



Book Series

# *Contemporary Perspectives on Leadership Learning*

Series Editors

Kathy L. Guthrie, *Florida State University*

This series is dedicated to contemporary perspectives on leadership learning, which includes leadership teaching, education, development, and scholarship. The series is intended to appeal to academic researchers, leadership scholars, leadership educators, and university instructors looking for thought provoking reference material for classroom use. The purpose of the series is to highlight foundational knowledge and emerging innovations in scholarship on curriculum, pedagogy, and methodology of teaching and learning in leadership. The series will feature entire volumes written by authors and edited volumes with multiple contributors. Each volume will showcase a different topic critical to the research and practice of leadership teaching and learning. With this approach, the mission of the series is to examine the complexities of leadership learning from a variety of perspectives to give the audience access to breadth and depth of scholarship in this area, as well as provide contemporary reference material and textbooks for leadership learning in the classroom.

## **Books in this series:**

- Foundations of Leadership
- Moving Towards Action
- Rooted and Radiant
- Introduction to Research in Leadership
- Engaging Black Men in College Through Leadership Learning
- Navigating Complexities in Leadership
- Operationalizing Culturally Relevant Leadership Learning
- Shifting the Mindset
- Engaging in the Leadership Process
- Transforming Learning
- Thinking to Transform
- Thinking to Transform Companion Manual
- Changing the Narrative
- The Role of Leadership Educators

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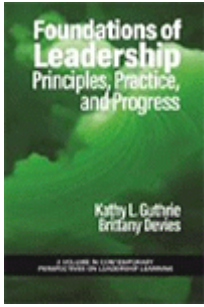
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## Foundations of Leadership Principles, Practice, And Progress

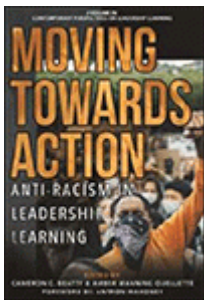
Kathy L. Guthrie, Florida State University; Brittany Devies, Florida State University

2024. Paperback 979-8-88730-697-1 \$30.99. Hardcover 979-8-88730-698-8 \$72.99. eBook 979-8-88730-699-5 \$85.

This book explores the foundations of leadership by confronting common assumptions and provides language for engaging in the leadership process as a leader and a follower. This practical book was designed for college students who are interested in learning more about the process of leadership, leaders in formal and informal roles, as well as educators and professionals who work with student leaders on college campuses. However, this book is also accessible to high school students, as well as graduate students ready to focus on their leadership learning.

Foundations of Leadership: Principles, Practice, and Progress frames leadership as a process in which followers and leaders engage in a specific context. It offers learning opportunities for students to personally reflect, engage with others, and sharpen their own leadership practice. Each chapter focuses on important foundational topics of leadership with features to engage readers to getting the most out of this book. Features include framing at the beginning of each chapter to prepare for learning and stopping points to reflect on their learning throughout the chapters. Each chapter concludes with questions for students to reflect on their own, discussions questions for reflection with others, and activities to “level up” their leadership learning. This book is designed to be accessible for students in a classroom setting, student organizations, community groups, and individual learning opportunities.

**CONTENTS:** CHAPTER 1: Introduction to the Foundations of Leadership. CHAPTER 2: Leader: Putting Principles to Practice. CHAPTER 3: Follower: Putting Principles to Practice. CHAPTER 4: Honoring the Complexity of Context: Moving Practice to Progress. CHAPTER 5: Navigating the Complexity of the Both/And. CHAPTER 6: Amplifying Principles, Practice, and Progress of Leadership. References. Author Biographies.



## Moving Towards Action Anti-Racism in Leadership Learning

Cameron C. Beatty, Florida State University; Amber Manning-Ouellette, Oklahoma State University

2024. Paperback 979-8-88730-639-1 \$52.99. Hardcover 979-8-88730-640-7 \$94.99. eBook 979-8-88730-641-4 \$85.

Moving Towards Action: Centering Anti-Racism in Leadership Learning speaks to communities of people within and surrounding higher education and specifically, leadership educators, partners, researchers, administrators, and student affairs practitioners. The text expands thinking on the concepts of socially and racially just leadership education by unpacking the ways in which individual, structural, and systemic racism can be embedded in curricular, co-curricular, community-based, and unstructured leadership courses and programs. By centering how implicit and explicit racism are woven into leadership education, the text asks leadership educators to critically explore their own anti-racist approaches, reimagine their leadership program outcomes, and think more broadly about how leadership education can be more anti-racist and move towards action with equitable and just outcomes. Beatty and Manning-Ouellette assemble the text for all audiences to gain a deeper, more complex perspective on racism, anti-racist frameworks, and leaving leadership education better than when they arrived.

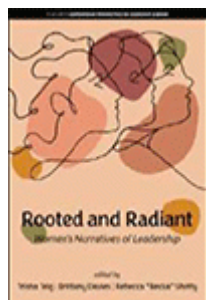
The text is organized in such a way that leadership educators can take away new practices for navigating personal struggle, fragility, and resistance around topics of racism that occur in both curricular and co-curricular collegiate leadership programs. Beatty and Manning-Ouellette arrange the text in three sections: 1) Theoretical and Conceptual Considerations of Anti-Racism Approaches to Leadership Learning, 2) Innovations in Research & Practice, and 3) Moving Towards Action with contributions from leadership educators and scholars. Therefore, the text serves as an entry point to dialogue, think, and coalesce about anti-racism in leadership learning and explore what possibilities exist for us to move toward anti-racist praxis and pedagogy in leadership education.

