

Suzanne & Richard Pieper Family Foundation
Endowed Chair for Servant Leadership



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

Annual Report
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CONTENTS

Servant Leader Chair for the UW-Madison College of Engineering	1
Criterion 1 – Outcomes Baseline Data.....	2
Criterion 2 – Baseline Acceptance of Servant Leadership	2
Criterion 3 – Outcomes Measures Above Demographic Norms	3
Criterion 4 – Outcomes Measures Phenomenally Above Demographic Norms	9
Criterion 5 – Breakthrough Venture Promising New Beginnings in Acts of Goodness	10
Criterion 6 – Carrying Out Mission of the Chair.....	16
Criterion 7 – Servant Leader that Leads at an Element or Segment of Our World	18
Appendix A – Senior Exit Survey Data for Questions of Relevance to Leadership Education	20
Appendix B – Becoming a Servant Leader: Do You Have What It Takes?	25
Appendix C – Survey Created With the Assistance of the University of Wisconsin Survey Center.....	29
Appendix D – Results from Survey of Senior Capstone Design Students.....	45
Appendix E – Contents of Leadership Modules for Senior Capstone Design.....	49
Appendix F – Coordinated Leadership Initiative.....	56
Appendix G – Communications Manager Position for the UW-Madison Coordinated Leadership Initiative	65
Appendix H – Multi-Institutional Study of Leadership 2015 Codebook	81
Appendix I – Student Reflections from the LeaderShape Institute 2014	105
Appendix J – Student Awards for Pieper Servant Leadership Projects	110
Appendix K – College of Engineering Student Leadership Center Activities	120

Servant Leader Chair for the UW-Madison College of Engineering

The Suzanne and Richard Pieper Family Foundation endowed a servant leader chair position at the UW-Madison College of Engineering in the fall of 2008. The mission of the chair is to “help prepare future leaders in their chosen fields to live lives of service to others by teaching and exemplifying character and moral values. Their examples and actions will lift up society, enrich organizations and communities, and have a positive effect on the least privileged.”

The original chair at UW-Madison was Jeffrey Russell, former department chair for the Department of Civil and Environmental Engineering and current Vice Provost for Lifelong Learning, who held the position from Fall 2008 until July 2012. The current chair is Greg Harrington, who also serves as associate department chair for the Department of Civil and Environmental Engineering and is responsible for oversight of the department’s undergraduate program. Greg also teaches and conducts research in the area of drinking water engineering, which has given him opportunities to serve local communities with their drinking water needs and to help students perform drinking water development projects in developing countries.

Greg works closely with a Servant Leadership team to support the implementation of programs furthering the Foundation’s mission. This past year the team experienced some transitions as Dr. Chris Dakes shifted into a new role as Director of Educational Innovations with the Wisconsin School of Business. Chris’ past work shepherding leadership development in the College of Engineering and across campus undoubtedly played an integral role in that hiring process. We are excited for Chris as he continues his professional growth. Chris’ replacement, Mark Kueppers, joined the team to help provide campus insight and connections. Mark, in addition to his work in the College of Engineering as a faculty associate, also serves as the Assistant Director of Leadership Development at the Center for Leadership & Involvement. In these roles, Mark supports student directed leadership programming and UW-Madison’s Leadership Certificate. He has supplied vision and direction during the creation of a coordinated, campus-wide leadership initiative to give a more unified approach to leadership education across campus.

Greg and Mark are joined on the Servant Leadership team by Alicia Hazen, Director of the Student Leadership Center for the College of Engineering. The Student Leadership Center administers the annual Innovation Days Competition, assists with the College of Engineering’s Dean’s Leadership Course, and advises the 55+ registered engineering student organizations. With respect to student organizations, the Student Leadership Center provides student leaders with the leadership training, support and resources necessary to implement quality programs and events, by assisting with special event planning, budgeting and financial oversight, organizational development and more.

We are pleased to provide the Pieper Family Foundation with this annual report summarizing our activities in 2014 and our goals for 2015. The report is organized in accordance with the criteria set by the foundation to conduct its annual evaluation. We have also included specific information identifying how the funding provided for the Servant Leader Chair has made an impact. We look forward to receiving feedback from the foundation on our activities and to continuing our work into the coming year.

Criterion 1 – Outcomes Baseline Data

Typical Thinking that Goes into Evaluating the Criterion

“The servant leader chairs, with the exception of one, established this criteria before the chair was awarded, expressed in the form of a graph. In all cases this has been done through standard student surveys that the school was already conducting. From those surveys, questions were selected that represent the values, characteristics, actions, and involvement of someone representative of a servant leader. Institutions were asked to plot this going back five or six years as a baseline. The document established the database that will then be used in the future. The alumni portion of this is more elusive and each school has its own unique process. Whatever the benchmark that is established for the school, it’s compared historically going back as many years as possible both for the school and their peers in other schools, which is then continued each year in the future. This is a one-time award.”

Year 2014 Progress

As noted in previous reports, we continue to track data in the senior exit survey that is administered by Educational Benchmarking Inc (EBI). Our baseline data is from the 2007-08 academic year, the year prior to the one in which the college received the Pieper Family Foundation award. Our analysis of data since the baseline year is presented in our section on Criterion 3.

We acknowledge that the EBI survey measures important traits of leaders but does not directly address the attributes used to describe servant leaders. Thus, we worked with the University of Wisconsin Survey Center during 2013 to propose a new assessment survey that does this, and this survey was implemented for the first time in 2014. We also helped fund the campus-wide implementation of a survey used by the Multi-Institutional Study of Leadership. This survey also focuses on leadership knowledge, including servant leadership. We expect to receive data from this survey in the coming year. These new surveys are described in more detail in our section on Criterion 3.

Year 2015 Goals

We expect to continue our work with these new surveys in the coming year. Please see more in our discussion of Criteria 3 and 4.

Criterion 2 – Baseline Acceptance of Servant Leadership

Typical Thinking that Goes into Evaluating the Criterion

“Clear indication that the school is functioning with the qualities of a servant leader; building community, listening, awareness, stewardship, conceptualization and foresight, commitment to the

growth of people and empathy. Displayed in multiple examples of what the school is actually doing will validate this area. It is not unusual that the institutions that receive the Chair already have these types of programs underway. If they are of substantive magnitude, both locally, community, nationally, and internationally, one could expect to receive this one-time award.”

Year 2014 Progress

Since our initial report for Year 2008, we have continued to refine our approach, increase our participation, and expand our involvement across campus in servant-leadership activities. Most notably, we have advanced from learning about servant-leadership toward a deeper adoption and commitment to the servant-leader model by aligning it with the broader college and campus commitments to leadership development. Based on the input of our Servant Leadership team, the recently developed UW-Madison Leadership Framework highlights specific leadership competencies and values that are directly connected to Servant Leadership characteristics. These include, but are not limited to, the following:

Servant Leadership Characteristics	UW-Madison Leadership Framework
Awareness	Self-Awareness
Persuasion	Fostering Bridge-Building & Collaboration
Commitment to the Growth of People	Supporting Learning & Development of Others
Building Community	Connection and Community

Most importantly, the Leadership Framework is based on the concept of leadership as the phenomenon of positive change in an individual, group or community’s beliefs, values or behaviors. This dovetails with the Servant Leadership philosophy of being in service to others and not for the purposes of power and authority. Since 2008, we have continued to explicitly integrate Servant Leadership into programming and courses and we have now helped to support campus by ensuring that these principles are being addressed on a campus level. Specific examples will be further presented in our section on Criterion 6.

Year 2015 Goals

Please see our discussion of Criterion 6.

Criterion 3 – Outcomes Measures Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

Measuring each year what was established in Criterion 1. The baseline data graphs represented in Criterion 1 are updated, both the peer group and the school. If this is considered qualitative data in the minds of the foundation, they will receive an award. If the alumni data is missing, the

award will not be made at maximum. If the norms in the institution are reasonably above average, one can expect a higher level award. If there are things missing, one can expect a lower level.

Year 2014 Progress

Senior Exit Survey

When receiving the Servant Leader Chair Endowment back in 2008-09, we used results from our senior exit survey to establish baseline performance for Criterion 1. In all of our annual reports since that time, we have continued to use results from that survey to provide longitudinal analysis for Criteria 3 and 4. Rather than provide all of the data from that survey for this report, we summarize and discuss the results of those questions that have relevance to leadership education. We also provide a comparison of our student perceptions with the perceptions of students at peer universities.

The senior exit survey is administered by Educational Benchmarking Inc (EBI) and is taken by seniors at numerous engineering programs across the nation. This allows us to compare the perceptions of our students with the perceptions of students at other engineering programs. For each academic year, we receive the mean response for engineering students from UW-Madison, for engineering students within participating Carnegie peer group programs (research intensive universities), and for engineering students from all programs that participate in the exit survey.

We use statistical analysis to determine:

- whether our students' perceptions are significantly better or worse than perceptions of students at our peer programs, and
- if our students' perceptions are improving or declining with time.

Because a change in educational practice will generally take four to six years to be observed in a senior exit survey, we evaluate the above items over four to six year time intervals.

We selected the following nine questions to analyze for this report:

1. Satisfaction with value derived from team experiences.
2. Satisfaction with value of engineering program student organization activities.
3. Satisfaction with leadership opportunities in engineering program extracurricular activities.
4. Satisfaction with your fellow students' ability to work in teams.
5. Satisfaction with your fellow students' level of camaraderie.
6. Degree that engineering education enhanced ability to function on multidisciplinary teams (Question asked on 2009-2013 surveys) / I am confident that I can function on multidisciplinary teams (Question asked on 2014 survey).
7. Degree that engineering education enhanced ability to understand ethical responsibilities (Question asked on 2009-2013 surveys) / I am confident that I can understand ethical responsibilities (Question asked on 2014 survey).

8. Degree that engineering education enhanced ability to understand professional responsibilities (Question asked on 2009-2013 surveys) / I am confident that I can understand professional responsibilities (Question asked on 2014 survey).
9. Degree that engineering education enhanced ability to recognize the need to engage in lifelong learning (Question asked on 2009-2013 surveys) / I am confident that I can recognize the need to engage in lifelong learning (Question asked on 2014 survey).

An example of the data is provided in Figure 1 for the third question in the above list: “satisfaction with leadership opportunities in engineering program extracurricular activities.” This figure shows our students’ satisfaction with leadership opportunities and compares their mean satisfaction level with the mean satisfaction level of students at other engineering institutions. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). The remaining data are provided in Appendix A.

For the time period from 2008-09 through 2013-14, there was no statistically significant improvement or decline in UW-Madison student perceptions of leadership opportunities, even though there was an apparent increase in student perceptions over the previous year. However, for the same time period, statistical analysis showed that UW-Madison students had a significantly better perception of leadership opportunities at UW-Madison than did peer students of their own institutions.

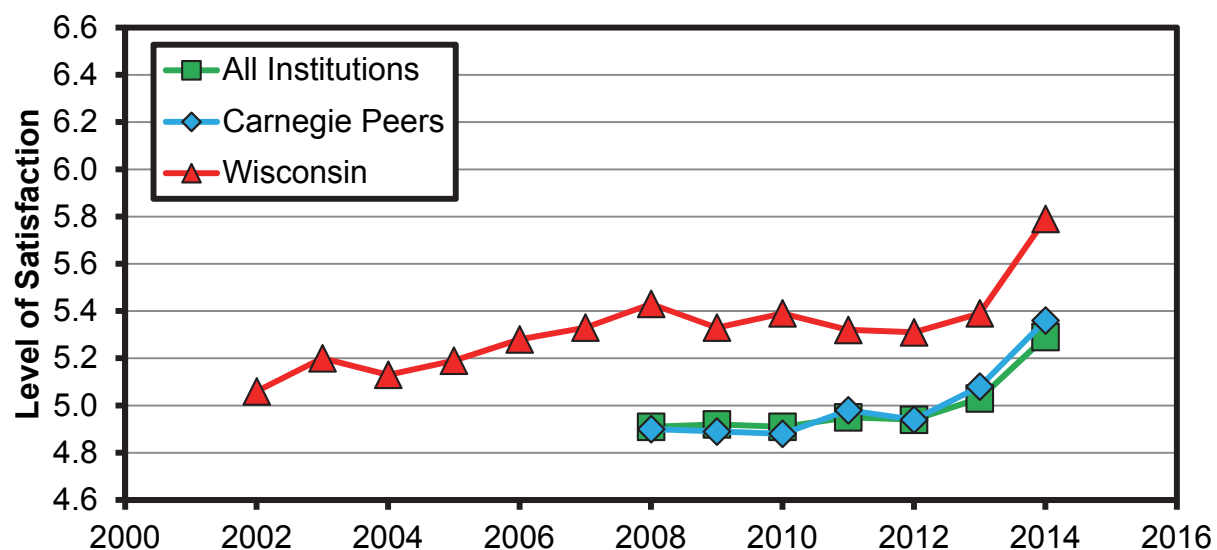


Figure 1. Mean level of satisfaction with leadership opportunities in engineering program extracurricular activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year.

When considering the other questions in the same manner, we reached the following conclusions from the EBI survey:

- Our students had significantly better perceptions of the following items than students at EBI-participating Carnegie peer institutions and at all EBI-participating institutions:
 - Satisfaction with value derived from team experiences.
 - Satisfaction with value of engineering program student organization activities.
 - Satisfaction with leadership opportunities in engineering program extracurricular activities.
 - Satisfaction with fellow students' ability to work on teams.
 - Degree that engineering education enhanced ability to recognize need to engage in lifelong learning.
- Student perceptions significantly improved for the following items:
 - Satisfaction with fellow students' ability to work in teams.
 - Degree that engineering education enhanced ability to understand ethical responsibilities
 - Degree that engineering education enhanced ability to understand professional responsibilities
 - Degree that engineering education enhanced ability to recognize need to engage in lifelong learning.

We note that the improvement in the latter three items may be partially due to EBI's decision to rephrase these questions.

National Survey of Student Engagement (NSSE)

As noted in our goals from last year's report, the EBI senior-exit survey is primarily oriented to measuring educational outcomes and does not ask other pertinent questions such as whether a student participated in service-oriented activities. The university periodically participates in the National Survey of Student Engagement (<http://apir.wisc.edu/students-surveys.htm>), which asks freshmen and seniors to answer questions on topics such as whether students have participated or plan to participate in community service or volunteer work, and whether UW-Madison has contributed to students' ability to contribute to their community. UW-Madison participated in this survey in 2014 and the Office of Academic Planning and Analysis has not yet posted an evaluation of the data specifically for engineering students. Thus, our most recent data are from the 2011 survey.

In evaluating the results from the 2011 survey, we learned the following about UW-Madison seniors:

- 59% of engineering students and 68% of the general student body said that they “tried to better understand someone else's views by imagining how an issue looks to them.” These were improvements over the scores of 53% and 62%, respectively, in 2008.

- 10% of engineering students and 14% of the general student body said that they “participated in a community-based project as part of a regular course.” These numbers were not significantly different from those reported in 2008.
- 78% of engineering students and 83% of the general student body said that they had done or planned to do “community service or volunteer work.” These numbers were not significantly different from those reported in 2008.
- 87% of engineering students and 78% of the general student body said that the university experience contributed “quite a bit or very much towards working effectively with others.” These numbers were not significantly different from those reported in 2008.
- 64% of engineering students and 62% of the general student body said that the university experience contributed “quite a bit or very much towards developing a personal code of values and ethics.” There was no significant change from 2008 for the engineering students, but the general student body did report a significant improvement from 56% in 2008.
- 51% of engineering students and 56% of the general student body said that the university experience contributed “quite a bit or very much towards contributing towards the welfare of your community.” There was no significant change from 2008 for the engineering students, but the general student body did report a significant improvement from 48% in 2008.

We plan to continue reporting progress on the above items as the university participates in this survey. However, we note that this survey is intended to assess student engagement, which is not necessarily an assessment of student leadership.

Multi-Institutional Study of Leadership

Due to the limitations of NSSE as an engagement survey rather than a leadership survey, we helped fund the first-ever participation of UW-Madison in the Multi-Institutional Study of Leadership (MSL). UW-Madison students will participate in the MSL survey in 2015 and we will report on results for engineering students when the data become available. Because this was a new initiative for our team, we describe this activity in more detail in our section on Criterion 5.

Work with University of Wisconsin Survey Center

As noted in last year’s annual report, we worked with the University of Wisconsin Survey Center (UWSC) to create a survey that directly addressed servant leader attributes. To develop the survey, we looked at a variety of publications on these attributes and settled on one published by the University of Nebraska as the one which best contributed towards crafting survey questions. This publication is included in the report as Appendix B. The questions we created with the help of the UWSC are shown in Appendix C. We have made modifications to the survey so that our partners at Lawrence, MSOE, and Ripon may also use the survey.

As we have discussed at several servant leader chair meetings, the survey is quite lengthy and we have been advised by the UWSC to use it with a targeted group of students rather than a randomly

selected group of students. Given this advice, we administered the survey to the following two separate groups of students:

1. Alumni from the course titled “Core Competencies of Engineering Leadership.” Eight alumni participated with the intent of better understanding the logistics of taking the survey. The students confirmed the advice given by the UWSC on administering this survey to a targeted group of students.
2. Students in the Senior Capstone Design course in the Department of Civil and Environmental Engineering. As noted in our section on Criterion 5, we developed and delivered leadership education modules for the capstone class in an effort to help students better understand team leadership. At the end of the semester, 70 of these students completed the survey.

The results from the latter group are tabulated in Appendix D.

When asked about the importance of servant leadership attributes to being an effective leader, the students perceived all of the attributes to be important. At the upper end of the scale, about 75% of the students perceived listening as extremely important while 25% perceived it as very important. Healing was at the low end of the scale, with about half of the students perceiving it to be somewhat important and the other half perceiving it to be very important.

When asked how much they learned about servant leadership attributes while at UW-Madison, students felt they had learned most about conceptualization and least about healing as attributes for effective leadership. In general, students did not claim to have learned “nothing” or “a great deal” about any of the attributes. Keeping in mind that most of these students learned about leadership in two 60-minute sessions during their senior capstone design course, this result is not a surprise.

When asked if they had the confidence to use servant leader attributes in a leadership role, students felt most confident about their ability to apply listening skills and least confident about their ability to apply healing skills. In general, students felt somewhat to very confident in their ability to use the attributes described in the survey.

When students were asked where they learned about leadership attributes, the highest responses were “a workshop or course offered by the College of Engineering” and “a student organization.” It seems clear that these engineering students do not receive leadership training in their general education courses elsewhere on the UW-Madison campus.

The 8-student focus group had responses that were generally higher than those of the 70-student capstone group. Thus, this small group of students felt the attributes were more important to effective leadership, felt they had learned more about the attributes, and felt more confident in their ability to apply the attributes. Although there is little statistical significance with such a small focus group, the results are not surprising because these students had a semester-long 3-credit

course on leadership competencies while the large group had just two 60-minute modules as part of a 4-credit capstone design course.

Year 2015 Goals

As noted in our last annual report, we continue to be interested in collecting assessment data that goes beyond the data collected from the EBI and NSSE surveys. We are excited to participate, along with 80 colleges and universities across the world, in the Multi-Institutional Study of Leadership. We'll be receiving data this spring from UW-Madison students and will be able to compare the results with students at other institutions. Further information on this opportunity can be found in our section on Criterion #5.

We plan to use what we learned from the initial UWSC survey to make modifications for implementation to all students in the College of Engineering (see our section on Criterion 5 for more on this topic). If the foundation sees value in surveying alumni at response rates on the order of 10%, we may also ask our alumni to complete the survey. Please note that our accreditation agency – ABET – is no longer expecting engineering programs to survey alumni because the data are not considered representative of the entire alumni base and the data is generally considered to be of limited value.

Criterion 4 – Outcomes Measures Phenomenally Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

If Criterion 3 is profoundly above the norms and a result of the program indicates that they are continuing to track in that way, you can expect awards at this level. For example, on a scale of 1-10, a typical peer institution might be a 4 or 5. A typical institution that would have been considered for a chair might be a 6. Phenomenal performance might be an 8 or a 9. We would expect eventually most of the institutions will be tracking at a 9, which would tend to maximize this award.

Year 2014 Progress

The primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. In our section on Criterion 3, we described how our students perceive our college relative to how other students perceive their colleges. While we have shown that our students perceive items such as leadership opportunities to be above demographic norms (Criterion 3), we defer to the foundation's judgment on whether these perceptions are phenomenally above demographic norms (Criterion 4). As an example, the database used for Criterion 3 is based on a scale of 1 to 7. Converting this to a scale of 1 to 10, our Year 2013-14 scores were in the range of 7.9 to 9.0, an improvement above our Year 2007-08 scores of 7.1 to 8.0. For comparison, our peer institutions' students had perceptions ranging from

6.8 to 8.1 in the baseline year and from 7.5 to 8.8 in Year 2013-14. While our scores are certainly at or near the level of 8 noted by the foundation for Criterion 4, the peer institution averages are also significantly higher than the 4 to 5 range noted for Criterion 4.

Year 2015 Goals

As noted above, the primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. Thus, our goals for Criterion 4 are similar to those already stated for Criterion 3.

Criterion 5 – Breakthrough Venture Promising New Beginnings in Acts of Goodness

Typical Thinking that Goes into Evaluating the Criterion

We are attempting to encourage the institution, its faculty and student body to think beyond their envelope, searching for new ways of networking and collaboration, whole new approaches to enrichment and effectiveness. This is not about ideas, it is about validated actions. If those actions include the institution, the community it lives in, the world it lives in nationally and internationally, and they are phenomenally above it or have exhibited a breakthrough and others are following, this would be a max award. If they have something that is really promising and covers all those areas, it might be on the lower end of the scale. An activity that has some promise will likely receive a rating of “1” while an activity that is transformational or systemic will likely receive a rating of “3.” An activity that is both transformational and systemic – the ideal synergistic nurturing – may receive a rating of “5.”

