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LEADERSHIP FOR A BETTER WORLD

UNDERSTANDING THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

INSTRUCTOR'S MANUAL

National Clearinghouse for Leadership Programs

LEADERSHIP FOR A BETTER WORLD: UNDERSTANDING THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

AN INSTRUCTOR'S GUIDE

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INTRODUCTION

THE SOCIAL CHANGE MODEL APPROACH TO LEADERSHIP

This instructor's guide for *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* is intended to assist instructors in finding additional resources and approaches to teaching the social change model of leadership development. For over a decade, the model has been used in courses and co-curricular leadership workshops to help foster students' awareness of leadership processes and learn to approach this work collaboratively with others. The strength of the model lies in the conceptual simplicity of the individual, group and community values, along with the complexity inherent in each individual value. Students can quickly understand the model and yet spend a lifetime learning to be the person who creates groups that function in the ways it describes.

Leadership for a Better World dedicates a chapter to each of the Cs. Before delving into each, this introduction will explore a few important overall points. For leadership educators who are not already familiar with the model, it is important to make note of some of the key aspects of the model emphasized by the "Working Ensemble" who created it, including their way of defining leadership and their approach student leadership development.

Collaborative Leadership for Social Change

The Working Ensemble described the leadership educator's role in this way, "The ultimate aim of leadership development programs based on the proposed model would be to prepare a new generation of leaders who understand that they can act as leaders to effect change without necessarily being in traditional leadership positions of power and authority" (HERI, 1996, p. 12). The Social Change Model promotes a particular approach to leadership and leadership development. It is a nonhierarchical approach, meaning it is not necessary to have authority, an elected position, or a title in order to participate in a group's leadership processes. It emphasizes mutually defined purposes and commitment to making a difference rather than pursuit of position of power. Its major assumption is that leadership is ultimately about change, particularly change that benefits others in our local and global communities.

Experiential Education and Service-Learning

The Working Ensemble felt strongly about the role of experiential learning, and service-learning in particular for facilitating student learning of the social change model. The model was, "designed to make maximum use of student peer groups to enhance leadership development in the individual student" (HERI, 1996, p. 12). *Leadership for a Better World* makes consistent use

of the Kolb model (1981), particularly in the journal probes at the end of each chapter, which encourage students to engage in all stages of the Kolb experiential learning cycle: concrete experience, reflective observation, abstract conceptualization and active experimentation cycle.

Familiarity with the Kolb model will aid leadership educators in designing meaningful experiences and reflections. For more on Kolb see:

- Kolb, D. A. (2005). The Kolb learning style inventory, version 3.1: self scoring and interpretation booklet. Boston, MA: Hay Transforming Learning Direct
  This inventory measures learning styles associated with the model and is a useful supplement to the activities in this guide.
- http://www.learningfromexperience.com
- Kolb, A. & Kolb, D. A. (2005). *Learning styles and learning spaces: Enhancing experiential learning in higher education*. Academy of Management Learning and Education, 4(2) 193-212.
- Kolb, D. A., Baker, A. C. & Jensen, P. J. (2002). *Conversation as experiential learning*. In Baker, A. C., Jensen, P. J., Kolb, D. A. and Associates, Conversational learning: An experiential approach to knowledge creation. Westport, CT: Quorum.
- Osland, J. S., Kolb, D. A. & Rubin, I. M. (2001). *Organizational behavior: An experiential approach*. Upper Saddle River, NJ: Prentice Hall.
- Kolb, D. A. (1981). *The Learning Style Inventory technical manual*. Boston: McBer & Co.

In this instructor's guide, all suggested classroom activities are labeled to indicate which stage of Kolb's model the activity addresses. Leadership educators are strongly encouraged to engage students in a variety of activities and assignments in order to address all stages of the experiential learning. To that end, a semester-long service-learning project is highly recommended by the Working Ensemble members and the chapter authors of *Leadership for a Better World*. As students work in small groups to design and implement their own social change project, they are able to use the language of the Cs to reflect both individually and as a group about the processes that helped them create *common purpose* or be *congruent* with their own values while being inclusive of other perspectives.

Another approach to experiential learning is to encourage students to use an existing campus or community involvement (such as a student organization) as a learning lab for the semester. This requires students to learn to be observant of themselves and others while also being engaged in the group's processes. Students can learn from each other by sharing their observations and reflections in class, which has the added benefit of allowing them to examine how the model operates in a variety of contexts.

Interconnections Among the Eight Cs

To mark the tenth anniversary of the social change model, many members of the Working Ensemble met at the University of Maryland to discuss and revisit the model. This group agreed that one of the important concepts of the model that has not been emphasized enough is the interaction among the eight values of the model. The "eight Cs": consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship and change are NOT to be viewed as a checklist, each value standing on its own as a learning goal, with the implication that once a student has mastered each, their learning is complete. All the chapter authors in Leadership for a Better World have emphasized that learning in one value opens room for further learning in the other values. Leadership educators can help students understand that leadership development is a continually evolving, lifelong learning process. By promoting the habit of reflection on experience, educators can help students recognize when they have developed new competencies and have awareness that their capacity to develop even more has now increased as well.

Although the nature of the chapter structure in *Leadership for a Better World* lends itself to using a class period to devote attention to each C individually, it is also hoped that the wholeness of the model and the interconnections of the Cs will be explored in each class as well. One suggestion to achieve this is to end each class with a general reflection on their leadership experiences during that week, allowing discussion on whatever C was relevant for each student and making connections back to the C that was explored through the course content that day. Discussion questions might include:

- What C was most salient for you this week either in your small group project or in your co-curricular involvements?
    - What happened?
    - How do you interpret your observations using the values of the social change model (the Cs)?
    - What would you do differently next time OR how might you be able to achieve the same success in another context?
- How does that C relate to the C discussed in today's class? How does your experience in one of them influence your experiences in the other?

IN THIS GUIDE

Each chapter in this instructor's guide includes the following sections:

Chapter Overview	includes learning objectives and a summary of the chapter
The Multi-Institutional Study of Leadership	reports relevant findings from a large national study of college student leadership. Student survey data was gathered in 2006 from over 50 institutions of various types, using a revised version of the Socially Responsible Leadership Scale, which was developed to measure the eight Cs of the social change model. Additional survey items included demographics, aspects of the college environment such as mentoring and discussion of socio-cultural issues and leadership self-efficacy, along with many others.
Topics Emerging from Discussion Questions	notes issues or questions that may come up as students discuss the chapter together
Key Concepts	a list of terms from the chapter that students should know
Activities	descriptions of a variety of classroom activities for facilitating learning on the topic of each chapter. Each activity description includes an outline, discussion questions, and contextual information such as the space and time requirements and optimal number of participants. Also included is a list of keywords related to the activity and the stages of the Kolb cycle the activity addresses. The keywords and Kolb stages are included in order to facilitate word searching of this document so readers can quickly find an activity that is a fit for their goals.
Resources	a list of other useful resources related to the chapter topic. These may include books, articles, professional organizations, websites, and videos.
Essay Prompts	suggested questions for essay examinations or paper assignments including the elements that would be included in a strong response.

CHAPTER ORDER

Most leadership educators, particularly those in student affairs, design learning experiences that start with the self first. This approach is supported by sound pedagogical research. In the development of the approach used in *Leadership for a Better World*, the writing team sought the advice of leadership educators though the National Clearinghouse for Leadership Programs (NCLP) listserv along with other associations. We were compelled by some comments that many students do not "get" social change or the purposeful use of the model to engage in being a change agent. Some educators noted that students resonated with learning about themselves as leaders but lost the "what for?" dimension of the Social Change Model. We intentionally then ordered the chapters of this book to start with social change to engage students in dimensions of their world that need their active engagement. After other introductory chapters on the use of case studies and the Social Change Model itself, we then move to the Societal/Community C of Citizenship to engage students in thinking about their responsibilities within communities of practice and how those communities join to make a better world. This then leads to the Group Cs since communities are comprised of smaller groups working together and the student can examine what this group work requires. This is then followed by the Individual Cs leading to the examination of what do "I need to be like or be able to do" to be effective in working in groups to support community work for change. This may lead the student to new insights about the capacities needed to do social change leadership. The Individual C of Commitment is presented last in this section providing an opportunity to examine one's own passions and commitments that then flow to the last chapter on becoming a change agent. Although the sections could be taught in any order, we hope instructors will experiment with this conceptual flow to see if students experience more focused outcomes. [Note: if used in another order, the case studies that are embedded in the chapters may need to be presented differently because they build throughout our flow in the book and add case elements as the chapters build.]

THE SOCIALLY RESPONSIBLE LEADERSHIP SCALE

NCLP and the Center for Student Studies have created an on-line version of the Socially Responsible Leadership Scale (SRLS) as a useful tool for your teaching. The SRLS was designed in 1998 as Tracy Tyree's doctoral dissertation and has been revised several times to reduce the number of items to make it more usable in research and training (Dugan, Komives, & Associates, 2006). Instructors can purchase a site license for a specific number of administrations of the instrument. This scale is the same version used in the Multi-Institutional Study of Leadership. Normative data from the MSL are used in the individual reports students receive when they complete the measure. If used in a course, the fee for this may be built into the course fees. See http://www.srlsonline.org/

We are eager to hear about your experiences teaching the model to students and learn about how they experience social change. Please be in touch with us to share your experiences.

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1

WHAT IS SOCIAL CHANGE?

Elizabeth Doerr

CHAPTER OVERVIEW

Learning Objectives

1. Understand the meaning of social change and how it has been applied in various situations.
2. Understand the complex nature of social change and that many elements and people need to come together in order to create change.
3. Identify an issue of importance and how to be a part of a social change movement.

Background

Leadership educators consulted by the authors of the *Leadership for a Better World* book noted that when teaching the social change model many students who had not personally experienced social issues (e.g. privileged students) struggled with the concept so the authors decided to begin the book with this chapter to allow the whole academic term to wrestle with the concept. The concepts can be adapted to the context and the students as necessary. We have provided ample resources to help support those varied contexts.

Brief Chapter Summary

I. What is Meant By Social Change?
   a. Social Change Addresses the Root Causes of Problems – in order to understand how to create social change, students must first identify the root cause of the problem in order to move forward with changing it.
   b. Social Change is Collaborative – One person cannot fix a major societal problem. Therefore, this section identifies that change comes through collaboration.
   c. Social Change is Not Simple – Social change involves many people and many elements in order for change to happen, this section addresses the complexity of the process and helps students gain a greater understanding of that process

II. Why Get Involved in Social Change? – There are various reasons for being involved in social change and how that relates to the student's own experience.

a. A Personal Connection to the Problem – Several of the reasons people engage in social change is because they are either directly affected by the problem or experience marginality.
b. A Connection to Others – Others engage in social change because they see their connection to others through acts of selflessness.
c. Interconnectedness of Community Problems – Many see the problems they face as connected to the problems of other people and choose to engage in social change for this reason.
d. Satisfaction Derived From Making a Difference – Last, many people find satisfaction and enjoyment out of making a difference in the world and seek to be involved in social change for that reason.

III. But I'm Not a Hero, I'm Just A Regular Person – The people who are most prominently attached to social change often seem to have super-human qualities with which the average person does not typically identify. However, an "average person" can truly be involved in extraordinary activities related to social change.

IV. Possible Pitfalls In Social Change – Social change at times might create unintended outcomes for both the individuals involved and the communities affected. Without the proper planning and knowledge going into the process, more harm may be done than good. This section highlights some of those pitfalls such as paternalism, assimilation, a deficit-based perspective of the community, seeking the magic bullet, and ignoring cultural differences. Most importantly, the chapter discusses how to avoid potential pitfalls

V. Socially Responsible Leadership – Socially responsible leadership embodies the values of serving the public good even if an organization's mission does not directly serve the public good. It is an approach to leadership that is collaborative and inclusive. Socially responsible leadership involves the awareness of how a "group's actions and decisions effect others." (*Leadership for a Better World*, p. 33)

VI. Social Change and Leadership – Social change happens by addressing issues through active engagement with stakeholders as well as having a deep understanding of the root causes and needs of the community. Working as a leader in social change, one must understand the effective approach to working in a group to create change.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- The term "social change" may seem too abstract and grandiose of a notion to envision being involved in it. The topic of social change should, therefore, begin with a discussion of "what is social change?" by addressing emerging issues, common misconceptions, and who can be involved in the social change process. This can be done by helping students identify how social change is happening in their daily lives. It is useful to begin with large, national social change movements as they are more apparent as social change, however, it would be more of an impact for students to see social change at a personal level through local community social movements by reading the school and/or local

news. Additionally, alternative news sources can be very helpful in expanding the students' knowledge about social issues that are not often depicted in the mainstream media. Please see the resources section for a detailed list of resources about specific social change movements as well as suggestions for alternative media sources. (Activity 1 may be a good activity to explore this issue)

- Although individual accomplishment is highly stressed in Western culture, social change can only happen when a collective of motivated people are working together. One person might act as a motivator for major social change but it inevitably took collective effort to accomplish the goals. (Chapter 7 can provide useful activities that focus on Collaboration).
- A common question about social movements is if they really work. To many people, activities that are trying to elicit some change seem like futile efforts to have their voices heard without much change coming of it given the state of the world and the people that hold power. However, it is the case that no grand societal change has ever happened without the voices of people being heard. It is the foundation of democracy and although change seems like it can only be made through political means, it is possible to work for change and average people to have their voices heard and actual change being made of it. (Refer to the social movement resources to find specific examples of actual change being made. Also, for additional activities to link Citizenship to social change, see Chapter 5)
- This chapter can lead well into a discussion about the importance of focusing on community-identified needs rather than the "we can fix you" mentality that outsiders to a community can sometimes have. The discussion might want to help guide them to understand this distinction.

KEY CONCEPTS

Social Change – A broad definition of social change according to *Leadership for a Better World* is as follows: "Social change addresses each person's sense of responsibility to others and the realization that making things better for one pocket of society makes things better for the society as a whole" (p. 10).

Root Cause – the actual cause of a problem as opposed to the symptoms that are usually seen on the surface

Collaboration – working together with all stakeholders to make change

Marginality – A definition of *marginality* is described in *Leadership for a Better World* as " a term used to describe the sense that one's presence in a group or community is not valued or that one's experiences or perspectives are not normal" (p. 18).

Ubuntu – a South African concept that describes how one person's life is intricately connected to that of others (a more detailed description can be found in *Leadership for a Better World* on page 19).

Sphere of Influence – the network of people that one can work within to begin to create change. While many social problems are complex and systemic, there is a grassroots level at which anyone can be influential. Individuals can start by addressing the issue in their own context, by talking about it to family members and friends, by recruiting classmates, etc.

Paternalism – the "father knows best" attitude that implies an unequal relationship between two parties (in this context it refers to the unequal relationship between the person coming in to "fix" a community)

Asset-based view – the perspective that identifies the assets of the community as opposed to the deficits which is much more effective to create change by highlighting the positive aspects and focusing on those for change

ACTIVITIES

Social Change Project

Brief Description
This activity is intended to last an entire semester or term, but can also be used for individual classes. It requires students to work independently to find real-life examples of social change in their community and the world.

Purpose
- To become informed and aware of the social issues in the world and their communities.
- To understand how social change relates to their lives and communities and that it is not just something seen on a global scale and acted upon by famous and charismatic people.
- To increase understanding of the complexity of social change as they progresses through the project.
- To become inspired to be a part of social change around issues that are important to them.

Kolb Cycle
Active Experimentation, Reflective Observation

Number of Participants
Any size is appropriate

Time requirements

Throughout course of semester or term
First week: 30-40 minutes
Second week: 30-40 minutes
10-15 minute weekly discussion (optional)

Space requirements
None

Materials
For students: Media source and "social change journal"

Outline
First day of class (30-40 minutes)

1. Discuss social change and well-known movements (see processing questions below as well as resources)
2. Bring discussion from the large social change movements to more community-oriented social change. Instructor may want to bring in examples from the community that could help students understand the topic of discussion.
3. Introduce the semester-long assignment (see description below) where students will bring examples of social change with them to class each week. Suggest students read their local and campus paper to identify social change. Also suggest alternative media sources for social change examples outside of the mainstream media. (See resource section for good examples of alternative media sources).

Second week of class (30-40 minutes)

1. Processing first week assignment: As students come in, instructor asks students to display their example around the room.
2. Ask students to move around the room quietly, looking at each example, taking note of 3 examples (besides their own) that stick out to them.
3. Discussion of examples: Have students – as they feel comfortable – discuss the examples that appealed to them. Also, have students discuss why they chose their example. See processing questions below to help guide the discussion.

   * Instructor may want to repeat activity or variation of activity for week 2 once more in order to familiarize students with social change at a deeper level.

Weekly social change discussion (10-15 minutes)
In first few minutes of class each week, ask students to discuss the example they found that might add something extra from what was discussed the weeks previously. Instructor may choose to bring in elements of the 7Cs as the class progresses through those topics.

Final discussion and processing of semester-long activity:

1. Ask questions that help students explore their growth of understanding of social change. Make sure to include elements of the 7Cs.

2. Assign final essay about social change: See essay prompts at the end of the section. This should be a culmination not just of the activity, but of the entire course. The activity itself merely facilitates the real-life understanding of the topic.

Description of Assignment

*Instructor should adapt to context and students as necessary

- Students will bring an example of "social change" as they understand it each week to class. Suggest local/campus news or alternative news sources.
- Have students make one copy of the news source (if it is print media or from the internet) or write up a description if it is not print (and to bring a recording with him or her to give to the instructor).
- Ask students to keep a "social change journal" where they ask themselves these questions about the example of social change they found that week:

  *Note: Instructor may want to add questions from each section as the complexity and understanding of social change and the 7Cs increases:
    - What makes this social change?
    - How did people make change or how do they intend to make change?
    - Who is affected by the change being made? Is it the ones creating the change or others?
    - Do you think the change that is being made is positive or negative?
    - What are some of the potential pitfalls that might be created from this change?
- Each instructor may choose to do it differently. Decide on a way to display or share the different social change examples. Some instructors may want to display the articles or descriptions around the room and give students an opportunity to read others' examples. Students will then share as they feel comfortable their example of social change. Instructor may want to just ask students to share their example aloud.
- Have these sharing activities weekly or biweekly, whatever seems appropriate.

Processing Questions

First day of class/Introduction

- What are examples of well-known social change movements? (refer to resource section for examples and resources to explore some of the movements further)
- What are some themes that come up in each of these movements?
- Can you see any of these elements in other "movements" or examples of social change that might not be as well-known as the examples?

Extension

Although this activity describes a semester-long growth, the activity can be adapted to the length of the class or workshop as well as the students' understanding of social change. If students have a greater understanding of social change already, there is likely no need to go over the basics; just move on to looking at the elements of the social change movement.

Sources

Please see list of resources for examples of social change

Keywords
Social Change, Social/Change Movement, Motivation

Root Causes – From a Tree to a Forest

Brief Description
Students work in small groups to identify the root causes of social change. The second half of the activity, the students and instructor work together in a large group to identify the connected nature of each social issue.

Purpose
- To identify the root causes of social issues and distinguish those from the surface-level problems, and to focus on how they can be involved in specific change for that issue.
- To identify the interconnectedness of issues by demonstrating the shared root causes of various issues.

Kolb cycle
Abstract Conceptualization

Number of Participants
Any size is appropriate
Small groups (4-6 students) can work as one whole group
Large groups can split up into groups of 4-6 students

Time requirements
30-60 minutes

Space requirements
Large room so that people can move around. When working in large groups, the instructor should have enough space so that students can work in smaller groups without distracting the other groups.

Materials
Flip chart pad, markers
* Prepare a piece of flip chart paper by drawing the leaves, trunk and roots of a tree.

Outline
Part 1 – Root Causes Tree
1. Students convene in a circle (for a small group) or are formed into small groups of 4-6 (for a large group). Have groups come together, but within earshot of the instructor.
2. Pass out markers and flip charts. Ask students to draw leaves, a trunk and roots of a tree on their flip chart paper.
3. Have students discuss amongst themselves some of the problems that they see in their community or around the world. Ask them to identify one issue that is important to all people in the group and ask them to write that issue on the trunk of the tree. Instructor may want to give examples such as homelessness.

4. Ask the students to think about some of the root causes to that problem. For homelessness, examples might be living wage, resources, healthcare, social inequality, natural disasters. Have them write these on the roots of the tree.
5. Ask the students to think of possible solutions to the problems written on the roots and ask them to write it on the leaves of the tree.
6. Ask the students to think of ways they can possibly be a part of meeting the needs related to the root causes. Have them write that on the side of the paper next to the trunk. Emphasize that these are to meet the needs of the root causes and not anything else.
7. Ask each group to present their issue and root causes.
8. Have group convene in a circle so everyone can see each other and begin asking the processing questions to discuss as a group. Instructor writes themes and discussion issues on a flip chart.

Part 2 – Root Causes Forest

1. If group does one root cause tree, begin discussion about what other issues might share the same root causes. It may be useful to do two root cause trees and demonstrate the interconnectedness.
2. Have students post their root cause trees around the room.
3. Have students move around the room taking note of the root causes of the other trees.
4. Begin discussion about the interconnectedness of root causes.

Processing Questions

Part 1

- Were there any themes that emerged amongst the root causes? What were they and why do you think they came up?
- In looking at the root causes, what do you think the "surface-level" issues might be? How is that different from a root cause?
- Do you think it is best only to work on the root causes and not just at the surface? Do you think you can do them together? If so, how?
- Do these root causes seem easy to combat?
- Do the ideas that you brainstormed to be a part of meeting the needs of the root causes seem feasible or easy to do?
- How do you get started to combat the root causes of the problem?
- How is this activity relevant when discussing social change?

Part 2

- Did any of you see trees/issues that had the same root cause as your issue?
- Do you see how those issues might be connected?
- What does this mean in terms of social change?
- What happens if we only looked at the one tree? Do we see the forest if we concentrate on that?
- How does the forest look?

Extension

- If a group has come together to decide on how to work on a specific problem, the activity can be followed up with an action plan of sorts in order to begin addressing the problem. Understanding the root cause is the first step to achieving change.
- The problems that are brainstormed can be adapted to the learning context. Homelessness is a good example for students in a social justice education context. However, there might be more relevant campus issues for students in a student government association. The problem can be something for which they have decided to work on together in that case

Sources
Adapted from activity contributed by Mei-Yen Hui, University of Maryland

Keywords
Root causes, interconnectivity, social change

Mask of Marginalization

Description
Students participate in a simulation activity that separates them into different "groups" (the marginalized and a group with more active power). They work together to identify priorities, but in the end the point of the activity is to discuss the interaction between the different groups.

Purpose

- To be put into a position where they can identify their roles that mirror those in society of privilege and marginalization.
- To identify what it means to be marginalized and how that affects people's sense of empowerment.
- Students will be able to identify their personal role in society and how that relates to social change

Kolb cycle
Active Experimentation

Number of Participants
8-20

Time requirements
30-90 minutes

Space requirements
Large open space or classroom

Materials
Masks for up to 2/3rds of participants (doesn't matter what type of mask, but at least something that goes over the eyes and the students can see through), flip chart paper and pens, list of 10 issues that students have to prioritize

Outline

1. When students come in, gives masks to about 2/3rds of the students as they come into the class, do not explain what they are for yet.
2. Explain the rules:
    a. Anyone *without* a mask can speak freely
    b. Anyone *with* a mask must raise their hand before they are able to speak and thus must be granted permission to talk.
3. Explain the activity:
    a. Give students a list of 10 issues. Make sure that they are issues that there could be some contention about. The issues can be adapted to the context, but here are some examples to start with: Global warming, civil liberties, gay rights, marriage equality, gun control, immigration, global poverty, racism, healthcare, education, prison system, combating terrorism, war, famine, homelessness, living wage, housing, corporate responsibility, unemployment, human rights violations, free speech, etc.
    b. Students must list the 10 issues the instructor gives to them in order of priority. Make sure students stick to the rules stated previously
    c. During the activity, the instructor must make sure that everyone abides by the rules and no one removes the masks or speaks when they're not supposed to.
4. Once students have completed the list, gather everyone in a circle and begin processing (actual priorities don't matter, it is the process that does which will be discussed)

Processing Questions

- How did it make you feel to be in the position that you were in?
- Did you feel like your priorities were aptly represented in the outcome? Why or why not?
- Did you talk much or raise your hand much?
- Out of the group *without* masks, who talked the most? What do you think the reasons for that are?
- What happened when the masked people put their masks on? Were they treated the same as those without the masks? Why or why not?
- Why didn't the people with the masks go against the rules?
- If someone tried to break the rules, what happened?
- What if they accidentally broke the rules?
- Was the rule a good one?
- If you don't think so, then why did everyone abide by it?
- How does this activity apply to a real-life situation?
- Who do the people with the masks represent?
- Who do the people without the masks represent?
- Who did the facilitator represent?
- What does the rule represent?

- What does the ranking of priorities represent?
- Can you identify a real-life example where something like this might happen?
- Are there situations where the people with the masks went against what the rules? (Can encourage students to look back to a social change movement discussed earlier in the class). What happened?
- Who are the marginalized populations in real-life social movements?
- Who are the marginalized people in your community?
- Why are they marginalized?
- Are the marginalized always marginalized or can that change?
- Do you feel like you are marginalized? In what way?

Extension

- Instructor may want to preface the discussion by ensuring that it is a safe space and that people should understand that this is only a simulation, but it might say some telling things about human nature.
- Instructor may want to take note of some of the conversations, discussions or issues that come up and bring it up in the discussion.
- Oftentimes, the students might bring up ideas and thoughts that the instructor hadn't thought of, so sometimes it's good to just let the conversation flow.
- Make sure to bring up the topic of marginalization and tie it back to the discussion raised in *Leadership for a Better World*.

Sources

Adapted from activity contributed by Julia Eddy, Bread for the City (Washington, DC)

Keywords

Marginalization, power, privilege

Personal Sphere of Influence Model

Description

Students work individually to identify their sphere of influence by creating a model that represents their "sphere."

Purpose

- To identify their personal spheres of influence (the people who have influenced their ideas and experiences and have been involved in their achievements). This will serve to help inspire them to use their sphere of influence to be involved in social change.

Kolb cycle

Abstract Contextualization

Number of Participants

Any size is appropriate

Time requirements
20-40 minutes

Space requirements
Regular classroom space

Materials
81/2 x 11 paper (color optional)
Pens, pencils or markers (provide multi-colored set of markers or colored pencils to allow for creativity)

Outline

1. Begin with discussion questions about the *sphere of influence*
2. Pass out paper and pens
3. Ask students to create their own personal sphere of influence model
    a. Have students keep in mind the "sphere" when creating the model
    b. Encourage creativity
    c. This part may take 10-20 minutes depending on how involved the students are
4. Ask students to share their sphere if they feel comfortable
5. Discuss how they feel their sphere can help them create change – use final discussion questions

Processing Questions
Pre-activity questions

- What is a sphere of influence?
- Why a sphere?
- Think about these questions as you create your personal sphere of influence model and make notes next to each person:
    - How have people influenced you?
    - How have you influenced them?

Post-activity questions

- Who is in your sphere of influence and why?
- In what arenas do you have the power to make something better?
- How could you use your sphere of influence to make change?
- In what arenas would you like things to be better?
- How do you utilize your current sphere of influence to create change there?

Extension

- Keep the directions open for interpretation which will allow for creativity and deeper reflection on the topic. This activity may also be useful in leading towards a journal-entry or essay.

Keywords
Sphere of influence, power

This I Believe Values Statement

Description
Students will work individually to create their own values statement through an activity based on the NPR series *This I Believe,* a story-telling series where ordinary and famous people discuss their beliefs in eloquent and brief stories.

Purpose
To reflect on personal values and beliefs and to envision how that can fit into social change.

Kolb cycle
Reflective Observation, Abstract Conceptualization

Number of Participants
Any size is appropriate

Time requirements
30-60 minutes

Space requirements
Classroom

Materials
Computer with audio (for instructor)
Paper and pencil/pens (for students)

Outline

1. Instructor should choose 2-3 relevant radio broadcasts of "This I Believe" from NPR (http://thisibelieve.org) to play as examples to students in class. Set up computer and audio for students to listen during class
2. Discusses the series "This I Believe" from NPR: A series of essays submitted all over the country and the world that address the beliefs of a variety of people from well known authors, actors and musicians, to not-so-well-known people.
3. Play selected essays for the class.
4. Lead discussion using the processing questions below.
5. Ask students to write 5 values that are important to them on their sheet of paper.
6. Discuss assignment of an essay about students' values and beliefs that are similar to the essays heard on "This I Believe."

Processing Questions

- What was different about the 2-3 peoples' beliefs expressed?
- What was similar about the beliefs?
- How do their beliefs relate to your lives?
- Did their beliefs inspire you to think about your beliefs? Why or why not?
- What is the purpose of understanding your beliefs?
- How might beliefs (theirs or yours) inspire you to action?

Extension

- The instructor may want to choose essays that are both from well-known individuals and not-so-well-known individuals. The essays from those who are not famous are oftentimes the most inspiring as it might be easier for the students to relate to them.
- In assigning the essay, it may help to refer students to the "This I Believe" website. The instructor may want to remind students not to use someone else's idea, rather to feel inspired by his or her own beliefs and values.
- Instructor may also want to use the "This I Believe" curriculum (see in sources).

Sources

This I Believe, Inc. *This I Believe: A Public Dialogue About Belief-One Essay at a Time*. Found in http://thisibelieve.org.

This I Believe: Sample College Writing Curriculum [pdf document]. Retrieved April 27, 2009 from http://thisibelieve.com/documents/ThisIBelieveCollegeCurriculum.pdf

Keywords

Values, personal beliefs, NPR

RESOURCES

Power and Privilege Resources

Books

Adams, M., Bell, L. A., & Griffin, P. *Teaching for diversity and social justice: A sourcebook* (pp. 231-260). New York, NY Routledge.

This book has useful curricula and activities that will help address various social justice issues dealing with race, class, gender, and religion as examples. This may be useful to assist in adapting or modifying **Activity 3**.

Online Resources

Becoming an ally (2005, December). University of New Hampshire Residence Life. Retrieved May 10, 2009 from http://www.unh.edu/residential-life/diversity/index.html

This is a website that has links to useful activities to address class, race, gender and religion issues. Some of these activities can be used to adapt **Activity 3** accordingly.

McIntosh, P. (1988). *Unpacking the invisible knapsack*. Retrieved from: http://www.nymbp.org/reference/WhitePrivilege.pdf

This well-known reading helps students examine the issues of race. The instructor may want to use this and other sources to address specific issues of privilege such as race, class, gender and religion.

Social Movement Resources

Activities to engage students in discussion about the specific social change movements:
Have students watch a movie or read an excerpt from a book about one of the social change movements. Adapt the social change movement to the learning context. Follow-up questions:

General Social Change

Books

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
This book is an excellent resource to use in the discussion of socially responsible leadership. It highlights many issues that can be integrated in with the 7Cs and the discussion of social change in general.

Kotter, J. P. (2002). *The heart of change: Real-life stories of how people change their organizations*. Boston, MA: Harvard Business School Press.
This book provides a basis of discussion for organizational change. It could be useful in addressing change within a business context. Regardless of the students, it provides examples of real change that has been made.

Lappé,F. W., & Dubois, P. M. (1994). *The quickening of America: Rebuilding our nation, remaking our lives*. San Francisco, CA: Jossey-Bass.
This book provides excellent examples of social change that happen at a community level. The examples within can provide a context for students so that they can see how an average person can make change in their communities. Also, many of the examples within provide insight into specific elements brought up about many of the topics discussed throughout Chapter 1 of *Leadership for a Better World*.

Jones, E., Haenfler, R., & Johnson, B. (2007). *The better world handbook*. Gabriola Island, British Columbia: New Society Publishers.
This handbook does not necessarily depict social change in action, but it is a part of social change as it provides useful ways to improve one's daily life by being informed about her or his actions. Especially for students that are settled on their specific comfort zone, it could be a useful way to show how they can start to make individual changes in her or his life.

Loeb, P. R. (Ed.). (2004). *The impossible will take a little while: a citizen's guide to hope in a time of fear*. New York, NY: Basic Books.
This book contains a series of essays from mostly well-known people who have been involved in change. It is intended to inspire citizens about positive, non-violent action towards change. Each essay has a different perspective as the authors have all engaged in a variety of social change movements. An instructor can choose one or more essays for students as examples of social change or to provide hope for making change. It also helps provide examples of

expressing ones feelings about social change that will be helpful to students for journal-writing and essay prompts.

Online Resources

Barefoot Collective, The. (2009, July). *The barefoot guide to working with organizations and social change*. Retrieved from: http://www.barefootguide.org/Book/Barefoot_Guide_to_Organisations_Whole_Book.pdf.

