

The Why

Our Case for Why Boys Should Lead Their World
Through Service

IBSC Cape Town, 2015

Character and Leadership Education

From Authority to Opportunity

Where we have come from . . .

- Leadership as top down
- Character education pedagogy: Modeling
- Non-curricular
- Assumed that our boys know what's right; they just need the courage to do it
- No assessment of character education effectiveness
- Character education happens along the way toward college prep

Where we are . . .

- Leadership as open to everyone
- Character education pedagogy: Head-Heart-Hands
- Hit-or-miss curriculum
- Realize that our boys need explicit training in their heads, hearts, and hands
- Informal assessment of character education effectiveness
- Manhood prep emerging as something capable of being pursued as its own good

Where we are going . . .

- Full curricular integration of education in ethical leadership
- Community service as learning and training for a life of ethical leadership
- Formal assessment of character education effectiveness
- College prep as an important part of manhood prep

Manhood

- What is your life as a man going to entail?

Serving and Leading

- What is your life as a man going to entail?
- Your life as a man will very likely entail spending about 95% of your waking energy serving and leading other people through distinct social roles.

Are you ready now?

- Are you ready now to serve and lead as a husband/partner, father, co-worker, supervisor, friend, neighbor, and citizen, among other roles?

No?

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- No?

What should you do?

- Are you ready now to serve and lead as a husband/partner, father, co-worker, supervisor, friend, neighbor, and citizen, among other roles?
- No?
- Well, how will you get ready?

Study and Practice

- Are you ready now to serve and lead as a husband/partner, father, co-worker, supervisor, friend, neighbor, and citizen, among other roles?
- No?
- Well, how will you get ready?
- As with everything else in your life in which you need to develop mastery, you study and practice.

Elements of a Good Life

- **Be present in your care.**

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- **Enjoy giving your care.**

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- If the substance of your life is giving care, and you are skilled in giving that care, you will be good at being who you are.
- Enjoy giving your care.
- **If the substance of your life is giving care, and you enjoy giving that care, you will be enjoy being who you are.**

Training the Head

- **Head: train the understanding**

Training the Head: Concepts

- community, selfhood, ethics, virtue, character, a good man, thriving, leadership, engagement, service, coordination, *telos*, *eudaimonia*, responsibility, internal goods, external goods and narrative goods

Training the Heart

- Head: train the understanding
- **Heart: train your feelings and responses**

Training the Heart: Virtues

- the virtues of fair-play: honor, honesty, and justice
- the virtues of resilience: grit, flexibility, confidence, patience, vulnerability, courage, and growth-mindedness
- the virtues of surplus: enthusiasm, grace, gratitude, forgiveness, benevolence, and generosity
- the virtues of self-control: discipline, modesty, integrity, and diligence
- the virtues of concern: empathy, compassion, intimacy, and receptivity
- the virtues of individuality: self-awareness, eloquence, and authenticity

Training the Hands

- Head: train the understanding
- Heart: train your feelings and responses
- **Hands: build your skills and experiences**

Training the Hands: Skills

- social skills: respecting, sharing, responding, inviting, including, cooperating, and collaborating
- nurturing skills: attending, advocating, mentoring, stewarding, cultivating, providing, and protecting
- the problem-solving skills of listening, defining, imagining, inventing, and evaluating
- leadership skills: engaging, serving, committing, inspiring, strategizing, deciding, delegating, and coordinating

A Good Man

- A good man is a man who does well what a man needs to do in order to lead his communities.

Leadership: Engaging, Serving, and Coordinating

- Leaders help their communities thrive by enthusiastically **engaging**, responsibly **servicing**, and strategically **coordinating**.

Communities and Shared Missions

- Leaders help their communities thrive by enthusiastically engaging, responsibly servicing, and strategically coordinating.
- **Communities are groups of people who share common interests and missions.**

Sustainability and Inclusion

- Leaders help their communities thrive by enthusiastically engaging, responsibly serving, and strategically coordinating.
- Communities are groups of people who share common interests and missions.
- **Thriving implies sustainability through time and the opportunity for all members' participation.**

A Self

- Web of Social Roles
- Telos
- Character
- Narrative

Character and Leadership

- Character is the set of personal virtues needed to lead well through the social roles good men inhabit.

Community Service



Where we have come from . . .

- Community service as duty of those with much
 - To whom much is given, much is expected
- Earliest record is in 1959 with the CanPaign
- The School's Second Mission
- Focus on hours as representative of effectiveness
- No prioritization
 - **Drive Fatigue**

Drive Fatigue

- Food – Early September
- Clothing – Mid September/October
- Candy – Late October/Early November
- Holiday Toy Drive – December
- Coat – Early January
- Blood – Late February
- Easter (Spring) Basket – Late March/Early April

Where we are . . .

- Community service as a responsibility
- Beginning to leverage our core competency in education
- Beginning to focus on what the boys are learning
- Beginning to focus on the role that service plays in manhood prep
- Beginning to provide opportunities for alums to serve

Where we are going . . .

- Community service as an opportunity
- Prioritizing and leveraging core competencies to maximize the effectiveness of our hours
- Evaluating the effectiveness of our projects
- Prioritizing preparing the boys for a life of effective public service
- Prioritizing the boys' understanding of what they are doing and why

Tree Farm Project Example

- What this project would have looked like five years ago
- What we did this year
- What we will do going forward



Importance of This Project

Immediate Benefit

- ▶ Fun
- ▶ Sense of achievement
- ▶ Get to know your classmates (in both schools)

Future Skills

- ▶ Synergy
- ▶ Problem solving
- ▶ Innovation
- ▶ Greater efficiency

What
We're
Doing...

The Groups

- ▶ 4 groups
- ▶ Each group will rotate between 4 different tasks
 - ▷ Moving Mulch
 - ▷ Potting Trees
 - ▷ Spreading mulch
 - ▷ Helping nursery trees by starting compost



Proper Attire

- ▶ Outdoor wear that you don't mind getting dirty
- ▶ Jeans or shorts
- ▶ Sunblock and hat to protect from the sun
- ▶ Closed toed shoes

Difficulties to Expect

- ▶ Rabbit Nests
- ▶ Cuts and Scrapes
- ▶ Ant piles
- ▶ Lots and Lots o' Dirt



Two Additional Examples

- Senior Exhibition to 8th Grade
- Board Application
- Same conclusion

Senior Exhibition

“As might be expected, truly getting involved with service leads to a more wholesome character and mindset. In this regard, service is one of the best ways to mature into the man that St. Mark’s wants you to be.” – Class of 2015 Senior

Board Application

“I want students to serve for the same reasons I have: to improve the community around me and simultaneously improve myself, forming relationships, building new skill sets, and making the world a little brighter wherever I can.” – Community Service Board Co-Chair

Why develop character, serve, and lead?

- Because the communities that support our boys need and deserve their reciprocal care.
- Because the boys' lives as men demand that the boys prepare to serve and lead.
- Ultimately, as the boys expand their spheres of responsibility, they develop as the men they want to be and the world needs them to be.

Continue the Conversation

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