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Special Section: Multicultural Leadership

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Historical and contemporary leadership theories from the traditional literature in the United States generally reflect an "I" focused, self-centered leadership orientation. In *Salsa, Soul, and Spirit*, Bordas (2012) makes a case for Multicultural Leadership, a cooperative, collaborative, and people-oriented form of leadership. Bordas asserts that there is an urgent need for leadership, especially in educational organizations, that reflects the values and experiences of all Americans. Leadership needs to change from an "I" focused, self-centered orientation to a "We" or other centered orientation, where leaders derive their authority from the people they serve, so they rely on people's support.

The following essays—submitted by students from my doctoral leadership course, for which the Bordas text is now a required reading—synthesize theories from the traditional leadership canon with Bordas's Multicultural Leadership, for both K-12 and postsecondary contexts. Many of the principles described by Bordas (2012) are similar to themes found in the transformational leadership (Burns, 1978), servant leadership (Greenleaf, 2002), and spirituality in leadership (Fry, 2003) literature, all of which challenge the current methods and traditions of leadership used in the United States. Multicultural leadership also entails changing organizational structures so that diversity becomes part of the framework and the standard way of operating. This requires a shift from hierarchical pluralism, which dictates that people conform to dominant cultural norms, to egalitarian pluralism, with values and norms that reflect a multicultural perspective.

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