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## CREATING A CONTEXT FOR LEADERSHIP: THE TEACHERS' FORUM

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THE GARDNER CARNEY LEADERSHIP INSTITUTE (GCLI) stands firmly upon the belief that teachers can make students better leaders. It's as simple, and as powerful, as that. We believe that students encounter opportunities to demonstrate leadership every day — and every day teachers can recognize these moments and capitalize on them.

“Leadership” is a complicated word. In its essence, leadership is about focusing and directing human relationships — as is teaching. Good leaders create a context that motivates others to move beyond their perceived boundaries. Teaching and leadership are two iterations of one enterprise: maximizing human potential. As with teaching, leadership is about seeing and seizing opportunities to take responsibility within community.

Located at the Fountain Valley School in Colorado Springs, Colorado, the Gardner Carney Leadership Institute seeks to support teachers at all levels as they address the issues of effective leadership with the children and young adults in their charge. Just as the lack of an informed and empowered electorate threatens democracy, the absence of informed and inspired leadership threatens all human communities.

“Teachers who have the capacity to create leaders — to transform those who, in turn, might transform others — sustain the democracies and societies in which we live. Through their actions, they help maintain a process of dynamic transformation that is the beating heart of any vital school, culture, or nation,” says Bruce Shaw, director of Shady Hill School in Cambridge, Massachusetts. “This is the ultimate goal of leadership formation. We hope our students will apply their learning to the betterment of humanity, the furthering of democratic principles, and the expansion of human rights throughout the world.”

Indeed, in today's small and super-connected world, the need for skilled leadership is more critical than ever. Thus the GCLI believes that leadership is a life skill that should be considered central to education. It is a practice whose essential elements can be understood, articulated, and learned.

When leadership is present, it is recognizable. Psychologist and author Michael Thompson, Ph.D., recalls, “I recently had an opportunity to have lunch with Gen. John Grinnals, the Commandant of the Citadel. He told me, ‘We don’t have students whose SATs are in the same range as the Ivy League. In fact, our students are about 200 points lower. However, the employers line up at the door to get our graduates, because every one of our graduates has had a chance to lead a group of his or her peers, and has been evaluated on his or her leadership ability.’ The moment he said that I wondered, ‘Could you say that about every high school graduate?’ And my resounding answer was ‘No.’ Most schools don’t work at leadership for every child. We often work at public speaking for every child; we certainly work at academic skill and physical skills and artistic skill for every child — but not leadership. The Gardner Carney Leadership Institute fills that gap.”

The GCLI is founded on the premise that young people need to develop a thoughtful awareness — indeed a reverence for — leadership qualities in themselves and others. We believe that teachers are the best conduits for conveying this reverence to young people. But they need training and support to do it well.

“The GCLI has a clear sense of the powerful role of teachers in the work of developing young people’s leadership. It recognizes the relationship and rapport that can exist and the possibility for leadership formation that can be effected by a teacher,” says James B. Lemler, dean and president of Seabury-Western Theological Seminary in Evanston, Illinois, and a leading contemporary thinker on leadership. “The vision for the program includes a powerful vision of teaching, as well. Teachers become leaders as they shape the leadership of students. This will require reflection on the part of faculty about their own purpose and pedagogy. They will grow to see this as part of the work of teaching and will be well equipped to do this work.

“The GCLI will have a remarkable and transforming effect on teachers and students alike,” Lemler adds. “It will strengthen the identity and work of teachers in their teaching, and it will provide the means for recognition and development of the capacities for leadership in students.”

The GCLI values and will explore the many modes available to teachers for calling forth leadership in young people. As the Institute develops, we intend not only to provide opportunities for teachers to hone their skills at eliciting leadership through the Teachers’ Forum, but also to conduct ongoing research, in partnership with a college or graduate school of education, about how most effectively to foster this life skill in young people. In time, we will begin publishing our findings and offering symposia.

“The GCLI will focus on professional development to improve the quality of human interaction in schools,” says Pearl Rock Kane, director of the Klingenstein Center for Independent Education at Teachers College, Columbia University. “It will prepare teachers to use what they learn as they carry out their usual duties, rather than giving teachers more to do. It acknowledges that leadership can be learned.”

