This document articulates the framework for the Servant Leadership Program, including the mission and vision, leadership foundations, roles and responsibilities, and expected outcomes.
Servant Leadership Program Vision
To engage students in such a way that they will so come to know who they are, why they are here, and how they are called to live that they will become agents of change for a more just and peaceful world.

Mission
The mission of the SLP is, through leadership and service, to engage students in a journey that will allow for the cultivation of their own passions, desires, and purpose in ways that benefit the community and address the world’s needs.

Leadership Foundation

Servant Leadership/Authentic Leadership

SLP members are asked to navigate and explore their own understanding and capacity for leadership and to apply their leadership to the context of the world. Students investigate their own definition of servant leadership – what does servant leadership look like in the context of Gustavus? What are characteristics of a servant leader? How might a servant leader approach the challenges you currently see/face? – and are asked to courageously live out their leadership potential. In the program, students are challenged and encouraged to deeply discern who they are, what is important to them, to identify the needs of the world, and act on their beliefs.

If this is to happen, SLP members need a solid foundation of leadership on which to stand. Understanding what it takes to be a servant leader starts with Greenleaf’s definition of servant leadership: “Becoming a servant leader begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first... The difference manifests itself in the care taken by the servant first to make sure that other people’s highest priority needs are being served. The best test, and the most difficult to administer, is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” Greenleaf’s definition and “best test” mark the starting point and provide the basis for which the SLP will begin to examine servant leadership.

The SLP challenges students to find congruence between their inner and outer lives, taking who they know themselves to be and living that knowledge in practice with others and in the world. To embody integrity in leadership, where one’s actions exhibit one’s values, Palmer (1991) suggested that leaders integrate contemplation and action in their lives. According to Palmer, action is “the visible form of an invisible spirit, an outward manifestation of an inward power” (p. 17). Being an authentic leader requires continuous self-reflection and accountability to others, and learning to help assure acts of goodness and well-being.

To establish a question based foundation for the program, the SLP as a whole will examine the following guiding questions:
1. What is my heart’s deep gladness (vocation), and how or where does that meet the world’s deep needs?

2. What is my own understanding of servant leadership? How do I and where can I offer acts of leadership?

3. Am I authentic?

Three Leadership Concentrations

The following leadership concentrations highlight three realms in which servant leadership will be explored. Each realm defines and characterizes areas that are crucial to development of servant leaders and begin to delineate the necessary framework in which servant leaders are asked to operate. Each concentration area is a progression of the earlier; beginning with personal leadership, students start the program diving into their own understanding of leadership and how their desires and passions are expressed. From there, students will be asked to investigate how their own leadership applies to the world around them, beginning with the community in which they live and the relationships they hold and develop. Concluding the program, students will be asked to achieve “higher order thinking;” understanding systems thinking and developing cultural, political, and international competencies and recognize how to modify and adjust their leadership approach to best accomplish their service oriented goals.

Personal Leadership

In the realm of personal leadership, three focus areas emerge: vocation/calling, knowledge of self/self-awareness, and authenticity. SLP members will examine each of these focus areas through hands-on service, an integrative curriculum, reflection, and through dialogue. The following questions will guide the exploration:

1. Who am I? How am I meant to be? What am I meant to do?

2. How does one cultivate a life of intentionally noticing, anticipating, and magnifying positive potential in self and others?

Vocation: Vocation is the understanding of one’s “calling” in life. This often leads to questions such as, “Who am I? Who am I meant to be? What am I meant to do?” Vocation refers to the discovery of one’s calling, discerning one’s inner passions and desires; the inner voice that calls us to our destiny (DeGraaf, Tilley, & Neal, 2004, p. 151).

Self-Awareness: Closely tied to vocation, self-awareness refers to intimate knowledge of self. This requires consistent self-reflection and critical self-reflection; understanding not only what one’s desires and passions are, but how those are played out through action and relationships, recognizing strengths and areas for improvement. True self-awareness requires “truth with self,” recognizing and accepting limitations and talents, and values and motivations that will direct future action. Self-awareness
demands a discipline of continually clarifying and deepening one’s personal vision and focusing one’s energies toward new realities (Lowney, 2003).

**Authenticity:** Terry (2001) suggested that leaders who make a difference in the world serve the “promise of authenticity,” (p. 401) which requires knowledge of self and the courage to act according to what one knows and values. Opportunities for leadership are not found only at work or in school, but in the ordinary activities of everyday life. Lowney (2003) outlined four principles of leadership, a) everyone is a leader; we are all leading all the time, well or poorly; b) leadership springs from within, it is about who we are as much as what we do; c) leadership is not an act, it is a way of living; and d) leaders never complete the task of being a leader, it is an on-going process (p. 19). Authenticity comes from reflection and contemplation on the part of the leader, signifying a slowing down, thinking and acting with intentionality, meaning, and purpose.

