



# DEVELOPING SERVANT LEADERSHIP

FACILITATOR WORKBOOK

# DEVELOPING SERVANT LEADERSHIP

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# WHO ARE YOU?

Who gave you your name? Why?

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What is the ethnic origin of your name? What does it mean?

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What are your nicknames, if any? How did they come about?

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What do you prefer to be called?

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# WHAT IS CULTURE?

What is culture? What does it mean? Why would culture matter when you're talking about self-awareness, empathy, and leadership?

What comes to mind when you think of the word car? Do you see a taxi? A 4x4? A small car or sports car? We all have a different picture of a car that popped into our heads.

If you look at the outside of a car, you can learn quite a bit about it, like how many people can probably fit into it, what color it is, if it can go fast and so on. All of these things help make a car what it is, and make it somewhat unique. However, those visible parts aren't the main things that make a car run.

Cars also have hundreds of hard-to-see, complex and intricate little parts inside that do most of the work of making them run. There are more complicated, below-the-surface parts of a car than there are visible ones.

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*Culture is like this too – complex below the surface.*

Our cultures have some parts that are visible and obvious on the surface and many parts that are less visible, more complex and subtle – even things we may have to think about to realize they are actually a part of our own culture.

What are some of the visible, obvious, and big ingredients of your culture? (Things like language, clothing, food, religion, cities, buildings, art...)

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What are some of the less visible ingredients of culture?

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*Additional Questions to audibly ask*

When do you consider someone to be an adult?

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What are the characteristics of an adult?

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How does someone become an adult in your cultural context?

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What are the differences between an adult and a child?

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Should all adults be respected? If not, what would cause disrespect?

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Qualities associated with adulthood are: confidence, patience, endurance, perseverance, courage, and emotional stability. Should/Do the adults act as role models for the younger members of the community? When? What does that look like?

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Let's talk about some subtle things that make up culture. Things like communication style, gender roles, and views about conflict. These less visible things are often about how we interact with one another and how we see ourselves in the world. Interaction and our views about ourselves affect how we express leadership.

List how your culture tells you to interact with other people?

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We also make choices about our cultures to some extent. Just as we might choose some things about a car, we sometimes choose what aspects of our culture we wish to express, and in what way. **Culture shapes us, and we shape culture.**

Look at each part of your culture and think about where you fall in the spectrum. Is that culture shaping you or you shaping your culture?

### Attitude Toward Conflict

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*Conflict is fine and sometimes necessary*

*Conflict should be avoided*

### Non-Verbal Communication

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*Communication is often non-verbal*

*Communication is only verbal*

### Time Management

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*Time is fluid; things will get done when they get done*

*We must have a schedule*

### Decision Making

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*Consensus is best – everyone agrees*

*Majority-rule is best*

### Individual vs. Community

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*My role is to be part of a community*

*My role is to be an individual*

### Equity vs. Hierarchy

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*Age and experience must be respected and listened to*

*Everyone's ideas are equal*

## Feeling vs. Thinking

*..Feelings are more important than ideas..... Ideas are more important than feelings..*

### IMPROVISATION GAME

Select three volunteers – particularly ones who enjoy performing or would like to be challenged to perform. Ask the rest of the group for examples of:

1. A location, 2. The names of three famous people, and
3. Something people could disagree about.

These things don't have to be related – and the scene is often more fun if they are not. (Example: Location = On top of the Space Needle; Conflict = what to have for dinner; Three famous people = the president, a pop star and a historical figure).

Next, assign the three roles to the three volunteers. Tell them they should now improvise a short scene about those three people, going to that location and having that conflict. Let them play the scene (“Scene 1”). Then, they should replay the scene, but this time, give them a cultural attitude to shape how they interact with each other (“Scene 2”). For Scene 2, give them an attitude from either Example A or Example B below. Then, tell them to replay the scene a third time (“Scene 3”) with the other attitude from the pair.

Example A:

Scene 1: Original scene they improvise

Scene 2: Attitude = Conflict is fine, and sometimes necessary

Scene 3: Attitude = Conflict should be avoided

Example B:

Scene 1: Original scene they improvise

Scene 2: Attitude = Communication is only verbal

Scene 3: Attitude = Communication is often non-verbal (though they still speak, of course)

Next, they should debrief as a group about how their communication changed through the three scenes. Ask whether, in the first scene (the one in which they hadn't been told to have a particular attitude) any attitudes came through about conflict or communication that were similar to ones they intentionally played later.



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*Additional Question to audibly ask*

List some of the major problems that adults face in your community. What are the psychological or physiological limitations they encounter?

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*NEW SKILL: Active Listening*

The greatest desire of our human hearts is to be heard, understood, and acknowledged. Even though you think you are listening to someone speak, your mind can wander and often does, causing you to not pay close attention. Certain skills, such as active listening and giving feedback, can help most people listen and communicate more effectively.

Come up with a list then demonstrate to the group how we can use our body language to show someone we are listening to them.

Split into groups, or stay in large group, but have an individual tell a personal, fun story to the group with everyone practicing active listening and **giving feedback (briefly repeating the facts of what others say without giving an opinion or advice)**.

Giving Feedback example would be:

Speaker: "Last week, I forgot my boots for football practice."

Listener: “You didn’t have your boots with you at football practice last week.”

Feedback does not give an opinion, such as: “You really shouldn’t have forgotten your boots,” or give advice, such as, “Next time, you should leave your boots in your bag or by your door.” Feedback simply restates the facts as given.

## WHAT IS SERVANT LEADERSHIP?

Thomas a Kempis was a Dutch priest, monk and writer, who was devoted to prayer, simplicity, and union with God. In his book 'The Imitation of Christ', written in 1440, he wrote:

*God has many disciples,  
but few servants.*

Servant leadership is not about being someone's servant, it's about being like Christ. There are two words used in the New Testament by Jesus Himself to describe His character: gentle and humble.