Year 2014 Progress

In 2014, we continued to advance our work by supporting leadership efforts that focused on transformational and systemic change. The four primary accomplishments we report below are: 1) our development of leadership modules for a Senior Capstone Design course, 2) further implementation of the UW-Madison’s Leadership Framework through the efforts of the Coordinated Leadership Initiative, 3) campus participation in the Multi-Institutional Study of Leadership, and 4) our inaugural outcomes from the annual student award that promotes servant leadership focused community projects. We also report on sponsoring students to attend the LeaderShape Institute.

Leadership Modules for a Senior Capstone Design Course

As noted in some of our servant leader chair meetings during the year, we have faced significant challenges in Year 2014 in offering leadership-oriented coursework. The departure of Chris Dakes for the School of Business, combined with lack of support from one of the engineering departments, resulted in the cancellation of our freshman-level course titled “Core Competencies

of Engineering Leadership” by the Deans’ office. We are in the process of negotiating a resurrection of this course and this is described in our Year 2015 Goals for Criterion 5.

Although the loss of the freshman course was significant, we were able to successfully introduce a set of two teamwork and leadership modules into a required Senior Capstone Design course offered to students in two departments – Civil and Environmental Engineering and Geological Engineering. As a result, although we lost one course that educated 70 freshmen per year, we added training to another course that educated about 70 seniors. The content of the two modules is shown in Appendix E. The appendix shows a third module, which was primarily used for student feedback and completion of the UWSC survey described in our section on Criterion 3.

In the Senior Capstone Design course, students are placed on multidisciplinary teams of 4 to 6 students to solve a major design problem in a 16-week semester. Each team has three major submittals to complete throughout the semester – a proposal, a preliminary design report, and a set of final design documents. In addition to the three major submittals, each team has historically been required to submit a project management report once every two weeks with the primary objective of stating whether the project was on schedule and on budget.

As is common amongst engineering programs, students are typically expected to figure out how to make the team function with no formal training in human psychology or leadership principles. With the addition of the leadership modules to the course, we began requiring teams to include a description of their management/leadership plan as part of the project management reports. Thus, with a relatively small effort, we were able to communicate leadership concepts to a large group of senior students. We believe we can extend this approach to design courses in other engineering departments.

Feedback from the students was somewhat mixed. Many students felt this was an essential part of the course, stating that they had not received such content in previous classes and that it made a substantive difference in team dynamics. However, an equally large group of students felt they had received the content elsewhere and that the modules were a significant distraction to getting the major submittals done. As noted in our Year 2015 goals, we are working with the Deans’ Educational Innovation Committee to develop a more sustainable approach to leadership education with broader reach throughout the college. The discussion will benefit from the feedback obtained from the modular format in addition to feedback received when the freshman class was offered.

Coordinated Leadership Initiative

Our Servant Leadership team has continued to play a critical role in supporting UW-Madison’s Coordinated Leadership Initiative (CLI). The CLI is a cross-campus effort sponsored by the Provost and Dean of Students to align and connect existing campus leadership development opportunities, shape and inform the development of new opportunities, and allow for a more formal and intentional analysis of campus needs.

Throughout the 2013-2014 academic year, we, along with team members from a wide variety of UW-Madison schools and colleges, focused on developing a Leadership Framework that was inclusive of the broad concepts of leadership and grounded in the concept of social change and service. During this process the concepts of Servant Leadership were kept in mind. We worked with hundreds of faculty, staff, and students individually, in small groups, and in large group settings to solicit input and feedback on the framework. The framework was unveiled in July 2013 and the final version, based on additional feedback, was released in February 2014 (Appendix F).

This year, we have shifted from soliciting feedback on the Framework to supporting students, faculty and staff in implementing the framework in their programming and courses. We established a Coordination Team that consists of 10 members, many of whom also participate in the Servant Leadership monthly discussions. These members also help to provide oversight and coordination to the following administrative teams within the initiative's organizational structure.

- Strategic Planning and Sustainability
- Data and Assessment
- Framework Implementation and Support
- Communications
- Resources

The CLI supports a growing community of leadership practitioners, including students, faculty and staff, who are applying the Leadership Framework in a wide variety of contexts. The following is a small sample of high-impact programs that are leveraging the Framework to effect positive change in beliefs, values and behaviors.

- **Preventing High-Risk Alcohol Use:** The Badgers Step Up! training program engages student organization participants as agents of change to address alcohol abuse. The program incorporates the Framework to develop effective intervention techniques and explores the use of specific leadership competencies to reduce harm.
- **Workforce Engagement:** Employees of DoIT's Digital Publishing and Printing office lean on the Framework's Values and Competencies to develop stretch and growth goals for themselves with management guidance. These intentional conversations have resulted in increased employee connections and commitment to their work.
- **Identity Based Community Partnerships:** The Queer Emerging Leaders Program (QUELP) uses the Framework's Outcomes to structure a 14 week course focused on power, privilege, personal narrative, and community organizing. Participants support their own communities by working with organizational partners who serve LGBTQ+ people and needs.

In addition to these change initiatives, the Framework is being applied to develop broad capacity to enact the values and competencies. The student focused Leadership Certificate Program generates engagement in campus activities that develop leadership capacity while prompting deep,

personal reflection. Alicia and Mark both directly help to support this program. The Office of Human Resource Development is creating training materials for faculty and staff that incorporate the Framework into its popular Fully Prepared to Lead series.

As the momentum continues to build on campus, we have also seen the application of the Leadership Framework expand beyond the boundaries of UW-Madison. Public and private organizations are recognizing the value of the Framework as a resource for generating positive change. In January, Mark will be providing a full day training based on the Framework to the management team at Summit Executive Centre in Chicago. Additionally, both the Middleton school district (adjacent to Madison) and the Ramsey County Medical Health Department (Minnesota) are considering how the Framework may be beneficial to their organizations.

Direct Impact of Pieper Chair to the Coordinated Leadership Initiative: As a result of the financial support of the Pieper Foundation Chair, the CLI was able to provide funding for staff (see Appendix G) to begin work on a dynamic web presence. This multi-faceted site will ultimately enable users to identify leadership development opportunities across campus based on their interests and stage of development. Additionally, the site will track their development and connect them with learning resources to support their growth (books, articles, activities, etc.). The initial phase of the website – providing general information on the initiative – is active. We've initiated the requirements gathering process for the more dynamic phases of this project.

Multi-Institutional Study of Leadership

This academic year, UW-Madison will participate in the Multi-Institutional Study of Leadership. The MSL is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (e.g., efficacy, cognitive skills, and resiliency). Beyond a research program, the MSL is an international movement toward more effective, evidence-based college student leadership development. A total of 80 institutions of higher education will be participating in this study.

We are collaborating with the School of Business, Wisconsin Union, the Center for Leadership & Involvement and the McNair Scholars program to bring this important research to the UW-Madison campus. In February 2015, 5,000 undergraduate students will receive this survey that is, in part, based on theoretical concepts of Servant Leadership. See Appendix H for the survey Codebook.

The College of Engineering will also be collecting data via a comparison sample. Of the 5,000 students receiving the survey, 500 will be specifically from the College of Engineering. In May we will receive reports that illustrate the leadership development of UW-Madison students and College of Engineering students while having the capacity to compare this data with other institutions across the country.

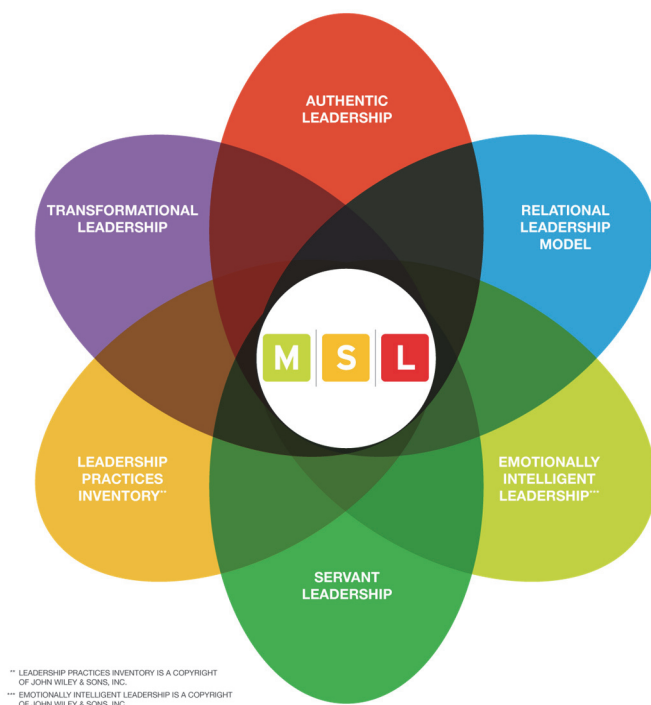


Figure 2 – Visual model of the Multi-Institutional Study of Leadership

Direct Impact of Pieper Chair to the Multi-Institution Study of Leadership: UW-Madison and the College of Engineering are able to participate in this important research as a direct result of the financial support of the Pieper Foundation Chair. The data provided by engaging in the Multi-Institutional Study of Leadership will help us understand, on a broad scale, how effective our leadership programming is for students.

LeaderShape Training

We have a tradition of sending several of our engineering student leaders to The LeaderShape Institute, a six day, intensive leadership training course. This year, we helped fund the attendance for three College of Engineering students at this training from July 27th – August 1st in Champaign, IL. LeaderShape included various programmatic themes, including “Building Community” and “Value of One, The Power of All”, that align with the theoretical foundation of Servant Leadership. Students learned the importance of investing in one another. Each student was asked to write a reflection on this experience and these reflections are provided in Appendix I.

In addition, the College of Engineering brought Vernon Wall to campus this past April to facilitate a thorough one-day program designed to help students connect with LeaderShape philosophies centered on leading, inner work, and connecting with others. There were over 40 participants and

the feedback from the event was generally quite positive. One participant shared, “I learned a lot about myself and how to make myself a more effective leader and communicator”.

Student Award for Servant Leadership

This past year we created “The Pieper Servant Leadership Fund” student award program, which offers financial support (up to a total of \$10,000) for UW-Madison College of Engineering students to lead service-learning or community outreach projects that “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Projects need to demonstrate their alignment with The Pieper Family Foundation belief that human goodness is not simply innate; it requires action and service to others; and that character is inspired and facilitated in cultures, organizations, and families by and through the example of enlightened leadership. To receive an award, students must write a proposal in response to a request for proposals (see Appendix J). The program requires student leadership – student participation without leadership is insufficient to receive an award. In their proposals, students must state how they will use servant leadership principles in their oversight of the project.

The inaugural award applications were reviewed last January and two student proposals were funded. The Society of Women Engineers (SWE) received funding to support “Engineering Tomorrow’s Careers Camp”. The Camp’s mission is to inspire young high school girls to pursue a degree in engineering, have fun, and make lasting friendships. This project achieved a positive effect on the least privileged by funding the participation of seven students who would not have been able to attend otherwise. Additionally, SWE was funded for a “Tie Blanket Bash” held this past April. The primary purpose of the event was to provide children in local hospitals and shelters with the gift of a handmade fleece tie blanket. The event was marketed to women in technology and engineering majors in an effort to build community and promote networking. The event was very successful and garnered [local media attention](#). Award recipients were asked to author a final report after the conclusion of their events and those reflections are provided in Appendix J.

Based on our experiences from last spring semester, we made some minor adjustments to the student award program for the 2014-2015 academic year. The timeline of the proposal and approval process was moved up in the year to provide additional time for students to plan and execute projects that would have the most impact possible. We made a call for proposals in September with an application deadline of October 15th. Additionally, we have connected award recipients to Servant Leadership development opportunities. Awardees were required to attend the Kelvin Redd workshop, “Five Dysfunctions of a Team” and also received a copy of Kent Keith’s book, “The Case for Servant Leadership”. This fall there was an increase in applications and we agreed to partially fund the following four 4 projects in 2015:

- Guatemala-Joyabaj Portable Water Service - Engineers Without Borders
- Latinos Exploring Engineering Professionals - Society of Hispanic Professional Engineers
- STEM Outreach - Graduate Engineering Research Scholars (GERS)
- Tabuga Water Improvement - Engineers Without Borders

We look forward to reporting on the impact of these projects in next year's annual report.

Year 2015 Goals

In 2015, we will continue to advance our efforts in affecting sustainable positive change within the College of Engineering and across campus. We will continue to support the expanding efforts of the CLI. In 2015 the CLI's website will add a leadership development directory, supporting the UW-Madison community in connecting to growth opportunities for the purposes of positive change. Additionally, we'll be collecting data, through the MSL and CLI programming, to further understand the effectiveness of leadership development programming offered on campus. Finally, we'll continue to explicitly connect students to the principles of Servant Leadership through the student award and promoting the incorporation of leadership theory into College of Engineering classrooms. With respect to the latter item, we have begun working with the Deans' Educational Innovation Committee to develop a sustainable way of delivering leadership content to a broader audience within the College of Engineering. Options being considered are (1) expansion of the freshman-level course to sophomores and juniors, (2) incorporation of the capstone module concept into other design courses within the college, (3) scale-up of the civil engineering department's leadership course (taught by Norm Doll and Mark Rounds) to a college-level activity, and (4) some combination of these options.

Criterion 6 – Carrying Out Mission of the Chair

Typical Thinking that Goes into Evaluating the Criterion

This is a follow-up of Criterion 2 and is an annual consideration. Is there a broad range of deliverable areas with some reasonable quantity of people involved carrying out the mission of the chair as agreed to and accepted by the institution?

Year 2014 Progress

This year, we solidified our work within the College of Engineering and deepened our networks of partners across campus. Our Servant Leadership Team has already initiated conversations with Robert Toomey, who provides a Servant Leadership Certificate program through the UW-Madison Division of Continuing Studies, and we'll continue to expand our reach to the Department of Athletics, the Morgridge Center for Public Service, the Wisconsin Union, and School of Business. Beyond these connections we've also been involved across campus in the following:

1. **UW-Madison's Coordinated Leadership Initiative.** Mr. Kueppers has served in his role as a co-leader of the campus-wide Coordinated Leadership Initiative (CLI). His specific role is to ensure that CLI is sustainable by developing key partnerships with campus and community leaders. Specifically, Mark is working with Executive Sponsors to integrate the UW-Madison's Leadership Framework into key campus-wide change initiatives. Currently the CLI receives administrative assistance from over 40 campus volunteers and

is connected to an invested community of 400 known supporters. See Criteria #5 above for further details.

2. **Campus Servant-Leadership Working Group.** Dr. Harrington and Mr. Kueppers are members of this group that meet monthly to read articles, discuss relevant topics, and host/sponsor campus-wide activities related to Servant-Leadership.
3. **Multi-Institutional Study of Leadership.** Mr. Kueppers and Ms. Hazen have helped direct UW-Madison's participation in the [Multi-Institutional Study of Leadership](#) (MSL), an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity. In addition to learning how UW-Madison students compare to their peers at other institutions, we will also be able to compare engineering students to all other data that is available.
4. **Chancellor's Scholars Program.** Dr. Harrington and Ms. Hazen continue to serve as Chancellor's Scholar mentors designed to increase educational opportunities for academically talented underrepresented minority students. More information on this program may be found at <http://www.provost.wisc.edu/csp.htm>.
5. **Campus Leadership Certificate Reviewer.** Ms. Hazen is a reviewer and mentor for the student portfolios submitted as part of the campus Leadership Certificate (http://cfli.wisc.edu/leadership_certificate.htm). The Leadership Certificate is undergoing significant restructuring to reflect the work done by the CLI leadership framework. The Certificate is administered out of the Center for Leadership & Involvement and falls within Mr. Kueppers' purview. To date, eleven College of Engineering students have received the Certificate.
6. **College of Engineering Student Leadership Center.** We continue to work with Ms. Hazen, Director of the Engineering Student Leadership Center (<http://slc.engr.wisc.edu/>) to align our efforts across campus. This includes co-sponsorship of workshops and activities, and close partnerships with SLC activities and the Engineering Leadership course. A full listing of the SLC activities and participation levels is provided in Appendix K.
7. **The Understanding and Practice of Servant Leadership Workshop.** On March 6, 2014 we helped fund a presentation at UW-Madison by Larry Spears who provided a Servant Leadership workshop for students and faculty. Participants were introduced to key concepts of Servant Leadership and had the opportunity to reflect on how they can incorporate these ideas into their daily lives.
8. **5 Dysfunctions of a Team Workshop.** In November, we funded a visit by Kelvin Redd to deliver a program on teamwork to undergraduate and graduate students in the College of Engineering. Students learned the importance of embracing conflict and building trust within groups. Students and student groups that received funding for Servant Leadership

projects were required to attend the workshop to help further their development on principles connected with Servant Leadership. Mr. Redd recently released a book, “Define Your Destiny”, which was distributed to College of Engineering students. Alicia Hazen’s endorsement of the book is included on the book’s back cover.

9. **“Makers” Film Screenings and Discussions.** The College of Engineering hosted 3 separate screenings of PBS documentaries that focused on the women’s movement. These movie screenings were followed by discussions aimed to raise awareness of gender issues and provide a forum for dialogue. The bi-weekly Friday night films were attended by 50 undergraduates, graduate students and staff.

Year 2015 Goals

As 2015 approaches, we are looking to continually add to our Servant Leadership programming opportunities while ensuring their interconnectedness. This will help ingrain a culture of leadership development within College of Engineering, and eventually across campus. In addition to the continuation of all work listed above, in 2015, we plan to:

1. Support the implementation of the Leadership Framework into more than 10 academic courses throughout campus to ensure alignment with the new Leadership Certificate program.
2. Review MSL survey data, specifically of engineering students, to understand the College of Engineering and UW-Madison’s effectiveness in shaping socially responsible leadership capacity.
3. Provide additional “Makers” film screenings to support on-going dialogue around gender issues.

Criterion 7 – Servant Leader that Leads at an Element or Segment of our World

Typical Thinking that Goes into Evaluating the Criterion

Is there evidence that a professor in their nurturing locally, community, nation and world is consistently contributing or leading service model versus the power model? Are there multiple students participating in that level? Such a critical mass would be considered promising and obviously if such a leader or professor nurtures someone else who moves into that level, you could expect the maximum award. Examples are Nelson Mandela, Mother Teresa, and Mahatma Gandhi.

Year 2014 Progress

As noted in our Year 2014 report, we cannot point to an individual leader who is the caliber of Gandhi, Mandela, or Mother Teresa. However, we remind the foundation that there is a pervasive desire among our student body to serve the world in positive ways that follow the vision set forth

by such leaders. As an example, our university “consistently places on the Peace Corps’ annual list of schools that produce the most alumni volunteers” (<http://peacecorps.wisc.edu/>). Since the creation of the Peace Corps in 1961, 3000 UW-Madison alumni have served in the Peace Corps and this is second only to the University of California – Berkeley. In some ways, this desire for positive community service is ensured by UW-Madison’s holistic admissions process, in which admissions counselors look for “sustained involvement in activities in or out of school, leadership, community involvements” and other items in addition to standardized test scores and high school grade-point averages (<http://www.admissions.wisc.edu/appTipSheet.php>). In the 2010-11 academic year, 73 percent of UW-Madison seniors reported participating in community service or volunteer work (http://apir.wisc.edu/studentsurveys/NSSE_2011_Final_report.pdf).

Across campus we have made the effort to shift the paradigm from leadership development for the purpose of power and personal achievement to leadership for the purpose of positive change. We’ll be monitoring the Badgers Step Up! program data to see in what ways we are seeing a culture change in dangerous drinking behavior. We look forward to highlighting “change initiatives” that benefit our communities in future reports.

Within the UW-Madison College of Engineering, active service-oriented student organizations include Engineers Without Borders (<http://ewbuw.org/>) and Engineering World Health (<http://ewh.slc.engr.wisc.edu/index.html>). Even the more traditional discipline-related organizations and honor societies are involved in community-level service activities (<http://slc.engr.wisc.edu/organizations.html>). Examples of service projects may be found by clicking on the links of some student organizations.

Year 2015 Goals

While we wish to approach this criterion with some humility, we believe there are a significant number of our former engineering students who are bringing positive change to the world while exhibiting the attributes of servant leaders. This belief is reinforced by the large number of students who are planting the seeds for such service while they are on campus. It is clear that we do not track our alumni in ways that our fellow servant leader institutions do. One of our goals for the coming year is to honor the efforts of our alumni and, to do this, we intend to develop an approach to help us stay informed and engaged.

In addition to this, we hope to use the Servant Leader Chair endowment to continue encouraging engineering students to participate in activities that serve underprivileged communities both locally and in developing countries. Our funding of student projects focused on providing clean water to impoverished communities and exposing the STEM fields to underrepresented communities is contributing to positive social change. Additionally, the CLI will look to partner with campus and community entities to address social issues, including the anti-bullying campaign that is being generated at UW-Madison. We look forward to participating with and supporting our communities in making the world more just and humane.