This online resource primarily focuses on organizations' involvement with social change. Many elements related to the 7Cs show up throughout the guide. Also, given the focus on organizations, this resource could be helpful for students who are working with a specific organization. It does take a fairly "granola" perspective on social change, so if that is off-putting for some students, the instructor may want to combine it with other sources.

Raza, M., & Velez, P. (Filmmakers). (2003, September 29). *Occupation: The Harvard University living wage sit-in*. New York, NY: Spike Digital Entertainment, Inc. Found at: http://www.spike.com/video/occupation-harvard/2478089

This video depicts the Living Wage sit-in at Harvard University in 2001. It is a great example of a social change movement from beginning to end. Also, it involves students. There are many elements form the 7Cs that can be analyzed. It is a great video to use at the beginning or the end of class. It may be a bit difficult for those not comfortable with radical movements, but as they become familiar with social change movements, it could be an excellent resource in that context.

Organizations

MoveOn.org: www.moveon.org – MoveOn.org is made up of a "family of organizations" that works together to mobilize people and communities to have their voices heard and to make change in their communities, the country and the world. Funding comes entirely from individuals and utilizes the internet and other media outlets to get the word out about issues. The website and the organization are excellent examples of "real people" working to make change.

The World Social Forum: http://www.forumsocialmundial.org.br – A meeting held in various locations around the world where individuals dedicated to social change, social movements, networks, NGOs and civil society organizations that are dedicated to alternatives to neo-liberalism. The WSF is an excellent example of the dialogue that can take place amongst people and organizations working for change.

Anti-Apartheid Movement (South Africa)

For students interested in international social issues, this is an excellent movement to explore. The movement has all the major components of social change and would be a useful example regardless of the students' interests.

Videos

Avildsen, J. G. (Director). (1992). *The power of one*. [Motion Picture]. USA: Warner Brothers.

Hirsch, L. (Director). (2002). *Amandla! A revolution in four part harmony*. [Motion Picture] USA: ATO Pictures.

Civil Rights Movement

This is, of course, is a well-known and somewhat less contentious topic in comparison to LGBT social movements; however it might also bring about questions about whether the type of change that was envisioned has actually taken place or is it a different kind of segregation.

Videos

Morgan, R. (Producer). Weidlinger, T. (Director). (2004). *Long walk to freedom.* United States: Moira Productions.

Additional information on this movie can be found at: http://www.bullfrogfilms.com/catalog/long.html

Conservation and Environmental Movements

The perceived goal of these movements is much more ambiguous than those previously mentioned. On the other hand, this movement involves a global push, rather than an isolated group of people. Many individuals might also be engaged in this movement without even knowing it. It provides a good, neutral discussion and it can also lead to a discussion on social movements within a movement (e.g. forest conservation, sustainable product use, etc.)

Books

Edwards, A. R., & Orr, D. W. (2005). *The sustainability revolution: Portrait of a paradigm shift.* Gabriola, British Columbia: New Society Publishers.

Kline, B. (2007). *First along the river: A brief history of the U.S. environmental movement*. Lanham, MD: Rowman & Littlefield.

Pringle, L. (2000). *The environmental movement: From its roots to the challenges of a new century*. New York, NY: Harper Collins Press.

Shabecoff, P. (2003). *A fierce green fire: The American environmental movement* (rev. ed.). Washington, DC: Island Press.

Steffen, A. (Ed.). (2008). *World changing: A user's guide for the 21st century*. New York, NY: Abrams

Fair Trade Movement

This movement would be interesting to those with a global focus. Fair trade is something many people look for in products and it has become a movement for global advocacy for fair wages and trade. It is very counter to the idea of free trade, which oftentimes is seen to oppress the people from the developing country.

Books

Jaffee, D. (2007). *Brewing justice: Fair trade coffee, sustainability and survival.* Berkeley and Los Angeles, CA: The Regents of University of California.

Online Resources

Wikipedia: http://en.wikipedia.org/wiki/Fair_Trade

Landless Peoples Movement

This is a unique movement that has taken place in such countries as South Africa and Brazil where people without land or homes mobilized themselves to be a powerful voice in having their voices heard. It is an excellent lesson on participation and mobilization of marginalized populations. It may also be a good discussion point for students interested in global issues.

Videos

Kelly, B. (Producer), & Walker, C. (Director). (2004). *Life: Brazil's land revolution* [Motion Picture]. United Kingdom: Television Trust for the Environment

Books

Wright, A. L., & Wolford, W. (2003). *To inherit the earth: The landless movement and the struggle for a new Brazil.* Oakland, CA: First Food Books.

LGBT Movement

This is a more recent issue as opposed to woman's suffrage and the civil rights movement. It may be a bit more contentious than civil rights and woman's suffrage, but ahs the potential to bring about a lively debate.

Books

Engel, S. M. (2001). *The unfinished revolution: Social movement theory and the gay and lesbian movement*. Cambridge: Cambridge University Press.

Stein, M. (2004). *Encyclopedia of lesbian, gay, bisexual, and transgender history in America.* New York, NY: Charles Scribner.

Online Resources/Organizations

GLBT Historical Society: http://glbthistory.org/
James C. Hormel Gay and Lesbian Center: http://sfpl4.sfpl.org/librarylocations/main/glc/glc.htm
Lesbian History Archives: www.lesbianhistoryarchives.org
ONE National Gay and Lesbian Archives: www.onearchives.org
Wikipedia Timeline: http://en.wikipedia.org/wiki/Timeline_of_LGBT_history

Social Entrepreneurship

Although this might not be considered a "movement" as the others are, it is certainly gaining ground in discussions around social responsibility and the environment. This would provide an excellent starting-point for a discussion on what is considered a "movement" or "social change."

Books

Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated Ed.). New York, NY: Oxford University Press.

Brooks, A. C. (2006) *Who really cares: The surprising truth about compassionate conservatism*. New York, NY: Basic Books.

Hawkin, P. (2007). *Blessed unrest: How the largest social movement came to being and no*

one saw it coming. New York, NY: Penguin Books.
Nicholls, A. (2006). *Social entrepreneurship: New models of sustainable social change.* New York, NY: Oxford University Press.

Online Resources

Ashoka. Video Library. Found: http://www.ashoka.org/views/video

Woman's Suffrage Movement

Like Civil Rights, Woman's Suffrage is more historical, but there are still effects of inequalities that are experienced today which could be brought up through deeper discussion. However, it provides an excellent example of social change achieved through action.

Books

Kraditor, A. S. (1981, 1965). *The ideas of woman suffrage movement: 1890-1920.* New York, NY: Columbia University Press.
Ruth, J. E., & Sinclair, E. *Women who dare: Women of the suffrage movement*
Wheeler, M. S. (Ed.). (1995). *One woman, one vote: Discovering the woman suffrage movement.* Syracuse, NY: New Sage Press.

Videos

Von Garnier, K. (Director). (2004). *Iron jawed angels* [Motion Picture]. United States: HBO Films.

Conservative Social Change

Although many of the most prominent social change movements are linked to liberal or progressive movements, they are not the only examples. It is important for all students to be aware of social movements from different perspectives and help connect those movements to different reasons for change. The following resources provide examples of social change movements that exist in what is deemed as a more "conservative" perspective:

Books

Dillard, A. D. (2007). *Faith in the city: Preaching radical social change in Detroit.* Ann Arbor, MI: University of Michigan Press.
Gottfried, P. (2007). *Conservatism in America: Making sense of the American right.* New York, NY: Palgrave.
Gottfried, P. (1992). *The conservative movement (social movements past and present).* New York, NY: Twayne.
Munson, Z. W. (2008). *The making of pro-life activists: how social movement mobilization works.* Chicago, IL: University of Chicago Press.
Watson, J. (1997). *The Christian Coalition: Dreams of restoration, demands for recognition.* New York, NY: St. Martins Press.

Organizations
National Right to Life: www.nrlc.org – this organization began in response to Roe vs. Wade in 1973 in order to represent people and communities who are dedicated to opposing the legalization of abortion through legislation. The organization is an excellent example of mobilizing "real people" for social change.

Christian Coalition: www.cc.org – The Christian Coalition is a means by which people of faith can become engaged in political action based on a pro-family agenda.

Additional Websites and Organizations

Interfaith resources
Interfaith Alliance: www.interfaithalliance.org
The Council for a Parliament of the World's Religions: www.cpwr.org/who/who.htm
National American Interfaith Network: www.nain.org
International Committee for the Peace Council: www.peacecouncil.org
The South Coast Interfaith Council: www.scinterfaith.org
United Communities of Spirit: http://origin.org/ucs/home.cfm
The United Religions Initiative: http://www.uri.org
Religions for Peace http://www.rfpusa.org
The World Congress of Faiths: www.worldfaiths.org

Alternative Media Sources

Television
Public Broadcasting Service (PBS): www.pbs.org
Link TV: www.worldlinktv.org
Free Speech TV (FSTV): www.freespeech.org
Current TV: www.current.tv

Television Programs
Frontline: www.frontline.org
The NewsHour with Jim Lehrer: www.pbs.org/newshour
P.O.V. (Point of View): www.pov.org
In The Life: www.inthelifetv.org

Radio stations and Radio Programs
National Public Radio (NPR): www.npr.org
Democracy Now!: www.democracynow.org
This American Life: www.thislife.org
Radio Netherlands: www.radionetherlands.nl
Alternative Radio: www.alternativeradio.org

Magazines
Mother Jones: www.motherjones.com
Utne: www.utne.com
Green America (from Co-op America): www.coopamerica.org
Good Magazine: www.goodmagazine.com
Canadian Dimension: www.canadiandimension.com
Peace Magazine: www.peacemagazine.org

Internet
Common Dreams: www.commondreams.org
News for change: www.workingforchange.com
Straightgoods: www.straightgoods.com

Newspapers
The Christian Science Monitor: www.csmonitor.com
Local Independent Papers: These are free weekly newspapers found in your area

Examples of popular Independent newspapers are:
The Washington City Paper (Washington, DC): www.washingtoncitypaper.com
The Stranger (Seattle, WA): www.thestranger.com
Willamette Week (Portland, OR): www.wweek.com
The Village Voice (NYC): www.villagevoice.com
San Francisco Bay Guardian (SF): www.sfbg.com

ESSAY PROMPTS

1. Read this excerpt from Lappé and Dubois' (1994) *The Quickening of America*:

> *The minimum wage is the lowest hourly wage an employer can legally offer. Somewhere, some government body must set it. To Grace Trejo, a Los Angeles homemaker and first-generation American, raising the minimum wage appeared far beyond reach. In just nine months in 1987, however, Grace and other low-to-moderate income Americans in three citizen organizations—affiliates of the Moral Minimum Wage Foundation in Southern California—launched the Moral Minimum Wage campaign and conquered what she called 'a mountain.'* (p.165)

Describe the social change and how it was achieved. What are the important elements of change described in the excerpt? What, if anything, might have been left out of this description? How do you see this might be relevant to social change in your life?

Strong responses will include:

- Discussion of major elements of social change discussed in chapter (e.g. addressing the root cause of the problem, collaboration, complexity of social change, possible marginalized population).
- Components of reflection and identification of students' potential involvement in social change.

2. This question is best given at the end of the semester or the completion of the project described in the first activity: Identify the example of social change that you feel is the best illustration of the concepts of social change. Discuss who the major actors are and what roles they played. Who else was involved in the social change movement that might not be represented completely in the example? How do you see yourself involved in similar social change? Discuss how the 7Cs are involved in this social change?

   Strong responses will include:

   - A relevant social change example
   - Discussion of major elements of social change from the chapter (e.g. addressing the root cause of the problem, collaboration, complexity of social change, possible marginalized population).
   - Effective incorporation of the 7Cs (if prompt given after the completion of the 7Cs).
   - Extensive self-reflection on personal involvement in social change.

3. Discuss the issue or problem that is most important to you and why? How does it relate to your situation? What kind of skills and abilities can you bring towards combating that issue or problem?

   Strong responses will include:

   - Genuine reflection on student's skills and abilities
   - Realistic potential of involvement
   - Incorporation of elements discussed throughout the chapter

REFERENCES

Lappé F. M., & Dubois, P. M. (1994). *The quickening of America: Rebuilding our nation, remaking our lives*. San Francisco, CA: Jossey-Bass, Inc. Publishers.

This I Believe, Inc. *This I Believe: A Public Dialogue About Belief-One Essay at a Time*. Found in http://thisibelieve.org.

This I Believe: Sample College Writing Curriculum [pdf document]. Retrieved April 27, 2009 from http://thisibelieve.com/documents/ThisIBelieveCollegeCurriculum.pdf

AUTHOR BIO

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2

AN OVERVIEW OF THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

Amye M. Lee

CHAPTER OVERVIEW

Learning Objectives

1. Understand and be able to explain the Social Change Model of Leadership Development.

2. Understand and be able to explain how the Seven Cs relate to each other within the Social Change Model.

3. Identify the elements of the Social Change Model in various situations.

Brief Chapter Summary

I. A New Approach to Leadership – Briefly traces the history of the subject of leadership up to the time that a shift in thinking about leadership was prompted by Rost and others. Specifically mentioned are relational or collaborative leadership models since these models involve working toward positive social outcomes.

II. The Social Change Model of Leadership Development – Introduces how the model was created, first distributed and applied in higher education. Discusses how to think about the Model as an evolutional process, a framework for collaboration, dynamic and interconnected. The unwritten "eighth C" of Change, which is inherent throughout the model, is discussed as the basis for the entire model that gives meaning and purpose to the Seven Cs.

   a. Society/Community Values – Leadership for purposes beyond self.

      i. Citizenship – Seeing oneself as part of a greater whole, engaged in community and aware of issues that affect the entire group.

   b. Group Values – Leadership at the level of a group within community.

      i. Collaboration – The intent to work together and thus multiply effort, while also gaining multiple perspectives.

ii. Common Purpose – Sharing one vision, though individual connections to it may differ.
iii. Controversy with Civility – Purposeful conflict that ultimately promotes the group's development and ability to achieve positive social change for all.

c. Individual Values – Personal reflection for the purpose of better group and social level leadership.
   i. Consciousness of Self – One's self-awareness, as shaped in part by the influence of others.
   ii. Congruence – Fostering trust through authenticity; acting in accordance to one's values.
   iii. Commitment – Sense of responsibility as determined by passion and investment.

III. Note that this approach to leadership "a purposeful, collaborative, values-based process that results in positive social change." (p. 50).

IV. Interactions in the Social Change Model – Presents the reciprocal relationships between each of the Seven Cs. The Cs listed above can be introduced in any order as seen fit for the group's interaction with the concept, since each is independent and yet interconnected. No one C is a direct cause of another, nor do they gradually build. All seven Cs, plus Change, work in concert to achieve positive social change through leadership.

V. Implementing the Social Change Model – Briefly introduces the concept of Knowing, Being, Doing (see chart on pp. 68-70). Knowing is acquiring the knowledge, Being is to integrate that knowledge into one's understanding, while Doing is to act out the application of the knowledge.

VI. Social Change on Campus – Examples of how the Model can already be seen in higher education.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- As students gain an initial understanding of the Social Change Model of Leadership Development, certain elements may be confusing for the group. For example, it may be difficult for students to provide examples of the Seven Cs from their daily lives or experiences, having never examined situations in this manner before. They may be able to contribute historical or pop culture examples, but seeing leadership for social change in their own lives may prove difficult. It is possible that this is because students often struggle with the concept of social change, and struggle with seeing themselves as effective agents of social change at various levels, from personal and societal. In addition, students may not know who was a key motivator involved in social change that they observe first-hand, so role models for the behavior can be difficult to identify.

- During discussions it may also become apparent that the Social Change Model is based in Western perspectives. For example, students from a collectivist culture may not see the benefit of considering consciousness of self because they consider themselves within a

whole, rather than individually. Still, since the Social Change Model promotes consideration of self as it relates to a whole, e.g. citizenship, it does appear to be cross-culturally sound. This can be attributed to the values of community and service that are inherent in the model and prove to be effective when the model is applied in diverse communities. Still, adapting the Social Change Model to better fit certain cultures should be encouraged and explored. To-date, the revised Socially Responsible Leadership Scale that measures the Social Change Model has been translated into Spanish for use in the 2009 Multi-Institutional Study of Leadership with the hopes of appealing to a broader cultural audience to be able to analyze across more cultures (see www.leadershipstudy.net).

- During first encounters with the Social Change Model many have difficulty seeing the connections and interplay between the elements. In presenting The Seven Cs care should be taken that they are not perceived as hierarchical, ordered and distinct, or as a check-list of tasks toward a social change. Rather, the intention was for the Seven Cs to be seen as reciprocal and fluid. The broad concept of social change may be overwhelming for students to grasp at the community or the group level, and so students tend to build from the individual out to the group and then community values. Instructors should encourage students to engage with the model around the concept they are the most comfortable with, while emphasizing the model as a whole and the way each piece, and the connections between them, contribute to the whole.

ACTIVITIES

Exploring the Model

Brief Description
Students physically engage with the model to understand each grouping (individual, group, and societal) of the Cs, as well as the connections between the groupings.

Purpose
- To gain a better understanding of the Social Change Model of Leadership Development by physically moving through it
- To identify connections between the elements of the Social Change Model of Leadership Development

Kolb Cycle
Active Experimentation, Reflective Observation

Number of Participants
10+

Time Requirements

60 minutes

Space requirements
Large room, preferably empty to allow movement

Materials
Blue painter's tape, printouts with the definition of each C and discussion questions related to that C (from appendix 2.1), slips of paper indicating the arrows in the model (from appendix 2.1).

Outline

1. With the tape, "draw" the social change model diagram on the floor – 3 large circles, 6 arrows. At each circle, post the definition of the circle, the definition of each C in the circle, and discussion questions for each C. Also place stacks of slips of paper explaining the arrows that originate in each circle at each circle (two different stacks at each circle). (10 minutes)
2. Split the students into 3 groups, starting one at each circle. Ask each group to read their circles' definitions out loud and discuss the questions posted at their circle. (15 minutes)
3. The instructor should distribute the arrows, splitting them evenly between students at each circle. Ask the students to walk slowly and silently along the arrow that matches their card, thinking about the connection it describes (2 minutes)
4. Repeat the circle discussions at the station the students have just arrived at. Repeat handing out arrows after approximately 15 minutes of discussion. Do everything once more so that each student visits each circle. (35 minutes)
5. Point out that students have only walked around one direction of the arrows. Instruct them to trace their path back across arrows they have not yet walked, while silently reflecting on the connections represented in that direction. (10 minutes)
6. When finished, ask students to take a seat in the center of the model and reflect on the entire construct. If there is extra time, ask students to offer their thoughts on the model as a whole.

Processing Questions

- What did you discuss at (circle)?
- What did you think about when walking along one of the arrows?
- Why did you think we asked you to reflect while walking along the arrows?

Extension

- Encourage students to focus on having a good discussion around the values, rather than getting to all the discussion prompts.
- Set up using long arrows whenever possible so that students have plenty of time to silently reflect as they move to the next circle.
- Enable students to see this as a process model, where the movement between the values is just as important as the values themselves.
- Enable students to understand there is no hierarchy between the values, since each group started at a different point in the model.

Sources
Beth Neihaus, Graduate Assistant for the Maryland Leadership Minor
Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership: For college students who want to make a difference.* San Francisco, CA: Jossey-Bass

Keywords
Seven Cs, knowing, overview

Sailing the Seven Cs

Brief Description
Students see the Seven Cs play out in their fictitious shipbuilding companies and engage in discussion after each round of play to immediately identify and react to their awareness.

Purpose
- To identify the Seven Cs in a simulated situation

Kolb Cycle
Abstract Conceptualization, Reflective Observation

Number of Participants
16+ broken into groups of eight

Time Requirements
60 minutes

Space Requirements
Large room, preferable empty or with a large table and chairs for each group

Materials
One set of building toys for each group (such as Legos® or TinkerToys®), instructions for each group, measuring tape and stopwatch

Outline
1. Assign students to groups of approximately eight. Select one individual to act as the observer in the group. Distribute building materials to groups. Explain that each group is a shipbuilding company and must make a ship worthy to sail the Seven Cs using the provided materials only. (3 minutes)
2. Each group should select a name and use the materials to build a ship of their own design. The observer should take notes on the group process, noting evidence of the Seven Cs. (10 minutes)
3. The instructor should comment on each of the ships, and then facilitate a discussion using questions 1, 2 and 3 below. (5 minutes)

4. Ask each group to send one participant up for further instructions. Disassemble current ships. Distribute instructions (see appendix 2.2) to the one individual, but also tell them to unfold the paper after this round of play for personal instructions. (2 minutes)
5. Repeat shipbuilding, following instructions with pricing and size requirements. Then repeat a facilitated discussion using questions 3, 4 and 5 below. (15 minutes)
6. Remind individuals to open up their instructions for the final step. Disassemble current ships.
7. Repeat shipbuilding. Then repeat a facilitated discussion using questions 3, 4, 5 and 6 below. (15 minutes)
8. Disassemble ships and collect all materials. (2 minutes)

Processing Questions

- What is each group's name and ship design?
- What was the first step each group took to reach their goal?
- What values did you see during this process?
- How, if it all, was this process different than your last attempt?
- What roles did different individuals play in this process? The individuals with instructions had special roles this time.
- What did you notice was different about their role during this last round?

Extension

- Ask the student who is observing to contribute their thoughts as a bystander to the process. Switch observant role in each group if necessary for equal participation.
- It may be necessary to suggest a C and have students give examples of how that played out in their group to facilitate dialogue.

Source

Adapted from Leadership Lehigh program, Lehigh University

Keywords

Seven Cs, doing, overview

Seeing the Model as Leadership Consultants

Brief Description

Students act as consultants to student organizations on campus, while also tracking a campus-wide issue, to identify elements of the model in reality, quite close to their own experience.

Purpose

- To identify the Seven Cs on campus in various situations.
- To follow a current event on campus to illustrate the Social Change Model in a broader context.

Kolb Cycle
Active Experimentation

Number of Participants
Any size is appropriate

Time Requirements
Ongoing, long-term

Space Requirements
Classroom

Materials
None

Outline

1. Working in pairs, students should select an on-campus organization to act as a leadership consultant for the length of the project. Students should pair off based on common interests and involvement on campus. Determine appropriate organizations to "audit."
2. Student pairs should contact organizations to request to do a "leadership audit" to understand the current issues facing the organization and their methods for achieving goals. During meetings continually follow up with student pairs about what they see during observations. Encourage examples of each of the Cs and the interactions between Cs.
3. Student pairs should continually observe the organizations throughout the length of the project, identifying different values and how they interact as the group moves toward their goals. As necessary, the student pairs should offer suggestions as a consultant to the organization. The instructor should continue to follow each pair.
4. As a final project, students should write a report analyzing how the organization follows or strays from the Social Change Model of Leadership Development, identifying specific circumstances to demonstrate. Offer and share with the group recommendations for future work that might better align with the model.
5. As a class, track an ongoing campus-wide issue in the student newspaper and other media. Identify elements of the model and how they are working for or against the desired change. Bring resources (the student paper, news from the faculty and staff perspectives, upcoming events, etc.) to the attention of students. Facilitate dialogue around seeing the model in action, or not, on campus.

Processing Questions

- What part of the model has seemed most relevant to your organization lately?
- Have you and your partner observed things differently? How so?
- What does the organization need to do differently to enact the desired change?
- What is your role as a consultant, and how can you interact with the organization?
- How is the process of the campus-wide example the same or different from your organization's process?

Extension

- It will be easiest for students to audit an organization in which they are already involved. If more than one pair of students is in the same organization, encourage them to audit different issues facing the same organization and compare notes throughout the audit.
- If time allows, devote one meeting to each of the Cs – but allow the pairs to select the order which makes the most sense for them each week. Be sure to have students connect the current C to the previous one each week to see the interplay.
- If no progress is being made, use that as a real-life opportunity for students to diagnose the issue and make suggestions to the organization to help them progress toward their goal. As conflicts arise, encourage them to use the model in their own interactions with the organization.
- Students may struggle with this new consultant role to the organization – encourage use of the model in their own interactions as consultant.
- Students may be inspired to support the desired social change by becoming an active participant – this is fine, but ask them to consider the individual values before changing their consultant role to being part of the group.

Keywords
Social Change Model, observation, campus issues, current events

Media for Change

Brief Description
Through listening to movement music, students will identify elements of the model.

Purpose

- To identify the Cs in media, recognizing media as a change agent

Kolb Cycle
Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
30 minutes

Space requirements
Classroom

Materials
Music player, speakers, and desired song

Outline

1. Explain that you will be listening to a song, and thinking about music and other media as agents of social change. If relevant provide some historical background surrounding the song and/or artist selected.
2. Listen to the song through once. Listen a second time, asking the students to now take notes about what they see as key messages in the music.
3. The instructor should facilitate a discussion using the questions below.

Processing Questions

- What is the message for social change conveyed by this song?
- Where do you see some elements of the Social Change Model in the lyrics?
- Do you know of any other songs that hold greater social meaning such as this?
- What do you think of using music and other media as social change agents?
- How do you see music and other media fitting into the values and processes of the Social Change Model?
- How could you use music and other media for a cause you care about?

Extension

- Providing historical context may be necessary during the discussion to help students understand what happened before and after the song.
- Elements of the model may not be apparent in the song lyrics necessarily, but in the message conveyed by the music you will often find messages of commitment to a cause, collaboration, common purpose, controversy with civility…
- To follow up, have students write lyrics of their own, or change the lyrics to a favorite song, to hold social meaning for a cause for which they advocate.

Possible music:

- Imagine – John Lennon
- Waiting for the World to Change – John Mayer
- Revolution – The Beatles
- Hands – Jewel

Keywords

Social Change Model, observation, music, lyrics, meaning

Social Change in Public Speaking

Brief Description

Through listening/watching/reading a public address, students will consider and discuss elements of the model.

Purpose

- Using a video, CD or transcript of a public address, to consider how the Cs are integrated and, if possible, the results produced.

Kolb Cycle
Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
25 minutes + length of the speech

Space requirements
Classroom

Materials
Media equipment and desired clip OR copies of the desired speech

Outline

1. Explain that you will be [reading/listening to/viewing] a speech, approximately (XX) minutes long, and thinking about how public figures and public speeches inspire social change. If relevant, provide some historical background surrounding the speech and/or public figure. (3 minutes)
2. Allow time to read/play recording/play video. If necessary, pause at key points to allow time for reflection/notes about key themes, works, or points of interest in the speech related to the Social Change Model of Leadership Development (TBD minutes).
3. Facilitate discussion using the questions below. (20 minutes)

Processing Questions

- What is the message for social change conveyed by this speech?
- Where do you see some elements of the Social Change Model in the speech?
- How effective, in your opinion, is a speech delivered in this manner at affecting the desired social change?
- How do you see the political process, as you know it, fitting into the values and processes of the Social Change Model?
- How might the political process in other cultures fit into the values and processes of the Social Change Model?
- How could you adapt a method like this to be effective on this campus for a cause you care about?

Extension

- Providing historical context may be necessary during the discussion to help students understand what happened before and after the speech.
- If the clip is current, ask students to hypothesize the social change that might result from this speech. Have them follow the results as they develop.
- To follow up, have students outline points they would make in a public announcement about a cause for which they advocate. For a project, have the students produce and film these public announcements. Watch them at a meeting and critique each other based on

what they considered effective methods of using the social change model in the public announcement.

Keywords
Observation, speech, political, government, public speaking

RESOURCES

Books and Articles

Astin, H. S. (1996). Leadership for social change. *About Campus, 1*.

This brief article by one of the conveners of "the ensemble" describes ways to implement the model and emphasizes the importance of self-awareness, and the exploration of personal, group and societal values in leadership training.

Higher Education Research Institute (1996). *A social change model of leadership development (Version III)*. Los Angeles: University of California Los Angeles, Higher Education Research Institute.

This monograph, available through the National Clearinghouse for Leadership Programs, was the initial publication created on the social change model and was addressed to a student affairs/higher education administrator audience. Each C is described in detail and other resoures such as case studies are provided.

Websites with Various Group Activities

TED Talks: Jeff Skoll, Making Movies that Make Change
http://www.ted.com/index.php/talks/jeff_skoll_makes_movies_that_make_change.html

TED (Technology, Entertainment, Design) video clip. Lecture (~15 minutes) by Jeff Skoll, first President of Ebay, founder of The Skoll Foundation and Participant Media, on the future of humanity, developing socially responsible individuals, and media's impact.

Participant Media
http://www.participantmedia.cm/

Entertainment that inspires and compels social change. This website offers links and strategies for acting on the inspiration found in movies they produce.

The Skoll Foundation
http://www.skollfoundation.org/

The Skoll Foundation exists to advance systemic change to benefit communities around the world by investing in, connecting and celebrating social entrepreneurs.

The Socially Responsible Leadership Scale

This scale measures the Social Change Model 8 Cs and provides individuals with a printout using normative data from the Multi-Institutional Study of Leadership for comparison. Instructors may purchase a site license for classroom or other use. A composite report is available for instructors. See http://www.srlsonline.org/

ESSAY PROMPTS

1. In a given scenario, identify each of the seven Cs. Provide at least two examples of how one C interacted with another to affect the process and eventual outcome.

    - If possible, use a current campus example or national news story for the scenario.
    - Otherwise, suggested scenarios could be: Rock the Vote's impact on the historic 2008 Presidential Election, the Pennies for Peace project, a classic movie such as Norma Rae or Footloose, the story of Bill Gates leading to the Gates Foundation…and so on.
    - Strong responses will show advanced understanding of how the Cs interacted, clearly demonstrating how the interplay is vital to the eventual outcome. Emphasis on the process of leadership and how the seven Cs contributed to the process should be evident.

2. In a given scenario, identify what C is missing. Describe how both the process and the outcome would have changed if that C had been a part of the process.

    - As above, use a current campus example, national news story, or an alternate scenario. Examples for this prompt should be "unfinished" stories, in which students have to project the eventual outcome if the C is added. Otherwise, stories should stop at a certain point in their history before one of the Cs is evident to facilitate the desired response.
    - Strong responses will relate the missing C to each of the other Cs, demonstrating that the model is about the whole picture and not just one element. There should be a clear difference when hypothesizing the outcome with and without the missing C.

3. Give an example from your own life of a time when you were working toward social change, on a local scale or even bigger. Identify each of the Seven Cs in your example and detail the roles and contributions of a few individuals toward the desired outcome.

Strong responses will incorporate the perspectives of the author and others involved. While positional leaders will be evident, the strongest responses will identify non-positional roles as leaders and recognize the contributions of all toward the goal.

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Berman, S., & La Farge, P.. (1993). *Promising practices in teaching social responsibility*. Albany, NY: State University of New York Press.

Bonous-Hammarth, M. (2001). Developing social change agents: Leadership development for the 1990's and behond. In S. F. C.L. Outcault, *Developing non-heirarchical leadership on campus: Case studies and best practices in higher education* (pp. 34-39). Westport, CT: Greenwood.

Chrislip, D. D., & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference.* . San Francisco, CA: Jossey-Bass.

Figueroa, M. K. (2002). *Communication for social change: An integrated Model for measuring the process and its outcomes.* New York, NY: The Rockefeller Foundation and Johns Hopkins University Center for Communication Programs.

Preskill, S., & Brookfield, S. D. (2008). *Learning as a way of leading: Lessons from the struggle for social justice.* San Francisco, CA: Jossey-Bass.

Roberts, D. C. (2007). *Deeper learning in leadership: Helping college students find the potential within.* San Francisco, CA: Jossey-Bass.

Spears, L.C. (1997). *Insights on leadership: Service, stewardship, spirit and servant-leadership.* San Francisco, CA: Jossey Bass.

AUTHOR BIO

Amye M. Lee will graduate in Spring 2010 with a Master's degree in College Student Personnel (CSP) from the University of Maryland, College Park. In 2008 she completed a BS in Business & Economics at Lehigh University, where she was also selected to be part of the second cohort to complete the Leadership Lehigh program, a four-year leadership development program based in part on the Social Change Model. Amye was invited to coordinate the third cohort of Leadership Lehigh and spent three years in that role. During those years she was able to attend the National LeaderShape Institute and the National Conference of College Women Student Leaders. Amye's strong interest in leadership has led to the focus of her professional concentration and thesis research in student leadership development. While pursuing her degree she is serving as the graduate coordinator for Academic Success Programs in the Department of Resident Life at the University of Maryland. Amye is also a Summer 2009 apprentice in the Center for Student Programs at Georgetown University, where she is developing a leadership series for the Georgetown Office of Leadership & Development.

