

# Transformative Leadership

Foundational Training for Teams 2026  
Instructor: Len Pierre, CEO



# Intention Setting

Our intention is to create a safe space for exchanging knowledge, conversations, and to support one another in solidarity. We come with an open heart and open mind and hope to be received in the same way.

We welcome questions throughout the session but will also leave time to address them at the end as well. You can do both!



# Overview

## **PART 1 - Why transformative leadership?**

- Effective leadership styles

## **PART 2 - Equity Oriented Leadership**

- Discern equity vs. equality

## **PART 3 - Courageous Conversations**

- Calling out, calling in, and lean-in





# Learning Journey Reflection

We are each on a learning journey,  
none of us in the same place, and  
none of us finished

## **Share in your circle:**

- For me, my learning journey began when...
- When I look forward, I am hoping to learn, be, or do....

# 1

## Why Transformative Leadership?



“They always say time changes things, but you actually have to change them yourself.”

— Andy Warhol



# Transactional Leaders



- Focus on goals/outcomes
- Motivation: reward v. punishment
- Reactive
- Protects the status quo
- Path of least resistance





# Transformational Leaders

- Focus on innovation/creativity
- Servant leadership
- Team/organizational culture
- Inspiration/motivation
- Social cohesion
- Social equity





# The Nautsa'mawt Leadership Model

Evolving Leadership from Performance to Collective Transformation

## Transformative Leadership

Leadership that works to **transform systems** that produce inequity and harm.

## Relational Leadership

Leadership grounded in **relationships, trust,** and collective growth.

## Performance Leadership

Leadership focused on **achieving outcomes** and organizational performance.



## Leadership Questions

### Transformative Leadership

How do we change unjust systems?

### Relational Leadership

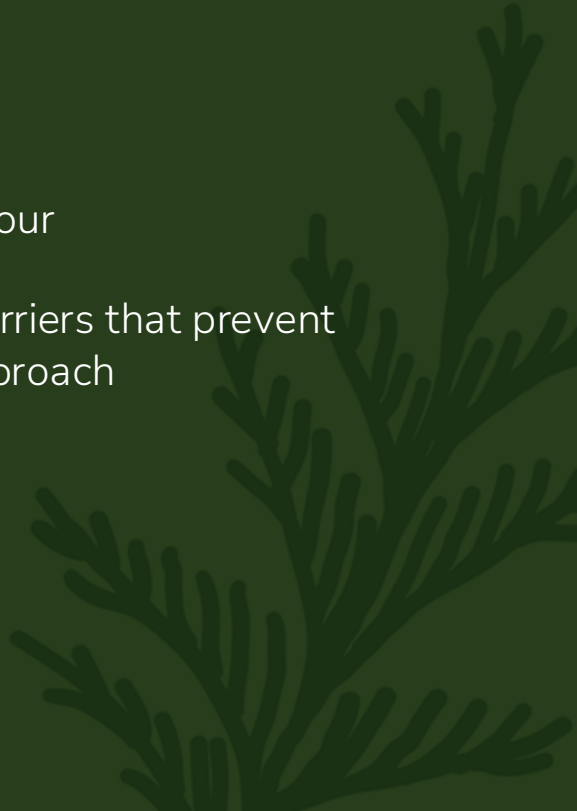
How do we support people?

### Performance Leadership

How do we achieve results?

# Discussion

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- Take 3 minutes.
  - Turn to your neighbour
  - Discuss common barriers that prevent a transformative approach
- 



# Transformative Leadership

Colonial Leadership

Emerging  
Awareness

Relational  
Leadership

Culturally  
Safer  
Leadership

Transformative  
Leadership



Superiority

Apathy

Dominating Decisions

Saviourism

Censoring

Remaining Silent

Limiting

Exploiting

Consuming

Aggressive or Coercion

Violent

Humbleness

Humility

Compassion

Empowering

Practicing Allyship

Speaking Up

Asking Questions

Sharing Power

Attend To Harm

Repairing Relationships

**TRANSFORMATION**

We listen, we learn, we lean in, we change systems.

**SUPPORTING THE  
TYRANNY OF EFFICIENCY**

Productivity, efficiency, data, hierarchical, speed, etc.