Appendix A – Senior Exit Survey Data for Questions Relevant to Leadership Education

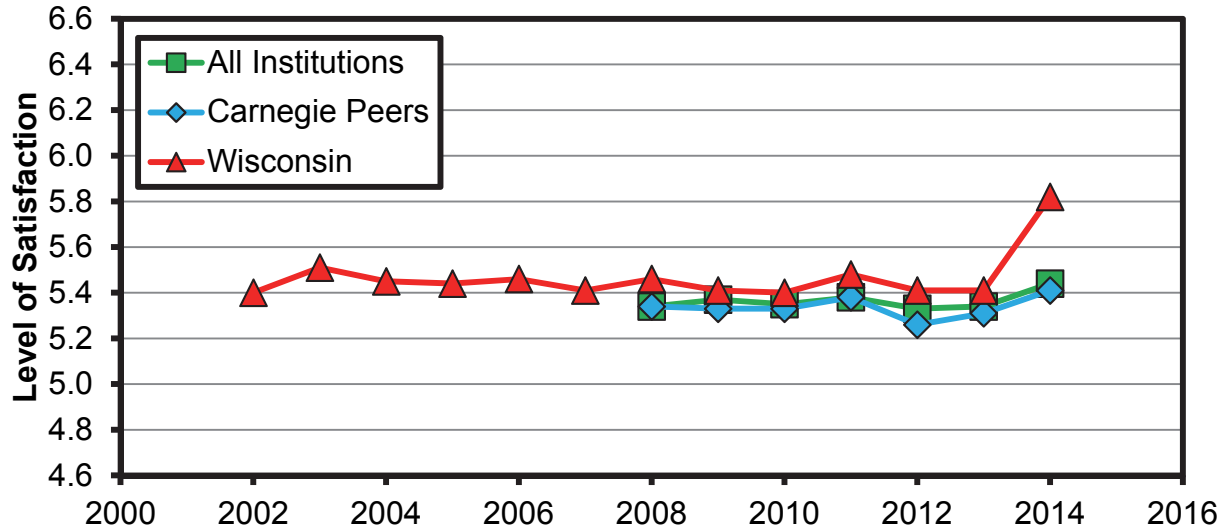


Figure A1. Mean level of satisfaction with value derived from team experiences. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

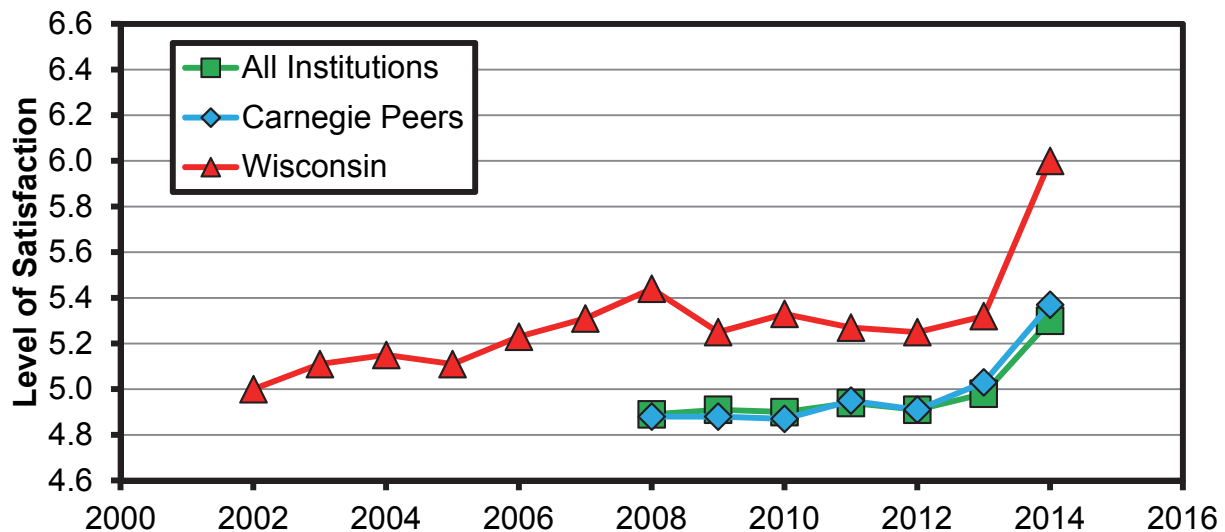


Figure A2. Mean level of satisfaction with value of engineering student organization activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

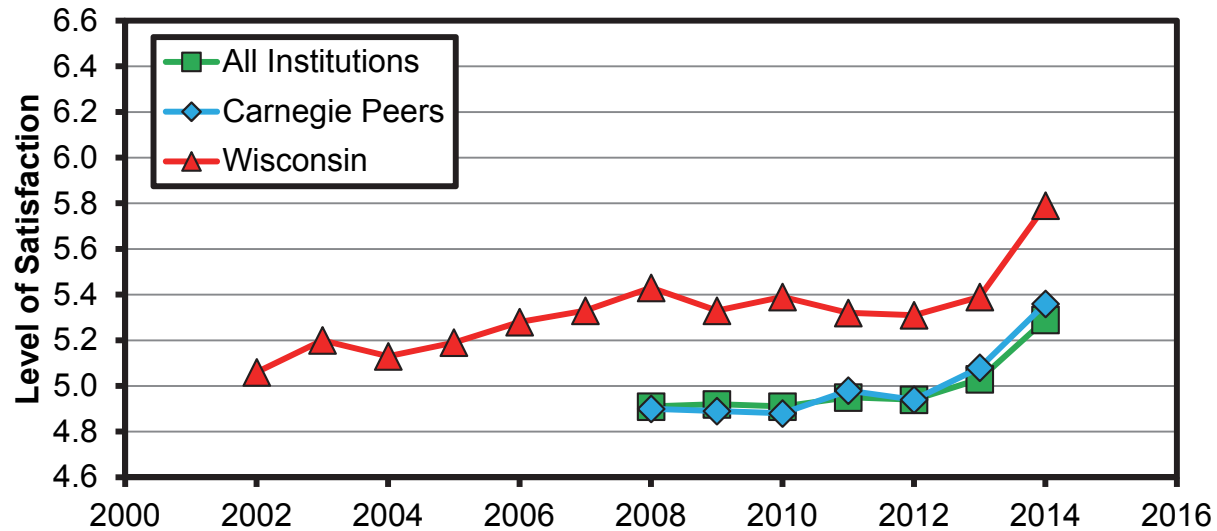


Figure A3. Mean level of satisfaction with leadership opportunities in engineering student organization activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

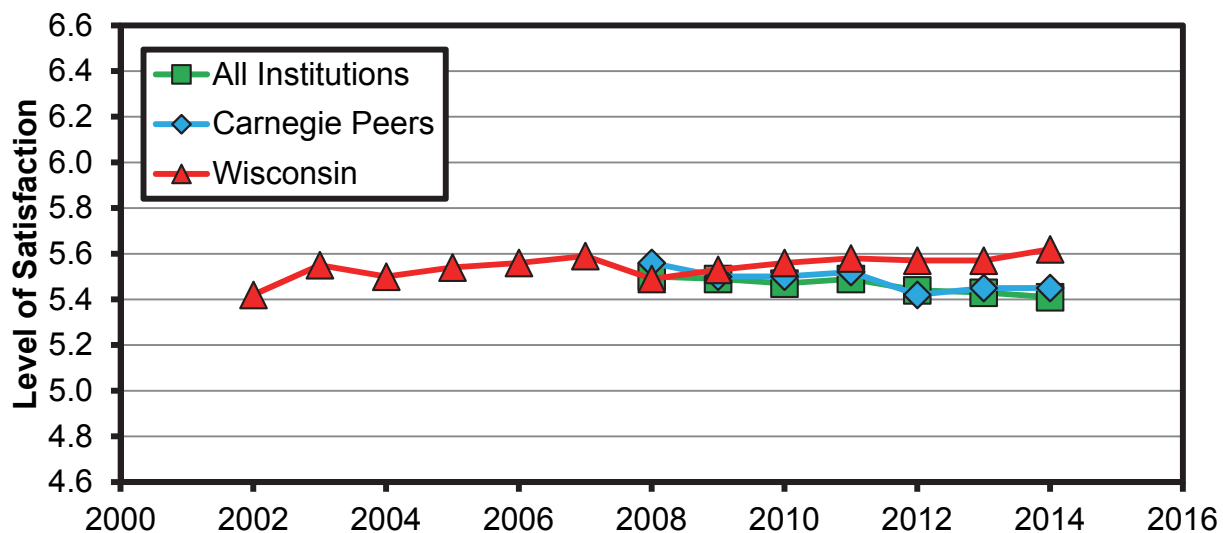


Figure A4. Mean level of satisfaction with fellow students' ability to work in teams. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was a small but statistically significant improvement in student perception at Wisconsin.

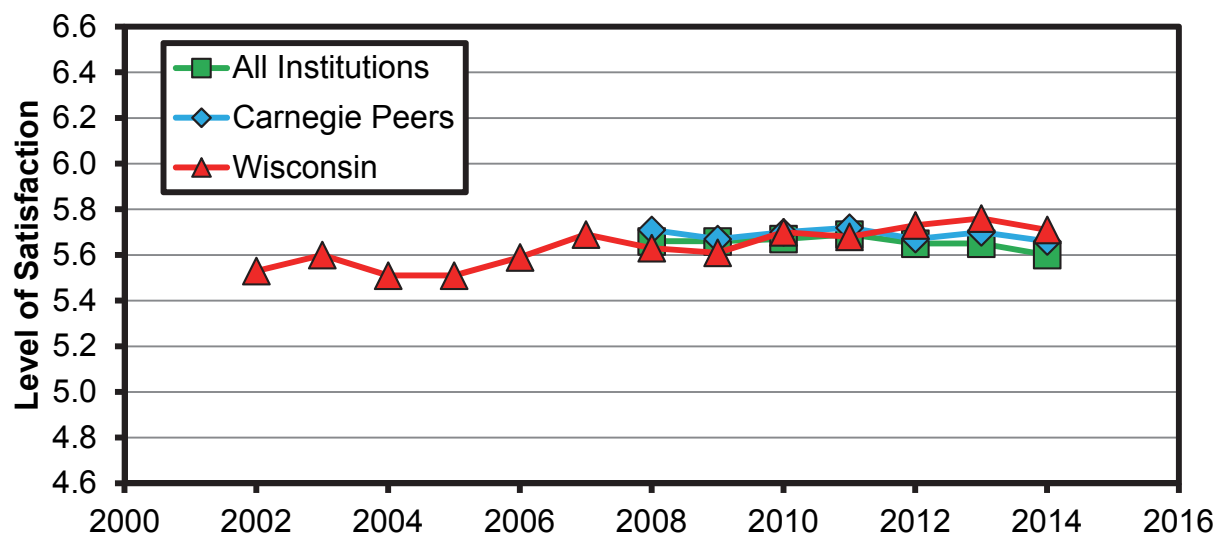


Figure A5. Mean level of satisfaction with fellow students' level of camaraderie. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

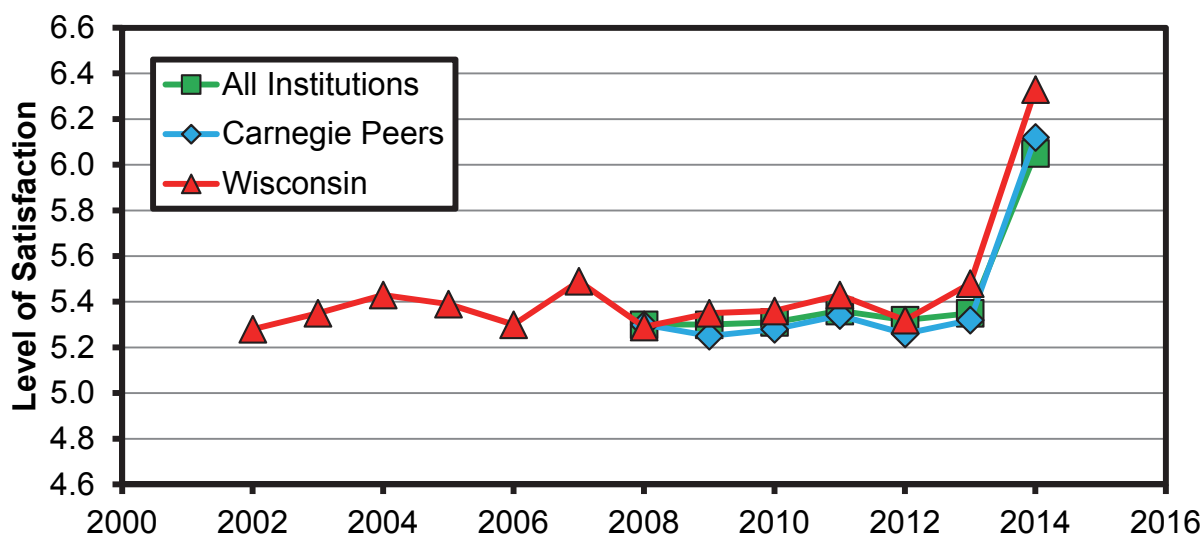


Figure A6. Mean level of satisfaction with how engineering education enhanced ability to function on multidisciplinary teams. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin. The large improvement for all institutions in the last year is likely due to a rephrasing of the question asked by EBI.

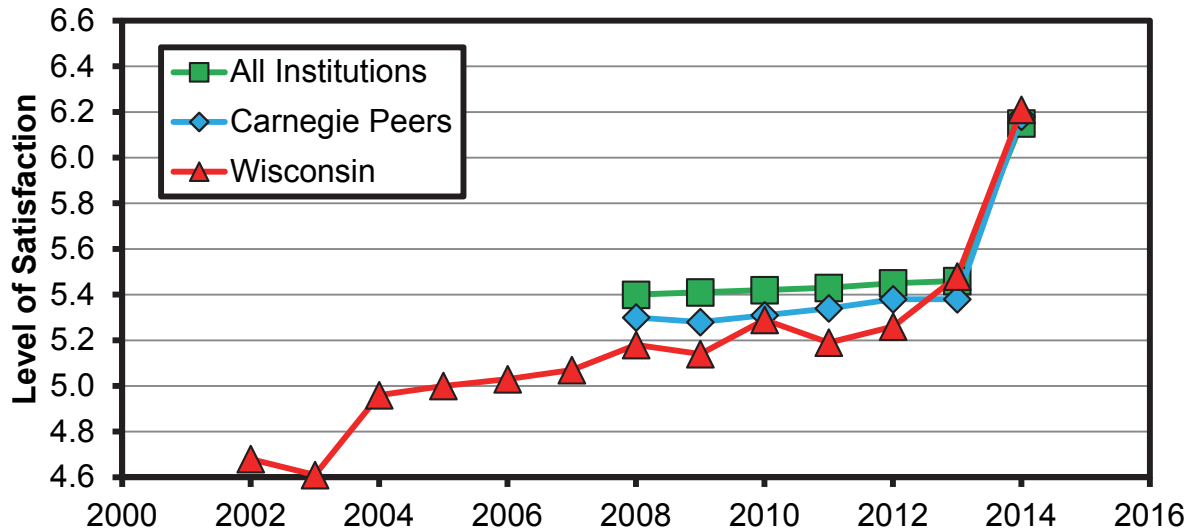


Figure A7. Mean level of satisfaction with how engineering education enhanced ability to understand ethical responsibilities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a substantive and statistically significant improvement in student perception at Wisconsin. The large improvement for all institutions in the last year is likely due to a rephrasing of the question asked by EBI.

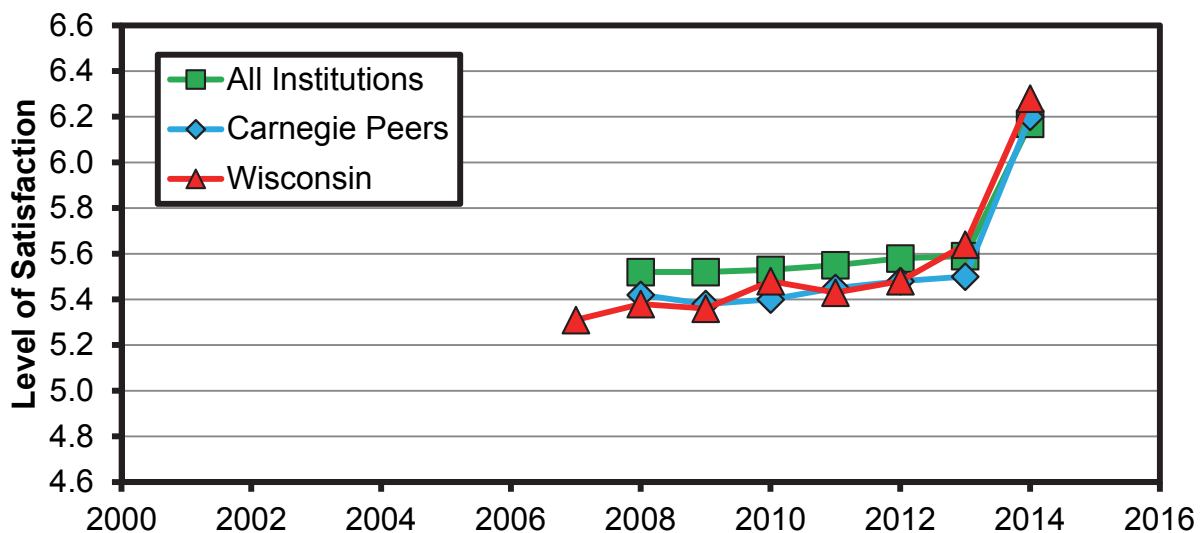


Figure A8. Mean level of satisfaction with how engineering education enhanced ability to understand professional responsibilities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a substantive and statistically significant improvement in student perception at Wisconsin. The large improvement for all institutions in the last year is likely due to a rephrasing of the question asked by EBI.

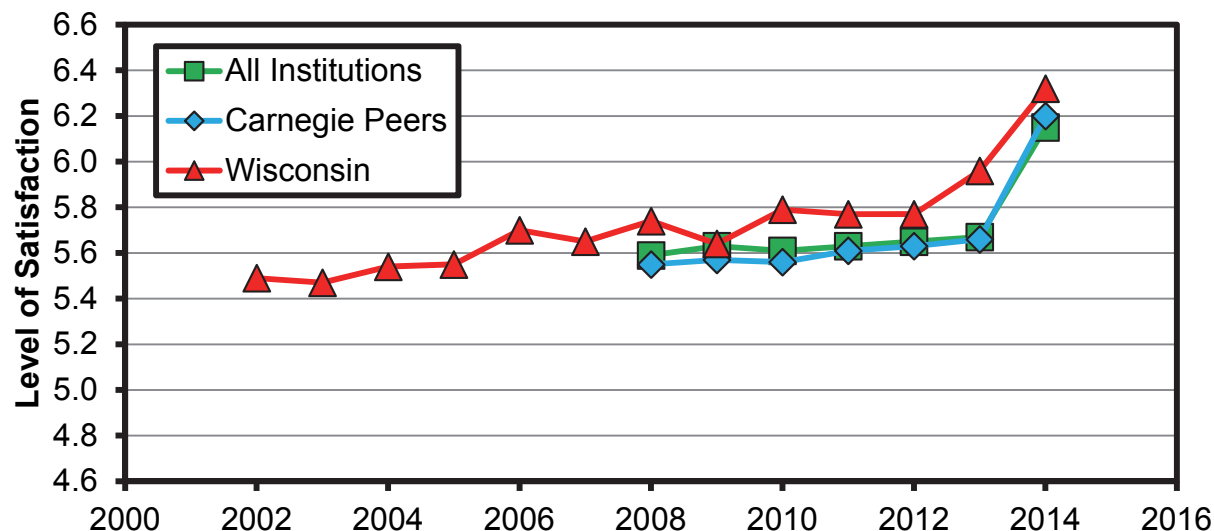


Figure A9. Mean level of satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was a substantive and statistically significant improvement in student perception at Wisconsin. The large improvement for all institutions in the last year is likely due to a rephrasing of the question asked by EBI.

Appendix B
Becoming a Servant Leader: Do You Have What It Takes?
John E. Barbuto and Daniel W. Wheeler
University of Nebraska – Lincoln

Becoming a Servant Leader: Do You Have What It Takes?

John E. Barbuto Jr., Associate Professor, Agricultural Leadership, Education and Communication
Daniel W. Wheeler, Extension Leadership Development Specialist

This NebGuide introduces servant leadership; the 11 dimensions that typically characterize a servant leader, including inherent traits and learned skills; and several practical ways to develop skills necessary for this leadership style.

Servant leadership is one of the most talked about yet least critically examined leadership philosophies. While many people closely identify with this leadership approach, an equal number are cynical and question whether expectations of leaders are realistic. This NebGuide provides an introduction to servant leadership, based on the works of Robert Greenleaf and Larry Spears, and focuses on the 11 characteristics that identify a servant leader.

Of these 11 characteristics, some are inherent attributes or beliefs that servant leaders need to hold. Many of these are behavioral in nature and describe what servant leaders do. However, some of these characteristics are developed skills. The ultimate servant leader has developed all 11 characteristics and is continuously improving. These characteristics include *having a calling, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth and building community*.

The next section provides a series of questions to help you determine if you are a servant leader. Following it are descriptions of each of the 11 characteristics and some practical concerns related to servant leadership development.

Are You A Servant Leader?

Place a check in the box of each of the following questions that you would answer with a “yes.” If you can check more than seven of these, you may be well on your way to becoming a servant leader.

- ☐ Do people believe that you are willing to sacrifice your own self-interest for the good of the group?
- ☐ Do people believe that you want to hear their ideas and will value them?

- ☐ Do people believe that you will understand what is happening in their lives and how it affects them?
- ☐ Do people come to you when the chips are down or when something traumatic has happened in their lives?
- ☐ Do others believe that you have a strong awareness for what is going on?
- ☐ Do others follow your requests because they want to as opposed to because they “have to?”
- ☐ Do others communicate their ideas and vision for the organization when you are around?
- ☐ Do others have confidence in your ability to anticipate the future and its consequences?
- ☐ Do others believe you are preparing the organization to make a positive difference in the world?
- ☐ Do people believe that you are committed to helping them develop and grow?
- ☐ Do people feel a strong sense of community in the organization that you lead?

Characteristics of Servant Leadership

Calling

Do people believe that you are willing to sacrifice self-interest for the good of the group? Servant leaders have a natural desire to serve others. This notion of having a calling to serve is deeply rooted and value-based. Servant leaders have a desire to make a difference for other people and will pursue opportunities to impact others’ lives — never for their own gain. A servant leader is willing to sacrifice self-interests for the sake of others. This characteristic cannot be taught, so unless a person has a natural calling to serve, servant leadership is not a realistic or compatible style.

Listening

Do people believe that you want to hear their ideas and will value them? Servant leaders are excellent listeners. They are receptive and genuinely interested in the views and input of others. People instinctively understand that servant leaders want them to share their ideas and that these ideas will be

valued. Listening is a skill that can be learned and is essential for those who desire to be a servant leader. Without good listening skills, many of the other characteristics described in this publication cannot be achieved.

Empathy

Do people believe that you will understand what is happening in their lives and how it affects them? Servant leaders can “walk in others’ shoes.” They understand and empathize with others’ circumstances and problems. Leaders who are empathetic have earned confidence from others by understanding whatever situation is being faced. This characteristic is a skill that comes more naturally to some people than others, but it is pertinent for all who aspire to be a servant leader.

