

# 1

---

## *Leadership and Motivation*

The purpose of this chapter is to establish the important foundational principles and definitions used as a basis for the discussions that follow in other chapters. We begin by examining a definition of leadership, and then create distinctions between leadership and administration. We then examine the concept of leadership throughout the organization and discover important principles related to durable motivation, which is motivation that can be sustained over time.

### **LEADERSHIP**

Let's define leadership as actions that result in the improvement of organizations through positive modeling, positive motivation, and the implementation of specific initiatives. This definition is applied to both the school organization and the classroom organization.

The school organization has a principal or headmaster as its primary leader, and a classroom organization has a teacher as its primary leader. A leader is someone who models, motivates, and initiates acts of leadership. The leader leads. The leader pulls the organization to higher ground. This is different from pushing. Pushing can also motivate, but it is based on the avoidance of negative consequences.

## 2 Quantum Learning & Instructional Leadership

For example, suppose a school has a strict policy about teachers being on time to work. Records are carefully kept, and, if a teacher is late three times or more, pay is docked for each subsequent late day. A teacher may be motivated to be on time to avoid this consequence, and, in this circumstance, we could say that the consequence pushes the teacher to be on time. This is not leadership, however, and this is not what is meant by “positive motivation” in our definition. Let’s examine this issue.

Pushing has an important place in the success of an organization. The purpose here is not to minimize the importance of establishing consequences for guiding behavior in the educational setting, but to simply define leadership as something different and show that greater strength in leadership will diminish the need for dependency on the avoidance of negative consequences and will bring new energy and vitality to the organization.

Thinking about the difference between influence and control might be helpful. Leadership is about having a positive influence on the individual members of the organization. Pushing has more to do with control. The leader thinks more in terms of having *influence with* the members of the organization instead of having *control over* the members of the organization. This positive influence is what is meant by the term positive motivation.

Educational leadership is different from other kinds of leadership. It is complex, and many of the “acts of leadership” necessary for effectiveness are unique to the educational arena. Our focus on leadership is not about the “traits model” of leadership or the “leaders are born” philosophy. Effective leadership can be learned (Lambert, 1998). Effective leadership does require strong character and competency, but the effective leader must also initiate effective leadership moves. Once implemented, these moves become known as “acts of leadership.” We will explore powerful leadership moves or acts of leadership as well as the extensive repertoire of effective teacher moves related to establishing durable motivation throughout the educational organization.

### **Administration and Leadership**

It is helpful to make a distinction between administration and leadership, whether at the school level or in the classroom. Being a good administrator is a valuable asset to an educational leader. A good administrator or manager is effective at keeping the systems that operate in an educational organization working efficiently. Good administrators keep things running smoothly. They pay attention to the details of the operation. They keep communication lines wide open and anticipate and solve problems.

A school principal or teacher can be an excellent administrator and not be a strong leader. The school or classroom may operate very efficiently. An educational leader, on the other hand, moves the entire organization or classroom to higher ground. These leaders motivate and energize

individuals in the organization or classroom to higher levels of performance. They improve the quality of life. Indeed, they make the organization or classroom come alive.

Leadership has some important dependency on good administration. Usually, good administration is essential for educational leadership to flourish. The more effective the administration, the better positioned the principal or teacher is to take the role of an educational leader. If the administrative systems are not running smoothly, the principal or teacher will have little time to devote to effective school leadership.

There are many strong school leaders who are not naturally good at administration. In fact, this is not uncommon. Some have difficulty focusing on the details of administration. Many principals who find themselves in this situation are wise enough, however, to recognize the importance of good school administration and have compensated for their own weakness by assembling a strong administrative team. These principals hold in high esteem a good school secretary and other support staff. They take extra precautions to make sure communication flows well by meeting with their team regularly. Once the administrative systems are working effectively, they focus more attention on acts of leadership without minimizing the importance of administration.

At the school level, these administrators work hard on the art of delegation. Those principals who did not compensate for their lack of administrative ability are still plagued with administrative challenges and have not had an opportunity to develop their leadership potential.

