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EXPLORING Leadership

SECOND EDITION

for college
students who
want to make
a difference

Strategies for Change

Meredith is a first-year biology major interested in environmental issues. She recently became concerned about how chemicals used in the labs are disposed of, and she began reading about the concept of “green biology,” a more environmentally friendly approach to the discipline. She shared her concerns with a few classmates—some who were receptive and others who were not concerned at all. She approached her introductory biology course instructor about it, and he said that, although interested, he didn’t have time to work on the issue. Meredith is becoming more and more concerned about this issue but is unsure what to do next. She’s just a student—what can she do? Where can she go? Who can she talk to? How can she get others interested in this issue?

Consider, too, any of the following situations:

- Jun and her teammates have become concerned about a recent rise in the number of assaults against women on campus. One was in the parking lot behind their residence hall. They have decided to do something about it.
- Samuel decided to become active in the upcoming national election and has joined an on-campus group supporting the candidate of his choice.

- Tamela has worked twenty hours a week at the same accounting firm since she was a junior in high school. The firm is located a block from an elementary school with a growing proportion of children on the free or reduced-price lunch program and increasing numbers being raised by grandparents. She thinks the firm has an obligation, as a community neighbor, to partner with the school in some way to support those children.

In short, these students have gotten excited about an issue and want to do something to make the situation better. It could be an environmental issue, political issue, or social justice issue. What do you do? Where do you begin? How do you get others excited about this issue? What strategies might you use to make this change happen? What does it mean to be a change agent?

Chapter Overview

In Chapter Eleven you learned about the change process. In this chapter we will build on that change material and introduce strategies you can use to implement change. The chapter begins with a discussion of issues involved in individual change and moves on to present different perspectives on organizational change. The Social Change Model of Leadership Development is also presented in this chapter.

Introduction

The situations just described are examples of the many changed efforts that are happening every day on campuses throughout the world. As Raelin (2003) notes, “An organization or a community is always in motion” (p. 155). Political issues, environmental issues, curricular issues, social justice issues, and numerous other issues are being engaged in from all sides; no single perspective has a monopoly on student support or action.

We believe that change is an essential part of leadership. Recall the definition from Chapter Three: *Leadership is a relational and ethical process of people together attempting to accomplish positive change.* From our perspective, maintaining the status quo is not leadership because it does not involve change or movement toward a shared purpose.

Yet, if we know anything about change, we know that change is difficult. Change is hard at any and every level—individual, team, organizational, institutional, societal. As labor organizer Saul Alinsky said, “Change means movement; movement means friction; friction means heat; heat means controversy” (Chambers & Cowan, 2004, p. 31). Teams, organizations, and institutions, like individuals, are the way they are for a number and variety of complicated reasons. These reasons may or may not make sense to persons within the groups and will make no sense at all to some outsiders. Leading change can seem impossible, yet it must be done. Raelin (2003) describes it this way: “Change inevitably translates into letting go of old and safe ways of doing things. People and groups react differently to this transition process, often depending upon their psychological security. Helping people overcome the losses typically associated with change can serve as an important contribution on the part of change agents” (p. 160). We explored some of those issues of transition in Chapter Eleven.

Margaret Mead said, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has” (cited in Mathews, 1994, p. 119). Individuals who decide to engage fully in their group or communities and join with others around common needs can make a difference. As Morton (1995) notes, “Change . . . comes about when otherwise ordinary people find way(s) to bring their values, their actions, and their world into closer alignment with each other” (p. 28). Making a difference may require that several groups form coalitions and work together toward shared outcomes. In this chapter we will outline strategies that will help you lead or participate in change processes.

Students as Change Leaders

Students are involved in change efforts all over the country and the world. For example, Campus Compact is a national coalition of nearly 1,000 college and university presidents—representing some five million students—dedicated to promoting community service, civic engagement, and service-learning in higher education (Campus Compact, n.d.). On your campus, students may be involved in change efforts related to campus life policies, curriculum initiatives, recycling, or various funding issues. In the community, students may be involved in change efforts in schools, agencies, and nonprofit organizations.

The focus of each change may call for different change agents—people who are able to facilitate the change. Consider the following categories of change agents listed by Conner (1992):

- Those who influence personal change: parents for their families, counselors for the troubled, individuals for friends in need
- Those who influence organizational change: executives, managers, and union leaders for work settings; administrators and teachers for educational systems; clergy for religious institutions; administrators, doctors, and nurses for health-care systems; students for the campus culture; consultants for their clients
- Those who influence large-scale social change: politicians for the general public; civil servants for government; political action groups for special interests; researchers for the scientific community; opinion leaders for the media

As a shareholder or a stakeholder in many arenas, purposeful participants can be change agents that do help accomplish shared goals.

“Social change begins in the grassroots, with those willing to make a difference in society, no matter how small or inefficient the change might seem. It is important if those who effect the change believe it is important to their society. A leader’s role in effecting social change is to establish a definitive need for society through the ideas and thoughts of others and then to bring those people together to act upon that need.”—Elise Burmeier is a member of the Great Beginning Orientation Team and the building representative on the Resident Student Association at St. John Fisher College. She is pursuing a major in American studies while working at the St. John Fisher College Library.

