, the 3<sup>rd</sup> status report should have enhanced content/layout in comparison to the 1<sup>st</sup> status report).

### **Due Dates**

- **Status Report 1:** Second class meeting;, week 6
- **Status Report 2:** Second class meeting;, week 7
- **Status Report 3:** Second class meeting;, week 8

### **Evaluation**

All assignments will receive written evaluations that are based on three questions:

1. Is it informative? Is it meaningful?
2. Is it clearly written?
3. Does it follow the assignment's requirements?

The evaluations, and the associated grades, are negotiable based on the written feedback. If you are concerned about how to specifically perform well on the assignment, consider the following:

- State a point you are making about the topic being discussed.
- Logically develop the point. Examples should be clearly related to the overall point, and they should not contradict each other.
- New subtopics must be clearly connected to the document's main point.
- Demonstrate an understanding of the issues discussed.
- Cite any sources that demonstrate your familiarity with the subject and deliverables.

## **The Postmortem Document/Presentation**

### **Purpose**

Before you leave the class and apply what you learned in future leadership opportunities, it's important to document what it was you learned from the project you engaged in this term:

- Successes made that should be replicated
- Mistakes made that should be corrected
- Resources that should continue to be utilized
- Resources that should be taken out of the workflow
- Impact on other aspects of the overall process cycle
- And so on.

### **Content**

Each group will create a document that enables you to clearly articulate your performance—as well as your group's performance—this term. You will also detail how the experiences you had could apply to another project (that is, if your group were to continue working together in a business setting).

Your group will negotiate the content of your individual postmortem documents for the purpose of a group presentation.

### **Format**

Your group will determine the format of the postmortem document and presentation based on the culmination of documentation generated in this course.

### **Evaluation**

You will draft an individual postmortem document so that you can detail what you learned from the application of Servant-Leadership theory.



Your group will share a presentation based on your collaborative understanding of the project you enacted.

Your work will be evaluated in comparison to the quality and quantity of the work generated by your peers at the end of the term.

The presentations will take place during the class' scheduled final examination.

## **APPENDIX E: Minor in Servant Leadership**

Total credits: 30

### **Required 3 credit Course**

- OR 8000, Servant Leadership Internship

### **Servant Leadership**

9 credits from the following:

- OR 4000, Theoretical Foundations of Servant Leadership
- OR 5000, Corporate Citizenship
- OR 6000, Professional Life of a Leader
- OR 7000, Vocations in Servant Leadership

### **Technical Communication**

9 credits from the following:

- TC 342, Professional Presentation Techniques
- TC-151, Theory of Human Communication
- TC 453, Intercultural Communications
- TC-452, Interpersonal Communication
- HU 432, Ethics for Professional Managers and Engineers
- TC-433, Knowledge Management

### **Management**

9 credits from the following:

- IE 340, CM 3011, or MS 4801, Project Management
- IE 440, Team Leadership/Facilitation
- MS 361, Marketing or MS 3615, Services Marketing
- MS 344, Organizational Behavior and Leadership Development
- MS 341, Leadership Skills
- MS-3411 Leading Project Teams

# OR 4000, Theoretical Foundations of Servant Leadership

## Description

Intended to serve as the first 3-credit course in the Servant-Leadership minor, this class provides the student with an in-depth introduction to the interdisciplinary study of Servant-Leadership. It introduces the 10 tenants of Servant-Leadership as they were defined by its founder, Robert Greenleaf. It also provides a history of Servant-Leadership, an understanding of similar initiatives (service-learning, cooperative education, and so on), and an overview of how Servant-Leadership plays an active role in the business community of Southeastern Wisconsin.

## Prerequisites

None.

## Materials

- Robert K. Greenleaf, *Servant Leadership: Journey into the Nature of Legitimate Power and Greatness*.
- Larry C. Spears, editor, *Insights on Leadership: Service, Stewardship, Spirit, and Servant Leadership*.
- Stephen Posser, *To be a servant-leader*.

## Course Outcomes

Upon successful completion of this course, the student will:

- Explore theoretical and practical approaches to Servant-Leadership, democratic citizenship, and community building.
- Develop effective skills in community service and citizenship, including oral and written communication skills, teamwork, leadership, diversity awareness, and participatory action research.
- Engage in individual and group reflectivity on the relationship between the leader, the server, and those who are served.
- Formulate and examine the student's own commitment to service and citizenship.