Please cite as

Lee, A. M. (2010). An overview of the social change model of Leadership Development. In W. Wagner, D. T. Ostick, & S. R. Komives, and Associates (Eds.). *Leadership for a better world: Instructor manual.* (pp. 32-50). A publication of the National Clearinghouse for Leadership Programs. San Francisco, CA: Jossey-Bass.

APPENDICES

Appendix 2.1: Attachments for Exploring the Model Activity

Print each explanation of C as a full page and tape to the ground at that circle. Provide the related discussion questions at the same circle. Following are the descriptions of each connection between C's to provide as students walk along an arrow from one C to another.

Collaboration

Collaboration is a central value in the model that views leadership as a group process. It increases group effectiveness because it capitalizes on the multiple talents and perspectives of each group member, using the power of that diversity to generate creative solutions and actions. Collaboration underscores the model's relational focus. Collaboration is about human relationships, about achieving common goals by sharing responsibility, authority, and accountability. It is leadership for service.

Discussion Questions:

- Why is collaboration important?
- What might be the negative impacts of a group not operating collaboratively?
- What does collaboration look like in a group?

Common Purpose

A common purpose develops when people work with others within a shared set of aims and values. Shared aims facilitate group members' engagement in collective analysis of the issues and the task to be undertaken. Common purpose is best achieved when all members of the group build and share in the vision and participate actively in articulating the purpose and goals of the group work.

Discussion Questions:

- Why is common purpose important?
- What might happen to a group whose members do not share a common purpose? (be more specific than the group may dissolve!)
- How can you facilitate common purpose in a group?

Controversy with Civility

Controversy with civility recognizes two fundamental realities of any group effort: first, that differences in viewpoint are inevitable and valuable, and, second, that such differences must be aired openly and with respect and courtesy. Disagreements are inherent in almost any social interaction or group process. They bring valuable perspectives and information to the collaborative group, but eventually, they must be resolved. Such resolution is accomplished through open and honest dialogue backed by the group's commitment to understand the sources of the disagreement and to work cooperatively toward common solutions.

Discussion Questions:

- What does controversy *without* civility look like?
- What does controversy with civility look like?
- What may happen to a group whose members do not handle controversy with civility?
- Why is controversy important? Why wouldn't you just try to avoid it completely?

Consciousness of Self

Consciousness of self means knowledge of yourself, or simply self-awareness. It is awareness of the values, emotions, attitudes, and beliefs that motivate one to take action. A person with a highly developed capacity for consciousness of self not only has a reasonably accurate self-concept but also is a good observer of his or her own behavior and state of mind at any given time. Consciousness of self is a fundamental value in the Social Change Model of Leadership because it constitutes the necessary condition for realizing all the other values in the model.

Discussion Questions:

- Why is it important to pay attention to your consciousness of self?
- How can one improve his or her consciousness of self?
- Do you know yourself? Do you know yourself well?

Congruence

Congruence is thinking, feeling, and behaving with consistency, genuineness, authenticity and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply held beliefs and convictions. Being clear about one's values, beliefs, strengths, and limitations, who one is as an individual, is essential.

Discussion Questions:

- Why is congruence important?
- Have you ever behaved in a group or a team with inconsistency? Why? What is the risk of behaving with inconsistency, with the lack of genuineness or authenticity?
- One can experience a strong pressure on expressing her or his values and beliefs while working in a group or a team. What can one do to resist such pressure?

Commitment

Commitment implies intensity and duration in relation to a person, idea, or activity. It requires a significant involvement and investment of self in the object of commitment and in the intended outcomes. It is the energy that drives the collective effort. Commitment is essential to accomplishing change. It is the heart, the profound passion that drives one to action. Commitment originates from within. No one can force a person to commit to something, but organizations and colleagues can create and support an environment that resonates with each individual's heart and passions.

Discussion Questions:

- Why is commitment important?
- Think about the commitment of the people in an organization you are involved with, or about the commitment in a relationship you are involved in. Starting today, what can you do to improve this commitment?
- What can teachers and students in a class like ours do to improve their mutual commitment to the success of the class?

Citizenship

Citizenship names the process whereby the self is responsibly connected to the environment and the community. It acknowledges the interdependence of all involved in the leadership effort. Citizenship thus recognizes that effective democracy requires individual responsibility as well as individual rights. Citizenship, in the context of the Social Change Model, means more than membership; it implies active engagement of the individual and the leadership group in an effort to serve the community. It implies social or civic responsibility. It is, in short, the value of caring about others.

Discussion Questions:

- Can you explain the concept of citizenship using real-life examples?
- What are the communities you feel part of? How can you be active citizens of these communities?
- Why is citizenship important?

Arrow a. Consciousness of self is a critical ingredient in forging a common purpose for the group as its members ask, What are our shared values and purposes? Similarly, the division of labor so basic to true collaboration requires an understanding of each group member's special talents and limitations. Likewise, the civil controversy that often leads to innovative solutions requires both congruence (a willingness to share one's views with others) and commitment (a willingness to stick to one's beliefs in the face of controversy).

Arrow b. Feedback from any leadership development group is most likely to enhance the individual qualities of consciousness of self, commitment, and congruence when the group operates collaboratively with common purpose and accepts controversy with civility.

Arrow c. Responsible citizenship and positive change are most likely to occur when the leadership group functions collaboratively with a common purpose and encourages civility in the expression of controversy.

Arrow d. Conversely, the group will find it very difficult to be an effective change agent or to fulfill its citizenship or community responsibilities if its members function competitively, if they cannot identify a common purpose, or if they pursue controversy with incivility.

Arrow e. The community is most likely to respond positively to an individual's efforts to serve if these efforts are rooted in self-understanding, integrity, and genuine commitment. Responsible citizenship, in other words, is based on self-knowledge, congruence, and commitment.

Arrow f. An individual learns through service, and his or her consciousness of self is enhanced through the realization of what he or she is (and is not) capable of doing. Commitment is also enhanced when the individual comes to realize that positive change is most likely to occur when individual actions are rooted in a person's most deeply held values and beliefs.

Appendix 2.2: Attachments for Sailing the Seven C's Activity

Print the following instructions on half-sheets of paper. On opposite side of each page print the additional instructions. Fold and close so the additional instructions are inside when distributed.

Round Two:

Your shipbuilding company, _____, has to stay competitive in a global market.

Please follow the pricing index below to build your next ship as inexpensively as possible.

While cost is important, you must also build the tallest ship possible to stay competitive.

Sample Pricing Index:

Small connector: 5 whiz

Large connector: 10 whiz

Small rod: 5 whiz

Medium rod: 10 whiz

Large rod: 25 whiz

Small wheel: 10 whiz

Large wheel: 20 whiz

Square: 10 whiz

Additional Instructions for Round 3:

Tell your group:
This round there is a third goal of which group can make a ship the fastest, while also being inexpensive and tall.

Don't say the following to the group!

You should encourage your group to focus only on being the tallest, regardless of cost or speed. Use your knowledge of the Seven C's to enact this goal within the group during Round 3.

3

Applying the Social Change Model: A Case Study Approach

José-Luis Riera

CHAPTER OVERVIEW

Learning Objectives

1. Understand how the application of the Social Change Model (SCM) should produce self-sustaining systemic change.

2. Gain a greater understanding of how a change project can best thrive through the application of the seven elements of planning as a framework.

3. Understand the role of using a case study effectively in learning about leadership.

Brief Chapter Summary

I. Putting the Model to Work – The Social Change Model is intended for use with change that is initiated and change which must be sustained. This section encourages students to think through change projects and the case studies presented in this text through a lens of producing self-sustaining systemic change.

II. Planning for Change – The ensemble identified seven elements of planning that are important to consider when planning any project whose aim it is to affect social change. A detailed explanation of these seven elements is presented in hopes that students will come to use them as a framework when understanding and analyzing the case studies presented in the text.

III. Using a Case Study – The aim of this section is to help students understand how to use a case study effectively. The section identifies five steps that are useful in analyzing a case study with specific prompts underneath each step which will guide students in their analysis.

IV. Introduction to the Case Studies – Three case studies are presented in this section. The first, entitled "An Inconvenient Truth," is presented in full with questions throughout the margins modeling the process that students should engage in as they analyze the case studies in this text. A background of the remaining two case studies entitled "Starving for Attention" and "Clear Haziness" is presented. At the end of each chapter there is a "Zoom In" section which gives details about these two case studies as they pertain to what students are learning in that specific chapter.

KEY CONCEPTS

Self-sustaining systemic change – thinking beyond one's own involvement and role when planning a change effort in order to ensure that the change effort can be passed down and sustained over time as needed

ACTIVITIES

What follows is a list of different ways you can incorporate case study teaching within the context of this text to suit the specific aims of your leadership course or program.

- Use the questions presented in Chapter 3 of the text as a framework for analysis of the case studies.
- Encourage students to read the case study through multiple times prior to coming to class.
- Challenge students to take on one or multiple characters within the case study and react accordingly.
- Encourage students to meet prior to a class discussion to act out the case and react to it.
- Have students engage the text rather than examine it by offering their own ideas of the process of the case, questioning one another, debating on the merits of various outcomes.
- The instructor should remain active in order to draw students into the case by pointing out opposing views, asking students to respond to one another, asking the group to wrestle with its own questions.
- The instructor should encourage the conclusion of case study discussions to be questions, not just articulated outcomes.
- Help students see themselves as a team of problem solvers and encourage them to approach the use of the case study in this way.
- Use case study discussions as an opportunity for the class to set ground rules for its discussion – it is imperative that all ideas are considered and welcomed.

RESOURCES

Books and Articles

Olorunnisola, A. A., Ramasubramanian, S., Russill, C., & Dumas, J. (2003). Case study effectiveness in a team-teaching and general-education environment. *The Journal of General Education 52*(3), 175-198.

The authors outlined implementation of case study in a major Communications course to bridge learning needs between lecture and recitation courses. Though the study itself is interesting, it is included as a reference because the authors discussed the history of case study pedagogy and the theoretical basis for case study instruction. This information will provide to give instructors a framework for engaging students in this text through case study application.

Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). *Teaching and the case method: Text, cases, and readings* (3rd ed.). Boston, MA: Harvard Business School Press.

The use and implementation of case study methods in the classroom are discussed in this text in depth. It is a book written for instructors who desire to hone their skills in applying case study pedagogy in the classroom.

Boehrer, J., & Linsky, M. (1990). Teaching with cases: Learning to question. In M.D. Svinicki (Ed.), *The changing face of college teaching*. *New Directions for Teaching and Learning*, no. 42. San Francisco, CA: Jossey-Bass.

A primer on using case study teaching practices.

Marshall, S. M., & Hornak,A. (2007). *A day in the life of a college student leader: Case studies for undergraduate leaders.* Sterling, VA: Stylus.

This book contains numerous case studies set in the student experience (e.g. resident assistants, student government). Although most cases situate the student as the positional leadership of a group, a number of cases are non-positional and group process in focus.

Stage, F. K., & Dannells, M. (Eds.). (2000). *Linking theory to practice: Case studies for working with college students* (2nd ed.). Philadelphia, PA: Accelerated Development.

The authors of this text provided a rationale for the use of case study teaching within student affairs training and graduate preparation. Within the leadership context, the first three chapters of this text provide a comprehensive presentation of the theories that undergird case study teaching practices and best practices for implementation. At the end of Chapter Two an annotated bibliography is included with a wide array of resources concerning case study teaching.

Websites with Various Group Activities

Harvard University, John F. Kennedy School of Government, Case web: The case program homepage. Retrieved August 14, 2009, from http://www.ksgcase.harvard.edu/.

This website provides a plethora of resources and tools for the instructor looking to implement case study teaching within their classroom. There is an inventory of cases that can be searched and downloaded (in some cases requiring purchase) and many free resources about the pedagogy of case study teaching.

University of California, Santa Barbara, Case study method website: How to teach with cases. Retrieved August 14, 2009, from http://www.soc.ucsb.edu/projects/casemethod/teaching.html.

University of Washington, Daniel J. Evans School of Public Affairs, The electronic hallway. Retrieved August 17, 2009, from https://hallway.org/index.php?PHPSESSID=99usks4gjp8o555silmfducep5.
This website provides many resources for case study teaching.

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Kennedy School of Government Case Program (2009). Learning by Case Method, Retrieved from http://www.ksgcase.harvard.edu/.

AUTHOR BIO

José-Luis Riera has presented on leadership throughout his career and has taught around issues of organizational behavior, most recently a master's capstone seminar for College Student Personnel students focusing on leadership and organizational dimensions of student affairs. Prior to coming to the University of Maryland, he served in a number of professional positions, most recently as the Director of Residential Living at Drexel University in Philadelphia Pennsylvania. He currently serves as the Coordinator of the Student Honor Council with the Office of Student Conduct at the University of Maryland. He received his B.A. from Muhlenberg College where he double majored in Music and Biology and received his M.S. from Colorado State University in Student Affairs in Higher Education. He is also pursuing his doctoral degree in College Student Personnel Administration and conducting his dissertation research that focuses on the influence of spirituality on the leadership practices of higher education administrators.

Please cite as

Riera, J-L. (2010). Applying the social change model: A case study approach. In W. Wagner, D. T. Ostick, S. R. Komives, & Associates (Eds.). *Leadership for a better world: Instructor manual.* (pp. 51-55). A publication of the National Clearinghouse for Leadership Programs. San Francisco, CA: Jossey-Bass.

4

CHANGE

Belinda Lee Huang

CHAPTER OVERVIEW

Learning Objectives

1. Understand the difference between single order change and second order (transformative change)

2. Develop insight into different approaches to change

3. Recognize the strength in working with groups and communities who also want to affect change

4. Discern how resistance to change involves active and passive behaviors

5. Reach an understanding of how change is connected with other Cs in the Social Change Model (i.e. Collaboration, Common Purpose, Controversy with Civility, Citizenship)

Brief Chapter Summary

I. What is the difference between single order and second order change?
   i. Single order change involves structural or procedural changes that can be made within the organization's current framework of rules, procedures, and leadership roles.
   ii. Second order change (transformative) alters the culture of the institution, is deep and pervasive, is intentional, and occurs over time.

II. What are different models that describe change on the individual, group, and the community/society levels?
   i. Individual change model – becoming a transformative change agent requires consciousness of self.
   ii. The stage model of personal change – has 5 stages: pre-contemplation, contemplation, preparation, action, and maintenance.

iii. Group change model – there is strength in working with groups and communities that want to effect change. This section describes Kotter's model that has eight steps for creating major change.
iv. Community /society change model – large social systems are comprised of interconnected organizations and individuals. These characteristics of large social systems highlight the potential roadblocks to affecting positive change at the societal level.

III. New approaches to change
   i. Using a fragmented view of organizations has several key characteristics: 1) It emphasizes separation and boundaries 2) It assumes linear causality 3) It assumes that control happens from a certain point in the system, and 4) It assumes that change happens incrementally in small even steps.
   ii. A networked or systems view of organizations – is the view of the bigger picture of an organization, including how all of its parts connect and how it connects to the outer world beyond the organization; networks can be influenced not controlled and are in "dynamic flux" (Allen & Cherrey, 2000).

IV. People seem to take one of three different approaches to change:
   i. Making change – staying in control by fixing the broken parts and setting long-term goals and objectives.
   ii. Surviving change – surviving and adapting to change as an uncontrollable force, much like responding to unexpected weather.
   iii. Organic change – recognizing that individuals and organizations are part of an interconnected system.

V. Resistance to change – symptoms of resistance can be found in active and passive behaviors. The underlying motives are complex.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of Change were: participation in discussions of social or cultural issues with peers, amount of involvement in college organizations, and having a faculty mentor. Discussions of social or cultural issues with peers refers to the frequency of discussions outside of the classroom on such topics as different lifestyles, opinions on social issues such as peace and human rights as well as having discussions with people who have different political opinions or personal values from oneself.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- As students discuss the difference between single-order change and second-order change, they will need to think about the difference between simply changing a structural or procedural change versus altering the institution by changing select underlying assumptions and institutional behaviors, processes and products. The chapter encourages open door approaches and collaborative values that empower the members.

- Using the "stages of personal change" students will need to think about which stage, precontemplation, contemplation, preparation, action or maintenance will be the most challenging for them to execute. Using exhibit 4.1, they can use the Action Steps for Change to help them make the change.

- A topic that may arise from the organic change discussion is how are individuals and organizations connected? Is it possible to influence a system? Conversations may center around relationships between the individual and the external environment; building relationships across the system and understanding and appreciating how a networked system works.

- Students may struggle in discussing why individuals ignore, avoid, or minimize resistance messages. Resistance is not necessarily positive or negative; it is how it is interpreted that makes it so. (p. 132) When encountering resistance, leaders will need to the causes of resistance and formulate a strategy to lead change.

KEY CONCEPTS

Shift – change is a shift or move to something different

Change of culture – (Fullan, 2001) describes "reculturing" as activating and deepening moral purpose through collaborative work cultures that respect differences

Transformative values-based leadership – is about ideas and values and energizing followers to pursue a better end state goal

Deep change – unearthing the hidden assumptions that one has about oneself, others, organizations, and society

Precontemplation – no change is planned in the new future

Contemplation – people are aware that a change needs to happen and are thinking about what they could do to make that change, but they have yet to commit to taking action.

Preparation – involves making small changes in preparation for the big change

Action – involves changing a behavior

Maintenance – individuals actively work to maintain the change they have made and avoid slipping into old habits

Group change – the strength in working in conjunction with groups and communities who want to effect change.

Organic change – recognizing that individuals and organizations are part of an interconnected system

ACTIVITIES

Transforming Your World

Brief Description
In this activity students will learn about organizational culture and how an organization goes through transformative change in small groups. Using magazine photos, students envision what a transformed organization might look like.

Purpose
- To envision transformation within an organization and explore organizational culture.
- To explore issues of transformational change.

Kolb Cycle
Active Experimentation

Number of Participants
Any size is appropriate

Time Requirements
Two-60 minute sessions

Space requirements
None

Materials
Popular magazines such as Business Week, Time, Newsweek or the Wall Street Journal, newspaper business sections and other feature sections, markers, poster sheets, stickers, art materials

Outline

1. First Class - Divide students into groups of 4. Ask students to pick an organization on campus – student activities, student union, health center, residence life, recreation center or other campus centers. Read student newspapers to get ideas of which organizations have issues in need of change they can explore. Brainstorm in their teams about how the operation works, gathering information on services offered, thinking about what their problems are, and what needs to change.
2. Dismiss the groups to go observe the organizations and gather information. They can do an environmental scan by taking pictures, getting brochures, and taking notes what they see when they enter the organization.
3. Second Class – Reassemble the groups and have them discuss what would be the challenge of transforming this organization? If there is enough information about the organization, think about how would a leader go about changing the culture of the organization?
4. Invite students to use art materials, markers, and draw on poster paper how they envision the "old" versus "new" organization and what would be different about it.
5. Report their findings to the class by giving a 5 minute presentation about their poster paper.

Processing Questions

- What did you learn about how to create transformative change?
- What was the hardest part of your discussion?
- Do you think it is possible to implement the change you describe on your poster paper?

Extension

- Keep students focused on the organization and the steps to change.
- Help them analyze the organization's culture and how that may impede or assist organizational change.
- Challenge them to think of societal barriers: racism, classism, ageism etc that may keep the organization the way it is and how to change the values of these organizations.

Sources
Collaboration with Nurredina Workman

Keywords
Transformative change, changing culture, organizational culture

Leaders Who Changed the World

Brief Description
Students will research and explore how a diverse group of leaders have been able to effect change through history using children's books. They will work in pairs and then discuss in the large group.

Purpose
- To explore the concept of change through a historical lens
- To consider how messages of social change are explained to children

Kolb Cycle
Active Experimentation, Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
40 minutes

Space Requirements
Large room, preferable empty or with a large table and chairs for each group

Materials
Children's books from the library on leaders such as Martin Luther King, Rosa Parks, Ghandi, Abraham Lincoln, and Mother Teresa. Try to pick diverse individuals that would represent varied races, classes, genders, abilities, religions, and sexual orientations if possible.

Outline
1. Pass out books to class. Have each person read the book silently and jot down notes about the individual, social cause, and means by which they accomplished social change. Ask each person to prepare to give a brief 3 minutes book summary to the class.
2. Divide students into pairs to discuss how their change leader was able to affect change. Have each student ask their partner questions about how change occurred; what was happening at the time; how did the leader overcome resistance; did certain events lead to this happening and would this event have been able to happen at another time or was it time specific?
3. Have each pair present their books to the class and discuss how change occurred.

Processing Questions
- What was something that was similar about these leaders?
- Did they have a common strategy to affect change like the "stage model?"
- Think about the "isms" they overcame – racism, classism, ableism, sexism, heterosexism, anti-Semitism, linguicism

- Did they lead a movement and if so how did they get others involved and sustain their involvement?

Extension

- Did any of Kotter's process of creating major change (establishing a sense of urgency, creating a guiding coalition, developing a vision and a strategy, communicating the change vision, empowering broad based action, generating short-term wins, consolidating gains and producing more change without reinforcement, and anchoring new approaches in the culture) play a part in the change process?

Source

Schniedewind, N., & Davidson, E. (1998) Our textbooks: are they fair? *Open Minds to Equality*. Boston, MA: Allyn & Bacon.

Keywords

Social change, community, history, children

Juicy Contradictions

Brief Description

This activity encourages students to think individually or in small groups about something they would like to change in their life, and asks them to reflect upon what they are doing or not doing that works against that commitment.

Purpose

- To examine how contradictory commitments are the real reason that people and organizations do not change

Kolb Cycle

Reflective Observation

Number of Participants

Any size is appropriate

Time Requirements

40 minutes

Space Requirements

None

Materials

None

Outline
Kegan and Lahey (2002) argue that contradictory commitments are the real reason that people and organizations do not change. They developed a series of questions to unearth unacknowledged barriers to change. This activity walks participants through those questions. Have students take a few minutes to answer the questions and share them in pairs or small groups.

1. Ask students to think of something that they would like to change in their life. What would they like to see changed so that they could be more effective, or so their community would be more satisfying?
2. What are they doing, or not doing, that works against that commitment?

Processing Questions
- What is your biggest fear or worry about altering the behaviors identified in question 2?
- These worries are an indication of another commitment and come in the form of a big assumption. What is your competing commitment?
- What are the circumstances leading up to and reinforcing the big assumption?
- To what extent is your big assumption true or untrue? What can you do with this knowledge?

Extension
- Work with students on finding some tangible change they can enact in their life. Help them see what may be blocking their change - internal and external forces. When thinking about their assumptions, help students process what is true and untrue.

Source
Nurredina Workman, original chapter author
Kegan, R. & Lahey, L. (2001) *How the way we talk can change the world*. San Francisco, CA: Jossey Bass.

Keywords
Assumptions, contradictions, community, commitment, personal reflection

CyberChange

Brief Description
Using the Clinton, Obama and McCain campaigns, students explore in small groups how social networking changed public opinion and created commitment toward a cause. The activity asks how the Internet may be useful in furthering social causes and creating change.

Purpose
- To learn how the Internet can be used to change public opinion, for grass roots organizing, and to communicate a message.

Kolb Cycle
Active Experimentation, Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
40 minutes

Space requirements
None

Materials
Paper, pencils/pens

Outline

1. In small groups of 3-4 have groups discuss what they thought of the political campaign of 2008 between Clinton, Obama, and McCain, and each campaign's use of the Internet.
2. Then pass out and have students read article on Obama and his use of the Internet (source noted below).
3. Have students write down the new approaches these political campaigns used to change public opinion and to create commitment and involvement as never seen before. After writing down their ideas, have them discuss these questions within their small groups.
    a. How was the Obama campaign able to use the Internet to get people involved?
    b. What differentiated the way Obama used the Internet than his rivals and predecessors?
4. Ask students to come back to the large group setting. Have them discuss what kind of social networking tools they use: blogging, Facebook, Twitter, YouTube, MySpace or others. Which of these do they think is most effective to change public opinion and create commitment toward a cause and why?

Processing Questions

- How can the Internet be used for other social causes?
- What are the opportunities and challenges of using the Internet to create change?
- What are the ethical considerations?

Extension

- Help students articulate how the Internet may be used very well for some groups, but also leave out others (older generation, working class, homeless, English language learners).
- Frame the possibilities of using technology to create change, and the challenges of sustaining change in a virtual space.

Sources
Vargas, J. (August 20, 2008). Obama's Wide Web: From YouTube to Text Messaging, Candidate's Team Connects to Voters. *The Washington Post,* p. 5.
http://www.washingtonpost.com/wp-dyn/content/article/2008/08/19/AR2008081903186.html

Keywords
Internet, grass roots organizing, social networking, blogs, websites, political campaigns, communication, public opinion, texting

To Resist or Not to Resist

Brief Description
Using a tug of war exercise, students must decide individually whether they agree or disagree with a controversial statement.

Purpose
- To learn about resistance to change and how influencing beliefs is important to creating change.

Kolb Cycle
Active Experimentation

Number of Participants
Any size is appropriate

Time Requirements
30 minutes

Space requirements
None

Materials
Rope thick enough to be used in a tug of war

Outline
1. Divide the class in half. Try to make these groups balanced in terms of size of individuals.
2. Line up each person of one group to face the other person in the other group, and give them a rope to hold. There should parallel lines from the first pair to the last pair.
3. Read a prompt and have the first pair pull to their side using their rope if they would resist what statement is being said.
4. After the pair has done their tug of war, process how they felt about resisting that statement or not. Why did they resist or not?

Statements

1. I would support a ban to disallow prayer in my commencement ceremony.
2. I refrain from gossip because I believe even a little bit of gossip is harmful.
3. I would support converting Greek housing to regular housing because it would allow all first year students to have on campus housing.
4. I support legislation that allows gays to marry.
5. I would be willing to pay more money for my clothes and food to provide better healthcare and education so that all people could be legally employed.
6. I would give up an opportunity to apply as a legacy to an Ivy League college such as Harvard and Yale, because I do not want to use this form of affirmative action.
7. I uphold the right for any American to own and purchase firearms.
8. I support any legislation that would help me know who is a sex offender in my community and where they live.
9. I would vote for a reduction of welfare because I think everybody should earn their own living pay.
10. I support laws that state that smoking in any public place should be illegal.
11. I would support the elimination of tenure for teachers, K-12. and instead increase merit
12. I would provide illegal immigrants that are admitted to college financial aid.

Processing Questions

- What were the reasons you resisted the change statement?
- Were you an active or passive resister? Why?
- What would have facilitated less resistance – what did you need to know?

Extension

- Help students discuss the issues and why they felt strongly about the side

Sources

Mark Brimhall-Vargas, Opinion Spectrum: Diversity

Keywords

Active resistance, passive resistance, beliefs, opinions, controversy

Activating for Change

Brief Description

This activity uses a video about an African who was able to attend the University of Pittsburgh and Harvard Law School. Students consider individually and within small groups how her belief system enabled her to succeed. They are asked to think about how activism in one's life may change the lives of others.

Purpose

- To learn about activism and consider how students may be able to change other's lives.

Kolb cycle
Active Experimentation, Reflective Observation

Number of participants
Any size is appropriate

Time requirements
40 minutes

Space requirements
None

Materials
LCD projector, computer, internet access

Outline
Play video clip from www.ted.com:
http://www.ted.com/index.php/talks/ory_okolloh_on_becoming_an_activist.html

Ask students to take notes during the video. Divide them into groups of 4 after watching the video to answer these questions.

1. What enabled Okollah to leave Africa to get an American undergrad degree at the University of Pittsburg and then Harvard Law School?
2. Okollah speaks from an optimistic viewpoint that if we focus on disasters we ignore the potential. How easy is it to get trapped into this thinking? How do we change our mindset?
3. What do you think was different about Okollah's belief system that enabled her to succeed?
4. What role did mentors play her develop her vision? Do you have a mentor in your life?
5. She speaks about taking an interest in the individual. How might you do this in your life?
6. Ask the group to come back to a large group and discuss what they learned in their groups.

Processing Questions
The instructor should ask the groups to report back to the large group and may ask the following questions;

- Did you see any themes across the groups?
- What lessons from the video can you use in your own lives?
- What obstacles/role models have you seen in your lives?

Extension

- Help students process their own circumstances and the difference between their privilege as an American and the poverty of Africa. Process how one can be an advocate/activist in Africa while empowering the work of the individuals on the Continent.
- Help students think about how activism in one's life can change the life of others.

- Another question you might ask them is: do you believe that one can transcend your circumstances, especially race, poverty, disability?

Sources
www.ted.com, Nurredina Workman discussion

Keywords
Activism, potential, belief, mentor, optimistism

RESOURCES

Books and Articles

Dent, E. & Galloway, S. (1999). Challenging resistance to change. *Journal of Applied Behavior Science. 35*(1), 25-41.

This article examines the origins of one of the most widely accepted mental models that drives organizational behavior; the idea that there is *resistance to change* and managers must overcome it. This mental model, held by employees at all levels, interferes with successful change implementation. The authors trace the emergence of the term resistance to change and show how it became received truth. Kurt Lewin introduced the term as a systems concept, as a force affecting managers and employees equally. Because the terminology, but not the context, was carried forward, later uses increasingly cast the problem as a psychological concept, personalizing the issue as employees versus managers. Acceptance of this model confuses an understanding of change dynamics. Letting go of the term—and the model it has come to embody—will make way for more useful models of change dynamics.

George, J. & Jones, G. (2001). Towards a process model of individual change in organizations. *Human Relations*. *54*, 419-444.

This article analyses the way the individual change process unfolds when major, second-order changes are required. Using a framework that integrates both the cognitive and affective components of individual sense making and interpretation, they develop a process model that systematically analyses the psychology of the individual change process, and, in particular, the sources of resistance to change or inertia. They introduce the schema construct and show how inconsistencies or discrepancies with existing schemas have the potential to trigger an emotional reaction and it is this emotional reaction that sets the process of individual change in motion. A series of steps in the change process are identified if second-order change is to come about. While change in organizations is rooted in change in individuals' schemas and behaviors, social influence and the wider organizational context can either serve to encourage or discourage the change process and the sources of resistance to change described in this paper.

Hollander, J.& Einwohner, R. (2004). Conceptualizing resistance. *Sociological Forum 19*, 533-554.

The authors review the diverse literatures that discuss resistance and analyze the most common uses of the concept and two central dimensions on which these uses vary: the questions of whether resistance must be recognized by others and whether it may be intentional. Their review and synthesis found agreement about two core elements of resistance (action and opposition) and about what we have called "overt resistance, which is intended by the actor and recognized by both targets and observers. The authors found that two issues—recognition and intent—lie at the heart of these disagreements. They use these two dimensions to define seven distinct types of resistance: overt resistance, covert resistance, unwitting resistance, target-defined resistance, externally-defined resistance, missed resistance, and attempted resistance.

Kezar, A. & Eckel, P. (2002). The effects of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education 73*, 435-460.

Change strategies have not been very helpful to guide institutions and we know even less about how to facilitate major institution wide change. Kezar and Eckel assert that few empirical studies examine how institutional culture affects change processes and strategies. Their study addresses two research questions: 1) is the institutional culture related to the change process, and how is it related? and (2) are change processes thwarted by violating cultural norms or enhanced by culturally sensitive strategies? They analyzed six institutions who were engaged in change processes over a four-year period through case study method and examined five core change strategies (senior administrative support, collaborative leadership, robust design, staff development, and visible actions).

Ludema, J., Whitney, D., & Mohr, B. (2003). *The appreciative inquiry summit: a practitioner's guide for leading large-group change*. San Francisco, CA: Berrett-Koehler.

The Appreciative Inquiry Summit process creates conditions to enable deep transformation in people, organizations, and communities. It does this by bringing members of the "whole system" together to learn from their strengths, envision new possibilities, and co-create the future. It is based on the simple yet profound assumption that human communities enable extraordinary performance when they combine and develop the capacities of every member in service of the whole. The authors connect the approaches of whole scale change and offer ten conditions for AI Summit success.

Schein, E. (1996). Culture the Missing Concept in Organizational Studies. *Administrative Science Quarterly*. *41*, 229-40.

This article emphasizes the importance of culture –shared norms, values and assumptions-in how organizations function. Schein emphasizes that understanding culture in organizations is possible when one observes real behavior in organizations, giving organizational data which is enough for further study. Thus failure of organizational learning is better understood by seeing how members of an organization respond to change from different cultures in the organization.

Brown, M. (1947). *Stone Soup*. New York, NY: Aladdin Paperbacks.

