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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Value</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Self</td>
<td>Consciousness of Self</td>
<td>Developing awareness of personal values, beliefs and attitudes though continual self-reflection. Secondly, developing the ability to observe oneself in the moment and be mindful of one’s actions and emotions.</td>
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<td>Congruence</td>
<td>Acting consistently with personal values, beliefs and attitudes.</td>
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<td>Commitment</td>
<td>Following an intrinsic desire to invest significant energy in creating positive social change.</td>
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<td>Group</td>
<td>Common Purpose</td>
<td>Uniting others around collective values and a shared vision for positive social change.</td>
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<td>Collaboration</td>
<td>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.</td>
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<td>Controversy with Civility</td>
<td>Respectfully engaging in critical dialogue about ideas and decisions, to foster openness, creativity and multiple perspectives.</td>
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<tr>
<td>Society</td>
<td>Citizenship</td>
<td>Actively participating in community life, and directing change towards improving the welfare of others in the community.</td>
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Adapted from [HERI] 1996.

The importance of experiential learning:
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.