## Course Topics

- Meeting the needs of one's organizational members.
- Bringing out the "best" in one's organizational members.
- Developing the personal growth of one's organizational members.
- The engenderment of listening and empathy skills.
- The relationship between analysis and intuition.
- Meeting the needs of the "whole person" in a work environment.
- The relationship between the individual and his/her community.
- Criticisms of Servant-Leadership as a leadership and business model.

## **Laboratory topics**

None

## **Coordinator**

The Pieper Family Endowed Chair for Servant-Leadership

## **OR 5000, Corporate Citizenship**

### **Description**

The course is designed to introduce students to concepts that pertain to corporate citizenship. Specifically, the students will learn how organizations consider the interests and needs of society as they come into contact with customers, suppliers, employees, shareholders, and so on. Ethical business practices will be discussed. Students will learn to consider the advantages – and potential disadvantages – of valuing the needs of society while meeting the needs of a business, especially as they pertain to human resources, risk management, and brand differentiation.

### **Prerequisites**

None.

### **Materials**

- Mark Albion, *Making a Life, Making a Living*.
- James Autry, *The Servant Leader: How to Build a Creative Team, Develop Great Morale, and Improve Bottom-Line Performance*.
- Ann McGee-Cooper, *Life/work Balance: Creative Ways to Rediscover Joy and Purpose*.

### **Course Outcomes**

Upon successful completion of this course, the student will:

- Develop a community involvement strategy
- Understand the need to leverage corporate-community partnerships
- Examine the social and business impact of community involvement
- Study creative team-building initiatives
- Evaluate & measure Servant-Leadership initiatives as they pertain to a company's return on investment

- Examine communications for community involvement managers
- Comprehend leadership and change management for community involvement managers

### **Course Topics**

- Strategic philanthropy programs
- Employee volunteer programs
- The rate of return in Servant-Leadership
- Servant-Leadership applied to traditional business initiatives
- Social innovation and impact
- Building breakthrough signature teams/programs
- Government relations for community involvement managers
- Stakeholder engagement and dialogue
- Customer engagement and dialogue

### **Laboratory topics**

None

### **Coordinator**

[Dr. Richard Kelnhofer](#) as per the suggestion of Kelly. Maybe team teach with Kelly?

## **OR 6000, Professional Life of a Leader**

### **Description**

The course is designed to explore critical issues and cultivate clear values relating to the integration of the private and public life of a leader – as well as the development of professional and non-professional interpersonal relationships. In doing so, the student recognizes the need to apply Servant-Leadership as a human-centric business paradigm. The class is balanced between discussions of topics/texts and a series of guest-speakers – individuals who represent Servant-Leadership in the workplace.

### **Prerequisites**

None.

## Materials

- Dan Baker, *What Happy People Know*.
- Larry C. Spears and Michele Lawrence, editors. *Focus on Leadership: Servant-Leadership for the Twentieth-first Century*.
- Kurt S. Takamine, *Servant-leadership in the real world: re-discovering our humanity in the workplace*.

## Course Outcomes

Upon successful completion of this course, the student will:

- Identify and evaluate critical issues relating to the interplay between private and public life of a leader.
- Explore and analyze the impact of personal and relational issues as they related to one's professional and public life—and vice versa.
- Internalize values and develop strategies for change in the areas of professional and personal interpersonal relationships.
- Cultivate a pattern of life-long learning from a leadership perspective—in terms of self-analysis and accountability.
- Develop skills in negotiation and conflict resolution within spheres of influence.
- Sharpen the ability to receive and evaluate criticism—and respond appropriately.

## Course Topics

- The overlap between the personal and professional life of a leader.
- Leadership challenges in the 21<sup>st</sup> century.
- The intrinsic and extrinsic need for exercising one's humanity in the workplace.
- Communication theory applied to leadership.
- Professional responsibilities and ethical leadership
- Information generated by the multiple narratives from community leaders (preferably alumni) who demonstrate professional and personal leadership skills.