Within any change efforts, there are those who are working directly with an issue, called *advocates*, and those who support those working directly with an issue, called *allies* (Edwards & Alimo, 2005). There are many lists of ally characteristics. Wijeyesinghe, Griffin, and Love (1997) offer one that includes “Acts against social injustice out of belief that it is in her/his own self-interest to do so” and “Is committed to taking action against social injustice in his or her own sphere of influence” (p. 108). In Exhibit 12.1, we offer a slightly different perspective, taken from *Real Change Leaders* (Katzenbach, Beckett, Dichter, Feigen, Gagnon, Hope, & Ling, 1996). We believe these attributes apply to advocates (those working directly with an issue) and allies (those who support those working directly with an issue). As Katzenbach et al. go on to say, “A critical mass of such leaders seems to be essential in every institution striving for major change” (p. 15).

This all sounds great, but trying to initiate change is very difficult, challenging work that usually causes leaders to be filled with self-doubt. It can be easy for students to come up with many reasons to not get involved in change efforts, but it is not just students who hesitate. In *Leadership Reconsidered: Engaging Higher Education in*

Exhibit 12.1. Common Characteristics of Real Change Leaders.

- 1.s *Commitment to a better way.* They share a seemingly inexhaustible and visible commitment to a better way.s
- 2.s *Courage to challenge existing power bases and norms.* They develop the personal courage needed to sustain their commitment in the face of opposition, failure, uncertainty, and personal risk.s
- 3.s *Personal initiative to go beyond defined boundaries.* They consistently take the initiative to work with others to solve unexpected problems, break bottlenecks, challenge the status quo, and think outside the box.s
- 4.s *Motivation of themselves and others.* Not only are they highly motivated themselves, but they have the ability to motivate, if not inspire, others around them.s
- 5.s *Caring about how people are treated and enabled to perform.* They really care about other people, but not to the extent of blind self-sacrifice. . . . They do not knowingly manipulate or take advantage of others.s
- 6.s *Staying undercover.* They attribute part of their effectiveness to keeping a low profile; grandstanding, strident crusading, and self-promotion are viewed as sure ways to undermine their credibility and acceptance as change leaders.s
- 7.s *A sense of humor about themselves and their situations.* This is not a trivial trait. A sense of humor is often what gets them through when those around them start losing heart.s

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Social Change, Alexander Astin and Helen Astin (2000) outline a number of beliefs that can both constrain and empower students and faculty to action (see Exhibit 12.2). Notice how similar the beliefs are for these two groups—both constraining and empowering. This can be helpful as you enlist the assistance of faculty, staff, and administrators in your campus change efforts.

In Chapter Eleven, we explored the impact of the change process on individuals and some of the constraining and empowering beliefs you may be experiencing. The Social Change Model of Leadership Development shows the relationship between the individual and the group that is seeking a positive change to benefit the community.

Exhibit 12.2. Constraining and Empowering Beliefs of Students and Faculty

Constraining Individuals Internal Beliefs		Empowering Individuals Internal Beliefs	
Students	Faculty	Students	Faculty
I don't have times to get involved	I don't have time to get involved in change efforts	I can manage multiple roles and tasks so that I can make a difference on campus	I help create the institutional culture through my daily decisions
Faculty don't value my contributions	My colleagues will never change their way of doing things	As a campus citizen, I have a responsibility to help shape matters that affect me	Leadership is not a separate activity; it is an integral part of what I do
I can't "lead" because I don't hold a formal leadership title	I'm not a leader because I don't have a leadership position	Individual students have the ability to shape their futures	Learning is an activity that I can model daily
	My role is to transfer disciplinary knowledge	Each student has the capacity to engage in leadership processes without formal titles	I can model leadership in every class
	Students are not motivated, interested in, or capable of mature action		I have the freedom and autonomy to initiate inquiry or action
	My role is to criticize, not to initiate		Students have the capacity, and therefore should be given the opportunity, to engage in decisions making that affects them

(Continued)

Exhibit 12.2. Constraining and Empowering Beliefs of a Students and Faculty (continued)

Constraining Group Internal Beliefs		Empowering Group Internal Beliefs	
Students	Faculty	Students	Faculty
This campus doesn't care about students	Faculty expertise is not valued in running the institution	Students are viewed as major stakeholders	Faculty are the stewards of the institution
Students do not have enough experience to lead major campus-change efforts	Nothing can be changed because of administrative attitudes	Students are viewed as change agents	Everyone in the institution directly contributes to student development
The senior campus leaders (president and vice president) are not responsible for making major decisions	Faculty and administrators could never work together All learning occurs in the classroom Student Affairs can't be trusted in academic matters Faculty and staff have nothing in common	Student leadership can make a difference on campus	Change initiatives can start with anyone We make change through collective action

Source: Astin & Astin (2000), pp. 25, 26, 42, 46. Used with permission.

ment (Astin, 1996; Higher Education Research Institute, 1996). The "7 Cs" model (see Exhibit 12.3), as it soon became known, describes the values that are necessary for a leader to embody as she or he works at the individual, group, and society or community levels. As you review the values embraced by the Social Change Model you will notice similarities with the Relational Leadership Model described in this book. (For examples of how the Social Change Model has been used, see *Developing Non-Hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education* by Outcalt, Faris, and McMahon, 2001.)