# Two-Eyed Seeing



Two-Eyed Seeing embraces “learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of mainstream knowledges and ways of knowing, and to use both these eyes together, for the benefit of all”.

— Elder Dr. Albert Marshall

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# The Circle & The Box Framework (Dr. Jann Derrick)



**The Circle** = Indigenous Worldview

**The Box** = Western Worldview





# Two-Eyed Seeing

## CULTURAL AWARENESS AND RESPONSIVENESS

### Western Values

Science  
Literacy  
Nuclear Family  
Bureaucratic Authority  
**ONE** Reality  
Success by Material Gain  
Competitive Systems  
Dominating  
Conversations  
Restricting Emotions

### Indigenous Values

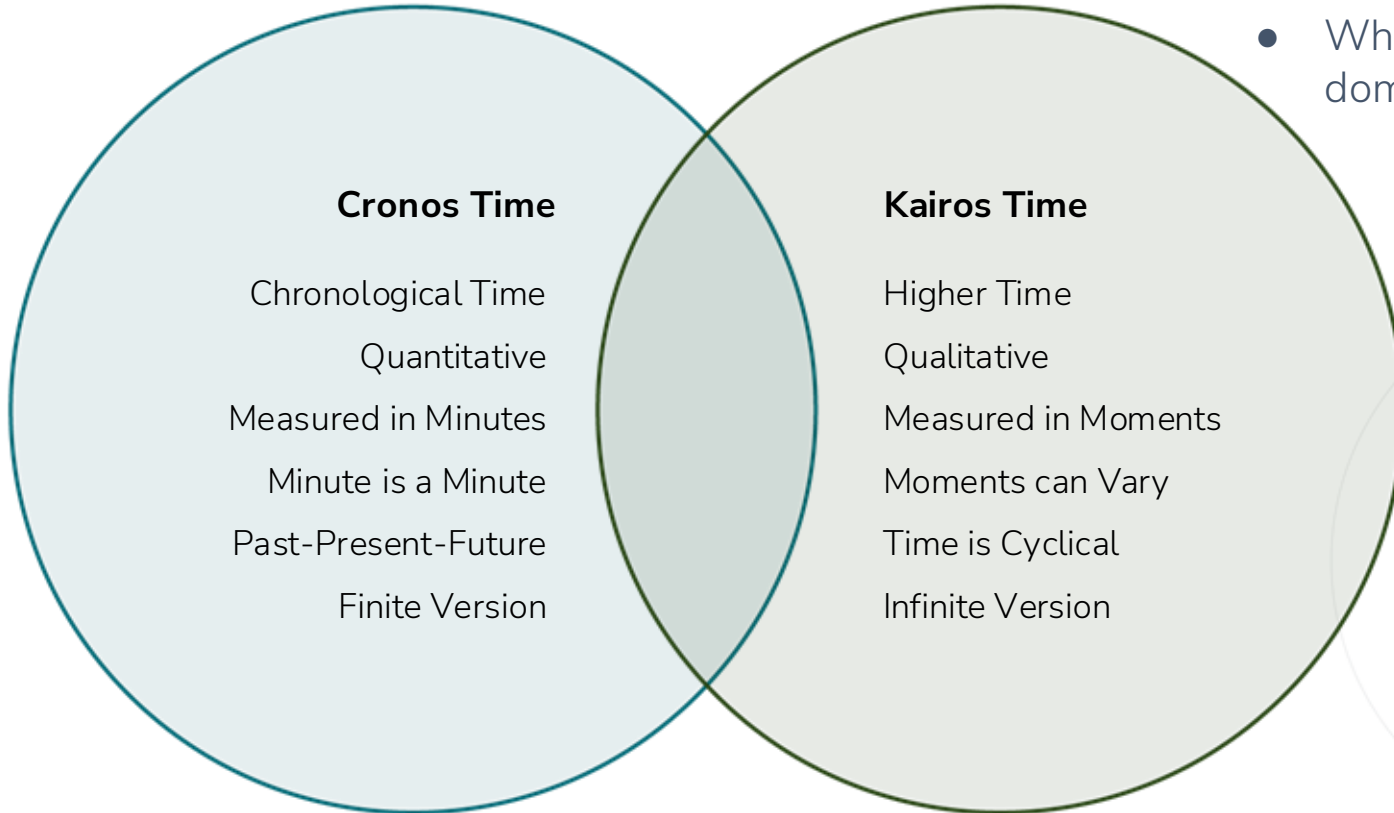
Spirituality  
Orality  
Community of Families  
Relational Authority  
Multiple Realities  
Success by Relationships  
Cooperative Systems  
Influencing  
Conversations  
Encouraging Emotions





