

Social Change Model of Leadership Development  
Cross Campus Leadership Initiative  
Theory Workshop

**I. Common title given to the model:**

Social Change Model

**II. Most often cited author or translator of the model:**

Helen Astin, Alexander Astin, and Susan Komives. Multiple versions of “A social change model of leadership development: Guidebook” exist and are most often cited.

**III. Other research/theory from which the model is derived:**

This model is was not created using prior theory.

**IV. Definition of the model or concept:**

The key concept of this model is that leadership is a process/journey for all individuals of a group, not just those who already hold a leadership title. Individuals must first identify and develop a sense of self, then using that understanding of self to create and effect change collaboratively.

There are two main goals:

1. To enhance student learning and development regarding self-knowledge and leadership competency
2. To facilitate positive social change in a community, that is, to help the community function more effectively and humanely

Leadership is examined from three perspectives:

1. The Individual
2. The Group
3. The Community/Society

In its creation, there were 7 core values identified to initiate and create change:

1. Consciousness of Self – mindfulness, knowing one’s own motivations, beliefs, etc
2. Congruence – behaving in manners that aligns with consciousness of self
3. Commitment – ability to engage in what a person is passionate about
4. Collaboration – working effectively with others
5. Common Purpose – coming together with others around shared purpose
6. Controversy with Civility – embrace conflict by engaging respectfully
7. Citizenship – be an active participant in the community

These core values can be organized into the three perspectives:



(Adapted from Higher Education Research Institute, A Social Change Model of Leadership Development Guidebook, Version III, 1996, p. 21)

- V. **How could this model be used to look at the ongoing process of leadership learning for students?**  
Students continue to learn about themselves, and others, each semester/year. This model encourages inward reflection and knowing oneself so students can better align themselves with organizations, majors, and causes that are in congruence with their values. By teaching students how to engage positively with groups and larger communities, students can learn to value purposeful engagement and leadership in communities.
- VI. **How could this model be used as a theory to teach in CCLI services and programs?**  
The Social Change Model is grounded in students learning about themselves and recognizing how they can contribute to groups and communities. It connects well with other theories, such as Self-Authorship, and aligns with the CCLI vision to prepare students to engage as responsible citizens as it ultimately encourages students to work towards creating change.

**VII. Is student understanding of this theory likely to be immediately evident or unfold over a period of time?**

Many aspects of this model are simple, and straightforward, but putting each component into practice may take time, especially when it involves developing new behaviors or response patterns. This will likely vary from person to person and from each perspective to perspective (individual – group – community).

**VIII. What measures are used (could be used) to assess students' progress in learning this theory?**

The Socially Responsible Leadership Scale was developed to measure progress, using pre- and post-tests. It is available at [www.SRLSonline.org](http://www.SRLSonline.org). The [Multi-Institutional Study of Leadership](#), is also a useful instrument. Without using this scale, an individual's progress could be seen through observation, reflection, and self-reported data.

**IX. What is different about students who deeply understand and use this model in their leadership?**

Students who understand and use this model should have a healthy knowledge of who they are and what they value. By having this base, they will have a better understanding of how they bring the value of leadership to groups and communities. Students who use this model will also have an understanding and respect for difference of opinion and ideally will be able to navigate through conflict in a positive manner so the group can move forward to create positive change. Following this model, any student can and will be a leader in different settings and at different times.

**Resources and References:**

Astin, H. S., Astin, H., Boatsman, K., Bonous-Hammarth, M., Chambers, T., & Goldberg, S. (1996). A social change model of leadership development: Guidebook (Version III). *Higher Education Research Institute, University of California, Los Angeles*.  
<http://www.Heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>

International Leadership Association. (2011, October 11). Retrieved August 17, 2017 from <http://www.youtube.com/watch?v=PpjGCP5ee-k>

Komives, S. R., & Wagner, W. E. (2016). *Leadership for a better world: Understanding the social change model of leadership development*. John Wiley & Sons.

Skendall, K. C., Ostick, D. T., Komives, S. R., & Wagner, W. (2017). *The Social Change Model: Facilitating Leadership Development*. John Wiley & Sons.