Our intention is to have a significant impact on the emerging discipline of teaching educators to create what we call “leadership contexts.” A leadership context is a social environment that allows students to think beyond their assumptions and perceived limitations, engaging them in the process of becoming more deliberate citizens. We aim to become a center of influence and knowledge creation in this field, much as the Aspen Institute is for the humanities. The Teachers’ Forum is a vital first step in this process for the GCLI.

The goal of the GCLI is not to further develop teachers’ leadership skills. Rather, we aim to help teachers become intentional and strategic as they lead their students toward becoming more deliberate and dynamic leaders. Specifically, through the GCLI Teachers’ Forum, teachers will begin by gaining an intellectual understanding of the social lives of adolescents. They will further learn to assess their own assumptions about what it is that teachers can achieve and will develop a framework within which to improve their ability to help students become stronger leaders.

We believe that leadership moments abound at all educational levels, from the kindergarten classroom to the senior seminar. As we begin our work through the Teachers’ Forum, the GCLI has chosen to focus initially on secondary education and the particular skills and insights required for working with adolescents. But as the Institute develops, it is our intention to broaden our focus to include elementary and middle schools, as well. In its initial phase, the Teacher’s Forum will help secondary school educators develop student leadership not as part of yet another special program slotted into students’ already busy days but through integrating leadership training into their daily interactions with students.

The Teachers’ Forum will benefit classroom teachers because it will focus on the human relationships that are the foundation of all we do in schools. A growing body of research suggests that student success is inextricably bound up with social, emotional, and ethical development — and the teacher-student relationship has a direct impact on that many-faceted development. The GCLI Teachers’ Forum will support teachers as they grow in understanding and directing their relationships with students. They will leave the Teachers’ Forum more aware of the assumptions implicit in their teaching styles and their approaches to students. They will be equipped with strategies to strengthen their connection to students and to empower them to direct those young people more consciously and deliberately.

A central tenet of the GCLI Teachers’ Forum is that teachers must understand current theories about adolescence and adolescent culture, must be aware of different learning styles, and must empathize with the social pressures that students face every day. Teachers also must examine and expand their own perspectives on leadership. They must teach consciously, staying aware of the messages their own behavior and assumptions send to the young people in their care.

“The research and teaching carried out by the GCLI will dovetail with the best of what we now know about learning styles,” says Al Adams, head of Lick-Wilmerding School in San Francisco. “The GCLI targets a largely neglected area of high school education that has extraordinary potential to bear fruit in the lives of students and their influences on the world. It is critically important that teachers expand their pedagogical approaches well beyond their own dominant ways of learning and taking in the world. The Institute promises to stand as a compelling catalyst in rethinking leadership, which should be one of the central purposes of teaching and learning, schools and schooling.”

The GCLI Teachers’ Forum will engage teachers in identifying and promoting student leadership on a daily basis by developing three essential aptitudes: (1) An intellectual grasp of the texture of adolescents’ social lives as explained by sociologists and organizational and developmental psychologists; (2) an understanding of one’s own predisposition as seen through experiential events and various psychometric assessments; and (3) a personal framework to help oneself more deliberately promote, elicit, and recognize student leadership on a daily basis.

The first essential aptitude requires an understanding of the complexity of the social lives of children.<sup>1</sup> Cruelty, peer pressure, and social jockeying are realities in every school in America, and teachers have immediate and direct access to this world. When teachers address these realities they can help students practice daily leadership in their interactions with one another. But the skills necessary to negotiate effectively the social arena are subtle; a teacher’s ability to capitalize on teachable moments is often characterized as innate, as an art that comes naturally to some, but not all. The GCLI Teachers’ Forum believes that all teachers can practice this art. Our work will be to frame the art of teacher-student interactions within and beyond the classroom.

“In my twenty-five years as head of school, I have come only recently to understand how important teachable moments can be for both teachers and students,” says Agnes Underwood, head of school of the National Cathedral School in Washington, D.C. “It is sometimes difficult in the midst of a teachable moment to find the right direction, and I believe those moments are often wasted on solving the immediate issue rather than reaching out the continuum to broader and more universal applications. My personal experience as both an administrator and teacher supports the idea that teachable moments happen all the time, and that we don’t always take full advantage of them for teaching leadership. The GCLI will give teachers the skills necessary to increase, in a directed and exponential way, these daily opportunities that come our way without even asking.”

