

Service Leadership

THE UNIVERSITY OF ARIZONA
TUCSON ARIZONA

Welcome to the [AED 410/510](#) web page dedicated to **SERVICE LEADERSHIP** with and for the campus community. This page was created in the fall of 1997 by [students](#) in AED 410/510. This page has a dual purpose:

1. To present our Class Project on Service Leadership as it relates to campuscommunity;
2. To highlight Service Leadership

[A summary of our findings...](#)

Links of Interest

[Associated Students of the University of Arizona](#)

[Center for Service Learning](#)

[Arizona Collegiate Institute for Leadership](#)

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Page updated 04-24-2000

by [Stacy Enslin](#)

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Fall 1997
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CLASS PROJECT

AED 410/510 is a class focused on Leadership Concepts and Contexts. This semester we have explored theories and ideas about leadership, followership, personal philosophy, community, communication and more.

As a class, we were asked to develop a group project having to do with enhancing the campus community. We began the process of finding a meaningful project by discussing what each one of us felt passionate about as a member of the campus community. We are a diverse group and have very diverse passions. However, as we did need to find a common cause to work for, we struggled to find consensus. What we discovered was that many of our ideas fell under the realm of service leadership. Paradoxically though, we found that our notions about service and service leadership were nearly as diverse as our original ideas. We felt that little could be done to encourage and highlight service leadership on campus without a clear understanding of what those words meant to the community. Thus we decided to survey members of campus community about Service, Leadership and Community.

The following are the questions used for our survey:

1. The first question concerns the meaning of service. We have struggled with this question in class and have come to realize that service means different things to different people. When you think about service as it relates to the campus community, how do you explain what it means?
2. We're interested in how you see yourself involved in service with or for the campus community. Can you give some examples? Or can you give some examples of how people around you are involved in service leadership?
3. In our discussions in class, we've talked about how serving the campus

community and being a leader are often similar activities. What do you think? How do you see this happening?

4. The last question concerns the role of a university President. How would you describe that leadership role as it relates to enhancing campus community?

Most of the fifteen members of our class chose to interview at least three people from the campus community. Some class members posted the question on e-mail listservs. We eventually ended up with 84 responses to compile and analyze.

We discovered that other members of the campus community had as varied ideas about service, leadership and community as we had found in our class. However, the data team worked to find commonality among the responses.

The following links show representative responses to each question and include explanatory comments from the data team.

[QUESTION 1](#)

[QUESTION 2](#)

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[QUESTION 4](#)



(Summary statement and link to be developed after visit with Dr. Likins)

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QUESTION #1

The first question concerns the meaning of service. We have struggled with this question in class and have come to realize that service means different things to different people. When you think about service as it relates to the campus community, how do you explain what it means?

The responses to question #1 have been classified using key words that seemed to capture the spirit and meaning of the statement. Those responses that had used the same wording (e.g. help) were tallied. Ultimately the responses were grouped under the following classifications: Sensitivity to Others, Institutions/service organizations/committees, Leadership, and Attitudes.

In general, students tended to think of service in terms of what was available to them on campus. Faculty, however, saw service in terms of forging links and committee/professional service. Staff and academic professionals thought in terms of helping and identifying needs in order to serve.

Sensitivity to Others help giving caring assistance identifying community wants and needs awareness and involvement contributing philanthropy response to needs giving of yourself responding to gaps sacrificing advancement to help others doing something for somebody else anything that benefits other people Institutions/service organizations/committees administrative services/programs serving on committees professional organizations benefits the organization computers and career services service is to students; staff and faculty are a separate community activity assisting the student towards graduation accessible resources providing educational service students don't matter much

Leadership supports or promotes serve in a role attentively lived life risks leader-full commitment forging links leading for change professionalized, scholarship-based action volunteering action that benefits the campus community

Attitude relates to long-term well being attitude of availability varies with each individual projected image creating an atmosphere rounding out positive presence.



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QUESTION #2

We're interested in how you see yourself involved in service with or for the campus community. Can you give some examples? Or can you give some examples of how people around you are involved in service leadership?

All four groups highlight the need to be active on committees, to network, and to build collaborations in support of enhancing university life. The service examples below relate to serving others, the university, and the off-campus community. A common thread in the responses is the need to communicate and actively respond to issues.

Examples of service roles mentioned by respondents are listed below.

