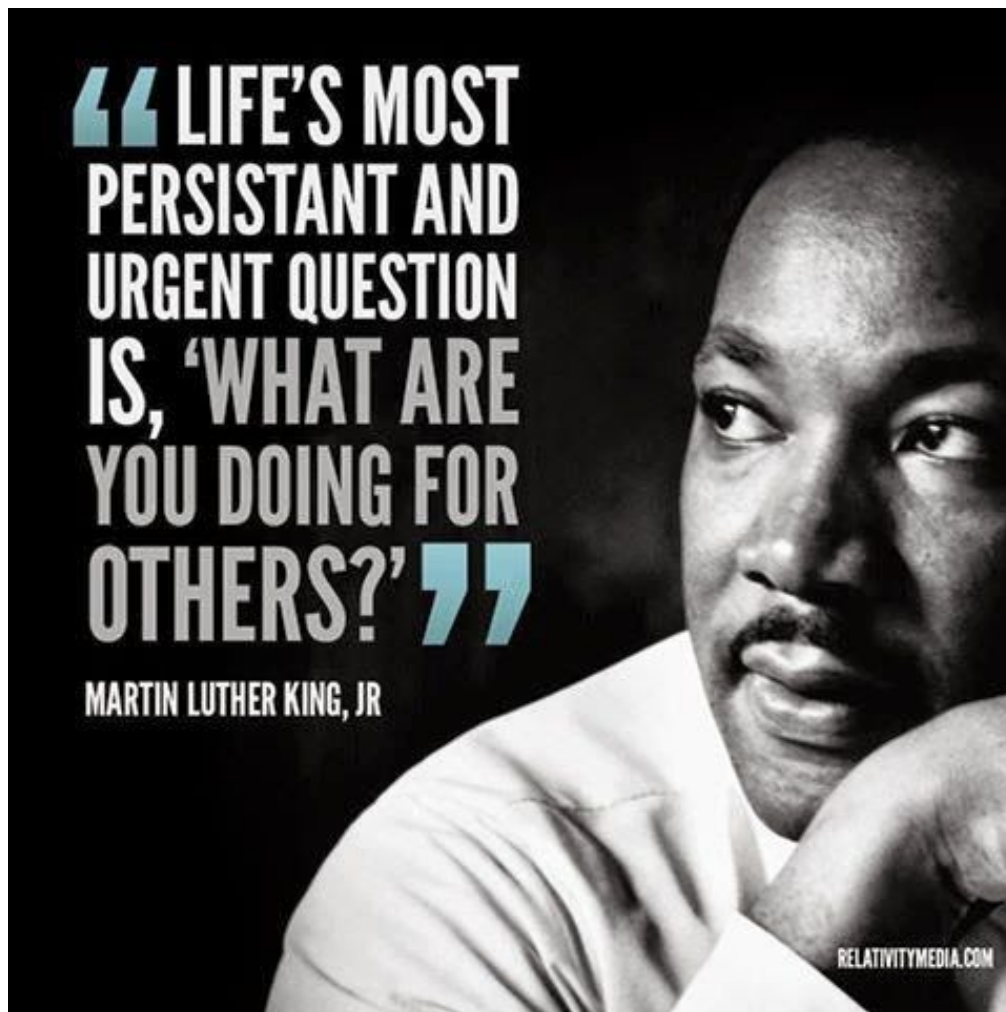


Leading to Serve and Serving to Lead: Connections between Leadership and Service



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8 Leadership Competencies

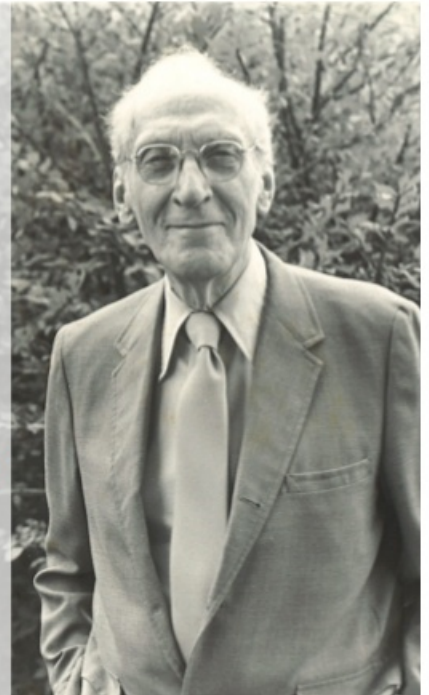
1. Self-Awareness/Self Management
2. Relationship/Group Development
3. Task Management
4. Creative Visioning
5. Effective Communication
6. Intercultural Knowledge
7. Community Engagement
8. Ethical Decisions


Characteristics of Servant Leadership

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to the Growth of People
- Building Community

"Servant leadership begins with the natural feeling that one wants to serve, to **serve first**. Then conscious choice brings one to **aspire to lead**."

