

What Type of Leadership is Needed Now?

INTEGRATIVE LEADERSHIP:

LEADING IN CHALLENGING TIMES

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SAMUEL DEWITT
PROCTOR INSTITUTE
for Leadership, Equity & Justice

Executive Summary

Higher education leadership is complex, convoluted, and dynamic. It involves dealing with fluctuating resources; tenuous relationships with faculty and governing boards; financial uncertainties; and confronting unprecedented crises (e.g., COVID-19, calls for social justice, etc.)

In light of these challenges, higher education leaders are asked to exemplify sound leadership that involves working toward institutional stability and creating a culture of student success in a climate that is seemingly unpredictable and undeniably fluid.

How can a leader meet these high expectations? Can leadership experiences serve as the backbone to leadership success? Although professional experience is a worthy component in guiding the decision-making process and problem resolution, it is a limited approach to leading institutions of higher education. While experiential knowledge should be highly valued, it can be enhanced by knowledge of varied theories and leadership approaches. In

approaching leadership from a balanced practical and theoretical lens, leadership is advanced through an integrative approach to leading higher education institutions.

This report articulates the benefits of using an integrative leadership approach to leading in challenging times by illustrating three leadership styles: a) management—entails the process of administering and controlling the affairs of the institution; b) democratic leadership—involves a shared leadership approach to the decision-making process; and c) transformative leadership—critiques inequitable practices and challenges leaders to lead for equitable change.

The **SAMUEL DEWITT PROCTOR INSTITUTE FOR LEADERSHIP, EQUITY, & JUSTICE** sought submissions for The Year of Leadership—a three-report, research series examining leadership. We invited submissions that grapple with the idea of leadership within the context of education, both at the K-12 and higher education levels. We asked authors to consider: What makes for great leaders? What skills do leaders need to make change and be effective? What type of leadership is needed now? What if leaders fail? What kinds of people do leaders need on their team? What contemporary challenges should future leaders aim to address? How can one's various identities shape their leadership? What are some best practices and strategies to advocate for equitable and just institutional leadership in education? Within the educational context, where is leadership needed most?

The resulting data-driven reports are peer-reviewed and contain original research. All authors were financially compensated.

Introduction

The dynamic educational environment requires leaders to augment their leadership approach with multiple styles to successfully guide their teams, meet the needs of their constituents, and respond to sociopolitical demands. Each day, leaders are faced with a complexity of challenges that are far-reaching and unprecedented. These challenges have been heightened by the current global pandemic that has had an impact on every fabric of our society—causing job loss, illness, and death. Standing front and center, leaders are responsible for anticipating, mitigating, and addressing disruptions to academic achievement, as well as providing supports for the emotional well-being of students and families.

In tandem with the COVID-19 pandemic, communities are grappling with escalated racial tensions and social unrest. These tensions and unrest have resulted in mandates for institutions to bring about revolutionary and sustained change. Leaders are being called upon to reflect upon their own biases, critique unjust practices, advocate for marginalized

groups, and engage in institutional change practices aimed at developing an inclusive culture that is hospitable to underrepresented groups. Beyond symbolic gesturing, diversity and inclusion efforts must be established across every facet of the institution. It is necessary to assess the contingency factors underscoring each unique situation in order to determine which leadership approach is most appropriate to drive outcome resolution. Using an integrative approach avoids the drawbacks of a single leadership style in that every leadership style has weaknesses and strengths. Leadership is most effective when leaders are flexible in adapting to the nuances of each situation and gain the astuteness to adopt the best-suited leadership style(s). What follows is a description of the three leadership styles, their strengths and weaknesses, and leadership inventories readers can use to self-assess their own leadership astuteness across the multiple leadership styles. In addition, an example of a respective leader shown to display the values and disposition of each of the three leadership styles is showcased.



“Beyond symbolic gesturing, diversity and inclusion efforts must be established across every facet of the institution.”

Management

The management approach involves working through others to maximize institutional efficiency and effectiveness. Central components of management include regulation orientation, scripted job responsibilities, and efficiency and productivity through accountability.

REGULATION ORIENTATION

The mode of apparatus underscoring this management approach centers on regulating work processes using standardized guidelines, structures, and policies. It is grounded in the belief that organizational effectiveness and efficiency are best advanced through the development, implementation, and unyielding support of standardized practices. These practices guide the day-to-day operations of the organization. For example, when questions about student financial aid arise, personnel quickly refer to financial aid policies to provide answers and to guide individuals. In this case, the task of personnel using a management approach is to refer to the undeviating and authority approved set of practices. When questions about financial aid are not adequately answered by existing policies, additional policies are developed to close loopholes and to provide a clearer understanding of the policies.