Faculty

- **Communicating**
- **Contributing to programs**
- **Educating and guiding others**
- **Faculty governance**
- **Giving lectures**
- **Interdependent role**
- **Liaison to local community**
- **Meeting the needs of the campus committee**
- **Networking**
- **Ombudsperson**
- **Research**
- **Training**

Staff and Academic Professionals

- **Assisting department heads**
- **Attitude toward the public**
- **Communicating**
- **Listening**

- **Mentoring**
- **Outreach**
- **Serving on committees**
- **Sharing knowledge about training**
- **Tutoring**
- **University employee**
- **Volunteering to support campus events**

Students

- **Active on committees**
- **Assisting teachers in the classroom**
- **Athletic bands**
- **Be involved and visible**
- **Being a friend**
- **Being a part of, as well as, supporting the community**
- **Communicating**
- **Community service**
- **Counseling**
- **Escort service**
- **Help people adjust to the Campus Community**
- **Involved in Dorm life**
- **Involved in sports programs**
- **Judging the student showcase**
- **Mentoring**
- **Outreach teaching (off campus)**
- **Recruiting**
- **Research**
- **Student employee**
- **Telephone outreach**
- **Tutoring**
- **Volunteering and joining organizations that work toward a better community (sororities)**
- **We need to change things that are not right**



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QUESTION #3

In our discussions in class, we've talked about how serving the campus community and being a leader are often similar activities. What do you think? How do you see this happening?

It was noted that most respondents either agreed or disagreed that leadership and service are related. In addition, many respondents commented on the nature of the relationship between leading and service. These responses generally described the relationship in four different ways:

1. It is possible to serve without being a leader;
2. It is possible to lead without serving;
3. If you lead, you are serving (whereby serving is an inherent component of leadership, and is implied frequently as the reason for leadership);
4. If you are serving, you are leading (whereby leadership is an integral component of the process of serving).

A summary analysis of the responses by faculty, students, and staff are presented below. The summaries are followed by selected additional comments.

Faculty:

Faculty agree that service and leadership are related. Responses as to the relationship between service and leadership stipulated, in equal proportions, that it is possible to: serve without being a leader; if you lead, you are serving; and if you are serving, you are leading. No faculty indicated that it was possible to lead without serving.

Students:

Students who agreed with the statement that service and leadership are

related, outnumbered those who disagreed by 2.5 to 1. Of those who commented on the relationship between leadership and service, the largest number of responses agreed that If you lead, you are serving. A number of students felt that If you are serving, you are leading, and it is possible to serve without being a leader. A few indicated that it is possible to lead without serving.

Staff:

Staff, in a proportion of 5 to 1, agreed with the statement that service and leadership are related. When commenting on the relationship between leadership and service, the largest number of respondents indicated that If you lead, you are serving. Several also felt that It is possible to serve without being a leader, and If you are serving, you are leading. No respondent indicated that it is possible to lead without serving.

Additional Comments:

"The more contemporary definition [of leadership] must emphasize 'soft power' which has everything to do with service, faithfulness to certain values, dependability, maintenance of respectful relationships with others - those kind of deeper commitment on behalf of the common good which set true leaders apart."

"Leaders should be differentiated by the fact that they are the ones to recruit others to do service."

"As a leader you are a role model..."

"A leader makes decisions, a server is more of a resource/listener; both help to serve the student on campus, help to benefit the whole community..."

"People who serve can be like me - just work in a place that provides a service, like food."

"Serving can be in almost any role - however, leaders have ideas and are listeners. Both serve to better the community."

"If we are well respected and people look to us for ideas and innovations, we may have a great deal of influence in an informal way."

"If being a leader means setting a good example, then each of us can set that example and thus be a leader..."

"There are times we all need to assume leadership roles, but we can't all always be leaders. It takes far more workers than chiefs to complete projects or get anywhere. Sometimes leadership is being the one to notice when something needs to be changed and calling it to the attention of those whose support we seek to make that change."

"I think that, as service entails risk, leadership happens. I really think that leadership is about putting yourself or an agenda out there and helping to gather support. As you keep the process open and inclusive, the results are often greater than the original intent..."

"Very, very important elements of serving the campus community are communication and mutual respect."

"To me, being a leader has to do with conceptualizing and initiating. Serving may be simply joining or assisting, or cooperating."

"Being a leader involves stretching out to help in ways that help build support for the surrounding community."

"Leading to me means being out in the front (whether openly recognized or not) and pushing/pulling others to follow..."

"The quality and effects of the leadership depend on who is leading..."

"Leaders are usually the ones that are most interested in solving problems

and helping the community to grow."

"Part of being a leader is modeling the behaviors you hope to see in others.."

"I think it takes a person with initiative to serve the campus community which is a definite quality of a leader..."

"University leaders must guide service programs in the community."

"Being a leader means helping to organize those who are in service."