**ENDORSEMENTS:**

"A critical scholarly contribution, *Moving Towards Action: Centering Anti-Racism in Leadership Learning*, unpacks, challenges, and explicates social justice and leadership education in higher education. Readers of this text should gain a better understanding of how systemic and structural racism manifests at colleges and universities, with a focus on leadership learning, education, and leadership programs. A timely text for our field." — Gene T. Parker, III, University of Kansas

"Illuminating and important. *Moving Towards Action: Centering Anti-Racism in Leadership Learning* is the book leadership educators need to ready students and themselves for taking on the complex challenges of leading for liberation. By centering anti-racism pedagogy and praxis in leadership learning, the authors invite readers to work both personally and publicly towards equity and inclusion." — Julie E. Owen, George Mason University

**CONTENTS:** Foreword: Problem or Possibility: Leadership at Times of Reconstruction, *Antron D. Mahoney*. Preface. The Invitation to Center Anti-Racism Pedagogy and Praxis in Leadership Learning, *Amber Manning Ouellette and Cameron C. Beatty*. **SECTION I: THEORETICAL AND CONCEPTUAL CONSIDERATIONS OF ANTI-RACISM APPROACHES TO LEADERSHIP LEARNING.** Defining Racism and Theoretical Considerations for Engaging in Anti-racism Work in Leadership Education, *Cameron C. Beatty and Laura Vaughn*. What is So Difficult About Anti-Racism Work in Leadership Education? *Ramya Chandrashekar*. Anti-racism in Leadership Education Research, *Ericka Roland and Relius Johnson*. **SECTION II: INNOVATIONS IN RESEARCH & PRACTICE: OPPORTUNITIES AND CHALLENGES IN LEADERSHIP LEARNING WHEN ANTI-RACISM IS CENTERED.** Where to Start When Situating Anti-Racism in Pedagogy in Leadership Education: Engaging Through Course Design, *Nyasha M. GuramatunhuCooper*. The Personal Work of Anti-Racism in Leadership Education, *Darren Pierre and Louisa Nkrumah*. The Role of Anti-Racism in Student Affairs Leadership, *Martino Harmon, Anna Gonzalez, and Flapp Cockrell*. Reconsidering Leadership Educator Discourses Using Anti-Racism Frameworks, *Erica R. Wiborg and Jesse R. Ford*. **SECTION III: MOVING TOWARDS ACTION.** Using Anti-Racist Approaches in Leadership Program Administration, *Joshua K. Taylor*. Strategies for Centering Community Engagement in Anti-Racism Leadership Education, *Andrey M. Williams*. It is About Dollars and Sense: Using Leadership Development to Advance Antiracist Practices in Organizational Contexts, *Roberta Maldonado Franzen and R.J. Youngblood*. Anti-Racist Pedagogy in Leadership Education Curricular Environments, *Amber Manning-Ouellette and Jacinta Mutambuki*. Time for Action, *Cameron C. Beatty and Amber Manning-Ouellette*.



## Rooted and Radiant Women's Narratives of Leadership

Trisha Teig, University of Denver; Brittany Devies, Florida State University; Rebecca "Becka" Shetty, The University of Texas at Arlington

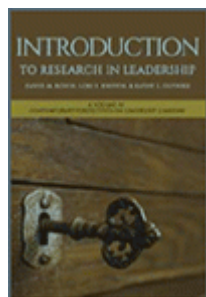
2023. Paperback 979-8-88730-456-4 \$52.99. Hardcover 979-8-88730-457-1 \$94.99. eBook 979-8-88730-458-8 \$85.

*Rooted and Radiant: Women's Narratives of Leadership* shares the narratives of 39 women navigating the process of leadership. It seeks to honor the unique experiences of the narrative authors while also challenging the dominant stories of the leadership process. The audience for the book is leadership educators and women looking to further explore leadership as a phenomenon.

*Rooted and Radiant: Women's Narratives of Leadership* is grounded in the hope and radiance described by Skye, one of the many voices in this collection, where she described how "leadership radiated all around me." The book is filled with narratives from women exploring their own stories of leadership and gender. These stories are woven together by an author team committed to centering the voices and lived experiences of these narrative authors. This book begins with important literature framing women and leadership. The early chapters also explore the research process of this book in-depth. The core of the book includes chapters focused on critical themes found in the 39 narratives and weaving together women's narratives of understanding and enacting leadership. The book concludes with critical hope about women and leadership moving forward.

**CONTENTS:** Foreword, *Kathy L. Guthrie*. Preface—Better Together: Channeling Our Collective Power and Purpose, *Brittany Devies, Rebecca Shetty, and Trisha Teig*. Acknowledgments, *Trisha Teig, Brittany Devies, and Rebecca Shetty*. **PART I: APPROACHING THE NARRATIVES.** Setting the Stage: Leadership Contexts, *Rebecca Shetty, Brittany Devies, Michele Tyson, and Shenhaye Ferguson*. Centering Higher Education Environments for Women's Leadership Learning, *Michele Tyson, Shenhaye Ferguson, Rebecca Shetty, Brittany Devies, and Valeria Gomez*. The Meaning to Our Methods, *Trisha Teig and Maritza Torres*. **PART II: EXPLORING THE NARRATIVES—CONTEXT.** "Me! I am Leadership!" Evolutions and Disruptions by Black, Indigenous, and Women of Color, *Sharrell Hassell-Goodman, Aoi Yamanaka, Kristen Pender, and Neda Kikhia*. "Until We Couldn't Fly": Bitches, Scars, Breath, *Trisha Teig*. "They Made Me Who I Am": How

Family Shapes Leadership Identity Development for Women of Color, *Lauren Contreras*. Mirror, Mirror on the Wall: College Women Leaders Reflect on Their Role Models, *Simone A. F. Gause*. **EXPLORING THE NARRATIVES—GROWTH.** Am I Doing It Right? College Women Leaders and Their Experiences With Imposter Syndrome, *Adrian L. Bitton*. Blooming Where We Are Planted: Growth in Leadership Development, *Brittany Devies*. What Leadership Isn't: Conceptualizing Leadership Through Reflection, *Rebecca Shetty*. **EXPLORING THE NARRATIVES—ENACTMENT.** Leadership Looks Like... Me, *Julie Henriquez Aldana and Lauren Contreras*. Navigating Shifting Tides: The Development of Feminist Leadership Identities, *Julie E. Owen and Adrian L. Bitton*. Taking Up Your Leadership: Women's Courage, Strength, and Persistence in Enacting Leadership, *Paige Haber-Curran*. The Transformational Power of Feminist Women's Leadership Education, *Sasha Taner*. **PART III: WEAVING AND APPLYING THE NARRATIVES.** We Are the Sun, *Trisha Teig, Rebecca Shetty, and Brittany Devies*. About the Editors. About the Contributors.