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*“Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls.” - Matthew 11:29*

The King James Version uses the word meek while the New International Version says gentle. We must not imply weakness from these words, for Jesus was anything but weak. He demonstrated true Godly manhood by having all power and all authority under control. **That is what meek means – to have power under control.** The Greeks used that word outside of the context of the Bible in their literature to describe a bridled horse. The horse

had the power to throw the rider, but that power was controlled by the rider through the use of the bridle.

Matthew 11:29 also uses the word humble to describe Jesus. In Philippians 2 we have a marvelous illustration of a true humble spirit.

*“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider*

*equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death—even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father.”*

*- Phillipians 2:1-11*

Jesus made Himself nothing by taking the form of man. This action informs us of what our human condition is – nothing. In comparison to God I am nothing and apart from Him I can accomplish nothing, change nothing, earn nothing, and be worthy of nothing. Jesus humbled Himself by becoming totally dependent upon the Father for everything – His daily necessities, His

strength, His emotional health, His wisdom for decisions, and His step by step direction for living, to name a few. **That’s humility: total dependence upon God because we have a fair and honest opinion of ourselves in comparison to God.**

Pride, the opposite of humility, enters the picture when we do not have a fair and honest opinion of ourselves. It is most notably experienced when we compare ourselves not to God but to others. When we do this, we open the doors for the pursuit of personal gain and the protection of personal rights. That’s why Paul warns in this Philippians passage to:

*“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.”*

The purpose of this curriculum is that as leaders we must desire to lead with true humility. To lead in this way we need **regular and real truth confrontations** that challenge our **principles and values** and forge them ever more solid. These regular checkups, keeping us self-aware, enable us to lead with pure motives, building up and encouraging the ones we are leading.

Daniel Goleman, in his book *Focus*, believes the best quality for a leader is not the ability to keep their eyes on the prize, but actually **self-awareness or empathy**. Ray Dalio, in his book *Principles*, mentions what happens when there is a void of self-awareness: "Psychologists believe the biggest motivator for personal improvement is the pain you feel after making a mistake. When you feel so terrible about having done something wrong that you never want to feel that way again, it’s called “hitting bottom” – and it’s often what a person needs to finally change his or her ways.”

*Let us lead, powerfully,  
and with humility.*

# IDENTIFY A LEADER

Please identify one leader in your community. Remember, this leader can be anyone from your family, religious group, school, activity outside of school, or community. Then, please choose one attribute to describe this leader. *For example, “My grandmother is resourceful.”*

Based on these three categories, please place your leader in one of the three categories defined below: Mainstream, Traditional, or Cross-Cultural. There is no right or wrong answer. The leaders you have chosen will most likely fit into more than one type, but for this exercise please place them in just one category.

## MAINSTREAM LEADERSHIP

Leadership that reflects the values, norms and behaviors of the predominate group in power.

## TRADITIONAL LEADERSHIP

Leadership that comes originally from within a cultural group and is not perceived to have power within the mainstream power structure.

## CROSS-CULTURAL LEADERSHIP

Leadership that is effective across two cultural groups. This type of leadership style maintains a certain level of influence and power within the mainstream power structure but also maintains credibility with the second cultural group. People who possess cross-cultural leadership skills are sometimes called “bridge builders” and are individual who successfully work and navigate between cultural groups. As a result, he/she is able to help build bridges and exchange resources between the groups.

A Leader in my community is:

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Are you a leader? If so, which of the three types of leadership definitions do you fall under? Where would others place you? Have you ever played the role of a bridge-builder? What were the groups of people that you had to navigate or work in between? Was the experience challenging/rewarding?

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*Additional Question to audibly ask*

Imagine a situation in which you have been asked to apply some of what you've learned in this session. Discuss.

# THE KEY TO SERVANT LEADERSHIP



**The Key to Servant Leadership is found in empathy.  
Empathy is developed through practicing self-awareness.**

Google performed a global corporate study in order to determine what made the best, most productive team. The study was called Project Aristotle and what it determined after three years of collecting data was that demographics or diversity of the team had nothing to do with their quality or productivity. Project Aristotle found the most productive teams were marked by Psychological safety. When team members felt "safe" their performance was enhanced because they were able to admit mistakes and issues were addressed rapidly. The team members were also more comfortable in sharing unconventional, outside-the-box ideas which made their groups more creative. These "safe" teams thrived in an environment that is generally caring and respectful and were generally made up of empathetic individuals.



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## **TO DEVELOP EMPATHY, WE NEED SELF-AWARENESS.**

### **What is meant by empathy?**

It is the ability to detect the emotions of other individuals and to understand their perspective. When we experience empathy, we feel accepted and validated – it builds trust, heals, and leads to greater happiness. Empathy is a choice. Our natural tendency is to base our decisions on assumptions versus on logic and fact, we are doing the opposite of empathy.

Empathy depends on your ability to overcome your own perspective and to appreciate someone else's. It is the proverbial: “stepping into another's shoes.” The choice to function in empathy comes from self-control.

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*Have you ever made a false assumption about why someone was late or didn't show up to your meeting or date? Most people make assumptions that turn out to be false, and this can create unnecessary worry and drama. As humans, we have a need to predict, explain and justify events that happen in our lives, and when we're uncertain about something, we fill in the gaps by imagining what people are thinking, doing, and feeling. - The Fifth Agreement, Don Miguel Ruiz and Don Jose Ruiz*

### **What would self-awareness look like?**

When self-awareness is practiced in an individual's life, their empathic responses increase. They then have the ability to see where others are

struggling and, in the style of servant leadership, exhort others into self-awareness.

