

## SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

### Goals of the SCM:

1. To enhance student learning and development in the areas of:
  - **Self-Knowledge** - understanding one's talents, values, and interests, especially as these relate to the student's capacity to provide effective leadership.
  - **Leadership Competence** - to capacity to mobilise one-self and others to serve and work collaboratively.
2. To facilitate positive social change in the community.

### Change as the driving force:

- Change is a dynamic constant in people's lives.
- "Nothing endures but change." - Heraclitus
- Change means creating a better world, and demonstrating comfort with ambiguity in the process.
- Change gives meaning and purpose to the other C's of the SCM.
- Leadership for positive social change is the opportunity to direct change towards the future we desire.

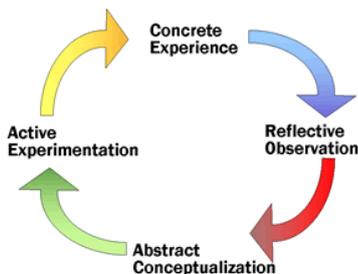


### 3 Levels of Leadership:

| Level          | Value                     | Meaning   |
|----------------|---------------------------|---|
| <b>Self</b>    | Consciousness of Self     | Developing awareness of personal values, beliefs and attitudes through continual self-reflection. Secondly, developing the ability to observe oneself in the moment and be mindful of one's actions and emotions. |
|                | Congruence                | Acting consistently with personal values, beliefs and attitudes.  |
|                | Commitment                | Following an intrinsic desire to invest significant energy in creating positive social change.  |
| <b>Group</b>   | Common Purpose            | Uniting others around collective values and a shared vision for positive social change.   |
|                | Collaboration             | Maximising collective impact by utilizing the strengths and diversity of the group, and encouraging relationships based on mutual trust, responsibility and accountability for achieving shared goals.            |
|                | Controversy with Civility | Respectfully engaging in critical dialogue about ideas and decisions, to foster openness, creativity and multiple perspectives.   |
| <b>Society</b> | Citizenship               | Actively participating in community life, and directing change towards improving the welfare of others in the community.  |

Adapted from [HERI] 1996.

### The importance of experiential learning:



**Kolb's Cycle of Experiential Learning**

image by Karin Kirk

Deeper learning in leadership only happens through experiential learning and personal reflection (Roberts 2007).

1. **Concrete Experience** - actively doing something.
2. **Reflective Observation** - making meaning of the experience.
3. **Abstract Conceptualisation** - predicting possible futures.
4. **Active Experimentation** - testing new predictions.

Effective leaders are able to use this process in action to respond to a wide variety of situations, as well as retrospectively to reflect more deeply on their values and beliefs.