Policies and procedures are streamlined and serve as the “road map” for both managers and personnel to accomplish their contractual obligations. Managers and employees are expected to adapt to their prescribed set of responsibilities and work within the spirit of the established guidelines. Any deviation from pre-determined policies is discouraged and punished. Criteria of performance are established noting what is expected of each employee.

“Policies and procedures are streamlined and serve as the ‘road map’ for both managers and personnel to accomplish their contractual obligations.”

In large institutions of higher education, the effectiveness of managers largely depends on the influence they have over procedures that guide the institution. This provides managers a sense of control over practices and, therefore, influence over employees. French and Raven (1957) propose five types of power available to managers listed in Table 1.

Table 1. Bases of Power (FRENCH & RAVEN, 1957)

REWARD POWER	Employees comply in order to be rewarded by the manager for work performance.
COERCIVE POWER	Employees comply due to threats from the manager.
LEGITIMATE POWER	Employees comply due to the formal position of authority the manager holds.
EXPERT POWER	Employees comply due to a manager holding specialized expert knowledge.
REFERENT POWER	Employees comply due to personal identification with the manager.

These sources of power allow managers to influence others to perform job responsibilities, support institutional practices, and comply with demands from upper management.

SCRIPTED JOB RESPONSIBILITIES

Managers using a management approach to leading institutions are dependent on systematic-based practices to underscore the functions of the organization. These functions are clearly explained to employees to ensure they understand the chain of command and responsibilities associated with each position within the organization. Employees in various positions within the organization are expected to follow orderly steps when performing job duties. This is generally accomplished through the development and enforcement of a strict routine that yields foolproof practices. Managers fortify this chain-like structure through control and oversight, as well as by determining the productivity of each employee in relation to how institutional positions lead to goal attainment.

Managers use a strategic plan to delineate what is to be done, by whom, and when. Ambiguity is uncommon; individuals in a bureaucratically managed institution clearly understand the role they need to play in advancing the institution. Employees understand what is expected of them and are supported in doing their job well. Professional development is made available to employees. This serves as a precursor to holding high expectations for employees. Employers are keenly aware that employees need to be efficient in doing their job in order for the institution to function like a “well-oiled machine.” This investment in developing human capital allows managers to hold high standards for employees in performing their jobs effectively and efficiently. Training acclimates employees to the institutional structure by ensuring employees show significant support for the existing practices of the organization.

Communication, without a doubt, is a crucial aspect of any institutional operation. Without an effective system of communication in place, managers will have difficulty achieving goals, meeting deadlines,

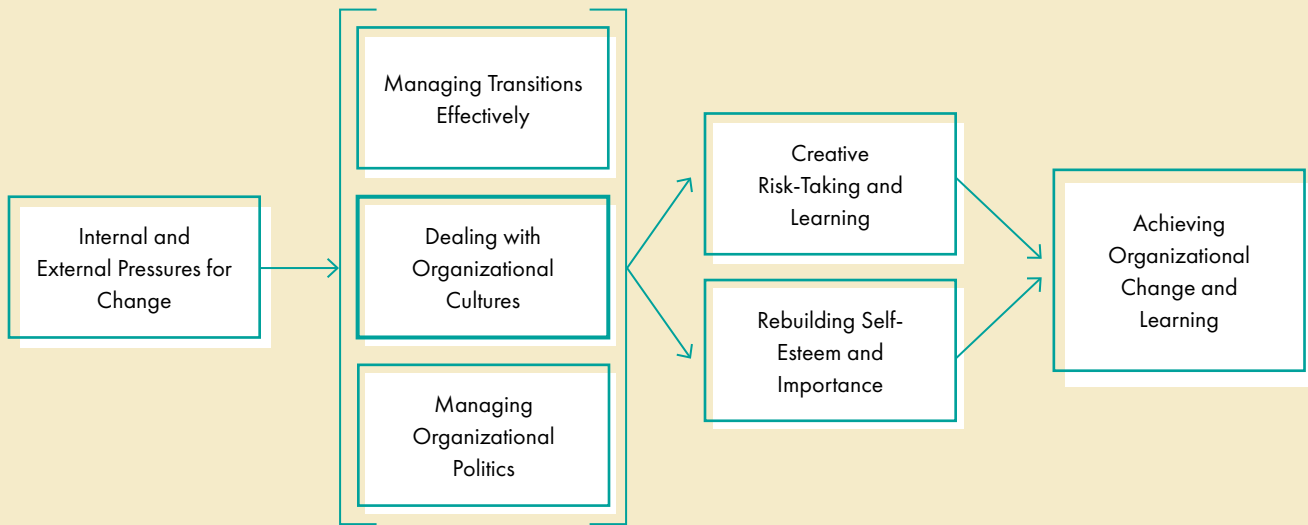
and functioning properly. Communication is not just the simple use of devices, such as phones or verbal and written exchanges of information. It is about designing and using communication systems that are appropriate for the needs of an institution. Effective and efficient communication means that employees should know the hierarchy and expertise within the workplace. They should know whom to reach out to regarding their concerns. Without having this avenue, employees will have a sense of frustration and the institution, as a whole, will suffer.