# Time

## LEVERAGING TIME FOR SAFETY



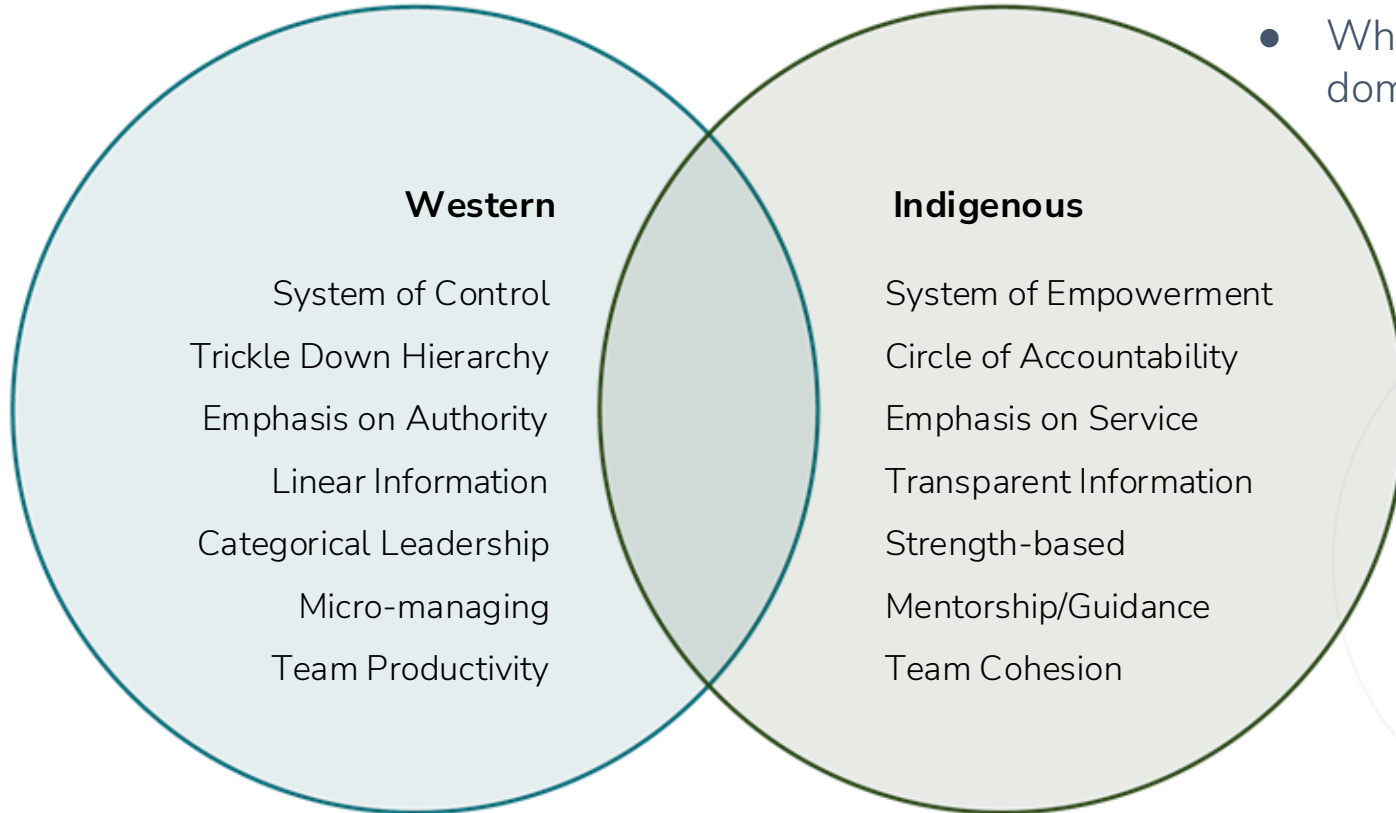
### Reflection question:

- What are the strengths of this side?
- What are the limitations?
- What happens when this dominates?