The second essential aptitude makes teachers more aware of the leadership climate they create. Teachers approach schooling surrounded by their own assumptions and predispositions. As Daniel Goleman notes, “Professors organize courses to fit their own preferred learning style.”<sup>2</sup>

By using experiential events, simulations, and psychometric assessment tools, the GCLI Teachers’ Forum will help teachers assess and appreciate and expand their own perspectives and assumptions, and put them to work in the service of leadership. This will make the connection between teaching and leadership more explicit. We believe that leadership-oriented teachers can maximize human potential and create investment and ownership of leadership ability in their charges.

The third essential aptitude involves the development of a personal framework to help teachers foster leadership in their students. This framework will include three tangible elements. Teachers will: (1) Learn to see teachable moments; (2) recognize and further develop their language of discourse, their presence, and their assumptions to help them capitalize on leadership moments; and (3) learn how to give more effective feedback to students.

All teachers are artists, but great teachers are the Picassos of the educational establishment. For the teachers, motivation is intrinsic in their classrooms as they create a context in which students become leaders. They seem instinctively to transform the classroom, the athletic field, even the school hallway, into a Learning Organization<sup>3</sup> that inspires leadership. We all remember those great teachers who catalyzed our growth and engagement; they taught each of us to be aware of and reconsider our role in the world not solely through the intellect, but through more lofty goals and a deeper human connection.

Teachers’ ability to create a context for leadership is recognized repeatedly in both educational and leadership literature.<sup>4</sup> The GCLI Teachers’ Forum is based on the assumption that the use of experiential events and psychometric assessment tools will make teachers more aware and more effective at creating a leadership context. The Teachers’ Forum is committed to developing the skills necessary for teachers to guide students in this way. By applying current theories to school settings and using assessment tools and a variety of experiential events, the GCLI Teachers’ Forum will make teachers more effective at influencing the human dimension of schooling. The Teachers’ Forum intends to demystify the art of creating leadership contexts and help teachers foster leadership learning in their daily interactions with young people.

“In focusing on teaching leadership, the GCLI has identified a critical need in our schools,” says Paul Chapman, head of the Head Royce School in Oakland, California. “Schools should incorporate in our mission the desire to develop leadership in our students. An institute that intends to give teachers the opportunity to reflect on their craft and the ways they can seize teachable moments to promote leadership will give faculty a rare opportunity to shape their teaching philosophy, style, and methods.”

## THE TEACHERS' FORUM PROGRAM

- ❖ Building the empathy of teachers with their students through an intellectual understanding of adolescence and adolescent culture.
- ❖ Helping teachers understand their own behaviors and assumptions about leadership, learning, and relationships.
- ❖ Developing a personal framework to help teachers more deliberately create student leadership, including: seeing teachable moments; gaining a clearer sense of language, presence, and leadership assumptions; and giving more effective feedback to students.

The GCLI Teachers' Forum will utilize best practices from educational institutes and corporate leadership development programs. Building empathy through an intellectual understanding of adolescence is our program's first goal. In *Shaping School Culture*<sup>5</sup> Terrence Deal and Kent Peterson emphasize the impact adults can have on the lives of students. Adults have the power and ability to shape student experiences; the challenge is for teachers to create a context in which student leadership abounds.

Adolescent culture tends to be messy, in part because adolescents look to one another for validation. Howard Gardner has recently completed research<sup>6</sup> that questions Judith Rich Harris' conclusions about the primacy of student peer groups in the lives of young people. Daniel Goleman's recent work offers yet another lens: "When the designated leader lacks credibility for some reason, people may turn for emotional guidance to someone else whom they trust and respect."<sup>7</sup> The GCLI Teachers' Forum will develop the ability of teachers to cultivate that trust and respect through the development of leadership contexts. The challenges teachers face are considerable; like Goleman's "designated leader," when teachers fail to build a leadership context, students look to one another. The power of student culture, popularity<sup>8</sup>, or "imitatees,"<sup>9</sup> then, is bound directly to how effectively the teacher can create a leadership context. The GCLI Teachers' Forum believes that making teachers more effective at creating these leadership contexts requires building teachers' empathy with individual adolescents and enhancing their understanding of adolescent culture.