EFFICIENCY AND PRODUCTIVITY THROUGH ACCOUNTABILITY

In a managed institution, significant support and accountability go hand-in-hand. Managers make efforts to improve the work performance of employees by working with them to measure their areas of strength, but more importantly to analyze their weaknesses. Subsequently, the information is used to develop work training, set individual performance goals, and set work placement. Managers are primarily responsible for ensuring the institution or subunit they oversee is resourced and supported to facilitate goal attainment. To attain this goal, managers serve in the role of monitor, liaison, and figurehead. The system of support, rewards, and advancement is coupled with higher levels of accountability and responsibility. The greater the positional authority within the institution, the greater the expectation for employees to advance the ongoing practices that drive the institution.

Carnall (2003) created a change management model describing the role managers play in responding to change. As illustrated in Figure 1., Carnall describes three skills that must be present at all levels of management: (a) managing transitions effectively, (b) managing organizational cultures, and (c) managing organizational politics.

Figure 1. Carnall’s Change Management Model



By managing transitions, employees have the autonomy and support needed to be encouraged to take risks in the organization and adapt to the environment around them. This allows them to shape the culture of the organization’s internal systems and policies. To manage organizational politics, the manager should recognize and understand different organizational groups and their political agendas. The manager should be able to build coalitions and use their skills to align various agendas to the organization’s goals.

MANAGEMENT: ADVANTAGES & DISADVANTAGES

Management practices involve attention to rules, regulations, processes, policies, bylaws, strategic plans, and other established protocols that aim to drive institutional efficiency. Although, it is hard to refute clarity and rationality of practice, Table 2 makes clear the advantages and disadvantages of using a purist management approach.

Table 2. Management: Advantages and Disadvantages

ADVANTAGES	DISADVANTAGES
<i>Clarity of Roles.</i> Creating step-by-step plans and procedures allows institutional affiliates to know what they need to do to achieve intended goals.	<i>Low Morale.</i> Emphasizing hierarchy and regulations through imposing plans, policies, and rules can negatively affect the workplace culture.
<i>Efficiencies.</i> Aligning people and resources to carry out institutional plans can enforce structure and streamline processes.	<i>Lack of Innovation.</i> Scripted job responsibilities maintain organizational structure but also discourage creativity.
<i>Controlling.</i> Involves monitoring progress toward goal attainment while analyzing operations for more efficiencies.	<i>Resistance to Change.</i> The focus on efficiencies does not allow for a collaborative decision-making process, which may result in a lack of buy-in from employees.
<i>Outcomes-driven focus.</i> Yields and rewards anticipated, consistent results.	<i>Fairness.</i> Matters of advancement and accountability are often based on an allegiance to authority.

In noting the advantages and disadvantages of using a management approach, it appears to be more appropriate for organizations that are stable, traditional, hierarchical, and structured. With the increasing demand for organizations to constantly reinvent themselves, the management approach would seem contrary to be prescribed to the dynamic, complex, and increasingly changing organizations of today. On the other hand, as illustrated by Carnall's Change Management Model (2003), the management approach can be used as a tool to facilitate institutional change. In this case, does the management approach facilitate organizational innovation?