When three hungry soldiers come to a village, the villagers hide their food out of fear that they will have nothing left after the soldiers leave. As the soldiers begin to make soup in a large kettle out of water and some large stones, they persuade the villagers to bring out carrots, cabbage, beef, potatoes, and barley to add to their soup. Soon everyone is eating together at large tables and singing and dancing into the night. Several villagers offer to host the soldiers in their home overnight. This is a heartwarming story of how initiative and persuasion change the minds of the group.

Cook, M. (2009). *Our children can soar, a celebration of Rosa, Barack, and the pioneers of change*. New York, NY: Bloomsbury.

Highlighting key figures from African American history and their fight for equality, this gorgeously illustrated book by 13 premier illustrators chronicles the pioneers of change, from George Washington Carver to Jackie Robinson, to Ella Fitzgerald, to Rosa Parks, and to Barack Obama.

Sendak, M. (1963). *Where the wild things are*. New York, NY: Bloomsbury.

Max a little boy dressed in a cat suit, sails to where the Wild Things area, beasts that eat people. He tames them with a magic trick, and they are fearful of him and call him the most Wild Thing of all—King of all Wild Things. Once he accomplishes this he sails home and eats his dinner. Max, as the change leader is able to enter a new culture, establish himself as the leader, and develop followers by using magic.

Suess, Dr. (1971). *The Lorax*. New York, NY: Random House.

This delightful rhymed book is a modern day eco-story. The Lorax lives in a lush and beautiful forest where Turfalla Trees, and green grass, and humming trees abound. Along comes a human who cuts down the trees to make socks and shirts and builds a factory. Soon there are no more trees, there is so much smoke that the swans can't sing, and the fish leave the area. The Lorax warns "unless some like you cared a lot nothing is going to get better." The story ends with the gift of the last truffle seed to repopulate the area. This could be a good text to illustrate how change and not protecting resources can lead to disaster.

Quotes

"I cannot say whether things will get better if we change; what I can say is they must change if they are to get better." - Georg C. Lichtenberg

"To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly." -Henri Bergson

"If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time." - Marian Wright Edelman

"Education is the most powerful weapon which you can use to change the world."
- Nelson Mandela

Websites with Various Group Activities

http://www.campusactivism.org/

This interactive website has tools for progressive activists. It is part of a network of websites that share information called the Activism Network. This resource can be used to start a campaign, to share activism resources, to publicize events, and to build networks. It also helps individuals join an existing campaign, get resources, learn about upcoming activist events, and find others interested in activism.

Time to Change – Retrieved August 14, 2009 from
http://video.google.com/videosearch?q=change&hl=en&emb=0&aq=f#q=change&hl=en&emb=0&aq=f&start=30

This is a video of the Brady Bunch singing it's time to change.

Taylor Swift – Change – Retrieved August 14, 2009 from
http://www.youtube.com/watch?v=7XCMN2C5DCA

Popular artist Taylor Swift sings about change.

Remember the Titans – Retrieved August 14, 2009 from
http://www.casaaleadership.ca/documents/rememberthetitans.pdf

This movie illustrates how black and white players experienced the change of integration in a high school. There are scenes of racism, violence and fear mongering. Student can discuss what enabled the football players to put aside differences of race and work together. What was the process of change that enabled the town to accept the black coach and the integrated team?

ESSAY PROMPTS

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." - Barack Obama

"They say that time changes things, but you actually have to change them yourself." - Andy Warhol

1. Using either of these quotes, write about how the individual can contribute to group and/or community change. Specify whether this involves single order or second order change. Give examples of how this has occurred in your life by using the stage model or something you have experienced.

   Strong responses will demonstrate an understanding of the differences between single and second order (transformative) change. Students should give specific examples that are nuanced to illustrate the dimensions of personal change – precontemplation, contemplation, preparation, action and maintenance.

You are the Marketing Director for the County Recreation Center. You would like to develop an ad campaign to help young boys and girls become more active, decrease obesity, and eat healthier foods. Consider all the groups that may resist this ad campaign.

2. What is your marketing strategy for change in behaviors to get stakeholders to believe in your message? Utilize concepts of a fragmented view of organizations, making changes, surviving changes, and organic change. Finally, how will you measure the success of your ad campaign?

   Strong responses will utilize the concepts of group change, showing how individuals have the power to influence groups. The response should consider, how will the Marketing Director set a vision for the marketing campaign? Does the response explain how s/he counters resistance? A strong response would delve deep into explain not just the concepts of fragmented view of organization, making changes, surviving changes and organic change, but how this would be practically implemented.

THE CYNICS of our time should heed two striking events that occurred this week in relation to the ongoing atrocities in Darfur. First, for the only time since the tobacco cases and the apartheid era, Harvard University has acted on purely moral grounds, divesting itself of shares in a company that supports the government of Sudan. Second, a mechanism has been launched enabling private citizens to take action to stop genocide if their governments don't. The driving force behind such unprecedented occurrences? A bunch of 20-year-old students who believe we must make real our promise of "never again" to protect civilians in Darfur.

It is appropriate that the Ivy League institution and its president, Lawrence Summers, should now bask in the positive publicity for having taken such a responsible role; indeed, one that sets an example for universities around the country. However, the real praise rightly belongs to those idealistic twentysomethings who dared to believe that they could persuade Harvard to take this step. Their campaign to take on the impenetrable Harvard Corporation began last year, and they have shown themselves to be the true leaders.

Slowly but surely, the students built up a coalition that could not be ignored. A combination of tactics -- carefully researched memos to the board, persistent lobbying, behind-the-scenes assistance from faculty, and traditional visible activism -- culminated with a protest Monday morning. Hundreds of students dressed in black, carrying the symbolic green signs for Darfur marched silently to the site of the corporation's meeting. When the announcement to divest was made, a student gospel choir broke into song.

Rebecca Hamilton is a joint degree student at Harvard Law School and the John F. Kennedy School of Government. She worked in Sudan last year and is a cofounder of the Darfur Action Group

3. Using this excerpt, write about the new approaches to change and how students were able to change a large organization such as Harvard. Incorporate group change, networked systems view and resistance to change in your essay.

A strong response would explain how the students at Harvard were able to use group change, networked systems and resistance to change to bring about the results they desired. How did the necessary elements coalesce to provide change? The response should demonstrate how networks are nonlinear and how they exist within a whole system.

AUTHOR BIO

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5

CITIZENSHIP

Matthew R. Johnson

CHAPTER OVERVIEW

Learning Objectives

1. To explore the different understandings of citizenship, including how the Social Change Model conceptualizes it.

2. To establish a working definition of citizenship for students

3. To critically analyze communities of which students are part through the lens of citizenship

Brief Chapter Summary

I. Definitions of Citizenship – examines how citizenship is defined in our society.
   a. Citizenship is a nebulous concept, often associated only with government, political parties, voting, and political organizations.
   b. According to the Social Change Model, citizenship "centers on active community participation as a result of a sense of responsibility to the communities in which people live."
   c. Many other definitions of citizenship exist

II. Historic Roots of Citizenship – traces the history of citizenship in addition to highlighting several key authors, researchers, and philosophers who helped shape the notion of citizenship.
   a. The United States has a long history of people working together in various communities to address common problems, issues, and needs.

      i. Toqueville – a French historian who traveled throughout the United States in the 1930s who was astounded at how Americans worked together to solve common problems.

      ii. Dewey – A famous US author, teacher, and historian who is a seminal figure in civic engagement and democratic theory.

iii. Bordas – a well-respected author of issues of multiculturalism and diversity, Bordas discusses what citizenship looks like in different cultures.

III. Community Defined
   a. "Community" can be a physical place where one lives or, more broadly defined a group of people who share a shared fate (Williams, 2005).
   b. Various examples of what community looks like on college campuses (e.g., membership in Circle K, members of the Black Student Union promoting a film on civil rights and segregation)

IV. The Processes of Community Engagement - helps conceptualize the various actions that constitute citizenship.
   a. Owen and Wagner (2007) created a taxonomy of forms of individual civic engagement, which include: direct service, community research, advocacy and education, capacity building, political involvement, socially responsible personal and professional behavior, philanthropic giving, and participation in associations.

V. Engaging in Citizenship – this section examines the process one goes through when engaging in citizenship and components of citizenship.
   a. Social capital is a widely discussed component of citizenship, and can be defined as "networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (Putnam, 1999, p. 573).
   b. "Bonding" vs. "Bridging" – bonding refers to social networks between people who are similar, while bridging refers to social networks among diverse people (Putnam, 1999)
   c. Awareness of issues and community history – passive activism (staying informed about issues in a community), empowerment (the process of engaging people in social change), empathy (a necessary capacity to see the world from others' viewpoints)

VI. Multicultural Citizenship – this section examines critical questions related to how inclusive communities are.
   a. Questions to consider when examining the inclusiveness of a community: Who gets to participate? To whom does the community belong? Whom does the community benefit? Who defines the boundaries of the community? Who makes the decisions in how the community develops and redevelops itself? How does the community redevelop when some within the community feel alienated or marginalized?

VII. Community Development – this section introduces Peck's (1987) fourfold process for community development.
   a. Fourfold process of community development: pseudocommunity (a false sense of getting along), chaos (unconstructive struggle), organization or emptiness (focus on quick fixes), and community (strategies exist for allowing various voices to be heard and ideas to be considered)

b. Coalitions – the joining of diverse groups for a common purpose

VIII. The New Look of Citizenship – this section examines how citizenship looks in the 21st century.

a. Global citizenship – refers to how one is a global citizen in the local, national, and global community.
b. Consumer activism – introduces two terms – "buycotting" (actively avoiding certain products and services due to conditions they were made or provided) and "boycotting" (actively buying certain products and services due to conditions they were made or provided)
c. Technology – examines how technology affects citizenship, including the use of social networking, information gathering, and privacy.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- For students from marginalized groups, experiences in college accounted for 14% of the overall variance on the value of Citizenship (this was the highest among the 8 C's)

- Students involved in campus clubs and organizations demonstrated significantly higher scores across all of the SCM values, and a particularly high score on Collaboration, Common Purpose, and Citizenship.

- Regressions showed the C most strongly influenced by doing community service was Citizenship.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Citizenship is a term that is often defined and thought of very narrowly. Most people tend to think of citizenship in terms of actions tied to government (e.g., voting, jury duty) or rights (e.g., land ownership, voting). It is must more difficult to think of citizenship in terms of responsibilities and actions outside of formal government procedures. Exhibit 5.1 can help students expand their thinking of what constitutes citizenship.

- It is important to think critically about how one builds and maintains community. This is a centerpiece of multicultural citizenship. Banks' (2001) questions that examine the inclusivity of communities are a great starting point to foster discussion about multicultural citizenship. Discussions about how different communities interact can also happen here. Examining the inclusiveness of their student organizations can lead to rich conversation.

- Putnam's (2000) seminal work on social capital in *Bowling Alone* has spawned a great deal of discussion and research on social capital. Social capital can be an engaging entry point into conversations about citizenship, particularly in conversations around diverse communities. Students may find it easier to talk about social capital in terms of the campus community at first, as opposed to social capital in a broad sense.

KEY CONCEPTS

Citizenship – The Social Change Model defines citizenship as, "active community participation as a result of a sense of responsibility to the communities in which people live."

Community – various dimensions include where a group of people live, society at large, and shared identities with others

Social capital – "networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (Putnam, 1999, p. 573)

Bonding – refers to social networks that are limited to people who are similar

Bridging – social networks among more diverse people and interests

Passive activism – staying informed about the community and its issues

Inclusivity – the degree to which a community is open and responsive to members

Coalitions – the joining of several distinct organizations around a common goal

Boycotting – avoiding purchasing certain products or businesses because of their business practices

Buycotting – intentionally buying certain products because of their business practices

ACTIVITIES

Is it Citizenship?

Brief Description
This activity allows students to decide if various actions should be considered acts of citizenship

Purpose
- To expose students to different definitions of the word citizenship

Kolb Cycle
Abstract Conceptualization

Number of Participants
Any size is appropriate

Time Requirements
30-45 minutes (depending on optional exercises)

Space requirements
Set aside chairs or tables to allow students to line up from one end of the room to the other

Materials
A list of question prompts (included), writing utensil, paper

Outline
1. The instructor tells the group that this activity is designed to get the group thinking about their definition of citizenship. (Optional: The instructor may begin by having students write down their own definition of citizenship. Allow students 2-3 minutes to write their definition, and have them set it aside for the time being.) (5 minutes)
2. The instructor will designate one end of the room as "strongly agree" and the opposite end as "strongly disagree." The two options are ends of a continuum, so the closer students are to the edge of the room the stronger they believe in the statement. The instructor will read each of the following statements (see below) and student will get up and stand somewhere on the continuum that is in line with what they believe about the statement. After each statement, the instructor will ask some students to share why they are standing where they are. (20 minutes)
3. Wrap-up conversation about the nature of the activity. Some guiding questions might be:
   - What trends did you notice about where the class stood in relation to the questions?
   - Were some prompts easier for you to decide where to go than others? Why do you think that is?

- Were there some that you initially did not think was citizenship, but after you heard someone else's reasoning, you switched? (10 minutes)

4. If the instructor elected to have students write a formal definition of citizenship at the beginning, have students write a new definition of citizenship. Ask students to share if their definition changed and what ways. (5 minutes)

The following statements can be used, or the instructor may choose his/her own:

- Volunteering for a local city park cleanup
- Singing in your church choir
- Reading the newspaper
- Voting in a local election
- Leaving a comment on an online political blog
- Not shopping at Wal-Mart because you disagree with their business practices
- Picking up a piece of trash on your way to work
- Keeping financial records for a local homeless shelter at no cost
- Keeping financial records for your local church at no cost
- Writing a letter to the editor of your local newspaper
- Staying "up-to-date" on current events
- Being a public school teacher
- Being a vegetarian
- Participating in a class walk out to protest large class sizes
- Buying brownies at a bake sale from a student group outside the student union
- Attending a residence hall intramural game to support the team
- Sharing a compelling news story with friends on Facebook

Processing Questions

- What did you notice about where people stood for the prompts?
- Did it make a difference if the activity was secular or religious?
- What were the sources of disagreement amongst the participants?
- Is it ok if everyone has varying definitions of citizenship?

Extension

- Be sure to gauge how engaged the students are with the essay prompts. Some groups may really like the activity and want to respond to all of the prompts, others might wish to reflect on 5-6 prompts.
- Solicit several students' opinions on why they chose to stand where they did to promote more discussion.
- You can also solicit statements from students to generate more ideas about what citizenship means for them.
- The issue of religion-based civic engagement is almost surely a point of contention among large groups. Be sure to engage this issue for fruitful discussion. It should come through in some of the prompts.

Keywords

Citizenship, definitions, activism, community, collaboration

Organizing Citizenship

Brief Description
Students create a model or taxonomy of citizenship by working in small groups to organize different acts of citizenship into themes.

Purpose
- To contrast the differences between narrowly-defined and broadly-defined notions of citizenship
- To expose students to different definitions of the word citizenship
- To help students construct their own definition of citizenship
- To help students see citizenship beyond formal procedures or status as defined by governmental entities

Kolb Cycle
Abstract Conceptualization

Number of Participants
Any size is appropriate

Time Requirements
50-60 minutes

Space Requirements
None

Materials
Flipchart paper or chalkboard/dry-erase board, writing utensil, notecards or post-it notes (optional)

Outline
1. The instructor asks the students to write down (on notecards or post-it notes) 5-10 activities that they consider being acts of citizenship. (The acts listed in Activity 1 can be used as well) (10 minutes)
2. Students get into small groups (2-4 depending on size) and organize the different acts of citizenship into themes. (10 minutes)
3. Students create a model or taxonomy of citizenship (in the general sense) from their themes (e.g., passive, active, individual vs. community) (20 minutes)
4. Students present the models created in small groups to the large group (10 minutes
5. Optional: If the instructor elected to have students write a formal definition of citizenship at the beginning, have students write a new definition of citizenship and discuss how it changed (10 minutes)

Processing Questions

- Were there any themes that emerged from the different groups (if applicable)?
- How is citizenship commonly defined in our culture? Who or what is behind this definition?
- Can someone not be a formal citizen of this country but still be engaged in citizenship? How closely tied are issues of "nation" and "citizen"?

Extension

- Pay attention to the various themes presented in the different models and be prepared to help students make meaning of them.
- The instructor may need to help the students start the process of grouping similar items together at first. Spending time with each small group is recommended.

Keywords
Citizenship, model, taxonomy, community

Bonding and Bridging in My Communities

Brief Description
Students will have the opportunity to think about the various communities to which they belong, and how those communities engage in bridging and bonding activities.

Purpose

- To examine the various communities to which participants belong
- To reflect on how the participant promotes citizenship in those various communities
- To examine how the various communities participants engage in bonding and bridging (Putnam, 2000)

Kolb Cycle
Reflective Observation, Abstract Conceptualization

Number of Participants
Any size is appropriate

Time Requirements
30 minutes

Space Requirements
None

Materials
A piece of paper, writing utensil

Outline

1. Have students create a map of all of the communities to which they belong. Encourage students to be creative and intentional in how they create their map. Encourage students to think beyond place-based communities. (10 minutes)
2. Ask students to select 2-3 of their communities and make a list of ways those communities engage in bridging and bonding. The instructor should remind students of the difference between the two terms. (Bonding – social networks and activities within a similar community; Bridging – social networks and activities across diverse communities). (10 minutes)
3. Have students share their maps and lists with the large group. (10 minutes)

Processing Questions

- Did you notice any similarities within how your various communities promote bonding or bridging?
- Is it easier for communities to promote bonding or bridging? How come? Is this different by type of community?
- How might you act in your communities to better promote bonding and/or bridging?

Extension

- Push students to think creatively about communities to which they belong. Place-based communities are usually the easiest ones to think of.

Keywords

Social capital, bridging, bonding, community, citizenship

Community Agreement

Brief Description

Students will engage in the process of creating a community agreement for a group, organization, or the class that sets the foundation for behavior.

Purpose

- To understand the importance of community standards
- To gain practical experience creating community standards in an organization

Kolb Cycle

Active Experimentation

Number of Participants

Any size is appropriate

Time Requirements

25-30 minutes

Space requirements
None

Materials
Piece of paper, writing utensil, dry erase/chalkboard or flip-chart paper

Outline
1. Students will generate a list of mutually-agreed upon values (assumptions or principles) that will govern and shape how the class or group operates. (15-20 minutes)
2. Have a discussion about how these rules will be enforced. (10 minutes)
3. Determine a time(s) that this agreement will be revisited in the future. (2 minutes)
4. (Optional) Students can reflect on what it was like to create such an agreement, what benefit this type of agreement can have in a community, and what value it had for the class or their group. This may take the form of a short reflection paper or a large-group discussion.

Processing Questions
- What was it like coming up with these values?
- Do you think it will be easy for us to hold each accountable for these?
- What value does an activity like this have?
- Where else could this activity be used? When have you seen communities engaged in a process of community agreements?

Extension
- Clarity is key when coming up with these values. "Be respectful" can mean different things to different people, so push the students to be as clear as possible (e.g., maintain eye contact when people speak, only one person speaks at a time).

Keywords
Citizenship, agreement, values, accountability, community

JFK Inauguration Speech

Brief Description
Students will listen to John F. Kennedy's inauguration speech and reflect on his call for citizenship.

Purpose
- To understand how JFK conceptualized citizenship in 1961
- To compare JFK's conceptualization of citizenship with the Social Change Model

Kolb Cycle
Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
45-60 minutes

Space requirements
None

Materials
Computer, projection capabilities

Outline

1. Students will watch or listen to JFK's inaugural address that took place on January 20, 1961. Encourage students to pay attention to how JFK talks about citizenship in his address (possibly have them take notes on scrap paper) (16 minutes)
2. Students will spend time reflecting on how JFK conceptualizes community, and what his call is for Americans (15 minutes)
3. Students share with the large group their reactions to the speech

Processing Questions

- Do JFK's comments about citizenship mesh well with how the Social Change Model defines it?
- What was happening in our history at the time of this speech?
- If he were alive today, how do you think JFK would respond if he was asked to reflect on how well America heeded his calls for renewed citizenship in this speech?

Extension
It may be helpful to know the context of this speech. Some highlights are:

- American "U2" spy plane was shot down over the USSR
- Nixon vs. Kennedy was the first televised presidential debate
- A plot to overthrow the Fidel Castro regime in Cuba known as the Bay of Pigs invasion was planned by Eisenhower, JFK's predecessor
- Racism was still highly contested in the US (issues of segregation and integration were high)
- Involvement in Vietnam was happening, although the war had not yet started
- Kennedy would later go on to create the Peace Corps

Sources
http://www.americanrhetoric.com/speeches/jfkinaugural.htm

Keywords
Citizenship, President, hero, JFK, community

RESOURCES

Books and Articles

Barber, B. R., & Battistoni, R. M. (Eds.). (1993). *Education for democracy: Citizenship, community, service: A sourcebook for students and teachers*. Dubuque, IA: Kendall/Hunt.

This work is an anthology of writings about citizenship, community, and service designed as a sourcebook for student and teachers. The work is an outgrowth of Rutgers University's innovative Civic Education and Community Service Program, which combines classroom study around themes of democratic citizenship and community with a variety of service opportunities.

Colby, A., Beaumont, E., Ehrlich, T. & Corngold, J. (2008). *Educating for democracy: Preparing undergraduates for responsible political engagement.* San Francisco, CA: Jossey-Bass.

This book examines how academic institutions prepare students for a life of civic and political engagement. The authors discuss the history of civic engagement in the United States, how students learn about citizenship, how to foster citizenship in students, and the importance of service and reflection.

Hoy, A., & Meisel W. (2008). *Civic engagement at the center: Building democracy through integrated co-curricular and curricular experiences*. Washington, DC: Association of American Colleges and Universities.

This report highlights developmental models for students' civic learning and socially responsible leadership implemented at 77 campuses throughout the United States. The model is characterized by "a commitment to progressively challenging, developmental experiences for students, mutually beneficial and collaborative relationships with community partners, and strategic efforts to build and sustain campus culture and infrastructure that support civic engagement and social justice work." The monograph describes key elements of the co-curricular model, research on its impact on students, and emerging civic engagement minors created to complement decades of work in student affairs. Contains advice for campuses interested in promoting civic engagement on their campus.

Websites with Various Group Activities

CIRCLE - Center for Information & Research on Civic Learning and Engagement
http://activecitizen.tufts.edu/?pid=462

CIRCLE provides research on the political engagement of youth in America. It offers a wide array of research-based articles, reports, and data sets devoted to the civic engagement of America's youth.

Campus Compact – http://www.compact.org

Campus Compact is a national coalition of more than 1,100 college and university presidents - representing some 6 million students - dedicated to promoting community service, civic engagement, and service-learning in higher education. Their website is a large collection of resources for students, faculty, and administrators related to civic engagement, including

research articles, tips for organizing for social change, ways to connect with other students who are passionate about similar issues, sample syllabi, and ideas for forming student groups.

American Democracy Project - http://www.aascu.org/programs/adp/

ADP is a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. It is sponsored by the American Association of State Colleges & Universities. Details about planned days of action and annual meetings can be found on the site.

Association of American Colleges & Universities: The Center for Liberal Education and Civic Engagement - http://www.aacu.org/civic_engagement/index.cfm

A national organization that seeks to strengthen the connection between liberal education and civic education. Has a wealth of reports and articles about their work, including several examples of colleges and universities who are promoting the linkages between civic engagement and liberal education well.

The Democracy Imperative - http://www.unh.edu/democracy/

The Democracy Imperative is a national network of multidisciplinary scholars, campus leaders, and civic leaders in the fields of democratic dialogue, public deliberation, and democracy-building. They sponsor workshops and research, conduct seminars and webinars, and host a number of meetings throughout the year. They also have links and descriptions of books related to citizenship and democracy.

Meetup.org - http://www.meetup.com/

This is a website designed to connect people for a wide variety of reasons, including civic engagement initiatives. One can join existing groups or start new ones.

The Center for Democracy and Citizenship - http://www.hhh.umn.edu/centers/cdc/index.php

Housed at the University of Minnesota, the Center for Democracy and Citizenship coordinates a variety of national projects on civic engagement and manages a listserv.

ESSAY PROMPTS

Choose a student group to which you belong. (If the student does not belong to a student group, the class context may be used.) Using Banks' (2001) questions as guidelines for your analysis, discuss how inclusive the student group is. As outlined in the book, Banks's questions were:

(1) Who gets to participate
(2) To whom the community belongs
(3) Whom the community benefits
(4) Who defines the boundaries of the community
(5) Who makes the decisions in how the community develops, and redevelops, itself, and

(6) How the community redevelops when some within the community feel alienated or marginalized

Some further questions that might be considered in the assignment include:
How did these questions influence your decision to get involved with the group?
How does this group communicate the values elucidated from these questions?
Are there any trends that emerged from answering the questions?
What or who determines who influences the culture of the group?
How might you work to reconstruct your student group to make it more inclusive?

Responses should include discussion about each of these questions, demonstrating integration and thoughtful analysis. Strong responses will demonstrate critical reflection of their student group, including discussion of how the community unfairly benefits certain people. Strong responses will conclude with practical recommendations for how to improve the inclusivity of the student group.

4. As you have learned, there are many different conceptualizations of citizenship. Please define and discuss your definition of citizenship. Provide an example of how this definition plays out in your life. In other words, how do you live your definition of citizenship? Also, discuss areas in your life where you are not living your value of citizenship as well; what steps might you take to improve this area?

   Strong responses should include a clearly defined definition of citizenship, a thoughtful description of an example, and a critical analysis of an area(s) for improvement.

5. Reflect on how well the class has lived up to the community agreement that the group established, and how well you personally have adhered to it. How effective have you been at holding your peers accountable for these standards? What might you personally do to be better at adhering to these standards? Where else might community standards be useful in your life?

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Banks, J. A. (2001). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education, 52,* 1-13. Retrieved from http://jte.sagepub.com/cgi/reprint/52/1/5.pdf

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community.* New York, NY: Simon & Schuster.

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6

COLLABORATION

Angela Mazur

CHAPTER OVERVIEW

Learning Objectives

1. Define collaboration and identify its characteristics through practice while differentiating it from other similar terms.
2. Use effective strategies for promoting collaboration and teamwork among group and organization members.
3. Understand the effectiveness of diversity in a group or organization.
4. Identify the role of Collaboration in the Social Change Model and relate it to other values in the model.

Brief Chapter Summary

I. Exploring Collaboration

   a. The concept of *co-creation* is explored as well as its relationship between group members and their ability to work together to achieve shared visions. Using this definition, collaboration can involve the relationship between people who have common aims and visions and doing so by sharing responsibility and focusing on the talents of the group members to accomplish goals.

II. Collaboration, Competition, Cooperation and Compromise

   a. In order to fully understand what collaboration is, it is necessary to distinguish it from other similar terms: competition, cooperation and compromise.
   b. Competition has been proven to be less effective in producing achievement than cooperation because of its emphasis on working hard to do better than others, not on working hard to do the best an individual can. Collaboration on the other hand

involves "win-win" situations where all parties are all on the same side, creating high levels of commitment and synergy among all members. This differs from cooperation in that cooperation helps each party to achieve its own individual goals as opposed to reaching mutual agreements in achieving goals. On the contrary, compromise involves a party losing or giving something up in order to accomplish goals.

III. How Does Collaboration Work?

a. Understanding how collaboration works means understanding its elements. The process of collaboration should involve all members who share common goals, create common vision and have an outline so that all parties understand where they group is headed. Occasions are required in which the group should both address problems and celebrate successes while maintaining trust through helpful feedback.

IV. Diversity in the Collaborative Process

a. Diversity is an essential part of the collaborative process because of its emphasis on multiple perspectives, creative decisions and change. Individuals of diverse backgrounds bring unique values, learning styles, opinions, and attitudes to a group. Although challenges may arise in dealing with diversity in a group environment, the benefits outweigh them significantly.

V. Making It Work

a. It is almost evident that challenges will come up in group environments, but there are a number of competencies that can be applied to make the collaborative process more effective.
b. Personal Work
    1. Personal work involves understanding one's own values and beliefs as well as developing Consciousness of Self (See Chapter Nine).
c. Building Trust
    1. In order to create an effective collaborative environment, one must build trust amongst all members of the group. To do this, it is important incorporate the following strategies: informal exploring (getting to know other people's values and backgrounds), sharing ownership (members must take control of the leadership process), celebrating success (helps promote energy and renewal), and creating powerful, compelling experiences (creating exciting, shared experiences to bolster group goals).

VI. Communicating

a. A lack of communication can result in ineffective group practices and challenges so early communication is essential in avoiding frustrating experiences. Listening, paying attention to what others have to say, communicating clearly, and using observations all play a very important role in this process.

VII. Connection to the Other "Cs"

a. Many other "Cs" in the Social Change Model are responsible for making Collaboration possible. Common Purpose and Controversy with Civility are two topics that tie in very closely with Collaboration because of Commitment. Consciousness of Self, Commitment, Citizenship and Congruence all develop in the collaborative process, increasing the ability to work more effectively with others and reach common goals.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- Collaboration has the highest number of strong environmental predictors, indicating that this process occurs in a variety of college settings.
- The strongest environmental predictors of Collaboration were: participation in discussions of social or cultural issues with peers, having a student affairs or peer mentor, participation in community service, involvement in a student organization, having an internship, and participation in either short or long-term leadership training.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- If collaboration is so important to leadership, why do individuals find it challenging to collaborate with each other? What elements of collaboration are most difficult to engage in and what are the obstacles to successful collaboration?
- Students may struggle with the interwoven concepts of collaboration, compromise cooperation, teamwork, partnerships, group work, and coalitions. Instructors may want to have students consider how a project or effort might look differently under these different models and think about which process is most appealing to them, most helpful to the success of the effort, or most helpful to members of the group.
- Collaborative efforts take personal work, trust development and strong communication skills. It also requires each individual member of a group or team to embrace these ideals. What are the challenges when one or more members of a group do not want to work collaboratively? Can (or should) collaboration be forced upon someone?
- The understanding and appreciation of diversity is key to collaborative efforts, but students will have varying degrees of understanding what diversity is or what diversity means for themselves or their groups. Depending on the makeup of the class, the instructor may want to

consider where the class is in regards to understanding and appreciating different viewpoints, backgrounds, and experiences, and tailor activities accordingly.

KEY CONCEPTS

Collaboration – The social change model defines collaboration as, "working together toward common goals by sharing responsibility, authority, and accountability in achieving these goals."

Cooperation – Working together to help each person achieve his/her own personal goals.

Compromise – An approach to working toward common goals with the assumption that resources are limited and each party must take some losses for the benefit of the group.

Value of Diversity in Collaboration – Diversity is an essential part of collaboration and multiples group effectiveness by taking advantage of multiple talents and points of view to generate innovative ideas and solutions.

ACTIVITIES

Dream Team

Brief Description
This activity will allow members of an organization (individually and in groups) to consider organizational mission and focus and work together to create a unified vision.

Purpose
- To create a team vision independently, in small groups, and as a whole.
- To work effectively with others to create a common group mission.

Kolb Cycle
Concrete Experience, Active Experimentation

Number of Participants
Any size is appropriate

Time Requirements
Approximately 45 minutes

Space Requirements
None

Materials
Writing utensils, paper, poster-sized paper

Target Audience
A newly-formed club or organization with approximately 10 members.

Outline

6. Each member of the group will write his/her vision of the group, answering the following questions (individuals may make a list, bubble map, chart, etc…):
    a. What is the team mission?
    b. What are the team goals and expectations?
7. Divide the whole team into smaller groups of 3 or 4. Each student in the group should share his/her own team mission and goals. These small groups will then create their own group mission by working together, ensuring that all students contribute. Encourage the students to answer the same questions they used during the individual activity.
8. Have each group present their group missions to the entire team. While each group presents, the instructor should record each group's mission and goals on a large piece of paper; the list will get bigger as each group presents.
9. Working as a group (without the help of the instructor), narrow the master list. Using a collaborative effort, choose approximately 5 group goals and work together to rewrite the group's mission. Transfer the final copy onto another piece of poster board and display it in the team's office, classroom, etc.

Processing Questions

- How did this collaborative process feel for you? Did you feel like you had an opportunity to be heard and hear from others?
- How might we use some of the lessons learned as we move forward in our organization working on other projects or initiatives?
- Do you think compromise and collaboration are the same or different? How so?
- What was the hardest part of collaborating?

Sources

Adapted from: Johnson, D. W., & Johnson, F. P. (2006). *Joining together: Group theory and skills* (9th ed.). Boston: Allyn & Bacon.

Keywords
Collaboration, Common Purpose, goals, mission, teamwork

How Interdependent is Your Team?

Brief Description
This activity will have group members consider the ways in which the group works together, using real-life examples of projects the group is engaged with.