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**SELF-AWARENESS REQUIRES AN INTIMATE UNDERSTANDING OF THE VALUES AND PRINCIPLES ONE CHOOSES TO LIVE BY.**

When we are equipped with a high level of self-awareness, we can understand why we succeed, why we fail, what we desire and what needs to happen in order for our desires to become reality. This is why self-awareness is so important because it enables us to see our personal experiences in an objective way.

*Self-awareness is having  
an overall a clear and  
realistic perception of  
who you are.*

“Overall” means every aspect of you, including your personality, strengths, weaknesses, emotions, passion and more. “Perception” means your evaluation is objective and non-judgemental.

# HOW DOES AN INDIVIDUAL DEVELOP SELF-AWARENESS?

Self-awareness is not about uncovering a deep dark secret about yourself, but understanding who you are, why you do what you do, how you do it, and the impact this has on others.

Self-awareness is directly related to both emotional intelligence and success.

- 
- It helps you create achievable goals because you are able to consider your strengths, weaknesses, and what drives you when goal-setting.
  - It allows you to guide yourself down the right path by choosing to pursue the opportunities that are the best fit for your skill-set, preferences and tendencies.
  - It makes it easier to identify situations and people that hit our triggers and to anticipate our own reactions.
  - It enables us to make positive behavioral changes that can lead to greater personal and relational success.
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*Additional Question to audibly ask*

Break into small groups and discuss:

*(For interactivity, get each group to announce their favourite answer)*

## JOY & HAPPINESS

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Name 3 things you do that make you happy?

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Where do you feel joy in your body?

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What kind of things do you say or do when you are happy?

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What did you do recently that made someone else happy?

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What do you feel when you hear someone else laughing?

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If you aren't happy, what do you like to do to "bring back the joy?"

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## SHARING & KINDNESS

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Can you remember a time where it was hard for you to share?

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Name a time when you did share. What was it and who was it with?

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Can you remember a time when you didn't share but wish you had?

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What does it feel like when someone shares with you?

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Remember a time where someone told you how they felt when you shared with them. What did they say or feel?

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Tell of a time where it was easy for you to share.

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## COURAGE

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Name something that make you feel nervous or scared.

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Can you think of a person in a book or movie that was scared and did something courageous?

Can you remember a time you felt scared but chose courage?

Where in your daily life do you see other people being brave?

When have you helped someone else find their courage?

What situation or when do you next want to choose to be courageous?

## EMOTIONS

What do you feel first thing in the morning?

Share when it is easy to talk about how you feel or share a time when you find it hard to share what you feel?

Share a time for when you lost something and how you felt?

Share a time you noticed when someone else was sad and how you felt when you saw them like that?

Name your 3 favorite feelings.

Name what you do to bring about those 3 favorite feelings.

## **Building Self-Awareness**

**1. Put the time in – Self-awareness is not learned in a book, but achieved through regular self-reflection!** Use what you have learned about yourself to inform your decisions, behaviors, and interactions with other people. Some questions to get you started:

*Note the inventory of feelings on page 28.*

What are 3 of your strengths and 3 of your weaknesses?

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What do you value most? Why?

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What feelings do you experience more than your friends or others around you?

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What are your triggers (people and situations most likely to trigger negative or uncomfortable emotions)?

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How do you respond under stress?

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What does your decision making process look like?

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What does it mean for you to accomplish your dreams or goals? Why are they worth fighting for?

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Rank the most important things in your life (career, money, family, true love, knowledge, community, ...)?

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Is the portion of your time dedicated to these priorities in line with their value to you? (If most of your time is dedicated to the less important things, you should consider re-prioritising your schedule).

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If you have children OR when you have children, what would you recommend them to do or not do?

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Write three words that describe the type of person you are?

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Is your personality similar to the individual(s) who raised you?

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What quality do you admire the most about yourself?

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What is your biggest strength?

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What is your biggest weakness?

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How do the different roles you play in your life make you feel (e.g. sister, student, best friend, employee, athlete, etc.)?

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What scares you the most?

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How do you make a decision? By feelings, emotion, intuition or by thinking, researching, asking questions and logical analysis?

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Name the biggest “What If” in your mind?

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**2. Predict how you will feel and respond** before a situation and reflect on your actual feelings and response after the situation. Write down an upcoming situation that is *stressing you out* and list some honest reasons why it makes you feel this way, then predict how you will respond *or* how you want to respond.



.....

.....

3. **Focus on your choices** - What can you learn from your past wins and previous mistakes? Why did you make that particular decision? How did this choice make you feel?

.....

4. **Ask for feedback** – Self-awareness is as much about acknowledging what you still need to learn as it is about identifying your strengths. Asking for feedback on your performance, behavior, interactions, can serve to improve your future actions and responses. Feedback can also identify aspects of your behavior you aren't seeing clearly (your blind spots). Action: List a trusted friend, relative, or leader (*make sure it is someone whom you trust and who knows you well*) that you will ask for feedback from regarding areas of improvement in your life.

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5. **Record (keep a journal)** – Keeping a journal allows you to reflect on daily thoughts, feelings, perceptions, choices, behaviors, and interactions with others. Be honest with yourself. Reflecting on your experiences (by using Questions 2 and 3 from above) allows you to learn something that can guide your personal development so think about it and write it down!

I choose to begin keeping  
a journal starting:

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### *Additional Question to audibly ask*

What does the word 'motivation' mean to you?

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**6. Label your emotions** – Feelings can be expressed using one word, but are often held back. Use the below Inventory of Feelings to practice labeling what you experience in different situations throughout your day. Your feelings provide insight into your thoughts and actions, as well as allow us to better relate with others. You may also recognize trends in how you are feeling which can teach you something about yourself.