In Figure 12.1, the arrows show the feedback loops between the various aspects of the model. Arrows a and b indicate how the Individual and Group Values influence each other; c and d, how the Group and Society/Community values impact each other; and e and f indicate how the Society/Community and Individual Values mutually shape each other. Each arrow has specific meaning (Higher Education Research Institute, 1996).

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 even when those others are likely to hold contrary views) 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 a common purpose and accepts controversy with civility.

The Social Change Model of Leadership Development

In the mid-1990s, a group of college and university educators (including two of this book's authors, Komives and Lucas), supported by a grant from the Dwight D. Eisenhower Leadership Development Program of the U.S. Department of Education, met and developed the Social Change Model of Leadership Develop-

Exhibit 12.3. The Social Change Model of Leadership.

Personal (Individual) Values

Personal values are those that an individual strives to develop and exhibit at the group activity level. As personal qualities that support group functioning, they are essential in leadership for social change.

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. Self-awareness implies mindfulness, an ability and a propensity to be an observer of one's current actions and state of mind. 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 our model because it constitutes the necessary condition for realizing all the other values in the model.

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. Developing a clear consciousness of self is a critical element in being congruent. Being clear about one's values, beliefs, strengths and limitations, who one is as an individual, is essential.

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.

Group Values

Group values are expressed and practiced in the group work of leadership activity. Group values are reflected in such questions as, How can the collaboration be developed in order to effect positive social change? What are the elements of group interaction that promote collective leadership?

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.

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 analyses 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.

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.

A Societal and Community Value: Citizenship

A commitment to social change connects individuals and their collaborative groups to their communities. The societal and community value of citizenship clarifies the purpose of the leadership. Toward what social ends is the leadership development activity directed?

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.

Source: Higher Education Research Institute, 1996, pp. 6–7. Copyright © 1996, Developed by the Higher Education Research Institute. Printed with permission from the National Clearinghouse for Leadership Programs, College Park, MD 20472.

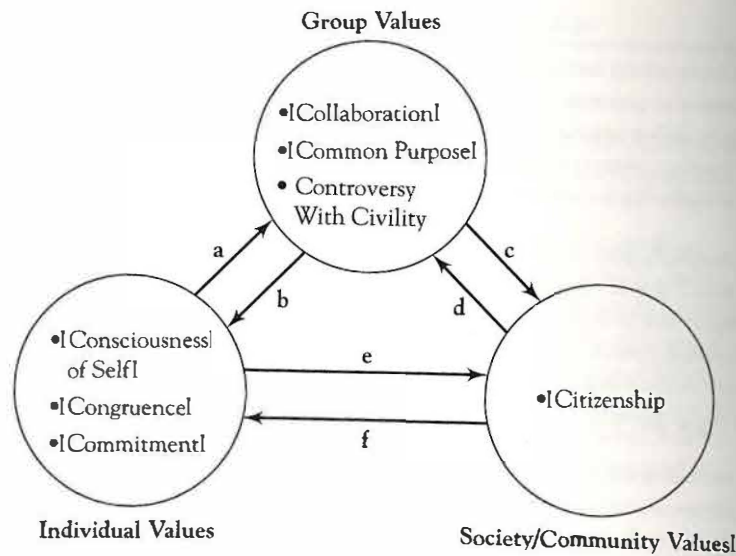


Figure 12.1. The Social Change Model of Leadership Diagram.

Source: Higher Education Research Institute (1996). Copyright 1996, Developed by the Higher Education Research Institute. Printed with permission from the National Clearinghouse for Leadership Programs, College Park, MD 20472.

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 com-

mitment. 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 feels that he or she can make a difference. Congruence is 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. (Higher Education Research Institute, 1996, p. 7)

Let's return to the opening scenario of Meredith's concern about green biology (commitment). She has become keenly aware that she does not want to dispose of chemicals in a harmful way (congruence). She is not sure how to go about making a change (consciousness of self) and knows she needs to reach out to others for assistance (consciousness of self, common purpose). Her lab instructor is too busy (consciousness of self), and although he has some sympathy for the cause (commitment), it does not seem to be enough to motivate him to get involved (lack of congruence). Meredith decides to approach the Society of Student Environmental Engineers (commitment, citizenship). The president agrees to put the topic on the agenda of the next meeting (common purpose, collaboration) for the awareness raising (consciousness of self, commitment) and possible action of the group (common purpose).