Purpose
- To work together in determining what degree of interdependence their group possesses based on specific projects and activities.
- To understand that a group which uses all its members to accomplish goals shows effective collaboration.

Kolb Cycle
Reflective Observation

Number of Participants
Any size is appropriate

Time Requirements
Approximately 45 minutes

Space Requirements
None

Materials
Writing utensils, paper

Outline
As a whole, the organization should brainstorm and list approximately three projects or activities that they participate in.

1. Next, divide the organization into smaller groups of 3 or 4. For each project listed, the groups must think of how the members function and apply one of the following analogies to each scenario. This activity could also be done individually, asking each student to think of a group of which they are a part and how that group functions
2. How does your organization function?
    a. Newspaper Staff- Members function independently on their own columns or sections of the paper (sports, weather, national news…). They work diligently to create outstanding pieces, so that when all individual pieces add up, they create one great daily newspaper.
    b. Research Team- Members mostly act independently in the field when collecting data or testing, but work with each other occasionally in the office or research department to share findings, brainstorm and analyze/report data.
    c. Football Team- Members are divided into smaller teams (ex. Defense, offense…). Individuals have special characteristics and skills, resulting in their "position."

The entire team doesn't necessarily work as a whole, but is more dependent on the sub-teams to accomplish goals.

d. Marching Band- All members play together as a whole. Each band member is involved in all aspects of the performance in some way (drumline member, drum major, majorette, trumpet player, …). Although each member has a different task, they all work together and achieve as one.

3. The groups share their own results with one another. The members discuss why they chose one type of team for a situation as opposed to another. After reaching consensus, discuss the importance of collaboration for each type of team as well as their own group projects/activities.

Processing Questions

- Think of a time in which you and your group members differed on an activity, idea, project, etc. What strategies did you use to resolve these differences? How effective were they?
- What are some ways in which you have promoted collaboration in your group or organization?
- What are some of the benefits of each model of team collaboration? What are some of the pitfalls? Do you see those playing out in your group(s)?
- If you feel your group operates in one model, but you think they should operate in another model, how might you help it move in that direction?

Extension

- Discuss or write: How can you improve team building and collaboration efforts within your group?

Source

Adapted from : Johnson, D. W., & Johnson, F. P. (2006). *Joining together: Group theory and skills* (9th ed.). Boston: Allyn & Bacon

Keywords

Collaboration, interdependence

Trust is Blind

Brief Description

This activity asks students, using blindfolds, to locate items around the room, practicing trust and communication skills.

Purpose

- To understand the importance of trust in a group or organization.
- To use effective and clear communication to solve tasks.

Kolb cycle

Active Experimentation

Number of Participants
Any size is appropriate

Time requirements
30 minutes

Space requirements
Large open space needed

Materials
Blindfolds or handkerchiefs
Approximately 20 small objects (bean bags, package of pencils, keychain, calculator, etc…).
The amount of objects may differ according to the size of the group
Stopwatch or timer (if needed)

Outline

The instructor should pair the students into groups of two. Assign one student to be the guide and the other to be blindfolded. They will eventually switch roles.

1. Scatter the small objects around the room so they are evenly spread out. The pairs of students should also be spread around the room as well.
2. The "guides" of each pair will now direct their blindfolded partner around the room to try to gather as many objects as possible. The guides should use language that is easily understandable and clear so the student with the blindfold on can navigate easily and collect the objects. Those who are blindfolded should trust their partners to be helpful guides. Play until all objects have been gathered. (If there is a time constraint, the instructor could time the activity to see how many objects a pair could collect in a certain amount of minutes).
3. Switch roles and begin the activity again.

Processing Questions

- Describe the importance of listening and communicating effectively in this activity.
- Do you think the pair of students that won the "hunt" used better communication strategies? Why or why not? What do you think they did differently?
- How important was trust in this activity? Is trust an important element of collaboration? Why or why not?

Extension

- This activity could be played outdoors with more physical obstacles (hills, trees, etc…)
- Limit the amount of words the guide can say. For example, the guide can use no more than four words per phrase/sentence when directing his/her partner ("Walk four steps left.").
- You can direct the guides only to pick up certain kinds of objects or a specific list of objects you give them.

Keywords
Trust, teamwork, communication

Listen Closely

Description
This activity asks students to toss a bean bag around a circle, completing a sentence as they proceed - requiring listening and concentration and group coordination.

Purpose
- To use effective listening to help create a sentence in which all group members take part.
- To understand the importance of listening when accomplishing group tasks.

Kolb cycle
Active Experimentation

Number of Participants
No fewer than five

Time requirements
20 minutes minimum (activity can be repeated numerous times)

Space requirements
Large open space or classroom

Materials
A soft throwing object (ex. hacky sack, bean bag)

Outline
All members of the group should form a large circle.

1. The group members will throw the bean bag to one another. The individual who starts will provide the first word to a sentence. He/she will throw the bean bag to another member in the circle who will say the first word of the sentence and add one more. That individual will throw the bean bag to yet another person who will repeat the first two words of the sentence and add a third word.
   For example:
   "I…"
   "I am…"
   "I am going…"
   "I am going to…"
   "I am going to the…"

The purpose is for the members to listen carefully to the words each member contributes. If a student repeats the sentence incorrectly, he/she has to leave the circle and help monitor the remainder of the activity. Keep playing until the circle narrows down to two members. If the game takes too long, it can be stopped.

Make sure the students gently toss the bean bag and not throw it dangerously. If there is an individual with a disability participating, the activity can be played just by passing the bean bag to the person on the left or right side of the student.

Processing Questions

- Throwing a bean bag to another student, paying attention to one another and catching the bean bag that someone else threw required some kind of collaboration element. If not, the bean bag would have fallen to the floor numerous times. In what other ways was collaboration present in this activity?
- What were the consequences of not listening properly? Did you feel a lot of pressure? Why or why not?

Extension

- It is possible to incorporate academics or topics learned in a classroom setting into this activity. The instructor can suggest themes and the students can build sentences based off of that theme.
-

Keywords

Collaboration, listening, common purpose

Singing Towards a New Direction

Description

The students will watch a movie (Sister Act or The Sandlot) and analyze the content using the chapter content.

Purpose

- To identify personal spheres of influence (the people who have influenced their ideas and experiences and have been involved in their achievements).
- To inspire them to use their spheres of influence to be involved in social change.

Kolb cycle

Abstract Contextualization

Number of Participants

Any size is appropriate

Time requirements

Approximately one hour (more time may be needed if group decides to watch the whole film)

Materials

1. DVD "Sister Act" (1992)
   This film is about a Las Vegas lounge singer (Whoopi Goldberg) who is forced to hide after witnessing a mob shooting overseen by her gangster boyfriend. She was told to hide in a nearby convent and would have to pose as a nun. During her time at the convent, she tries to reinvent the current church choir from a poorly sounding group of women to an outstanding and well-organized ensemble.
2. Television or screen with DVD accessibility

Outline

The instructor will prepare two scenes from this movie. The entire movie can be watched if time permits.

a. The first scene the students will watch is when Sister Mary Clarence (Whoopi Goldberg) visits the convent choir for the first time as their new instructor. She witnesses their poor performance and begins to help them.
b. The second scene the students will watch is the first performance of the newly improved convent choir at Sunday mass.
c. After viewing the first scene, the instructor should ask (and discuss):
   i. Why do you think this choir is so bad? Each member has the ability to sing, but as a whole, it does not sound pleasing. What is wrong?
   ii. What do you think can be done to improve the status of the choir?
d. After viewing the second scene, the instructor should ask (and discuss):
   i. What caused such a great change in the choir's performance? What different practices were used?
   ii. How important was the choir director's role? Why do you think that?

Processing Questions

1. Have you ever been part of a group or organization (like a choir) that was not performing at its highest potential? What was one to increase the group's success?
2. Have you been in a group or organization where there was a new positional leader? (ex. different choir director in the middle of the year) Were the ideas of the new leader extremely different from what the group was used to? How comfortable were you in accepting this new leader?

Extension

- Show the movie "The Sandlot" and prepare the activity in the same way using the description provided in the "Resources" section. How was collaboration used? How can you describe the roles of all of the kids?

Movie Plot:

This story is about a group of boys and their love for playing baseball. While they were playing one day, one of the boys hit a home run and the ball fell behind a fense in a backyard where The Beast lives. Realizing they had no hope of getting this ball back by a dog that shreds apart nearly everything in its path, they boys concluded that they just needed to buy another one. The team

realized its importance the importance of this ball after they found out it was signed by Babe Ruth. From this point on in the movie, the boys devise a number of plans and strategies to get the ball back from The Beast. It is important to pay attention to how the boys worked together and how they all had a responsibility during these tasks.

Keywords
Collaboration, Commitment, Consciousness of Self, Self-Efficacy, Change, Trust, Movies, Film

Find Your Inner Child

Description
Reading children's books, the class (in small groups) will explore messages of collaboration and relate them to their own personal experiences.

Purpose
- To draw back on their own childhood experiences to better understand the concept of collaboration.
- To work collaboratively in small groups.

Kolb cycle
Abstract Conceptualization

Number of Participants
Any size (preferably 10 or more)

Time requirements
45 minutes

Materials
Poster board, markers (or other writing utensils), children's books
Book suggestions:
"The Biggest Pumpkin Ever" by Jeni Bassett
This story is about two mice working together to take care of a growing pumpkin that becomes the biggest ever
"Yo! Yes?" by Chris Raschka
This book promotes diversity and understanding.
"Shh! We're Writing the Constitution!" by Jean Fritz
This book brings history to life by documenting the events of the Constitutional Convention.

Outline

The instructor will read a teamwork-based children's story to the group. The group members should pay attention to how the characters in the book exemplify collaboration and be prepared to discuss them.

1. As a group, discuss:
   - What was the common goal in the story?
   - What steps were taking to reach the goal?
   - Which elements of collaboration were the strongest? (promoting diversity, creating a common vision, taking responsibility, creating goals, celebrating success, overcoming challenges)
   - Were the goals met? If so, what contributed to the success?

   *questions may be adapted according to the story.
2. The instructor should break the whole group into smaller groups of about 4 individuals. Each group will receive a children's book in which they will read and discuss using the same previously-asked questions. The groups will record what they have learned as well as provide a brief plot summary on a piece of poster board. The instructor should encourage the groups to use creativity and really emphasized what was learned about collaboration in the book. Once the groups are finished, they will share with one another as a whole.
3. After the groups finish sharing their stories, discuss common themes. How do these stories relate to their own childhood experiences with classmates and friends?

Processing Questions

- Is collaboration taught or learned? Why do you think so?
- Do the concepts of collaboration differ among age groups? If so, how?
- Where do individuals learn about collaboration?

Extension

- The group can create their own story or book that exemplifies the concepts and elements of Collaboration and/or other "Cs" in the Social Change Model.
  - The instructor may want to choose essays that are both from well-known individuals and not-so-well-known individuals. The essays from those who are not famous are oftentimes the most inspiring as it might be easier for the students to relate to them.
  - In assigning the essay, it may help to refer students to the "This I Believe" website. The instructor may want to remind students not to use someone else's idea, rather to feel inspired by his or her own beliefs and values.
  - Instructor may also want to use the "This I Believe" curriculum (see in sources).

Keywords

Collaboration, Consciousness of Self, Common Purpose. Children,

RESOURCES

Books

Chrislip, D. D., & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference.* San Francisco, CA: Jossey-Bass.

In this book, Chrislip and Larson show how elected officials use collaboration to deal with today's complex issues between citizens and governments. These elected leaders work with one another by focusing on civility and breaking through legislative congestion in order to satisfy the citizens they are representing. The book provides suggestions and strategies to improve the difficulties facing society today.

Johnson, D. W., & Johnson, F. P. (2006). *Joining together: Group theory and skills* (9th ed.). Boston, MA: Allyn & Bacon.

Johnson and Johnson use theory and research to explain how to create effective groups, provide constructive feedback and build skills to apply in practical situations. The concepts of collaboration, team building, group dynamics, and team development are all included and make the reader aware of how to create healthy groups. A wide variety of exercises, tables, and quizzes make this book user-friendly and easy to read.

Straus, D. (2002). *How to make collaborations work: Powerful ways to build consensus, solve problems, and make decisions.* San Francisco, CA: Berrett-Koehler.

In this book, Straus exemplifies five principles of collaboration that can alleviate problems in any scenario. The principles of involving the relevant stakeholders, building consensus phase by phase, designing a process map, designating a process facilitator, and harnessing the power of group memory all address a wide variety of problems that occur in group settings. Challenges may make a setting frustrating and tiring, but Straus provides collaboration strategies to ensure that groups make good decisions and function effectively.

Retreats

University of Michigan's "Leadership Connection" at Camp Michigania

This leadership retreat helps promote the organization's intra-group and intergroup development by allowing them to think outside the box in order to create change. This experience promotes how to be in a collaborative relationship with your group and with others. The focus areas of "Leadership Connection is: commitment, self-awareness, inclusion, shared purpose, collaboration.

Online Guides

The Pennsylvania State University: Commonly Asked Questions About Teaching Collaborative Activities
http://www.schreyerinstitute.psu.edu/pdf/Commonly_Asked_Questions_about_Teaching_Collaborative_Activities.pdf

This reading answers a lot of questions that teachers or facilitators may have with respect to teaching collaborative activities. Topics include how to properly divide students into groups, how to help students work in groups, and how to deal with conflicts.

Websites

Center for Interactive Learning and Collaboration
http://www.cilc.org/

The Center for Interactive Learning and Collaboration (CILC) is a nonprofit organization that encourages education through videoconferencing and other collaborative technologies. The CILC offers professional development for adults and student educational content for younger adults and children, as well as consulting and technical assistance for those who may need it.

Programs

BaFa' BaFa'!:

BaFa' BaFa'! is an interactive training program designed to prepare individuals for working with a wide variety of people and being aware of the issues surround cultural differences. It is designed to create cultural awareness in groups and organizations and help team members remove stereotypes and reshape their thinking towards others to establish common goals. Visit http://www.stsintl.com/business/bafa.html for more information.

ESSAY PROMPTS

According to the chapter, collaboration involves "shared responsibility, authority, and accountability in developing solutions and accomplishing goals" (p.198). How can your group ensure that everyone is equally sharing responsibility?

Strong responses will provide several examples of shared responsibility, using concrete and practical examples drawn from real-life scenarios.

1. Research suggests that groups in collaborative environments achieve more than those in competitive environments. Is it possible, though, for competition to be the motivator behind collaborative efforts (i.e. sports teams)? Why or why not?

   Strong responses will use content from the chapter to make a choice and provide concrete examples to support the decision made.

2. Sometimes, members of a team are of different backgrounds (ethnically, socially, by age, by gender…). List and describe five benefits of having diversity in an organization or group. What are the benefits of diversity in both your academic/professional and personal lives?

Strong responses will provide clarity to the five benefits provided for their organization and will also provide substantive examples from personal and academic/professional spheres. Diversity will be described using a variety of descriptors.

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7

COMMON PURPOSE

Alex Teh and Daniel Ostick

CHAPTER OVERVIEW

Learning Objectives

1. Students will be able to describe the three key components of common purpose
2. Students will be able to engage others within a group to generate shared visions, aims, and values
3. Students will be able to identify or develop common purpose within groups that they are a part of
4. Students will be able to analyze the role of common purpose within other aspects of the Social Change Model of Leadership Development

Brief Chapter Summary

I. Introduction, defining common purpose, and key components
   a. Common purpose identified as having three key components: its occurrence within *groups*; its presence in *shared visions, aims, and values*; and its role in *working with others*.

II. What is a group?
   a. Common themes across multiple definitions of groups:
      i. Groups contain more than just a single person
      ii. Groups strive to achieve a certain purpose or goal
      iii. Groups involve some sort of interaction, cooperation, or commitment to the common goal

III. Shared visions, aims, and values
   a. Common purpose addresses three main questions about a group:
      i. Vision: What is the group's ideal future?

        ii. Aims: Why does the group exist?
        iii. [Core] Values: How do group members agree to treat themselves and each other (Komives et al., 2007)
    b. Because common purpose is based in the reasons for a group's existence and the direction a group wishes to take, a clear concept of common purpose can be a steadying force within a group that maintains motivation and focus within a group during rough times, as well as an identifying force in clarifying the differences between various groups of varying similarity.
    c. Generating visions, aims, and values:
        i. Common purpose can only work if it has truly originated from the group and if the group is truly invested in that common purpose.
        ii. Personalized and socialized visions can both lead to strong common purpose – the strength of true common purpose is that it is fully embraced by all members of a group, not just its leaders.

IV. Working together
    a. Common purpose helps groups work better together, but groups must also practice intentional processes while they are developing their common purpose.
    b. Working together is easy when everyone agrees on what needs to be done, so it is often more important to examine what happens when people disagree and the group needs to come to a decision.
    c. Decision making: There are six ways in which groups typically make decisions (Johnson & Johnson, 1994). Each method can be valid and worthwhile depending on context, the type of decision, and time available for discussion (see p. 250)
        i. Decision by authority without discussion
        ii. Decision by authority after discussion
        iii. Expert member
        iv. Average members' opinions
        v. Majority control
        vi. Minority control
        vii. Consensus*
            1. Consensus does not necessarily imply that everyone is satisfied with the decision or that even most group members believe the best decision has been reached. It does require that all team members have been given the opportunity to share their thoughts, are comfortable with the decision, and are willing to support its implementation (Rayner, 1996).
            2. Consensus can be a very difficult thing to achieve and is not necessarily always the best option.
            3. Guidelines for reaching consensus (Rayner, 1996, p. 76)
                a. Clearly define the issue

b. Focus on similarities between positions
c. Ensure adequate discussion time
d. Avoid conflict-reducing tendencies

V. Challenges in creating and maintaining common purpose
   a. Three common dilemmas include:
      i. A person's inflexibility with engaging others in their own personalized vision.
      ii. A group becoming paralyzed within the process of developing a socialized vision.
      iii. Particularly in groups of college students, regularly revolving memberships make keeping the group's vision and common purpose meaningful somewhat difficult.

VI. Connection to other Cs
   a. Common purpose serves as a common thread throughout the other Cs
      i. Group members must have clarity in their own values in order to truly be invested in the group's common purpose
   b. Collaboration and controversy with civility can be seen as prerequisites or results of common purpose

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of Common Purpose were engaging in discussions on socio-cultural issues with peers outside the classroom, being involved in campus organizations, and mentoring by faculty.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- When describing the groups they have been a part of, students will likely gravitate toward campus organizations, groups formed around class projects, and sports teams. Instructors may wish to encourage students to expand their scope to include workplaces, large institutions (including your college or university), social networks, their families, and informally or less-structured groups. A brief discussion of the similarities and differences between each of their examples will help enrich the definition of "group" used here. Special attention should be given toward distinguishing the actual goals of each group discussed and how the nature of a goal differs based on the nature of the group (i.e., business vs. community service).

KEY CONCEPTS

Group - Defined here as a broader term that includes more specific names (e.g., committee, council, team, club). In this context, Komives, Lucas, and McMahon's (2007) definition is borrowed to consider groups as "three or more people 'interacting and communicating interpersonally over time in order to reach a goal'" (p. 216).

Vision - The ideal future for an organization (Komives et al., 2007).

Aims - The reasons for an organizations existence, or the specific things an organization hopes to accomplish (Komives et al., 2007).

Values - The guidelines by which group members agree to treat themselves and others as they pursue their goals (Komives et al., 2007).

Personalized vision - Created when the "person in charge" comes up with their own vision or plan and passes it on to other group members or subordinates.

Socialized vision - Constructed when group members collectively contribute toward developing their group's purpose and aims.

Consensus - Method of group decision-making in which all group members have had the opportunity to voice their concerns and are comfortable enough with the decision to support its implementation, regardless of whether all or most group members fully agree with the decision (Rayner, 1996).

ACTIVITIES

Collective Visioning

Brief Description
An in-depth group process of determining the vision for the organization and coming to common understanding of group purpose.

Purpose

- To engage participants in a discussion of a common vision to create common purpose in the group.

Kolb Cycle
Abstract Conceptualization

Number of Participants
Any number of participants; for intact group with specific purpose (not for a classroom exercise)

Time Requirements
3-4 hours (minimum) depending on size of group and complexity of organization

Space requirements
No space requirements

Materials
Flipchart paper

Outline

1. Have each individual member of the group brainstorm individually what he/she believes the vision and aims of the organization are? What is its purpose? What is the MOST important work it does? Why does the organization exist? Who does it serve? What is the essence of the work it does?
2. Have all the group members share their ideas and put them on the flipchart for everyone to see.
3. As a group, without placing judgment on the individual ideas, group the ideas into common categories. Note: this may seem simple, but as different individuals have different concepts of what each word/idea means, it will generate some good discussion.
4. After the categories have been established, have each individual write the words/ideas down and rank them from top to bottom in order of importance (ie, which is most central to the group's purpose to which is least central).
5. Collect these from the group and put all the scores on the board (but do not add them up into total scores). Note: this should not be treated as a "vote" where the items with the highest rankings "win," but as a point of departure for a discussion. If the group will naturally gravitate towards voting and scoring, do not collect the sheets.
6. Ask the group collectively to reconcile the varying rankings to come to common consensus as to group purpose and aims.

Processing Questions

1. How challenging was it to reconcile your personal vision and aims with the vision and aims of other group members?
2. Were you surprised at how different or how similar your rankings were from others? What assumptions about group purpose had you made that you assumed others would share? Where you correct?

Keywords
Common Purpose, Vision, Aims, Collective Agreement

Extension
This same exercise can be done with values. Search online for a list of values and have students rank the top ten values they think the group represents (or maybe SHOULD) and then have them reconcile their individual lists for the entire group. This may reveal some information about how the group functions that is more detailed than vision or aims.

This exercise could also be done with each student writing a sentence that begins with "The purpose of our organization is …" and then coming together to write a sentence that represents what ALL of them believe. Parsing out language for a mission or vision statement can lead to good discussion.

Personalized v. Socialized Vision and Decisions

Brief Description
The chapter details the difference between personalized and socialized vision and provides six ways that decisions are made in a group. This exercise will explore which are most common in an organization through reflection of past group actions.

Purpose
- To have the group consider how decisions are made in the organization and who creates the vision.

Kolb Cycle
Reflective Observation

Number of Participants
Any number of participants; Best for an intact group

Time Requirements
1 hour

Space requirements
No space requirements

Materials
None needed

Outline
1. Have the group as a whole brainstorm the last 10 decisions that were made regarding the group. (this is left purposely broad to not tip the balance to decisions made BY the group versus decisions made BY the positional leaders of the group).
2. Using the list of ways decisions are made in a group (p. 250), ask the group to place each decision under a category.

3. Discuss with the group why one category is more common or less common than others. Are individuals comfortable with how decisions are made in the group? Why or why not?
4. Discuss what decision making process group members would prefer. How can the group accomplish this?

Processing Questions

1. How do you contribute to how decisions are made in the group? Is this helpful or harmful to the group? Do you abdicate visioning and decision making to others or control decision making in the group at the expense of others?
2. Ideally, how would you like decisions to be made in your organization? What might be the challenges associated with that approach? What would be the value of that approach?

Keywords
Decision Making, Consensus, Common Purpose

Consensus on Consensus

Brief Description
This activity asks individuals to come to consensus on what they believe about the idea of consensus.

Purpose

- To have participants better understand the idea of consensus and the reconcile their personal beliefs with others.

Kolb Cycle
Active Experimentation

Number of Participants
6-8 in each group; can be more than one group.

Time Requirements
20-30 minutes

Space requirements
No space requirements

Materials
Worksheet (see below)

Outline

1. Give each participant the following quiz about consensus:

   When you are in a group and a decision has to be made, to what extent do the following statements express your beliefs?

	Very True					***Very False***
1. A person who says nothing consents.	1	2	3	4	5	6
2. Decision-making is always painstaking and takes a long time.	1	2	3	4	5	6
3. More often than not, the majority is right.	1	2	3	4	5	6
4. In reality, consensus is the only true group decision.	1	2	3	4	5	6
5. In any case, the will of the strongest prevails.	1	2	3	4	5	6

2. Have participants in each group come together and discuss their findings and to try to decide on a common score for each item (i.e., to come to consensus).
3. After the group(s) is done, discuss the findings.

Processing Questions

1. What were the surprises in what you found?
2. In your consensus process, did you find that certain truths of the questions came to light? For instance, did the group assume that a person who said nothing consented? Did you vote to find the majority response? Did it take a long time?
3. What do you think are the pros and cons of using a consensus model for decision making?

Sources

Canadian Association of Student Activities Advisors - *CASAA Student Activity Sourcebook*

Keywords

Consensus, Decision Making

Paper Airplanes

Brief Description

This exercise will require students to come to common understanding about group purpose by creating paper airplanes.

Purpose

To see if students can reconcile different rules and come to common understanding.

Kolb Cycle
Concrete Experimentation

Number of Participants
Any number of participants; 4-6 individuals per group

Time Requirements
20 minutes

Space requirements
No space requirements

Materials
8 ½ x 12 sheets of paper – one per individual.
Markers

Outline

1. Tell the participants that will be giving them each a piece of paper and that each group is to make paper airplanes and that all the paper airplanes in the group must be similar to each other.
2. You will also be giving each participant a set of instructions for how they need to make the paper airplane. The participants will not know this, but each set of instructions will be different. You can pass these out randomly – some groups may have all different instructions and some may have many of the same instructions and just a couple individuals with different directions. The options will be as follows:
    a. Make your airplane as attractive as possible.
    b. Make your airplane fly as far as possible.
    c. Make your airplane as unique as possible.
    d. Make your airplane _____ (you can be creative and come up with additional options)
3. Pass out the paper and instructions to each individual and have the group get started.
4. As the groups work, observe the following:
    a. Do individuals/groups see the instructions as competing with each other?
    b. Do individuals share their instructions with each other or even recognize they have different instructions?
    c. What conflicts arise in the groups?
5. When the groups are finished, process the experience and allow each group to show off their finished products!

Processing Questions

1. Was this a challenging exercise? How many groups immediately recognized that each person had different priorities? How many took awhile? How many never did?
2. How did you group reconcile different priorities for the task? Did you see them as competing priorities?
3. If you could do this exercise again, what might you do differently?
4. Do this issues arise in other groups you belong to? How so?

Keywords
Reconcile, Common Purpose

Extension
This exercise can be done with a number of activities. You can use simple card games with different rules (i.e., Aces High, Jockers Wild; Aces Low; Jacks Trump, etc) or use legos to build something (make it high, make it unique, make it colorful).

Metaphors and Similes

Brief Description
Using metaphors and similes, group members will describe their notions of what the group is like and explore the similarities, differences, and themes.

Purpose
- To explore individual conceptualizations of the group in a creative fashion

Kolb Cycle
Abstract Conceptualization

Number of Participants
Any number of participants; Best for an intact group

Time Requirements
20 minutes (depends on number of partipants)

Space requirements
No space requirements

Materials
None needed

Outline
1. Have each participant think of a metaphor or simile that represents the group. Note: you can ask more specific questions, like how decisions are made or how members feel about the group. If needed, give an example, like "Our group is like a tree, because we are rooted in our values and we are constantly growing" or "Our group is like a postcard, because we are always trying to convey a lot of information in a little bit of time and appearances are important to us" or "Our group is like a boxing glove – we look soft on the outside, but we hit hard when crossed."
2. When each participant has their simile/metaphor, have the act it out for the group and see if others can guess. Then, have each person explain.
3. Write all the metaphors down.
4. Process the exercise with the students.

Processing Questions

1. Were there any themes to the metaphors shared? Did they seem mostly positive or negative? Were they mostly about something specific (ie, how decisions are made, how group members interact, the group's purpose)? Does this tell you something about where the group energy lies?
2. Were there any that you didn't agree with? Why is your conception of the group so different from other individuals? What metaphors seemed correct to you?
3. Were you happy with the metaphors? What metaphors would you LIKE the group to be seen as by its members?

Keywords
Icebreaker, Metaphor, Simile, Conceptualization of Group

RESOURCES

Books and Articles

Dressler, L. (2006). *Consensus through conversation: How to achieve high-commitment decisions.* San Francisco, CA Berett-Koehler Publishers.
This short (only 89 pages) is a practical guide through consensus decision-making in an organization, exploring common pitfalls.

Gelderloos, P. (2006). *Consensus: A new handbook for grassroots social, political, and environmental groups*. Tucson, AZ: See Sharp Press.
This book is a quick (124 pages) facilitator's guide about consensus decision-making, broken down in easy-to-follow steps. Designed for grassroots groups, it can be used in any setting.

Gore, A. (1992). *Earth in the balance: Forging a new common purpose.* London: Earthscan Ltd.
Published well before the more recent An Inconvenient Truth, this book explores the issue of climate change and the importance of a collective understanding of the issue. Note: many contemporary social issues can be explored through "common purpose" and how individuals coalesce to form common understanding and common commitment to a social cause. Climate change is just ONE example.

Kurtzman, J. (2010). *Common purpose: How great leaders get organizations to achieve the extraordinary*. San Francisco: Jossey-Bass.
This book, using a management and business focus, explores the ethics and practicalities of working towards common purpose in today's business world. The author explores the changing nature of leadership using examples from Proctor & Gamble, Apple, and other successful businesses. Issues of common purpose and collective identity are explored.

Raelin, J. A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone.* San Francisco, CA: Berett-Koehler Publishers.

In this book, the author describes how to achieve the 4 Cs of leadership practice - concurrent leadership, collective leadership, collaborative leaders, and compassionate leaders. While the focus is on successful business models, the concepts can also be used with other groups.

Websites

National Coalition Building Institute – www.ncbi.org

NCBI, working on issues of racism and oppression, offers workshops and leadership training. The model is based on building consensus coalitions to reconcile different agendas towards a more socially-just society.

Group Decision-Making That Works - www.bnet.com/2422-13731_23-265796.html

Simple 4-minute video that reviews different models of group decision-making, including consensus, democratic, dictatorial, consultative, and group consultative. This may be a quick way to review decision-making processes before facilitating a conversation.

Leadersheet on Decision-Making - www.sou.edu/su/assou/leadersheets/groupdecisionmaking.pdf

Information sheet about group decision-making. Can be used to discuss how decisions are made within an organization.

Leadershape – www.leadershape.org

While focused on the development of individual visions and commitment to leadership, Leadershape also explores issues of integrity, trust, personal commitment, and bringing vision to reality.

ESSAY PROMPTS

1. What are the differences between visions, aims, and values? How have these been addressed in an organization of which you are a part?
    a. A strong answer will use the definitions from the text (p. 241)
        i. Vision = ideal future
        ii. Aims = why the organization exists
        iii. Values = how we agree to treat ourselves and others as we purpose our vision/aims.
    b. A strong answer will use a concrete personal example and incorporate all three elements, including both the content (what the group's vision, aims, and values are), as well as the process for how these were developed.

2. What are the pros and cons to different decision-making processes that you have experienced?
    a. A strong answer will use some (if not all) of the decision-making processes from the text (p. 250) and will apply them to personal situations.
    b. A strong answer will offer both pros AND cons for each example used.

AUTHOR BIO

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8

CONTROVERSY WITH CIVILITY

Emily Doane

CHAPTER OVERVIEW

Learning Objectives

1. Understand the differences between conflict and controversy.

2. Engage in meaningful dialogue and include it in the process of controversy.

3. Feel comfortable voicing one's opinion and take into consideration the opinions of others.

Brief Chapter Summary

I. Distinguish between controversy and conflict.
   a. Conflict builds opposing sides and seeks to convert members to one side. It is oppositional in nature.
   b. Controversy allows for sharing and considering multiple points of view before coming to a group decision.

II. "Controversy with civility challenges group participants to discuss diverse opinions and perspectives, while maintaining respect for those sharing other views" (p. 270).
   a. People are programmed from an early age to avoid disagreeing with others and voicing their opinion in order to avoid conflict.
   b. Civility calls for voicing one's opinion and responding to disagreement in a way that respects other's points of view.

III. "To truly understand controversy with civility means to create a sustained culture within the organization in which people's different points of view and different ways of thinking about problems are respected and utilized for the betterment of the group" (p. 271).
   a. Some organizations make the mistake of establishing a culture that avoids controversy and view members who disagree with the group consensus as disloyal.

b. Some organizations make the mistake of establishing a culture that embraces controversy but without civility and sees differences of opinion as a lack of intellect or character flaw.
c. Some organizations correctly establish a culture that promotes controversy with civility by respecting other's opinions and encouraging members to speak up and offer their differing perspectives.