The results of failure to create leadership contexts are well documented. As noted by DeMarrais and LeCompte in *The Ways Schools Work: A Sociological Analysis of Education*, "Youth culture is defined by those distinctive behavior patterns that children and adolescents develop, often in opposition to the power of adults and their institutions."<sup>10</sup> But the impact adults seek to have on adolescents is more than a mere stimulus against which adolescents can rebel. DeMarrais and LeCompte recognize the failures of adults to create a space for students to engage and lead. Great teachers transform the "opposition" generated in schools into such a context.

These teachers understand what sociologists report: Adults have formal power in schools, but unless they use it deliberately, it will be subverted. When adults in schools use power deliberately, incredible results can be attained. Judith Rich Harris notes, "A truly gifted teacher can prevent a classroom of diverse students from falling apart into separate groups and can turn the entire class into an us — an *us* that sees itself as scholars . . . an us that sees itself as capable and hardworking."<sup>11</sup>

The GCLI believes that building empathy is the first step toward creating such contexts, and with the Teachers' Forum intends to build empathy in teachers. By building empathy, teachers will be able to design a better-informed context for doing their magic with young people and will have a model against which to measure their own actions. Building empathy is directly related to issues of respect, power, and authority in adolescence. According to Penelope Eckert, every school — no matter how good or bad — retains vestiges of two categories of students: "Jocks" (do-gooders) and "Burnouts" (rebels).<sup>12</sup> These social categories relate to the authority structure that students either comply with ("Jocks") or renounce ("Burnouts"). Good teachers do not eradicate Eckert's "burnouts." Rather they seek to include these students, direct them toward some desired end, and help them communicate with other students in their school's social structure. Teachers who create a leadership context are able to redefine Eckert's social categories. All teachers need to learn to understand authority issues as a step toward building empathy and creating leadership contexts.

The second element of building empathy is borrowed directly from leadership development conducted in the private sector through psychometrics. Despite their demonstrated usefulness, little work has been done to date to link findings about personality type and leadership style with effective education practice. The GCLI Teachers' Forum believes that one of the most important elements in assisting teachers to create a leadership context in schools is helping them understand themselves as individuals and in relation to other people.

Helping teachers understand their own behaviors — and their assumptions about leadership, learning, and relationships — requires the application of a variety of psychometric assessment tools. The GCLI Teachers' Forum will employ measures such as the Myers-Briggs Personality Inventory, FIRO-B, Kolb Learning Styles Inventory, and Campbell's Leadership Index. At the Teachers' Forum, we will use these tools as part of an experiential package — including simulations and action learning events — designed to help teachers understand their own predilections and the impact of such on groups. As is the case in other applications of these assessment tools, increasing awareness and capitalizing on diversity are the keys to helping people become more effective. The GCLI will begin assembling data connecting these psychometric tools to the world of teaching and learning.

Training that links the results of formal assessment with real-world experience might well emulate best practices in the corporate world, and relate directly to Expectancy Theory, or the Expectancy-Value model<sup>13</sup>. One

of the most famous pieces of research associated with this theory is the “Pygmalion Effect,” based on the work of Rosenthal and Jacobson<sup>14</sup>. According to this model, if teachers’ expectations are not lucid and high, bias and limitation will present themselves. Often, teachers are unaware of what they communicate to students by their actions and inaction. Psychometric measures can help teachers better understand what they are communicating, both intentionally and unintentionally, and what impact that communication may have on students.

The use of these measures resonates with Daniel Goleman’s four domains of Emotional Intelligence.<sup>15</sup> Although Goleman suggests that the development of “EI” is crucial for teachers, he has not conducted research in this realm. However, three of the four “EI” domains<sup>16</sup> relate directly to the GCLI Teachers’ Forum program. They are self-awareness, social awareness, and relationship management. For example, teachers can benefit from growth in each of those domains much as corporate leaders have benefited in the private sector.