## Introduction to Research in Leadership

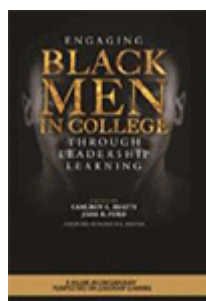
David M. Rosch, University of Illinois; Lori E. Kniffin, Fort Hays State University; Kathy L. Guthrie, Florida State University

2023. Paperback 979-8-88730-314-7 \$52.99. Hardcover 979-8-88730-315-4 \$94.99. eBook 979-8-88730-316-1 \$85.

Introduction to Research in Leadership examines the process and skills required for effectively conducting research on the concept of leadership. Its authors employ a microscope for close analysis and build balconies to see trends and gain perspective. Designed to be imminently practical, it employs concrete examples of fictional graduate students, faculty, and professionals struggling with their own issues to help readers make sense of the world of research and all of its complexities. Filled with personal anecdotes, stories, and even a touch of humor and sarcasm, each chapter weaves in relevant concepts so that those beginning the process of producing scholarship can get started on a productive path and with a positive attitude.

This introductory textbook reviews the core philosophies employed in creating new knowledge within a field of research. It describes quantitative, qualitative, and mixed methods, as well as several concepts that are common across these. The text concludes with chapters focused on critical scholarship in leadership and creating habits that lead to a lifetime of learning.

**CONTENTS:** Preface. Acknowledgments. **SECTION I: FUNDAMENTAL CONCEPTS IN RESEARCH** CHAPTER 1: What Is Leadership Research? CHAPTER 2: Beginning the Process of Research in Leadership. CHAPTER 3: Identity and Ethical Matters in Leadership Research. CHAPTER 4: Conducting Literature Reviews. **SECTION II: QUANTITATIVE METHODOLOGY** CHAPTER 5: Introduction to Quantitative Leadership Research. CHAPTER 6: Quantitative Measurement and Instrumentation. CHAPTER 7: Analyzing Data Quantitatively. **SECTION III: QUALITATIVE METHODOLOGY** CHAPTER 8: Introduction to Qualitative Leadership Research. CHAPTER 9: Structure and Design of Qualitative Research. CHAPTER 10: Implementing and Analyzing Qualitative Research. **SECTION IV: ADDITIONAL METHODOLOGICAL CONCEPTS** CHAPTER 11: Creating Research Samples. CHAPTER 12: Mixed Methods Research. CHAPTER 13: Becoming a Critical Scholar. CHAPTER 14: A Lifetime of Learning in Leadership. References. About the Authors.



## Engaging Black Men in College Through Leadership Learning

Cameron C. Beatty, Florida State University; Jesse R. Ford, University of North Carolina at Greensboro

2023. Paperback 979-8-88730-216-4 \$52.99. Hardcover 979-8-88730-217-1 \$94.99. eBook 979-8-88730-218-8 \$85.

This book encourages leadership educators and practitioners to understand the importance of black male leadership on college campuses in today's world. As the push to make higher education more culturally relevant and inclusive, the need for these educators to critically engage in their work to create intentional and developmental experiences for their black male leaders is needed now more than ever. The contexts outlined in this book illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning.

This book is intended to be a practical and scholarly resource to aid in the awareness of Black men in college, Black men's leadership identities and experiences, and the growing need to assist this population's success in college and beyond. Engaging Black Men In College Through Leadership Learning centers on leadership and Black identity as it tackles the intersecting identities of maleness, Blackness, and leadership identity as it encourages educators to consider the importance of the college environment in shaping the next generation of Black men collegiate leaders. In addition, this scholarship provides insight into Black men's leadership experiences in various contexts - including fraternity life, first-year experiences, and student organizations, while capturing the collective experiences of Black men as leadership learners at different types of institutions, including HBCUs, Community Colleges, PWIs and a host of other institution types.

This resource is for leadership educators and practitioners to develop Black men as leaders on today's college campuses, where our global society continues to navigate challenges. This book also situates more nuanced topics such as mental health, trans identity, graduate education, and the experiences of former foster care youth, which provides insight into the experiences of Black men as leaders on college campuses. These contexts illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning. We encourage readers of this text to consider how black men's experiences with leadership are woven into the fabric of your college campus and how you can be an advocate for more critical and sustainable ways to engage Black men in college through leadership learning.