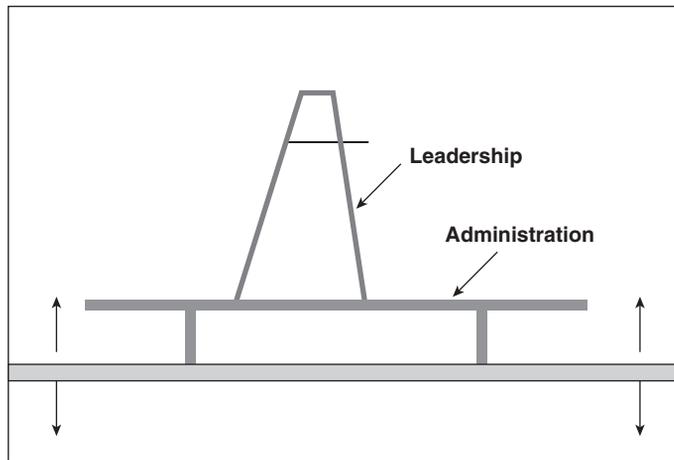
A similar situation exists in the classroom. A teacher must continually examine and upgrade the administrative system that is operative in the classroom. When this system is working well, it positions the teacher to be more effective with leadership.

### **The Ladder of Leadership**

An analogy might be helpful for viewing the relationship between administration and leadership. Imagine a large platform that can be raised 10 feet above ground level or lowered 10 feet below ground level. Let this platform represent levels of effective administration. Imagine that the higher the platform, the more effective the administration in the school organization or the classroom. The lower the platform, the less effective the level of administration.

Picture a 10-foot ladder being safely secured to the platform. This ladder represents higher and higher levels of leadership. Now put the educational leader on the platform. If the platform is at or below ground level, the leader may climb the ladder of leadership, but the efforts may not be effective or even noticed because the level of effective administration is low. Raising the level or platform of effective administration enables the school leader to climb to greater heights with leadership.

## 4 Quantum Learning &amp; Instructional Leadership

**Figure 1.1** The Ladder of Leadership Rests on the Platform of Administration

A school leader who climbs this ladder takes the entire organization along. Effective administration is not dependent on strong leadership, but effective leadership has some dependency on good administration. Some leaders have 20-foot ladders! They command a great repertoire of effective leadership moves.

We will use the term “school leader” to describe an administrator acting as a leader and the term “classroom leader” to describe the teacher who acts as a leader. The term “educational leader” will be used as a general term including both groups.

### Classroom Acts of Leadership

To determine whether a particular move is a teacher move or an act of leadership, we need to examine how the move is used and implemented. For example, if a teacher introduces a character concept to students, models it, motivates students to use it, and reinforces it so that it becomes an important initiative in the classroom, we would classify this as an act of leadership.

On the other hand, a teacher might use a certain communication technique to enhance student learning. If it works well and is successful, we would call this an effective teacher move rather than an act of leadership. This move is a strategy that a teacher uses to improve teaching. If we were observing, we might say, “That was an effective teacher move.” We might share it with other teachers as a move they may want to add to their own repertoire to enhance their effectiveness.

Suppose this teacher starts thinking about this communication strategy and decides it would be valuable for students. The teacher explains the strategy to students and has them practice the skill. The teacher

continues to reinforce this communication strategy and motivates students by modeling and coaching. Students are motivated to use this strategy on a regular basis. This teacher has enhanced the communication ability of students, and this strategy has become a classroom initiative. Now, the teacher has changed classroom communication by modeling the strategy and getting students motivated to follow the teacher's example. This teacher is a classroom leader, and this classroom initiative is an act of leadership. It has shifted beyond "teacher move" to the arena of leadership.

Perhaps we walk into a different classroom and discover a teacher engaging in an opening tradition with students. This teacher has students focused and ready to learn in less than one minute. We continue to observe a number of strategies that maintain student focus. We conclude that this teacher employs some very effective teacher moves that maximize student attention.

Later, we observe this same teacher in a discussion with a student about something that occurred at recess. This educator is very respectful to the student and reflects back what the student is communicating. To our surprise, we observe the student engaging in the same behavior. Later, we observe two other students settling a dispute and witness similar behavior. Upon inquiry, we learn that this teacher has been modeling and teaching a particular listening strategy with students. The teacher has successfully motivated students to use this move. This teacher is engaged in classroom leadership and the implementation of this move is an act of leadership: *an action that results in the improvement of the organization through positive modeling, positive motivation, and the implementation of a specific initiative.*

In another classroom, we are immediately taken by the enthusiasm and excitement of the teacher. There is a great sense of joy and wonder about learning. The climate is positive and upbeat. We notice that the teacher's positive mental attitude and excitement has encouraged the students to high levels of motivation and attention. Are we witnessing teacher moves or acts of leadership?