Healing

Do people come to you when the chips are down or when something traumatic has happened in their lives? Servant leaders are people who others want to approach when something traumatic has happened. They have developed a remarkable appreciation for the emotional health and spirit of others. They are good at facilitating the healing process and others gravitate toward them when emotional needs arise. The ability to create an environment that encourages emotional mending is crucial for those who want to become great servant leaders.

Awareness

Do others believe you have a strong awareness for what is going on? Servant leaders have a keen sense for what is happening around them. They are always looking for cues from the environment to inform their opinions and decisions. They know what’s going on and will rarely be fooled by appearances. This skill is crucial to the development of servant leaders.

Persuasion

Do others follow your requests because they want to or because they believe they “have to?” Servant leaders seek to convince others to do things rather than relying on formal authority. They are naturally very persuasive and offer compelling reasons when they make requests. They never force others to do things. This ability is important for servant leaders to develop.

Conceptualization

Do others communicate their ideas and vision for the organization when you are around? Servant leaders nurture the ability to conceptualize the world, events and possibilities. They encourage others to dream great dreams and avoid getting bogged down by day-to-day realities and operations. They foster an environment that encourages thinking big and valuing the creative process. Those who want to be great servant leaders must develop an environment that fosters conceptualization.

Foresight

Do others have confidence in your ability to anticipate the future and its consequences? Servant leaders have an uncanny ability to anticipate future events. This is not to say they are psychic or always right, but they are adept at picking up patterns in the environment and seeing what the future will bring. They usually anticipate consequences of decisions with great accuracy. Those who want to be successful servant leaders need to have and develop this foresight.

Stewardship

Do others believe you are preparing the organization to make a positive difference in the world? Servant leaders often are characterized by a strong sense of stewardship. Stewardship stems from medieval times when a steward would be assigned to hone the skills and development of the young prince to prepare him for his reign. The kingdom relied on the steward to teach and hold the prince in trust so that he would be a successful king. Today the term stewardship involves many of the same things. A steward in an organization is responsible for preparing it for its destiny, usually for the betterment of society. When we describe a leader as having a strong sense of stewardship, we refer to a desire to prepare the organization to contribute to the greater good of society — not unlike preparing the prince to serve the greater good of the kingdom. Making a positive difference in the future is characteristic of the stewardship mentality. Those who desire to be excellent servant leaders need to have a natural sense of stewardship. If you don’t naturally have a stewardship perspective, it is unlikely that the servant leadership style will come naturally to you.

Growth

Do people believe that you are committed to helping them develop and grow? Servant leaders have a strong commitment to the growth of people. They believe that all people have something to offer beyond their tangible contributions. Servant leaders work hard to help people in a number of ways — spiritually, professionally, personally. Those who want to be great servant leaders need to connect to others’ developmental needs and actively find ways to meet these needs.

Building Community

Do people feel a strong sense of community in the organization that you lead? Servant leaders have a strong sense of community spirit and work hard to foster it in an organization. They believe that an organization needs to function as a community. A servant leader instills a sense of community spirit in the workplace. Those who want to be great servant leaders need to work hard to build community in the organization.

Servant Leadership Development

Servant leadership is characterized by a belief that leadership development is an on-going, life-long learning process. For this reason, servant leaders commit to continual development in the 11 characteristics of servant leadership.

Some characteristics come more naturally to some people than to others. By their nature, characteristics such as *calling, empathy, healing* and *stewardship* are more difficult to learn and develop than other servant leadership characteristics. These are characteristics that leaders must already have to be successful servant leaders. Characteristics such as *listening, awareness, persuasion, conceptualization, foresight, growth* and *building community* all are learnable skills, so servant leaders can continually develop these. We encourage you to reflect and thoughtfully assess the degree to which you have what it takes to be a servant leader. If you are committed to being the best servant leader that you can be, we urge you to continuously work to develop these characteristics.

To learn more about servant leadership and the areas in which you could improve as a leader, you can contact your local Extension Educator or one of the authors:

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Index: Leadership and Policy Issues General

2002, Revised October 2007

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Appendix C
Survey Created with the Assistance of the University of Wisconsin Survey Center



Default Question Block

The University Of Wisconsin College of Engineering needs your help to improve our leadership development efforts and training for students like you. This brief survey is designed to learn more about your experience with leadership development, specifically as it pertains to the model of Servant Leadership. This model focuses on 11 attributes and skills included in this approach to leadership development through action and service to others.

This survey asks about your current awareness and abilities in the various aspects of servant leadership. It is unlikely that any individual will be well developed at all levels of this leadership approach, and since we are trying to learn more about how we might better help students develop in this area, it is important that you be as honest as possible with your responses and refer to your current awareness and abilities, rather than where you hope or expect to develop in the future.

Please take a few minutes of your time to share your opinions.. Any information you share will be kept confidential, and only be reported in group form. If you have any questions about the survey or study results, please contact Chris Dakes at dakes@wisc.edu, or 608-772-9505.

Instructions to complete the survey:

To choose a response, click on the button that corresponds to your answer.

If you start the survey and are unable to finish it, you can exit by simply closing the browser window and return to it later by clicking again on the link in your email. It will take you back to the next unanswered question.

After the entire survey has been completed and all the data are ready to be submitted, please click on the 'SUBMIT' button on the last page. Once you click 'SUBMIT' you will not be able to re-enter the survey.

We appreciate your time and effort in assisting us to improve leadership training for students like you.

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

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

Not at all
Slightly
Somewhat
Very
Extremely

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

Nothing
A little bit
Some
Quite a bit
A great deal

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

Not at all
Slightly
Somewhat
Very
Extremely

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

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

Not at all
Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about awareness as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

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

Not at all

Slightly

Somewhat

Very

Extremely

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

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

Not at all

Slightly

Somewhat

Very

Extremely

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

Nothing

A little bit

Some

Quite a bit

A great deal

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

Not at all

Slightly

Somewhat

Very

Extremely

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

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

Not at all

Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about conceptualization as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

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

Not at all

Slightly

Somewhat

Very

Extremely

Another attribute of Servant Leadership is foresight. By foresight, we mean having the ability to anticipate the future and its consequences.

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

Not at all
Slightly
Somewhat
Very
Extremely

In your experience at UW–Madison, how much did you learn specifically about foresight as an important principle for effective leadership?

Nothing
A little bit
Some
Quite a bit
A great deal

Still thinking about foresight as having the ability to anticipate the future and its consequences, how confident are you that you can use foresight to be an effective leader?

Not at all
Slightly
Somewhat
Very
Extremely

Another attribute of Servant Leadership is growth. By growth, we mean having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others.

How important do you think a commitment to growth is in being an effective leader?

Not at all
Slightly
Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about growth as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

Still thinking about growth as having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others, how confident are you that you have a commitment to growth that would make you an effective leader?

Not at all

Slightly

Somewhat

Very

Extremely

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

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

Not at all

Slightly
Somewhat
Very
Extremely

In your experience at UW–Madison, how much did you learn specifically about building community as an important principle for effective leadership?

Nothing
A little bit
Some
Quite a bit
A great deal

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

Not at all
Slightly
Somewhat
Very
Extremely

Another attribute of Servant Leadership is having a calling. By having a calling, we mean having a natural desire to serve others while sacrificing self–interest for the good of the group.

How important do you think having a calling is in being an effective leader?

Not at all
Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about having a calling as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

Still thinking about having a calling as a natural desire to serve others while sacrificing self-interest for the good of the group, how confident are you that you have such a calling?

Not at all

Slightly

Somewhat

Very

Extremely

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

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

Not at all

Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about empathy as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

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

Not at all

Slightly

Somewhat

Very

Extremely

Another attribute of Servant Leadership is healing. By healing, we mean having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise.

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

Not at all

Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about healing as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

Still thinking about healing as having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise, how confident are you that you have the appreciation of healing to be an effective leader?

Not at all

Slightly

Somewhat

Very

Extremely

The final attribute of Servant Leadership is stewardship. By stewardship, we mean having the ability to prepare an organization for its destiny, usually to the betterment of society.

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

Not at all

Slightly

Somewhat

Very

Extremely

In your experience at UW–Madison, how much did you learn specifically about stewardship as an important principle for effective leadership?

Nothing

A little bit

Some

Quite a bit

A great deal

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

Not at all

Slightly

Somewhat

Very

Extremely

You may have learned about some or all of the attributes of Servant Leadership we have just described in other types of learning experiences before coming to UW–Madison, or since your arrival here.

Did you learn about any of the aspects of Servant Leadership through...

If yes, please briefly explain in

	spaces below	
	Yes	No
... a workshop offered by the College of Engineering?		
... a workshop offered elsewhere on campus?		
... a course offered by the College of Engineering?		
... a course offered elsewhere on campus?		
... a student organization of any kind?		
... a mentor or advisor?		
... somewhere else?		

If you have ever had the opportunity to demonstrate the use of any of the 11 aspects of Servant Leadership in some capacity, please describe the situation, the aspect or aspects used, and how successful you were.

What is your current year in school at the UW–Madison?

- First year
- Sophomore
- Junior
- Senior

Other (please specify)

Were you admitted to UW–Madison as a transfer student?

Yes

No

What is your current primary major at UW–Madison?

Do you have a second major at this time? If so, please list it below.

No

Yes

What is your gender identity?

Male

Female

Prefer to not specify

Appendix D – Results from Survey of Senior Capstone Design Students

Table D-1
Student Perceptions of Importance of Servant Leader Attributes to being an Effective Leader

Question	Average Response	Standard Deviation
One attribute of Servant Leadership is listening. By listening, we mean hearing and valuing the ideas of others, including those who are followers. <i>How important do you think listening is in being an effective leader?</i>	4.71	0.51
Another attribute of Servant Leadership is awareness. By awareness, we mean having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances. <i>How important do you think awareness is in being an effective leader?</i>	4.60	0.49
Another attribute of Servant Leadership is growth. By growth, we mean having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others. <i>How important do you think commitment to growth is in being an effective leader?</i>	4.34	0.74
Another attribute of Servant Leadership is conceptualization. By conceptualization, we mean communicating and helping others communicate ideas and vision for an organization. <i>How important do you think conceptualization is in being an effective leader?</i>	4.33	0.77
Another attribute of Servant Leadership is building community. By building community, we mean having a strong sense of community spirit and believing that an organization needs to function as a community. <i>How important do you think building community is in being an effective leader?</i>	4.27	0.70
Another attribute of Servant Leadership is foresight. By foresight, we mean having the ability to anticipate the future and its consequences. <i>How important do you think foresight is in being an effective leader?</i>	4.14	0.77
Another attribute of Servant Leadership is empathy. By empathy, we mean understanding what is happening in the lives of others and how it affects them. <i>How important do you think empathy is in being an effective leader?</i>	4.11	0.71
The final attribute of Servant Leadership is stewardship. By stewardship, we mean having the ability to prepare an organization for its destiny, usually to the betterment of society. <i>How important do you think stewardship is in being an effective leader?</i>	4.00	0.78
Another attribute of Servant Leadership is persuasion. By persuasion, we mean using compelling reasons to convince others to do things rather than relying on formal authority. <i>How important do you think persuasion is in being an effective leader?</i>	3.84	0.81
Another attribute of Servant Leadership is having a calling. By having a calling, we mean having a natural desire to serve others while sacrificing self-interest for the good of the group. <i>How important do you think having a calling is in being an effective leader?</i>	3.80	0.94
Another attribute of Servant Leadership is healing. By healing, we mean having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise. <i>How important do you think healing is in being an effective leader?</i>	3.54	0.99

Note: 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely

Table D-2
Student Perceptions of How Much They Learned About Servant Leader Attributes at UW-Madison

Question	Average Response	Standard Deviation
In your experience at UW-Madison, how much did you learn specifically about <i>conceptualization</i> as an important principle for effective leadership?	3.49	1.03
In your experience at UW-Madison, how much did you learn specifically about <i>building community</i> as an important principle for effective leadership?	3.31	1.16
In your experience at UW-Madison, how much did you learn specifically about <i>growth</i> as an important principle for effective leadership?	3.26	1.03
In your experience at UW-Madison, how much did you learn specifically about <i>persuasion</i> as an important principle for effective leadership?	3.23	0.99
In your experience at UW-Madison, how much did you learn specifically about <i>listening</i> as an important principle for effective leadership?	3.21	0.95
In your experience at UW-Madison, how much did you learn specifically about <i>awareness</i> as an important principle for effective leadership?	3.13	0.92
In your experience at UW-Madison, how much did you learn specifically about <i>foresight</i> as an important principle for effective leadership?	3.04	1.06
In your experience at UW-Madison, how much did you learn specifically about <i>stewardship</i> as an important principle for effective leadership?	3.04	1.12
In your experience at UW-Madison, how much did you learn specifically about <i>empathy</i> as an important principle for effective leadership?	2.68	0.92
In your experience at UW-Madison, how much did you learn specifically about <i>having a calling</i> as an important principle for effective leadership?	2.55	1.08
In your experience at UW-Madison, how much did you learn specifically about <i>healing</i> as an important principle for effective leadership?	2.39	1.11

Note: 1 = nothing, 2 = a little bit, 3 = some, 4 = quite a bit, 5 = a great deal

Table D-3
Student Perceptions of How Much Confidence They Had to Use Servant Leader Attributes

Question	Average Response	Standard Deviation
Still thinking about listening as hearing and valuing the ideas of others, including those who are followers, how confident are you that you have the <i>listening</i> skills to be an effective leader?	3.91	0.79
Still thinking about empathy as understanding what is happening in the lives of others and how it affects them, how confident are you that you have the <i>empathy</i> to be an effective leader?	3.81	0.87
Still thinking about building community as having a strong sense of community spirit and believing that an organization needs to function as a community, how confident are you that you have the <i>community building</i> skills to be an effective leader?	3.79	0.80
Still thinking about awareness as having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances, how confident are you that you have the <i>awareness</i> to be an effective leader?	3.77	0.73
Still thinking about growth as having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others, how confident are you that you have a commitment to <i>growth</i> that would make you an effective leader?	3.71	0.78
Still thinking about conceptualization as communicating and helping others communicate ideas and vision for an organization, how confident are you that you can use <i>conceptualization</i> to be an effective leader?	3.64	0.82
Still thinking about foresight as having the ability to anticipate the future and its consequences, how confident are you that you can use <i>foresight</i> to be an effective leader?	3.64	0.87
Still thinking about having a calling as a natural desire to serve others while sacrificing self-interest for the good of the group, how confident are you that you have such a <i>calling</i> ?	3.46	0.85
Still thinking about stewardship as having the ability to prepare an organization for its destiny, usually to the betterment of society, how confident are you that you use <i>stewardship</i> to be an effective leader?	3.40	0.84
Still thinking about persuasion as using compelling reasons to convince others to do things rather than relying on formal authority, how confident are you that you can use <i>persuasion</i> to be an effective leader?	3.37	0.75
Still thinking about healing as having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise, how confident are you that you have the appreciation of <i>healing</i> to be an effective leader?	3.35	0.97

Note: 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely

Table D-4
Student Perceptions of Where They Learned About Servant Leader Attributes

You may have learned about some or all of the attributes of Servant Leadership we have just described in other types of learning experiences before coming to UW-Madison, or since your arrival here. Did you learn about any aspects of Servant Leadership through ...

	Percent of Students Answering Yes	Percent of Students Answering No	Percent of Students with No Response
A workshop or course offered by the College of Engineering?	61%	26%	13%
A workshop or course offered elsewhere on campus?	16%	60%	24%
A student organization of any kind?	44%	37%	19%
A mentor or advisor?	26%	54%	20%
Somewhere else?	36%	41%	23%

Appendix E

Contents of Leadership Modules for Senior Capstone Design

CEE 578 Capstone

Leadership Development Module

January 16, 2014

Basic course logistics:

- 8 teams, 4-5 people each

Objectives:

1. To develop leadership competencies (e.g. communication, decision making, team process) through real time and real world project implementation
2. To reflect on personal styles, strengths, and limitations as a leader through self-assessments and peer reviews
3. To provide constructive and developmental feedback to peers

Module overview:

The leadership modules will be in 3 parts throughout the semester briefly described below (further details follow).

Module 1: Leading a kick-off: 2nd week of class, focus on team dynamics, leadership styles, and general communications and intro to team dynamics

Module 2: Leading the process: Mid-semester, build on team dynamics from Module 1, focus on project management, time management, and conflict resolution/peer feedback

Module 3: Leading through to completion: Near end of semester, motivation, final reflections, building on lessons learned, performance feedback

Module 1 Details:

We will take a full class period for this first module and integrate the leadership-based content into activities for them to advance early plans for their project.

Student Prep: Read, Keith, "The Case for Servant Leadership" and Astin, "Leadership for Social Change"

(5 minutes) Introduction

- Who am I and why are we doing this leadership module thing?
- Layout overview of all modules for the semester

(10 minutes) Readings

- In your project teams, discuss readings and identify 2 main points from each article that relate directly to your project.
- Capture team summaries

(15 minutes) Large group report out (BRIEF)

- Each team BRIEFLY report out on their main points – don't repeat what was already said by other teams.
- If we run out of ideas by the time the last few groups go, that's fine – cut it short and move on.

(15 minutes) History of Leadership in 15 minutes

- Chris go through presentation of leadership styles/models

(10 minutes) Small group brief discussion

- Of all these models, which one(s) resonate most with you? Why?
- Which ones are least appealing? Why?

(10 minutes) Group behaviors activity

- ID most common behavior and most annoying behavior from the list
- Large group debrief – some that are listed as constructive can be destructive (and vice versa)

(10 minutes) Wrap up and show explicit connections to their group project

Module 2 Details:

We will have one hour for this session the week of February 24th.

Materials

- Stages of team development summary from MTLE FIT materials (A. Brower)
- Worksheet to walk through Process Check

(5 minutes) Introduction

- Revisit topic from last session
- Overview of what we'll do today and why we're doing this
 - Process check for team progress (not to do the work, but to reflect on how you are doing the work).
 - This will be a part of your upcoming Project Management reports/assignments
 - Intro to stages of team development (forming, storming, norming, performing, adjourning)
 - Conflict resolution overview – give very brief presentation about stages of conflict resolution, then have them discuss with groups about conflicts, differences they have encountered and how to get through them.
 - Large group debrief

(5 minutes) Introduce Process Check approach and walk through handout

(15 minutes) Small group discussion – do process check in real time

(5 minutes) Quick large group debrief of the process

(15 minutes) Stages of group development

- Quick overview of stages of team formation
- Mapped onto the 4 styles of group interactions (Brainstorming, Problem Solvers, Processors, and Doers)
- Small group discussions about where are you now?

(15 minutes) Conflict Resolution

- Quick overview of primary sources of conflict (style, content, process)
- Process to overcome – depersonalize it, make it about the work, deal with it early before it gets bigger, it's a normal part of the process, if you gloss over it things get worse, etc.
- Small group discussion:
 - What types of conflict/difference have come up?
 - How will you deal with them now and for the remaining weeks of the project?
- Large group discussion/report out

Team Process Check

Periodically throughout the team process, it's a good idea to set time aside to engage in a team process check. The purpose of this is to pause to reflect on the *process* of the team thus far, NOT on the actual work being done.

It is helpful to engage in a process check at major milestones, when you regroup after a period of inactivity, or when you perceive that the team is not functioning effectively. It is critical that you are open, honest, and receptive to input and feedback from other team members.

Question	Your notes	Actions and decisions
Take 2 minutes to write down your thoughts about how the team is functioning to date. What is going well? What is not going well? What questions do you have for other team members about how the team is operating (roles, responsibilities, deadlines, expectations, etc.)?		
Everyone take 1 minute to summarize what you wrote above. This is NOT the time to discuss in depth, but rather a time to get things out on the table for discussion.		
What issues were brought up that require full team discussion? Take time to discuss them now. If there are issues that are only for 1 or 2 individuals, arrange for a time to talk about them in the near future so you don't take valuable time from the entire group.		
Agree in any changes that need to be made. Examples may include: 1) changes in roles and responsibilities, 2) changes in schedules, meeting times, frequency, or duration, 3) changes in communication channels, 4) specific changes to an individual's level of engagement and involvement.		

Module 3

- Greg announces survey and sends link to students at beginning of class
- 8:00-8:15
 - Those with laptops come to the room with me to do the survey
 - If don't have a laptop, they go to computer lab and come to room after complete survey
- 8:15-8:25
 - When all back in room after survey, mini discussion about feedback about survey
 - Length
 - Format and structure
 - Clarity of questions
 - Thoughts on how to maximize participation?
- 8:25-8:45
 - Projects on track? Second process check to discuss what needs to be done to get project done in time they have left.
 - Quick large group debrief for main issues
- 8:45-8:50
 - Written feedback about modules (see handout on final page)
 - Scale 1-5, effective were these 2 modules about leadership and team dynamics?
 - Open response – what do you suggest we start, stop, continue doing?
 - What was most useful/applicable?
 - What was least useful/applicable?
 - What specific changes did you individually make as a result of what you learned in these 2 modules? If nothing, please explain.
 - What specific changes did you see in your team as a result of what you learned in these 2 modules? If nothing, please explain.
- 8:50-9:00 – large group discussion about module feedback

TOPICS TO CONSIDER FOR FUTURE ITERATIONS OF THIS MODULE IF TIME

- Employee motivation
 - What motivates you to work?
 - What motivates others?
 - How can you help motivate others? Intrinsic and extrinsic
- Deeper about conflict resolution
- More on project management and planning

Feedback for Leadership and Team Dynamics Modules in Capstone Course

This is the first time we've included these sessions on leadership and team dynamics as part of the capstone course. Your honest and thoughtful input will help us continue to improve these sessions for future semesters. Please take a few minutes to answer the questions below and leave this sheet behind after class.