EXAMPLES IN HIGHER EDUCATION

Janet Napolitano

Former University of California President

From September 2013 until August 2020, Janet Napolitano served as the President of the University of California (UC) system. She was the first woman to oversee the system of 10 campuses, 5 hospitals, and 285,000 students. During her tenure, student enrollment increased by 17,500 and she organized advocacy efforts for DACA students, including financial aid and legal support. Napolitano also reformed the system's sexual harassment and assault policies by establishing the first Title IX office, streamlining investigation procedures, and providing training and education. With a background in politics, she was skilled in bureaucratic matters. However, her top-down leadership style was not accepted by all. Reflecting back on her controversial moments, Napolitano believes she could have been "more consultative" (Watanabe, 2020). Napolitano served as the U.S. Secretary of Homeland Security from 2009-2013.



"On reopening University of California campuses, Napolitano said, "If they're going to reopen at all, they're going to need to have a testing plan, a contact tracing plan, a quarantine plan, things of that sort."

—CNBC, Published Friday, May 1, 2021

Management Personal Profile?

Take this leadership [assessment](#) to learn more about your management style, and attain strategies to improve your management effectiveness.

Democratic Leadership

Democratic leadership involves group participative decision-making, in which leaders work with others to achieve institutional goals. Central components of democratic leadership include encouraging collaborative participation, facilitating learning opportunities, and building relationships.

ENCOURAGES COLLABORATIVE PARTICIPATION

The democratic leadership approach involves taking into consideration the aspirations, thoughts, motivations, interests, and participation of institutional affiliates in governing the institution. The structure of the institution emphasizes a horizontal authority structure with a focus on team-based decision-making. This decentralized structure is flexible in that it aims to foster creativity and risk-taking behavior for innovation. The involvement of institutional affiliates takes precedence in leading with a democratically oriented leadership approach. This is due to the democratic leader's focus on providing institutional affiliates with equal opportunities to have a voice in the everyday practices of the institution.

The democratic leadership style is team-focused. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. This entails the leader facilitating conversations, encouraging people to share their ideas, and then synthesizing all the available and relevant information. The democratic leader then decides on the best possible solution and communicates that decision back to the group to bring consensus and support for the chosen decision. Yukl (2006) provides four potential benefits for involving institutional affiliates in the decision-making process through participative leadership. They include: (1) the quality of the decision is greater, (2) higher buy-in and acceptance of the decision, (3) higher satisfaction

with the decision-making process, and (4) the decision-making and leadership skills of institutional affiliates are advanced.

“In fostering a culture of belonging, pride, and worth, leaders are able to motivate their institutional affiliates to go above and beyond their contractual duties with higher levels of commitment to the organization.”

Democratic leaders genuinely believe in their institutional affiliates' ability to perform the job well, have the best interest of the institution in mind, and be responsible for working towards accomplishing institutional goals. For example, if an issue of financial aid arises, personnel are encouraged to brainstorm solutions. This may include developing new policies and practices. Employees are invigorated by being offered the opportunity and encouragement to participate in solving organizational challenges. Further, team members feel a sense of affinity toward the leader due to the faith and trust that has been bestowed upon them. In fostering a culture of belonging, pride, and worth, leaders are able to motivate their institutional affiliates to go above and beyond their contractual duties with higher levels of commitment to the organization.

FACILITATED LEARNING OPPORTUNITIES

Democratic leadership seeks to change (not upend) traditional institutional bureaucracies to ensure a system of collective input is used to drive institutional practices. This style is congruent in constantly changing institutions where very little can be taken as a constant. In these institutions, every option for

improvement has to be considered to stay current. Institutional affiliates are exposed to a supportive work environment through activities associated with professional development. Emphasis on building the individual (self-knowledge, integrity, commitment, empathy), and group leadership skills (collaboration, shared purpose, promoting an environment of mutual respect, creating a collaborative learning environment) of institutional affiliates guide the development of the whole individual. There are a variety of leadership supports, such as continuous learning, development, and training opportunities for institutional affiliates. Yukl (2006) noted the following examples of leadership training for employees: (a) strategically work with schedules and assignments to free up time for skill development; (b) provide financial incentives and support for continuous involvement with learning opportunities; (c) develop a learning culture inclusive of workshops, seminars, and apprentice initiatives; (d) establish on-going coaching and mentoring to assist with leadership development; and (e) recognize, support, and reward those who show skill improvement.

The gained leadership skills allow institutional affiliates to understand the processes involved in garnering commitment and support to facilitate goal accomplishment. The development of leaders within the institution becomes more critical as the institution grows. In order for the institution to function effectively and ensure the democratic values and needs of institutional affiliates are being met, democratic oriented leaders are dispersed across various levels of the institution. These leaders engage the governance structure of the institution by seeking out the opinions and suggestions of institutional affiliates on how to better meet the changing needs of the institution.