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## **REVIEW**

Self-awareness is not about uncovering a deep dark secret about yourself, but **understanding who you are, why you do what you do, how you do it, and the impact this has on others.** You've begun a journey that takes time and effort to choose a regular and real truth confrontation with your thoughts and emotions. The goal is to make sure your feelings and responses are in line with your values and principles.

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*Exercise To Help Understand our Emotions (Write the Bold Words With Lines/Spaces on a White Board)*

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### *Label the Emotion Felt*

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**INQUIRY:** A time I felt *emotion* was ...

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*Ex: I got angry when a popular kid at my high school pulled down my pants in front of my gym class.*

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**ASSUMPTION:** Because of *emotion* I can never, will never, am unable to, etc.

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*People, especially popular people, cannot be trusted. They are jerks who need to be put in their place.*

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### **Investigative Procedures**

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Rewrite the Assumption into a provable belief

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Change thoughts and behaviors

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**PROVABLE BELIEF:** Sometimes I would like people to be different, but I can choose to deal with them calmly. I can choose to avoid them or try and see from their perspective.

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**SELF-TALK:** Statements I make to myself that influence me to get angry:  
*That guy is such a jerk. I bet he doesn't think about anyone except himself. Look at how good I am. I think about others all the time.*

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Statements I make to myself that influence me to seek solutions: *I wonder why his parents allow him to be such a jerk. I wonder if he even has a relationship with an adult. I bet he is lonely. He probably doesn't know what it's like to have a real friend.*

---

Accepted	Critical	Inspired	Sad
Admired	Curious	Interested	Satisfied
Afraid	Daring	Intrigued	Scared
Alone	Defensive	Irritated	Selfish
Angry	Depressed	Jealous	Sensitive
Annoyed	Determined	Lazy	Shy
Anxious	Disappointed	Lonely	Silly
Apathetic	Disconnected	Lost	Smart
Appreciated	Disgusted	Loved	Strong
Appreciative	Disinterested	Lucky	Stubborn
Ashamed	Dissatisfied	Manipulated	Stunned
Authentic	Distracted	Miserable	Surprised
Awkward	Eager	Motivated	Suspicious
Bored	Empty	Offended	Thankful
Bothered	Encouraged	Open	Threatened
Brave	Energetic	Optimistic	Timid
Bummed	Envious	Overwhelmed	Tired
Calm	Excited	Panicked	Tolerant
Certain	Fake	Paralyzed	Torn
Challenged	Foolish	Paranoid	Trapped
Cheerful Clueless	Forgiving	Pathetic	Unappreciated
Cold	Fortunate	Peaceful	Uncertain
Comfortable	Grateful	Pessimistic	Uncomfortable
Comforted	Guilty	Playful	Uneasy
Compassionate	Happy	Pleased	Unforgiving
Competitive	Heartbroken	Powerless	Upset
Concerned	Helpless Hesitant	Proud	Useless
Confident	Hopeful	Refreshed	Vulnerable
Confused	Horrible	Regretful	Weak
Connected	Humiliated	Rejected	Wise
Content	Hurt	Relaxed	Wonderful
Courageous	Important	Relieved	
Cranky	Indifferent	Resentful	
Creative	Insecure	Reserved	

## Personal inventory for certain characteristics?

Using the following rating system of response numbers 1 through 4, circle the number that most accurately applies to your current value of that characteristic.

- 
1. I don't believe this is an important characteristic.
  2. I don't exhibit or practice this characteristic now, but would like to begin.
  3. I exhibit or try to practice this characteristic now, but not as much as I would like.
  4. I exhibit and practice this characteristic now, consciously and consistently.
- 

Listening	1	2	3	4
Empathy	1	2	3	4
Healing	1	2	3	4
Awareness	1	2	3	4
Persuasion	1	2	3	4
Conceptualization	1	2	3	4
Foresight	1	2	3	4
Stewardship	1	2	3	4
Commitment to the growth of others	1	2	3	4
Building Community	1	2	3	4

# The Ten Characteristics of a Servant-Leader

The following characteristics are ones which appear to be central to the development of Servant-Leaders. They are:

## 1. LISTENING

Leaders have traditionally been valued for their communication and decision-making skills. While these are also important skills for the Servant-Leader, they need to be reinforced by a deep commitment to listening intently to others. The Servant-Leader seeks to identify the will of a group, and helps clarify that will. He or she seeks to listen receptively to what is being said, and not said. Listening also encompasses getting in touch with one's own inner voice, and seeking to understand what one's body, spirit and mind are communicating. Listening, coupled with regular periods of reflection, are essential to the growth of the Servant-Leader.

## 2. EMPATHY

The Servant-Leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and does not reject them as people, even when one is forced to refuse to accept their behavior or performance. The most successful Servant-Leaders are those who have become skilled empathetic listeners.

## 3. HEALING

The healing of relationships is a powerful force for transformation and integration. One of the great strengths of Servant-Leadership is the potential for healing one's self, and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, the Servant-Leader recognizes that he or she has an opportunity to "help make whole" those with whom they come in contact. In *The Servant as Leader*, Greenleaf writes: "There is something

subtle communicated to one who is being served and led if, implicit in the contract between servant-leader and led, is the understanding that the search for wholeness is something they share.”

#### 4. AWARENESS

General awareness, and especially self-awareness, strengthens the Servant-Leader. Making a commitment to foster awareness can be scary – you never know what you may discover! Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. As Greenleaf observed:

“Awareness is not a giver of solace – it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity.”