# Leadership



## Reflection question:

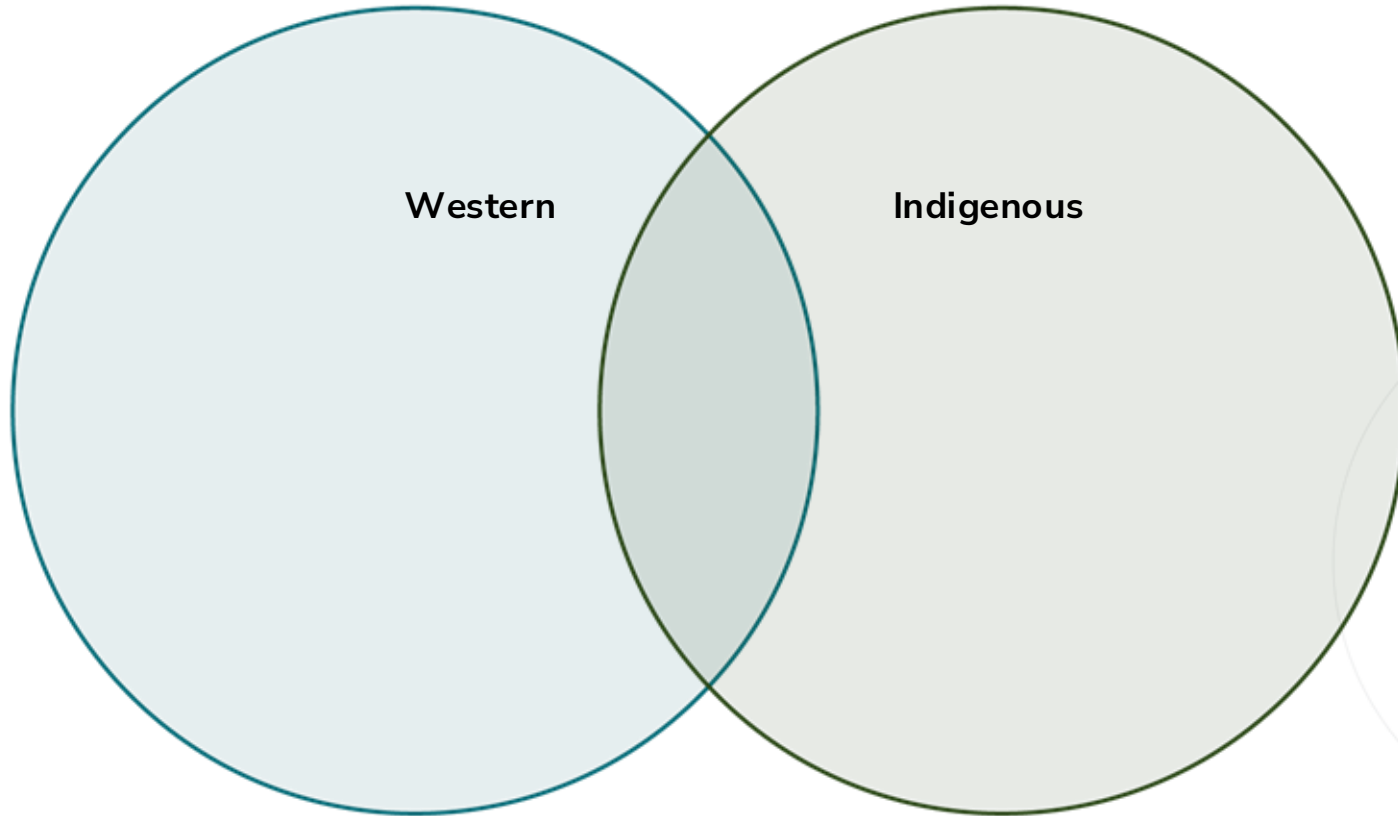
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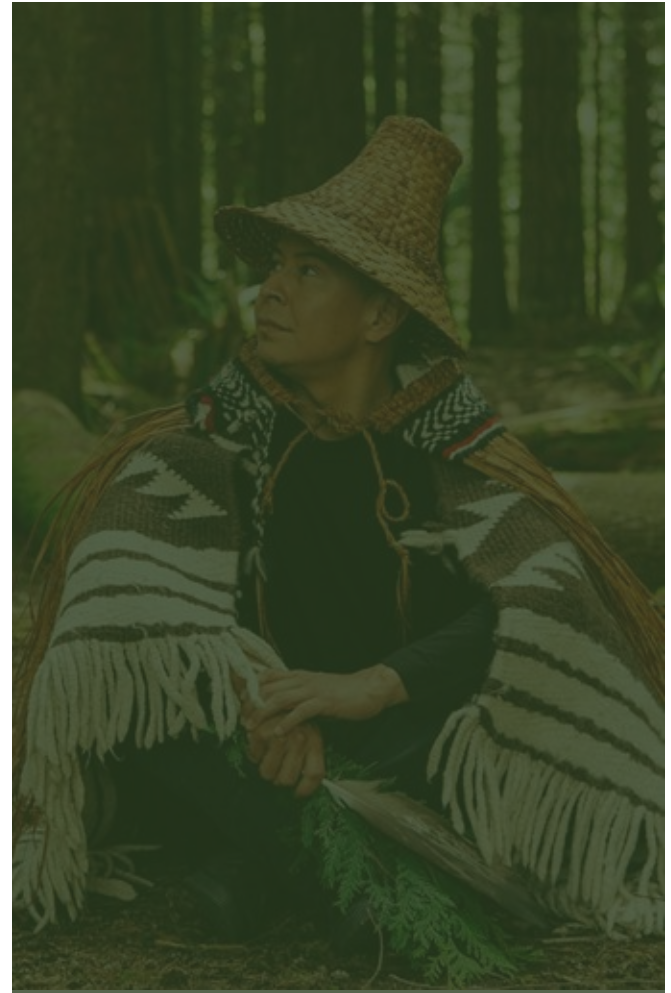
# Two-Eyed Seeing Workplace Model