RELATIONSHIP BUILDING

Building relationships is the cornerstone of the democratic leadership approach. Leaders “get the job done” through the development of human relationships. While bureaucratic managers are job-focused, democratic leaders are employee-focused. This is accomplished through the establishment of a work environment grounded in practices of group interactions, communication, participation, and insights into the attitudes and aspirations of employees. The morale of employees is generally high due to inclusive practices that value the perspective of employees. Individuals are given autonomy to self-direct without structured oversight. The “honor system” underscores work functions and responsibilities. This freedom comes with greater levels of responsibility. Institutional affiliates are expected to increase the quality of their work by working with others (not through) to advance the overall goals of the institution. With the democratic leadership approach, leaders are purposefully looking for ways to know institutional affiliates personally. It capitalizes on the employees’ skills and talents by letting them share their views, rather than simply expecting them to conform or go along. Leaders primarily do this by encouraging employees to participate in the planning and decision-making processes of the institution. This interaction is underscored by the democratic leader showing respect, care, compassion, and trust toward institutional affiliates. These practices advance a supportive work environment and lead to greater institutional commitment. The key to the effective use of the democratic leadership approach to leading is determining the strengths and weaknesses of this approach. Knowing when to encourage participation, facilitate learning opportunities, and build relationships, and knowing when to apply a democratic leadership approach, depends on the circumstances.

DEMOCRATIC: ADVANTAGES & DISADVANTAGES

The democratic leadership approach follows a “shared-authority model” in that stakeholders are encouraged to work together to derive at a mutually agreeable decision. Table 3 illustrates a set of advantages and disadvantages in using a democratic approach.

Table 3. Democratic Leadership Advantages & Disadvantages

ADVANTAGES	DISADVANTAGES
<i>Collaborative.</i> Participants work together toward mutual understanding.	<i>Group Conflict.</i> Argumentative dialogue and counter ideas can provoke ill will among group members.
<i>Enhanced Quality.</i> The increased diversity of views allows for a multiplicity of perspectives, approaches, and solutions. This can generate higher quality decisions.	<i>Disseminated Accountability.</i> Group members can avoid taking ownership of decisions. The sharing of work can lead to less accountability.
<i>Leverages Resources.</i> Combining input and utilizing the varied expertise of members enhances the decision-making process.	<i>Groupthink.</i> Consensus of group yields conformity and undermines individual creativity.
<i>Decision Buy-in & Ownership.</i> Participants involved in the decision-making process are more apt to accept, help implement, and encourage others to accept decisions and changes.	<i>Waste in Human Resources.</i> Participants are prone to wasting time. This displaced energy can divert members from deriving at timely and meaningful decisions.

The democratic leadership approach can be used as a tool to advance institutional change due to its participative nature of allowing everyone to be involved in the decision-making process. It is clear teleological (planned change) models underscore the role and willingness of institutional affiliates to recognize the need to change and play key roles in advancing institutional change. Two of the most prominent teleological models include Kotter’s (1995) Eight Step Model and Lewin’s (1951) Three Step Model.



EXAMPLES IN HIGHER EDUCATION



Joseph Castro

California State University Chancellor

On January 1 of 2021, Joseph Castro became the first Mexican American – and person of color – to be leading the largest public university in the nation. The California State University (CSU) system is comprised of 23 campuses, 482,000 students, and 53,000 employees. Castro has been lauded by the CSU Board for his ability to connect with students and build relationships in the community. Additionally, the Board is confident in his ability to lead the system through social change and the pandemic. In his previous position as President of Fresno State, he was known for his availability to students, openness in communication, and willingness to always listen. Although Castro just started his position, he has already been collaborating with the governor and legislative office to discuss funding for the CSU. Both Governor Newsom and Michael Drake, President of the UC system, have shared their excitement to partner with Castro. Interview excerpt with Chancellor-Select Joseph Castro on the future of the California State University system:

“We’ll be guided by the experts in this area and make good decisions as Chancellor White has done with all of us over the last several months, and then I want to continue our progress with the graduation initiative, 2025. We have some bold graduation rate goals, and I want us to meet those. We need to decrease the equity gaps that exist in our state between and among groups, and my hope is that we’ll be able to do that by 2025, and then we’ll set some bolder group goals for 2030 and beyond. I’d like to leverage technology in some new ways. I’d like to strengthen our relationships with elected officials and inspire them to invest more in the CSU over time. And I’d like to help diversify our faculty, to work with our system to do that. I’d like to see our faculty reflect the diversity of our students a little bit better over the coming years.”

