- *No matter how competently managed a school may be, it is the extra quality of leadership that makes the differ-*

ence between ordinary and extra-ordinary performance. (p.5)

Table of Contents

Strengthening the Heartbeat
Leading and Learning Together In Schools
by Thomas J. Sergiovanni

Overview

Strengthening the Heartbeat provides educational leaders an opportunity to reflect upon their leadership practices within their schools. In this book, Sergiovanni discusses that in order to bring about sustainable change in leadership in schools, leaders need to re-address their definition of leadership, explore how this leadership will look in their school, and how this leadership will influence learning. Sergiovanni presents the idea that if a school leader wishes to strengthen the pulse of his school, there is a need to develop shared leadership with others, provide opportunities for collaboration and to encourage ongoing professional development.

In this book, Sergiovanni examines the importance of trust-building before leaders can create a vision and develop a covenant that reflects the values, goals and beliefs of their school's learning community that is useful. In building a useful vision leaders need to be aware and to be considerate of the various mindscapes existent within the school. Sergiovanni suggests that schools should also consider a teacher-centered approach along with a student-centered approach. He also discusses the importance of not just building collaborative cultures, but also the building of collaborative organizational competence within these cultures. In the final chapters of his book, Sergiovanni looks at various ideas that back up leadership and explores leadership styles and dispositions. He also presents the four stages of leadership and how different leadership styles and dispositions may affect school improvement at each stage.

Value-Added Leadership Redux

In his introduction, Sergiovanni discusses the basic framework for value-added leadership in schools. He expresses the importance of value-added and value dimensions co-existing in school leadership. Value dimensions consist of strong managerial qualities; value-added dimensions consist of the strong qualities of leadership.

Value Dimensions	*Value-Added Dimensions*
Management	Leadership
Participation Investment	Extraordinary Investment
Manipulating Investments	Providing symbols and enhancing meaning
Planning	Purposing
Giving directions	Enabling teachers and the school
Providing a monitoring system	Building an accountability system
Extrinsic motivation	Intrinsic motivation
Congeniality	Collegiality
Calculated leadership	Leadership by outrage

Mindscapes

In mindscapes we are encouraged to explore what leadership is, how it works, how leadership is related to learning and why we need to practice leadership and learning together. Shared leadership beliefs, or mindscapes, allow us to examine, as Sergiovanni states: the heart of leadership (What do we value?); the head of leadership (What are our theories?) and the hand of leadership (How do we behave?) (p.24). As educators we need to understand the importance of sharing our mindscapes within learning communities at all levels. Understanding each others mindscapes will assist in creating frameworks and statements of values that community members can focus upon to build school improvement.

Leaders should take a means—ways–ends approach to school improvement. Sergiovanni states that if we build up our human resources in both skill and heart, then the school is better able to acquire and develop new and better ways to function, to create opportunities, and to exploit circumstances in a matter that results in more effective school performance (p.39).

Leaders need to always be aware of how mindscapes influence how we perceive issues and trends. We need to be open to see when change can present opportunities for growth.

Leadership as Entitlement

Imagine what it would mean to shift the focus of leadership to one of entitlement from one of position? Sergiovanni does not suggest doing away with administrative positions and authority, but to provide opportunities for those to lead in their areas of strength. In giving more opportunities for others to lead provides growth in professional development, as well as an increase in commitment of those people involved.

In communities of practice, Sergiovanni discusses the relationship between position authority and ability authority, and how ability authority should supersede in leadership activities. He continues by stating that role responsibilities and role relationships should be reciprocal. In this scenario roles can be used as markers, what should be done, and as definers of covenants, the obligations and commitments towards purpose, school and colleagues. By working within an environment of where roles can interchange, are we not creating communities of leadership?

Common purpose, commitment, and action in community are the secrets to building communities of responsibility (p.53)

Action In Leadership (Szabo, M. & Lambert, L., 2002)

Sergiovanni (p.50) cites Lambert's and Szabo's questions as proposed in their theory of action in leadership:

Purpose: Where are we going?

Doing: How we will we get there?

Constructing: What are we working on and learning about?

Reframing: How else might we view this?

Transforming: How far have we gone? And what difference does it make?

Leadership is a reciprocal process that enables participants in an educational community to construct meaning that leads toward a shared purpose of schooling.