**CONTENTS:** Foreword, *Derrick R. Brooms*. **SECTION I: INTRODUCTION AND THEORETICAL UNDERPINNINGS.** Introduction: A Critical Analysis of Double Consciousness and Leadership Learning for Black Men, *Cameron C. Beatty and Jesse R. Ford*. Theoretical Considerations for Love, Triumph, and Agency: Black Men Engaging in Leadership Learning, *Jesse R. Ford and Brian L. McGowan*. Context Matters: Considerations for Engagement in Leadership Learning, *Darius A. Robinson and Cameron C. Beatty*. **SECTION II A: IDENTITY:** Black Queer Men, Mentorship and Leadership Learning, and Gender Performance, *Quortne R. Hutchings, Reginald A. Blockett*. Trans\*Race Man: Black Leadership and Quare Failure, *Antron D. Mahoney, Xian R. Brooks, and H. Brydie Harris*. Leadership Learning Among Black Collegiate Men With Foster Care Experience, *Royel M. Johnson and Allante Moon*. Black Men With Disabilities Engaging in Leadership Learning, *Laventrice S. Ridgeway*. How Socioeconomic Status May Affect Black Men in Their Pursuit of Leadership Opportunities On College Campuses, *Jarrod P. Rudd*. Black Men and Caribbean Student Identity, *Trevis Belle and Kayon Johnson*. **SECTION II B: INNOVATIONS IN RESEARCH & PRACTICE: OPPORTUNITIES AND CHALLENGES IN LEADERSHIP LEARNING FACING BLACK COLLEGE MEN AND ENVIRONMENTAL FACTORS.** Toward a Leadership Development Model for Black Men Enrolled in Community College, *Ted N. Ingram, James Coaxum III, and Lavon Williams*. We Are Not Okay: Supporting Black Men Student Government Association Presidents at HBCUS, *Travis C. Smith and Austin McDonald*. Black Men Engaging in Leadership at Historically White Institutions (HWIs), *Blayne Stone*. Black Kinship as Leadership Learning at a Historically White Small Private Liberal Arts College, *Tiyah Western*. **SECTION II C: INNOVATIONS IN RESEARCH AND PRACTICE: OPPORTUNITIES AND CHALLENGES IN LEADERSHIP LEARNING FACING BLACK COLLEGE MEN AND CONTEXT.** Exploring the First-Year Experience: Support, Development and Success in a Black Male Initiative, *Jarrod E. Druery*. Allow Me to Reintroduce Myself: Black Men and Transfer Experiences, *Donald Coleman, Jr. and Ricardo Belizaire*. "We're Brother's": Building Positive Masculinity in Black Men's Fraternity Leadership, *Johnnie L. Allen, Jr. and Jesse R. Ford*. What About Us? Leadership Engagement of Black College Men in STEM, *Joshua D. Wallace*. Flying High: Black College Men Engaging in Study Abroad, *Stephanie Tilley*. Black College Men Student-Athletes Engaging in Leadership, *Ashton Henderson and Ron Moses*. Black Mental Health, *Lawrence Jackson*. Leadership Beyond the Undergraduate Degree, *Jason K. Wallace and Terrance D. Smith*. **SECTION III: SUPPORTING AND CENTERING BLACK MEN'S LEADERSHIP LEARNING.** Curricular Leadership Courses and Assessments Centering Black College Men, *Dorsey Spencer, Jr., Jesse R. Ford, and Brandon Bowden*. Co-Curricular Leadership Programs and Services Centering Black College Men, *Jonathan A. McElderry and Donald D. Gilliam*. Elevating His Community: Black College Men and Leadership Learning With the Local Community, *Vincent T. Harris and Franklin Soares*. Continuing the Conversation: Rethinking and Reimagining Leadership Learning for Black Men, *Jesse R. Ford and Cameron C. Beatty*. Biographies.



## Navigating Complexities in Leadership Moving Toward Critical Hope

Kathy L. Guthrie, Florida State University; Kerry L. Priest, Kansas State University

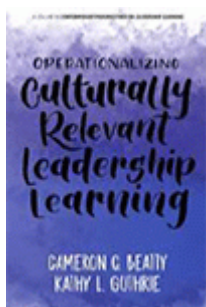
2022. Paperback 978-1-64802-788-8 \$52.99. Hardcover 978-1-64802-789-5 \$94.99. eBook 978-1-64802-790-1 \$85.

Navigating Complexities in Leadership: Moving Towards Critical Hope emerged in response to the confluence of

complexities experienced by leadership educators and practitioners amidst global pandemics. It is a guide for those seeking to learn through critical perspectives, and seek more agile, responsive tools for navigating complexity, change, and disruption. The audience for the book ranges from new and entry-level leadership educators to senior scholars in higher education.

This book frames leadership learning and development as a process of adaptive action in complex systems. It brings to light patterns of complexity in current times through the lens of educators and practitioners in higher education. Readers are invited to actively engage with the text from an inquiry stance. Through curiosity, shared exploration, self-reflection we hope readers will discover patterns and insight that resonate and challenge their own experiences, find energy to engage the complexities being faced, and build adaptive capacity to live, work, teach, and lead in critical hope and possibility. The book concludes with questions and considerations that allow educators and practitioners to reflect on their own roles and contexts and move towards critical hope in navigating the complexities we will continue to face.

**CONTENTS:** Acknowledgments. Parting the Clouds: Navigating Complexity in Leadership, *Kerry L. Priest and Kathy L. Guthrie*. **PART I: EXPANDING DYNAMIC LEADERSHIP FRAMES.** Raising Consciousness in Paradigm Interplay in Leadership, *Chelsea D. Shore*. Tensions in Sustainability Leadership, *Rian Satterwhite, Katherine Sheridan, and Whitney McIntyre Miller*. Preparing Leadership Activity at the Intersection of Life and Politics, *Brandon W. Kliewer*. Reflections on Bad Leadership in Complex Times, *O'Juan Edwards*. Expanding the Scope of Scholarship in Leadership Education, *Martinella Dryburgh, Elizabeth Goryunova, Carol Clyde Gallagher, Trent Grundmeyer, and Cristina de Mello e Souza Wildermuth*. **PART II: LEADERSHIP PRACTICE IN HIGHER EDUCATION.** Emergent Strategy: A Tool for Transforming Leadership in Higher Education, *Ciera Fluker*. Power of the People: Higher Education and Followership in the Time of Mass Media, *Cassandra R. Kepple*. Emerging Engagement and Leadership During Complex Times, *Marissa Mainwood*. Making the World Your Classroom: Observation as a Pedagogical Tool for Leadership Learning, *Brittany Devies*. **PART III: HIGHER EDUCATION AS A PARTNER IN LEADERSHIP PRACTICE.** Considerations for Community Engagement in Complex Times, *Julie B. LeBlanc*. Agriculture and Rural Communities: Leadership Learning and Implications for Higher Education, *Susan Metzger and Russell Plaschka*. Integrating Leadership Frameworks to Diagnose and Address the Challenge of Health Equity, *Mac T. Benavides, Saya Kakim, and Jurdene Coleman*. **PART IV: IDENTITY.** From #BlackLivesMatter to Critical Hope: Reflecting on Socially Just Leadership in Higher Education, *Jesse R. Ford and Brandy S. Propst*. Unpacking the Influence of Leadership Tax on Black Women, *Brittany Brewster*. The Risks of Being a Student Athlete Leader in the Midst of Social Unrest, *Sherrina S. Lofton*. Cultivating a Systems Mindset Through Feminist Leadership, *Brittany Devies and Julie E. Owen*. Critical Approaches to Gender Equity in Leadership Development and Practice, *R. J. Youngblood, Tess Hobson, and Roberta Maldonado Franzen*. **PART V: GLOBAL CONTEXT.** Leading With a Global Mindset, *Yang Li*. International Student Leadership Development: Honoring Cultural Identities to Create Inclusive Environments, *Pei Hu*. Grassroots Movements in Senegal to Grow Critical Hope: Lessons for Higher Education, *Trisha Gott, Mary Tolar, Salif Kanoute, and Seydi Ndiaye*. #EndSars: Illuminating Leadership Within a Leaderless Movement, *Onyedikachi Ekwerike*. Seeing the Sunlight: Critical Hope for the Future, *Kathy L. Guthrie and Kerry L. Priest*. About the Editors. About the Contributors.