We are probably seeing both. Certainly enthusiasm, excitement, and a positive mental attitude are powerful teacher moves. They are moves that teachers can learn to employ on a regular basis to enhance learning. These moves can easily slip into the arena of leadership. If, by modeling these behaviors and encouraging students to have a positive mental attitude, a teacher motivates students to begin to change their own behavior, then this teacher has stood before them as an effective leader. Because modeling is so powerful, it can become an initiative for students to imitate just by the fact they are experiencing it.

A teacher's influence as a leader will be greatly enhanced if this teacher has rapport with students and a relationship based on respect. The teacher will be positioned to empower students, and modeling will be an effective classroom initiative as students are motivated to follow the teacher's example.

## 6 Quantum Learning & Instructional Leadership

### Schoolwide Initiatives

Let's consider another possibility. What if a teacher is using a strategy as an effective teacher move, but does not introduce it to her students. In an observation, the principal notices this move and asks the teacher about the strategy. The principal is impressed by the effectiveness of this particular move and feels it would be advantageous for the entire staff. At a faculty meeting, the principal and teacher share the strategy and model it. The principal sets in motion the necessary steps to motivate staff to make this a schoolwide initiative. The move is modeled and reinforced. It may even be advanced to the student and parent arenas. It eventually becomes part of the culture of this particular school. The strategy has shifted from "teacher move" to the arena of school leadership. It is part of the culture because of an act of leadership by the principal.

Perhaps we notice that students at every grade in a particular high school are using an effective expository reading strategy. All teachers, students, and parents know this strategy, and it is consistently employed. We immediately recognize this as a schoolwide initiative and can be sure that it is in place due to an act of leadership at the school level.

### Positive Modeling

From our definition, we can see that an educational leader functions as a model for others to follow. This is true of the classroom leader and the school leader. According to *Webster's*, "a model is a standard of excellence to be imitated." Being this model of excellence is one of the essential roles for an educational leader, and it requires that the leader establish a good reputation. In other words, the leader must be viewed as having strong character and as being competent. Acts of leadership build the leader's reputation regarding competency and strength of character, and modeling has a direct link to motivation.

## MOTIVATION AND SELF-DISCIPLINE

Motivation, as can be seen from our definition, is a critical ingredient for leadership. Motivation works in an inverse relationship with self-discipline. Consider the following definition for self-discipline: *Self-discipline is doing what needs to be done, when it needs to be done, when you don't want to do it.*

When we are motivated to do something, we do not have to call on self-discipline to get it done. Self-discipline is not needed if we want to do something. But when motivation is low, then we must rely on our self-discipline to accomplish the task. Many of our students do not have high levels of self-discipline. Developing self-discipline can take a long time for many students. Stated simply, when motivation is high, self-discipline can be low; when motivation is low, self-discipline must be high. This inverse

relationship between motivation and self-discipline (and the fact that students are generally just beginning to develop self-discipline) makes moves that result in higher levels of motivation especially important in education.

Self-discipline and motivation are necessary for success in life. None of us could have become educators without both operating. We work all our lives to develop higher levels of self-discipline. Life is much more enjoyable and our contributions often greater when we are able to use motivation instead of self-discipline. The educational leader is always aware of this important dynamic and employs motivation to upgrade the efficiency of the school or classroom organization.

## DURABLE MOTIVATION

Leadership cannot be separated from motivation, and effective leadership is about durable motivation. This is motivation that is sustainable. It is motivation that is carefully orchestrated. It is not about giving a pep talk or an inspirational speech. It is systemic, and requires that the educational leader set in motion many variables that establish higher levels of motivation in the classroom or entire school organization or, indeed, the entire school community. It involves establishing motivation as a general disposition (Brophy, 2004).

Motivation is action oriented. It must be associated with an action such as accomplishing a task, learning something new, or rehearsing a skill. In order for motivation to be associated with the completion of an action, there must be desire. Desire is the first step in the motivational sequence. The next step is hope. Hope is a belief that it is possible to actually accomplish the task. When this hope is added to desire, we can then add action.

