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THE SOCIAL CHANGE MODEL

Facilitating Leadership Development

NATIONAL CLEARINGHOUSE FOR LEADERSHIP PROGRAMS

The Social
Change Model

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To the entire Ensemble who envisioned leadership to make a better world and to all leadership educators who advance that vision through their leadership training, education, development, scholarship, and research!

CONTENTS

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INTRODUCTION

Leadership for a Better World (2nd edition) describes and explores the Social Change Model (SCM) of Leadership Development as a purposeful, collaborative, values-based process that results in positive social change (Komives, Wagner, & Associates, 2017). The SCM was created specifically for college students who seek to lead in a more socially responsible way and who want to learn to work effectively with others to create social change over their lifetimes (Higher Education Research Institute, HERI, 1996). The creators of the SCM were interested in developing a process of leadership that begins with a personal commitment and self-understanding that is transformed through working collaboratively with others, and meant to serve a larger, societal need or purpose.

The chapters in *Leadership for a Better World* (2nd edition) have been intentionally sequenced into sections, to build upon recent research related to the developmental sequencing of the SCM (Dugan et al., 2014). These sections move from individual values to group values to societal values, and conclude with an examination of how these values work together to accomplish change.

Understanding the Social Change Model (SCM) of Leadership Development This section describes the Social Change Model (SCM), introduces the concept of change and socially responsible leadership, and sets the context for this approach to collaborative, values-based leadership.

Individual Values The second section examines leadership development from the individual perspective or level, and what personal qualities should be fostered. The three values explored are *Consciousness of Self*, *Congruence*, and *Commitment*.

Group Values The third section examines leadership development as a relational process, and how individuals work together toward change. The three values explored are *Collaboration*, *Common Purpose*, and *Controversy with Civility*.

Societal and Community Values The fourth section examines leadership development in relation to the rights of membership and the responsibilities individuals and groups have to serve others and address shared needs and problems. The value explored is *Citizenship*.

On Change The last section examines how all of the values work together to accomplish change, including how change occurs, how people engage with change, and how individuals and groups can implement the Social Change Model in their own leadership.

❯ This Book

The purpose of *The Social Change Model: Facilitating Leadership Development* is to provide active learning strategies for organizing a workshop, activity, or academic course around *Leadership for a Better World* (2nd edition) and the Social Change Model in general. Learning activities in this guide will support curricular and co-curricular applications of the Social Change Model. Each chapter in *Leadership for a Better World* (2nd edition) is addressed here through activities to help participants understand, appreciate, and apply the values of the Social Change Model. The rubrics included in *Leadership for a Better World* (2nd edition) serve as excellent resources for facilitator and participant use.

Introductory chapters introduce the Social Change Model (Chapter One), provide insight into teaching leadership (Chapter Two), and introduce case studies as a pedagogy for exploring the model more deeply (Chapter Three). Subsequent chapters contain summaries of key concepts from the corresponding chapter from *Leadership for a Better World* (2nd edition) and activities, as well as additional readings, resources, and discussion questions. Depending on space constraints, time limitations, and

group size, each activity may be modified to accommodate the group and purpose of the activity. These activities can be presented at a basic level or deconstructed for additional complexity, and can also be adjusted for the developmental readiness of the participants. This book provides many resources for facilitators and educators, though many more exist in print and online. It is imperative that leadership educators remain thoughtful consumers of information as access to resources continually expands.

The materials contained in *The Social Change Model: Facilitating Leadership Development* have been designed by some of the best leadership educators in the field of higher education who were chosen based on their content knowledge and pedagogical strengths. We think you will enjoy learning from them.

We know you will discover interesting and useful activities throughout this guide to help you engage with students about socially responsible leadership and social change.

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Chapter 1

The Social Change Model of Leadership Development for Leadership Educators

Kristan Cilente Skendall & Daniel T. Ostick

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"Leadership is the way we invade our future."

<div align="right">Susan Komives</div>

Leadership educators shape the future through their work. The Social Change Model (SCM) of Leadership Development is a tool to help in that process. Designed as a complement to *Leadership for a Better World* (2nd Edition) and for use in applications of the SCM in retreats and workshops, this book, *The Social Change Model: Facilitating Leadership Development*, provides resources for leadership educators to teach the SCM via interactive, scaffolded learning exercises. The activities and resources provided are designed to work in curricular and co-curricular settings, and are appropriate for those new to the SCM and those with a more advanced understanding of leadership studies.

❯ Brief History of Leadership

The concept of leadership has evolved a lot over the past 2,000 years. There are hundreds of definitions of leadership (Rost, 1991) and new approaches

emerge regularly. Early approaches to leadership were leader-centric and focused on an individual's traits (Bass, 1990; Rost, 1991). The Great Man Theory approached leadership as a genetic quality, passed down over generations. The early 1900s brought a new approach to leadership, one focused on inherent traits, rather than bloodlines. While trait theory is still present, our understanding of leadership has expanded exponentially over the past 100 years. Mid-twentieth century scholars researched behavioral approaches to leadership giving way to situational and contingency theories of leadership (Bass, 1990; Rost, 1991).