**Community Leadership**

Building on the development of one’s own personal leadership and moving toward expressing one’s leadership in a context, the SLP examines community leadership. Three focus areas emerge in understanding leadership within communities: understanding community, partnership, and followership. SLP members will explore the following questions regarding community leadership:

1. How can leaders create a community of abundant possibility?
2. What is the role of the individual in leading community change?

**Understanding Community:** The best communities thrive where there are strong relationships and partnerships, when people see the best in one another, when they share their dreams and concerns in affirming ways, and when they are connected in full voice to create better worlds. Leaders lead within a context where personal visions and values become shared visions and values. Leaders cannot control the systems in which they live, but they can influence them. Leaders who influence communities in an efficacious manner form a comprehensive understanding of both the theoretical and practical workings of communities.

**Partnership:** One’s understanding of how to influence community hinges on the identification and examination of community resources and complex and difficult challenges communities face. This requires that leaders have the ability to engage in constructive and meaningful dialogue. Genuine dialogue involves listening without judgment, reflecting on thoughts and feelings, respecting differences, seeking deeper levels of understanding, releasing control, and identifying underlying, unstated assumptions (Draft & Lengel, 1998; Senge 1990). Partnership requires dialogue to develop a shared worldview and vision, shared responsibility, and ultimately shared benefit and reward. Creating community based on networks of relationships requires moving from personal to shared visions, and this means reconciling individual purpose with community purpose.

**Followership:** According to Spears (1996), followers in purposeful communities: know how to lead themselves well; have focus, commitment, and incentives beyond personal gain; build competence and credibility to have maximum influence in the community; exercise an honest courageous conscience;
and control their own ego to work cooperatively with leaders (p. 177). Follett (2003) argued that the best leader knows how to make followers actually feel power in themselves, not merely acknowledge the leader’s power. This signifies the importance of interdependence and partnership within communities, as Follett posited: “if the followers must partake in leadership, it is also true that we must have followership on the part of leaders. There must be partnership in the following. “The basis of leadership is creating a partnership in a common task, a joint responsibility (p. 449). Wheatley (1999) suggested: everything comes into form because of relationship” (p. 145). This requires a shift from seeing a community as a series of boxes and arrows to seeing it as a “dense network of interdependent relationships” (p. 144).

Global Leadership

Global leadership builds upon the foundation of personal and community leadership and expands that foundation to include systems thinking, and cultural, political, and international competencies. Students examining global leadership will address the following questions:

1. How can “servant leaders” generate systemic change?
2. How do I contribute to or act against unjust systems?
   a. What would it look like for a servant leader to be resilient in the face of an unjust system?

Systems Thinking: Both personal and community leadership exist within the global context. Leadership requires systems thinking – understood as viewing a system as a whole and gaining a perspective on the entire entity before examining its parts. In systems thinking, the unit as a whole and the nature of its relationship to the surrounding environment is the primary concern. Senge (1990) advocated systems thinking for better depth regarding the interrelationships between ourselves and those we perceive as different. Such connections can form the foundation for compassion, the human touch that is central to the essence of good leadership and meaningful work. Systems thinking provides the theoretical underpinnings for the cultural, political, and international environments that affect leadership.

Cultural competency: is based on an understanding of culture as knowledge people use to generate and interpret social behavior. Culture is constantly in flux and because it is learned, it can be changed. Cultural competency is not learning about the cultures of specific ethnic groups, rather, it is about developing an understanding that allows leaders to recognize the role of culture, and in turn transcend their own culture. Subsumed under cultural competency are the cultural aspects of a) knowing oneself, b) knowing others, c) knowing issues, and d) working with others. Necessary cultural skills include personal assessment, empathic listening to others with attention to observing and reflecting, recognizing the implications of cultural groups, discernment regarding diversity and biases, and paying attention to intentions and impacts when working with others.

Political competency: requires understanding the interplay of policy goals and power goals in political systems. It also requires an understanding of the geographical and economic implications of political action. Leaders, regardless of their level, are always impacted by policy while at the same time having a
responsibility to discern and implement policy that deepens and enhances the human experience. In implementing policy from a servant leadership perspective, good policy serves to create greater freedom and wisdom in the person, the organization, and society as a whole.

*International competency:* means seeing the world as a diverse, heterogeneous community composed of different communication, social, political, economic, and fiscal systems. Leaders who engender meaning and purpose in others are able to deal with these systems by understanding the implications of modernization, dependency, and world-systems theories of competing value systems and of the many principles by which individuals, communities, and nations function. Development of international competency requires access to international curriculum and professors, as well as international students as part of exchange programs and institutional partnerships.