- Robert Greenleaf





*Perhaps the real question
is not 'how can I help?',
but 'how can I serve?'*

Civic Engagement

- Definition
- Three Types:
 - Personally-responsible
 - Participatory
 - Justice-oriented



Thank you!

- Feel free to contact us at lead@uncg.edu or call 336-256-0538
- Evaluations



UNCG's Leadership Framework

In 2002, the Office of Leadership and Service Learning created a Leadership Advisory Team comprised of faculty, staff, students, alumni, and community leaders. This committee identified key characteristics of a UNCG leader using leadership literature, developmental needs of students, and wisdom gleaned from their collective experience. The resulting framework is meant to provide a common language for discussing leadership development at UNCG.

Description of 8 Competencies:

Self-Awareness/Self-Management: Self-Awareness is the awareness of one's strengths, limitations, passions and values. It is also becoming aware of how one responds to different situations and how others respond to you.

Relationship/Group Development: Relationship Development is the ability to understand roles of self and others in a relationship through collaboration, delegation, conflict with civility, group facilitation, and negotiation. The relationship may be task-oriented or process-oriented.

Task Management: The ability to understand and describe a task, produce steps, and enact the process needed to carry it to completion.

Creative Visioning and Problem Solving: Creating and implementing a vision complete with project plans, goals and priority setting, as well as exploring the intrinsic process of personal motivation and determination.

Effective Communication: Demonstrate effective communication skills through a variety of mediums.

Intercultural Knowledge: Refers to one's ability (skill) to develop an understanding for and interact with a variety of diverse human systems; those systems include culture, gender, economic, race, religion, physical, diversity of thought and mental models, sexual orientation, and generational.

Community Engagement: Responsibly connect/be involved with the greater community. At the community/society level, leadership activities can be directed to address social concerns. These service activities can nurture individual qualities and group interactions.

Ethical Decisions: The ability to think critically, analyze and convey the ethical component of the problem or dilemma. Ethical leaders align actions with values.

In the Service of Life by Rachel Naomi Remen

In recent years the question *how can I help?* has become meaningful to many people. But perhaps there is a deeper question we might consider. Perhaps the real question is not *how can I help?* but *how can I serve?*

Serving is different from helping. Helping is based on inequality; it is not a relationship between equals. When you help you use your own strength to help those of lesser strength. If I'm attentive to what's going on inside of me when I'm helping, I find that I'm always helping someone who's not as strong as I am, who is needier than I am. People feel this inequality. When we help we may inadvertently take away from people more than we could ever give them; we may diminish their self-esteem, their sense of worth, integrity and wholeness. When I help I am very aware of my own strength. But we don't serve with our strength, we serve with ourselves. We draw from all of our experiences. Our limitations serve, our wounds serve, even our darkness can serve. The wholeness in us serves the wholeness in others and the wholeness in life. The wholeness in you is the same as the wholeness in me. Service is a relationship between equals.

Helping incurs debt. When you help someone they owe you one. But serving, like healing, is mutual. There is no debt. I am as served as the person I am serving. When I help I have a feeling of satisfaction. When I serve I have a feeling of gratitude. These are very different things.

Serving is also different from fixing. When I fix a person I perceive them as broken, and their brokenness requires me to act. When I fix I do not see the wholeness in the other person or trust the integrity of the life in them. When I serve I see and trust that wholeness. It is what I am responding to and collaborating with.

There is distance between ourselves and whatever or whomever we are fixing. Fixing is a form of judgment. All judgment creates distance, a disconnection, an experience of difference. In fixing there is an inequality of expertise that can easily become a moral distance. We cannot serve at a distance. We can only serve that to which we are profoundly connected, that which we are willing to touch. This is Mother Teresa's basic message. We serve life not because it is broken but because it is holy.

If helping is an experience of strength, fixing is an experience of mastery and expertise. Service, on the other hand, is an experience of mystery, surrender and awe. A fixer has the illusion of being causal. A server knows that he or she is being used and has a willingness to be used in the service of something greater, something essentially unknown. Fixing and helping are very personal; they are very particular, concrete and specific. We fix and help many different things in our lifetimes, but when we serve we are always serving the same thing. Everyone who has ever served through the history of time serves the same thing. We are servers of the wholeness and mystery in life.