Expectancy Theory highlights the disproportionate amount of power wielded by adults in a school community. This connects back to the authority issues addressed in the first aspect of the GCLI Teachers’ Forum, and — interestingly — to Goleman’s fourth domain of emotional intelligence, “empathy.” When adults frame high expectations for students, students tend to strive toward them. When adults are negligent about expectations — either by failing to set high expectations or failing to support them through meaningful relationships — students will gravitate toward subversion. The correlation between authority issues and Expectancy Theory suggests that teachers have the potential to reframe the nature of adolescent social categories. The GCLI Teachers’ Forum believes that self-awareness will help teachers understand the impact of their actions — or inaction — in reframing those categories. The actions of adults must support the creation of a leadership context for students. This support, expressed through relationships, clear expectations, intentional goals, and strategic pedagogy shapes the leadership environment.

The final aspect of the GCLI Teachers’ Forum will combine the first two program components (empathy and self-awareness) into a tangible plan for teachers. These core elements will converge as teachers learn to develop a personalized framework for more effectively creating a leadership context for their students. Developing this framework involves three key steps: seeing teachable moments; gaining a clearer sense of one’s language, presence, and leadership assumptions; and learning to give more effective feedback to students.

By combining an awareness of students’ social world with an evolving sense of themselves, teachers can become more adept at recognizing teachable moments. Michael Thompson has recognized the power of teachers in students’ social lives: “What teachers do in the classroom shapes the social experience of students.”<sup>17</sup> Recognizing these moments and understanding their own impact are vital steps for teachers in shaping these social experiences. Importantly, the Teachers’ Forum will help teachers learn to make such moments more a function of design than chance.

Like Michael Thompson, Sarah Lawrence Lightfoot has recognized the importance of adults in the world of adolescents. In *The Good High School: Portraits of Character and Culture in Schools*, she writes, “Literature on effective schools tends to agree on at least one point — that an essential ingredient of good schools is strong, consistent, and inspired leadership.”<sup>18</sup> By becoming more conscious of language and presence, and by becoming more explicit about their assumptions and tendencies, teachers become better able to create dynamic leadership contexts for students. Through empathy and self-awareness, teachers can develop the frameworks necessary to improve their ability to create leadership contexts.

The Center for Creative Leadership in Colorado Springs, Colorado, uses the “assessment, challenge, support” model of feedback. The message is clear: Feedback is an essential ingredient in strong leadership. In *The Courage to Teach*, Parker Palmer makes a passionate argument surrounding authenticity, and how teaching is an expression of identity. According to Palmer, it is through authenticity and self-awareness that teachers thrive. Teachers call on this authenticity as they learn to provide clear, meaningful feedback built on a complex understanding of and connection with adolescent culture — an essential ingredient in building the leadership context.

#### HOW GCLI DEFINES LEADERSHIP

- ❖ Leadership opportunities abound at an operational level in schools. Teachers need to learn how to enhance the prospects and possibilities for student leadership.
- ❖ Unlike “character education” or “mentoring,” leadership orients itself to the student experience and to the teachable moments every educator negotiates on a daily basis. Creating a context for leadership is not a discrete program; it is a pervasive attitude in schools.
- ❖ Leadership theories suggest that the blueprint for leadership is drawn in high school.<sup>19</sup>
- ❖ By being more overt in seeing the teachable moments, teachers can promote more effective leadership habits in adolescents, something with long-term implications for students and society alike.

Good leaders create a context that motivates others to move beyond their perceived boundaries. Like leadership, teaching is about completing tasks, but it is also about values, habits, and human connection. Great teachers are not merely consumed with the intellectual content of their discipline; they are also aware of the processes at work within their students. Like great leaders, great teachers balance task completion with human relationships. As James Kouzes and Barry Posner write, “People in positions of authority can get other people to do something because of the power they wield, but leaders mobilize others to want to act because of the credibility they have.”<sup>20</sup>

That emphasis placed on “want” is key. Teachers who create a leadership context engage students in a profound manner. These teachers do not rely on their authority to direct a class; they create a leadership context that mobilizes their students to want to engage in the course or activity. Students need teachers, coaches, and counselors who make a connection with them and inspire this sense of possibility.

