



# TRANSFORMATIVE LEADERSHIP IN ACTION

*Allyship, Advocacy & Activism*

EDITED BY  
**JACKLYN BRUCE**  
**KATHERINE MCKEE**



**BUILDING  
LEADERSHIP  
BRIDGES**

# TRANSFORMATIVE LEADERSHIP IN ACTION

## Praise for *Transformative Leadership in Action*

'*Transformative Leadership in Action* offers a deeply reflective and reflexive account of the bravery and vulnerability necessary for substantive social change, meaningful personal transition, and groundbreaking policy initiatives in an increasingly uncertain world. Through brief research accounts, personal stories, and professional cases, the contributing scholars deftly capture the compassion and determination needed to continually refine one's allyship prowess. The ideas, tactics, and strategies collected here should be considered required reading for all aspiring allies, accomplices, change agents, advocates, and activists.'

**Vivechkanand S. Chunoo**, Assistant Professor of Agricultural Leadership, Education & Communications, University of Illinois at Urbana-Champaign, and co-editor of *Changing the Narrative: Socially Just Leadership Education*

'An array of turbulence in the twenty-first century dictates that strong, confident voices rise up and address the matters of the day – dominance, privilege, social justice, activism, allyship – and, without wavering, advocate for social change. The editors and authors in this brilliant collection, masterfully do just that. This is a must have, must read for scholars, practitioners, students, humanitarians, and others whose goal it is to protect our collective humanity by putting transformative leadership into action.'

**Donnette J. Noble, Ph.D.**, Voss Distinguished Professor of Leadership Studies/ Director of Civic Learning and Engagement/Associate Professor of Leadership Studies – Fort Hays State University

'This timely book goes beyond transformational leadership as a conceptual framework to transformative leadership as a call to action that involves taking steps to elevate the human condition toward greater equity and justice. Well-documented, informative, personal, inclusive, and provocative, the authors offer a book aimed at helping students heed a call to action to make the world a better place.'

**Barry Z Posner**, Michael J. Accolti, S.J. Chair, Professor of Leadership, Leavey School of Business, Santa Clara University, and Co-Author, *The Leadership Challenge*

'This is an incredible resource for leaders and leadership educators in all contexts looking to engaging in complex conversations about transformative change.'

**Kathy L. Guthrie**, Associate Professor and Director of Leadership Learning Research Center, Florida State University, and co-editor of *Changing the Narrative: Socially Just Leadership Education*

‘For those from privileged background who want to be authentic allies to liberation movements, *Transformative Leadership in Action* provide practical guidelines and examples of authentic allyship. This book adds to our understanding of social change leadership in both the university and the wider community.’

**Drick Boyd**, Professor Emeritus, Urban Studies, Eastern University

‘*Transformative Leadership in Action* is a book of uncommon courage, depth, and gravity. In the wake of the unfulfilled promises of democratic nations, organizations, and groups of all forms, here we find an antidote, a curative effect helping us become more whole and more capable of answering the most difficult responsibilities of the present day. The leadership and practice involved in liberatory and transformative life comes to the fore, reshaping that which has failed to enliven the best in the human community, *Transformative Leadership in Action* reaches into the heart of humanity not only to strengthen our collective heart, but to lead us forward and upward into a new dawn in which we more closely embody the prophetic essence Martin Luther King Jr. spoke so deeply of: that the content of our character would make us capable of transcending the chaos of the times.’

**Shann Ray Ferch**, PhD, Gonzaga University, USA

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INVESTOR IN PEOPLE

*We dedicate this book to our moms, Donna Allesandro Boitz and Peggy Mahoney McKee for teaching us through their example that justice and equity were everyone's responsibility and should be everyone's life work. And to Ainslee Bruce; John, Lydia, and Faith McKee; and Regina Le-McKee in hopes that they won't need to transform their world.*

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**Kristine F. Hoover** is an Associate Professor in the Master of Arts in Organizational Leadership program facilitating the Change Leadership concentration and is the Director for the Institute of Hate Studies at Gonzaga University. The Institute of Hate Studies bridges the academy with community engagement, through research, teaching, and partnerships with students, faculty, and community members. She is concerned with questions regarding how organizations and communities shape inclusion and cultures of dignity. Her most recent publication is *Countering Hate: Cases of Change*. She is a former Chair of the Washington Legislative Ethics Board and former SHRM trainer.