—Interview with Megan Manata, Interactive Producer at CapRadio, October 21, 2020

Democratic Leadership Personal Profile

Take this leadership [assessment](#) to learn more about your democratic leadership style, and obtain strategies to improve your democratic leadership effectiveness.

Transformative Leadership

Transformative leadership involves challenging dominant organizational structures to advance equitable and inclusive educational practices. Central components of transformative leadership include ideologies associated with critical culturalists, progressive structuralists, and political intellectualists.

CRITICAL CULTURALISTS

While America is a country romanticized as being ‘the land of the free and the home of the brave’, there is a tendency, according to Shields (2016) for society “to engage in deficit thinking and misplaced assumptions, and to place blame on those experiencing poverty and trauma without going any further” (p. 136). Transformative leaders aim to critique and dismantle oppressive structures of power to advance egalitarian principles. Distinct from traditional social frameworks, transformative leadership considers the conditions that maintain a capitalist economic structure to be the cause for the struggles of marginalized groups within western society (Wellmer, 2014). Capitalist societies stratify and value their people based on their position within the labor force, which determines their economic and social power (Hinson & Bradley, 2006). Consequently, “old people, young people, especially Black or Latino, those who cannot find work, single women with children, involuntary unemployed, mentally or physically disabled people, and American Indians, especially on reservations, are all considered marginal people in this society” (Young, 1990, p. 53).

Cultural imperialism (Eurocentric dominance) is deeply embedded in the fabric of American history, and their endemic forces continue to discriminate and marginalize certain groups today (Ladson-Billings, 1995). People of color have been forced to endure horrific forms of oppression beginning with colonization by European explorers who

settled in Puerto Rico. Under the leadership of Christopher Columbus, White colonists exploited, imposed violence, and ultimately desecrated the Taino people. To replace the dwindling labor force, Africans were enslaved and sold for cheap agricultural labor and to replenish the population (Mays, 1986). By the time slavery was abolished, during the Reconstruction era, the evils of colonialism had “imposed poverty, a loss of culture, a loss of language, intergenerational historical trauma, lateral oppression, genocide, holocaust, boarding schools, church perpetrated sexual abuse, massacres, diseases, loss of lands, loss of sacred sites” of affected groups (David, 2013, p. 31-32). However, despite newly-enacted policies, the end of official slavery did not emancipate the African Americans as expected, as inferiority and discriminatory ideology had become engrained in the mindsets of Americans, particularly White Americans. This inequitable treatment regardless of social policy is what is referred to as *systemic* or *institutional* racism. Systemic racism continues in current times and is responsible for the disproportionate suspensions in schools and over-incarceration of people of color in prison that are dismal realities in the 21st century.

PROGRESSIVE STRUCTURALISTS

Given they operate from an understanding that inequities are often deep-rooted, transformative leaders know that surface level interventions will not be effective in rectifying the many impediments to access and inclusion for under-represented students (Shields, 2016).

They critically examine policies, programs, and practices and disaggregate data to completely re-conceptualize and reconfigure a higher education system that allows for equal access and inclusion that leads to upward social mobility (Shields, 2016).

Establishing an appropriate and properly functioning structural arrangement is integral to the effectiveness of any institution (Bolman & Deal, 2013). Therefore, the structure includes the people within the organization, the types of relationships and the communication people have within the institution and individual departments, and the procedures for achieving both the collective goals and the individual goals of an organization (Bolman & Deal, 2013). Hence, leaders focusing on this aspect of the organization are considered social architects.

Many leaders organize their workers in ways that reduce conflict and allow for the performance of the individuals and groups to be easily measured in terms of “effectiveness, profitability, and organizational growth” (Mills, Simmons, & Mills, 2005, p. 13). Transformative leaders, on the other hand, are still outcome-oriented, but operate on the core belief that focus on “unequal power relations that cause conflict for people within the system and their negative impact on people, is a powerful approach” (Mills, Simmons, & Mills, 2005, p. 13). Hence, the transformative leader is a progressive structuralist and is aware of the demographic trends and dire need for college leaders to embrace diversity and promote access and inclusion for all students, faculty, and staff.