Human relationships form the foundation of all teaching and learning; connections between people are the backbone of everything in schools. Although there are schools and institutes designed for every discipline imaginable and people conduct seminars on everything from alternative assessments to teaching Advanced Placement courses, few institutes or schools of education consider the nature of human interactions in schools. Educators do not seem to teach or talk much about how to be more effective at negotiating and directing their relationships with students — much less how to re-imagine their own assumptions and approaches in order to create a context for students to flourish into leadership. The GCLI approaches these relationships by focusing on making teachers better at recognizing teachable moments and developing the leadership context necessary to foster a conscious awareness of leadership among the students, every day.

The GCLI orientation to “leadership” represents an important departure from conventional thinking about human relations in schools. By focusing on how teachers promote student leadership in schools, we recognize the power and significance of teachers while honoring the student experience as well. Unlike “mentoring,” the GCLITeachers’ Forum focuses on the role of the teacher not as the master of a skill set, but as the intentional builder of a context. Mentoring is centered on the teacher’s actions; promoting student leadership shifts the focus to creating a leadership context. The keys to creating a leadership context are empathy, self-awareness, and the three tangible elements outlined above: seeing teachable moments, gaining a clearer sense of language, presence, and assumptions, and learning to give more effective feedback to students.

#### TEACHING AND LEADERSHIP: A LOOK AT CORPORATE MODELS

- ❖ Teaching and leadership are inextricably linked whether in the classroom or out.
- ❖ Corporations seek to develop leaders’ abilities to motivate, create investment, and produce high-energy contexts; the GCLI Teachers’ Forum focuses on developing similar aptitudes in teachers.
- ❖ Issues of investment, motivation, and power are central to both corporate leaders’ interactions with employees and teachers’ interactions with students.

Much of the GCLI research to date has considered corporate models of leadership development. Corporate leaders attempt to unleash the potential of their employees every day; similarly, teachers try to invigorate their students

and to engage them in the enterprise of schooling. Like successful corporate leaders, successful teachers create an environment in which their charges are fully engaged and invested; the GCLI terms this “environment” a leadership context. Teachers and leaders who are masterful at creating leadership contexts are touted as “great.” While the private sector invests considerable amounts of time and energy in developing such qualities, the education sector commits few resources to similar aptitudes.

Daniel Goleman writes, “Great leaders, the research shows, are made as they gradually acquire, in the course of their lives and careers, the competencies that make them so effective. The competencies can be learned by any leader, at any point.”<sup>21</sup>

The significance of developing teachers’ abilities to promote student leadership resonates with Ruth Newman’s landmark text, *Groups in Schools*. “The fact that a teacher is older and bigger than his students may or may not give him authority . . . Any group-wise fourth-grader can get the group to test the teacher’s limits.”<sup>22</sup> The GCLI Teachers’ Forum believes that the ability of teachers to effectively manage themselves — and manage the web of relationships with students — can be learned.

In *The Leadership Engine*, Noel Tichy invokes the model of “leader as teacher.” The leader-teacher connection has been popular in contemporary corporate literature on leadership<sup>23</sup> because great teachers and great leaders share an ability to evoke the best from people. We know that great teachers move students. Yet little work has been done with the development of teachers’ ability to create a leadership context to do just that — move students. While institutes exist, for example, to develop the leadership skills of principals to become better leaders themselves, such institutes do not focus on teachers and specifically how they can address leadership development at the teacher-student level. The GCLI believes that meaningful leadership opportunities exist within teacher-student relationships and that teachers need to develop their ability to recognize those opportunities — the teachable moments — and respond to those moments within a leadership context.

Noel Tichy states: “Teaching is at the heart of leadership. In fact, it is through teaching that leaders lead others. Leading is not dictating specific behavior. It is not issuing orders and commanding compliance. Leading is getting others to see a situation as it really is and to understand what responses need to be taken so that they will act in ways that will move the organization toward where it needs to be . . . Simply put, if you aren’t teaching, you aren’t leading.”