IV. A person's worldview, or frame of reference, determines what perspectives they bring to the group.

V. Members of a group must be aware of and respect each other's worldviews in order to pursue their common purpose.

VI. Trusting the people in the group and trusting the process of controversy with civility are key to make controversy with civility productive in a group.
   a. Group members must trust that the other members of the group will respect their opinion, whether or not they agree.
   b. Group members must trust that the process of controversy with civility, although it calls for vulnerability, will help the group arrive at a better decision.

VII. Controversy may occur from positive or negative characteristics of the group.
   a. Positive controversy comes from group members' differences in values and ideas.
   b. Negative controversy comes from such group flaws as a lack of decision-making processes or unresolved prior disagreements.

VIII. Dialogue skills are crucial to developing a culture of controversy with civility.
   a. "Dialogue engages each differing point of view" (p. 280).
   b. Dialogue seeks to bring everyone to a shared understanding of the issue.
   c. Dialogue encourages individuals to examine what underlies their assumptions.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of Controversy with Civility were: participation in discussions of social or cultural issues with peers, having a faculty mentor, participation in community service, and participation in leadership training of a moderate length – such as a workshop series or single semester course.

- Long-term leadership training was a negative predictor, meaning that those students who engaged in long-term training self-reported less competence in engaging in the controversy with civility value than students who had not engaged in such training. Researchers speculate that the nature of long-term training such as leadership courses may reflect a management focus instead of a relational focus advocated by the social change model.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Students may struggle with understanding the differences between controversy and conflict. Conflict aligns with a debate format with one side ultimately being labeled "right" and the other side being labeled "wrong." In fact, Robert's Rules of Order suggest that in a conflict, the majority can completely cut off the minority, thus leaving the conflict unresolved and excluding needed voices. Controversy involves taking differences of opinion into consideration in order to come reach the best group decision. Where does the idea of compromise come into play in conflict? In controversy? Would there ever be a situation where engaging in conflict or debate is the best action for the group? Is there a place for debate in controversy with civility?

- In order to engage in controversy with civility, members of a group must understand their own worldviews and respect the worldviews or perspectives of others. According to the chapter, there is a definite link between one's worldview and one's identity. What other factors influence an individual's worldview? Is it possible to change one's worldview?

- In exploring the roots of controversy, one of the negative explanations for controversy involves a lack of effective decision-making. Exhibit 8.1 says that a group which limits itself to having one person "be in charge" loses the ability to collaborate and causes controversy to come from those group members who feel left out of the decision-making process. What does this idea suggest about the stereotype of having one acting leader of a group? Is it possible for a group with a dominant leader to engage in meaningful controversy with civility?

KEY CONCEPTS

Controversy – involves differing opinions, but positions are not staked out. Controversy draws everyone together to discuss differing perspectives.

Conflict – opposition in nature, conflict draws a line with people taking one side or another.

Civility – voicing disagreement and responding to disagreement from others in a way that respects others' points of view. Civility can be a value, an attitude, or a behavior.

Dialogue – coming to a shared meaning or new understanding, engaging for everyone to understand an issue better.

Debate – opposing sides trying to show the other side as wrong with the goal of winning the argument. Defense of position and challenging of other viewpoints are evidenced.

Worldview – perspectives (or frame of reference) that come from one's gender view, racial or ethnic view, religion, and other cultural contexts or heritages, impacting an individual's approach to any situation.

ACTIVITIES

Observing Conflict Through Reality TV

Brief Description
Student will watch a reality TV show and complete a worksheet detailing lessons about conflict and civility observed, then discuss these lessons in a large group.

Purpose
- Students will be able to analyze conflict within groups and identify how the groups could be more productive if they engaged in controversy with civility.

Kolb Cycle
Reflective observation, Abstract conceptualization

Time Requirements
approximately 60 minutes (depends upon length of video clip)

Space requirements
Appropriate for a classroom setting

Materials
Projector, Reality TV episode (e.g. *The Amazing Race, Survivor, Big Brother*), Copy of Appendix 8.1

Outline
1. Break students up into groups of 4-5. Instruct students to watch the episode (or clip from an episode) and ask them to make observations on how the groups on the show handle conflict (see Appendix 8.1).

2. After watching the clip, each member of the group should share their observations from the show and contribute to a shared group opinion of how the characters handled conflict.

3. Next, each group will discuss how the outcome of the conflict would be different had the characters practiced controversy with civility.

4. In order to help students reflect upon this experience, the instructor should lead the class through the discussion questions.

Processing Questions

- What can we learn through observing the characters' interactions about how different people handle conflict?
- Is controversy or civility handled with sensitivity to culture? Are the participants sensitive to diversity, or do they support stereotypes?
- Do you see these patterns of behavior in groups in which you are a part?
- Why do people not practice controversy with civility?
- How would the outcome of the conflict been different had the characters practiced controversy with civility?
- If you were to create a reality show of your life, who would the characters be and what would be the conflicts?

Keywords
Conflict, Controversy with Civility

The Politician

Brief Description
Students will watch a reality TV show and complete a worksheet detailing lessons about conflict and civility observed, then discuss these lessons in a large group.

Purpose

- Students will be able to understand the validity of different points of view

Kolb Cycle
Concrete experience, reflective observation

Time Requirements
50 minutes

Space Requirements
Appropriate for a classroom setting

Materials
Copies of political cartoon or projector to show images (check out PoliticalCartoons.com www.politicalcartoons.com or Daryl Cage's Political Cartoonist Index www.cagle.com/politicalcartoons/ for current cartoons students will be able relate to); chalkboard or dry erase board

Outline

1. Provide a political cartoon for students to examine and ask them to jot down their reactions as to what they feel the cartoonist is trying to say and their personal response to the issue.

2. Ask students to share what they believe the cartoonist is trying to express and their reaction to this presented opinion. Write answers on the board and group according to similarity.

3. Break students up into small groups (4-5 students based upon class size); small groups should represent a variety of the opinions listed on the board. Ask students to come to a group decision about what the cartoonist is trying to express.

4. Ask each group to appoint a representative to report their group's decision. Representatives should describe 1) what their group's decision was and 2) how their group came up with their decision.

5. Lead class in discussion questions as a means of reflecting upon the experience.

Processing Questions

- What were some of the difficulties of coming to a group decision?
- What did listening to other people's perspectives make you realize?
- Did every group ultimately come to the same decision? Why or why not?

Extension

- Instead of a political cartoon, use a piece of contemporary artwork as the centerpiece for discussion. The following websites provide examples of artwork:
    - Museum of Modern Art. (2009). Exhibitions & the collection. Retrieved April 26, 2009, from www.moma.org/explore/collection/index.
    - National Gallery of Art. (2009). Exploring themes in American art: Abstraction. Retrieved April 26, 2009, from www.nga.gov/education/american/abstract-i.shtm.

Keywords

Dialogue, consensus, decision, point of view, group process

Common Values

Brief Description

Students will list personal or organizational goals along with their associated values, then and compare and contrast this information with other students.

Purpose

- To help students understand how shared values exist even among different perspectives

Kolb Cycle

Concrete experience, reflective observation

Number of Participants
Any type of group

Time Requirements
30 minutes

Materials
Piece of blank paper for each student; chalkboard or dry erase board

Outline

1. Give each student a piece of paper. Ask students to fold their paper in half. Then ask them to fold that in half. Continue until they have made 4 half-folds. Tell students the end product should yield a piece of paper with 16 boxes.

2. Instruct students to think about what they would like to accomplish as leaders (this can be generic or related to a specific organization) and have them write down one goal in each of the 16 boxes. On the back side of the paper, in the corresponding box, students will write a value they associate with that goal. e.g. Goal – Making sure everyone's voice is heard. Value – Respect or inclusion

3. Break students into small groups with 4-5 other students and ask each group to compare and contrast their goals and values with other members of the group. Ask each group to produce a list of commonly held values. (This can be powerful for students in the same organization to share.)

4. Bring the groups together to reflect over the experience using the discussion questions.

Processing Questions

- Did everyone in the group have the same goals for their leadership role? How could each member's worldview determine their goals for their leadership role?
- What were some of the values that kept re-occurring on group members' lists?
- Was it hard to come to consensus or to "give up" one of your personal values for the good of the group? Why might that be?
- What role does focusing on shared values play to unite the different perspectives of the group members?

Keywords
Values, goals

You Have to be Carefully Taught

Brief Description
In small groups, students will review children's books for lessons about controversy with civility, then report findings out to the larger class for discussion.

Purpose

- Students will be able to examine how children are taught to handle controversy and conflict and identify how it has affected their view of controversy and conflict

Kolb Cycle

Reflective observation, Abstract conceptualization, Active experimentation

Number of Participants

Any type of group, any size

Time Requirements

Approximately one hour (may use extension to increase time)

Materials

Children's books (e.g. Do You Want to Play by Bob Kolar, Do Unto Otters by Laurie Keller, George and Martha: The Complete Stories of Two Best Friends by James Marshall; Little Bear and the Big Fight by Jutta Langreuter, Best Friends for Francis by Russell Hoban & Lillian Hoban)

Outline

1. Break students into groups of 4-5. Give each group a children's book. Ask them to read it and examine how the story teaches children to handle controversy or conflict.

2. Ask each group to select a representative. Representatives will give a brief summary of the group's book and describe how their book presented the issue of controversy or conflict.

3. Bring the groups together to reflect over the experience using the discussion questions.

Processing Questions

- What do these children's books present as the correct way to handle controversy or conflict? Are they correct? Are they doing more harm than good?
- When is it appropriate to start teaching individuals about controversy with civility?
- What are your personal experiences from childhood about how you were taught to handle controversy or conflict?

Extension

- Ask students to write a short children's story that illustrates controversy with civility.

Keywords

Development, childhood, controversy

Developing Listening Skills

Brief Description
Students will divide into pairs to practice listening skills – each student will play the role of listener or speaker, providing feedback to each other throughout the activity.

Purpose
- Students will develop their reflective listening skills

Kolb Cycle
Active experimentation

Number of Participants
Any size is appropriate

Time Requirements
30 minutes

Materials
Chalkboard or dry erase board

Outline
1. Ask students to brainstorm traits of effective listening. List their ideas on the board and facilitate a discussion on good listening skills. You may want to visit Authenticity Consulting's website on Interpersonal Listening Skills (see Resources) or have students review select articles from the website before coming to class.

2. Pair students off. Tell them one will speak and one will listen. The one who listens can only ask reflective questions such as "So what you're saying is…" or "In other words…" Provide the conversation prompt – "If you could go back in time and change something you said or did, what would you change?" Tell students the goal is for the listener to discover why the speaker would change the conversation or action.

3. Call students together and have them switch the roles of listener and speaker.

4. Bring the groups together to reflect over the experience using the discussion questions.

Processing Questions
- What were some of the challenges as the listener to only being allowed to ask questions?
- What did the fact that you had to ask follow-up questions force you to do as you interacted?
- What was the experience like for the speaker?

Extension

- Instead of pairing students off, separate them into groups of three, containing one listener, one speaker, and one observer. The observer should watch the interaction and give feedback. Each should play each role.

Keywords
Listening, reflection, speaking, articulating

Fishbowl of Controversy

Brief Description
Students, in small groups, will role play individuals in conflict using case studies. Other students will observe the conversation and provide feedback.

Purpose

- Students will understand how one's worldview or perspective shapes their beliefs and opinions

Kolb Cycle
Reflective observation**,** Active experimentation

Time Requirements
60-90 minutes (depending on number of groups)

Space requirements
Classroom

Materials
"Fishbowl" of scenarios (list of scenarios below)

Outline

1. Break students up into groups with at least 4-5 participants. Have each group draw a scenario from the "fishbowl."

2. Give each group a limited amount of time (10-15 minutes). During this time, each person in the group will assume the role of representative of one of the groups presented in the scenario and determine their group's perspective on the issue.

3. Each group will "act out" their scenario for the rest of the class.

4. After each role play, lead the class in the discussion questions.

Fishbowl of Controversy Scenarios

1. Scenario 1
    a. University M would like to require all freshmen and sophomore students to live on campus. University M is a state university with a student population of approximately 10,000 undergraduate students. Currently, the residence hall can house 5,000 students each year. The Vice President of Student Affairs has called a meeting of different interested parties to discuss the new requirement.
    b. Groups represented – Underclassmen, Upperclassmen, Parents, Department of Resident Life, Alumni

2. Scenario 2
    a. After taking a class that studied issues of inclusion/exclusion, a group of students realized that their campus was not accommodating of those of differing physical abilities. After hearing about the students' concerns, a reporter from the campus newspaper decided to conduct a group interview of parties who could influence the change.
    b. Groups represented – students from the class, students with disabilities, college administration, facilities management, campus newspaper

3. Scenario 3
    a. An LGBT group at University N has petitioned the Department of Resident Life to designate a bathroom on each floor as "unisex." The director has called a meeting of residents and Resident Life staff to discuss the proposal.
    b. Groups represented – LGBT group, female residents, male residents, resident directors, RA's

4. Scenario 4
    a. In an effort to make the campus of University O more sustainable, a group of concerned students has petitioned the campus Dining Services to use styrofoam alternatives for take-out packaging. Dining Services has offered to replace their styrofoam containers with begasse containers which will decompose. However, Dining Services will have to increase its prices in order to fund this initiative. The Director of Dining Services has formed a focus group of students to discuss this problem.
    b. Groups represented – Sustainability group, students opposed to higher prices, Dining Services

Processing Questions

- Based on what the students said, what were the underlying values or perspectives they brought to the situation?
- How did each participant respond to those of differing beliefs?
- Did the students handle the situation using controversy with civility or debate? If controversy with civility, what were the behaviors the students modeled? If debate, what prevented them from achieving controversy with civility?

- If you did not agree with the perspectives of the group you represented in the role-play, what did assuming a different perspective on the issue teach you?

Extension

- The instructor could write additional scenarios based on issues happening on their campus or in their surrounding community.

Keywords

Worldview, perspective, listening, controversy, debate

RESOURCES

Books and Articles

Kotter, J. & Rathgeber, H. (2005). *Our iceberg is melting.* New York, NY: St. Martin's Press.

This book tells the fable of a group of penguins who must lead their community to make a transformational change. The instructor could use this quick-read to facilitate discussion on how the penguins engaged in controversy with civility.

Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership: For college students who want to make a difference*. (2nd edition) San Francisco, CA: Jossey Bass. Chapter 5.

This chapter, *Understanding Others*, discusses the importance of being assertive (as opposed to being aggressive) and offering opinion within a group setting.

Forni, P.M. (2003). *Choosing civility: The twenty-five rules of considerate conduct*. New York, NY: St. Martin's Press.

In his book, Forni explains how civility needs to encompass every aspect of life in order to enhance the quality of life. He examines twenty-five practical guidelines people can use in order to develop civility.

Outcalt, C., Farris, S., & McMahon, K. (Eds.) (2001). *Developing non-hierarchical leadership on campus*. Westport, CT: Greenwood Publishing Group.

This book examines how higher education can help produce much-needed social change in the United States today. The first section of the book lays the theoretical framework, and the second section gives practical implications for enacting this theory.

Zuniga, X., Nagda, B., Chesler, M., & Cytron-Walker, A. (2007). *Intergroup dialogue in higher education: Meaningful learning about social justice*. San Francisco: Wiley Periodicals, Inc.

This monograph presents the definitions, origins, and practices of intergroup dialogue specifically as it pertains to higher education and how it is a forum for developing a sense of social justice within students.

Bridges, E.M. & Hallinger, P. (1997). Using problem-based learning to prepare educational leaders. *Peabody Journal of Education, 72* (2), 131-146.

Bridges and Hallinger propose the Problem-Based Learning (PBL) method as the best way of preparing leaders, specifically in the field of education. Using PBL, the instructor would present the students with a problem, and the students would work in independent groups to complete the task. The instructor acts as a resource or guide rather than a facilitator. In relation to teaching the Social Change Model, the PBL method would lend itself as a model for an activity surrounding Controversy with Civility as the learning outcomes for a PBL activity concerned with developing skills at facilitating discussions, solving problems, and looking at the emotional aspect of leadership.

Websites with Various Group Activities

Authenticity Consulting, LLC. Interpersonal listening skills. Retrieved May 11, 2009, from managementhelp.org/commskls/listen/listen.htm

While designed for management in for-profits and non-profits, this website provides several practical articles on good listening skills and a self-evaluation on listening skills.

Humanityquest.com. Civility. Retrieved May 10, 2009, from www.humanityquest.com/topic/Index.asp?theme1=civility

This website provides definitions, activities, cartoons, etc. that relate to the topic of civility. Users are encouraged to contribute dialogue, activities, and research on the topic of civility. Submitting original work to this website could be a good alternative assignment (instead of writing a paper, etc.) for students.

University of Washington School of Social Work. Intergroup dialogue, education and action center.
Retrieved May 11, 2009, from http://depts.washington.edu/sswweb/idea/ .

The Intergroup Dialogue, Education, and Action Center website includes an extensive list of publications on intergroup dialogue, the theoretical framework behind intergroup dialogue, and the Four-Stage Content-Process Model for intergroup dialogue.

ESSAY PROMPTS

1. What are the major differences between controversy and conflict? Why are individuals hesitant to engage in controversy?

   Strong responses will incorporate definition of conflict and controversy (as follows):
   3. Conflict builds opposing sides and seeks to convert members to one side; some form of debate is usually present.
   4. Controversy allows for sharing and considering multiple points of view before coming to a group decision; some form of dialogue is usually present.

   Strong responses for part 2 may include
   - Individuals are programmed from an earlier age to avoid disagreements.

- Controversy often involves a loss of control on the direction the group will head.

2. Based on the reading and class discussion, what are some action steps a group can take in order to develop Controversy with Civility? How can a group evaluate whether or not they have arrived at a place where Controversy with Civility is part of the group's culture?

   Strong responses for part 1 may include:
   - Create a culture that encourages group members to share different perspectives
   - Group members learn to engage in dialogue
   - Group members have developed qualities from the other C's.

   Strong responses for part 2 may include:
   - Group members regularly take turns expressing their point of view
   - Group members respect and take into consideration the opinions and worldviews of others
   - Dialogue, not debate, takes place
   - Group members trust one another and that the process of controversy with civility works

REFERENCES

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APPENDICES

Appendix 8.1

Observing Conflict Through Reality TV

As you watch the episode clip, use the following outline to take notes which will aid class discussion.

1. Participants involved in conflict:

2. Topic of conflict:

3. Observations on participant's dialogue (Note any "offensive" comments; do any of the participants indicate they are considering the other member's perspectives on the situation?):

4. Reflection
    a. Do the participants indicate aspects of controversy with civility or debate?
    b. Do the participants seem comfortable in how they interact with one another?
    c. How (if at all) was the conflict resolved?

9

CONSCIOUSNESS OF SELF

Brittney Majka

CHAPTER OVERVIEW

Learning Objectives

1. To recognize the importance of understanding oneself.
2. To identify individual personality traits, values, strengths, and abilities.
3. To develop connections between self-awareness and the environment.

Brief Chapter Summary

I. Defining Consciousness of Self
   a. Consciousness of Self refers to understanding one's own personality traits, values, and strengths and being mindful of actions, feelings, and beliefs.
   b. It is not an end point that can be reached; instead, it is adopting a way of life that promotes constant learning about what is most important.

II. Benefits of Consciousness of Self for Leadership
   a. It is important for leaders to understand their own inner sense of identity. This understanding will help build self-confidence while recognizing limitations.
   b. Individuals become aware of their motivation and consider new ways to contribute to groups and teams.

III. Aspects of Individual Identity
   a. There are multiple ways that individuals can differ.
   b. An individual's identity can by influenced by their (1) values and principles, (2) personal style, (3) talents, skills and specialized knowledge, and (4) aspirations and dreams.

IV. Others' Perceptions of Us
   a. It is important for individuals to know how other people describe them.

b. The Johari window model uses four quadrants to explain the degree to what is known of oneself and what is known by others.
c. With an increased consciousness of self, Quadrants 2 and 4 (unaware and unknown) should be decreased and Quadrants 1 and 3 (open and hidden) should be increased.

V. Taking Time to Become Conscious of Self
   a. Becoming conscious of self is a journey where individuals are constantly learning about their self-awareness.
   b. Although students always seem to be busy, it is imperative to take time to reflect on life's bigger questions: Who am I? How would I describe myself? What values am I living by? Why am I here?

VI. Becoming Conscious of Self
   a. Becoming more self-aware requires intentional actions.
   b. A few practices that can help one become more conscious of self are: (1) a practice of reflection, (2) openness to feedback, and (3) learning about the self through assessment.

VII. Mindfulness
   a. Mindfulness focuses on more than simply understanding one's personality. It is the ability to simultaneously act and observe one's actions in the present moment.
   b. Covey's work is used to explain that being mindful allows one to choose how to respond in situations.

VIII. Consciousness of Self in Implementing the Values of the SCM
   a. Becoming conscious of self lets individuals assess their readiness to engage in social change. It allows them to better work with other participants and engage in valuable experiences with the group or team.

IX. Connection to the Other Cs
   a. Although all of the Cs are interrelated, Consciousness of Self directly affects Congruent and Committed.
   b. Becoming more mindful of preferred ways of being makes it clear when actions are not Congruent with one's inner truth.
   c. Also, reflection and other practices help create an improved sense of Commitment.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The biggest predictor of consciousness of self is leadership self-efficacy. In other words, upon entering the college environment, the students who were aware of and confident in their ability to engage in select leadership behaviors such as "working with a team on a group project" or "leading others" also had higher scores for Consciousness of Self.

- The strongest environmental predictors of Consciousness of Self were: participation in discussions of social or cultural issues with peers and having a faculty mentor.

- Participation in long-term leadership training was found to be a negative predictor. Students who participated in this type of training had lower scores for Consciousness of Self. It is speculated that this training may be more about a management approach to leadership less conducive to personal exploration.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Some children are taught that it doesn't matter what other people think of them. As long as they are being true to themselves, other people's opinions don't matter. Since Consciousness of Self teaches that it is important to understand how other people perceive them, some students may struggle to understand why. For example, Jason may describe himself as direct and to the point, while others may describe him as rigid and inflexible. Although Jason doesn't see his personality in a negative way, it is important for him to come to terms with the idea that his actions may be negatively impacting the group or team.

- The Johari window is a graphic model that helps explain the concept of how much information one knows about oneself and how much others know about one. While it may seem simple to describe the idea of each quadrant, some students may struggle to understand why they should work to increase some quadrant spaces and decrease others. For example, Consciousness of Self implies a goal of increasing the space in Quadrants 1 and 3 (open and hidden). However, Quadrant 3 contains information that is not known to other people. Students may question why it is important to be more revealing by asking if it is useful to fully disclose to others, or is there an appropriate time to keep secrets?

- It may be difficult for some students to understand the difference between self-awareness and mindfulness. Self-awareness is simply acknowledging what constitutes one's "personality," while mindfulness is being able to observe one's own actions. Once students reach a state of being mindful, they are able to stop in a specific moment and

determine their emotional state and describe the way they are feeling and acting. However, some students may struggle with what to do if they notice negative behaviors in themselves. For example, if Bridgette recognizes that she is getting mad at her roommate and is able to assess her own feelings and actions as negative, what should she do? It is not always easy to change moods or actions with the snap of a finger. How can students learn to use the recognition of their mental state to gradually change their negative thoughts and/or interactions?

KEY CONCEPTS

Consciousnes of Self – "implies an awareness and an acknowledgement of those relatively stable aspects of the self that make up what we call 'personality': talents, interests, aspirations, values, concerns, self-concept, limitations, and dreams. Second, self-awareness implies 'mindefulness,' an ability and a propensity to be an accurate observer of your current actions and state of mind."

Aspects of Individual Identity – values, principles, culture, faith, family, generational peers, personal style, talents, skills, aspirations and dreams.

Mindfulness– awareness of one's current emotional and mental condition, the state of being an observer of oneself.

ACTIVITIES

Bag It!

Brief Description
Students, using index cards and bags, will share ideas about their own strengths and the strengths of their peers.

Purpose
- To identify their strengths and gain an understanding of what others perceive their strengths to be.

Kolb Cycle
Reflective Observation

Number of Participants
Appropriate for all group sizes, however at least 6 are recommended

Time Requirements
15 minutes or longer, depending on the number of participants

Space requirements
Group should be able to form a circle

Materials
Blank paper (one sheet per student)
Paper bags (one per student)
Index cards (each student should get one less than the number of total participants… if 10 students are participating, then each student should get 9 index cards.)
Writing utensil (one per student)

Outline

1. The room should be set-up so that students are arranged in a circle.
2. Distribute a blank piece of paper and writing utensil to each student. Ask the students to write a list of words or phrases that they believe describes their personality. Once completed, collect the papers and set them aside.
3. Distribute a paper bag to each student. Ask the students to write their name on the outside of the bag. While they are doing this, pass out the index cards (see above materials list to determine how many each student should receive). Instruct the students to open their bags and place them standing in front of them.
4. The entire group should pass their bag to the person sitting to their right. Once each student has someone else's bag, they should write one word or phrase on an index card that describes a strength, talent, or ability of the person whose bag they have, then drop it into the other student's bag. It is imperative to stress that the students are ONLY to write positive words about their peers. When finished, pass the bag to the right again and take the next person's bag and repeat. A suggested time limit is one minute per rotation. If some students are finishing more quickly than others, a structured and unified rotation schedule can be implemented.
5. All paper bags should rotate around the entire circle and arrive back to the original owner. The students open their bag to find the index cards with words and phrases that others use to describe them.
6. Distribute the papers that contain each student's list of his or her own words that describe themselves. Ask them to observe the similarities and differences between what they wrote and what their peers wrote. If students would like, they can share their reactions. No student should feel pressured to share.
7. Optional: A writing activity can also be used to help the students process the combination of all the strengths that others saw in them and how they see themselves. Comparing the different words and phrases can help the student identify commonalities about the two perceptions.

Processing Questions
The instructor could ask the students some of the following questions:

- What were some of the words that were similar to your list? What was different?

- Were there any surprises about what other people wrote?
- Do you think your own perceptions of your strengths are well-understood by your peers in general?
- If you did this activity with "weaknesses," what differences might you see? Is it easier for us to identify strengths or weaknesses of ourselves and others?
- How much time do you spend thinking about your strengths and weaknesses? Why?

Keywords
Strengths, personal reflection

The Johari Window

Brief Description
This activity will allow students to explore that elements of their personality or behavior is known to themselves and to others and how that may have an impact.

Purpose
- To see how relationships can be linked to the Johari window model

Kolb Cycle
Reflective Observation

Number of Participants
Can be used for any size group, but information is only revealed to the individual

Time Requirements
Approximately 15 minutes

Space Requirements
None

Materials
Chalk or markers (to draw on board)
Appendix 9.1

Outline
1. Distribute a copy of Appendix 9.1 to each student.
2. Draw a picture of the Johari window on the board and label the four quadrants to reflect the model that the students see on their paper. Since students should already have an understanding of the Johari window, it is not necessary to provide details about the model, but a brief description or summary of the information is helpful.
3. Ask the student to think of a person they know and have a close relationship with.

4. Graphing: Have them graph on each line their respective "openness" or "willingness." Specific statements to say would be: "Graph on the horizontal line how open you are to receiving feedback from the person you are thinking of" and "Graph on the vertical line how willing you are to disclose information about yourself to this person." See Appendix 9.2 for an example of what this "Graphing" might look like.
5. Lines: Next, instruct the students to draw dotted lines from each point and see where the lines intersect. See Appendix 9.2 for an example of what these "Lines" might look like.
6. This graph can be used to see the Johari window of their relationship with that person. See Appendix 9.2 for a completed example.
7. Optional: It is important for students to understand this activity within the concept of the Johari window. After discussing their reactions to the depiction of the relationship, ask the students how one might change where those lines fall.

8. Optional: If the relationships permit, classmates can do this activity by pairing up and sharing what each of their window's looked like.

Processing Questions

- Ultimately, how can an individual change what their Johari window looks like for any given relationship?
- What are some techniques to help us become more open to feedback and more apt to disclose information?

Source

Henning, K. (2001). The Johari window. Retrieved April 9, 2009, from http://www.wisc-online.com/objects/index.asp?objID=OIC2101

Keywords

Johari, relationships, individual activity, personal reflection

Introducing Beliefs and Values

Brief Description

This activity will have students consider their personal beliefs and values and apply them to a particular leadership situation.

Purpose

- To introduce the concept of beliefs and values and apply these concepts.

Kolb Cycle

Abstract Conceptualization

Number of Participants

This activity is applicable for any size group

Time Requirements
Approximately 45 minutes, depending on length/depth of discussion

Space Requirements
None

Materials
Flipchart or marker board**,** markers

Outline

1. Begin the activity by telling a story that portrays beliefs and values (or the lack of). Two examples of positive beliefs and values include Mother Teresa and Martin Luther King. Two high-profile examples of negative beliefs and values are President Clinton and President Nixon.
2. Define beliefs and values:
   Beliefs - assumptions or convictions that a person holds to be true regarding people, concepts, or things.
   Values - ideas about the worth or importance of people, concepts, or things. They stem from a person's beliefs.
3. What we see, hear, read, reflect upon, experience, etc. causes us to develop an opinion (belief) about something. This belief gives us an understanding or misunderstanding which, in turn, allows us to appraise the worth of it (value). The value we place is not always accurate due to lies, misunderstanding, lack of experience, miscommunication, etc.
4. Ask the students to brainstorm a list of words that they think describe their beliefs or values. They can simply fill in the blank to the following sentence: I value _____ in other people. Or, I believe it is important for me to be _____. Write these on the flipchart or marker board. Some examples may include; honesty, trustworthiness, courage, inspiration, etc.
5. Once there is a list of at least 10 words, ask the students to answer the following questions: Which is the most valuable? Are any of these difficult to uphold? Easy to uphold?
6. Optional: Divide the students into small groups of three. Give each group the following scenario and ask them to report what they would do in the given situation:
   a. You are the Technology Assistant for your school. One of your responsibilities is to check the equipment room each afternoon and confirm the serial numbers of each computer to guarantee that all 30 are accounted for. You are required to sign a log every day to ensure that you have checked this information. On Friday afternoon you get to the equipment room, do a quick count, and see that all 30 computers are there. You have been very busy all day and are ready to leave for a fun weekend. Do you stay to confirm the serial numbers? Or do you leave?

Processing Questions

- After the students discuss this scenario in their small groups, ask them to share as a larger group. Ask them to identify the different decisions each group made and ask questions to figure out why the choices may have differed. How do one's beliefs and values effect their decision?

Extension

- Ask the students to write their own case studies or to brainstorm situations where their beliefs and values have been hard to uphold.

Source

Clark, D. (2000). Character. Retrieved April 21, 2009, from www.skagitwatershed.org/~donclark/leader/character.html

Keywords

Beliefs, values, character, group activity

Telling Your Story

Brief Description

Students will write their personal vision statement, reflecting back on their life experiences.

Purpose

- To begin developing a personal vision

Kolb Cycle

Reflective Observation

Number of Participants

This activity is best for individuals, with the possibility of sharing in larger groups

Time Requirements

Best used as a take-home assignment

Space requirements

None

Materials

None

Outline

1. Explain that having a personal vision is helpful in the leadership process. But it is useless if an individual is not aware of or is unable to articulate that vision. To truly understand

one's personal vision, it is necessary to reflect on one's experiences, background, strengths, weaknesses, ambitions, etc.

2. Ask each student to take a significant amount of time (a day, two days, however much time permits) to reflect on their backgrounds and how their experiences contribute to who they are. Instruct them to each write a short biography essay (no more than five pages) that reflects their personal vision statement. They should connect their thoughts to their current goals/ambitions.
3. Optional: If the group relationships permit, students can share their stories with one another. This should only occur if students have set ground rules about openness and acceptance of others. No students should participate if they are uncomfortable.

Processing Questions

- What past events have inspired certain passions?
- What are some major themes of the story?
- How do the themes connect to goals? What events have taught the most lessons?
- Was this a challenging activity? How much time have you spent thinking about these issues in the past?
- How much time do you spend in introspective activities? Why or why not?

Extension

- A creative spin can be used with the writing assignment by asking students to write in a poem format or another style that is less structured than an essay.

Sources

Lee, R. J. (2001). Discovering the leader in you: A guide to realizing your personal leadership potential. San Francisco: Jossey Bass.

Keywords

Vision, purpose, personal reflection

RESOURCES

Books and Articles

Executive Coaching & Leadership Consulting. (n.d.). Leadership personality: Do you have the Big Five traits? *4(8)*. San Francisco.

This article introduces the Big Five traits. It explains all of the traits and the key components of each.

Havaleschka, F. (1999). Personality and leadership: A benchmark study of success and failure. *Leadership & Organization Development Journal , 20* (3), 114-132.