#### 5. PERSUASION

Another characteristic of Servant-Leaders is a reliance upon persuasion, rather than using one’s positional authority, in making decisions within an organization. The Servant-Leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of Servant- Leadership. The Servant-Leader is effective at building consensus within groups. This emphasis on persuasion over coercion probably has its roots within the beliefs of The Religious Society of Friends (Quakers) -- the denomination with which Robert Greenleaf himself was most closely allied.

#### 6. CONCEPTUALIZATION

Servant-Leaders seek to nurture their abilities to “dream great dreams.” The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities. For many managers this is a characteristic which requires discipline and practice. The traditional manager is consumed by the need to achieve short term

operational goals. The manager who wishes to also be a Servant-Leader must stretch his or her thinking to encompass broader-based conceptual thinking. Within organizations, conceptualization is, by its very nature, the proper role of boards of trustees or directors. Unfortunately, boards can sometimes become involved in the day-to-day operations (something which should always be discouraged!) and fail to provide the visionary concept for an institution. Trustees need to be mostly conceptual in their orientation; staffs need to be mostly operational in their perspective; and, the most effective CEO's and managers probably need to develop both perspectives. Servant-Leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.

## 7. FORESIGHT

Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easy to identify. One knows it when one sees it. Foresight is a characteristic which enables the Servant-Leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. There hasn't been a great deal written on foresight. It remains a largely unexplored area in leadership studies, but one most deserving of careful attention.

## 8. STEWARDSHIP

Peter Block (author of *Stewardship, and The Empowered Manager*) has defined stewardship as "holding something in trust for another." Robert Greenleaf's view of all institutions was one in which CEOs, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society. Servant-Leadership, like stewardship, assumes first-and-foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

## 9. COMMITMENT TO THE GROWTH OF PEOPLE



Servant-Leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the Servant-Leader is deeply committed to the growth of each and every individual within his or her institution. The Servant-Leader recognizes the tremendous responsibility to do everything within his or her power to nurture the personal, professional and spiritual growth of employees. In practice, this can include (but is not limited to) concrete actions such as: making available funds for personal and professional development; taking a personal interest in the ideas and suggestions from everyone; encouraging worker involvement in decision-making; and, actively assisting laid-off workers to find other employment.

## 10. BUILDING COMMUNITY

The Servant-Leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the Servant-Leader to seek to identify some means for building community among those who work within a given institution. Servant-Leadership suggests that true community can be created among those who work in businesses and other institutions. Greenleaf said: “All that is needed to rebuild community as a viable life form for large numbers of people is for enough Servant-Leaders to show the way, not by mass movements, but by each Servant-Leader demonstrating his own unlimited liability for a quite specific community, related group.”

These Ten Characteristics of Servant-Leadership are by no means exhaustive. However, they serve to communicate the power and promise which this concept offers to those who are open to its invitation and challenge.

## QUOTES EXERCISE

“When the effective leader is finished with his work, the people will say it happened naturally.” — Lao Tse

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“People are always blaming their circumstances for what they are. I don’t believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can’t find them, make them.” — George Bernard Shaw

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“It is always your next move.” — Napoleon Hill

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“If there is any great secret of success in life, it lies in the ability to put yourself in the other person’s place and to see things from his point of view - as well as your own.” — Henry Ford

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“Circumstances don’t make the man[woman], they only reveal him to himself.” — Epictetus

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“Trust doesn’t develop from always doing the right thing. It comes from taking responsibility when we do the wrong thing.” - Simon Sinek

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“To make a choice, people decide which of two or more possibilities is best. Choices lead to consequences. The accumulation of choices, whether made consciously or unconsciously, and the consequences that follow add up to the person one is. People have the ability to design themselves as they would like to be by consciously choosing among alternatives. They can slow down their decisions and make effective, thoughtful, fact-based choices.” - Adina Lewkowicz

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# HOW DOES ONE DEVELOP EMPATHY?

Let us begin by looking at what a person without empathy might function like. In general they tend to:

- Stereotype others

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- Show no understanding, or misunderstand, or are surprised by others' feelings or actions

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- Often come into conflict

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- Cannot “read” people and what they are thinking and feeling

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- Tend to act without considering how others might feel about something

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- Come across as indifferent or uncaring

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*When reading through the list above, does anyone come to your mind?  
Do you recognize any of these tendencies in your own life?*

Contrast the above with what IDEO, an international design and consulting firm that prides itself on creating positive impact through design, have found<sup>1</sup>. They study the psychological effects of design, culture, and language and in their findings have concluded that empathy is defined as:

- **The ability to be fully present.** No cell phone, no distractions, just you giving the other person your complete attention and respect.

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<sup>1</sup> <https://www.ideo.com/blogs/inspiration/how-to-turn-empathy-into-your-secret-strength>

- **A mastery of the art of active listening.** Empathy in any relationship requires that you listen non-judgmentally and leave your assumptions at the door. Instead, you want to use authentic active listening skills to gain insight, including:

REFLECTING

“What I’m hearing you say is...” or “It sounds to me like...”

AFFIRMING

Smiling, nodding, or brief verbal affirmations like “I see” or “mmhmm”

ENCOURAGING

“And then?”

- **An ability to tune into the non-verbal communication.** Communication runs deeper than words alone. In fact, only 7% of communication uses words, tone of voice carries 38% and 55% is communicated with non-verbal cues or “body language.” Empathy looks like recognizing and responding to the cues, allowing the individual to openly share their stress or emotion.
- **A regular practice of pausing.** In an effort to be helpful, we often jump in to finish people’s sentences, offer advice, or interrupt. During a conversation today, wait five seconds before responding. It’s uncomfortable, but you’ll be surprised by how effective it is to practice saying nothing at all.