**Elizabeth Indermaur** is a recent Graduate from North Carolina State University. She aspires to establish a career in plant sciences and will soon be attending graduate school to realize this objective. In recognizing the complex present and hopefully moving toward a more forward-thinking future, she intends to apply transformative leadership and change agent-thinking to her own work in agriculture and beyond. She aims to catalyze the recognition that each of us has the capacity to develop ourselves as learners and allies, regardless of career or field. She practices and aims to encourage this in others, particularly through principled action and reflection.

**Adanna J. Johnson** serves as an Associate Vice President for Student Equity and Inclusion at Georgetown University. She holds a PhD in Counseling Psychology and was a tenured professor of psychology at Loyola Maryland for over 10 years before coming to Georgetown. She is a licensed psychologist and trained to treat children and families of color.

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**Lauryn Mascareñaz** has 10+ years experience as an elementary classroom Teacher, Literacy Instructional Coach, and Culturally Responsive Trainer. She was formerly a Teaching and Learning Specialist with Teaching Tolerance, a project of the Southern Poverty Law Center. She has a master's of education in culturally responsive teaching from the University of Colorado and is working on her doctorate in Leadership and Organizational Systems at Vanderbilt University. She is particularly interested in educating teachers on engagement strategies and closing the opportunity gap for young males of color. She is the Director of Equity for Wake County Public Schools in North Carolina.

**Glenn W. "Max" McGee** is recognized as a dynamic leader on critical issues concerning leadership, student mental health, and racial equity. His passions lie in developing the potential of historically underrepresented youth and

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**Danielle Mitchell** is mixed (Indigenous and Settler-roots) Cree and Métis from communities in Treaty 6 Territory. She was born, raised, and continues to be a grateful guest on the unceded territories of the Musqueam, Squamish, and Tsleil-waututh Nations. She is a Senior Director within the health and social services sector working to address anti-Indigenous racism and discrimination and advance Indigenous Cultural Safety. She holds a Master of Arts in Leadership from Royal Roads University in Victoria, Canada, and is passionate about Indigenous leadership and the dismantling and creating of equitable, anti-racist organizations and systems.

**James Mohr** serves as the Vice Chancellor for Student Affairs at Washington State University Health Sciences Spokane. His work focuses on issues related to hate, othering, leadership, and inclusion. He has interviewed former members of white supremacist organizations to learn about their leave-taking process. He has also served on nonprofit boards related to social justice such as the Gonzaga University Institute of Hate Studies, NAACP Spokane, Spokane County Human Rights Task Force, and many others.

**Anna Patton** (she/her/hers) serves as the Director of the Impact Leadership Village in Bowen Hall. She completed her PhD in Educational Studies & Cultural Foundations from the University of North Carolina at Greensboro and her MEd in College Student Affairs Administration from the University of Georgia. She has published in *The Journal of Curriculum Theorizing*, *The South Atlantic Philosophy of Education Society 2016 Yearbook*, and *The Journal of Critical Scholarship on Higher Education and Student Affairs*. As a social justice educator, she is passionate about developing equitable environments where students are encouraged to interrogate hegemonic narratives of college life and education.

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**Rebecca Schisler** earned her doctorate in School Psychology in 2008 from The Ohio State University and is now the Founder and Executive Director of The Coalition for Cultural Compassion (The CCC), a Charlotte, NC-based nonprofit. The mother of a biological daughter and an adopted Black son, her vision for The CCC grew out of concern for the lack of support and opportunities available for having open and honest discussions about racial justice and learning about different cultures in her community. She is passionate about dismantling white supremacy and fostering meaningful relationships across racially and culturally diverse groups.

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**Carolyn M. Shields** taught high school for 19 years before completing her doctorate at the University of Saskatchewan, Canada. Since then, at four different universities, she has taught classes and conducted research intended to focus on how leaders can create inclusive, equitable, excellent, and socially just learning environments. Her recent work focuses on the operationalization of the theory of *transformative leadership* and includes 12 books, over 100 articles and chapters, and numerous keynote addresses in Europe, Asia, Australia, New Zealand, and North America. An award-winning teacher, she is a Professor of educational leadership at Wayne State University in urban Detroit.