As the population continues to diversify, transformative leadership is a promising approach for mobilizing the vision and mission of advancing diversity in higher education (Nevarez, Wood, & Penrose, 2013). Educational leaders using this approach see diversity as value-added for educational institutions serving diverse groups. They have invaluable knowledge and experiences that are central to their effectiveness in responding to the challenges affecting diverse groups such as achievement, motivation, and engagement. This allows them to respond and approach challenges in culturally responsive ways (Thomas & Ely, 1996). Therefore, transformative leaders challenge inherently racist notions embedded in the organization and seek to establish different, non-racist ways of organizing (Mills, Simmons, & Mills, 2005).

Transformative leaders are outcome-oriented and monitor the effectiveness of structural arrangements not by media attention for their progressive approaches but by active change (Shields, 2016). To monitor change, they use a process-oriented model to guide them in recognizing and confronting political and socioeconomic contradictions that inhibit equity (Brown, 2012). This enables them to think ahead to offset snares and traps, be fluid in what they know and how they come to know it, provide a structured curriculum, be culturally informative, and encourage students to lobby for better educational positioning (Nevarez, Wood, & Penrose, 2013). Transformative leaders regularly evaluate performance, through culture, operations, processes, systems, and data collected through internal and external means.

POLITICAL INTELLECTUALISTS

Transformative leaders aim to raise awareness about the systemic inequities that plague certain groups while others thrive, as they understand their efforts are fruitless without the buy-in from others that may not share the same values (Nevarez, Wood, & Penrose, 2013). Consequently, transformative leaders constantly plant seeds of equity and excellence everywhere they go (Scheurich & Skrla, 2003). They keenly understand the importance of raising awareness about the inequities affecting particularly first-generation English learners and socioeconomically disadvantaged students. According to Shields (2013), these leaders possess moral courage in their efforts by not only challenging the current inequities in practices, programs, and policies, but also confronting inequities by engaging in active dialogue.

Transformative leaders have been described as having “one foot in the contemplative world and another in the political” (Melzer, Wineberger, & Zinman, 2003). This means that they bring intelligence and compassion to their work, invite reflection and discussion, rally allies, and build networks to help advance the mission of improving equity and social justice in the organization (Shields, 2013).

However, at the same time, transformative leaders must balance their efforts and expectations, be selective in their efforts, and fight worthy battles in order to regulate their emotions, especially given these leaders are completely invested in their demand for and advancement of social justice (Shields, 2013). These leaders have a keen awareness of the role that the ego plays in our subconscious behaviors and the tendency of humans to protect their space or territory. They strive to not fear criticism, take feedback personally, or become defensive – in fact, they seek it out (Scheurich & Skrla, 2003).

Dialectical change models, also known as political models, recognize the push and pull to gain influence and power to advance institutional change. In this

case, political leaders understand change as a product of opposing ideology. Political leaders use their conflict resolution skills to position themselves in the change process to seek out networks and coalitions to gain persuasion, negotiation advantages, and power.

TRANSFORMATIVE: ADVANTAGES & DISADVANTAGES

The transformative leadership approach is underscored by a heightened social consciousness to make injustice intolerable. It challenges leaders to transform the educational system to make it equitable, inclusive, and socially just. Table 4 illustrates a set of advantages and disadvantages of using a transformative leadership approach.

Table 4. Transformative Leadership: Advantages and Disadvantages

ADVANTAGES	DISADVANTAGES
<i>Progressive.</i> The status quo is challenged. Traditional ideologies, practices, and values are replaced with new models and structures.	<i>Buy-in.</i> Stakeholders with different values may push back or sabotage efforts.
<i>Diversity.</i> Differences are embraced and leveraged as assets for innovation.	<i>Control Emotions.</i> Not all battles will be worth fighting.
<i>Inclusive Structures.</i> Communities are involved, and stakeholders are encouraged to participate.	<i>Psychological Burnout.</i> There is an emotional toll in advocating for marginalized groups, particularly when facing opposition.
<i>Outcome-Oriented.</i> Deficit thinking and other biased assumptions are rejected, allowing for changes to address inequities.	<i>Termination.</i> Organizations that are not open to change may not welcome leaders who challenge the dominant culture.
<i>Social Justice.</i> Issues of marginalization, power, and privilege are addressed. New realities are constructed that are liberating.	<i>Loss of Respect/Credible Authority.</i> Changes that are superficial or short-term may be seen as insincere.