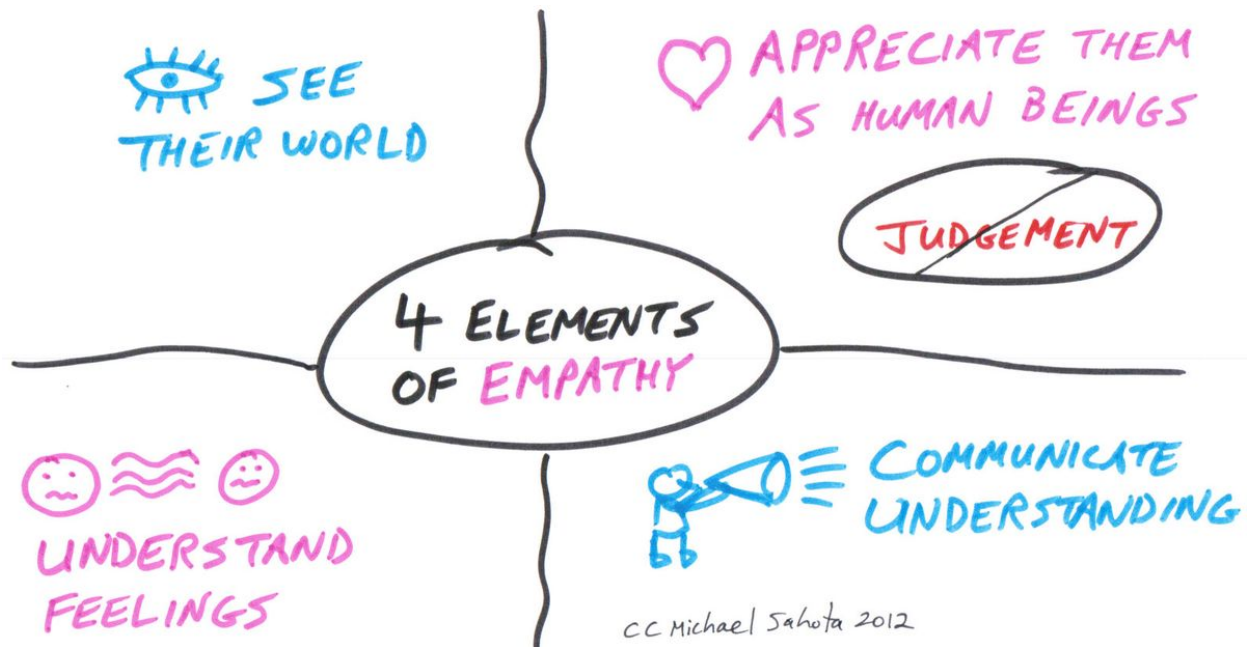
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*Learning to get comfortable with silence is easily the most valuable skill to build rapport and connection quickly.*

- **A replacing of advice-giving with curiosity.** Instead of offering your opinion, ask questions to better understand the other person’s perspective like:
  - How do you feel about it?
  - Can you tell me more?
  - What do you mean?
  - What would be helpful?
  - What do you make of it?
  
- **Choosing “we” over “me.”** Our human hearts become very afraid at unknown circumstances. When we have a partner by our side, that fear subsides, so to really connect with someone and help them feel relaxed, focus on others’ thoughts, feelings, and behaviors and start using second person pronouns like we and us.
  
- **Imagining their point-of-view.** Try taking a step back and internally think through the point of view of a difficult person (note: it is important to assume positive intent). Give them the benefit of the doubt; assume they are coming from a respectful place, not from malicious intent.
  
- **Working on your own emotional literacy.** Hone your emotional vocabulary so that you can become more adept at spotting and naming those emotions in other people. Also, make sure to fill your own emotional reserves, too. You can’t pour from an empty empathy cup.

*“We are not privy to the stories behind people’s actions, so we should be patient with others and suspend judgement of them, recognizing the limits of our understanding.”*

*– Epictetus*




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## DEVELOPING EMPATHY

Theresa Wiseman describes the four elements of empathy.

1. **See their World** – to be able to see the world as others see it. This means you cognitively understand (*understanding through thought, experience, and senses*) what they are saying and can see it from their point of view.

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2. **Appreciate them as Human Beings / No-Judgement** – Judgement is a trap. We step into judgement so that we can discount the person's situation and avoid experiencing their pain. For us to express empathy, we need to see the person as a human being – someone who is valuable in their own right. This can be very difficult to overcome.