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## PREFACE

As we put final edits on this text, people around the world are joining the call for transformative change in policing. As we write this preface, 14 of the 15 paperback nonfiction best sellers are about white supremacy, racism, and anti-racism. People are feeling the mandate for deep equitable change and they are heeding the call for moral courage. They are taking to the streets in protest, developing policy asks that call for radical change in policing or defunding of the police, organizing phone banks and email campaigns, reading, listening to, and promoting the work of experts in anti-racism, and calling on their friends and family to join them. For generations, these transformative leadership skills have been taught in ally, advocate, and activist communities – in places of worship, at organizer camps, in field offices, across kitchen tables, and in classrooms.

*Transformative Leadership in Action* is a text for the teaching of transformative leadership. As such, it incorporates the theoretical framework for transformative leadership, pedagogy for teaching transformative leadership as learner, ally, advocate, and activist identities, tales from the field to serve as examples, and case studies for students to analyze. Leadership educators and students can use this text to explore what it means to be a transformative leader and the necessary competencies and behaviors to enact transformative leadership.

This text begins with Dr Carolyn Shields' *Leading to Transform Our World* to explain what transformative leadership is and then proceeds to Dr Jennifer Tilghman-Havens' *Disrupting Dominance: Privilege, Positionality, and Possibilities for Shared Power* to position transformative leadership as essential to leadership education. We then delve into a program designed to develop transformative leaders and follow that with pedagogy and activities to support the development of identities within transformative leadership – learners, allies, advocates, and activists.

It is our hope that the readers of this book will find it to be useful in a few ways. First, that the theoretical chapters provide you with solid groundwork from which to start (or continue) your leadership journey. Next, that the pedagogy chapters provide a roadmap to guide your journey. Lastly, that the case studies challenge you and that the tales from the field inspire you, wherever you are, to transform your communities. Finally, know that your commitment to transformative leadership gives us hope. Because of you dear reader, the world is on its way to a better place.

## ACKNOWLEDGMENTS

To *Emerald Publishing*, *Debra DeRuyter*, and the *ILA*, our deepest gratitude for taking a chance on first time authors/editors who wanted to do something a “little different.” Your patience with our many questions and your guidance throughout the process will be forever appreciated. To *our authors/contributors*, your work creating a more just and equitable world inspires us!

### *From Jacklyn*

Being able to thank the people who made this book possible brings into stark focus what an embarrassment of riches surrounds me. To our Department Chair *Dr Carolyn Dunn*, thank you for giving me the space to grow as an educator and practitioner of leadership and justice. Much of my work is possible because of your consistent championing, mentorship, and support. A particular debt of gratitude to *Dr Byron Green*. Your bravery put me on the very first step of this journey. I will be forever grateful to you. To the *Oaks Leadership Scholars past and present*, you inspired all of this! You give me hope that a brighter day is coming because you’re working for it! To my husband *Danny* & daughter *Ainslee*, I love you so much. Thank you for your patience and grace as deadlines loomed and I asked for “just a few more minutes” at the laptop, for listening to ideas (good and bad) and inspiring me to make change. And finally, to my *co-editor/co-author*, who knew a terrible diversity training experience would one day lead to this? Grateful for your friendship, your support, your insight, and your wit. Thanks for pushing me to be a better educator. You’re the best!

### *From Katherine*

I am lucky to have so many people to thank for their support on this book and the work that shaped it. To my **co-editor/co-author**, for inviting me to a coffee/tea chat in the middle of a hurricane and then sponsoring me into a career as a leadership educator. I’m thankful for your friendship, your

guidance, your support, and your 1990s sing-along skills. You rock! Speaking of amazing women who lift other women, thank you to our department head and mentor, **Dr Carolyn Dunn**, for the opportunities and support you provide for me to have and pursue big ideas and for your example of leadership. 'Tis grand. To our **Oaks Leadership Scholars past and present**, I'm excited to live in the world you are building.

To my friends, who have taken their time and energy to teach me and others, I know those are acts of love and I promise to keep learning. To my parents, **Peggy and Rich**, for their lifelong example of standing up for what they believe and for raising me to be brave. And finally, to my husband, **Jonathan**, for his tireless support of my work and snacking and his endless patience.