## Operationalizing Culturally Relevant Leadership Learning

Cameron C. Beatty, Florida State University; Kathy L. Guthrie, Florida State University

2021. Paperback 978-1-64802-658-4 \$52.99. Hardcover 978-1-64802-659-1 \$94.99. eBook 978-1-64802-660-7 \$85.

This book is a practical resource designed to raise leadership educators understanding of culturally relevant leadership pedagogy for the purpose of creating inclusive learning spaces that are socially just for students. For leadership educators seeking personal and professional development to assist in building and enhancing their levels of cultural competence in leadership education, this book is a guide. The audience for the book ranges from new and entry-level leadership educator roles to senior scholars in leadership education.

Operationalizing Culturally Relevant Leadership Learning, provides leadership educators with a substantive and comprehensive approach to the topic, offering personal narratives from leadership educators who have operationalized the model in their own personal and professional contexts. We believe that reframing leadership education with the culturally relevant leadership learning model, leadership educators will be able to integrate new insights into their own pedagogy and practice and move towards action. This book illustrates how leadership educators can shift the way they experience and facilitate leadership learning. By framing the operationalization of culturally relevant leadership learning, this book discusses the why, who, what, where, when, and how of developing culturally relevant and socially just leadership

education. Readers of this text are encouraged to actively engage in the content through the questions each chapter pose and consider for themselves how culturally relevant leadership learning can be implemented in their own context.

### **Endorsements for Operationalizing Culturally Relevant Leadership Learning:**

*"What's that you ask? What does Culturally Relevant Leadership Learning actually look like? Well, you've come to the right place! Operationalizing Culturally Relevant Leadership Learning utilizes narratives of seasoned and emerging leadership educators to construct clear examples of how to effectively operationalize the CRL model in practice. Using this book will assist you in reimagining your leadership education offerings – guaranteed!"*

Vernon A. Wall, Director of Business Development – LeaderShape, Inc.  
and President: ACPA – College Student Educators International 2020 – 2021

*"This deeper exploration of the culturally relevant leadership learning (CRL) model guides leadership educators in reconstructing not only what and how we teach, but who needs be included and why. At the cusp of the next phase of leadership education, this book is an invitation to deeply explore CRL and its place in changing the direction of how we define, teach, practice, and embody leadership."*

Christie Navarro, Director, Center for Leadership Learning,  
Office of Undergraduate Education, University of California, Davis

*"Operationalizing Culturally Relevant Leadership Learning is a beautiful and timely roadmap for integrating critical perspectives and social justice into leadership learning. Beatty and Guthrie accomplish what has alluded so many others: they capture the complexity of the abstract with the pragmatism of the how. Narratives bring to life content in new and powerful ways that showcase not just why we need this approach, but how to implement it today."*

John P. Dugan, Executive Director,  
Youth Leadership Programs,  
The Aspen Institute

**CONTENTS:** Preface. Acknowledgments. CHAPTER 1: Interrogating Culturally Relevant Leadership Learning. CHAPTER 2: Constructs of the Culturally Relevant Leadership Learning Model. CHAPTER 3: The Where and When of Culturally Relevant Leadership Learning: Understanding Environmental Contexts. CHAPTER 4: Operationalizing Culturally Relevant Leadership Learning Through Personal Development. CHAPTER 5: Operationalizing Culturally Relevant Leadership Learning in Professional Development. CHAPTER 6: Cocurricular Program Development Using Culturally Relevant Leadership Learning. CHAPTER 7: Implementation of Cocurricular Programs Using Culturally Relevant Leadership Learning. CHAPTER 8: Development of Academic Programs Using Culturally Relevant Leadership Learning. CHAPTER 9: Academic Program Implementation Using Culturally Relevant Leadership Learning. CHAPTER 10: Applying Aspects of Culturally Relevant Leadership Learning to Theoretical Frameworks in Scholarship. CHAPTER 11: Socially Just Research Methods in Operationalizing Culturally Relevant Leadership Learning. CHAPTER 12: Processing Where to Start: Engaging in the Work. CHAPTER 13: Resources to Move Forward: Foundational and Enrichment Activities. References. Appendix: Overview of Questions Provided. About the Authors. About the Contributors.



## **Shifting the Mindset Socially Just Leadership Education**

Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, University of Illinois at Urbana-Champaign

2021. Paperback 978-1-64802-558-7 \$52.99. Hardcover 978-1-64802-559-4 \$94.99. eBook 978-1-64802-560-0 \$85.

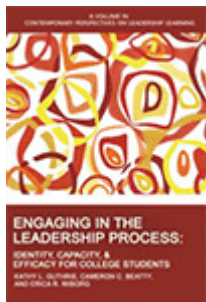
Calling others in to lead for social justice has never been more important. In a world plagued by multiple and overlapping pandemics and other crises, the cost of leadership failures is constantly rising. Leadership education is responding to these challenges by centering cultural relevance, critical pedagogies, and important issues of identity, capacity, and efficacy in the preparation of emerging learners. Meeting the global demand for social justice requires thoughtful, innovative, and engaged praxes by all leadership educators. Alongside a cadre of diverse authors, we intend to shift the mindset of leadership education toward forward-thinking and holistic solutions, empowering our students to build a fairer and more equitable world for themselves and others.

Shifting the Mindset: Socially Just Leadership Education widens and deepens the discourse begun in Changing the Narrative: Socially Just Leadership Education. Our contributors' ideas occur into two parts: the first examines student social identities otherwise underrepresented in existing leadership education literature. The second portion illuminates key

factors of leadership learning contexts frequently under- or unattended in both leadership education and social justice education. Every chapter includes critical considerations and practical guidance for educators striving to meet the leadership demands of an increasingly unjust world. Taken together, these thinking, planning, and acting tools augment the potential of educators who are preparing leaders under uncertain conditions.