1. Overall, how effective do you feel these modules on leadership and team dynamics were for your group to work together more effectively in your course project?
 - a. Very effective
 - b. Somewhat effective
 - c. Did not have any recognizable effect
 - d. Detrimental to our team effectiveness
 - e. Unsure of the effectiveness
2. Thinking about everything we covered in these modules, what do you suggest we continue doing? Why?
3. What do you suggest we cut or do not repeat next time? Why?
4. What are additional topics you would like to see in future offerings that we did not cover this time around?
5. What specific changes did you individually make as a result of what you learned in these modules? If nothing, please explain.
6. What specific changes did you see in your team as a result of what you learned in these modules? If nothing please explain.

Appendix F

Coordinated Leadership Initiative



COORDINATED
LEADERSHIP

What is UW-Madison Leadership?

The University of Wisconsin-Madison has a rich history of developing engaged citizens in an ever-changing global society. This tradition inspired an initiative to illuminate and connect leadership opportunities occurring across campus. In the spirit of the Wisconsin Idea, the Coordinated Leadership Initiative (CLI) developed a framework articulating the collective objective of leadership for the purposes of positive change at UW-Madison and beyond.

The Leadership Framework

The Leadership Framework introduces a common language and vision of leadership at UW-Madison that includes Values, Competencies and Outcomes. Grounded in research, with a uniquely UW-Madison perspective, the framework serves to expand the leadership capacity of students, faculty, and staff. The framework's foundation rests on the following principles:

- Leadership is an action-oriented endeavor, not based on position or level of authority
- Context matters, each situation requires unique engagement
- Leadership is understood as the phenomenon of change in an individual, group, or community's beliefs, values or behaviors

Leadership for a Purpose

The CLI supports a growing community of leadership practitioners, including students, faculty and staff, who are applying the Leadership Framework in a wide variety of contexts. The following is a small sample of high-impact programs that are leveraging the Framework to effect positive change in beliefs, values and behaviors.

Preventing High-Risk Alcohol Use: The Badgers Step Up! training program engages student organization participants as agents of change to address alcohol abuse. The program incorporates the Framework to develop effective intervention techniques and explores the use of specific leadership competencies to reduce harm.

Workforce Engagement: Employees of DoIT's Digital Publishing and Printing office lean on the Framework's Values and Competencies to develop stretch and growth goals for themselves with management guidance. These intentional conversations have resulted in increased employee connections and commitment to their work.

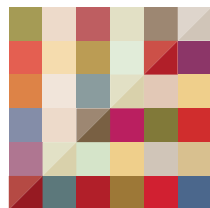
Identity Based Community Partnerships: The Queer Emerging Leaders Program (QUELP) uses the Framework's Outcomes to structure a 14 week course focused on power, privilege, personal narrative, and community organizing. Participants support their own communities by working with organizational partners who serve LGBTQ+ people and needs.

In addition to these change initiatives, the Framework is being applied to develop broad capacity to enact the values and competencies. The student focused **Leadership Certificate Program** generates engagement in campus activities that develop leadership capacity while prompting deep, personal reflection. The Office of Human Resource Development is creating training materials for faculty and staff that incorporate the Framework into its popular **Fully Prepared to Lead** series.

Expanding Campus Collaboration

Developing leadership capacity for the purposes of positive change is a campus-wide responsibility. The CLI, sponsored by the Provost's Office and Dean of Students, has an expanding network of collaborators on campus and in the Madison community. More than 50 campus departments across a wide array of schools, colleges and divisions, have contributed to CLI's advancement through administrative support or by implementing the Framework into programming.

For more information on how you can support the Coordinated Leadership Initiative or apply the Leadership Framework in your context please visit: leadership.wisc.edu.



COORDINATED LEADERSHIP

What is UW-Madison Leadership?

The University of Wisconsin-Madison has a rich history of developing engaged citizens in an ever changing global society. These citizens have gone on to demonstrate leadership in corporate America, non-profit organizations, and public service. We believe this is not coincidental but a natural outgrowth of the University's culture and mission.

Elements of leadership development are visible across campus in organizations, programs, and courses. The Coordinated Leadership Initiative (CLI) was launched to provide interconnected leadership opportunities for UW-Madison students, faculty, and staff. Our university community is served best when it can reference a common framework for leadership with a uniquely Madison perspective.

The Leadership Framework

Research-based and developed in consultation with students, faculty, and staff from across campus, the Leadership Framework is founded on the principles that leadership is an action-oriented endeavor not based on position or level of authority and that context matters, recognizing each situation requires unique engagement. The framework articulates ways of engaging in the act of leadership - understood as the phenomenon of change in an individual, group, or community's beliefs, values, or behaviors.

The Leadership Framework is built on three central assumptions:

- Leadership generates observable **outcomes**
- These outcomes are informed by three key **values** of UW-Madison
- These outcomes occur when the individual has developed certain leadership **competencies**

What is the Purpose of the Framework?

The Leadership Framework honors UW-Madison's timeless tradition of sifting and winnowing, in pursuit of the best practices of leadership development. The purpose of the Framework is to:

- Illuminate and connect leadership courses, programs, and opportunities.
- Facilitate a shared vision and common language for leadership.
- Identify and promote practices, approaches, and behavior that cultivate positive change.

Values + Competencies = Leadership Outcomes

The matrix (on back) shows **outcomes** that can be generated when specific leadership **competencies** are executed while living each of the leadership **values**. This matrix primarily focuses on individual-level behavioral practices and is not intended to serve as an exhaustive list but rather provides examples of observable and measurable outcomes.

How to Use the Framework

Are you a faculty member interested in how to apply the Framework to your courses? Are you a student interested in assessing your own or your organization's approach to leadership? Are you a staff member whose program might serve as a resource for leadership development? For insights and resources on using the Leadership Framework, project history, and how you can get involved, please visit: leadership.wisc.edu

		VALUES		
		Integrity	Inclusive Engagement	Connection and Community
COMPETENCIES	Self-Awareness	Examine one's own beliefs, values, emotions, and cultural context and their influence on one's ability to provide leadership to the group.	Invite others to examine and share their beliefs, values, emotions, and cultural context as they relate to the work of the group.	Help the group's members connect their shared beliefs, values, emotions, and cultural context to the larger community affected by the work of the group.
	Interpersonal Communication	Share all relevant information openly with the group.	Draw out and encourage the open sharing of all group member perspectives.	Communicate group information openly with the larger community and elicit honest feedback.
	Supporting Learning and Development of Others	Engage in continuous learning and be a model for the group.	Provide learning opportunities for group members and encourage them to participate.	Help group members develop skills to engage the community, expand their networks, and represent the group.
	Honoring Context and Culture	Develop one's own understanding of the group's culture(s) and acknowledge the impact of negative stereotypes.	Help group members recognize cultural values and remove cultural barriers and assumptions.	Promote trust and goodwill within the cultural context of each community involved.
	Decision-Making	Make decision-making processes transparent and demonstrate personal accountability for decisions.	Facilitate participants to reach consensus as they make decisions.	Consider impact on and trust of other communities in reaching and communicating decisions.
	Fostering Bridge-Building and Collaboration	Listen attentively to differing ideas and consider them thoughtfully and fairly.	Build shared ownership and trust among group members with diverse backgrounds and viewpoints.	Develop coalitions and consensus with a diverse set of community partners.
	Moving Ideas into Action	Communicate a compelling vision for change while managing risk and recognizing the impact of change on others.	Energize the group around a shared vision of change and help them face and overcome fears.	Partner with community stakeholders to identify and implement positive change.

Abbreviated Leadership Framework. Find the full framework at: leadership.wisc.edu



Logic Model

GOALS

1. Develop UW-Madison's Leadership Framework
2. Align opportunities to Leadership Framework
3. Ensure accessibility of leadership opportunities
4. Build Infrastructure to sustain Leadership Framework

INPUTS

Participants From

- Academic Schools and Colleges
- Academic Planning and Analysis
- Division of Student Life
- Intercollegiate Athletics
- Memorial Union
- Office of Human Resource Development
- Undergraduate and Graduate Students
- University Health Services
- University Housing

Resources

- Appointment Letters
- Facilitator/Note Taker
- Meeting Space
- Money
- Supplies

OUTPUTS

Engagement

- Leadership Educator's Council Co-Coordiators
- Leadership Educator's Council Planning Team Members
- Leadership Educator's Council Members
- Engaged Campus Community Members

Activities

- Connect with campus stakeholders
- Administer Leadership Development Opportunities Inventory Survey
- Generate Inventory results and share with campus community
- Develop research-based Leadership Framework
- Implement Leadership Framework
- Assess impact of Leadership Framework

IMPACTS

Short Term

- Leadership Courses/Trainings will be infused by leadership research and theory
- Students will be able to identify appropriate leadership opportunities
- Staff will have access to leadership training based on framework
- Students will be able to track and have their progress assessed in a leadership based e-Portfolio
- Staff will have the tools to intentionally provide needed leadership training

Long Term

- Better understand what leadership development opportunities make UW graduates and staff effective and unique
- Increase efficiencies by reducing redundancies and addressing gaps without compromising quality
- Provide leadership related education, resources and tools to support the institution and assist accreditation processes
- Clearly and powerfully articulate how we develop student leaders to potential employers

WORKING ASSUMPTION

Leadership training and development takes place all over campus, yet there is no shared vision, common goals, or understanding of long term outcomes.

EXTERNAL FACTORS

- Past coordinated efforts have lacked institutional support and resulted in limited impact.
- Campus is decentralized in nature which impacts intentional coordination.
- Challenging economic environment requires increased data to make budget decisions.

SITUATION

- The University of Wisconsin-Madison has a rich history of developing engaged citizens.
- Currently the University has no shared understanding of leadership development.
- Conditions serve to disorient students, faculty, and staff as they seek to learn what is and isn't "Leadership".



COORDINATED
LEADERSHIP

Coordinated Leadership Initiative

2014-2015 Organizational Structure

Revised Draft: September 15, 2014

CLI Goals

The proposed 2014-2015 CLI organizational structure draws from [the list of summarized CLI goals](#) (see below) discussed at a June 6, 2014 CLI retreat, and builds upon the 2013-2014 structure (see Appendix A). The new structure is designed to help support ongoing work, provide new roles and opportunities for team members, and reflect current goals for the year ahead. Moving into year four, the following 6 goals are intended to help continue to advance the CLI:

- Initiate and strengthen mutually beneficial partnerships with students, faculty and staff
- Determine sustainable organizational structure; Define CLI budget sources and fiscal responsibility from/to campus community
- Develop communications strategy through touch points – relational, personal, and technological – to support CLI brand (ex. website)
- Cultivate CLI stories and impacts; share broadly to inform future work
- Provide relevant tools, resources, and support based on identified needs of CLI community
- Provide ongoing assessment and evaluation of CLI progress

Involvement

Everyone is welcome to engage in any role that fits their interests, needs, and time commitment. Engagement in any role is appreciated and necessary to advance this important campus initiative! There are 5 primary levels of involvement to consider:

- Functional Team point person - Participate as a Coordination Team member and help guide Functional Team
- Functional Team member - Support efforts of meeting Functional Team goals
- Ad hoc participant - Join Coordination Team or Functional Teams for specific or specialized projects
- CLI Community of Practice - Learn from others and share your experiences related to Leadership Framework implementation
- CLI Advocate - Stay engaged through periodic email updates and provide feedback at various stages of the initiative

CLI Coordination Team

The CLI Coordination Team is made up of the Point Persons from each Functional Team. It will meet bi-weekly for 90 minutes throughout the fall and spring semesters. The primary purposes of the Coordination Team are to:

- Provide shared leadership and coordinate functional roles for support, consistency, and feedback across the project
- Identify, document, monitor, and support progress of CLI goals
- Identify and establish connections to campus initiatives
- Engage with other Functional Team members to ensure collaboration and minimize initiative gaps

Brief descriptors for each of the Functional Teams are provided below. Specific commitments associated with participation will be determined as groups form and begin to address CLI goals in late September/early October:

FUNCTIONAL TEAMS	GOAL HIGHLIGHTS FOR 2014-2015	POINT PERSON RESPONSIBILITIES	POINT PERSONS	TEAM MEMBERS
Strategic Planning and Sustainability	<ul style="list-style-type: none"> • Organize strategic planning process with Coordination Team (mission, vision, strategic goals, including the relationship of the CLI organization to the UW org structure – where does CLI live?) • Identify new strategic partners - form and strengthen existing partnerships (OHRD, faculty, shared governance, diversity on campus, alumni, academic deans, business, and industry, etc.) • Assess financial and other resource needs and recommend how CLI can be financially sustainable • Recommend new opportunities for outreach and application of Leadership Framework 	<ul style="list-style-type: none"> • Attend Coordination Team meetings • Coordinate strategic planning 	Bruce Harville	
Framework Implementation Support	<ul style="list-style-type: none"> • Identify needs of potential framework adopters and provide best practice consultation, resources, and support • Help identify connections between the work of potential adopters and the Framework • Promote, define, and provide structure to CLI Community of Practice • Generate references of Framework adopters • Advocate for and support use of Framework in your local context & share outcomes of your efforts 	<ul style="list-style-type: none"> • Attend Coordination Team meetings • Work with Team to identify support structure for framework adopters 	Geoff Larson Emily Utzerath	
Communications	<ul style="list-style-type: none"> • Oversee branding, promotion, news, events, network-building, facilitation • Identify high priority touch points • Plan and coordinate engagement events • Plan and coordinate website design/development • Develop and manage Initiative content 	<ul style="list-style-type: none"> • Attend Coordination Team meetings • Coordinate development of communications strategy 	Nancy Mitchell	

	<ul style="list-style-type: none"> • Design & recommend a CRM database for champions, adopters, networking, and sharing of resources 			
Resources	<ul style="list-style-type: none"> • Disseminate pilot survey, revise and administer more broadly in an effort to: <ul style="list-style-type: none"> ○ Compile resources for initiative (could include research articles, websites, activities, etc.) – share with Communications Team ○ Discover leads for CLI stories – share with Data & Assessment (D & A) Team ○ Discover where current leadership initiatives are connected to the Framework – share with D & A Team ○ Discover areas of the Framework where more resources are needed – share with D & A Team • Work with Communications Team to implement a CRM (customer relationship management) system for champions, adopters, networking, and sharing of resources 	<ul style="list-style-type: none"> • Attend Coordination Team meetings • Coordinate gathering resources and compile into format for easy access, use, and dissemination 	Libby Bestul	
Data and Assessment	<ul style="list-style-type: none"> • Determine in what ways and to what extent campus programs, courses, etc. are connected to the framework • Collect data/case studies showing how CLI competencies are reflected across campus • Assess how CLI is currently being integrated into workplaces – and share organizational changes & results • Gather feedback for revisions to Leadership Framework 	<ul style="list-style-type: none"> • Attend Coordination Team meetings • Coordinate assessment of what programs, courses, etc. are connected to the framework and determining efficacy 	Katherine Charek Briggs	

Appendix A

Coordinated Leadership Initiative

2013-2014 CLI Organizational Structure

At the end of the 2013-2014 academic year, CLI was supported by (2) project leads, the CLI Coordination Team, and the (7) Functional Groups. The CLI Functional Groups are outlined here. Please check BOX for an [updated CLI Functional Group roster list](#).

Functional Group	Description	2013-2014 Accomplishments	2014-2015 Next Steps	New Functional Team
Assessment	Determine how campus programs and courses connect to new framework; assess the impact of CLI on programs and courses	<ul style="list-style-type: none"> Reviewed LDO survey results Considered a framework for evaluating CLI's impact Supported Resources pilot survey 	<ul style="list-style-type: none"> Determine to what extent the Framework is being applied Identify plan for how to assess Framework's impact 	Data and Assessment
Department/Unit Champions	Communicate the value of CLI to key decision makers; recommend steps to campus-wide adoption; and identify support as needed.	<ul style="list-style-type: none"> Developed CLI Talking Points Highlighted ties to other Campus Initiatives Raised CLI awareness 	<ul style="list-style-type: none"> Develop clear org. structure Consider CLI financial needs Connect Framework to key access and gate ways of institution 	Strategic Planning and Sustainability
Early Adopters	Work to implement CLI in local context. Meet monthly to share updates and provide cross departmental support	<ul style="list-style-type: none"> Created community of adopters Gathered initial information on early adopters Provided support to adopters 	<ul style="list-style-type: none"> Provide orientation resources to potential adopters Generate community of practice Provide direct consultation services 	Framework Implementation Support
Engagement	Recommend, coordinate and prioritize CLI engagements (workshops, conferences, visits with departments). Maintain database of contacts.	<ul style="list-style-type: none"> Developed specifications for CRM Created list of potential CLI engagements Developed presentation format to encourage Framework application 	<ul style="list-style-type: none"> Identify software products for CRM database Engage key stakeholders to increase application and generate CLI support 	Communications
Framework Revisions	Gather and share feedback about framework, share framework revisions as a living document.	<ul style="list-style-type: none"> Revised Framework – v. 2.0 Incorporated Framework feedback Created introductory text for CLI 	<ul style="list-style-type: none"> Collect feedback from implementers of Framework on clarity/portability 	Data and Assessment
Resources	Gather and share information about leadership development opportunities.	<ul style="list-style-type: none"> Original survey data cleaned up & analyzed Pilot survey built with Campus Labs Pilot survey recipients identified 	<ul style="list-style-type: none"> Disseminate pilot survey Revise and re-administer survey Compile resources and look for leads for CLI stories 	Resources
Website	Design and maintain a CLI web site as interactive and informational tool, allow for others to contribute resources	<ul style="list-style-type: none"> Launched website Identified requirements for website Conducted research on web development and hosting 	<ul style="list-style-type: none"> Secure website hosting and development 	Communications

Appendix G
Communications Manager Position for the
UW-Madison Coordinated Leadership Initiative



Coordinated Leadership Initiative

DRAFT Proposal for
Communications
Project Manager Position
Version 2.3

Submitted By: Nancy Mitchell
29 December 2014

Table of Contents

Objective	3
A Case for Managed Communications.....	4
Processes.....	6
Efforts and Artifacts	7
Phase 1 – High Priority Deliverables	9
Phase 2 - Deliverables	12
Possible Contributors/Contractors	14
Document Change Control.....	15

Objective

The purpose of this proposal is to state the need for a Communications Project Manager (CPM) for the Coordinated Leadership Initiative (CLI). The proposal outlines the functions of the role by listing the potential duties and responsibilities of the CPM as the lead communications strategist. This proposal also highlights design approaches for creating communications artifacts. Finally, the proposal offers a timetable of deliverables, budget, and possible contributors.

A Case for Managed Communications

The current phase of the Coordinated Leadership Initiative marks the juncture between articulating a vision for leadership at UW-Madison and enacting that vision through campus-wide adoption of a new Leadership Framework. The CLI is poised to facilitate this movement. Yet there remains the need for communications strategy in order to make the shift toward large-scale coordination. The most compelling argument for funding project management is to sustain the momentum of the initiative. Incentives and methods are outlined below.

1. Successful implementation of the Leadership Framework provides essential data for demonstrating the benefits of coordinated leadership at UW-Madison - a decisive element for securing executive buy-in and institutional support. The way to attract interest in adoption of the framework is to concisely communicate the value proposition of the initiative.
2. To date, the CLI has engaged a large campus constituency through a variety of engagement activities. However, there are numerous untapped means for building awareness of the benefits of the initiative. The CPM selects and oversees production of integrated communications with messaging that is effective and consistent across all touch points.
3. Leading the development and implementation of the overall communications strategy means working closely with stakeholders to map out ways to increase visibility and better connect individuals and units on campus and beyond. The CPM does so with a deep awareness of UW-Madison along with a passion for its mission. Understanding the complexities of meeting common goals in a highly decentralized environment allows the CPM to serve as a liaison - building, strengthening, and maintaining relationships to help support strong networks.
4. The initiative can play a role in recruitment and retention of students, staff, and faculty by providing support of cutting edge leadership development opportunities. The CPM recognizes this and tracks trends and benchmarks against similar institutions and their approaches to leadership visioning. The CPM translates the unique promise of the CLI into words, images, and media that highlight UW-Madison's reputation as a destination for leadership development.
5. The CPM remains knowledgeable of communications efforts at the university by connecting with a variety of partners. Serving on committees and teams and developing collegial relationships with other campus communicators ensures that UW-Madison brand and visual identity guidelines are met.
6. Exceptional communications encompass messaging in any medium. The CPM oversees the design of integrated communications artifacts for high-priority programs and events, including the production of print and digital publications. Additionally, the CPM creates visual "how to" tools and guides tailored to promote and facilitate implementation of the Leadership Framework in a variety of contexts.

7. One of the most widely accessed modes of communication will be the CLI website. Website design and development require a fluent translation of Experience Design and technology. Working with designers and developers, the CPM facilitates these connections, ensuring leading-edge interactivity, utility, and desirability.
8. The CPM aligns and coordinates communication strategies with high-visibility student, faculty, and staff leadership programs on campus. Co-branding with major programming underscores a cohesive institutional leadership vision.
9. Demonstrating excellent presentation and group facilitation skills, the CPM collaborates with fellow team members to lead meetings, events, and creative ideation sessions.
10. The CPM assists in the planning and coordination of support services offered to adopters of the Leadership Framework. This includes the creation of branded, re-usable resources and curricula for presentations, workshops, and courses.
11. Finally, the CPM communicates project needs, requests quotes, while helping to identify external and internal funding sources. Dedicated support is key to sustaining the momentum of the Coordinated Leadership Initiative.

Processes

The Communications Project Manager is guided by two design disciplines: Experience Design and Design Thinking.

Experience Design and the CPM

The CPM oversees activities associated with the Coordinated Leadership Initiative experience - the total impact of the CLI brand on its audience. The CPM's primary role in the Experience Design is threefold:

1. *Owning the vision* by facilitating clear identification of the distinct communications problems to be solved and their solutions
2. *Owning the design* by making sure that it is aligned with the CLI vision and by ensuring the creation of the high-quality, consistent, and compelling experiences for users
3. *Owning the lifecycle process* by creating a roadmap for establishing scope, tracking progress, and prioritizing the development of communications artifacts

Design Thinking and the CPM

The CPM understands the design process, knowing how to support it and treat communications holistically - from concept to development to delivery. In doing so, the CPM engages in and fosters an atmosphere of Design Thinking.