Lambert, 2002

Making Visions Useful

When creating visions, we must keep in mind that they should also be useful. Visions need to turned into action statements which in turn become the pathways for directing what needs to be done which in turn become the standards that evaluate effectiveness (p. 55). In doing so, Sergiovanni states that we create school communities of responsibilities, with common understandings, that are accountable internally and externally.

Sergiovanni says that in order for visions to be useful, communities need to move

- From visions and goals to goals and roles

- From goals and roles to obligations and strategies

- From obligations and strategies to actions and pathways

For visions to become useful there must exist a collective commitment by all parties involved. All members must understand their role and its relationship to the roles of others. This combination of role relationships together become role sets that are linked to common purposes and shared frameworks that develop into networks or communities of practice. From these we can establish the work roles that define how the work will be done. Hage and Powers as cited in Sergiovanni (2005) define work roles in terms of information gathering, problem solving, the production of creative ideas, and the ability to respond flexibly to new situations or adjust flexibly when interacting with others (p.67). With the increasing demands in work roles develops a need for leadership to be distributed amongst schools and school districts.

Role sets need to be interdependent and held together by relational trust. Sergiovanni explains that relational trust exists closely with social capital within schools; where social capital focuses on supports that students and teachers need to be effective learners and doers and relational trust focuses on the quality and kinds of social exchanges found in sets of role relationships. In other words, to create and sustain change, there needs to exist a relational trust amongst administrators, staff, parents and students. Btyk and Schneider, as cited in Sergiovanni (2005) found supportive work cultures and facilitative work structure resulted in higher levels of student engagement and improvements in student learning.

Leading and Learning Together

- The purposes of schools, the nature of teaching, and the expectations for success are becoming increasingly complex. *As a result, continuous learning is more important.*

- As complexity increases, people become more independent, look to each other for support, and are required to pool their intellectual capital to be successful. *As a result, learning together and working together is more important.*

- Complex purposes and complex settings require that problems be solved and decisions be made by those closest to teaching and learning as they create their practice in use. *As a result, leadership distributed throughout the school and school district is more important.*

The challenge is to make the vision come to life, and that challenge can only be met when the various components of the organization make a collective commitment to act in accordance with the vision.
-Richard Dufour

When we get community right, we learn how to turn visions into collective commitments and collective commitments into actions that make the school a better place for teachers and for students alike. This coming together to share moral commitments is the power of creating communities of responsibility.

Thomas J. Sergiovanni

Hope, Trust, Community and Other Virtues

Sergiovanni explains that a school's daily activities should reflect their values, norms and obligations. In so doing, they teach their students the school's culture. Once again we are reminded that our actions should reflect the values, norms and obligations that we stress are important in our school. Sergiovanni states that schools and other agents of society need to teach and live by Robert K. Fullinwinder's four groups of virtues: moral, intellectual, communal and political. Sergiovanni adds four other virtues that play an integral part in the transformation of school cultures: hopefulness, trust, piety and civility.

Hope offers leaders the opportunity to approach change with open minds. Sergiovanni goes on to explain the difference between wishful leaders and hopeful leaders is that hopeful leaders act to implement their hopes. Sergiovanni adds that for hope to exist so must faith. Faith are assumptions that we have that are pathways to the actions we take. Schools need to become communities of hope that move leadership to moral action. Leaders should struggle to do what is right based on a set of values. From our faith assumptions we can formulate our goals. These goals will guide us to the actions that need to be taken to make our hopes our realities. Sergiovanni believes that hopeful leaders are able to recognize the potentials in persons and in situations. For teachers, parents and teachers to stay with a particular school they need to have faith that their hopes are being pursued. Sergiovanni provides an example of a school that is structured using hope leadership.

Sergiovanni speaks of how leadership is affected by the lifeworld, the essence of hope, and the systemsworld, the means to achieve hope. Good leadership should find a balance between the two worlds as well as strive to maintain this balance.

Leaders should be trustworthy. If a leader loses credibility with his staff, they are less likely to perform their responsibilities willingly. With trust people are willing to do their best, to give their best to others and to take risks. Trust needs to be developed first before introducing a change in vision, strategy or action. Once the workers trust their leaders, they will make a commitment to their responsibilities to develop a good end product, student learning. This in turn builds trust amongst the clients, parents and students, in that they know they will be satisfied with the end product. Sergiovanni states that two principles, subsidiarity and mutuality, can help in building trust in a community.