We envision this book as an essential element of the leadership learning toolkit of socially just leadership educators at all levels, between contexts, and across varying amounts of education, influence, and experience. You are needed now more than ever before. We, once again, invite you to our ongoing fight for fairness, freedom, and a brighter future for all.

**CONTENTS:** Acknowledgments. Foreword, *Jamie Washington*. Now More Than Ever: The Imperative for Socially Just Leadership Education, *Vivechkanand S. Chunoo and Kathy L. Guthrie*. Priests, Progressives, and a Mirage: A Short History of Social Justice, *Michael E. Promisel*. **PART I: SOCIAL IDENTITY AND SOCIALLY JUST LEADERSHIP EDUCATION.** Reframing Leadership Education and Development for Native College Students, *Symphony D. Oxendine and Deborah J. Taub*. Leading from In Between: Asian American Student Leadership, *Valerie Luttran and Jessica Chung*. Developing Lesbian, Gay, and Bisexual Student Leaders In and Out of the Classroom, *Darren E. Pierre and Jonathan J. Okstad*. Transgender Students and Socially Just Leadership Learning, *Alex Lange and Kieran Todd*. Exploring the Intersection of Love, Healing, and Leadership Among Men of Color, *Christopher S. Travers and John P. Craig*. Going Beyond “Add Women and Stir”: Fostering Feminist Leadership, *Julie E. Owen, Brittany Devies, and Danyelle J. Reynolds*. “Nothing About Us Without Us”: Challenging Ableist Leadership Education, *Spencer Scruggs and Sally R. Watkins*. Forging a Professional Military Identity: Leader Education in the U.S. Army Officer Corps, *David Gray, Daniel Marshall, and David Dixon*. Student Employees: The Fine Line Between Career Readiness and Leadership Learning, *Rebecca Pettingell Piers and Amie Runk*. Redefining Engagement: Including International Students in Socially Just Leadership Education, *Benjamin G. Cecil and Pei Hu*. Beyond Competition: Developing Student-Athletes Through Socially Just Leadership Education, *Kathryn C. King and Catherine A. Badger*. **PART II: SOCIALLY JUST LEADERSHIP EDUCATION CONTEXTS.** Applying the Lens of Intersectionality to Leadership Learning, *Susan R. Jones and Adrian L. Bitton*. Never Neutral: Challenging the Presumed Centrality of Ethics in Socially Just Leadership, *Jasmine D. Collins and Shane L. Whittington*. Leader Activists: Connecting Leadership Learning and Student Resistance, *Michaela A. Shenberger and Kathy L. Guthrie*. Socially Just Leadership Education in Action: Applying the Culturally Relevant Leadership Learning Model, *Vivechkanand S. Chunoo and Gregory E. French*. Community-University Partnerships as Socially Just Leadership Education, *Julie B. LeBlanc and Kathy L. Guthrie*. Cultivating Socially Just Leaders for Agriculture, *Katherine E. McKee and Jackie Bruce*. The Next Frontier: Virtual Environments for Socially Just Leadership Education, *Kirstin C. Phelps*. Addressing White Fragility in Leadership Education, *Cameron C. Beatty, Amber Manning-Ouellette, and Erica R. Wiborg*. Moving Beyond A Call: Collectively Engaging in Socially Just Leadership Education, *Kathy L. Guthrie and Vivechkanand S. Chunoo*. About the Contributors.



## Engaging in the Leadership Process Identity, Capacity, and Efficacy for College Students

Kathy L. Guthrie, Florida State University; Cameron C. Beatty, Florida State University; Erica R. Wiborg

2021. Paperback 978-1-64802-465-8 \$29.89. Hardcover 978-1-64802-466-5 \$40.24. eBook 978-1-64802-467-2 \$85.

This book introduces readers to process-based understandings of leadership, providing language and tools for engaging in the leadership process for all involved. This practical book was designed for college student leaders and educators or professionals who work with student leaders on college campuses. However, it is also accessible for high school students and graduate students to reflect on their identity, capacity, and efficacy as leaders. Based on their experiences as leadership educators, the authors offer grounding concepts of leadership and examples illustrating the complexity of culturally relevant leadership learning.

Identity (who you are), capacity (your ability), and efficacy (what you do) are important for students to explore leadership development. These three concepts are core to this book, filling a gap in college student development literature by defining, illustrating, and questioning how they matter to leadership learning.

Framing leadership as a journey, this resource offers key learning opportunities for students to engage with others through a range of contexts. Each chapter is organized with various features, engaging readers to get the most out of this book. Features include “call-in boxes” to prepare for learning and “pause for considerations” to apply to personal experiences. Chapters conclude with personal reflection questions, discussion questions, and activities to take leadership learning further. The features are designed to be accessible for utilization in classes, organizations, community work, groups, and individual reflection opportunities.



**CONTENTS:** CHAPTER 1: Leadership: How Do I Engage in the Process? CHAPTER 2: Identity: Who Am I? CHAPTER 3: Capacity: What Is My Leadership Ability? CHAPTER 4: Efficacy: What Can I Do? CHAPTER 5: Engagement: How Do I Continue to Grow? References. About the Authors.



## Transforming Learning Instructional and Assessment Strategies for Leadership Education

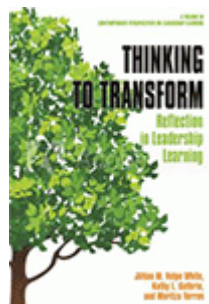
Kathy L. Guthrie, Florida State University; Daniel M. Jenkins, University of Southern Maine

2020. Paperback 978-1-64802-045-2 \$52.99. Hardcover 978-1-64802-046-9 \$94.99. eBook 978-1-64802-047-6 \$85.

In this companion manual to *The Role of Leadership Educators: Transforming Learning*, this text was developed to fill a significant resource gap in leadership education. In response to this gap, as well as leadership educators' call for professional development related to teaching and learning, this text is grounded in the college teaching and leadership education literature. Filled with 60 learning activities for diverse contributors, this book offers a hands-on resource for leadership educators to use when facilitating leadership learning opportunities.