At the meeting, Meredith knows she is nervous (consciousness of self), but the issue is important to her (congruence, commitment), so she brings a handout with information she has pulled from the Internet. The group has a lively discussion (common purpose, controversy with civility). One member even says, "This is the kind of thing we should have been talking about all year!" and there are nods of agreement from many members (commitment, common

purpose). As the discussion proceeds, the president observes, "Seems like we want to take this on as an issue, right?" (common purpose, collaboration) The group discussed possible actions (common purpose, citizenship), like asking the department chair to come to the next meeting. Several members volunteer (commitment, collaboration) to check into different aspects of the issue (citizenship) for the next meeting. Meredith thanks the group and takes her seat, amazed that so much might now happen from bringing this to the meeting.

Comparison of the Relational Leadership Model and Social Change Model

As you are undoubtedly seeing, the Social Change Model and the Relational Leadership Model have much in common, with a few important differences. Both view leadership as a relational and collaborative process. Both are values-focused, with an emphasis on being ethical and creating positive change for the greater good. The main difference between the models is their differing focus. Leadership, according to the Relational Leadership Model, involves the components of process and purpose by being ethical, empowering, and inclusive. The Social Change Model proposes a dynamic interplay between the sets of personal, group, and societal values. The models can be used together—in fact, we are encouraging you to do this, to help you better understand leadership in a given situation. Meredith, for example, knew she needed to involve others (inclusive) and that she had every right to raise this important issue (empowering). She wanted to address a problem that was causing harm to the environment (ethical, purpose). The way to do this was to find an advocate (process) or a group or coalition that would take on the issue with her (process). Educating the student group members was going to be critical (process) and she knew that the information would be compelling (empowering).

As you think about your own leadership development or the development of your organization and members, use the individual values portion of the Social Change Model in combination with the components of the Relational Leadership Model to identify areas of strength and areas you want to further strengthen. The connection between the two models is shown in Exhibit 12.4.

To accomplish change, you must work with other individuals and groups of individuals. In the following sections, we will explore how to do that through the development of coalitions.

Building Coalitions for Community Action

Today's organizational and societal problems are complex and thus require community-based solutions. "If there is no sense of community, it stands to reason that it will be difficult to solve community problems. . . . People in a community have to have a public spirit and a sense of relationship" (Gudykunst, 1991, p. 128).

Whether these are campus community problems, problems in your apartment building, or problems facing the athletics department, they need the involvement of several groups, not just one. Rarely is one group or one organization solely responsible or does it possess sufficient resources (including information) to create, implement, or sustain a complex change. This reality necessitates a commitment to coalition building. "Coalitions are often a preferred vehicle for intergroup action because they promise to preserve the autonomy of member organizations while providing the necessary structure for united effort" (Mizrachi & Rosenthal, 1993, p. 12). This approach to changing campus parking policies would not be nearly as meaningful if, for example, a residence hall government complained that change was needed instead of joining with the Commuter Student Union and Graduate Student Housing to work together toward that change.

Joining with other interested groups and organizations can cre-

Exhibit 12.4. Comparison of the Relational Leadership Model and the Social Change Leadership Model.

<i>Relational Leadership Model</i>	<i>Social Change Model</i>
Purposeful	Individual Values: Commitment Group Values: Common Purpose Societal Values: Citizenship
Ethical	Individual Values: Congruence and Consciousness of Self Group Values: Common Purpose and Controversy with Civility
Empowering	Individual Values: Consciousness of Self and Commitment Group Values: Collaboration and Common Purpose Societal Values: Citizenship
Inclusive	Individual Values: Consciousness of Self and Commitment Group Values: Collaboration and Controversy with Civility Societal Values: Citizenship
Process-Oriented	Individual Values: Commitment Group Values: Collaboration and Common Purpose Societal Values: Citizenship

ate impressive change. “Through coalitions, separate groups can develop a common language and ideology with which to share a collective vision for progressive social change” (Mizrahi & Rosenthal, 1993, p. 12). They define a social change coalition as “a group of diverse organizational representatives who join forces to influence external institutions on one or more issues affecting their constituencies while maintaining their own autonomy. It is (a) an organization of organizations who share a common goal; (b) time limited; and (c) characterized by dynamic tensions” (p. 14)^e

“In order to facilitate social change, a leader must have the courage to stand against the norm. A saying I have coined in trying to help others understand the need for change is, “Just because you’ve ‘always’ done it, that does not mean it was ‘always right.’ But, that does not mean doing something different is wrong.” Social change is not always a bad thing, though it is often given a negative connotation. I believe social change means guiding others to adopt a new idea concerning an old belief, and implementing that change so that those affected can experience life in a better way. Basically, it opens the minds and hearts of others to believe in things that were once deemed impossible or unbelievable, until that belief eventually becomes an action, and then a pattern.”—Jamii Ng is a moderator for the South Peer Leadership Council and budget coordinator for the Church of Jesus Christ of Latter-Day Saints. She is a psychology major at Salt Lake Community College.

Mizrahi and Rosenthal (1993) have identified four distinct types of goals and time durations of coalitions: “specific goal, short-term groups (e.g. organizing demonstrations or forums); specific goal, long-term (e.g. banishing domestic violence, housing court reform); general goal, short-term (fighting crime or drugs); and general goal, long-term (neighborhood improvement coalitions, anti-racist networks)” (pp. 14–15). Imagine some examples of what this might look like regarding campus issues (see Exhibit 12.5).