This article discusses a study that examined how personality affected the work place. The study examines the personalities of two executive management teams. The objective was to determine if the teams directly affected the success of failure of the companies.

Young, P. (2001, March-April). Leadership and the Myers-Briggs Type Indicator: Using MBTI in a team setting. *Program Manager 2*(30), 48.

This article focuses on the application of the MBTI in a team setting to increase effective communication and motivation. Although the article specifically focuses on a virtual team (one that does not physically meet, but rather relies on electronic communication), it is still applicable to other teamwork settings.

Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist, 62* (1), 6-16.

This article discusses the affects of traits on leadership. The author argues that traits and attributes, integrated in meaningful ways, will predict leadership.

Websites

The following Web sites can be used to find additional information about personality assessments (including the aforementioned "Online Personality Assessments"). There is also information regarding the philosophies of the assessments.

9types.com. (n.d.). Retrieved February 25, 2009, from Enneagram Introduction, Theory, and Research: http://www.9types.com/

This Web site is an excellent resource of information about the Enneagram and other personality tests. It also contains a great list of other sites to visit for information on the Enneagram model of personality evaluation.

Acton, G. S. (2006). *Great Ideas in Personality*. Retrieved February 21, 2009, from http://www.personalityresearch.org/

This site lists multiple theories and personality research programs. It is broken into sections for professionals and students. It has general information, tests, and FAQs.

Brusman, M. (n.d.). Retrieved February 21, 2009, from Working Resources: http://www.workingresources.com/professionaleffectivenessarticles/article.nhtml?uid=10047

This Web site contains descriptions of each Big Five trait and provides information for a basic understanding of the traits.

Boeree, C. G. (n.d.). *Personality Theories*. Retrieved February 25, 2009, from http://webspace.ship.edu/cgboer/persintro.html

This site was created by a professor at Shippensburg University to be a resource for various philosophical theories.

Howard, P. J., & Howard, J. M. (2007). *The Big Five Quickstart: An Introduction to the Five-Factor Model of Personality for Human Resource Professionals*. Retrieved February 21, 2009, from Center for Applied Cognitive Studies (CentACS): http://www.centacs.com/quickstart.htm

This site breaks down the Big Five model and explains its history. It also discusses how to apply the model in relation to individuals and teams.

Reinhold, R. (n.d.). *Personality Pathways*. Retrieved February 25, 2009, from http://www.personalitypathways.com/type_inventory.html (Reinhold)

This site decodes what each of the MBTI categories mean and provides a simplistic description of each inventory style.

Personality Assessments

The following inventories are quick assessments to help individuals better understand their personality. Each test will identify and describe a certain "type" of personality.

- Big 5 Personality Test:
  http://www.outofservice.com/bigfive/
- Jung Typology Test:
  http://www.humanmetrics.com/cgi-win/JTypes2.asp
- Riso-Hudson Enneagram Type Indicator:
  http://www.9types.com/rheti/homepage.actual.html

The following Web sites provide information about the respective assessments and also include information about how to obtain the tests for personal/educational use.

- DISC Profile:
  http://www.discprofile.com/whatisdisc.html
- True Colors:
  http://true-colors.com/TCSite/index.html
- Strengths Finder:
  http://www.strengthsfinder.com/113647/Homepage.aspx
- Kirton Adaption-Innovation Inventory
  http://www.kaicentre.com/

ESSAY PROMPTS

1. A wise person once said, "Everywhere you go, there you are." Explain why becoming self-aware is important and beneficial as a leader.

   Strong responses will refer to both aspects of the definition of consciousness of self: 1) awareness of the stable aspects of the self such as skills and personality and 2) awareness of one's current state of mind. Connections to leadership should be clear.

2. Describe the relationship between Consciousness of Self and the other Cs. How is Consciousness of Self fundamental to the model?

   Strong responses will justify the need for both self-awareness and consciousness of one's current state to be able to effectively participate in any of the group or community values. It will also note that the other individual values stem from this one (congruence and commitment to those values that one is aware of because of consciousness of self).

REFERENCES

Clark, D. (2000). Character. Retrieved April 21, 2009, from http://www.skagitwatershed.org/~donclark/leader/character.html

Henning, K. (2001). The Johari window. Retrieved April 9, 2009, from http://www.wisc-online.com/objects/index.asp?objID=OIC2101

Higher Education Research Institute. [HERI] (1996). *A social change model of leadership development* (Version III). Los Angeles: University of California Los Angeles, Higher Education Research Institute.

Lee, R. J. (2001). *Discovering the leader in you: A guide to realizing your personal leadership potential.* San Francisco, CA: Jossey Bass.

Luft, J., & Ingham, H. (1955) The Johari window, a graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles, CA: UCLA.

AUTHOR BIO

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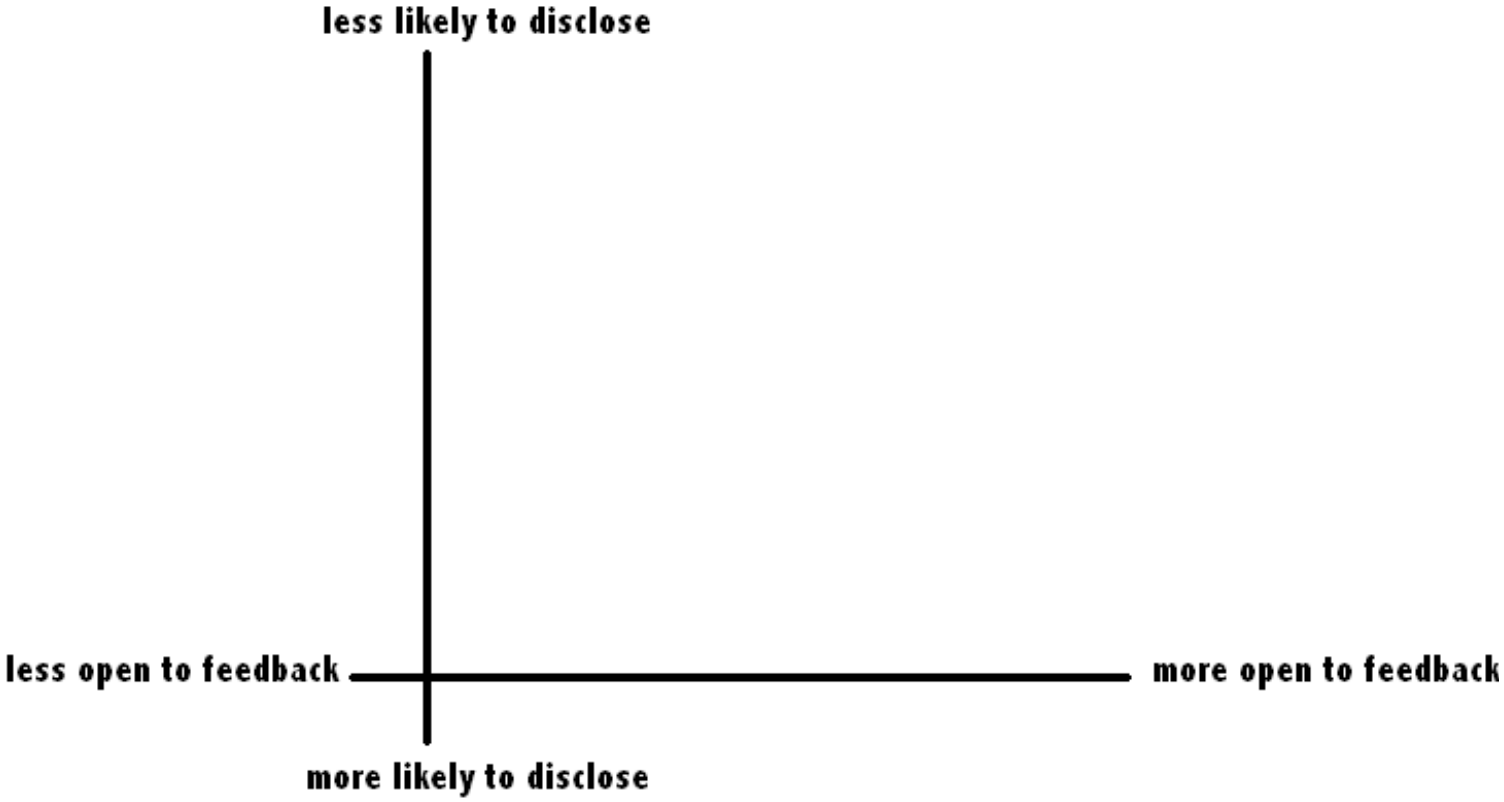
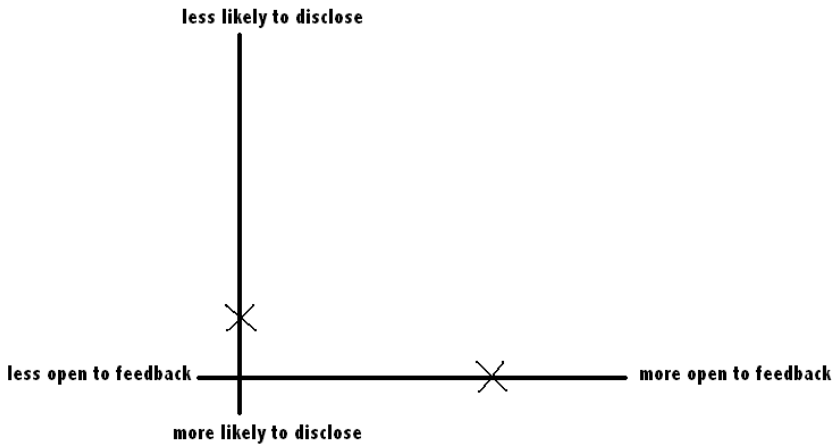
APPENDICES

Appendix 9.1: Johari Window Exercise

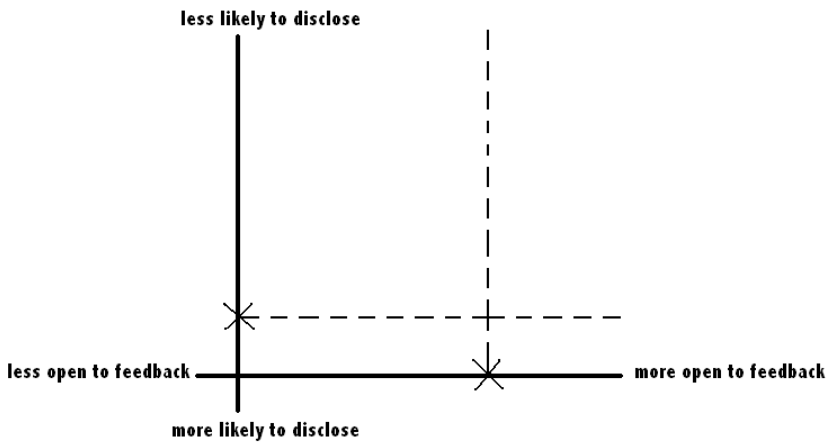


Appendix 9.2: Johari Window Examples

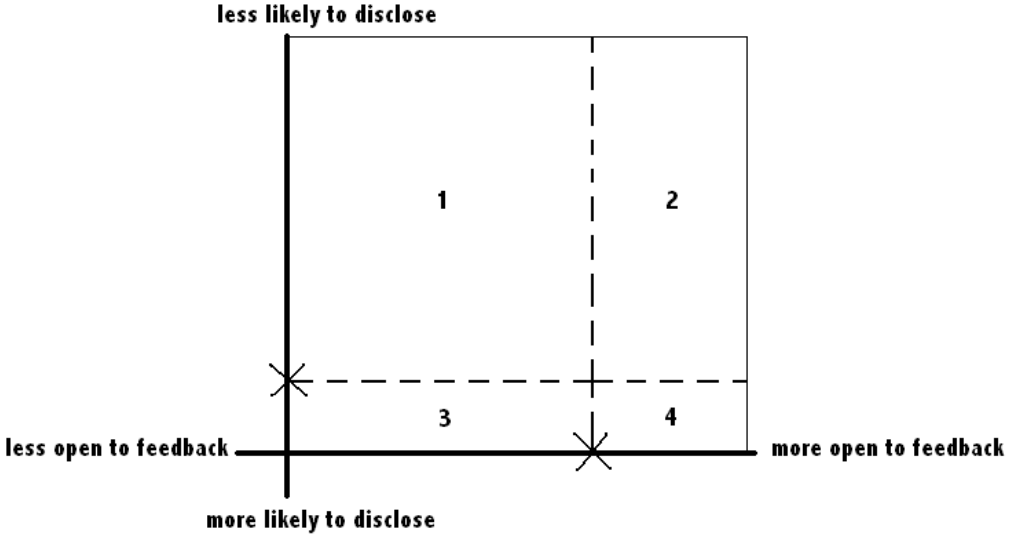
This is an example of "Graphing"



This is an example of the "Lines"



This is a completed example.



10

CONGRUENCE

Judy Martinez

CHAPTER OVERVIEW

Learning Objectives

1. Define congruence and how to achieve it in life and leadership.

2. Identify obstacles to congruence and how they can be overcome.

3. Understand the role congruence plays in group dynamics in order to empower others to be congruent.

4. Reach a sound understanding of how congruence is connected with other C's in the Social Change Model (i.e. Collaboration, Common Purpose, Controversy with Civility, Citizenship).

Brief Chapter Summary

I. What is Congruence?
   a. Congruence is acting in ways that are consistent with one's values and beliefs. Congruence requires a person to have a deeply felt consciousness of self. When values, beliefs, and convictions are intact and are echoed in person's actions congruence will exist. Congruence is the harmonious union of a person's inner and outer worlds. Congruence means that a person's thoughts, feelings, and behaviors are guided by an unwavering honesty, authenticity, and genuineness towards others. Congruence is not something that only leaders are expected to experience, but it a necessity in everyone's everyday life.

II. Knowing the Self
   a. From Consciousness of Self to Congruence
      i. In order for a person's actions to be guided by their values they must have a deep understanding of what values and beliefs they hold in high esteem. When a person's values and personal philosophies are tied to their motivation they will have built the compass to their actions. Congruence

requires constant adjustment and taking inventory of one's intentions, actions, and motives.

b. Congruent Content & Process
    i. Rost (1993) mentions the importance of ensuring that ethics are part of a person's content and process. Content refers to a person's goals or purpose. Process is how a person accomplishes his/her goals or purpose. Leaders should not only be concerned with congruent goals and purpose, but also congruence in process. The end and means must be equally ethical and value-driven.

c. The Courage to Act Congruently
    i. Congruence is not easy to achieve. It requires constant adjustment to change and often encounters obstacles. It takes courage to be congruent, in a world that is so diverse and ever evolving. Being congruent can sometimes include standing up against peer pressure, forfeiting popularity, or risking looking foolish. Doing what feels right and is congruent sometimes is not synonymous with social norms and may not be in line with the status quo. It takes courage to be the only one standing in congruence, which is why Mahatma Gandhi and Nelson Mandela are celebrated as being not only courageous but also congruent.

d. The Courage to Realize One's Potential
    i. When being congruent leads to standing alone one must find comfort in knowing that one is capable and full of overwhelming potential. It takes courage to deny the internal antagonists known as insecurity and inadequacy that try to impede a person from realizing their true potential. Embracing our strengths and celebrating our potential takes courage.

III. Congruence & Authentic Leadership
    a. According to Avolio & Gardner (2005), authentic leadership occurs when individuals accurately represent themselves in the world in a manner that is 'in tune' with their nature. Authentic leaders nurture relationships driven by a transparency of values and intentions.
    b. Congruence & Character
        i. Leading with authenticity is reasonably synonymous with having character and character is closely tied with congruence. Character encompasses a person's uniqueness and a person's realization that they are purposeful only in relation to others.

IV. Being Congruent in Groups
    a. It is easy to be congruent in a room by yourself. Congruence is harder to achieve when one exists in a group, and even harder when one is a leader. Being congruent in a group often encounters situations where one's values are in conflict with the values of members in a group. According to Paul Gam (2001), being a leader requires the realization that not all the members of your group will share your values, but you are still required to lead them too. Leading them effective and congruently requires that a leader validate their followers' truths and learn to see from their point of view (Paul Gam, 2001). The Social Change Model echoes

the importance of leading with inclusivity towards people's values and perspectives, even when they are not identical.

b. Adaptive Leadership
    i. Heifetz (1994) expresses that leadership should be adaptive in the sense that people in the group should be able to identify when the group is being incongruent. Adaptive leaders can identify the values that are conflicting and make the necessary changes to ensure an adjustment that mitigates the level of discrepancy between the group's values and the reality of the group's situation. Heifetz (1994) emphasizes that a group must face incongruence head on and the leadership is seen as central to fulfilling the role of identifying and remedying the incongruence.

V. Conclusion
    a. Congruence means not being afraid to stand alone for what one believes in and knows is right. It requires being in tune with your spirit and constantly taking inventory to ensure that your actions reflect your values and beliefs. Leaders must embrace a life that is congruent in both micro and macro dimensions.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of Congruence were: participation in discussions of social or cultural issues with peers, having a faculty mentor, doing community service and participation in a long-term leadership training program (such as a leadership major or minor or a multi-semester certificate program).

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Students may bring up the challenges involved in balancing congruence with one's own beliefs while also being inclusive of group members who have different beliefs. When does inclusiveness become moral relativism? How does one know where the point of accepting others approaches becomes being incongruent with their own values?

- The difference between congruent content and congruent processes may be one that needs examples to fully understand.

- Character is a term that is often used in relationship to leadership in the popular press, yet defining what is meant by "having character" is less clear. Students may need to unpack what is meant by this phrase.

- Hiefetz' concept of individuals needing to "do the work" in order to engage in leadership is an important one in connection to congruence. Students may need further discussion to fully understand what it means to "do the work" in their own lives.

KEY CONCEPTS

Congruence– is when a person's values and beliefs guide a person's thoughts, feelings and behavior to the point where their inside and outside worlds are in harmony.

Authentic Leadership– when leaders represent themselves in the world in a manner that is transparent and in sync with their basic nature.

Character– is a person's uniqueness and their realization that they are only purposeful because they exist in relation to others.

Content– a person's goals or purpose.

Process– the path a person takes to accomplish his/her goals or purpose.

ACTIVITIES

To Be or Not to Be

Brief Description
Students will identify personal values and conduct a personal audit of behavior to recognize issues of personal congruence.

Purpose
- To take inventory to see if stated values are congruent with behavior.

Kolb Cycle
Reflective Observation

Number of Participants
Appropriate for any number

Time Requirements
Approximately 35-40 minutes

Space requirements
Large room, preferably empty to allow movement

Materials
Writing utensils, note cards, poster paper

Outline
1. Students should reflect individually about the things they value in their life and make a list of 5-10 things, ranking them in order of importance. If necessary, the instructor can provide a list of values for students to use.
2. Students should estimate how much time they dedicate per week to each of the things on their list.
3. Place the individuals into groups of 3-4 people and prompt their discussion by stating the following quote from the chapter, "One way that people act with congruence is by being sure that the things they claim are most important to them are the things that get the most of their time and energy."
4. Individuals should discuss how the amount of time they spend on each item they listed congruent or not congruent based on this quote. Groups should discuss why this lack of congruence might exist with each particular item on the list. Each student should discuss what they identify as obstacles to congruence, and how the obstacles can be bridged.
5. Prompt the group to make a list of 5 items they would like to discuss to with the class. Students should compile a list on poster paper of 4 items to present to the class (two exhibiting congruence with claimed value and time spent, and two that were not congruent with the time-value criteria).
6. Have the individual groups present to the class. Encourage each group to present on the discrepancies individuals observed regarding their claimed value and time spent. Have each group discuss why they think this discrepancy or incongruence occurs and have the audience give feedback as to ways that the incongruence can be remedied.

Processing Questions
- How do we come to value things in our lives?
- Why are the things we value not always the things we spend the most time on? What are some obstacles to the proper use of time?
- How can we ensure that we are spending our time on the things we value?
- If you were to list what you do spend your time on, what might others think your values are?

Extension
- Try to encourage groups to discuss unique examples of things valued rather than reiterating the same examples throughout. If some examples inevitably resurface, try to probe for different ways of remedying incongruence or highlighting effective congruent practices given that value.
- This activity could also be done as a personal reflection paper.

Sources
Adapted from Bordas, J. (2007). *Salsa, soul, and spirit: Leadership for a multicultural age.* San Francisco, CA: Berrett-Koehler.

Keywords
Personal reflection, values, congruence

Lions for Lambs

Brief Description
Students will watch the film Lions for Lambs and identify issues of values and related behaviors.

Purpose
- To take an analytical perspective on congruence by critiquing the values and actions of specific characters in the film "Lions for Lambs" (2007).

Kolb Cycle
Reflective Observation

Number of Participants
Any number is appropriate

Time Requirements
The film is 92 minutes, but the activity can be tailored to a particular portion of the film by focusing in on one of the three major story lines. The three story lines are:
- The Political Science professor (Robert Redford) addresses a student that is currently under-achieving in his class and gives him an ultimatum.
- The Political Science professor recalls two former students whom he assigned a debate on enrolling in the United States rmy. The students end up actually enlisting and the professor feels personally responsible.
- A United States Senator (Tom Cruise) discusses a war in progress with a reporter (Meryl Streep) and gives her classified information in hopes of persuading her to report the war in a manner he deems most fit for the current situation.

Space Requirements
Any space is appropriate

Materials
Media equipment, paper, writing utensil

Outline
1. Introduce the movie, the specific clip to be viewed and the context of the movie clip.
2. Assign a character to sections of the group or simply have the group choose a character once they begin to watch the clip. Tell the group that they should try to identify as many values as possible for the character they are analyzing. For each value they identify for the character they will have to identify actions that the character exhibited that either contradicted the value or confirmed the value.

3. Have the students meet in groups based on the character they chose to study through the course of the clip or entire movie. In the groups, students should talk about the values and actions of the character and in what ways they found the character to be congruent or incongruent. The group should come up with a master list to share with the class.
4. Have groups share with each other the finding for each group's particular character.

Processing Questions

- How do we know what our values are?
- What are some ways that we act out our values?
- What are some obstacles to acting in ways that are congruent with our values? How can we overcome these obstacles?
- Were their characters that you felt more of a connection to?

Extension

- If there is a particular part of the film or clip that evokes a great deal of discussion, be sure to keep the notion of values and congruence salient throughout the discussion and do not be afraid to probe for depth and understanding.
- This activity can also be carried out with any of the following films:
    - Stop-Loss (2008)
    - Erin Brockovich (2000)
    - Freedom Writers (2007)
    - Mona Lisa Smile (2003)
    - City of God (2002)
    - Michael Clayton (2007)
    - Dead Poets Society (1989)
    - Charlie Wilson's War (2007)
    - Gandhi (1982)
    - Color of Freedom (2007)

Source

Lions for Lambs (2007)

Keywords

Values, congruence, film, movies

Always, Sometimes, Never

Brief Description

This activity will ask students to identify how often they engage in behaviors that are matched to the values of the group.

Purpose

To highlight the difference between claiming congruence and actual congruence

Kolb Cycle
Reflective Observation

Number of Participants
Any number is appropriate

Time Requirements
25-35 minutes

Space Requirements
Any space is appropriate

Materials
Three signs, each one reading: ALWAYS, SOMETIMES, NEVER.

Outline

1. Prior to the activity, prepare, as facilitator, by writing out 5-10 of themes that you wish to discuss depending on the dynamic and culture of the group you will be carrying out the activity with. Once you have decided on the themes (ex. Diversity, Punctuality, Communication, Stress), write out coupled statements that relate to each theme, one being a value and the other being an action that either confirms or contradicts that value. Be sure to have themes varying in complexity and meaning.
    a. For example:
        i. Theme- Diversity
            1. Statement 1: "I value ethnic diversity"
            2. Statement 2: "I address my friends when they make inappropriate jokes based on race, creed, or religion."
2. This is a standing activity. Explain to the students that they will be prompted with a statement to which they are expected to respond to by standing in the corresponds area as it applies to them (i.e. they should move to the area of the room designated either ALWAYS, SOMETIMES, or NEVER)
3. Read one statement (value/action) followed by the statement it is coupled with (action/value)
4. Have students move to the area of the room that corresponds with their response to the statement. After reading the second statement, stop and discuss with the students and probe to see if the two statements were congruent or not congruent for them. Then move on to the next set of statement.
5. Continue the activity until all statements for all the themes are covered.

Processing Questions

- Did you notice any trends between themes and your tendency to be congruent or incongruent?
- Why do you think sometimes what we say we value is not directly in line with how we act in regards to that value?
- Are some things easier to be congruent about than others? Why?

- How difficult was it to be truthful about your congruence in front of other students? Were you always truthful in your responses?

Extension

- This activity could be directly tailored for a particular student organization, using the group's stated values as the basis for continuum items.
- If you have technology available, this activity could be done with clickers to allow students some anonymity in their responses. It might also solicit more truthful responses.

Source

Adapted from Bordas, J. (2007). *Salsa, soul, and spirit: Leadership for a multicultural age.* San Francisco, CA: Berrett-Koehler.

Keywords

Congruence, continuum, personal reflection

RESOURCES

Books and Articles

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, *16*, 315-338.

This is an article published in a special issue of the Leadership Quarterly that was dedicated to the idea of authentic leadership. This article provides an overview of this approach to leadership including a comparison of this approach with other leadership theories, such as transformational, servant leadership and charismatic leadership.

Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, MA: Harvard University Press.

The first two chapters of this book, "Values in Leadership" and "To Lead or Mislead?" particularly address issues of congruence, "In this view, getting people to clarify what matters most, in what balance, with what trade-offs, becomes a central task" (p. 22).

Websites

http://www.collegevalues.org/

This website features both the Character Clearinghouse, a center of information on resources for character development, and the Journal of College and Character.

Media

Bill George often speaks on authentic leadership and has several of clips available on YouTube. One example is http://www.youtube.com/watch?v=TH2hIr9Utj0.

Prof. Gareth Jones discusses the importance of authentic leadership, drawing from the book *Why Should Anyone Be Led by You?* http://www.youtube.com/watch?v=0q_iGQpT-Qo.

ESSAY PROMPTS

1. Provide an example of congruence in content and an example of congruence in process. Provide an example each of incongruence in content and process.

A strong response should demonstrate the student makes a distinction between having end goals that are congruent with values and having ways of reaching those goals that are congruent.

2. Describe the concept of character. What is the role of courage in having character or congruence? How are these concepts related to effective leadership?

A strong response should reflect the text's assertion that character is about being true to one's own values, which is also represented in the value of congruence. Effective leadership requires group members who have the courage to voice dissent when the group begins to show inconsistency with members values.

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Thompson, C.M., Thompson, A., & Johnson, R. A. (2000). *The congruent Life: Following the inward path to fulfilling work and inspired leadership*. , CA: San FranciscoJossey-Bass.

AUTHOR BIO

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11

COMMITMENT

Caitlin Brauer

CHAPTER OVERVIEW

Learning Objectives

1. To understand Commitment within the context of the Social Change Model (SCM) of leadership.

2. To develop an understanding of how Commitment works within emerging leaders, relates to and interacts with the other C's of the SCM, specifically Consciousness of Self and Congruence.

3. To build Commitment within the group, in the process learning the relationships between individual commitments and collaborative commitment and how the intensity and duration of collaborative commitment to a shared goal improves the effectiveness of social change.

4. To reflect on individual and collective components and obstacles to Commitment.

Brief Chapter Summary

I. Introduction—Commitment brings together the other two individual C's, drives group effort, and serves as an anchor for social change.

II. The Meaning of Commitment—Commitment refers to individual, innate passion or desire, consists of intrinsic motivation, and comprises of both intensity and duration. Commitment is related integrally to authentic passions and results in a deep sense of fulfillment, thus allowing these passions to motivate and drive the individual through difficult challenges. Levels of Commitment are variable over time and can be developed.

III. The Origins of Commitment—Commitment originates from intrinsic motivation driven by authentic passions and desires.
   a. Finding Personal Passion for Leadership—Authentic Commitment builds Congruence. Finding passion for leadership is an ongoing process involving self discovery of values and passions through reflection, mentorship from like-minded

people and life experiences. Clarifying one's passion for leadership deepens Commitment levels.

b. The Influence of Personal Experience—Through self reflection, personal experiences can lead to self discovery of passions, which can then lead to higher levels of intrinsic motivation to social change and greater Commitment to seeing the matriculation of that change.
c. External Factors that Influence Commitment—External factors can support an individual's Commitment and passions. Some examples of those factors include a supportive environment, being around others who have similar passions, financial incentives, recognition of good work and social status. With some of these other factors in place, adversity from external forces can deepen an individual's Commitment.
d. To What Can People Be Committed?—Commitment goes beyond involvement in organizations, groups and projects. Incorporating elements from Congruence, people can be committed to organizations, activities, groups and projects that reflect their authentic self as measured by individual Congruence of actions, beliefs and passions. In addition, as long as it relates to the individual's authentic self, one can be committed to the abstract notion of "something larger than oneself" (pg. 375).

IV. Commitment in Groups—The group Commitment is only as great as the sum of all the individual parts—each individual level of Commitment. The group's goals are hindered by an individual's lack of Commitment as demonstrated by lack of attendance or completing assigned tasks. The group can support individual Commitment levels by creating a positive and supportive environment for all members.

V. Identifying Commitment—Identifying Commitment involves first analyzing all the individual factors that went into initial involvement.
   a. Quality over Quantity—Deep Commitment involves fully realizing one's authentic self through the group goals and actions, and a full investment into a particular group. College students who participate in many organizations may be less impressive because it is difficult, if not impossible, to be deeply committed to a single cause when there are so many activities that demand time commitments.

VI. Sustaining Commitment—Living a balanced life with constant renewal via reflection is crucial to sustaining deep Commitment. Due to the amount of time and energy needed to be deeply committed to a collective cause, time demands of conflicting Commitments (being overbooked) create challenges to sustained Commitment. In addition, without balance in other areas of life, psychological burnout can be a threat to deep sustained Commitment. Taking time to explore other interests and journaling can be helpful in preventing burnout.

VII. Connection to the Other C's—Commitment enhances an individual's experience of the other C's. Consciousness of Self is important in developing individual Commitment while Commitment can help Congruence when challenges occur. The group C's are more effective and can function at a higher level of complexity with high levels of

individual Commitment. Commitment helps build trust which helps the individual be a more effective citizen.

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of Commitment were: participation in discussions of social or cultural issues with peers.
- Other strong, positive factors included mentoring from both faculty and peers and engagement in community service.
- Participation in long-term leadership training was found to be a negative predictor. Students who participated in this type of training had lower scores for Commitment.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Students may have problems articulating exactly what their passions are and especially how they relate to social change. A student may be able to quickly respond that a passion is to sing or play soccer or something like that, but not understand how that relates to social change. Help students creatively think of ways even these hobby-like passions can also relate to social change.
- Some students may or may not have had positional leadership experiences in groups. If students have not crossed stage 3 in the leadership identity development stages, then identifying how their passions have inspired other people or how the group has helped define their passions, may be a difficult transition. Those students, regardless of positional leadership experiences in the past or not, who have fully grasped the idea of doing leadership and the leadership process will have an easier time answering these discussion questions.
- The difference between true psychological burnout, being disorganized or overcoming obstacles can potentially be difficult to understand for students who have not been introduced to burnout prior to this text. Help clearly define burnout as a specific psychological experience that can be related to disorganization or the struggle overcoming normal obstacles, but is more severe. Also be careful to distinguish the lack of interest that can happen through burnout from popular understandings of clinical depression (from major pharmaceutical advertising campaigns, students may automatically associate loss of interest with clinical depression) though understanding that at times both burnout and depression can be related.

KEY CONCEPTS

- **Authentic Self** – One's true passions in congruence with one's actions.
- **Burnout** – A psychological consequence of over-commitment where an individual spends so much time in one activity that stress and frustrations set in and the individual is no longer to think clearly, perform at a highest level, or even share the same level of interest in the activity that the individual once possessed.
- **Commitment** – Commitment implies intensity and duration. It requires a significant involvement and investment of one's self in the activity and its intended consequences. It is the energy that drives the collective effort and brings it to function.
- **Extrinsic Motivation** – The process by which the will to complete a task is driven by rewards provided outside sources.
- **Intrinsic Motivation** – The process by which the will to complete a task is driven by one's internal passions and values.
- **Passions** – Those things that drive an individual, often discovered through personal experience.
- **Personal Experience** – The culmination of life occurrences that, in relationship to commitment, helps inform one's authentic self, passions, values and problem solving perspective.
- **Values** – The beliefs that guide one's actions and behavior.