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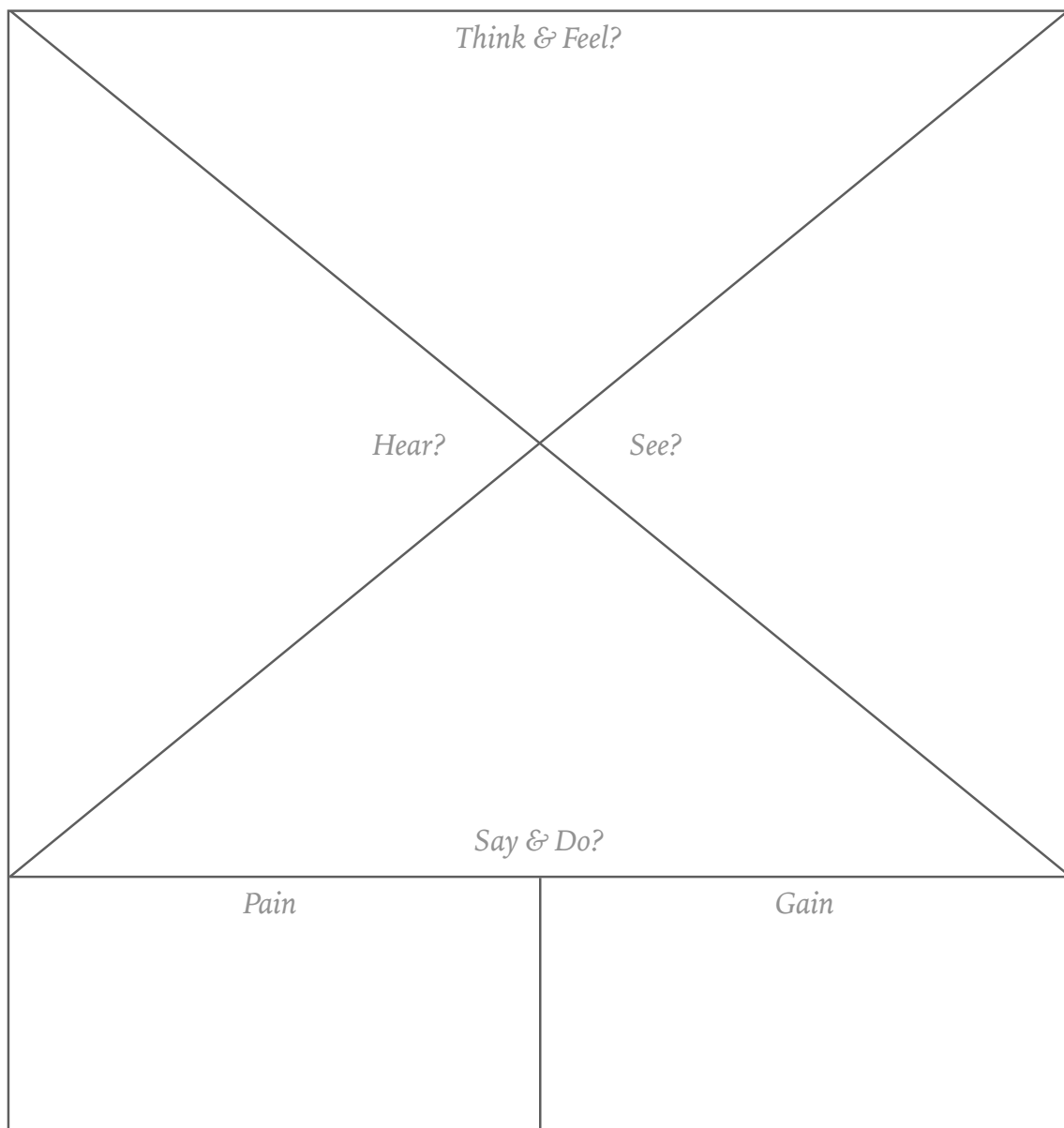
3. **Understand Feelings** – to understand another person's feelings. We need to get in touch with our emotions in order to truly connect with another person's feelings. There is a lot of brain research on **mirror neurons** and how we are neurologically wired to relate to other human beings. A common reason to skip this element of empathy is that we don't have our own emotions sorted out. So, you may need to do some of your own mental housekeeping in order to be in a place where you can acknowledge other people's feelings.

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4. **Communicate Understanding** – to communicate your understanding of that person’s feelings. The final element is that someone feels like they are understood – that they are seen and heard. A great phrase from Dr. Brene Brown to use as a starting point: *“It sounds like you are in a hard place now. Tell me more about it.”*
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Think about a situation a friend or loved one is going through where a choice needs to be made. Write down what you think they might be experiencing.



# EXERCISE ONE

5. Choose 10 values from the following list. Pick the 10 that most reflect your personal values. **(Place a check mark in front of your 10 choices)**

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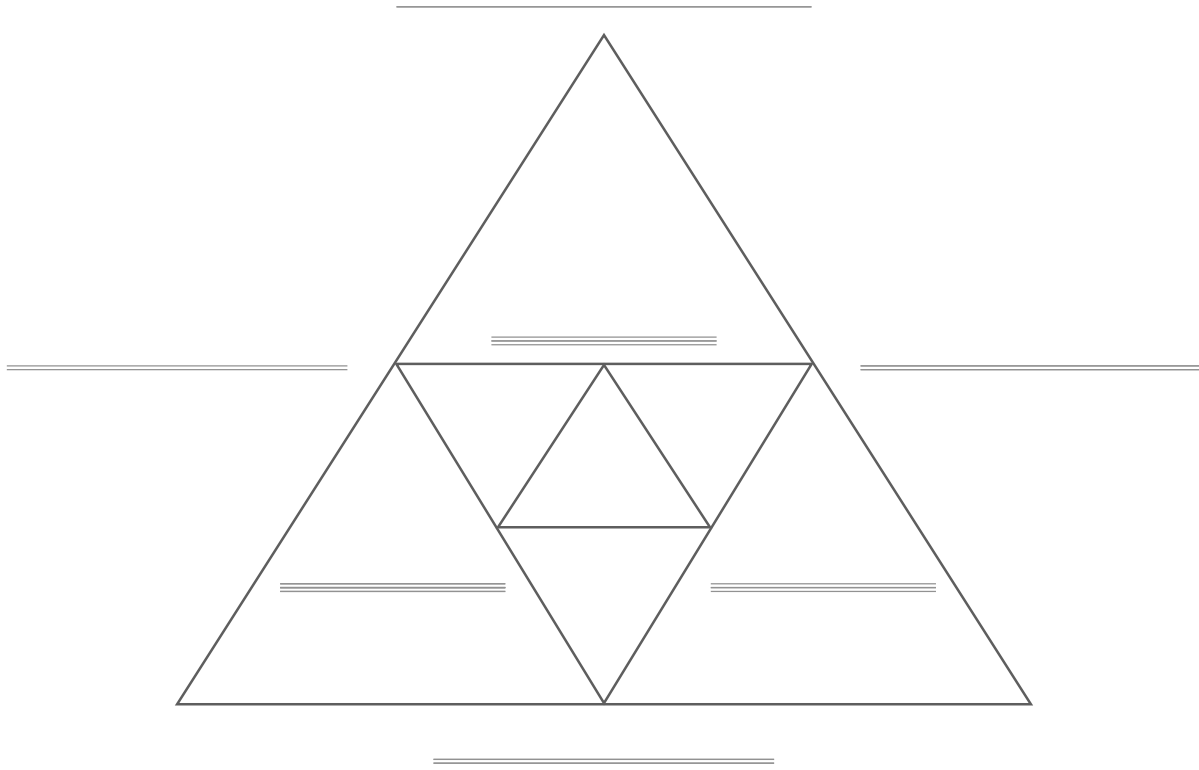
6. From the 10 choices, narrow it down to only 5 choices. **(Underline the 5)**