Design Thinking combines empathy in contextualizing a problem from deep knowledge of stakeholder perspectives, creativity in generating solutions, and insight in fitting solutions to the problem context. Design Thinking involves a collaborative, iterative process of generating ideas through divergent thinking, encouraging unanticipated requirements to emerge and converging on innovative solutions that can be tested.

Design Thinking is an ideal emphasis for the CLI communications effort because it honors the initiative's promise for inclusivity and transparency. It recognizes that agility is at the core of an evolving vision for UW-Madison leadership. Design Thinking embraces, fundamentally, the critical need for leadership development in our rapidly changing world.

Furthermore, Design Thinking positions the CLI to take education innovation to a higher level by aligning the Coordinated Leadership Initiative with a growing campus interest in Design Thinking methodology.

Efforts and Artifacts

The Communications Project Manager role lies at the intersection of the competencies of many disciplines. For that reason, the CPM performs or influences a range of the efforts associated with producing communications artifacts.

The CPM guides team members through tasks and works as a communications hub, facilitator, time tracker, and guard of communications project and product quality. The scope of communications efforts could encompass the following:

Brand Identity

- ▶ Logo
- ▶ Byline/Tagline
- ▶ Brand positioning statement
- ▶ Usage guidelines

Branded Materials

- ▶ Framework
- ▶ Signage
- ▶ Posters
- ▶ Flyers/Brochures
- ▶ Letterhead
- ▶ Templates (E.g., Presentation, reports)
- ▶ Curriculum tools (E.g., Lesson plans, worksheets, manuals)

Content Development and Management

- ▶ Copywriting /Editing
- ▶ Graphic design
- ▶ Photography
- ▶ Videography
- ▶ Interactive design

Website Design and Development

- ▶ Business requirements
- ▶ User research
- ▶ Wireframes and prototypes
- ▶ Interactive elements
- ▶ Database/Directory development
- ▶ Content management process

Support for CLI Engagement and Events

- ▶ Scheduling and logistics
- ▶ Program/Workshop development
- ▶ Calendar
- ▶ Promotion

Services

- ▶ Facilitated events, workshops
- ▶ Curricular materials based on Leadership Framework
- ▶ Assessment tools for UW individuals, departments/units, institution
- ▶ Assessment tools for individuals and organizations outside UW
- ▶ Co-Branding with UW programs (E.g., CfLI Leadership Certificate program, OHRD Fully Prepared to Lead)
- ▶ Consultation on implementation of Leadership Framework

Phase 1 – High Priority Deliverables

During Phase 1, the CPM will assist the CLI Coordination Team to identify priorities with the greatest impact for the initiative. The CPM will coordinate efforts to address communications that require intensive short-term priority, while educating team members on branding and content strategy, as well as the types of artifacts that will support getting the word out quickly. The CPM will contribute to reviews and refine messaging developed by Functional Teams while providing timely recommendations to the CLI Coordination Team. The CPM will ensure that the goals for Phase 1 are met. Suggested high priority deliverables are listed below:

Develop CLI brand identity

- ▶ CLI Brand
 - Logo
 - Tagline
 - Experience
 - Positioning Statement
- ▶ Brand and visual identity guidelines
 - Use of the CLI logo
 - Requirements for using the CLI brand within UW brand identity
 - Standards for using the CLI brand for UW programs choosing to co-brand
- ▶ Co-Branding with Student Leadership Certificate
 - Logo
 - Tagline
 - Consultation

Create CLI artifacts

- ▶ Framework matrix visual aids and tools
 - Assessment Worksheet
 - Framework definitions handout
- ▶ Photography – Shoot and edit photos for print and web
- ▶ Templates and re-usables (Agenda, worksheets, signage, PowerPoint, and as needed)

Complete CLI Website 1.1

- ▶ Choose CMS
 - Wordpress
 - Drupal
- ▶ Identify host, designer/developer, CMS
 - CALS, Dolt, External Vendor
- ▶ Requirements Study V.1.1
 - Documentation of content and features
- ▶ Content development
 - Copy

- Graphics
- Photos
- ▶ Release

Budget

Communications Project Manager: \$10,500 / 3 mos.

Copywriting/Editing: Student Hourly \$15/hour

Printing: Generous donation by Geoff Larson, DoIT Printing Services

Website Hosting, Design, and Development: TBD after bidding process

Phase 2 - Deliverables

Once immediate priorities have been addressed, the CPM will advance a communications strategy. The CPM will lead the creation of content by analyzing and identifying critical elements of the initiative and by communicating for impact. Communications will be story-driven, findable, current, and flexible.

A communications strategy encompasses developing information that will meet the CLI audience needs in ways that simultaneously achieve the UW's goals and top priorities for the initiative. Knowing the target audiences is essential. Rather than pushing information that concentrates on the *business* agenda, we must allow our primary audiences to easily pull the information *they* are seeking. The communications strategy will include ongoing qualitative/ethnographic user research in order to develop content that is both relevant and compelling.

The strategy will also include mechanisms and protocols to standardize content development and management procedures. The CPM will establish a master plan and tactics for print and electronic messaging. The CPM will create a clear process for review and approval before content is published.

During Phase 2 (and Beyond) the CPM might focus on the following activities:

Develop CLI communications strategy

- ▶ Engagement
- ▶ Storytelling
- ▶ Content development and management (digital and print)
- ▶ CLI support services (E.g., Event/workshop facilitation, consultation, curriculum development)
- ▶ News

Expand Co-Branding

- ▶ Continue efforts with Student Leadership Certificate
- ▶ Initiate efforts with OHRD leadership programs
- ▶ Initiate efforts with other campus leadership programs and courses

Expand development of CLI artifacts

- ▶ News blasts
- ▶ Social media
- ▶ Videography – (E.g., Edit storytelling videos from Spring 2014 Open House event)
- ▶ Photography
- ▶ Templates and re-usables

Develop CLI Website 2.0

- ▶ Revisit and prioritize business requirements and user needs
- ▶ Leader-Link
- ▶ Directories (People, resources)
- ▶ Online networking tools
- ▶ Events calendar
- ▶ Interactive Framework
- ▶ Downloadable resources
- ▶ Release iteratively

Support CLI engagement, events and services

- ▶ Facilitate events, workshops
- ▶ Create curricular materials based on Leadership Framework
- ▶ Design assessment tools for individuals, departments/units, institution
- ▶ Provide consultation/support to individuals and organizations
- ▶ Promote services and events

Budget

Communications Project Manager: TBD/ 9 mos.

Copywriting/Editing: Student Hourly \$15/hour

Printing: Generous donation by Geoff Larson, DoIT Printing Services

Website Hosting, Design, and Development: TBD

Multimedia Design and Development: TBD

Possible Contributors/Contractors

Copywriting/Editing

Em McCarty (Student Creative Writing, Art)

Database development

Eric Quarm (DoIT Systems Engineering And Operations)

Wordpress/Drupal development

Phil Barak and Jason Pursian (CALS)

Andy Goldstein (DoIT Academic Technology)

Kristin Leyland (DoIT Academic Technology)

Garret Smith (DoIT Academic Technology)

James Sun (Alumnus Chemical Engineering)

Funding

Center for Leadership and Involvement

Division of Student Life

Educational Innovation

Office of Human Resource Development

Office of the Provost

OQI

Pieper Foundation

Wisconsin School of Business

Wisconsin Union

Document Change Control

Date	Version	Action
6/13/14	1.0	<ul style="list-style-type: none"> • Discussion V1.0 Kueppers/Mitchell
6/18/14 7/1/14	2.0	<ul style="list-style-type: none"> • Reviewed by Kneuve/Kueppers • Sent to Dakes for review
7/24/14	2.1	<ul style="list-style-type: none"> • Mitchell removed detailed timeframe per Kueppers/Kneuve suggestion • Mitchell expanded the Case for Managed Communications section • Mitchell added detail to deliverables sections • McCarty feedback/edits
7/28/14	2.2	<ul style="list-style-type: none"> • Mitchell sent to Kueppers for review • Kueppers sent to Dakes and Webne-Behrman for review by Aug.5 for Executive Sponsor Mtg.; and Aug.8 for CLI (cc. Larson and Stephens)
8/11/14	2.3	<ul style="list-style-type: none"> • Kueppers/Larson provided feedback from CLI executive sponsors mtg. • Hillstrom feedback • Mitchell content edits

Appendix H

Codebook for the Multi-Institutional Study on Leadership

Multi-Institutional Study of Leadership
MSL 2015 Codebook
Version v.1 (9.21.2014)

Red Font = Negative Response Item
Blue Font = Skip Pattern
Green Shading = Sub-Study

QUESTION	VARIABLE NAME	VARIABLE LABEL	RESPONSE CODING	NOTES
COLLEGE INFORMATION				
1	DEM1	Did you begin college at your current institution or elsewhere? (Choose one)	1= Started here 2=Started elsewhere	
2	DEM2	How would you characterize your enrollment status? (Choose one)	1=Full-time 2=Less than full-time	
3	DEM3	What is your current class level? (Choose one)	1=Freshman/First-year 2=Sophomore 3=Junior 4=Senior (4 th year and beyond) 5=Graduate Student 6= Unclassified	
4	DEM4	Which of the following best describes your <u>primary</u> major? (Select the category that best represents your field of study)	1=Agriculture/Natural Resources 2= Architecture/Urban Planning 3=Biological/Life Sciences (ex. biology, biochemistry, botany, zoology) 4=Business (ex. accounting, marketing, management, entrepreneurship, finance, human resources, hospitality) 5=Communication (speech, journalism, television/radio) 6=Computer and Information Sciences 7= Criminal Justice 8= Ecology 9=Education	

10=Engineering (ex. chemical, aerospace, civil, industrial, mechanical, biomedical)
11= Environmental Science
12=Ethnic & Cultural Studies
13=Foreign Languages and Literature (ex. French, Spanish)
14=Health-Related Professions (ex. nursing, physical therapy, health technology, pharmacy, kinesiology, health care administration)
15=Humanities (ex. English, literature, philosophy, religion, history)
16=Liberal/General Studies
17 = Library Science
18=Mathematics/Statistics
19 = Military
Science/Technology/Operations
20=Multi/Interdisciplinary Studies
21=Parks, Recreation, Leisure Studies, Sports Management
22=Physical Sciences (ex. physics, chemistry, astronomy, earth science)
23=Pre-Professional (ex. pre-dental, pre-medical, pre-veterinary)
24=Public Administration (ex. city management, law enforcement)
25=Social Sciences (ex. anthropology, economics, political science, psychology, sociology, social work)
26=Visual and Performing Arts (ex. art, music, theater)
27= Women's/Gender Studies
28=Undecided

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For Review and/or IRB Submission Purposes Only

5	ENV1	Are you currently working OFF CAMPUS in a job unaffiliated with your school?	1=Yes 2=No	If NO, skip to question #6
	ENV1a	Approximately how many hours do you work off campus at a site unaffiliated with your campus in a typical 7-day week?	Open response	
6	ENV2	Are you currently working ON CAMPUS?	1=Yes 2=No	If NO, skip to question #7
	ENV2a	Approximately how many hours do you work on campus in a typical 7-day week?	Open response	
	ENV2b	In what department or office do you currently work on campus? If you work in more than one, please indicate the department or office for which you complete the majority of hours.	Open response	
7	ENV3	In an average month, do you engage in any community service?	1=Yes 2=No	If NO, skip to question #8
In an average month, approximately how many hours do you engage in community service... (Choose one for each category)				
	ENV3a	as part of a class?	1=None	
	ENV3b	as part of a work study experience?	2=1-5	
	ENV3c	with a campus student organization?	3=6-10	
	ENV3d	as part of a community organization unaffiliated with your school?	4=11-15 5=16-20	
	ENV3e	on your own?	6=21-25 7=26-30 8=31 or more	
8. Which of the following have you engaged in during your college experience:				
	ENV4a	Study abroad	1=Yes	
	ENV4b	Practicum, internship, field experience, co-op experience, or clinical experience	2=No	
	ENV4c	Learning community or other formal program where groups of students take two or more classes together		
	ENV4d	Living-learning program (ex. language house, leadership floors, ecology halls)		
	ENV4e	Research with a faculty member outside of class		

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ENV4f	First-year or freshman seminar course
ENV4g	Culminating senior experience (ex. capstone course, thesis)

8a. To what degree have you been involved in the following *on-campus* recreational facilities, programs, and/or services?

REC1	Instructor-led group fitness or exercise classes (ex. Yoga, Zumba)	1=Never 2=Once
REC2	Intramural sports (ex. intramural flag football, Ultimate Frisbee)	3=Sometimes 4=Many Times
REC3	Open recreation (ex. pick-up basketball, weight lifting, treadmill)	5=Much of the Time
REC4	Outdoor adventure activities and/or trips	
REC5	Sport clubs (ex. club volleyball, club hockey)	

YOUR PERCEPTIONS BEFORE ENROLLING IN COLLEGE

9. Looking back to *before you started college*, how confident were you that you would be successful in college at the following: (Select one response for each)

PRE1a	Handling the challenge of college-level work	1=Not at All Confident	Cognitive Skills Pretest
PRE1b	Analyzing new ideas and concepts	2=Somewhat Confident	Cognitive Skills Pretest
PRE1c	Applying something learned in class to the “real world”	3=Confident 4=Very Confident	Cognitive Skills Pretest
PRE1d	Enjoying the challenge of learning new material		Cognitive Skills Pretest
PRE1e	Appreciating new and different ideas or beliefs		Cognitive Skills Pretest
PRE2a	Leading others		Leadership Efficacy Pretest
PRE2b	Organizing a group’s tasks to accomplish a goal		Leadership Efficacy Pretest
PRE2c	Taking initiative to improve something		Leadership Efficacy Pretest
PRE2d	Working with a team on a group project		Leadership Efficacy Pretest

10. Looking back to *when you were in high school*, how often did you engage in the following activities: (Select one response for each)

PRE3a	Student clubs and organizations (ex. student government, band, debate club)	1=Never 2=Sometimes
PRE3b	Organized sports (ex. varsity, club sports)	3=Often
PRE3c	Leadership positions in student clubs, groups, or sports (ex. officer in a club or organization, captain of athletic team, first chair in musical group, section editor of newspaper, chairperson)	4=Very Often

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For Review and/or IRB Submission Purposes Only

of committee)

11. Looking back to *before you started college*, how often did you engage in the following activities: (Select one response for each)

PRE4a	Performed community service	1=Never	
PRE4b	Reflected on the meaning of life	2=Sometimes	Spirituality: Search for Meaning Pretest
		3=Often	
PRE4c	Participated in community or work-related organizations (ex. church group, scouts, professional associations)	4=Very Often	
PRE4d	Took leadership positions in community organizations or work-related groups (ex. union leader, PTA president)		
PRE4e	Considered my evolving sense of purpose in life		Spirituality: Search for Meaning Pretest
PRE4f	Worked with others for change to address societal problems (ex. rally, protest, community organizing)		
PRE4g	Participated in training or education that developed your leadership skills		
PRE4h	Found meaning in times of hardship		Spirituality: Search for Meaning Pretest

12. Looking back to *before you started college*, please indicate your level of agreement with the following items:

PRE5a	Hearing differences in opinions enriched my thinking.	1=Strongly Disagree	Controversy with Civility Pretest
PRE5b	I knew myself pretty well.	2=Disagree	Consciousness of Self Pretest
PREHOP1	I knew I could find ways to solve complex problems even when others gave up.	3=Neutral	Hope Pretest
		4=Agree	
PRERES1	I thought of myself as a strong person.	5=Strongly Agree	Resiliency Pretest
PRE5d	I enjoyed working with others toward common goals.		Collaboration Pretest
PREHOP2	I generally met the goals I set.		Hope Pretest
PRE5e	I held myself accountable for responsibilities I agreed to.		Commitment Pretest
PRERES2	I was not easily discouraged when I experienced failure.		Resiliency Pretest

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

PRE5f	I worked well when I knew the collective values of a group.	Common Purpose Pretest
PRE5g	My behaviors reflected my beliefs.	Congruence Pretest
PRERES3	I was able to effectively manage negative emotions like sadness, fear, or anger.	Resiliency Pretest
PRE5h	I valued the opportunities that allowed me to contribute to my community.	Citizenship Pretest
PreHOP3	I pursued my goals with great energy.	Hope Pretest

13. Please indicate how well the following statements describe *how you were prior to college*:

PRE6a	I attempted to carefully consider the perspectives of those with whom I disagreed.	1=Does Not Describe Me Well 2	Social Perspective Taking Pretest
PRE6b	I regularly thought about how different people might view situations differently.	3 4	
PRE6c	Before criticizing someone, I tried to imagine what it would be like to be in their position.	5=Describes Me Very Well	

14. We would like you to consider your BROAD racial group membership (ex. White, Middle Eastern, Native American, African American/Black, Asian American/Pacific Islander, Latino/Hispanic, Multiracial) in responding to the following statements. Please indicate what *your perceptions were prior to college*.

PRE7a	My racial group membership was important to my sense of identity.	1=Strongly Disagree 2=Disagree	Collective Racial Efficacy Pretest
PRE7b	I was generally happy to be a member of my racial group.	3=Disagree Somewhat 4=Neutral	
PRE7c	I felt a strong affiliation to my racial group.	5=Agree Somewhat 6=Agree 7=Strongly Agree	

YOUR EXPERIENCES IN COLLEGE

15. How often have you engaged in the following activities *during your college experience*:

ENV5a	Performed community service	1=Never	Social Change Behaviors Scale
ENV5b	Acted to benefit the common good or protect the environment	2=Once 3=Sometimes	
ENV5c	Been actively involved with an organization that addresses a social or environmental problem	4=Often	
ENV5d	Been actively involved with an organization that addresses the concerns of a specific community		

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

	(ex. academic council, neighborhood association)
ENV5e	Communicated with campus or community leaders about a pressing concern
ENV5f	Took action in the community to try to address a social or environmental problem
ENV5g	Worked with others to make the campus or community a better place
ENV5h	Acted to raise awareness about a campus, community, or global problem
ENV5i	Took part in a protest, rally, march, or demonstration
ENV5j	Worked with others to address social inequality

16. *Since starting college, how often have you:*

ENV6a	Been an involved member in <u>college organizations</u>?	1=Never 2=Once 3=Sometimes 4=Many Times 5=Much of the Time
ENV6b	Held a leadership position in a <u>college organization(s)</u>? (ex. officer in a club or organization, captain of athletic team, first chair in musical group, section editor of newspaper, chairperson of committee)?	
ENV6c	Been an involved member in an <u>off-campus community or work-based organization(s) unaffiliated with your campus</u> (ex. Parent-Teacher Association, church group, union)?	
ENV6d	Held a leadership position in an <u>off-campus community or work-based organization(s) unaffiliated with your campus</u>? (ex. officer in a club or organization, officer in a professional association, chairperson of committee)?	

17. Have you been involved in the following kinds of student groups during college? (Respond to each item)

ENV7a	Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	1=Yes 2=No
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Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

ENV7f	Honor Societies (ex. Omicron Delta Kappa [ODK], Mortar Board, Phi Beta Kappa)
ENV7g	Media (ex. Campus Radio, Student Newspaper)
ENV7b	Arts/Theater/Music (ex. Theater group, Marching Band, Photography Club)
ENV7c	Campus-Wide Programming (ex. activities board, film series board, major event planning committee)
ENV7p	Multicultural Social Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc., or Latino Greek Council groups such as Lambda Theta Alpha)
ENV7q	Social Fraternities or Sororities (ex. Panhellenic or Interfraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)
ENV7e	International Interest (ex. German Club, Foreign Language Club)
ENV7n	Religious (ex. Fellowship of Christian Athletes, Hillel)
ENV7d	Identity-Based/Multicultural Organizations (ex. racial/ethnic groups, LGBTQ groups, women's groups)
ENV7d1	To what extent have you been actively involved in <i>racial/ethnic groups</i> (ex. Black Student Union, Korean Student Association) <i>on campus</i> during college?
ENV7d2	To what extent have you been actively involved in <i>LGBTQ groups</i> (ex. Pride Alliance, Queer Student Union) <i>on campus</i> during college?
ENV7d3	To what extent have you been actively involved in <i>women's groups</i> (ex. Woman's Circle, National

Insert skip pattern only for this question. If the response is 1 (yes), then ask the follow up questions: ENV7d1, ENV7d2, ENV7d3

Response options for these three sub-questions should be:

0=Never
1=Sometimes
2=Often
3=Very Often

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

	Organization for Women) <i>on campus</i> during college?
ENV7h	Military (ex. ROTC, cadet corps)
ENV7i	New Student Transitions (ex. admissions ambassador, orientation advisor)
ENV7j	Resident Assistants
ENV7k	Peer Helper (ex. academic tutors, peer health educators)
ENV7l	Advocacy (ex. Students Against Sweatshops, Amnesty International)
ENV7m	Political (ex. College Democrats, College Republicans, Libertarians)
ENV7o	Service (ex. Circle K, Habitat for Humanity)
ENV7r	Intercollegiate or Varsity Sports (ex. NCAA Hockey, Varsity Soccer)
ENV7u	Recreational (ex. Climbing Club, Hiking Group)
ENV7v	Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)
ENV7w	Student Governance (ex. Student Government Association, Residence Hall Association, Interfraternity Council)

18. A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development. Since you started at your current college/university, have you been mentored by the following types of people?

ENV8a1	Faculty/Instructor	1=No
ENV8a2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)	2=Yes
ENV8a3	Employer	
ENV8a4	Community Member (not your employer)	
ENV8a5	Parent/Guardian	
ENV8a6	Other Student	

If NO for ALL items, skip to question #19.

For EACH question with a response other than NO, provide the corresponding variable name from the next question.

18b. A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development.

Since you started at your current college/university, how often have the following types of mentors assisted you in your growth or development?

ENV8b1	Faculty/Instructor	1=Never
ENV8b2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)	2=Once 3=Sometimes 4=Often
ENV8b3	Employer	
ENV8b4	Community Member (not your employer)	
ENV8b5	Parent/Guardian	
ENV8b6	Other Student	

18c. When thinking of your most significant mentor at this college/university, what was this person's role?