Although trait theory, situational leadership, and behavioral approaches to leadership are still in use today, a more relational, post-industrial approach to leadership emerged at the end of the twentieth century. *Leadership*, a pivotal book by J. M. Burns (1978), signaled a shift from a leader-centric view of leadership to a process-oriented approach to leadership. Burns highlighted the importance of ethics and the relationship between people in leadership positions, with transactional leadership being a quid pro quo model more akin to management, and transforming leadership the foundation for leadership that is most used today.

The Social Change Model of Leadership Development

The postindustrial paradigm (Rost, 1991) that emerged in the 1980s influenced current approaches to leadership, particularly the Relational Leadership Model (Komives, Lucas, & McMahon, 2013) and the Social Change Model (SCM) of Leadership Development (Higher Education Research Institute [HERI], 1996). Astin and Leland's (1991) hallmark study of women involved in social change movements set the groundwork for the Social Change Model's creation. Shortly after *Women of Influence, Women of Vision* (Astin & Leland, 1991) was published, an Eisenhower grant was made available to college and university researchers interested in leadership development. Alexander and Helen Astin served as the co-principal investigators

for a grant to understand student leadership and social change. They brought together the top scholars on leadership with student affairs professionals engaged in student leadership work.

This research team called themselves "the Ensemble" and they adopted an approach to their work that would mirror the product they developed. This team was comprised of many musicians, which was an important influence on the development of the SCM as it informed how the group came together. Like a jazz ensemble, the SCM Ensemble team built off of the work of one another in an organic manner, and fostered innovation and creativity in the process of developing the SCM.

Once the Ensemble had a working approach to their new model, they hosted a summit to examine and tune the model with representatives from several professional organizations whose missions focused on leadership. In 1996, Helen Astin published a foundational article about the SCM in *About Campus* and the Social Change Model Guidebook (HERI, 1996) was released. Over the past 20 years, "the social change model of leadership development and the seven C's of social change have played a prominent role in shaping the curricula and formats of undergraduate leadership education initiatives in colleges and universities throughout the country" (Kezar, Carducci, & Contreras-McGavin, 2006, p. 142).

Assumptions of the SCM

The Social Change Model is an approach to leadership that is both process-oriented and outcome-oriented, approaching "leadership as a purposeful, collaborative, values-based process that results in positive social change" (Komives, Wagner, & Associates, 2017, p. 19). Although social change is the ultimate goal of the SCM, the socially responsible process of leadership it outlines is equally as important. The underlying assumptions of the SCM are as follows:

- *Leadership is socially responsible; it impacts change on behalf of others.*
- *Leadership is collaborative.*
- *Leadership is a process, not a position.*
- *Leadership is inclusive and accessible to all people.*

- *Leadership is values-based.*
- *Community involvement/service is a powerful vehicle for leadership.*
  (Astin 1996; Bonous-Hammarth, 2001; HERI, 1996; Komives, Wagner, & Associates, 2016)

These assumptions are the foundation for the Social Change Model, which consists of three levels of development and eight core values. At the Individual level, the SCM values are *Consciousness of Self*, *Congruence*, and *Commitment*. Next, at the Group level, the SCM values include *Common Purpose*, *Collaboration*, and *Controversy with Civility*. The final level, Society/Community, consists of the value of *Citizenship*. The final value of the SCM is *Change*. Each of these C values is laid out in its own chapter in both *Leadership for a Better World* (Komives, Wagner, & Associates, 2017) and in this volume. Change is split into two chapters, with an overview of Change processes as well as a chapter on *Social Change*. See Figure 1.1 for a visual representation of the SCM and Chapter Four for a greater overview of the SCM.
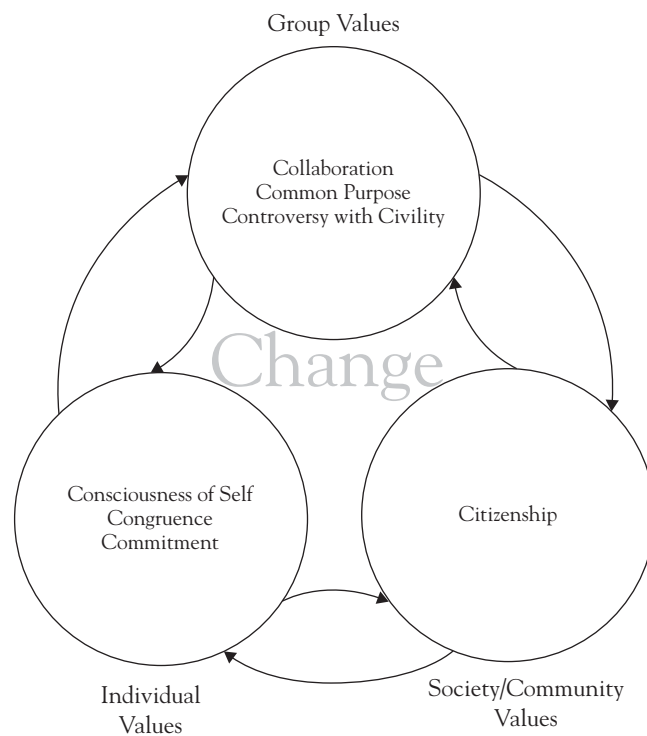