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7. From the 5 underlined, choose the top 3. **(Circle your top 3 values)**

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Humor	Success	Impact	Capability
Participation	Accuracy	Creativity	Carefulness
Affluence	Transformation	Independence	Commitment
Resolve	Adventure	Nurturing	Compassion
Directness	Obedience	Joy	Confidence
Performance	Sacrifice	Friendship	Conviction
Ambition	Education	Beauty	Daring
Security	Enthusiasm	Authenticity	Determination
Perfection	Fearlessness	Risk Taking	Devotion
Collaboration	Flexibility	Discretion	Diligence
Awareness	Tradition	Effectiveness	Discipline
Usefulness	Vision	Empathy	Discovery
Productivity	Beauty	Financially Free	Duty
Community	Growth	Focus	Drive
Attractiveness	Aesthetics	Giving	Dreaming
Stability	Friendship	Gratitude	Strategic
Service	Abundance	Happiness	Fame
Contribution	Adaptability	Health	Independence
Excellence	Personal Power	Holiness	Generosity
Free Spirit	Freedom of Choice	Humility	Peace
Focus	Connectedness	Imagination	Elegance
Romance	Acknowledgment	Ingenuity	Exploration
Recognition	Comradeship	Justice	Vitality
Harmony	Lightness	Passion	Trust
Accomplishment	Spirituality	Balance	Loyalty
Orderliness	Empowerment	Belonging	Acceptance
Faith	Self-expression	Boldness	Aggressive
Honesty	Integrity	Bravery	Resolve



## EXERCISE TWO

1. Write your top 3 values on the single lines.  
.....
2. *Write these answers on the double lines.* In a small group, ask each other: What is in the middle between the two values written on the single lines? (i.e. if 2 of my top 3 values were humility and generosity, I would say what value would be a mix or in the middle of those two would be Grace)  
.....
3. *Write these answers on the triple lines.* What is in between the 2 points written on my double lines?  
.....
4. What lies in the center of the smallest triangle?  
.....

*\* Do not try to think of the answers or reach out for them. Sit quietly, engage your intuition and let the answers come to you. Don't analyze the answer, just speak it out.*

Your core value or  
central driving force is:  
.....

# EXERCISE THREE

## *Looking Back in Order to See Ahead to the Future*

1. Write down 3 to 5 Life Changing Events in your Past.

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2. Analyze these events for any themes you see.

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3. What patterns do you see?

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In a small group, share only #2 & #3 with each other. As you process this out loud with others, what does it inform you regarding your path forward in life?

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# EXERCISE FOUR

## *Write a tribute to yourself*

In exercise two you found your core value or central driving force. With that in mind, reflect on the ideal image of yourself — how you would most like to be and how you would most like to be seen by others.

Imagine that tonight you will be honored as Leader of the Year. Hundreds of people from your community are gathering to pay tribute to your contributions to your family, your friends, and your community. Several people will make speeches praising your performance and your character.

What words or phrases would you most like to hear others say about you? How would you like to be remembered tonight? What descriptions would make you feel the proudest? If you could write these tributes yourself, what would they say?

Start by recording your answers to some of these questions:

- What do you stand for? Why?
- What do you believe in? Why?
- What are you discontented about? Why?
- What brings you pain or suffering? Why?
- What makes you jump for joy? Why?
- What are you passionate about? Why?
- What keeps you awake at night? Why?
- What grabs hold and won't let go? Why?
- What do you want for your life? Why?
- Just what is it that you really, truly care about? Why?

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# ADDITIONAL EXERCISES

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## FIVE ESSENTIAL VALUES OF ADDING VALUE TO OTHERS

John Maxwell says there are **Five Essential Values of Adding Value to Others**.

Do you have the desire to help other people and add value to them? If so, is it intentional and strategic? Are you willing to cultivate this desire so that it is more proactive? If so, these insights will help you add value to others:

1. To add value to others I must *first value myself*.  
.....
  2. To add value to others I must *value others*.  
.....
  3. To add value to others I must *value what others have done for me*.  
.....
  4. To add value to others I must *know and relate to what others value*.  
.....
  5. To add value to others I must *make myself more valuable*.  
.....
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## MOVING FORWARD

When you take responsibility for your story and intentionally choose to live life as a Servant Leader:

**You will reaffirm your values.** Acting on what you value will clarify those values and make them a permanent priority in your life.

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**You will find your voice.** It will give you confidence to speak and live out what you believe in front of others. You will begin to develop a moral authority with people - one they will want to follow.

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**You will develop your character.** Passive people allow their character to be influenced by others. Active people struggle to form and maintain their character. They grow and develop because of it.

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**You will experience inner fulfillment.** Contentment is found in being where you are supposed to be. It's found when your actions are aligned with who you truly are.

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As Servant Leaders, we begin to see the world through eyes other than our own, and that inspires us to do more than belong; we participate. We do more than care; we help. We go beyond being fair; we are kind. We go beyond dreaming; we work. Why?