The bottom line, of course, is that we can fix without serving. And we can help without serving. And we can serve without fixing or helping. I think I would go so far as to say that fixing and helping may often be the work of the ego, and service the work of the soul. They may look similar if you're watching from the outside, but the inner experience is different. The outcome is often different, too.

Our service serves us as well as others. That which uses us strengthens us. Over time, fixing and helping are draining, depleting. Over time we burn out. Service is renewing. When we serve, our work itself will sustain us.

Service rests on the basic premise that the nature of life is sacred, that life is a holy mystery which has an unknown purpose. When we serve, we know that we belong to life and to that purpose. Fundamentally, helping, fixing and service are ways of seeing life. When you help you see life as weak, when you fix, you see life as broken. When you serve, you see life as whole. From the perspective of service, we are all connected: All suffering is like my suffering and all joy is like my joy. The impulse to serve emerges naturally and inevitably from this way of seeing.

Lastly, fixing and helping are the basis of curing, but not of healing. In 40 years of chronic illness I have been helped by many people and fixed by a great many others who did not recognize my wholeness. All that fixing and helping left me wounded in some important and fundamental ways. Only service heals.

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<http://www.theinterpretersfriend.com/Terpsnet/11.html>



Types of Civic Engagement: Personal Preference Indicator

Instructions: Take a few minutes to rank the various civic engagement activities in the order of strongest personal preference from 1-3 for each row (One being an activity that you prefer most).

| | | | |
|----|--|---|--|
| 1) | <input type="text"/> Discussing Social Issue with Friends | <input type="text"/> Help Mobilize Volunteers in support of a Cause | <input type="text"/> Picketing/Protesting a Specific Issue |
| 2) | <input type="text"/> Working for the Government as a Public Servant | <input type="text"/> Organizing a Project | <input type="text"/> Working on a Task Force to Address a Public Policy |
| 3) | <input type="text"/> Voting/Serving on a Jury | <input type="text"/> Host a Forum to discuss a "Hot Topic" | <input type="text"/> Gathering Signature for a Petition Regarding a Specific Issue |
| 4) | <input type="text"/> Donating Money, Time, or Supplies to an Organization | <input type="text"/> Starting a Program/Club/Organization | <input type="text"/> Starting a Movement to Correct an Injustice |
| 5) | <input type="text"/> Teaching/Tutoring | <input type="text"/> Coordinate a Service Trip/Relief Effort | <input type="text"/> Recognizing the Underlying Causes of a Problem and Working to Eliminate the Issue based on this Understanding |
| | <div>Personally Responsible Citizenship (Total Column)</div> <div></div> | <div>Participatory Citizenship (Total Column)</div> <div></div> | <div>Justice-Oriented Citizenship (Total Column)</div> <div></div> |

Scoring the Worksheet: Total the columns. Put these numbers in the box at the bottom of the sheet. The box with the lowest score is your top priority. Based on this score rank the columns from 1 to 3 write this rank in the circle.

Civic Engagement Module

| | Personally Responsible Citizens | Participatory Citizens | Justice-oriented Citizens |
|------------------|--|--|--|
| Description | <ul style="list-style-type: none"> <input type="checkbox"/> Act responsibly in his/her community. <input type="checkbox"/> Works and pays taxes. <input type="checkbox"/> Obeys laws. <input type="checkbox"/> Volunteers to lend a hand in times of crisis. | <ul style="list-style-type: none"> <input type="checkbox"/> Active member of community organization and/or improvement efforts. <input type="checkbox"/> Knows how to utilize government agencies to their advantage. <input type="checkbox"/> Organizes community efforts to care for those in need. <input type="checkbox"/> They have developed strategies for accomplishing tasks. | <ul style="list-style-type: none"> <input type="checkbox"/> Critically assesses the issue by studying the social, political, and economic factors at the heart of the problem. <input type="checkbox"/> They know about social movements as well as how to effect systemic change to resolve an issue. |
| Sample Action | Recycles | Organizes a Recycling Campaign | Understands the environmental impacts of landfills and works to solve the root causes of this issue. |
| Core Assumptions | <p>To improve society citizens must...</p> <ul style="list-style-type: none"> • Have good character • Be honest • Be responsible • Be law-abiding community members | <p>To improve society citizens must...</p> <ul style="list-style-type: none"> • Actively participate • Take leadership positions | <p>To improve society citizens must...</p> <ul style="list-style-type: none"> • Question current practices • Change established systems when they perpetuate injustice |