ACTIVITIES

Many Gifts, One Vision: Collective Quilt

Brief Description
Any size group of students creates individual collages representing their "authentic selves" and passions which are combined into one display demonstrating how each individual contributes to the common purpose.

Purpose
To visually demonstrate and remind the group of how all individuals have something valuable to contribute to the greater mission

Kolb Cycle
Abstract Conceptualization

Number of Participants
Any

Time Requirements
This could take 2-4 hours in one block, or this could be split into an assignment and much shorter discussion. Time also depends on number of people in the group.

Space requirements
Enough work space for each individual and then a large wall or other display surface (see technological adaptation).

Materials
Old magazines, photos, other visual materials to be cut up
Construction paper
Glue stick or tape or staples

Outline

1. Instruct group members to create a collage using images, words or phrases from magazines. Guidelines:
    a. Individual names should appear visibly on their collage
    b. Participants should pay close attention to various representations of what they think their core values are, life passions, and other strengths, weaknesses, interests, beliefs that are particular to the group mission. Assist group members as needed in representing interests. Pay close attention to those group members who may still be unsure of their lifelong passions—this can just be things/activities they like and/or think they are good at.
2. Depending on the group each individual can "present" themselves as it relates to their collage pointing out 3 major things in their collage and why they put those images on there. If not appropriate for group, move on to step 3.
3. Facilitator should display all of the collages collectively in the group's space in the formation of a paper patchwork quilt. Once this is completed, divide group members into small discussion groups and instruct each group to look at the collective representation and come up with, from the images, 3-5 collective strengths/interests.
4. Each group should share what they think, from the paper quilt, are the collective strengths/passions/interests.
5. After each group presents, instruct group members to either have a group discussion or reflect in a journal or write an essay or more than one of these, on how they think the collective strengths of the group can be utilized most effectively to achieve the group goal. This should help relate individual passions and interests to the group goal increasing levels of intrinsic motivation towards the final outcome. Keeping the visual representation up in the group's space if the group has that space can be a constant reminder of how each individual fits into the greater purpose.

Processing Questions

- How challenging was it to find items that represent your personal passions?
- Did you see common themes in your groups? What differences were there?
- How might identifying personal passions inform the work of your group?

Extension

- Instead of creating a paper quilt, have each participant create a single power point slide and combine into one continuous loop slide show. Graphics could be used to, at the end, combine all the slides into one concluding image. This could be projected on a wall of a classroom, posted on a group website or any number of other things.

Keywords

Common purpose, authentic self, passions, collage

Puzzled

Brief Description

Students attempt to put together a puzzle without all the pieces and without being told that they don't have all the pieces individually but do collectively to test their motivation when faced with a potentially frustrating situation.

Purpose

- To learn to cope with burnout and persevere towards a group mission despite obstacles.
- To demonstrate perseverance, problem solving, and commitment to a goal
- To develop collaboration and team building
- To reflect upon personal responses to obstacles

Kolb Cycle

Concrete Experience

Number of Participants

As written but not exclusively, 26 people

Time Requirements

Estimate 2-3 hours

Space Requirements

Need tables or other forms of large flat space

Materials

1300 jigsaw puzzle pieces (this can be from one or more puzzles; more puzzles=more time)
26 (based on the number of participants) small plastic sandwich bags
Paper, notebook, journal, writing utensils, other materials for self reflection

Outline

1. Instructor should place 50 random puzzle pieces in each plastic bag for individual participants—care can be taken to ensure each participant receives a variety of pieces. This should be completed prior to the instructional period.
2. Instruct group members to sit at tables
3. Randomly hand out plastic bags full of puzzle pieces
4. Instruct group members to put together the puzzle. Do not mention that there is not a complete puzzle in each bag or that there are potentially pieces from different puzzles in each bag. When questioned about group members not having enough pieces or the pieces not fitting together or something wrong with the puzzle, simply respond that there is a complete puzzle there. It is up to the students to figure out that they must work together to complete the puzzle(s). The struggle is part of the activity.
5. Once the puzzle(s) are completed as an entire group, instruct the students to reflect on the challenges this activity posed, their feelings when at first they couldn't put the puzzle together on their own, the process of working together and how they were able to stay committed to the goal of completing the puzzle.

Processing Questions

- Reflect on any possible point of burnout—a time when they wanted to give up on putting the puzzle together. What were the things that caused you to persevere?
- How does this controlled activity can apply to other areas of their life, working towards social change, and being an effective group?

Keywords

Intrinsic motivation, extrinsic motivation, burnout, collaboration

Sign On

Brief Description

The group collectively determines goals, missions, and expectations through discussion with partners, small group and large group discovering collective values and passions.

Purpose

- To allow all group members to give input into the group goal, mission and expectations
- To define collaboratively the purpose of the group and establish group culture
- To make a Commitment to the group, understanding how each group member contributes
- To commit collaboratively to a group goal, mission, or expectation
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Kolb Cycle

Reflective Observation

Number of Participants

6 or more

Time Requirements
60-90 minutes

Space Requirements
Enough to split the group into partners and then small groups of 3-4

Materials
Large space like a chalkboard or whiteboard to collect everyone's input
4x6 note cards
Writing utensils

Outline

1. Hand out note cards to each individual
2. Instruct each individual to make a list of 4 expectations they need from the group as well as 4 responsibilities for each role in group (i.e: a teacher's responsibilities and the students responsibilities in a classroom; the facilitator's responsibilities, the participants responsibilities in a smaller group or an organization)
3. Have each individual pair up, share their lists on their note cards with their partners (5 minutes)
4. Give each pair a new note card, tell them to complete step 2 as a pair (they can use their expectations or causes they came up with as an individual, especially if there are similarities, or they can come up with a completely new list)— (15 minutes)
5. Instruct each pair to group with another pair to create groups of 4.
6. Repeat steps 3 and 4 in the group of 4.
7. Bring the entire group back together. Either ask a representative from each group to write their two lists on the blackboard or ask each group to verbally state their lists while the facilitator or other person records their answers on the blackboard
8. After a master list from the class is compiled, discuss each expectation; combine ideas where appropriate, observe commonalities, and vote on top four in each category as a collective group.
9. Type up final group decisions and have each group member "sign on" to the communal expectations, making a Commitment to follow through with the objectives that the group decided upon, signing their name as a contract underneath the list.

Processing Questions

- Which of the seven C's were utilized over the course of this activity?
- Are you satisfied with the group decisions? Do you feel like you were included in the process? Do you feel like you have something to contribute to the group?
- What are different ways you balance personal commitments with group commitments?

Source
Modified from an activity developed by Anne Lucasse (Program Facilitator at City West Academy, Eden Prairie, MN). She has used this activity over the past 25 years with groups from junior high age through aspiring teachers preparing for student teaching experiences.

Keywords
Common purpose, values, passions, goal-setting

Street Theater

Brief Description
The group acts out a potentially problematic scenario posed by the instructor, collaboratively coming up with potential solutions in the process that incorporate the group's common purpose and values, drawing upon individual personal experience and practicing controversy with civility.

Purpose
- To practice collaborative problem solving in a hypothetical situation that is designed to test the group members' commitments to the common purpose
- To effectively problem-solve in a collaborative manner
- To potentially practice controversy with civility
- To be challenged in one's commitment through the hypothetical thoughts and potential disagreement

Kolb Cycle
Active Experimentation

Number of Participants
12 or more

Time Requirements
40-50 minutes

Space requirements
A room large enough to designate a "stage" area—does not need to be a formal stage

Materials
Pen, paper, note cards
Some type of open container like a bucket, a bowl, a "hat"
An already clearly defined common purpose

Outline
1. Divide participants into groups of 3-4.
2. Instruct each group to brainstorm potential obstacles of any type towards the group's common purpose and write each obstacle on a note card—1 challenge per card
3. Facilitator should collect all the note cards from all groups and compile them into the "hat."
4. Determine the order of performance—each group will perform—either by volunteer or assignment.

5. The first group comes to the front of the space and draws a card out of the "hat." The obstacle on that card is the challenge for the group to solve. The group should be given five minutes to prepare their presentation during which they:
   - Assign roles to play (various decision-making positions within the organization, group members, people in the community, whatever is appropriate to enact the obstacle on the card)
   - Determine what might be the perspective of the characters involved
6. The group who is on performs a role play simulating how the organization may work to solve the hypothetical obstacle given to them on the card, each taking on a different role in the organization in front of the rest of the group. It is alright if there is no script, it is more important for group members to be thinking about different perspectives within this role play.
7. At any point during the role play, any audience member may yell "FREEZE" at which point all actors must freeze in their spot and the audience member who stopped the role play can approach one of the actors, tap them gently on the shoulder and replace them in the role play. This should be used when a member of the audience watching the role play see's something happening that they think they have a different way of approaching the problem or a different opinion on the perspective of the role.
8. Repeat steps 5-7 until all small groups have had a chance to start in the role play and start in the audience.
9. Reflect on the collaborative problem solving strategies, disagreements that arose, things that challenged individual commitments and other observations from the exercise either in a large discussion group or in a journal.

Processing Questions

- Did individuals agree that the obstacle performed were realistic obstacles the group would face? What different obstacles might you have identified? What different solutions might you have suggested?

Sources

Modified from an activity completed at a Theatre of the Oppressed workshop done in Minneapolis, Minnesota in 2000. Theatre of the Oppressed workshops are modeled after the academic work of primarily Augusto Boal (1979; 1992) and secondarily, Paulo Freire (1970).

Keywords

Collaboration, values, personal experience, controversy with civility, common purpose, theatre

RESOURCES

Books and Articles

Meyer, J.P., Allen, N.J., & Smith, C.A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538-51.

In a previous work, Meyer and Allen (1991) proposed three categories that contribute to organizational and occupational commitment: affective commitment, continuance commitment, and normative commitment. The idea espoused in this article works to verify that a three-dimensional model for measuring commitment is effective as well as gaining insight into the commitment factors of the study population of nurses. This conceptualization has also been used in cross-cultural research (Vandenberghe et al., 2001).

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Porter, L.W., Steers, R.M., Mowday, R.T.,& Boulin, P.V. (1974). Organizational Commitment, Job Satisfaction, and Turnover among Psychiatric Technicians. *Journal of Applied Psychology* 59, 603-9.

In the process of studying psychiatric technicians, Porter et al. developed a 15 question instrument that is still widely used today called the Organizational Commitment Questionnaire. This instrument is frequently used in cross-cultural contexts (White, et al., 1995; Buchko, et al., 1998; Harrison and Hubbard, 1998; Pearson and Chong, 1997; Sommer et al., 1996; and Yoon et al., 1994). In other studies, this questionnaire is still used in conjunction with the Multi-dimensional Leadership Survey.

Allahyari, R.A. (2000). *Visions of charity: Volunteer workers and moral community.* Berkley, CA: University of California Press.

In presenting two case studies of successful faith-based non-profit organizations (Loaves and Fishes, and The Salvation Army) Allahyari is able to discuss many issues of faith-based social change. Faith can be a critical factor in determining an individual or group's values, and consequently is a powerful motivational tool. The concept of moral-selving, discussed in the second section, can be a good tool to guide discussion on staying committed to a group cause above one's personal beliefs, making the group values the individual's values, and various motivations for Commitment.

Foster, C. (1995). *Teenagers: Preparing for the real world.* Lithonia: Rising Books.

The case studies accompanying the early chapters are especially engaging, light-hearted and fun. The book is more appropriate for a younger audience. Would likely work best with essay questions, journal topics or guided reflection.

Stout, L. (1996). *Bridging the class divide: And other lessons for grassroots organizing.* Boston, MA: Beacon Press.

This memoir by the founder of the Piedmont Peace Project offers a lot of insights into one method of organizing for social change. Specifically, in Linda Stout's autobiographical account of her own journey to grassroots organizing, the introduction and first two chapters

speak to how personal experience can lead an individual to a high level of Commitment to their values for social change.

Websites with Various Group Activities

- Dudley Street Neighborhood Initiative - http://www.dsni.org

In the early 1980s, a group of neighbors came together with the common purpose of revitalizing the Dudley Street Neighborhood in Boston, Massachusetts. Despite challenges, the group's commitment to their neighborhood helped them succeed. A documentary about this grassroots community organizing initiative aired nationally on public television in 1998. A book was also written about the organization. DSNI also makes available other teaching materials about organizing and leading for social change by sending a request from their website:

- http://www.dsni.org
- Lipman, M. & Mahan, L. (Producer). (1996). *Holding ground: The rebirth of Dudley Street.* United States: New Day Films. Available from New Day Films: http://www.newday.com
- Medoff, P. and Sklar, H. (1994). Streets of hope: The rise and fall of an urban neighborhood. Boston: South End Press.

Theater of the Oppressed - http://www.theatreoftheoppressed.org

The organization's website has numerous resources spanning a book and journal article bibliography to a "yellow book" directory of international organizations, activities and programs that are doing things related to ideas about social change.

Media

Scott, R. (Director). (2000). *Gladiator.* United States: Dreamworks Video.

In this well known Hollywood film, it is only his commitment to his own values and passions that motivates every action take by the main character, Maximus (Russell Crowe). He leads others to a common purpose with help from friends and sticks to his authentic self when challenged with possible death.

Serrill, W. & Manne, L. (Producers). (2007). *Heart of the game.* United States: Miramax Films.

This documentary of a high school girls' basketball team in Washington state provides a good case study in a group overcoming various obstacles and challenges to succeed in their common purpose of winning championships.

ESSAY PROMPTS

1. "Commitment" is grouped as an individual "C" in the Social Change model. What critical elements to Commitment designate this as such? What are some examples from your own life regarding the individual components to Commitment?

Strong responses will demonstrate a complex understanding of the different parts of the Social Change model, incorporating descriptions and analysis of at least Commitment, Congruence, and Consciousness of Self. Personal examples will be clear, relevant, and concise.

2. Though individual intrinsic motivation is critical to long term Commitment to a cause, learning to put the group mission before individual advancement is an important part of the social change model. Being committed to a group goal is one of the ways that Commitment, as an individual "C" interacts and affects the other "C's" of the SCM. What are the other ways? If possible, discuss the challenges between Commitment to individual values and Commitment to the group goals.

   Strong responses will include detailed description and analysis of not only the interactions between Commitment, Consciousness of Self, and Congruence, but also how the individual C's impact and influence the other four C's of the Social Change Model. In the process exceptional students will highlight challenges posed by both congruence and dissonance between individual and group values with clear realistic examples.

3. What have been some internal and external challenges you have faced regarding developing Commitment towards social change? Include ways these challenges informed your Consciousness of Self, identification of passions and values, and affected your own individual Congruence of actions and beliefs.

   Strong responses will include discussion of how personal experience have helped the student do leadership better and further engage themselves in the leadership process.

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12

BECOMING A CHANGE AGENT

Alexis Janda

CHAPTER OVERVIEW

Learning Objectives

1. Students will be able to identify the power they posses as an individual, and recognize ways that they employ that power in a group or organization to influence change.

2. Students will be able to fully understand what a change agent is and how they can become one through the implementation and practice of the Seven C's.

3. Students will have an action plan for how to create change whether it is initiating a "movement" or creating change within an organization they create or already belong to.

Brief Chapter Summary

I. What is a Change Agent?
   a. Change Agents are people who decide that they will do something to make a difference through working with others.
   b. Change Agents are empowered and empower others. They recognize the sources of their personal power and focus on using it ethically to create change and influence others to do the same.
   c. Change Agents believe in their abilities to act as leaders (self-efficacy), additionally they help a group or organization to believe in their capacity to collectively influence change.

II. Acting as a Change Agent.
   a. Change Agents need to understand the context in which they are working.
   b. Change Agents understand, maintain, and communicate core values of the group in times of change.
   c. Change Agents care about relationships and how they contribute to the change process. They act in ways that are purposeful, ethical, empowering, inclusive and process oriented (Komives, Lucas, & McMahon, 2007).
   d. Change Agents work to include diverse people and perspective because they are important to the change process.

III. Becoming a Change Agent
    a. Osteen (2003) Study- process of becoming a change agent involves dual development
        i. Meaningful involvement
        ii. Learning to lead change
    b. Change Agents imagine what things would be like if change had occurred.
    c. Change Agents are constantly evolving and changing as they learn from each experience they have.
    d. Change Agents simultaneously sharpen the 7 C's. Advancement of one 'C' enables the advancement of another C.
    e. Best way to be a Change Agent is through experience and reflection on experiences.

IV. Social Change Model in Action
    a. Group Values are developed collaboratively, are important and essential to the group achieving their goals. Reflection on the 7 C's will help to clarify and solidify group values.
    b. Individual Values are clarified and solidified throughout the implementation of the social change model. Working through the seven C's with a group, will help an individual group member to develop stronger core values and self confidence in those values.

V. Go Forth and Make Change
    a. Change Agents need to find or create groups, whose members share the same purpose, commitments and values as the individual.
    b. Change Agents need to work with groups to set group goals.
    c. Change Agents in positions of authority need to divide up responsibilities and delegate tasks to every member of the group or organization.

"Having a focus on social change means looking for things that need and deserve attention and by focusing energy on them, better experiences are created for other people." (p.436)

THE MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- The strongest environmental predictors of students having high scores for socially responsible leadership and becoming a change agent were: participation in discussions of social or cultural issues with peers and having a faculty mentor.

TOPICS EMERGING FROM DISCUSSION QUESTIONS

- Types of individual power- Here students may discuss the various types of power that they have. Students may also discuss discrepancies in how they perceived power before and how they perceive it now that they have learned about power.

- Responsibilities of a leader- Expect discussions about what leaders need to do and expect. Students may comment on struggles they have experienced or think they may experience when working with peers.

- Promoting self-efficacy- Students will comment on their understanding of self-efficacy and raise questions about misunderstandings. Discussions of how students can promote and support self efficacy of their peers, while still being attentive to their own self efficacy.

- Values: Individual and Group- Student may bring up discussions about values, what they are and how to life by them. Expect students to discuss what they learned previously about congruence and even collaboration. Ethics may even come into to play, help guide students if a discussion arises.

- Personal development- Student may talk about what being a leader means to them, how it is beneficial to personal development. Discussion about how students see themselves as part of the greater community and world. Student may comment on struggles and overcoming those struggles.

KEY CONCEPTS

Individual Power – referring to the various types of power that individuals possess

Personal Development – improving self-awareness, developing strengths, establishing self and recognizing the connection of self to society

Responsibility – relating to the various responsibilities a positional leader has to those they are leading

Values – personal and group values that will help guide change

ACTIVITIES

What is a Change Agent, post-it style!

Brief Description
Students will first work individually to identify words and ideas that represent what a change agent is. Then students will come together to group words and phrases to develop what a change agent is as a group.

Purpose
- To define a Change Agent
- To determine what values a change agent possesses

Kolb Cycle
Reflective Observation

Number of Participants
Can be used with any size group. Will break down into smaller groups, facilitator and determine size based on class size, 4-6 per group works well.

Time requirements
30-45min. (Time can vary depending facilitator preferences, and length/quality of discussion)

Space requirements
None

Materials
Post-it Notes (5-10 sheets per student), pen/pencil/markers

Outline
5. Before breaking students into groups (of 4-6), hand out post-it notes and ask students to write the values and characteristics of change agents on those notes. They need to put one thing on each post-it. (about 5 minutes)
6. Then break the students into smaller groups of 4-6. Have they spread out in the room so that each group has their own space. Post-its can be placed on the wall, chalk board, window etc. and groups will begin to group together similar post-its. Each group should come up with common themes that they discover on the post-its. (10-15 minutes)
7. Once groups have discovered all themes from the post-its, have each group share their themes. Facilitate a discussion about what the class discovered, commonalities and discrepancies. (15-20 minutes)

Processing Questions
- What makes someone a Change Agent?

- Why did you select the values and characteristics you did?
- Can anyone be a Change Agent?

Discussion facilitation tips

- If students come up with their own questions that is good. If a debate arises about what the characteristics and values of a change agent, let it happen. It can be a good learning experience. The facilitator can use it to bring up a discussion about controversy with civility and the value of others opinions.

Keywords
Change agent

Who's got Power?

Brief Description
Students will watch the film "Sister Act" and then discuss how Sister Mary Clarence was a change agent.

Purpose

- For students to learn that they all have power in group situations and organizations, even when they don't realize it.

Kolb Cycle
Reflective Observation

Number of Participants
Any size group. Movie is PG, which is suitable for all ages

Time Requirements
1 hour and 40 minutes (if you choose to show the whole movie)

Space requirements
None

Materials
Sister Act I DVD (1992)

Outline
There are two options for this activity.

1. Show the entire movie and then process.
2. Show snippets of the movie that emphasize when Sister Mary Clarence was making changes and follow with discussion questions. (ie. When she started to direct the choir. When she convinced all the sisters to work on the park outside the convent, etc.)

Processing Questions:

- What type of power did Sister Mary Clarence have?
- Was Sister Mary Clarence aware of her power?
- How did she use her power once she discovered it?
- How did Sister Mary Clarence gain others support? How did she encourage others?
- What can you learn from Sister Mary Clarence?

Alternate Movies

Check out some of the following website for other movies suitable for the nature of the group.

http://leadership.au.af.mil/sls-tool.htm
http://www.drurywriting.com/david/06-LeadershipMovies.htm
http://www.casaaleadership.ca/res-movies.html
http://www.n2growth.com/blog/top-leadership-movies/

Keywords

Power, empowerment, film

Connect the Dots

Brief Description

Students participate in a simple activity and then discuss how perspective and social perceptions can affect though processes.

Purpose

- To demonstrate that we often limit our perspective and choices, stress thinking outside the box.
- To prompt discussion about the value of different perspectives.

Kolb cycle

Active Experimentation

Number of Participants

Any size group

Time Requirements

20-25 minutes

Space Requirements

None

Materials

Dots sheet provided in appendix 12.1, pen or pencil

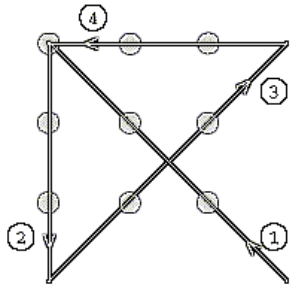
Outline

1. Facilitator should hand out a "Dots" sheet (located in appendix 12.1) to every student. Ask students to complete the sheet, using the instructions at the bottom of the sheet. (5-10 minutes)
2. After students have had time to complete (or attempt to complete) "Dots" sheet, share the solution. Process with the discussion questions.

Processing questions

- Why is it that most of us do not think about going out of the boundaries?
- The solution requires drawing outside of the lines. How do you feel this could be applied in real-life situations of interacting with others?
- Do you think everyone thinks the same as you or would solve a solution the way you would?
- Would you be willing to listen to someone else's solution if you thought yours was the way to do it?
- What are the benefits and downfalls of listening to someone else?
- Why is it so hard to see others' points of view?
- How does this activity relate to working with diverse peoples and perspectives?
- Why are diverse peoples and perspectives important when working toward change?

Solution



Source

Clark, D. R. (2004), Connect the Dots. Retrieved April 19, 2009 from http://nwlink.com/~donclark/leader/diverse2.html

Keywords

Connect the Dots, Cooperation, Diversity, Perspective

Imagine the Change

Brief Description

Students will brainstorm about a change that they wish to see on their campus then discuss as a group how that change would benefit their campus.

Purpose

- To envision a change and how life would be different if that change occurred
- To inspire and encourage students to make change

Kolb cycle

Abstract Conceptualization

Number of Participants

Any size group

Time Requirements

30-45 minutes

Space requirements

None

Materials

Paper and pen or pencil

Outline

1. Ask students to think of something on campus that they see needing change.
2. Have them write up how campus would be different if that change had occurred.
3. Students should create presentations detailing where they see an issue, problem or need, and present on how they would address that issue, problem or need. The presentation should wrap up by sharing how the campus would be different with that change implemented.

Processing Questions

- Ask students to share the change that they imagined, and share how campus was different after change was made.
- Why would this change be important to campus?
- Ask students to discuss the various changes and chose one that they think is most possible.

Keywords

Imagine, Envision, Campus Change, Difference, Encouragement

Action Plan for Change

Brief Description

Students will think of a change they wish to see on their campus and work together to create an action plan for that change.

Purpose

- To create a plan for a tangible change they wish to see on Campus or within a group or organization to which they belong.
- To have a plan for change that they could implement upon the completion of the class, workshop or retreat.

Kolb cycle

Abstract Conceptualization

Number of Participants

Any size group

Time Requirements

This activity should be introduced as a project that will carry throughout the chapter. Present it at the start of the chapter, and sporadically check in with class. This would be a good capstone project for the class.

Space Requirements

None

Materials

Paper, pen or pencil, action plan for change (appendix 12.2), poster board or powerpoint

Outline

1. Explain to students that they will be developing an action plan for a tangible change they currently wish to see on campus in a group or organization they are a part of. Take an initial poll to see if any students have the same change they want to work on. Pair people up if necessary. Encourage students to connect their plan with each of the seven C's. Reflecting on the different challenges and obstacles they encounter.
2. Have them use the worksheet (in appendix 12.2) to begin their planning. Periodically check in with class to see how the project is coming. Ask students to share what they are struggling with, possibly finding support from their peers/classmates.
3. At the end of the class, have students present their action plans via presentations. Students can create a poster board or power point presentation.

Extension

- Have the class chose one of the changes that were presented and then implement the change. Depending on timing and class time left, this may develop into an out of class project.

Keywords

Action plan, Change, Vision

RESOURCES

Books and Articles

Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *The Society for the Psychological Study of Social Issues, 8*, 1-22.

This article is an update of the original work written in 1959. It includes explanations for the 6 bases of power and the types of influence that a leader can use. It helps a reader to discover and determine what type of influence and base of power they should use when approaching a situation. Great resource when discussing power.

Louden, J. (2008). Retrieved March 12, 2009 fromhttp://ezinearticles.com/?Being-a-Change-Agent:-An-Inner-Approach-with-Outer-Impact&id=290240

Website with an article that is titled "Being a Change Agent: An Inner approach, with Outer Impact." This article discusses various things to keep in mind as one attempts to make changing within themselves, which will aid them in being a change agent.

Richard, H., Outlaw, I. L., Baldwin, S. V., & Lofton, B. (2006). Creating an academic environment for equity, social justice and social change. *International Journal of Learning, 13*(8), 1-10.

This is an interactive workshop that examined four different approaches to teaching students, faculty and staff. The goal is to focus on creating an environment for equity, social justice and social change. At the end of the article there is appendices of the various activities that were used in the study that the article discusses.

Roberts, D. C., & Huffman, E. A. (2005). Learning citizenship: Campus-based initiatives for developing student change agents. *About Campus, 10*(4), 17-22.

This article discusses undergraduate students and initiatives for developing change agents. It focuses on students in fraternal organizations and the various challenges that they face. Much of the discussion focuses around the Fraternal Futures Initiative.

Students Can Be Effective Change Agents (1979). *Education Digest, 44*(9), 48-50.

The article discusses the role of students in solving problems related to the education system in the U.S. By utilizing students in the decision-making process, many schools that are overwhelmed with problems can find new direction and life.

Websites with Group Activities

Leadership Workshop Exercises. Retrieved on April 20, 2009 from: http://www.workshopexercises.com/Leadership.htm

This website has multiple exercises to help with leadership in general. Additionally, if you go to the home page of the site, there are more sections, including teambuilding, engagement, and a facilitator guide that may also be beneficial.

Western Oregon University, Student Leadership Activities. Retrieved on April 16, 2009 from: http://www.wou.edu/student/sla/Leadership/resources.php

Western Oregon University has created this excellent resource. There is a multitude of ice breakers, team builders and activities that involve a variety of topics. The site has activities addressing diversity, communication, conflict, values, ethics and a bank of others.

Big Dogs Leadership Training and Development Outline. Retrieved on April 19, 2009 from: http://www.skagitwatershed.org/~donclark/leader/leadtrn.html

This site has multiple resources for various topics. Connect the Dots activity came from this site. This is a great source for ideas that you can build upon.

Media

The following movies are examples of when others have been change agents or when they have influenced social change.

Freedom Writers (2007)

A teacher pushes her students to achieve and aspire to a life beyond high school.

Dangerous Minds (1995)

A teacher pushes her students to see that there is life beyond high school and the life that the streets offer them, which is all they know.

Bee Movie (2007)

A Bee communicates with humans and fights for the rights of Bees. He sees in justice in humans stealing all of the Bee's honey and wants Bee's to get the credit.

Remember the Titans (2000)

A football team overcomes integration and rises above adversity.

A League of Their Own (1992)

With all of Americas baseball hero's at war, women picked up the tools and the bats. This movies depicts the formation of the All American Women's baseball League. Dottie, the main character is a force to be reckoned and plays an active role in the formation of the league.

Sister Act (1992)

Order to a Convent for her own protection, Sister Mary Clarence helps a church and a sisterhood revitalize. She pushes the limits and helps the sisters to grow and expand.

Coach Carter (2005)

A new basketball coach comes to a school with strict rules. When the players break their players contract with him, he benches the entire team, teaching them the value of an education over athletics.

ESSAY PROMPTS

1. What do you think is the most important C to keep in mind when acting as a Change Agent?

Expect varying answers here. Students will pick different C's, hopefully this can start a healthy class debate. As facilitator, the goal is to steer the conversation in a direction that the class concludes that all C's are important and necessary.

2. What do you see as the biggest challenge to becoming a Change Agent? How do you suggest overcoming this? What is a challenge that a Change Agent faces while implementing change?

Students will bring up various challenges they envision facing. Dealing with their peers, overcoming adversity, being an authority figure, these are some topics that might come up. Encourage a class discussion where students can support each other and suggest ways for their classmates to overcome all the issues they bring up.

3. How do you see values, personal and group, playing into being a change agent? As a change agent, how do you address group values? How will you facilitate and encourage reflection on group values?

Students should discuss what values are and how they are important to social change. Hopefully this will be simple because the will have already covered values in a previous chapter. Look for how that conversation changes now that they are discussing values from the perspective of a change agent.

4. Can anyone be a Change Agent? Explain.

YES! The Social Change Model is such that anyone can be a leader and change agent. Essay answers should reflect this, and comment on why anyone can be a change agent, and how anyone can go about becoming a change agent.

5. How can a Change Agent continually reevaluate the 7 C's with regard to the change they are attempting? Why is this important?

Leadership development is an ongoing process. It is important to continually reflect on the 7 C's while attempting change. Look for discussion of plans to take time reflecting, journaling, and discussing progress with group or organization members.

REFERENCES

Big Dogs Leadership Training and Development Outline. Retrieved on March 12, 2009 from: http://www.skagitwatershed.org/~donclark/leader/leadtrn.html

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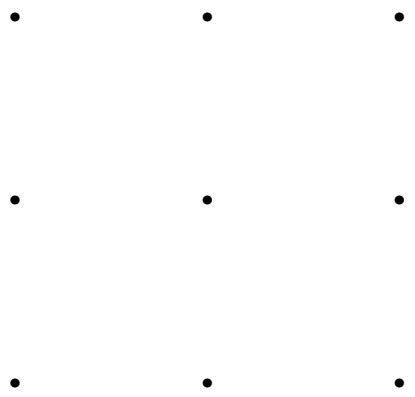
APPENDICES

Appendix 12.1: Connect the Dots: Activity Sheet

Directions: Connect all of the dots with four straight lines. Do NOT lift your pencil off the paper. Do NOT retrace any line. Lines may cross if necessary.



Appendix 12.2: Action Plan for Change—Worksheet

Identify issue, problem or need:

What change(s) could improve the above situation?

What are the goals/objectives of the above change(s)?

Connecting the change(s) to the Social Change Model.
(Write how the change(s) connects to the following)

Citizenship:

Common Purpose:

Collaboration:

Controversy with Civility:

Consciousness of Self:

Commitment:

Congruence:

What is a realistic time frame for this change(s)?

Who will help you implement this change(s)?

How do you plan to encourage and support those who are working with you?

How would you and others benefit if change(s) occurred?

PRAISE FOR *LEADERSHIP FOR A BETTER WORLD*

"What a powerful, very needed, and welcome sequel to *A Social Change Model for Leadership Development Guidebook*. It is a book for students, faculty, and everyone who engages in leadership for social change for a better world. It is an inspiring and liberating book in that it validates each one of us as we discover and practice the gifts we have been given."

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"While simple schemes and models of leadership can have their appeal, the more challenging view proposed in *Leadership for a Better World* is not only more realistic but infinitely more fulfilling. This form of leadership calls us to look at our own deep yearnings and then respect those of others in the amazing global community of the twenty-first century."

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—Julie E. Owen, assistant professor, Leadership and Integrative Studies, George Mason University

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The National Clearinghouse for Leadership Programs supports leadership development in college students through professional development for leadership educators.

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