## Laboratory topics

None

## Coordinator

TBD

# OR 7000, Vocations in Servant Leadership

## Description

The course increases the students' awareness of careers in the for-profit and non-profit sectors that can enable them to apply the tenants of Servant-Leadership. It helps student awareness of the leadership skills needed for effective service and citizenship. To this end, it prepares students for field experience in their majors. The instructor's primarily role is to 1) help the students research vocations that incorporate aspects of servant-leadership, 2) assist the students in the process of making connections with working professionals that enact the tenants of Servant-Leadership, 3) enable these working professionals to act as guest-speakers in the classroom, and 4) assist the students in the delivery of a presentation that brings their secondary and primary research together. The course creates the conditions in which the student can take an active and shared role in his/her learning.

## Prerequisites

None.

## Materials

- Keith, Kent M. *Do It Anyway: The Handbook for Finding Personal Meaning and Deep Happiness in a Crazy World.*
- Spears, Larry C. *Practicing Servant-Leadership: Succeeding through Trust, Bravery, and Forgiveness.*
- Robert Coles, *The Call of Service.*

## Course Outcomes

Upon successful completion of this course, the student will:

- Conduct secondary research on vocations that incorporate aspects of servant-leadership: Research Associate, Government Relations Director, Corporate Philanthropy Events and Communications Specialist, Corporate Volunteer Program Manager, and so on.
- Find a working professional that practices these qualities;
- Invite the working professional to present to the class;
- Create a research project (secondary and primary data) that focuses on the selected working professional;
- Learn from the presentations of the collection of working professionals;
- Participate in a final class event where all the student research projects and working professionals are presented.

## Course Topics

- Research various vocations in Servant-Leadership
- Examine the vocational difference between the for-profit and the non-profit
- Discuss the qualities of various Servant-Leadership vocations

- Interview a professional Servant-Leader
- Reflect on the interconnections between one's work-life and one's home-life

### **Laboratory topics**

None

### **Coordinator**

Kelly Ottman, Rader School of Business

## **OR 8000, Servant Leadership Internship**

### **Description**

This internship bridges what has been learned in the classroom and how it plays out in the world outside of the university. The student will explore Servant-Leadership in practice and discover the ways and reasons that practice, often, deviates from theory. All internships must be arranged through the Course Instructor.

The internship will work in conjunction with the student's academic major: each student will participate in a community placement and class project that enables them to cross-pollinate the information he/she has garnered in the Servant-Leadership minor and the student's major academic discipline. Weekly class discussions and written assignments will emphasize reflection upon your experiences in light of the class readings and related material.

The internship is designed to allow the student to experience the realities of Servant-Leadership within their target profession. Each student is required to submit a comprehensive final report documenting all aspects of the experience.

### **Prerequisites**

9 credits from the following:

- OR 4000, Theoretical Foundations of Servant Leadership
- OR 5000, Corporate Citizenship
- OR 6000, Professional Life of a Leader
- OR 7000, Vocations in Servant Leadership

### **Materials**

- James Kouzes and Barry Posner, *The Leadership Challenge* (4<sup>th</sup> edition)



## **Course Outcomes**

Upon successful completion of this course, the student will:

- Conduct preliminary research and subsequent documentation that will enable the student to find an internship in the student's major discipline;
- Enact a Servant-Leadership project designed and conducted in partnership with the local organization;
- Assist their supervisors in conceptualizing a project;
- Assist or take charge of completing a project;
- Learn the value of performing as a professional by being critical, helpful, punctual and polite;
- Learn the value of cooperating with fellow employees, especially in group settings;
- Have completed 90 hours of community Servant-Leadership;
- Meet regularly with the instructor and other students engaged in similar internships to report and reflect on the internship experience;
- Write a report at the end of the internship that conveys what the student learned;
- Deliver a final presentation that conveys the gist of the experience and lessons learned.

## **Course Topics**

- Servant-Leadership in Practice
- Leadership and service interpersonal skills
- Overcoming adversity and disappointments
- Discovering and supporting each other's internship experiences
- Learning from peer-experiences and sharing peer-resources
- Reflecting on lessons learned

## **Laboratory topics**

In a sense, the work performed by the student is laboratory work because the student devotes his/her effort toward completing an actual project assigned by the company.