Figure 1.1   **The Social Change Model of Leadership Development**

❯ Limitations and Benefits of the SCM

The Social Change Model has been used for twenty years on and off college campuses. While it is highly beneficial, it is not without critique. The Social Change Model was created and conceived as a tool for use in college student leadership contexts, so the initial concept of the SCM and its related research has focused primarily on undergraduate college students. It is also an aspirational model of leadership, one that sometimes exists in contrast to organizational realities. This disconnect does not invalidate the Social Change Model, but is important to acknowledge and understand as a leadership educator. Helping participants understand this disconnect and work toward an aspirational approach to leadership across sectors is an important learning objective of the Social Change Model.

Another noted critique of the Social Change Model is related to what can be perceived as missing C values, such as creativity, culture, curiosity, and caring. The Social Change Model is not a perfect approach to leadership, and as a values-based, process-oriented model, it cannot be all-encompassing. Asking participants to consider other missing values is another tool for learning about the Social Change Model. Leadership educators may wish to consider other leadership models to flesh out important values that speak to their individual missions or institutional priorities. The original Ensemble encouraged educators to adapt the model for their context, and some campuses have emphasized additional values in the framework of the model.

Critiques of the Social Change Model are useful to leadership educators engaged in teaching and learning. Just as important to understanding the SCM are the benefits of the model. The SCM can be used for individuals at different levels of developmental readiness and is more complex than a surface examination may suggest. The Social Change Model is one of only a few approaches to leadership with both an assessment tool and research published in refereed journals. The Socially Responsible Leadership Scale (SRLS) was developed by Tracy Tyree (1998) and has since been adapted to increase validity and reliability of the instrument (Appel-Silbaugh, 2005;

Dugan, Komives, & Associates, 2006). The SRLS is available through the National Clearinghouse for Leadership Programs (www.nclp.umd.edu) and can be used by individuals or groups as an assessment tool for each of the C values (thestamp.umd.edu/srls).

The SCM also serves as the foundational theory undergirding the Multi-Institutional Study of Leadership (MSL) and measured by the SRLS. The MSL is an international research study designed originally by John Dugan and Susan Komives in 2005 to measure the values of the SCM. The MSL has conducted six administrations of the instrument, in 2006, 2009, 2010, 2011, 2012, and 2015. Many refereed publications, reports, theses, and dissertations have studied the data from iterations of the study. More than 250 institutions and 300,000 students have participated in the MSL since its inception. Information related to research findings is included throughout this book and is available online at http://leadershipstudy.net. The Social Change Model is one approach to leadership, and this book provides educators with tools to facilitate learning in a variety of contexts.

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Chapter 2

Teaching Leadership

Matthew R. Johnson

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Setting the Context

Teaching leadership, at first blush, seems relatively straightforward: Explore various leadership theories that have evolved over the last two centuries; create a learning environment that balances theoretical content and experiential learning; and push participants to articulate their leadership philosophy amidst the deluge of leadership models, theories, and characteristics. But, upon deeper reflection, this seemingly manageable task becomes intensely more complex.

Consider first that participants in your learning environment have been sold a script that leadership can be learned in a short period. They have been told that mastering leadership can be accomplished in six steps, by embracing nine essential characteristics, or that doing one specific thing will make them better at practicing leadership if they purchase this particular book, attend this unique seminar, or even click a link on a webpage. Educators might also realize that the kind of leadership they are teaching, like that contained in this text, is at odds with the leadership being played out in front of participants in their institutions, communities, states, or countries. Leadership educators are right to realize that to be effective, they must consider the contexts in which participants have formed their

current understanding and values related to leadership. Participants are not empty vessels awaiting the fulfillment of knowledge. They have knowledge, and in the case of leadership, they have a lot of knowledge and perhaps even experience—even if it is simplistic, ill-suited for their purposes, or inadequate to create a better world.

Exploring Participants' Understanding of Leadership

If participants are not blank slates when it comes to leadership, then it behooves educators to understand participants' current understanding of leadership at the beginning of a course or workshop. Asking participants to define leadership on a notecard, map leadership concepts on the board, tell their leadership story, draw their view of leadership, or respond to a series of statements about leadership are all examples of strategies to gauge participants' current understanding of leadership.

To begin to unpack their participants' socialization of leadership messages, facilitators could ask participants to keep a cultural audit of leadership messages they receive over a 24-hour period. They could ask participants to note and describe both implicit and explicit messages they receive about leadership, and then share their observations with the group at the next meeting. These activities can elicit vital information to educators, which will allow them to meet participants where they currently are in their understanding. These glimpses provide an important starting point for thinking about leadership, while the overall learning objectives or outcomes serve as the hopeful endpoint. The following section, "Knowing, Being, Doing," provides guidance on creating learning outcomes.

Knowing, Being, Doing

When crafting learning outcomes for a leadership course or workshop, educators should be attuned to the three dimensions of development, which include the cognitive, intrapersonal, and interpersonal, commonly referred