Coalitions are not easy to build. Mizrahi and Rosenthal (1993) propose that each of these types of coalitions experiences a cooperation-conflict dynamic; four dynamic tensions arise to varying degrees.

1. The tension of mixed loyalties; this results from the dual commitment the members feel, to both their own sponsoring organization and the coalition. For example, a member of the Campus Safety Committee may come to learn the logistical and financial realities of improving campus lighting and see the need to have a

Exhibit 12.5. Campus Coalitions.

Goals	Time Frame	
	Short Term	Long Term
Specific	Homecoming; Thanksgiving canned food drive	Reducing incidents of date rape
General	Freshman community building	Diversity initiatives Revising general education requirements

phased program, but be pressured from the women's group she is representing to make it all happen at once.

2.aThe tension between autonomy and accountability; the coalitions need the independence to act, yet each member needs to connect back to their organization to maintain organizational commitment and endorsement. The Campus Environmental Action Coalition just discovered a state grant they can apply for, but they must set a focus for the grant and meet a one-week deadline. There is not time to fully consult with other organizations; this could cause those organizations to feel excluded.

3.aThe tension of determining the amount of emphasis to place on the coalition; should the group be seen as a means to achieve a specific goal or as a model of cooperation? Tension arises between those who support the coalition as a means for achieving desired results and those who want to preserve relationships regardless of the results. The coalition probably needs to be both. It needs to be the way in which some goal is actually addressed and also serve as a model of how various groups can work effectively together. For example, think of a coalition of Asian American Student Associations on campus who have come together to work for an Asian studies program. Some in the group will see the potential of working together for other purposes as well and be hopeful that the various

Asian American student groups are in dialogue. Others in the group just want this one goal accomplished and see no need to preserve the coalition.

4.aThe tension between unity and diversity; members of the coalition need to find ways to act with common purpose, recognizing the differences they bring to the goal. "The more one favors strengthening communities . . . the more one must concern oneself with ensuring that they see themselves as parts of a more encompassing whole, rather than as fully independent and antagonistic" (Etzioni, 1993, p. 155). The homecoming committee might work hard to keep a balance among the athletic emphasis, social reunions, cultural events, current student celebrations, and academic updates that are planned, even if those behind any one kind of event think it should be preeminent.

Bobo, Kendall, and Max (2001) note that "Coalitions are not built because it is good, moral, or nice to get everyone working together. Coalitions are about building power. The only reason to spend the time and energy building a coalition is to amass the power necessary to do something you cannot do through one organization" (p. 100). There are distinct advantages and disadvantages to working in coalitions (Exhibit 12.6).

Coalitions face unique challenges when forming alliances between groups that differ in fundamentally different approaches or worldviews that are reflected in their sex, race, sexual orientation, or class. "Minority groups have many reasons to mistrust majority groups who have historically exploited, co-opted, and dominated them" (Mizrahi & Rosenthal, 1993, p. 31). Majority groups (those who have been in the dominant culture) have been used to being in control and have most often seen decisions made and problems approached in ways they are comfortable with. For a marginalized group members to follow the methods of the dominant culture, leadership may feel like it's being co-opted; to bring up issues of interest may seem like having a special agenda; and

Exhibit 12.6. Advantages and Disadvantages of Working in Coalitions.

<i>Advantages</i>	<i>Disadvantages</i>
Win what couldn't be won alone..	Distracts from other work..
Build an ongoing power base..	Weak members can't deliver..
Increase the impact of an individual organization's efforts..	Too many compromises..
Develop new leaders..	Inequality of power..
Increase resources..	Individual organizations may not get credit.
Broaden scope.	Dull tactics.

Source: Bobo, Kendall, & Max (2001), pp. 101–102. Used with permission.

teaching the dominant culture about the issues salient to those who have not been heard in the past takes energy and can build resentment. The dominant culture may be administrators, those with resources, or the White culture. Marginalized culture may be students, lower socioeconomic groups, or historically peripheral groups. Although this may not be true of the group experiences of all those who have been underrepresented, marginalization should be addressed as if it is indeed a problem in the coalition. This will help build sensitive coalitions. The RLM elements of inclusion, empowerment, ethics, and process are all involved in building such coalitions.

Building effective coalitions among diverse members is important to producing successful results. A critical question is posed by Pascale, Millemann, and Gioja (2000, p. 203): “If conversation is the source and soul of change, the first concern is: Who should be included in it?” Mizrahi and Rosenthal (1993) recommend that all coalition members (notably what they identify as the minority groups) be involved in the design of the coalition goals and methods

from the beginning and not brought in at a later point, which can be seen as tokenism. Further, the coalition must continuously make it a top priority to enhance diversity and must insist on the involvement of those who will be affected by the change outcome. Relational leadership values doing things *with* people, not *to* them.