"If you are performing a selfless act or service, you are setting an example for others to look at..."



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QUESTION #4

The last question concerns the role of a university President. How would you describe that leadership role as it relates to enhancing campus community?

Once again, the data to Question #4 is grouped by key words and phrases that seemed to briefly and/or succinctly answer the question. Three overarching themes were identified:

- characteristics of a leader;
- actions of a leader
- actions toward campus community.

Representative responses are listed below by respondent category.

STUDENT RESPONSES

Characteristics of a leader

- o overseer
- o responsible
- o visible
- o facilitator
- o strong leader
- o futile
- o paper tiger
- o mediator between student desires, faculty, administrators and outside influences
- o spokesman
- o figurehead

Actions of a leader

- o delegate to capable people
- o not take huge risks

- deals with finances
- bridge the gap between UA interests and Regents interests
- represents us
- making certain that those who are being delegated a responsibility are capable of meeting that responsibility
- perception: president's
- available for feedback
- supports campus organizations
- promotes involvement in the community
- aware of concerns of all members of the community
- look towards changes than can attempt to meet those needs
- reaching out to the community and throughout state and southwest (2)
- bring together the different communities
- needs to show involvement and support
- want to do it, not because he has to do it
- liaison between university and community
- improve quality of the university and how the university is affecting the surrounding community be on the battlefield with your soldiers
- open mind
- need to encourage organization on campus to provide activities for the community
- willing to back organizations when they have great ideas
- support what he believes in and in what majority of students want and desire
- to be involved and get a good reputation
- engage the university in the development of a service mission articulation
- lead from the front
- make himself not so far removed from the process
- enhance the University by serving the University
- administration for the benefit of the University
- support campus organizations and promote involvement in the community

- aware of concerns of the community
- encourage community quality and unity and service by example
- get a working definition of the term of service
- look for activities that the university can be involved in
- serve the organization and help to be most efficient those people under his guidance towards their common goal
- interested in their (students) success
- incorporate members of the university and make them more involved with activities going on model himself as someone who is successful and busy but who is willing to help others

STAFF RESPONSES

Characteristics of a leader

- leader of leaders

Actions of a leader

- should have vision
- should be a paternal figure
- number one point person
- reflect and represent the UA
- make decisions even when they are not popular
- hard work
- learn the operation and problems of the organization
- being forthright
- telling it like it is
- honest communicator
- communicates
- set a very positive "can do" tone
- model behavior
- communicate on a first-hand basis
- positive yet realistic tone
- communicate important news about the U to the public
- delegate

- will tend to be copied by others
- follows through on his convictions

Campus community perspectives

- interest in what's going on at all levels
- combining groups for greater community
- being visible and connected
- shared vision
- genuine caring
- leave a legacy of love through values, optimism and excellence
- willingness to serve
- leaders must allow their thoughts and decisions to be influenced by others before making decisions that affect these "others"
- communicates to each employee that he is available
- distinguish from the role of a bureaucrat first
- a leader in encouraging a positive and resourceful as well as a goal oriented effort
- participate widely in cant is respectful
- safe
- oversight of enhancing campus community

FACULTY RESPONSES

Characteristics of a leader include:

- outgoing
- personable
- good, strong front man

Actions of a leader include:

- role model
- role model of behaviors
- demonstration of right behaviors
- bad behavior will not be tolerated
- have a vision in the UA's future
- having the competence to take us there

- respected as a member of the community of scholars
- good, strong front man
- frank and honest

Campus community

- celebration of positive behaviors
- caring
- accessible
- support initiatives of his constituents
- concerned with harmony, equity and civility
- improve climate by speeches

Actions

- consistent in his messages, goal, vision
- solid base for decisive actions
- enthusiasm and energy
- attentive to all aspects of the university
- attentive to meeting the needs of the students first
- needs to know what is going on
- needs to be able to explain and promote the university to the world
- needs to have key staff who embrace this world-wide combined effort
- aware of projects taking place
- committed to campus individuals contributing to society
- attending an event or proposal meeting when we invite him

Campus community

- way he sets the tone
- administrators, faculty staff and students need to understand what he is planning and where we as a university are going so they can join in the effort to make it happen
- listening open-mindedly
- willingness to listen
- weighing options thoughtfully
- enhance campus community
- consistent efforts to be inclusive
- public personal life sets the tone on campus of diversity, inclusion and

celebration

- support centers of excellence
- value and support our work with and for the public
- help us to learn more about each other's strengths and accomplishments
- respect for employees
- awareness and appreciation for the needs of the rest of the constituents in the University



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