Giving Structure to Service (and Leadership) at a School of Engineering: An Ethnographic Study

A Presentation by
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Pieper Family Endowed Chair for Servant-Leadership
Associate Professor

February 2, 2012
Why did you come to this session?
What do you want to talk about?
"The servant–leader *is* servant first.... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead."

– Robert Greenleaf
Tenants of Servant-Leadership

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization

- Foresight
- Stewardship
- Commitment to the growth of people
- Building community
Power Pyramid

Leader

The Minion
Power Share

Leader

The Peeps

The Peeps
Power Share

Co-workers, Partners, Management, Customers, etc.
Milwaukee School of Engineering
The Suzanne and Richard Pieper Family Foundation, LTD.

Our mission is to expect and allow ethical modeling by PPC "The Noble Experiment".

SUZANNE & RICHARD PIEPER FAMILY FOUNDATION, LTD.
The office of Servant-Leadership
Theory in Application

Challenge beliefs about what's possible

Observer
Your WAY of BEING

Thinker
Your KNOWLEDGE

Doer
Your ACTIONS

Achiever
Your RESULTS

3rd level

Goals and aspirations

2nd level

Do it better, faster, cheaper

1st level

What works or is possible for you?

How do you need to be different to achieve your goals?
Out of the classroom

- Big Brothers Big Sisters
- Blue Lotus Farm and Retreat Center
- Feed My Starving Children
- Habitat for Humanity
- Join Hands Day
- Next Door Foundation
- Olympic Mentors
- Our Next Generation
- Project Kenya
- Project Lead the Way Homework Hotline
- Safe and Sound
- St. Joan Antida Tutoring
- United Way Student Chapter
- Women’s Connections
- YMCA initiatives
- Etc.
In the classroom

- Honors program (Chemistry, Math, General Studies)
- EN 132, Technical Composition
- IE 340, Project Management
- MS 4801, Project Management
- MS 3411, Leading Project Teams
- MS 8042, Doing Business in China
- OR 2000, Leadership and Teamwork
- OR 3000, Applied Servant-Leadership
- SS 472, Social Problems
- SS 4595, The Sustainable City
- TC 261, Research Methods
- Etc.
Blue Lotus Lakefront Renovation: Design

NOTES:
1. Grid points indicate center of cement footing 4x4
2. Some will be removed if savings
3. S. 4 is noted "N", a blue point will be 4 ft long
4. "E. 4" E. 4ft long, box 5 1/2 ft long
Blue Lotus Lakefront Renovation: Build
Blue Lotus Lakefront Renovation: Complete
The Ethnographic Study

Tracking Cultural Change
The Research Project: Guiding Questions

How is Servant-Leadership implemented at MSOE?

- What guiding principles, values, or ideals make MSOE Servant-Leadership unique from other forms of service learning or volunteerism?

- What percentage of students engage in acts of Servant-Leadership? Of Service? Of volunteerism?

- How is Servant-Leadership and its efforts structured?

- How is the student Servant-Leadership experience evaluated/assessed?
Research Assistants: Matt Stachelski and Barb Meyer
Research Methodology

1. Approved by the Institutional Review Board

2. Gather triangulated Data:
   - Survey
   - Interviews
   - Field Observations

3. Reflection, analysis, and writing the report
### Do they know what it is?

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<td>88</td>
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<td>25.42%</td>
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<td>Total Respondents</td>
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**2010 totals:**

- Yes: 71.21%
- No: 28.79%
Do they participate?

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<td>32</td>
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<tr>
<td>No</td>
<td>72.65%</td>
<td>85</td>
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2010 totals:

- Yes: 27.21%
- No: 72.73%
Do they “volunteer”?

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<td>55.93%</td>
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<td>Total Respondents</td>
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<td>No</td>
<td>59.09%</td>
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Interview Data

Bruce: *Leading while volunteering...everyone is on the same level...I am [not] above anyone... [and] you encourage people* (p. 67).

Penelope: *I am a lot stronger than I ever thought...It pushed me to the max...I found the drive within myself. This is important to me* (p. 69).
Sam’s student gets stuck on a problem and asks him for help. He leaned over the table and read the problem to himself. After some consideration he asks Len for additional help. The textbook is passed between the student and two tutors as they all search for an answer in the appendix and index. The tutors decide on an answer they think applies to the subject. Then Len goes online to double check the answer. He loudly answers “Yes! I knew it!” and confirms that the answer he and the other tutor decided upon was correct. Light laughter ensues (p. 64).
Conclusions

1. Understanding
2. Time
3. Interest
Acting on the Recommendations

Data-driven changes
Understanding
Time
Interest
Questions and Answers
For more information

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