## **Coordinator**

The Pieper Family Endowed Chair for Servant-Leadership

# Appendix F: Midwest Service Leaders Conference Proposal

## Workshop title

The Steep Learning Curve: Lessons in Starting a Servant-Leadership Program

## Category

Program Logistics, Working with the Community, or Leadership Development (really, it could apply to any of these categories)

## Learning Objectives

1. Demonstrate how easy it is to plug into existing service opportunities
2. Discuss the difficulty in starting academic/service initiatives from scratch
3. Share real-time narratives that illustrate our initial successes and challenges
4. Solicit feedback from the audience on how our initiatives overlap with other university program initiatives

## Abstract

“The Steep Learning Curve” is an interactive presentation that enables the audience to exchange information with the members of a local academic program that is launching a vast array of Servant-Leadership initiatives—from the chair of the program to the students who are involved in the program’s projects.

## Description of Workshop

“The Steep Learning Curve” is an interactive presentation that enables the audience to exchange information with the members of a local academic program that is generating a vast array of Servant-Leadership initiatives. Those involved in the presentation will represent the different populations that drive service-learning projects in Milwaukee:

- **The Chair for Servant Leadership:** the individual at Milwaukee School of Engineering (MSOE) who is ultimately responsible for coordinating service opportunities for the university’s population. The Chair will discuss the generation of the program, its purpose, and how he created the initial infrastructure that brought in key partnerships and resources.
- **Members of the Servant-Leadership Advisory Committee:** a group of targeted leaders on campus who represent the academic programs, provide consultation for the Chair, and involve themselves in service projects. The members of the committee will share the point of view of college students who are engaged in leading service initiatives on and off campus.
- **Vice-President for Student Life / Dean of Students:** the Officer-level administrator on campus who helps the Chair for Servant-Leadership facilitate and trouble-shoot initiatives and achieve campus-community involvement in service-oriented projects. This person contributes from the point of view of a university administrator who oversees student-development programming and who is ultimately responsible for student service projects that involve both on and off-campus resources.

- **Representatives from Non-profit Organizations:** representatives from several organizations in Milwaukee that have teamed up with MSOE to find resources for their programs. These representatives will discuss their experiences utilizing college students as an ongoing resource.

The panel of participants will discuss the way in which they started current programs over the last 4 months – programs that enable college students to cross-pollinate their educational experiences with service opportunities that occur both on and off campus.

The presentation will consist of the following:

1. The Chair for Servant-Leadership will introduce the presentation.
2. The members of the panel will introduce themselves and their relationship(s) with the MSOE Servant-Leadership program.
3. The Chair will facilitate a conversation with the panel and the audience as the group discusses the generation of current service initiatives.
4. The Chair will end the presentation by recapping the main points discussed.

### **Teaching Methods**

The teaching methodology is post-modern in its approach: the focus is placed on the audience as a way of enabling them to interact with the panel. In doing so, the “line” between the panel and the audience will hopefully blur to the point where all are engaged in the generation of meaningful discourse.

### **Audio-visual needs**

No audio-visual equipment is necessary.

## Appendix G: Mark Jeter's Thesis Abstract

This paper summarizes some of the experiences and challenges of the author's graduate level thesis project in the Winter Quarter of 2007-2008. The current title of the thesis project is "Recruitment and Retention Methods in Non-Profit Sports Programs for Pre-Teens and Adolescents". Although the thesis project began in earnest in October of 2007, it seems that a more organized sequence of planned tasks would have greatly aided the researcher in avoiding the resulting time constraints he now faces prior to graduation.

After many revisions, the author settled on the following thesis proposition: **After basic instruction, pre-teen children are more likely than teenagers to continue the pursuit of formalized speed skating training.** The guiding question of the study is: **How does recruitment age relate to future involvement in organized speed skating activities?** Two major sources of primary information are sought: those of children participating in the skating program and skating rink directors.

There was a period of time during the Winter Quarter that the researcher needed to revisit the thesis proposition and re-develop a more suitable guiding question. Several new research techniques were discovered from reading textbooks on research methods as well as revisiting the MSOE Library research tutorial. Gaining a better understanding of what qualitative research entails was the most valuable information gleaned from these books. These ideas, not all native to the general Engineering Management (EM) curricula began to expose deficiencies in research methods, thesis preparation, and overall organization.

The author recognizes now that more time should have been devoted to understanding the thesis research process in its entirety before moving into the phases of proposition formulation, literature review, and proposal writing. The author recommends that EM faculty revisit the format of EM-798 (Thesis I) class and its required deliverables. The author believes that future thesis candidates would benefit greatly by meeting with an Institutional Review Board (IRB) faculty member sometime during the EM-798 class. This can aide in improving future thesis candidates' success rate in completing their thesis projects.