(fill in the blank)



# 2

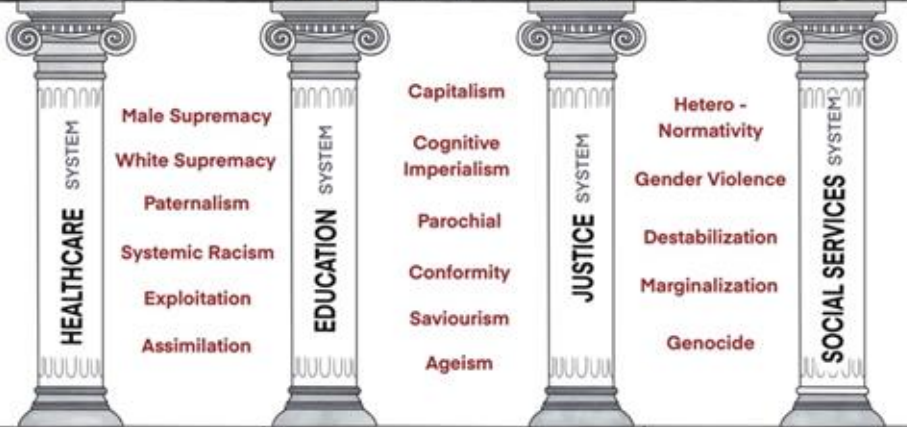
## Equity-Oriented Leadership





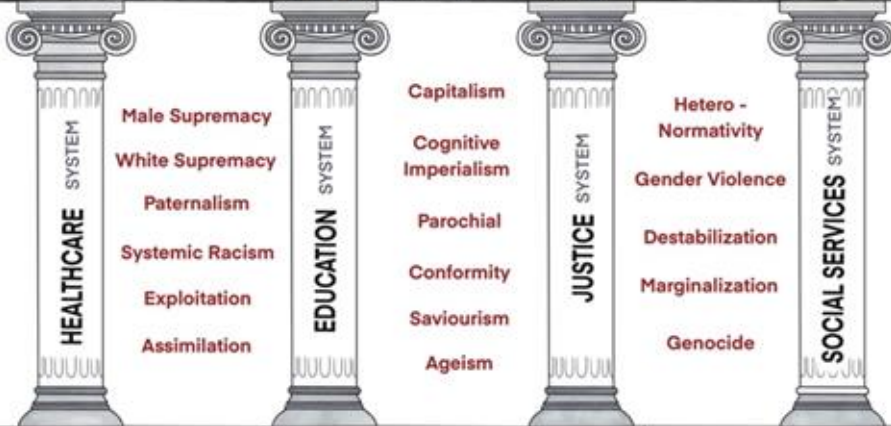



**COLONIAL IDEOLOGY**





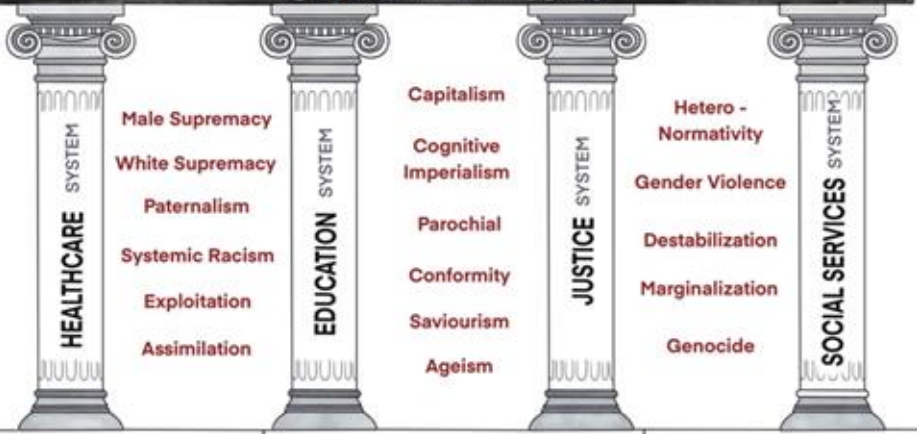

## COLONIAL IDEOLOGY



The Indian Act	The Civilization Act	The Bill of Rights
The Residential Schools	The 60's Scoop	Land Theft
The Electoral Franchise Act	Beast of the Land	Prohibition



**COLONIAL IDEOLOGY**



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**STATE & STRUCTURAL VIOLENCE AGAINST INDIGENOUS PEOPLES**



# Equality

is giving everyone a shoe.