Each learning activity includes learning outcomes, activity instructions, facilitation notes, and additional resources offered by the author. The text is organized by the pedagogical methods covered in *The Role of Leadership Educators: Transforming Learning*. Pedagogical methods covered include Discussion, Case Studies, Reflection, Team-Based Learning, Service Learning, Self- and Peer-Assessments, Role-Play, Simulation, Games, and Art. Each chapter contains six learning activities for each pedagogical method, four focused in instructional strategies (curricular, co-curricular, technology-enhanced, followership-focused) and two in learning assessment strategies (curricular and co-curricular).

**CONTENTS:** Acknowledgements. CHAPTER 1: Setting the Stage. CHAPTER 2: Discussion. CHAPTER 3: Case Study Methods. CHAPTER 4: Reflection. CHAPTER 5: Team-Based Learning. CHAPTER 6: Service-Learning. CHAPTER 7: Self- and Peer-Assessments. CHAPTER 8: Role-Play. CHAPTER 9: Simulation. CHAPTER 10: Games. CHAPTER 11: Arts-Based Learning. Editor and Contributor Bios.



## Thinking to Transform Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

2019. Paperback 978-1-64113-821-5 \$52.99. Hardcover 978-1-64113-822-2 \$94.99. eBook 978-1-64113-823-9 \$85.

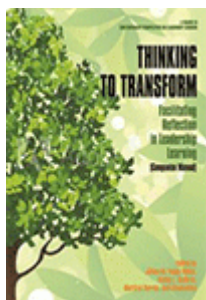
In an era of constant connection, it can be challenging to prioritize time for reflection. Taking time to think can feel like a luxury or even a waste of time. People facilitating complex leadership processes may feel the least able to pause and reflect. However, it is through intentional reflection that we make meaning of experiences, connect ideas, question assumptions, and generate innovative possibilities. By taking time to reflect, individually and with others, learners can see the full picture of an experience, understand their thought processes, and enhance their capacity for leadership. Beyond individual reflection, by engaging in reflection on social issues with others, leaders can be empowered and enabled to create positive changes. This book is a clarion call for educators and learners to make reflection a central priority.

Reflection, the process of making meaning of experience, and leadership, a relational process for affecting change, are enhanced by one another. Together, they strengthen the potential for leadership learning through experience. This book addresses challenges for reflection in leadership learning while also connecting it to timely topics. It begins with connections between reflection and leadership and then introduces a framework for reflection in leadership learning. Reflection is a powerful strategy for curricular and co-curricular learning; for instruction and assessment, reflection in leadership learning can benefit from both intentional framing and feedback. As socially constructed concepts, both reflection and leadership have historically lacked clarity; to add to the confusion, critical reflection is often interchanged with reflection. This book introduces a continuum of critical reflection in leadership learning. In order to facilitate reflection in leadership learning, educators must engage in the inner work of becoming reflective educators. Finally, in the face of complex social challenges, reflection, leadership, mindfulness, and resilience are juxtaposed in order to highlight

how these concepts are reliant upon one another.

Reflection in leadership learning is essential for anyone who wants to develop their capacity for leadership. When faced with complex social issues and challenges at a global scale, the only way to make progress is through collective action that results from critical reflection. To develop more resilient and mindful learners who can adapt to changing circumstances, educators must center reflection in leadership learning as a philosophy, pedagogy, outcome, and strategy. This book provides a balance of theory and practice to empower and enable educators to engage in reflective leadership learning.

**CONTENTS:** CHAPTER 1: INTO THE WOODS: SETTING UP SIGNIFICANCE. CHAPTER 2: REFLECTION DEFINED. CHAPTER 3: FRAMING LEADERSHIP LEARNING. CHAPTER 4: REFLECTIVE STRATEGIES FOR PEDAGOGY AND LEARNING ASSESSMENT. CHAPTER 5: CRITICAL REFLECTION IN LEADERSHIP LEARNING. CHAPTER 6: BEING A REFLECTIVE LEADERSHIP EDUCATOR. CHAPTER 7: SEEING THE FOREST AND THE TREES. ABOUT THE AUTHOR.



## Thinking to Transform Companion Manual Facilitating Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

2019. Paperback 978-1-64113-894-9 \$52.99. Hardcover 978-1-64113-895-6 \$94.99. eBook 978-1-64113-896-3 \$85.

Through courses, internships, community engagement, social organizations, and daily interactions with others, every day we accumulate experiences; however, learning does not happen through experience but from reflection on experiences. This manual provides guidance for facilitating reflection in leadership learning and features over 50 activities from 52 reflective leadership educators. Guided by a framework for reflection in leadership learning, we focus on six methods for reflection: contemplative, creative, digital, discussion, narrative, and written. Through prioritizing time, holding space, and asking questions that challenge assumptions, educators facilitate reflection in leadership learning. This intentional focus on making meaning of leadership processes enhances the capacity of learners to work collaboratively for change.

**CONTENTS:** CHAPTER 1: Enhancing Your Skills for Facilitating Reflection. CHAPTER 2: Contemplative. CHAPTER 3: Creative. CHAPTER 4: Digital. CHAPTER 5: Discussion. CHAPTER 6: Narrative. CHAPTER 7: Written. About the Editors and Contributors.



## Changing the Narrative Socially Just Leadership Education

Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, University of Illinois at Urbana-Champaign

2018. Paperback 978-1-64113-335-7 \$52.99. Hardcover 978-1-64113-336-4 \$94.99. eBook 978-1-64113-337-1 \$85.

Social justice and leadership education are inextricably linked. In order to move social justice forward, we need to develop leaders with knowledge, skills, and values to engage effectively in the leadership process.