**Learning Outcomes**

By participating in the Servant Leadership Program, students will have the opportunity to manifest their leadership potential within the framework of servant leadership. Within the program, students will explore leadership in three realms: the personal, the community, and the global. By exploring servant leadership and their own leadership within these contexts, students will:

- Understand and embody the principles of servant leadership – offering acts of leadership consistent with their vocation and calling.
- Recognize individual skills and competencies for leadership
- Understand the importance of and practice vocational discernment and self-reflection
- Find congruence between inner and outer lives, developing integrity between deeply held beliefs and values and the actions taken

**Roles and Responsibilities**

The Servant Leadership Program (SLP) is divided into three cohorts with varying degrees of responsibility that coincide with three concentrations of leadership: personal, community, and global.

*Apprentice*

The SLP Apprentices focus on personal leadership development, specifically discovering their vocation and how their deep passions meet the needs of the world. The Apprentices consist of first year and sophomore students, 10 from each class for a total of 20. Each member will receive a $200 stipend for engagement in the program; funds are intended to encourage members to explore their passions through conference participation, books and journals, and attending speakers/lectures.

In order to accomplish growth in personal leadership development, Apprentices will participate in two monthly meetings, one with all 32 SLP members, and one with the 20 Apprentices. Members will engage in a robust curriculum that examines servant leadership principles and practices, vocation, and best practices in service and community development. To augment learning through the curriculum,
Apprentices will engage in experiential learning opportunities that put theory into practice, including participation in an ongoing service program, as well as engagement in a one-on-one mentoring relationship with a fellow Apprentice and Ambassador/Partner. The Apprentices have the following responsibilities:

1. Participate in a CSL Service Program
2. Engage in integrative curriculum – specifically personal leadership development
3. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog)
4. Mentoring relationship
5. Engage in experiential learning opportunities
6. Involve others!
7. Commit acts of servant leadership

**Ambassador**

The SLP Ambassadors emphasize growth in personal leadership development as well as how to foster community through the lens of social change. The Ambassadors consist of sophomores through seniors for a total of 6 members. Each member will receive a $600 stipend for engagement in the program with the intent that funds will be used as means to augment growth in personal leadership development and deepen understanding of how to positively impact communities. Ambassadors will meet weekly with their advisor as well as with the entire SLP membership once monthly.

In order to accomplish growth in personal leadership development and an understanding of how to create social change in a community context, Ambassadors will engage in a robust curriculum that examines servant leadership principles and practices, developing community through partnership and meaningful conversations, and followership. To augment the curriculum, Ambassadors will take part in experiential education opportunities, including participation in an ongoing service program, as well as facilitate workshops and presentations that educate the community regarding servant leadership principles, practices, and meaningful community engagement. Ambassadors will participate in a one-on-one mentoring relationship with an Apprentice. Members will be asked to engage in consistent reflection to continually examine their own leadership as well as leadership theory and best practices in community engagement. Ambassadors have the following responsibilities:

1. Engage in integrative curriculum – specifically personal and community leadership
2. Generate and facilitate reflections and workshops–large group – (service programs, in residence halls, GOLD, and others as appropriate)
3. Engage in mentoring relationship with an Apprentice
4. Develop campus and community partnerships
5. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog)
6. Commit to organizing a leadership conference
7. Commit acts of servant leadership
Partner

The SLP Partners focus on three arenas of leadership: personal, community, and global. The global emphasis is manifested through the facilitation of community-based research (CBR) to enact community change while considering the social, political, and cultural implications of change. The Partners consist of juniors and seniors for a total of 6 members. Each member will receive a $600 stipend for engagement in the program with the intent that the funds will be used to purchase books, attend lectures/speakers, and attend conferences that will augment their development as community leaders. Partners will meet weekly with their advisor as well as with the entire SLP membership once monthly.

In order to accomplish growth in the three arenas of leadership, Partners will engage in a robust curriculum that examines servant leadership principles and practices, community-based research methods, partnership and community dialogue, civility, and stewardship. The curriculum will provide the foundation for the community-based research the Partners will conduct within the Gustavus and St. Peter communities. In addition to the curriculum and community-based research projects, Partners will engage in a mentoring relationship with an SLP Apprentice. Members will continually reflect on experience in order to deepen understanding of servant leadership principles and practices, and best practices in community engagement and community-based research. Partners have the following responsibilities:

1. Conduct community-based research
2. Engage in integrative curriculum – specifically, personal, community, and global leadership
3. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog)
4. Present at a conference, if appropriate
5. Engage in a mentoring relationship with Apprentice
6. Submit proposals to the undergraduate journal of service learning and other publishing opportunities