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# Equity

is giving everyone a shoe  
that fits.



# Who are Equity-Deserving Groups?

Equity-seeking groups are communities that face significant colonial challenges in just existing in society. This “marginalization” could be created by colonial, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc.

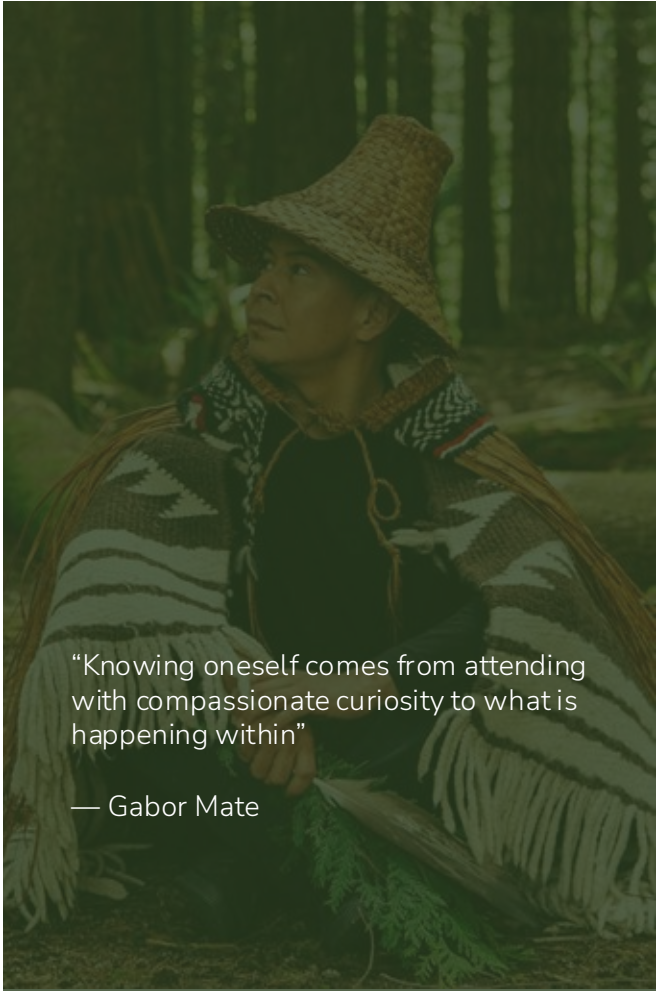
Equity-seeking groups are those of us that identify key barriers to access, opportunities and resources due to colonial disadvantage and discrimination and actively seek justice and transformation.