In noting the advantages of using a transformative approach, transformative leaders embrace diversity, seeing differences as an asset. They are intentional in deconstructing traditional ideologies, practices, and values that have traditionally served to disadvantage marginalized communities.

EXAMPLES IN HIGHER EDUCATION

Gloria Ladson-Billings

National Academy of Education President & Professor Emerita

Renowned scholar, Gloria Ladson-Billings is known for her seminal research on critical race theory applied to education. Additionally, she introduced the concept of culturally relevant pedagogy, illuminating teaching practices that have improved academic outcomes for traditionally underserved students. Her scholarship focuses on ways educational leaders can empower students to develop social, emotional, and political consciousness. To that end, students gain cultural competencies and are able to understand and challenge inequities. Further, students of color are able to cultivate positive cultural identities. After 26 years at the University of Wisconsin–Madison, she retired from her position as the Kellner Family Distinguished Chair in Urban Education in April 2019. Although she has published a plethora of books and articles that have been cited by innumerable authors, Ladson-Billings considers the students and transformative educators her greatest legacy (Knutson, 2019).



“Our children cannot wait as we get through this pandemic. It is a portal. It is an opportunity for us to do something different. I know a lot of people keep saying we need to get back to normal. I am not interested in going back to normal.... I am interested in what I have begun to call a hard reset.... with an eye toward and a way of thinking of justice as praxis.”

—Sacramento State Leading with Justice Speaker Series on October 21, 2020

Transformative Leadership Personal Profile

Take this leadership [assessment](#) to learn more about your transformative leadership style, and obtain strategies to improve your transformative leadership effectiveness.

Recommendations

Leadership effectiveness entails an openness on the part of the leader to adapt to multiple leadership styles. Deriving a determination on what approach to use is dependent on situational and contextual factors underscoring the specific circumstance. Leaders should consider the following factors: (a) complexity of the task, (b) level of knowledge and competency of those involved, (c) availability of resources, (d) urgency of the situation, and (e) culture of the organization. As an example, if the problem requires in-depth analysis and the group responsible for developing the solution is not familiar with the topic, a democratic approach may be necessary to include more perspectives. This will not only improve ideation, but also provide other team members the opportunity to contribute to assignments beyond their routine tasks. Breaking the monotony enhances these individuals' engagement to the organization and could even result in prospective candidates for succession planning efforts. On the other hand, if the

current workload is heavy and the situation requires an immediate resolution, leaders should consider a management approach. Rather than spending the time to come up with new ideas, the team can refer to existing policies and procedures. Following processes allows for efficiencies, compliance, and consistency. Finally, in most situations, the leadership approach that will be most well-received is the one that aligns with the culture of the organization. Unless an organization is agile, leaders attempting to disrupt the status quo must be prepared to engage in change management.

In addition to resolving problems, leaders can practice different approaches depending on the objective at hand. In order to be adaptive, one must be aware of habitual behaviors. For instance, someone who regularly leads in a managerial manner will need to consciously adjust to a democratic style when motivating teams to collaborate.



Conclusion

This report has examined the managerial, democratic, and transformative leadership styles as a function of addressing problem resolution, facilitating decision-making, and advancing institutional change. The call and recommendation for the use of an integrative leadership approach involving the following three leadership approaches were made. The leadership styles include (a) management which involves working through others to maximize institutional efficiency and effectiveness; (b) democratic leadership which involves following a “shared-authority model” in that stakeholders are encouraged to work together to derive at a mutually agreeable decision; and; (c) transformative leadership which involves challenging dominant organizational structures to advance equitable and inclusive educational practices. Although the three leadership styles were presented individually, it is more valuable to view the various styles as interdependent. Further, it is important to note that leaders should strive to be adept and authentic with each style to ensure receptivity and maintain credibility. At times, when confronted with high level complex problems where one approach will not suffice in deriving at problem resolution, the demand for the leader to involve multiple leadership approaches will be required.

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Carlos Nevarez, received his Ph.D. from Arizona State University in Educational Leadership and Policy Studies. He now serves as Chair of Graduate & Professional Studies in Education at California State University, Sacramento. His research findings inform the development of new pedagogies and applied models that not only facilitate, but also nurture innovative leadership and productive change. Nevarez has co-authored four books on community college leadership and is currently working on a fifth book with an emphasis on developing an institutional change model.

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