Civic Engagement

We all have a responsibility to be civically engaged in all the communities that matter to us. This engagement can take various forms and will exist to varying degrees. Association of American Colleges and Universities vice president Caryn Musil (2003) shares the belief that “students need to be prepared to assume full and responsible lives in an interdependent world, marked by uncertainty, rapid change, and destabilizing inequalities” (p. 4). She envisions a range of different “expressions of citizenship” (summarized in Exhibit 12.7). It is important to note that each face or phase describes a different form of campus engagement with the outside world and contains “different definitions of community, values, and knowledge” (p. 5).

The Relational Leadership Model—with its emphasis on the change process, purpose, empowerment, and being ethical and inclusive—relates directly to Musil’s work, especially the Reciprocal and Generative Faces or Phases. Musil’s view of citizenship is decidedly relational in nature—note how Musil defines community with the concepts of empowerment and interdependence. This theme is carried through in the “levels of knowledge” that are seen through “multiple vantage points.” There are many examples of how this could work on campuses. When you say “We’re going to do something,” ask yourself “How big is our *we*?” (Bruteau, 1990, p. 510). Partnering with other organizations in forming coalitions expands your sense of perspective, especially if those organizations are ones with which you do not typically interact.

Exhibit 12.7. Faces or Phases of Citizenship.

Face or Phase	Community is . . .	Civic Scope	Levels of Knowledge	Benefits
Exclusionary	only your own	Civic disengagement	One vantage point (yours) Monocultural	A few and only for a while
Oblivious	. . . a resource to mine	Civic detachment	Observational skills Largely monocultural	One party
	. . . a resource to engage	Civic amnesia	No history No vantage point Acultural	Random people
Charitable	. . . a resource that needs assistance	Civic altruism	Awareness of deprivations Affective kindness and respect Multicultural, but yours is still the norm center	The giver's feelings, the sufferer's immediate needs
Reciprocal	. . . a resource to empower and be empowered by	Civic engagement	Legacies of inequalities Values of partnering Intercultural competencies Arts of democracy Multiple vantage points Multicultural	Society as a whole in the present
Generative	. . . an interdependent resource filled with possibilities	Civic prosperity	Struggles for democracy Interconnectedness Analysis of interlocking systems Intercultural competencies Arts of democracy Multiple interactive vantage points Multicultural	Everyone now and in the future

Service as Change-Making

Service is one way in which many college students help bring about change in their communities and in the larger world. Service on an college campus can take many forms. It can be done because of an individual's commitment to a cause or program, or it can be part of an organizational effort to "give back" to the community. It can be one aspect of a course or can even be used as part of a conduct sanction. From volunteering for one-time service projects to being a participant in ongoing service efforts, you can learn a lot about yourself, about others, and about policies that inhibit or promote change through service of all kinds. Whether the service involves schools, hospitals, environmental agencies, or numerous other human services agencies or projects, good things generally happen.

For these good things to happen, the service program needs to contain certain factors. The program must place students within an agency or community that provides (1) real learning for students and a real benefit to the community, (2) an application of what students are learning in the classroom, (3) opportunities for reflection, and (4) chances for students to hear and experience the voice of the community (Eyler & Giles, 1999). It is important to remember that service does not benefit just those being served; it also benefits those doing the serving. Eyler, Giles, Stenson, and Gray (2001) summarize a number of studies in highlighting the benefits of service for students:

- Service-learning has a positive effect on interpersonal development and the ability to work well with others, leadership and communication skills.
- Service-learning has a positive effect on reducing stereotypes and facilitating cultural and racial understanding.
- Service-learning has a positive effect on sense of social responsibility and citizenship skills.

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- Service-learning has a positive effect on commitment to service. (pp. 2–3) (Used with permission)

How someone engages in service makes all the difference. Although it might seem that the experience of service itself would be enough, this is not always the case. Imagine someone grudgingly participating in a service project as part of a course or because it is required of all members of an organization. How often have you heard someone say something like this: “I’m paying tuition to do this! I don’t know why we have to do this stuff—it doesn’t make any difference. It’s just glorified charity work. It’s sure not academic. I could be spending my time studying.” Contrast that with another student who is a willing participant: “I’m learning so much about myself from this experience—more than I ever learned in a class! I’m learning skills I can use in the real world. I’d rather do this than be stuck in a classroom.” Certainly this student will have a different kind of experience. Still, without reflection, learning from the experience is minimized and, one could argue, personal growth as an individual and as a leader is limited.

Morton (1995) addresses this situation by describing service in terms of distinct paradigms: charity, project, and social change. Charity is “the provision of direct service where control of the service (resources and decisions affecting their distribution) remain with the provider” (p. 21). The project paradigm is a “focus on defining problems and their solutions and implementing well-conceived plans for achieving those solutions” (p. 22). The social change paradigm emphasizes “process: building relationships among or within stakeholder groups, and creating a learning environment that continually peels away the layers of the onion called ‘root causes’” (p. 22–23). Using terminology taken from Geertz (1973), Morton goes on to note, “Each paradigm has ‘thin’ versions that are disempowering and hollow, and ‘thick’ versions that are sustaining and potentially revolutionary” (p. 24).