- Indigenous Peoples
- LGBTQ2+
- POC
- New Comers
- PWUS
- PWD
- Women

# 3

## Courageous Conversations

A photograph of a person, likely indigenous, sitting in a forest. They are wearing a wide-brimmed hat and a patterned shawl. The person is looking upwards and to the right. The background is a dense forest with tall trees.

“Knowing oneself comes from attending with compassionate curiosity to what is happening within”

— Gabor Mate



# Strategies to Talk About Racism

## Call-Out

### To shut racism down

The goal is to end violent or unsafe behaviour regarding a person's race. This is best used in public or where no prior relationship exists with the person doing the behaviour. Safety is the main goal.

- You don't know the person
- You name it and ask the person to stop
- Done publicly
- Can make the person defensive





# Strategies to Talk About Racism

## Call-In

**To address unsafe behaviour**

This is done within personal and professional settings where racist or culturally unsafe behaviour is being used. The main goal is education, feedback, and change in behaviour.

- There is a relationship with the person you are talking to
- Make it about the behaviour not the person
- You offer advice/information
- You offer gratitude and feedback in return





# Strategies to Talk About Racism

## Call-Up

**To create safe spaces for learning and feedback**

This is done when we establish cultures of feedback and criticism in our teams. Leaders encourage open feedback among peers and to leaders on language, behaviour, and power dynamics. The goal is transformation and justice doing.

- Done with teams
- Laterally among peers
- Proactive
- Praised and celebrated





# Responding to Denialism



## What is denialism?

The rejection or misrepresentation of basic facts about residential schooling to undermine truth and reconciliation efforts (UBC).



The twist, downplay, question the scale, or assert that the system wasn't that harmful, in order to protect colonial narratives and avoid accountability (UVIC).





# Denialism is a Workplace Safety Concern:



## Generational Colonial Patterns:

- Emotional and relational labour placed on Indigenous staff
- Erosion of trust with communities
- Stalled reconciliation commitments
- Increased moral injury for staff trying to “do the right thing”





# Responding to Denialism

01

Respond with Truth and Calm  
— Not Debate

- **Ethical anchor:** Truth-telling is a responsibility, not a contest.
- “I understand that’s what you’ve heard. The NCTR has thousands of survivor records showing otherwise, it’s important we base our understanding on their truth.”

02

Lead with Empathy and  
Curiosity — Before Correction

- **Ethical anchor:** Listen to understand, not to win.
- “That’s an interesting perspective, can I ask where you first learned that?”

03

Name Harm and Set  
Boundaries When Needed

- **Ethical anchor:** Protect the dignity of survivors and communities.
- “I can’t let that go unaddressed, that kind of statement dismisses real harm experienced by survivors. I invite you to learn more from Indigenous voices instead.”





# Think, Pair, Share

**What?**

What is one thing you learned?  
What stood out to you?

**So What?**

Why does this matter?

**Now What?**

Will you do something differently?



Feedback helps us grow!

### Session Details:

- Course: *Transformative Leadership*
- Instructor: Len Pierre

### CONTACT

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## Thank You

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