### Desire → Hope → Action

Desire is strongly influenced by two important variables. These include *direction* and the individual's *value perception*. Both of these factors can be influenced by effective leadership moves. Direction refers to an individual's concept of where she or he is headed and includes those things that this individual would like to accomplish. If people are presented with a direction that is not of interest to them, they will not be motivated. A person's value perception is related to the value that individual places on completing the action. This value perception can greatly affect the level of motivation. If people do not perceive any value in completing an action, motivation will not occur.

Hope is also strongly influenced by two important variables. These include *self-efficacy* and *support*. Self-efficacy is the individual's perception about what he or she is capable of accomplishing. What achievements are

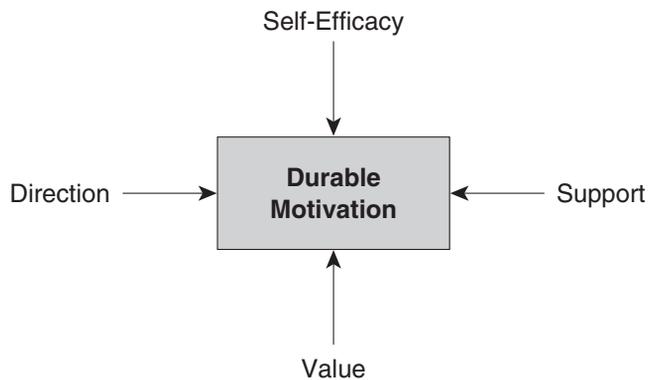
## 8 Quantum Learning &amp; Instructional Leadership

possible? If people feel the task is not possible, motivation will not be present (Brophy, 2004). Individuals with high self-efficacy are not so dependent on others, but explore their own ideas and have a greater tendency to act on them (Caine & Caine, 1997). Support is also an important factor in fostering and sustaining hope. This is especially true if self-efficacy is low. Support includes encouragement, coaching, and modeling.

Because desire and hope are critical components of motivation, they are important considerations for durable motivation and leadership. Looking at this from the aspect of the variables that influence desire and hope, we can arrive at the following chart.

Let's keep these four variables in mind and notice how particular moves and acts of leadership are related to this model.

**Figure 1.2** The Four Ingredients of Durable Motivation



## THE LIGHT OF LEADERSHIP

The model of leadership presented here has a strong theme of distributed leadership. This concept of leadership, which sees leadership as a group activity working through and within relationships throughout the entire organization, has been a prevalent focus in education for more than forty years. Distributed leadership already exists in the educational organization, and it can be good or bad. It can be found in classrooms, in the hallways, in lunchrooms, and throughout the entire school community (Hargreaves & Fink, 2006). To be successful, it must be guided and sustained with positive initiatives and definite purpose.

Strong leadership is about the orchestration of many variables in the organization. This orchestration creates what we might think of as the light of leadership. Enthusiasm, confidence, energy, and motivation initiated by the leader moves through the organization like light. It strengthens and encourages others to higher performance. It is positive, renewing, and encouraging of growth. As it moves, it ignites other sources of positive

leadership that add their own light until it shines in every corner of the organization. It strengthens and improves the quality of life and brings new vitality to the classroom and school.

## FOUR EDUCATION CONNECTIONS

Bobbi DePorter and I, and many other individuals associated with Quantum Learning, have spent our lives searching for effective teaching and leadership moves. This book is about enabling teachers and administrators to expand their own personal repertoire of effective moves. This book is about putting our heads together to explore these moves one by one. It would be most effective to sit together in a room and share these discoveries. Then you would be able to feel our passion and experience our excitement. Because this is not possible, I will do my best to help you glimpse the power of these moves. I am absolutely convinced they will enhance your success as an educator.

The catalog of moves in this book is extensive. It would be naive to think that every move is right for every educator. The idea is to be a bold, but discriminating, shopper. Locate those moves that will be of most value for you in your particular educational situation and setting.

We will divide our study into four school and classroom connections.

- The **context connection**
- The **cognitive connection**
- The **character connection**
- The **classroom connection**

The effective school and classroom leader will be a leader in each of these four connections. We will begin by exploring the context connection.

## RESOURCES

- Brophy, J. (2004). *Motivating students to learn*. Mahwah, NJ: Lawrence Erlbaum.
- Ginsberg, M., & Wlodkowski, R. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco: Jossey-Bass.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Marzano, J., Waters, T., & McNulty, B. (2004). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.