Morton (1995) sums up the potential of service in the following way:

Certainly, students need to understand that several forms of service exist; that they can all be meaningful; and that they have choices about what they will do and how they will do it. And they need to be challenged to make those choices consciously, based on experience and reflection. The irony is that unless we can adequately describe the range of service that exists, students will continue to work with a narrow and artificial definition of service that polarizes into a limited domain of service and an expansive domain of non-service. (p. 29)

These paradigms of service offer much to help us broaden the concept of leadership. The critical nature of the “thin” and “thick” versions is important to keep in mind. The thin versions involve maintaining power and control of the processes, of doing things to and for others. The thick versions respect the agency of those populations with which the service group is working. Just as the Relational Leadership Model emphasizes empowering others, so does service when it is done in a thoughtful, respectful, reciprocal, reflective manner.

Identifying Critical Issues

When you take a critical look at the organizations, institutions, communities, nation, and world in which you live, there is much that needs to be changed. But where to begin? This can be a very difficult question to consider because it can lead one to a sense of hopelessness—there is so much that needs to be changed, and you are only one person, so the task can seem overwhelming and impossible. One result is that we give in to that hopelessness and decide

to not engage in any serious change efforts. Or we jump right into the fray—but once we have decided to try to make a difference, how do we select from the many areas that could use our attention? Here are some questions to ask yourself as you consider where to devote your leadership efforts and energy. You can relate these questions back to the Social Change Model.

- About what issues am I the most passionate? (Change takes energy.)
- Am I willing to take the time and make the sacrifices to work on this issue? (Change is not easy.)
- Am I willing to face the challenges associated with this issue? (Change takes courage.)
- For which issues am I most likely to be able to recruit others? Who are the shareholders or stakeholders who might join me in working with this issue? (Change involves others.)
- With which issues can I (and interested others) really make an impact? (We want our change efforts to accomplish something.)

Once you have answered these questions, you'll need to make the difficult choice of the one issue on which to focus. Although we all know students who have been able to juggle involvements in multiple change efforts, the time and energy needed for such efforts usually prohibits them from being successful. This can seem like a cop-out at first, but one successful change effort can lead to even more changes happening in the future. It is also important to remember the critical nature of working with others and being ethical while identifying critical issues. Without involving those stakeholders immediately in the situation, something important is being missed and the change efforts will have less chance of success. The

ethical component of leadership also comes into play when working on important issues. Critical questions come to the forefront: To what lengths are we willing to go when working on this issue? Do the ends justify the means? The identification of critical issues can be a test of the leadership of a group, organization, or community.

Joining with Others

Once you have identified a single issue, the challenge becomes joining with others to work on the change effort. Jeffrey Luke (1998) helps us with this next step by providing a set of common questions used to identify potential stakeholders (Bryson & Crosby, 1992; King, 1984):

- Who is affected by the issue?
- Who has an interest in or has expressed an opinion about the issue?
- Who is in a position to exert influence—positively or negatively—on the issue?
- Who ought to care? (Luke, 1998, p. 69)

Encouraging others to care about an issue as much as you do is difficult. Something that seems critical to you may seem like a non-issue to others. As you are considering different issues, it can be helpful to differentiate between a condition, a problem, and a priority issue (Luke, 1998) (see Exhibit 12.8).

Relatedly, Luke (1998) notes that issues rise to priority in the policy agenda due to the convergence of four elements, which do not necessarily occur in a predictable time frame or sequential order. The four elements are

1. Intellectual awareness of a worsening condition or troubling comparison

Exhibit 12.8. The Issue Attention Cycle.

A "condition" (an existing situation or latent problem)	A "problem" (a problem captures the public's attention)	A "priority issue" (an issue rises to priority status for key decision makers)
Not every condition will surface as a problem or be defined as a problem. Example: Residential students complain that there is "nothing to do on the weekends."	A societal concern becomes salient and important, and thus captures public attention through increasing awareness, visibility, and emotional concern. Example: The student newspaper prints an article detailing the consumption of alcohol by under-age students at a student government retreat that was financed from student fees.	The issue is felt as urgent and pressing, coupled with some optimism that it can be addressed, and thus displaces other problems on the policy agenda. Example: Membership on key all-campus committees is composed of very similar students. You and a group of concerned peers decide to try to broaden this group to be more representative of the entire student body.

Source: Adapted from Luke (1998), p. 44. Used with permission.

- 2.o Emotional arousal and concern regarding the conditionso
- 3.o Sense that the problem is urgento
- 4.o Belief that the problem can be addressed (p. 54)o

In thinking about who you might be able to recruit for your change effort, some individuals may immediately come to mind. These could be like-minded friends or acquaintances, peers who are members of organizations to which you belong, or others in groups that would be directly impacted by the changes you are interested in proposing. Luke (1998) offers questions to ask yourself as you consider who you might try to recruit:

- o Who are the stakeholders, knowledgeholders, and other resources?o
 - o Who can make things happen in this issue area?o
Who can block action?o
 - o Who are appropriate newcomers or outsiders witho unique perspectives?o
 - o What is an appropriate critical mass to initiateo action?o
 - o Who should be invited to participate in the effort too address the issue?o
 - o How can core participants once identified, be motio vated to join the collective effort?o
 - o What other forms and levels of participation couldo generate quality ideas?o
 - o How can first meetings be convened to create a safeo space and legitimate process for problem solving? (p.o 88)o
- (Used with permission.)o