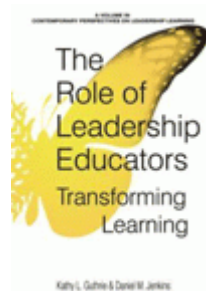
We need socially just leaders now more than ever. At a time when our elected and appointed officials agree on very little, our communities are divided and distrustful of one another, and individual citizens struggle for fairness in the face of discrimination, society is at a crossroad. In one direction lies the reproduction of oppression and marginalization, continued distrust, and further fragmentation. In the other, a route toward healing, compassion, and fairness. How then do we prepare our leaders of tomorrow to walk the path of justice rather than take the road to ruin?

Changing the dominant narratives in society involves preparing skilled social critics and knowledgeable advocates for positive and sustainable change through education. However, when leadership education fails to consider social justice issues, or when social justice education omits leadership learning, both fall short of their goals. This text links issues of social justice, equity, and equality, to leadership knowledge, skills, and values, with the intent of offering theoretical, practical, and policy recommendations to improve the work of educators charged with preparing undergraduates for the complexities of leadership in all its forms. Collectively, the contributors inform much needed practices and pedagogies

toward socially just leadership education.

No single one of us can change the narrative alone, but together, we can amplify the voices of those leading toward justice. The perspectives offered here are but a sample of the work being done to make the future a brighter place for all. We invite you to be part of the conversation.

**CONTENTS:** Foreword. Opening Up the Conversation: An Introduction to Socially Just Leadership Education, *Kathy L. Guthrie and Vivechkanand S. Chunoo*. Integrating Social Justice in Leadership Education, *Trisha S. Teig*. More Than Just Words: Transforming Leadership Education Toward Liberty and Justice For All, *Miguel Ángel Hernández*. Intersecting Activism and Social Justice in Leadership Education, *Marshall Anthony Jr.* **PART I: SOCIAL IDENTITY AND SOCIALLY JUST LEADERSHIP EDUCATION.** Social Class Identity Consciousness in Socially Just Leadership Education, *Sonja Ardoin*. Beyond the Binary: Advancing Socially Just Leadership Through the Lens of Gender, *Paige Haber-Curran and Dan Tillapaugh*. Getting in Formation to Lead: Black Female Student Leadership Development, *LaFarin R. Meriwether*. The World is Yours: Cultivating Black Male Leadership Learning, *Dorsey Spencer Jr.* ¡Pa'lante Siempre Pa'lante! Latina Leader Identity Development, *Maritza Torres*. Latino Male Leadership: A Social Justice Perspective, *Juan R. Guardia and Cristobal Salinas Jr.* Social Justice Leadership for Faith and Philosophical Communities, *Vivechkanand S. Chunoo and Gabrielle Garrard*. Social Justice Implications of Assumed Leadership Self-Efficacy in First-Generation Students, *Erin Sylvester*. Foster Care Youth Alumni to Collegiate Leaders: How Non-Traditional Family Structures Impact Leadership Development, *Jennifer Farinella*. **PART II: SOCIALLY JUST LEADERSHIP EDUCATION PROCESSES AND ENVIRONMENTS.** Creating Brave Spaces in Leadership Education, *Rose Rezaei*. The Role of Liberatory Pedagogy in Socially Just Leadership Education, *Cameron C. Beatty and Amber Manning-Ouellette*. Creating Cocurricular Socially Just Leadership Learning Environments, *Kathy L. Guthrie and Jane Rodriguez*. Infusing Leadership Education in Advising Identity-Based Organizations, *Danielle Morgan Acosta*. Increasing Emotional Intelligence to Enhance Socially Just Leadership Education, *Robyn O. Brock*. Service-Learning as a Pedagogy for Socially Just Leadership Education, *Jillian Volpe White*. Coalescing Communities: The Call for Critical Leadership, Pedagogy in Leadership Education, *Erica Wiborg*. The Imperative for Action: Beyond the Call for Socially Just Leadership Education, *Vivechkanand S. Chunoo and Kathy L. Guthrie*. About the Editors. About the Contributors.



## The Role of Leadership Educators Transforming Learning

Kathy L. Guthrie, Florida State University; Daniel M. Jenkins, University of Southern Maine

2018. Paperback 9781641130981 \$52.99. Hardcover 9781641130998 \$94.99. eBook 9781641131001 \$85.

Leadership, as a discipline, leadership education, as a field, and leadership educator, as a profession are still in their infancy and rapidly evolving. As professionals in higher education, we are constantly asked to provide opportunities for students to learn leadership, whether that is inside or outside of the classroom. However, very little, if any professional development occurs in how to create such learning opportunities.

This book provides resources for leadership educators in three sections. The first section sets the stage for leadership education and the professional work of leadership educators, culminating with a variety of professional development resources for leadership educators. The second section introduces a leadership learning framework, provides characteristics and examples of strong leadership programs and assessment practices, and describes the transformative practice of leadership education. The third and final section offers specific instructional and assessment strategies ranging from discussion, case study, and reflection, to team-based- and service-learning to self-assessments, role-play, simulation, and games, to fulfill learning outcomes.

**CONTENTS:** Preface. Acknowledgments. **SECTION I: LEADERSHIP CAN BE TAUGHT: EDUCATION AND EDUCATOR** CHAPTER 1: Setting the Stage: Importance of Leadership Education. CHAPTER 2: Leadership Educator as a Professional Identity. CHAPTER 3: Leadership Educator Resources. **SECTION II: DESIGNING OPPORTUNITIES FOR LEADERSHIP LEARNING** CHAPTER 4: Leadership Learning Framework. CHAPTER 5: Leadership Education and Learning Contexts. CHAPTER 6: Characteristics of Distinctive Leadership Programs. CHAPTER 7: Distinctive Contextual Leadership Program Examples. CHAPTER 8: Assessment in Leadership Education. **SECTION III: DELIVERING LEADERSHIP EDUCATION** CHAPTER 9: Leadership: An Applied Discipline. CHAPTER 10: Discussion: Leadership Education's Signature Pedagogy. CHAPTER 11: Case Study Methods for Leadership Education. CHAPTER 12: Reflection as Leadership Pedagogy. CHAPTER 13: Team-Based Learning: It's All About Process. CHAPTER 14: Service-Learning as Leadership Pedagogy. CHAPTER 15: Self-Assessment, Peer-Assessment, and Observation Instruments. CHAPTER 16: Role-





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