

LEADERSHIP FOR SOCIAL JUSTICE AND SOCIAL CHANGE



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JumpStart! 2011

THINK ABOUT THE SCENE

- As a social worker, you need to have three processes happening concurrently
 - Awareness of situation
 - Awareness of self
 - Awareness of possible strategies for change
- Using knowledge, values, awareness for change is leadership



LEADERSHIP: SCHOOL OF SOCIAL WORK DEFINITION

○ Leadership is the capacity to work *creatively, constructively, and effectively* with individuals, families, groups, organizations, and communities to *promote social justice, catalyze social change, and address individual and social problems*. Leaders accomplish this by *inspiring vision, offering direction, and supporting individual and collective action* to obtain *mutually valued results*.



ELEMENTS OF LEADERSHIP

FOR EACH OF THESE, CAN YOU THINK OF A SOCIAL WORK EXAMPLE?



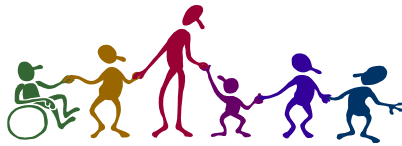


A focus on results or purpose

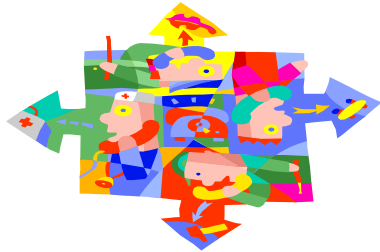
Self-knowledge



Respect and inclusion



Effective communication





Teamwork and collaboration



Critical and creative thinking





Moral courage

LEADERSHIP OPERATIONALIZATION

- Students will be able to claim and use “**power with**” to effect change.
- Students will have the skills and ability to **speak up** when change is needed.
- Students will be able to exercise **leadership at every level**.

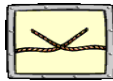
HOW DOES THAT WEAVE INTO THE CURRICULUM?

Leadership

Initial Self assessment
Infusion in Curriculum
Leadership Workshop series
Leadership Blog and web
Interim Assessment
Closing Self assessment



ADVISING



Start 1st FS: Meeting Leadership and professional goals
Early final FS: Plan of Study approval Leadership and professional goals
Start 1st CS: Meeting and career resources Leadership and professional goals
Early final CS: Reflection on leadership & goals networks, strategies letter of reference

Professional Development



Goal statement And Plan of Study Narrative
Career workshops
Networking
Recommendation

LET'S GO BACK TO THE SCENE

- You've seen the situation at the individual level...now think about bigger systems
- Imagine you are the student representative on a UNC task force looking at how better to support students from impoverished backgrounds. Other group members are faculty and administrators.

TASK

- You have been assigned to a group. Each group has a set of specific questions applying one of the leadership principles to the task force scenario.
- Go to your group's assigned room and as a group discuss and prepare responses to your questions.
- Choose a spokesperson for your group to share highlights from your discussion.

GROUP ASSIGNMENTS AND ROOMS

- Group 1: Abs - Blu Room 101
- Group 2: Bod - Dan Room 102
- Group 3: Dav - Gol Room 107
- Group 4: Gru - Hol Room 113
- Group 5: Hun - Kno Room 135 front
- Group 6: Kun - Mro Room 135 back
- Group 7: Noe - Pol Room 114
- Group 8: Por - Shaf Room 137
- Group 9: Ski - Squ Lobby (near elevators)
- Group 10: Ste - Yos Lobby (outside aud)



Groups 1 & 2: A focus on results or purpose

1. What are the results you, as a social worker, would like to see from this task force? Be as concrete and specific as possible. What will the experience of a student from a disadvantaged background look like if this task force is successful?
2. Why do you feel these results are important (as opposed to other outcomes you might have chosen).



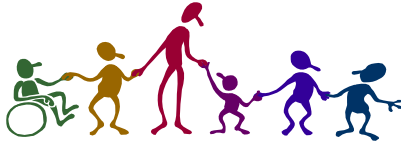
Group 3: Self- knowledge



1. Why is self-knowledge important as you work as a change agent in this group? What issues or assumptions might this group's task/topic bring up for you and other members?
2. How might issues or assumptions "stirred up" interfere with the work process of the group? What could you do to keep the group moving in a productive way?

Group 4: Respect and Inclusion

1. What are all the issues of respect and inclusion that must be considered by this work group as they think of ways to be supportive to students from impoverished backgrounds?
2. What are the issue of respect and inclusion that must be considered within the work group itself?





Group 5: Effective communication

1. You are the only student in this work group. What communication style and strategies do you think will be most effective for you if you want to effect change in the group?
2. What communication should the group have with outside constituents—who and why?



Group 6: Teamwork and Collaboration

1. What might be some of the challenges to teamwork you face within the group? What strategies can you use to strengthen the teamwork in the group?
2. What collaborators do you need, outside of this group, for it to have a successful outcome?



Group 7 & 8: Critical and Creative Thinking

1. Brainstorm as many possible ways as you can to reach the goals of the group (i.e. provide support to economically vulnerable students). Think widely and wildly!
2. Critically think about these ideas, considering likelihood of success, strength of impact, and choose the 3 best ideas. Is there other information you would have liked to have as you made these decisions?





Group 9 & 10: Moral Courage

“Leadership at any level” means you can speak up when things need to be said, no matter what your role in the situation. That takes moral courage.

1. Brainstorm several situations where, as a social worker and a member of this work group, you might need to speak up—but it might be difficult. What might the content areas be that you need to speak about? The people you need to speak up to?
2. What are some effective ways to speak truth to power?