Conflict

Conflict is inevitable, even among and between individuals who want to create similar changes. Dealing with conflict is one of the most challenging aspects of leadership. It is difficult to keep from labeling those who disagree with us as "bad," "wrong," or "not caring enough." As we have noted previously, groups that are able to work through the storming stage of group development find themselves stronger and better able to work together than they were before the conflict began. It is also important to remember that the Relational Leadership Model defines leadership as a process, and conflict is certainly one aspect of this process. What is important to remember is the need to maintain focus on the purpose of what you

are trying to accomplish as you also maintain the relationship with others who are involved. The Social Change Model presents the idea of “controversy with civility.” Certainly disagreement is to be expected, and even invited, as you are trying to accomplish almost any sort of meaningful change. Luke (1998, p. 198) helps us understand this conflict and provides typical causes and possible interventions (see Exhibit 12.9).

Conflict most likely is inevitable when you are involved in change. Dealing, or not dealing, with that conflict can determine the success of the change effort. Conflict, in general, involves relationships and goals. When people are involved in a stressful change effort, our feelings become heightened, so anything can take on added importance. Obviously it is better to address conflict earlier rather than later and to do so in a respectful manner while maintaining an open mind. Working with conflict can be one of the most challenging aspects of leadership.

Navigating Environments

The college environment can be difficult to navigate. As in any complex hierarchical system, there are many layers. As with any bureaucratic organization, it can be tough to figure out who is responsible for what areas. You encounter deans, directors, coordinators, and all other levels of staff positions. Although there are similarities from campus to campus, each institution retains its own way of doing things. Figuring out who to contact in order to begin working for change is not always easy.

Some questions to ask yourself:

- What do I want to accomplish? Be able to state clearly and succinctly what you are trying to do. Try explaining this to someone who knows nothing about the particular topic or area. This will force you to state things in simple terms that are easy to understand.

- Who else might be interested in this project? What other individuals or organizations might I contact? No matter how committed or talented you are, you cannot do it alone.
- Where can I begin? What person or office should I contact first? The key thing is to begin—starting any project may be frustrating at first.
- What persons or offices can this first contact refer me to? People are generally helpful—you will undoubtedly grow your list of contacts.

Conclusion

We began this chapter with a well-known quote by Margaret Mead, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has” (cited in Mathews, 1994, p. 119). We end it with a short but powerful quote by Paul Loeb (1999), who writes about a call to action in his book, *Soul of a Citizen*: “We can never predict the impact of our actions” (p. 1). When you engage in leadership in your organization, your community, your school, your neighborhoods, your state, your nation, and the world, you are working to make changes. Through these changes, the world becomes a better place for all of us.

What’s Next?

Your reactions to engaging with others to accomplish change may signal how you have developed as a leader or how renewed you feel to engage in new challenges. The last part of this book examines how leadership develops over time, your leadership identity, and how you stay renewed in your leadership commitments.

Exhibit 12.9. Sources of Conflict on Action Strategies.

<i>Source of Conflict</i>	<i>Typical Causes</i>	<i>Possible Interventions</i>
Underlying value differences	Different ways of life, ideology, or religions Strong emotional beliefs	Rely on superordinate goal or outcome that all members share Avoid defining criteria in terms of underlying values Do not require the divergent strategies to adhere to the same underlying values Seek shared interests, not shared values
Differing priorities	Perceived or actual competing interests “Zero-sum” or “fixed-pie” assumptions (additional allocation of resources for one cause/person means that another cause/person will receive less) Scarce resources will force the selection of only a few strategies to pursue	Facilitate interest-based bargaining Agree on criteria for selecting strategies

<i>Source of Conflict</i>	<i>Typical Causes</i>	<i>Possible Interventions</i>
Relationship issues	Historically created distrust Stereotypes and misperceptions Poor communication and listening	Deal with past relationship issues Control expression of negative emotions through procedural ground rules Allow appropriate venting of emotions as part of strategy-development process Improve the quality and quantity of communications
Data conflicts	Lack of information Different interpretations of data	Agree on what data are important Use third-party experts to gain outside opinion and clarify data interpretations

Source: Luke (1998), p. 198. Used with permission.

Chapter Activities

1. Revisit the Social Change Model. What personal values guide your leadership? How does your thinking, feeling, and behavior around these values show congruence? How do you demonstrate your commitment to those values?
2. Again, consider the Social Change Model as it relates to an organization in which you are a participant. What happens

when you are faced with a difficult issue? How do you demonstrate “controversy with civility”? How might your organization improve in this area?

3. Consider a recent change you have made or tried to make within an organization. What role did conflict play in this change process? Who was involved in the conflict? What did you try that was unsuccessful in working with the conflict? What was successful?
4. Being an effective change agent means knowing key decision makers within the community (Kahn, 1991). What happens

officials do you need to know better? How might you go about becoming better acquainted with them?

Additional Readings

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