Read that whole excerpt again, but this time transpose “leadership” and “teaching.” The passage makes just as much, if not more, sense. Like Tichy’s leaders, exemplary teachers “get others to see a situation as it really is and understand what responses need to be taken.” Emergent student leadership can be seen in students’ interactions with peers and peer pressure, the roles and responsibilities students assume, the moral decisions students

make, and the relationships that they forge with adults. The GCLI believes that teachers can learn to help students see situations and understand responses. The Teachers' Forum will develop the ability of teachers to recognize teachable moments and catalyze emergent student development by building leadership contexts.

In *The Closing of the American Mind*, William Bennett makes an important point. "There's no exact 'blueprint' of what makes for an outstanding teacher; great teaching and great leadership come in all sizes." There may be no exact blueprint, but as we have noted, empathy and awareness are key components of great teaching. However naturally great leaders and great teachers might come by their greatness, corporate models clearly demonstrate that the qualities that can lead to greatness in the boardroom or the classroom can be taught.

Part of a leadership context is created through modeling — and more deliberate modeling arises from self-awareness. The Center for Creative Leadership's Leadership Development Program, touted by the *Wall Street Journal* as one of the best leadership development programs in the private sector, does not focus on command and control. Rather, it helps leaders understand their impact on others and how they can maximize the potential of those around them.

Teachers need to learn how to maximize human capital in a very similar way. According to Daniel Goleman, the corporate world spends \$60 billion dollars each year on leadership development<sup>24</sup>. Corporations seek to develop leaders' abilities to motivate, create investment, and produce high-energy contexts. Schools need to develop similar aptitudes in order to motivate and catalyze students. Unlike corporations, which have to deal with products or services along with the development of their human capital, the sole purpose of schools is to promote growth. With schools it isn't about making teachers better leaders for their own sakes. Rather, it is about training teachers to become effective at seeing the teachable moments and building the leadership context to allow the students to develop leadership awareness and skill sets.

Daniel Goleman observes, "as the sociologist Max Weber argued a century ago, institutions that endure thrive not because of one leader's charisma, but because they cultivate leadership throughout the system."<sup>25</sup> The GCLI is building its models around the idea that teachers can learn how to create a leadership context. Teachers can learn how to have a motivating, investment-oriented impact on their students, just as corporate managers can learn how to better motivate their employees.

One of the most striking differences between corporations and schools, however, surrounds issues of power and authority. There is a very clear distinction between teachers and students in this respect, a distinction that is not as prevalent in the corporate world. It is this stratification and distinction between the "layers" of authority in schools that makes the approach of the GCLI so vital. Simply mentoring or connecting with motivated stu-

dents is not enough. Leadership moments abound across the spectrum of adolescent culture — not just among the "best and brightest." The GCLI Teachers' Forum will help teachers understand their own authority and impact, how they can recognize the teachable moments that occur every day, and how they can better create a leadership context that engages all students, thereby cultivating an ethos of leadership awareness.

The issues of authority and stratification in schools resonate with Deal and Peterson's book, *Shaping School Culture*. To these authors, teachers are the vital link in shaping school cultures in the same way corporate leaders shape corporate cultures. The power of a leader in creating organizational climate, or "feel," has been well documented in corporate literature: "Roughly 50 to 70 percent of how employees perceive [that] their organization's climate can be traced to the actions of one person: the leader,"<sup>26</sup> Goleman reports. In schools, teachers are the operational leaders who create climate. Essentially, that "climate" is what the GCLI calls the leadership context.

Judith Rich Harris writes, "A teacher is a leader who can influence a group even though she is not a member of it."<sup>27</sup> Harris goes on to detail three ways in which teachers can "lead" students: first, by influencing their norms; second, by defining the group's boundaries; and third, by defining the image (or stereotype) the group has of itself.<sup>28</sup> Great teachers are the ultimate creators of context; they need to be aware of the potential for, and complexity of, leadership in schools.

By combining the best practices from the corporate and the education sectors, the GCLI Teachers' Forum will empower teachers to create leadership contexts. We believe the results will benefit not only teachers and students but also society at large.

NOTES

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26. Goleman, *Primal Leadership*, p. 18
27. Harris, Judith Rich. *The Nurture Assumption*, p. 245.
28. Ibid

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