ENV8c1	Faculty/Instructor	Select one response from the list of participant provided options, but do not include options not listed to the left.	For cases in which the participant indicates a "1" or higher on variables ENV8b1, ENV8b2, ENV8b3, and/ or ENV8b6, move to the next question. Otherwise, move the participant to question #19
ENV8c2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)		
ENV8c3	Employer		
ENV8c6	Other Student		

18d	ENV8c_2	When thinking of your <u>most significant mentor</u> at this college/university, what was this person's gender?	1=Female 2=Male 3=Transgender/Gender Non-Conforming
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18e	ENV8d	When thinking of your <u>most significant mentor</u> at this college/university, what was this person's broad racial group membership?	1=White/Caucasian 2=Middle Eastern 3=African American/Black 4=Native American 5=Asian American/Pacific Islander 6=Latino/Hispanic 7=Multiracial 8=Unsure 9=Race/ethnicity not indicated above
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Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

ENV8D.1	White/Caucasian
ENV8D.2	Middle Eastern
ENV8D.3	African American/Black
ENV8D.4	Native American
ENV8D.5	Asian American/Pacific Islander
ENV8D.6	Latino/Hispanic
ENV8D.7	Multiracial
ENV8D.8	Unsure
ENV8D.9	Race/ethnicity not indicated above

Note these variables are permutations of the above question that allow for the identification of each unique racial group identified above.

19. During interactions with other students outside of class, how often have you done each of the following in an average school year? (Select one for each)

ENV9a	Talked about different lifestyles/customs	1=Never	Socio-Cultural Discussions Scale
ENV9b	Held discussions with students whose personal values were very different from your own	2=Sometimes	
ENV9c	Discussed major social issues such as peace, human rights, and justice	3=Often	
ENV9d	Held discussions with students whose religious beliefs were very different from your own	4=Very Often	
ENV9e	Discussed your views about multiculturalism and diversity		
ENV9f	Held discussions with students whose political opinions were very different from your own		

20	ENV10	Since starting college, have you ever participated in a leadership training or leadership education experience of any kind (ex. leadership conference, alternative spring break, leadership course, club president's retreat)?	1=Yes 2=No	If NO, skip to question #21
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20a. Since starting college, to what degree have you been involved in the following types of leadership training or education?

ENV10a	Leadership Conference	1=Never
ENV10b	Leadership Retreat	2=Once
ENV10c	Leadership Lecture/Workshop Series	3=Sometimes
ENV10d	Positional Leader Training (ex. Treasurer's training, Resident Assistant training, Student	4=Often

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

	Government training)
ENV10e	Leadership Course
ENV10f	Short-Term Service Immersion (ex. alternative spring break, January term service project)
ENV10g	Emerging or New Leaders Program
ENV10h	Living-Learning Leadership Program
ENV10i	Peer Leadership Educator Team
ENV10j	Outdoor Leadership Program
ENV10k	Women's Leadership Program
ENV10l	Multicultural Leadership Program

20b. Since starting college, have you been involved in the following types of leadership training or education?

ENV10m	Leadership Certificate Program	1=Yes
ENV10n	Leadership Capstone Experience	2=No
ENV10o	Leadership Minor	
ENV10p	Leadership Major	

ASSESSING YOUR GROWTH

21. Please indicate your level of agreement with the following items:

*For the statements that refer to a group, think of the most effective, functional group of which you have **recently** been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.*

SRLS1	I am open to others' ideas.	1=Strongly Disagree	Controversy with Civility Scale
SRLS3	I value differences in others.	2=Disagree	Controversy with Civility Scale
SRLS4	I am able to articulate my priorities.	3=Neutral	Consciousness of Self Scale
SRLS5	Hearing differences in opinions enriches my thinking.	4=Agree	Controversy with Civility Scale
		5=Strongly Agree	
SRLS9	I am usually self-confident.		Consciousness of Self Scale
SRLS10	I am seen as someone who works well with others.		Collaboration Scale
SRLS13	My behaviors are congruent with my beliefs.		Congruence Scale
SRLS16	I respect opinions other than my own.		Controversy with Civility Scale
SRLS22	I know myself pretty well.		Consciousness of Self Scale

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

SRLS23	I am willing to devote the time and energy to things that are important to me.	Commitment Scale
SRLS24	I stick with others through difficult times.	Commitment Scale
SRLS27	It is important to me to act on my beliefs.	Congruence Scale
SRLS28	I am focused on my responsibilities.	Commitment Scale
SRLS29	I can make a difference when I work with others on a task.	Collaboration Scale
SRLS30	I actively listen to what others have to say.	Collaboration Scale
SRLS32	My actions are consistent with my values.	Congruence Scale
SRLS33	I believe I have responsibilities to my community.	Citizenship Scale
SRLS34	I could describe my personality.	Consciousness of Self Scale
SRLS40	I work with others to make my communities better places.	Citizenship Scale
SRLS41	I can describe how I am similar to other people.	Consciousness of Self Scale
SRLS42	I enjoy working with others toward common goals.	Collaboration Scale
SRLS47	I participate in activities that contribute to the common good.	Citizenship Scale
SRLS48	Others would describe me as a cooperative group member.	Collaboration Scale
SRLS51	I can be counted on to do my part.	Commitment Scale
SRLS52	Being seen as a person of integrity is important to me.	Congruence Scale
SRLS53	I follow through on my promises.	Commitment Scale
SRLS54	I hold myself accountable for responsibilities I agree to.	Commitment Scale
SRLS59	I am comfortable expressing myself.	Consciousness of Self Scale
SRLS60	My contributions are recognized by others in the groups I belong to.	Collaboration Scale
SRLS62	I share my ideas with others.	Controversy with Civility Scale
SRLS63	My behaviors reflect my beliefs.	Congruence Scale
SRLS66	I value opportunities that allow me to contribute to my community.	Citizenship Scale

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

SRLS69	It is important to me that I play an active role in my communities.	Citizenship Scale
SRLS71	I believe my work has a greater purpose for the larger community.	Citizenship Scale

THINKING MORE ABOUT YOURSELF

22.	DEM5	How would you characterize your political views? (Choose one)	1=Very Liberal 2=Liberal 3=Moderate 4=Conservative 5=Very Conservative
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23. Read each item carefully and select the response option that best reflects you.

HOP1	I can think of many ways to get out of a jam.	1=Definitely False	Hope: Pathways
HOP2	I energetically pursue my goals.	2=Mostly False	Hope: Agency
HOP3	There are lots of ways around any problem.	3=Somewhat False	Hope: Pathways
HOP4	I can think of many ways to get the things in life that are important to me.	4=Slightly False 5=Slightly True	Hope: Pathways
HOP5	Even when others get discouraged, I know I can find a way to solve a problem.	6=Somewhat True 7=Mostly True	Hope: Pathways
HOP6	My past experiences have prepared me well for my future.	8=Definitely True	Hope: Agency
HOP7	I've been pretty successful in life.		Hope: Agency
HOP8	I meet the goals that I set for myself.		Hope: Agency

24. In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? (Select one response for each)

OUT1a	Ability to put ideas together and to see relationships between ideas	1=Not Grown At All 2=Grown Somewhat	Cognitive Skills Scale
OUT1b	Ability to learn on your own, pursue ideas, and find information you need	3=Grown 4=Grown Very Much	
OUT1c	Ability to critically analyze ideas and information		
OUT1d	Learning more about things that are new to you		

25. How confident are you that you can be successful at the following? (Select one response for each)

OUT2a	Leading others	1=Not at All Confident	Leadership Efficacy Scale
OUT2b	Organizing a group's tasks to accomplish a goal	2=Somewhat Confident	

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

	OUT2c	Taking initiative to improve something	3=Confident	
	OUT2d	Working with a team on a group project	4=Very Confident	
26. How often do you...				
	SUB2a	search for meaning/purpose in your life?	1=Never	Spirituality: Search for Meaning
	SUB2b	have discussions about the meaning of life with your friends?	2=Sometimes	
	SUB2c	surround yourself with friends who are searching for meaning/purpose in life?	3=Often	
	SUB2d	reflect on finding answers to the mysteries of life?	4=Very Often	
	SUB2e	think about developing a meaningful philosophy of life?		
27. The following statements inquire about your thoughts and feelings in a variety of situations. For each item, be as honest as possible in indicating how well it describes you.				
	SPT1	I try to look at everybody's side of a disagreement before I make a decision.	1=Does Not Describe Me Well	Social Perspective Taking Scale
			2	
	SPT2	I sometimes try to understand my friends better by imagining how things look from their perspective.	3	
			4	
			5=Describes Me Very Well	
	SPT3	I believe that there are two sides to every question and try to look at them both.		
	SPT4	When I'm upset at someone, I usually try to "put myself in their shoes" for awhile.		
	SPT5	Before criticizing somebody, I try to imagine how I would feel if I were in their place.		
28. 27. Please indicate your level of agreement with the following items. For the statements that refer to a group, think of the most effective, functional group of which you have recently been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.				
	MOT1	I only join groups with good reputations.	1=Strongly Disagree	External Self-Concept
	MOT2	I need to be part of a group that reflects my values.	2=Disagree	Internal Self-Concept
			3=Neutral	
	MOT3	I am willing to persist in the face of adversity to meet my group's goals.	4=Agree	Goal Internalization
			5=Strongly Agree	
	MOT4	Others recognize me as a good person because of		External Self-Concept

MOT5	my contributions to the group. Providing quality leadership, whether recognized or not, is important to me.	Internal Self-Concept
MOT6	When I agree with my group's goals, I work harder to make a difference.	Goal Internalization
MOT7	It is important that others think I do high quality work.	External Self-Concept
MOT8	I need to see that my actions make a difference in the group.	Internal Self-Concept
MOT9	I put my group's progress toward a goal above my own success.	Goal Internalization

29. Indicate how much you agree with the following statements as they apply to you over the last *month*. If a particular situation has not occurred recently, answer according to how you think you would have felt.

RES1	I am able to adapt when changes occur.	1=Not at All True	Resiliency Scale
RES2	I can deal with whatever comes my way.	2=Rarely True	
RES3	I try to see the humorous side of things when I am faced with problems.	3=Sometimes True	
RES4	Having to cope with stress can make me stronger.	4=Often True	
RES5	I tend to bounce back after illness, injury, or other hardships.	5=True Nearly All the Time	
RES6	I believe I can achieve my goals, even if there are obstacles.		
RES7	Under pressure, I stay focused and think clearly.		
RES8	I am not easily discouraged by failure.		
RES9	I think of myself as a strong person when dealing with life's challenges and difficulties.		
RES10	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.		

YOUR COLLEGE CLIMATE

30. Indicate your level of agreement with the following statements about your experience on your current campus:

ENV11a1	I feel valued as a person at this school.	1=Strongly Disagree	Belonging Climate
ENV11b1	I have encountered discrimination while attending this institution.	2=Disagree	Non-Discriminatory Climate:
		3=Neutral	Indirect
ENV11a2	I feel accepted as a part of the campus community.	4=Agree	Belonging Climate
ENV11b2	I feel there is a general atmosphere of prejudice	5=Strongly Agree	Non-Discriminatory Climate:

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

ENV11a3	among students. I feel I belong on this campus.	Indirect Belonging Climate
ENV11b3	I would describe the environment on campus as negative/hostile.	Non-Discriminatory Climate: Indirect
ENV11c1	<u>Faculty</u> have discriminated against people like me.	Non-Discriminatory Climate: Direct
ENV11c2	<u>Staff</u> members have discriminated against people like me.	Non-Discriminatory Climate: Direct
ENV11c3	Other <u>students</u> have discriminated against people like me.	Non-Discriminatory Climate: Direct

BACKGROUND INFORMATION

31.	DEM6	What is your age?	Open Response	
32.	DEM16	Have you ever been a member of the military?	1=Yes 2=No	If response is no (2), then skip to Dem7
	DEM16.1	Select the response that best describes your <i>current</i> military involvement status.	1=ROTC, cadet, or midshipman at a service academy 2=In Active Duty, Reserves, or National Guard 3=Discharged Veteran NO LONGER serving in active duty, reserves, or national guard	
33.	DEM7	What is your gender?	1=Male 2=Female 3=Transgender/Gender Non-Conforming	If 1 or 2, skip to question #32
	DEM7a	Please indicate which of the following best describe you: (Mark all that apply)	1=Female to male 2=Male to female 3=Intersexed 4=Gender Non-Conforming 5=Genderqueer 6=Two-spirit 7=Third gender 8=Preferred Response Not Listed (SPECIFY):	
34.	DEM8	What is your sexual orientation?	1=Heterosexual	

			2=Bisexual 3=Gay/Lesbian 4=Queer 5=Questioning 6=Rather not say	
35.	DEM9	Indicate your citizenship and/or generation status: (Choose one)	1=Your grandparents, parents, <u>and</u> you were born in the U.S. 2=Both of your parents AND you were born in the U.S. 3=You were born in the U.S., but at least one of your parents was not. 4=You are a foreign born, naturalized citizen. 5=You are a foreign born, resident alien/permanent resident. 6=You are an international student.	
36a	DEM10a	Please indicate your broad racial group membership: (Mark all that apply)	1=White/Caucasian 2=Middle Eastern 3=African American/Black 4=American Indian/Alaska Native 5=Asian American/Pacific Islander/Asian 6=Latino/Hispanic 7=Multiracial 8=Race/Ethnicity Not Listed	DEM10
36b	DEM10b	Please indicate your ethnic group membership: (Mark all that apply)	African American/Black 1=Black American 2=African 3=West Indian 4=Brazilian 5=Haitian 6=Jamaican	Note that: 1) This question only pertains to those who mark responses of AA/ Black, Asian, Latino, or Multiracial;

7= Caribbean: Not Listed
8= Black: Not Listed
Asian American/Pacific Islander/Asian
1=Chinese
2=Indian/Pakistani
3=Japanese
4=Korean
5= Filipino
6=Pacific Islander
7=Vietnamese
8= Asian: Not Listed
9=Pacific Islander: Not Listed
Latino/Hispanic
1=Mexican/Chicano
2=Puerto Rican
3=Cuban
4=Dominican
5=South American
6=Central American
7= Latino: Not Listed

2) The response options that appear should reflect just those that correspond with their broader racial group membership.

37. We are all members of different social groups or social categories. We would like you to consider your BROAD racial group membership (ex. White, Middle Eastern, American Indian, African American/Black, Asian American/Pacific Islander, Latino/Hispanic, Multiracial) in responding to the following statements. There are no right or wrong answers to any of the statements; we are interested in your honest reactions and opinions.

SUB4b	I often regret that I belong to my racial group.	1=Strongly Disagree	PRIVATE COLLECTIVE RACIAL ESTEEM
SUB4c	Overall, my racial group is considered good by others.	2=Disagree	PUBLIC COLLECTIVE RACIAL ESTEEM
SUB4d	Overall, my race has very little to do with how I feel about myself.	3=Disagree Somewhat	IMPORTANCE TO IDENTITY
SUB4f	In general, I'm glad to be a member of my racial group.	4=Neutral	PRIVATE COLLECTIVE RACIAL ESTEEM
SUB4g	Most people consider my racial group, on the average, to be more ineffective than other groups.	5=Agree Somewhat	PUBLIC COLLECTIVE RACIAL ESTEEM
SUB4h	The racial group I belong to is an important	6=Agree	IMPORTANCE TO IDENTITY
		7=Strongly Agree	

		reflection of who I am.		
	SUB4j	Overall, I often feel that my racial group is not worthwhile.		PRIVATE COLLECTIVE RACIAL ESTEEM
	SUB4k	In general, others respect my race.		PUBLIC COLLECTIVE RACIAL ESTEEM
	SUB4l	My race is unimportant to my sense of what kind of a person I am.		IMPORTANCE TO IDENTITY
	SUB4n	I feel good about the racial group I belong to.		PRIVATE COLLECTIVE RACIAL ESTEEM
	SUB4o	In general, others think that my racial group is unworthy.		PUBLIC COLLECTIVE RACIAL ESTEEM
	SUB4p	In general, belonging to my racial group is an important part of my self-image.		IMPORTANCE TO IDENTITY
38.	DEM11a	Do you have a long-lasting condition (physical, visual, auditory, mental, emotional, or other) that substantially limits one or more of your major life activities (your ability to see, hear, or speak; to learn, remember, or concentrate)?	1=Yes 2=No	If NO, skip to question #36
	DEM11b	Please indicate the condition(s) you have:	1=Deaf/Hard of Hearing 2=Blind/Visual Impairment 3=Speech/Language Condition 4=Learning Disability 5=Physical or Musculoskeletal (ex. multiple sclerosis) 6=Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder 7=Psychiatric/Psychological Condition (ex. anxiety disorder, major depression) 8=Neurological Condition (ex. brain injury, stroke) 9=Medical (ex. diabetes, severe asthma) 10=Not Listed	
39.	DEM12	What is your current religious preference?	1=Agnostic	

		(Choose one)	2=Atheist 3=Bahá'í 4=Baptist 5=Buddhist 6=Catholic 7=Church of Christ 8=Confucianism 9=Eastern Orthodox 10=Episcopalian 11=Hindu 12=Muslim 13=Jehovah's Witness 14=Jewish 15=LDS (Mormon) 16=Lutheran 17=Methodist 18=Pentecostal 19=Presbyterian 20=Quaker 21=Seventh Day Adventist 22=Taoist 23=Unitarian/Universalist 24=UCC/Congregational 25=Protestant: Non-Denominational 26= Christian: Not Listed 27= Religion Not Listed 28=None
40.	DEM13	What is your best estimate of your grades so far in college? [Assume 4.00 = A] (Choose one)	1=3.50 – 4.00 2=3.00 – 3.49 3=2.50 – 2.99 4=2.00 – 2.49 5=1.99 or less 6=No college GPA

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

41.	DEM14	What is the <u>HIGHEST</u> level of formal education obtained by any of your parent(s) or guardian(s)? (Choose one)	1=Less than high school diploma or less than a GED 2=High school diploma or a GED 3=Some college 4=Associate's degree 5=Bachelor's degree 6=Master's degree 7=Doctorate or professional degree (ex. JD, MD, PhD) 8=Don't know
42.	DEM15	What is your <u>best estimate</u> of your parent(s) or guardian(s) combined total income from last year? If you are independent from your parent(s) or guardian(s), indicate your income. (Choose one)	1=Less than \$12,500 2=\$12,500 - \$24,999 3=\$25,000 - \$39,999 4=\$40,000 - \$54,999 5=\$55,000 - \$74,999 6=\$75,000 - \$99,999 7=\$100,000 - \$149,999 8=\$150,000 - \$199,999 9=\$200,000 and over 10=Don't know 11=Rather not say
43.	ENV12	Which of the following best describes where you are currently living while attending college? (Choose one)	1= Off campus with partner, spouse, and/or children 2= Off campus with parent/guardian or other relative 3=Other off-campus home, apartment, or room 4=College/university residence hall 5= Other on-campus student housing 6= Fraternity or sorority house 7=Other
44.	DEF	Please provide a brief definition of what the term	Open response

leadership means to you.

Appendix I

Students Reflections the LeaderShape Institute 2014



LeaderShape Institute Reflection

Nick Zeman

Heading into LeaderShape I didn't know what to expect. I was first unsure whether I'd be with fellow college students, experienced professionals, high school students or a combination of those groups. In the couple weeks leading up to the event I did a lot more research and discovered that I would be with my fellow college students during this experience. I remember the first thought I had was excitement because I figured anyone who was attending this institute was a very motivated and energetic individual and I was looking forward to how we could feed off of each other. Because of this thought I was making sure I was making sure I was well rested and was prepared to be at my best and most outgoing because I knew that was the way I would benefit most from the institute.

On the first day of LeaderShape I was getting nervous because I was driving down separately from Drew and Jessica and I have never met them before. I was nervous because I was going into a large group of my peers without really knowing anybody and knew that there would be clusters of students from the same school that would already know each other. When I arrived, I found that everybody that I met were very friendly and happy individuals; which meant they were very easy to approach and get to know. One of the important things that I was preparing myself for was to "drink the kool-aid", or buy into the whole program. My reasoning was that by buying into the program I would get the most out of it and that I would have all the time in the world after the institute to be skeptical about any of the events/activities. From the first activity it was apparent that many others had the same thought that I did because I could tell everyone there

was genuinely excited to learn about themselves as well as new leadership techniques that would benefit them for the rest of their lives.

From the very first day I bonded with two students, Alexa and Dillon, from Ohio University and Maryville University from the start. We bonded because we were all into sports and had a very similar sense of humor. While neither of these two were in my specific “family” (smaller group within the whole conference) I found that I was able to discuss my thoughts and many of the topics openly with them. In addition to the ability to discuss the activity of the institute with these two I was able to learn all about their lives and how their upbringing was different than mine. The best part of the bonding is that I know that I will be friends with these two for the rest of my life.

The week at the institute was an exhausting week full of learning. I most enjoyed the low ropes course because I’m a very active person and it allowed me to get out and move around while accomplishing a goal with my group. I also really loved the free time when we were able to meet and get to know the kids from all over the country. The most challenging exercise that happened during the week was to take a large social idea and develop it and lay out steps that I can take to achieve it. The large idea that I chose that is particularly important to me is to eliminate all uses of any racial term that makes someone feel like they are different in a bad way. This task required me to get very serious and open up into my passion for this topic which was difficult because I typically don’t completely open up to many people.

I had two very large takeaways from the week at LeaderShape. The first was how a group will be the most productive if everyone gets involved. This was a learning experience to me because I was in the thought that a group will be most effective if the most intelligent and sharpest individuals do the bulk of the discussion. I discovered, however, is that even someone with less knowledge than others can contribute important points because they offer a different perspective that someone like myself wouldn’t have considered otherwise. I also really learned how much I shy away from exposing any vulnerability. At the institute I learned that if I was able to expose some vulnerability people were more willing to follow me because they had a way to connect with me. This is the item that I will work on the most going forward because I am typically such a confident guy that I don’t like people seeing my weaknesses. If I am 100% open with the people I work with, however, it will be easier for them to trust me and connect me and really give all of their effort if they are in my group.

