

Social Change Model of Leadership

I. About the Social Change Model of Leadership

The Social Change Model of Leadership has two primary goals:

1. To enhance student learning and development. More specifically, to develop in each student greater

- Self-knowledge: understanding of one's talents, values, interests, especially as these relate to the student's

capacity to provide effective leadership; and

- Leadership Competence: the capacity to mobilize oneself and others to serve and work collaboratively.

2. To facilitate positive social change at the institution (high school/college) or in the community. That is, to undertake actions that will help the institution/community to function more effectively and humanely.

The model is inclusive in that it is designed to enhance the development of leadership qualities in all participants—those who hold formal leadership positions as well as those who do not—and to promote a process that actively engages all who wish to contribute. The basic premises are:

- ❖ That leadership is a process rather than a position.
- ❖ To promote the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship and service.
- ❖ That service provides a powerful vehicle for developing student leadership capabilities in a collaborative environment; learning happens by "making meaning" of life experiences.
- ❖ To be useful to students who are interested in undertaking leadership development projects on their own.
- ❖ To be a working framework that is subject to regular revision and refinement based on the experience of those who use it.

This social change model will allow HOBY Ambassadors to describe HOBY and what they learned in a very tangible way, and provide tools they can use in future leadership situations.

Since this approach to leadership development is embedded in collaboration and concerned with fostering positive social change, the model examines leadership development from three different perspectives or phases:

1. The Individual: To foster and develop personal leadership qualities in those who participate; to consider the personal qualities that are most supportive of group functioning and positive social change.

2. The Group: To design a collaborative leadership development process not only to facilitate the development of the desired, individual qualities (above), but also to affect positive social change.
3. The Community/Society: To direct the leadership development activity towards a social end; to consider kinds of service activities that are the most effective in energizing the group and in developing desired personal qualities in the individual; to emphasize the responsibility of leaders to contribute to positive change.

II. In Alignment with HOBY's Vision and Core Values

The Social Change Model of Leadership emphasizes “change” as the ultimate goal of the creative process of leadership—to make a better world and a better society for ourselves and others. The focus on individual growth in order to create positive societal change, clearly realizes HOBY's vision:

To motivate and empower individuals to make a positive difference within our global society through understanding and action based on effective and compassionate leadership.

The five core values that guide HOBY as an organization can also be incorporated in the phases of leadership described above:

Phase: Individual

Excellence – We strive to continually raise our programs and business to new levels of excellence. We encourage entrepreneurship and innovation in business, education, and social responsibility. We develop creative solutions to address challenges and to utilize opportunities. We believe that leadership skills can and should be continually improved and refined.

Phase: Group

Integrity – Integrity forms the foundation of our organization. We demand the highest level of ethics. We grow our organization based on interactions that promote mutual trust and respect with our stakeholders and partners. We strive to ensure the highest level of organizational effectiveness by continually reviewing our programs and processes to improve quality and efficiency.

Diversity – We value and embrace diversity. We seek out views that reflect all walks of life, and reflect those views in our programs. We are sensitive to the special needs and diverse backgrounds of individuals. We give all individuals an opportunity to be heard and to benefit from our programs.

Phase: Community/Society

Volunteerism - Volunteerism is the heart and soul of our organization. We appreciate the myriad contributions of our volunteers, and recognize the power of thank you and of giving back. We seek to promote and encourage service among our stakeholders. We recognize and value the positive accomplishments that volunteers can achieve by working together. We believe that volunteers are positively impacted by our programs as much as the youth and communities we serve.

Community Partnership – We value community partnerships. We recognize the importance of working with community organizations to strengthen our supportive network. We value the input we receive from our community partners, and strive to work together cooperatively and constructively for the betterment of all.

Finally, the Social Change Model of Leadership is ultimately intended for a group that will work and be together for an extended period of time, allowing for relationships and reflection to resonate with the participants. If this model is successfully incorporated into the Leadership Seminars, it can also be used to enhance the curriculum of HOBY's other programs, including alumni activities, and further advance the organization's mission to inspire and develop our global community of youth and volunteers to a life dedicated to leadership, service and innovation.

III. Core Leadership Curriculum: Educating within 3 Phases of Leadership

The Core Curriculum of the Leadership Seminar will consist of activities that foster leadership development in each

of the three phases, Individual, Group and Community/Society, as applied to leadership: Phase 1: Personal Leadership – activities to develop personal leadership qualities.

Phase 2: Group Leadership – activities to foster collaborative leadership skills; focus on group functioning towards a common goal.

Phase 3: Leadership for Society – activities focused on identifying the responsibility of and opportunities for a leader to contribute to positive change in society.

To put the focus on creating an effective leadership experience, rather than on the specific methods used, there is flexibility given in the activities chosen to achieve learning in each phase. An “activity” may include any of the following: a panel, simulation, case study, speaker, debate, discussion, workshop, role playing, demonstration, or other similar project.

However, to also bring unity to the leadership messages expressed by HOBY Leadership Seminars worldwide, all seminars will also do a Phase Introductory Education. This activity and discussion will introduce the intention of each phase, and will be a pre-packaged, all-inclusive educational module provided by HOBY International.

IV. Leadership for Service: Developing Active Citizens

The purpose of HOBY's Leadership for Service (L4S) program is to help Ambassadors identify their role in the community and discover ways they can implement change. The L4S program has been enhanced in order to move Ambassadors past the volunteerism experience and into a service-learning experience, ultimately crafting Ambassadors into civically engaged members of their community.

As Ambassadors begin their experience with HOBY, most identify themselves as members of the community, and possibly have been involved in volunteer service. Our goal with HOBY is to push them into becoming conscientious citizens during the seminar, encouraging them to think critically about society's issues. The skills they learn at the seminar will further push them beyond simply thinking about the issues, and into the status of an active citizen where they are continuing to be involved in the education and action process.

In service-learning, there is a mutual benefit to the person serving and those individuals he/she is serving. The community organization serves as an educational vessel for the person serving by educating about issues, funding sources, reasons the organization exists, etc. However, the person serving is also providing a service to the organization by working on a significant project with the organization, but also taking the knowledge gained and continuing to be involved in learning about the issue and doing something about it. (This could be reflected in their voting practices later on, their continued volunteerism, or other means of social advocacy for the issues.)