Drew Berkhout’s LeaderShape Reflection

I am happy to reach out to you and express my sincere gratitude for making my week at LeaderShape possible. I came into the six day program with the expectation to leave with a better idea of who I want to be as a leader. After that week, I realized the program exceeded my expectations and left me with much more to offer my community. The feedback from my family cluster and fellow leaders was invaluable in opening my eyes to the possibility of what I could do to change the world.

I enjoyed getting to know so many people in such a short amount of time. Not a minute was wasted between activities and personal conversations. I felt like I really got to know people

by listening to their goals, beliefs, and visions for the world. The experience was challenging at first because it was hard for me to open up and be vulnerable around other people; however, it wasn't long before I got used to the positive atmosphere and realized that this was a judge-free camp where everyone was trying to improve as a leader and a person. As more people started embracing this positive energy, the success of the program was apparent to everyone.

The most challenging exercise I participated in at LeaderShape was the Star Power activity. I was struggling to find the purpose of the exercise because the directions were ambiguous which created a tense atmosphere. Introducing money and a hierarchy of groups was a problem for many people because it seemed to contradict all of the great values that had been discussed earlier in the week. Looking back, I can appreciate the activity because it showed how tough society can be in different situations. I think everyone at the conference needed to participate in this activity to see how real life situations will challenge what we have been taught at LeaderShape.

There are so many things to take away from this experience that will help me in my journey as a leader. These include the connections made with other leaders, the visions I created for my community, the activities that I can share with my organizations at school, and the confidence I gained as a leader. I made numerous connections through other college students that have similar aspirations who can be a valuable contact in the future. There are many practical life lessons that I hope I can teach others in my community and in the organizations at school. For instance, leading with integrity and staying consistent with core values in accordance with visions for the community will be a great start to a better world. Most importantly, the new found confidence will allow me to believe that I can make a difference and be a valuable role model.



I learned that leadership shouldn't be defined by a title, but rather by daily actions. I think too often leadership is defined by how many positions or roles a person obtains. There needs to be a change in the way we think so that it is more about what you can do for your organization and community rather than what the leadership positions can do for you. I also learned that the insecurities that relate to speaking in front of groups are very common. I can overcome these fears by participating more and not listening to the negative voice in my head. I have my sponsors in the Engineering Leadership program at the University of Wisconsin-Madison and the generous donors to thank for an unforgettable week. I will do my part to continue the virtues that I have learned and expand the LeaderShape community.

A Nerd's (Jessica Thomas') Reflection On Vision After LeaderShape

We have all had those experiences, the hours, days, weeks, that change us forever. This past week, I spent my time in the middle of Illinois at LeaderShape, a conference focused on building leaders of integrity. When I received an email from the director of the Student Leadership Center at UW--Madison concerning a full-ride scholarship to a leadership camp, I filled out the application with little idea of what I was applying for. However, upon being awarded the scholarship, I was excited to discover what a leadership camp for leaders was really all about. Never have I been pushed so hard to realize, reflect, and dream that my brain *hurt*. The really amazing thing is that upon coming home, I still have not come down from my castle in the clouds. And this castle is too big for one, so it is time I share.

“Nerd. One whose unbridled passion for something, or things, defines who they are as a person, without fear of other people’s judgment.” — Zachary Levi

I am a nerd. No shame--I do enjoy writing essays and studying calculus. So what? If I do nothing with my "nerdiness," can I still identify as nerd? We only call Albert Einstein a genius because he exercised his thoughts and used his brain power for the betterment of humanity. He could have sat at home merely pondering energy and the universe. Maybe he even would have gotten a haircut. But he didn't. Einstein lived to his full potential, and LeaderShape has helped me realize that I not only have amazing potential, but that I also need to live into it--not on Mondays and Fridays, but every single day.

“How you handle the uphill battle determines everything.”

I am sure many have heard the saying, "Life's a journey." But why is it that we live as though it's a destination? We become so caught up in arriving that we forget to enjoy the travel time. Sometimes, life feels like a road trip in a Mini Cooper, and other times, like a flight on the Concord. LeaderShape has helped me reflect upon all the things I have accomplished and see them not as the peak of Mount Everest, but as the foothills. I scaled, stood at each peak, and, with my fist in the air, declared, "I did it! Now, onward." One has to climb the foothills to reach the mountain. If I am not content with my life during the process, I will never be satisfied, for there will always be another mountain. Whether the next mountain is big or small is up to me.

“Don’t bury your failures. Let them inspire you.” — Robert Kiyosaki

Failure--it hurts. One can get so caught up in the fear of failure that their dreams become smaller. As my advisor, Kozhi Makai, said, "The world has no more room for small dreams." At LeaderShape, we wrote dreams down on giant post-it notes, our visions too big for three-by-threes. It is scary, seeing your vision stare you in the face, just asking you to try it. All week, we were encouraged to have a "healthy disregard for the impossible." Striving for visions and goals that seem larger than attainable many sound crazy, but to people with vision, it looks like a challenge. I may not quite reach my goal, but through the process, I will have scaled more mountains than I ever would have had Everest not been in my sights. LeaderShape has changed my outlook, now it is up to me to let it change my life.

"Here's to the crazy ones, the misfits, the rebels, the troublemakers, the round pegs in the square holes... the ones who see things differently — they're not fond of rules... You can quote them, disagree with them, glorify or vilify them, but the only thing you can't do is ignore them because they change things... they push the human race forward, and while some may see them as the crazy ones, we see genius, because the ones who are crazy enough to think that they can change the world, are the ones who do."

Steve Jobs
1955-2011

Appendix J

Student Awards for Pieper Servant Leadership Projects

Pieper Servant Leadership Project Funding Application

Overview

The Pieper Servant Leadership Fund is offering financial support (total of \$10,000) for UW-Madison College of Engineering students to lead service-learning or community outreach projects that “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Projects should be aligned with The Pieper Family Foundation belief that human goodness is not simply innate; it requires action and service to others; and that character is inspired and facilitated in cultures, organizations, and families by and through the example of enlightened leadership. A total of \$10,000 is available and will be distributed among multiple projects to maximize the overall impact of the funds.

In partnership with the Student Leadership Center, the Pieper Family Foundation encourages full time students and registered student organizations to apply for funds via the application form below by October 15, 2014. Grants will be awarded and winners will be notified on or around October 24, 2014.

Criteria for Selection

A successful proposal will clearly articulate responses to the questions below.

1. In what ways does your proposal expect project leaders to “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Furthermore, how will project leaders put into action and support the 12 Principles of Servant Leadership as outlined in this article: <http://www.ianrpubs.unl.edu/live/q1481/build/q1481.pdf> (<http://www.ianrpubs.unl.edu/live/q1481/build/q1481.pdf>)? Minimally, the proposal must specifically address how project leaders will use the principles of Awareness, Stewardship, Growth, and Building Community.
2. In what ways does your proposal engage yourself and others in leadership activities that extend beyond simply participation in an event or organization that is led by someone else?
3. To what extent does your proposal build on existing partnerships with other individuals and organizations to maximize the impact of your work (e.g. shared funding, combined resources, build on existing program or infrastructure).

Budget Summary and Allocation of Funds

You must include a detailed budget for how you propose to spend the requested amount. The budget must include both projected income and expenses for the project, including any additional grants or gifts you plan to obtain for the project.

In order to support as many proposals as possible, the review committee may elect to fund portions of a proposal and encourage applicants to seek supplemental funding for the remainder.

Award Requirements

Recipients of Pieper Funds must agree to:

1. Successful completion of project by June 1, 2015 as defined in proposal (please include a project schedule in your proposal).
2. Submit 2-3 page project progress report (if project is still active), or project summary (if project is completed) to Student Leadership Center by December 15 of each year until the project is completed. Details to be included in these reports to be determined.
3. Complete a Servant Leadership Survey upon initial award of funds and at the conclusion of the project.
4. Respond to other requests for information, updates, presentations, etc. as requested by the award committee.
5. Include the SLC logo along with written acknowledgement that “This program is partially funded through the Pieper Servant Leadership Fund at UW-Madison” on any and all marketing materials generated for the project.
6. Comply with University Rules and Regulations, and SLC policies and procedures. If a proposal is accepted, the contact person listed will need to schedule an appointment with the SLC Director and Financial Specialist to discuss the program expenses, necessary paperwork that may need to be filled out, and how monies will be disbursed. This meeting must occur within two weeks of being awarded the funds.
7. Attend the Kelvin Redd workshop, hosted by SLC on November 11.

**Final Report for Pieper Leadership Grant
The Society of Women Engineers (SWE)
“Engineering Tomorrow’s Careers Camp”.**

Questions & Responses

1. In what ways did your program put into action and support the 12 Principles of Servant Leadership as outlined in this article

<http://www.ianrpubs.unl.edu/live/q1481/build/q1481.pdf?>

Awareness: We are aware of the gender gap in STEM careers and its complex causes, and we aim to increase awareness of this gap as well as develop, implement, and share best practices for closing the gap. Our goal is to introduce girls at the high school level to the opportunities that engineering has to offer and show how it can be a great fit for their career and life aspirations.

Stewardship: We are promoting one of SWE’s main pillars: reaching out to girls to encourage them to pursue careers in STEM when other circumstances may discourage them, such as gender stereotypes, sexist attitudes or a lack of self-confidence.

Growth: The camp focuses on encouraging campers’ personal and professional growth. Seeing and experiencing engineering in a variety of ways opens a new world of possibilities for the campers. By introducing them to multiple engineering disciplines in different settings, they can see themselves in a role that fits their interests, goals, and aspirations.

Building Community: ETC Camp encourages solidarity and friendship among high school girls with an interest in STEM careers, areas in which they may be significantly outnumbered by their male counterparts. Many of the campers expressed at the end of camp how much they enjoyed meeting peers who shared common interests and goals.

Foresight: The gender gap in the workforce doesn’t begin at the college level. In order to increase the representation of women in STEM careers, we begin by sparking young girls’ interest in engineering at the high school level, when they are just beginning to consider what their future might hold. At ETC Camp, they can begin to picture how a career in engineering might be the right choice for them.

Empathy: This camp brings together high school girls with an interest in engineering with counselors, who are college students choosing to pursue an engineering degree, along with professors who have been in the shoes of both campers and counselors. All participants are able to share their experiences with an understanding group and find support and encouragement.

2. In what ways did your program engage yourself and others in leadership activities that extend beyond simply participation in an event or organization that is led by someone else?

The purpose and goal of ETC Camp is to lead high school girls to a career in engineering. Throughout the camp, volunteers from SWE and other student organizations helped build the campers' interest in engineering, answer questions and share their personal experiences. Counselors get to know their campers and build a mentoring relationship that remains long after camp ends. The message of ETC Camp - that engineering is a challenging and rewarding career option - is spread from campers to their peers and participating speakers to their colleagues, extending the impact beyond the week of camp.

3. To what extent did your program build on existing partnerships with other individuals and organizations to maximize the impact of your work (e.g. shared funding, combined resources, build on existing program or infrastructure).

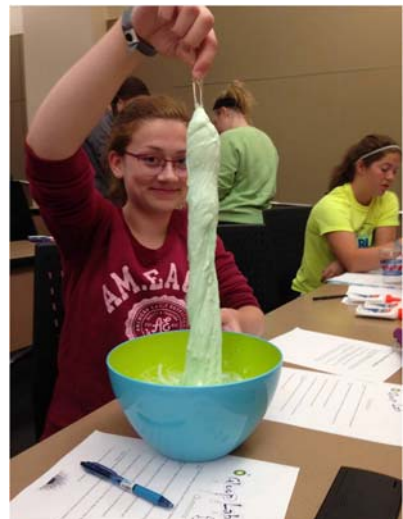
We involved several organizations who have participated in ETC Camp before - employees of the Madison location of GE Healthcare have a strong relationship with UW-Madison SWE. BP representatives also hosted an activity that remains popular year after year. Student organizations Concrete Canoe and the American Nuclear Society also volunteered their time. Multiple professors across engineering departments gave their perspectives in informational talks.

4. Were all of the grant funds awarded spent? Please provide an updated budget summary of total program expenses and money received from all sources.

Yes, all of the grant funds awarded were spent. We used the funds to provide full and partial scholarships for seven of our campers. They would not have been able to attend camp without these funds. On behalf of the ETC program and the individual campers, thank you for giving them the opportunity to attend camp. Please find attached a copy of our program budget.

Photos





Final Report for Pieper Leadership Grant
The Society of Women Engineers (SWE)
“Tie Blanket Bash”

The Tie Blanket Bash was a first time event held by the Society of Women Engineers in April of 2014. The main purpose of this event was to provide children in local hospitals and shelters with the gift of a handmade fleece tie blanket. The event was advertised to females in technology and engineering majors in an effort to unite this audience and promote networking. All of the purchased fabric was used up to make 80 blankets for needy kids, and none of this would have been possible without the support of the Pieper Servant Leadership Foundation and the Project Linus Foundation.

Seven hundred fifty dollars of fabric was bought for the event, and all the fabric had to be properly prepped beforehand which is a time consuming task. After the fabric was prepped, the edges of each blanket just had to be tied in order to complete the process. About 30 girls gathered in a lakeside conference room in DeJoep Hall on the day of the event. A large focus of the event was to encourage the attendees to get more involved with the community, and this was accomplished by introducing the 12 Principles of Servant Leadership established by Robert Greenleaf.

Servant leadership is not a concept easily explained in a sentence or two. The idea of being a “servant leader” revolves around the personal development of a set of 12 specific traits, which are defined as the 12 Principles of Servant Leadership. These traits include listening, empathy, healing, awareness and persuasion. In order to introduce this ideology to the audience, twelve skits were video recorded to reflect each of the 12 principles. Each mini video ran between 30-60 seconds and were acted out by SWE member volunteers. Each trait was presented in an entertaining approach to grasp the audience’s attention while portraying a meaningful and positive message.

In the “Healing” video, for example, the first scene shows the two actors minding their own business outside of Engineering Hall walking past the bronze statue of the man on a chilly spring day. The scene then cuts to a replay, and shows these two actors walking by the bronze statue once again; this time, however, the girls stop and provides the statue with a warm hat, jacket, and mittens. This silly video had a clear underlying message to reach out and help “heal” those in the community during difficult times.

After the 12 Principles of Servant Leadership movies were finished, a highly involved member of Big Brothers Big Sisters spoke about her service work to a young girl in Madison. Eliana Berkoff, a UW-Madison student, commits a very large chunk of her own time to be a mentor, friend and role model to this girl. It is a truly selfless act of kindness. Whether they knew it or not, the audience was also demonstrating servant leadership by attending this event to make blankets for needy children. By the end of the event, I hope they were encouraged to continue promoting servant leadership through community service like Eliana exemplified.

SWE Madison has never put on an event like this before, so everything was very new and the results were very pleasing overall. The Tie Blanket Bash, however, could not have been possible without the Madison Chapter of Project Linus. Project Linus is an organization that holds similar events in which they buy fabric, prep fabric, and then tie the fabric into blankets. The organization then distributes the handmade blankets to kids in local hospitals and shelters. Anne and Doris from Project Linus met me at Joann's Fabrics and helped pick out all of the fabric for the event. Since we bought the fabric by the bolt, the fabric had to be completely prepped before the event, which consisted of cutting it into squares and fringing all of the fabric. About 40 volunteers total including 10 from Project Linus gathered one day in April to prep all of the fabric which took about 3 hours. It was tedious work, and Project Linus provided all of the tools. They also distributed all of the blankets after the event to local hospitals and shelters in Madison. To say they are a wonderful, compassionate, and hard-working group is an understatement, and I am so grateful for their generosity.

With the help of Project Linus, the time commitment of SWE members, and the financial support from the Pieper Foundation, a total of 80 blankets were made so these kids are provided with a source of security and warmth. Below is a cost summary from the original \$1000 grant.

Fabric Cost	\$750
Room Reservation	\$200
Remaining Budget	\$50

This event received coverage from the Badger Herald. The article titled "Engineer creates partnership with Local Hospitals" can be found on the top of page 4 at the following weblink: <http://issuu.com/badgerherald/docs/bh04212014>.

Pictures from the event are on the following pages, courtesy of Andy Fine. This event has truly taught me so much on how great of an impact SWE gives to each of our members.

-Kara Novotny



About 30 girls showed up to make handmade blankets.



The event took place in the Mendota Room in Dejope Hall in April 2014.



Eliana Berkoff from Big Brothers Big Sisters spoke about her servant leadership in the community.



Eighty blankets were made for kids in hospitals and shelters in Madison.



The event was a great success and a lot of fun!

Appendix K – Student Leadership Center 2014-15 Leadership Programming/Workshops

WORKSHOP TOPIC	GOALS/OBJECTIVES	PRESENTER	AUDIENCE	DATE(s)
New Student Leader Orientation	<ul style="list-style-type: none"> Communicate campus and college policy and procedure related to student organizations Communicate expectations and college values Discuss disciplinary procedures to ensure we all start the semester on the same page 	<ol style="list-style-type: none"> Alicia Hazen, Student Leadership Center Director Eve Ferguson, Engineering Student Development Financial Specialist 	All registered engineering student organization Presidents and Vice Presidents (required)	<p>Three different days/times, with one scheduled make up session:</p> <ul style="list-style-type: none"> Wed. Sept. 3rd, noon-1 p.m.: 30 Thu. Sept. 4th, 9:30-10:30 a.m.: 18 Fri. Sept. 5th, 2:00-3:00 p.m.: 34 MAKE UP: Fri. Oct. 3rd, 8:30-9:30 a.m.: 21 <p>Total attendees: 103 Required: 108</p>
Badger Volunteers Info Session	<ul style="list-style-type: none"> To provide an overview of the Badger Volunteers program offered through the Morgridge Center for Public Service, including volunteer projects and options and important dates and deadlines 	<ol style="list-style-type: none"> Steph Harrill, Morgridge Center Student panel of past participants 	Open to all engineering students	<p>Thursday, Sept. 4th from 4:30-5:30p.m. in Tong Auditorium</p> <p>Total attendees: 41</p>

Badgers Step Up! Program For Engineering Organizations	<ul style="list-style-type: none"> Leadership development and bystander intervention alcohol education program now required of all registered student organizations on campus (each org. is required to send one officer/member) 	1. Erica Kane, Center for Leadership and Involvement	Open to all registered engineering student t organizations who had not already satisfied the requirement	Monday, Sept. 8 th , 6:30-8:30 p.m. in Tong Auditorium Total Attendees:
Leadership Certificate Orientation Session	<ul style="list-style-type: none"> To provide a general overview of the campus wide Leadership certificate requirements and application process 	2. Donna Freitag, Center for Leadership and Involvement	Open to all students	Held on Tuesday, October 7 th , 5:30-6:30 p.m. in Tong. Total Attendees: 45
The Five Dysfunctions of a Team	<ul style="list-style-type: none"> This workshop describes the many pitfalls that teams face and explores the fundamental causes of organizational politics and team failure. Participants will learn the importance of being vulnerable in groups, why seeking <i>artificial harmony</i> over constructive passionate debate is not good, why feigning buy-in for group decisions creates <i>ambiguity</i> throughout the organization, why ducking the responsibility to call peers on counterproductive behavior sets <i>low standards</i>, and why focusing on personal success, <i>status and ego</i> is not good before team success. 	<ul style="list-style-type: none"> Kelvin Redd, Center for Servant Leadership , Columbus, GA 	Open to all engineering students	Tuesday, November 11, 2014, 5:00-9:00 p.m., Tong Auditorium Total Attendees: 23

Fundraising 101 for Student Organizations	<ul style="list-style-type: none"> Basic principles of fundraising and stewardship – from identifying potential donors, to soliciting gifts, to thanking donors for those gifts. 	<ul style="list-style-type: none"> Meghan Bruzzi, Development Specialist, UW Foundation Stephanie Longseth, Alumni and Events Coordinator, College of Engineering 	Open to engineering student organization officers	<p>Tuesday, November 18th, 5:00-6:00 p.m, Tong Auditorium</p> <p>Total Registered: 15</p> <p>CANCELLED per Presenters Request</p> <p>PowerPoint presentation shared with those who registered on 11/18</p>
SPRING 2014 MAKERS Screenings	<ul style="list-style-type: none"> Three-part screening of the new documentaries added to the <i>MAKERS: Women Who Make America</i> film series, which captures the impact that women from all walks of life have made in the US over the last 50 years. We plan to screen: Women in War; Women in Business; and Women in Space To educate young women on the history of the women's movement and inspire young women to pursue leadership roles. 	<ul style="list-style-type: none"> Alicia Hazen, Student Leadership Center Mary Fitzpatrick, Diversity Affairs Office 	Open to all students in the College of Engineering	TBD

SPRING 2014 Underwater Dreams Screening	<ul style="list-style-type: none"> The epic story of how the sons of undocumented Mexican immigrants learned how to build an underwater robot from Home Depot parts. And defeat engineering powerhouse MIT in the process. 	<ul style="list-style-type: none"> Alicia Hazen, Student Leadership Center Mary Fitzpatrick, Diversity Affairs Office 	Open to all students in the College of Engineering; will be required all engineering LEED scholars (140 total)	February 2015, Date TBD, likely in 1800 Engineering Hall
CATALYST: A One Day Leadership Development Program	<ul style="list-style-type: none"> A one day program based on LeaderShape philosophies about leading, inner work, and connecting with others. Designed to allow participants the time and space to consider powerful questions that move them towards action. Catalyst is primarily for individuals who are committed to the exploration of possibility, personal integrity, and increasing their capacity to lead. 	<ul style="list-style-type: none"> Alicia Hazen, Student Leadership Center 	Geared specifically towards new or aspiring officers of our registered student organizations and any student exploring involvement and action in the greater community.	TBD
Badger Volunteers Info Session	<ul style="list-style-type: none"> To provide an overview of the Badger Volunteers program offered through the Morgridge Center for Public Service, including volunteer projects and options and important dates and deadlines 	<ul style="list-style-type: none"> Steph Harrill, Morgridge Center Student panel of past participants 	Open to all engineering students	Wednesday, January 21st from 5:00-6:00 p.m. in Tong Auditorium