Sergiovanni identifies the importance of piety and civility existing as co-virtues. While piety demands conformity and justifies exclusion, civility welcomes diversity, encourages toleration, and legitimates controversies. It is as important to have a bonding community, but at the same time we need to have a bridging community that honors diversity and allows opportunities to be exposed to different ideas. For example, in a school, teachers are committed to school-wide goals, but may be focusing on other topics for their own personal learning.

Realistic hope… is based on the attempt to understand the concrete conditions of reality, to see one's own role in it realistically, and to engage in such efforts of thoughtful action as might be expected to bring about the hoped— for change.

- Menninger, Mayman and Pruyser

Wishful Leaders	Hopeful leaders
Passive reaction	Active reaction
I wish that these kids would behave.	I hope that these kids will behave. What can I do to help?
No faith to back up assumptions	Faith in assumptions and ideas
No pathways	Pathways
No action	Action
No change takes place	Change takes place

Vision-First Approach to Strategy Development	**Trust-First Approach to Strategy Development**
1. Set a vision.	1. Establish trust first.
2. Develop a strategy	2. Set a vision.
3. Move to action.	3. Develop a strategy.
4. Work on trust.	4. Move to action.

5. Monitor performance, increase evaluation of personnel, retrain.	5. Return to vision and strategy to modify in light of
	    A. what works and what doesn't
	    B. what assumptions are valid
	    C. what core values are compromised.

6. Try to mend fences, improve relationships, and get more people on board, to improve effectiveness.	6. Use accumulated trust to forge new strategies for improving effectiveness.

A Teacher-Centered Approach

Sergiovanni suggest that leaders should take a teacher-centered approach in conjunction with a student-centered approach. He states that the success of the learning and support we want students to receive is dependant on the support teachers receive in regards to opportunities created to collaborate with colleagues, to participate in professional development and to participate in decision-making about teaching, learning, and other professional matters.

Sergiovanni states collaborative cultures are the backbone of dynamic learning communities that bring leadership and learning together (p.104). To achieve this, schools and districts need to take a two-bridge approach linking initiating variables (what teachers, administrators, and others do to achieve results), to mediating variables (exhibit indirect causation), to results variables (gains in student-achievement). This indirect leadership approach focuses more on what leaders actually do and what effect their actions have on the school culture.

Sergiovanni explains how Providence, Rhode Island used a teacher-centered approach as a district –wide initiative to enhance school improvement. Cohen and Sheer as cited in Sergiovanni (2005) state

> For a school to be an intellectual center, for it to have the ethos, the sense of community, and the spirit that so many parents and administrators seek, it must celebrate the work of its teachers in a way that is rarely seen in public schools. It must attend to the needs of the teacher, it must accommodate their sensibilities, and it must treat the teachers' contributions with as much genuine concern as it does those of any other constituency (p.112)

A teacher-centered approach, so it seems, helps everyone become a winner at the game of accountability for effective teaching and learning. Teachers get the support they need to be successful. Students learn more. And the school's leadership measures up to the public's demands.

Thomas J. Sergiovanni

Collaborative Cultures and Organizational Competence

The heartbeat of leadership is also strengthened through organizational competence. Organizational competence in schools cannot exist in schools if teachers continue to work in autonomy. For organizational competence to be present, there needs to exist relationships, norms, habits, memories, and collective skills of a network of people. Sergiovanni defines organizational competence as the sum of everything everybody knows and uses that leads to increased learning. However, Sergiovanni points out that although collaborative cultures are necessary in schools, we cannot underestimate the important role that teacher autonomy plays in their personal growth. This balance can be found in the use of professional learning communities within schools that provide teachers the opportunity to gather as communities of practice who take the action strategies developed by the community and apply them in their personal instructional space. In this chapter, Sergiovanni paints this balance for us using the example of a new teacher's experience in Adlai Stevenson High School in Lincolnshire, Illinois.

Communities of practice are created by teachers while collaborative cultures are initiated and supported by leaders. Collaborative cultures are formalized in that leaders ensure that they occur as part of the school's organizational structure. Communities of practice are partnerships where teachers invite others through friendships, relational trust, a commitment to help each other, to learn together and to be part of a shared practice. Sergiovanni discusses Richard Elmore's comparison of communities of practice as capacity builders of private goods and of collaborative cultures as capacity builders of public goods.

Sergiovanni states that collaborative cultures are formally recognized communities of practice that work deeply and firmly to bring people together around themes of practice (p.125). He also discusses binary leadership as a source of energy that emerges from the obligations and the commitments that define teacher and administrator reciprocal role relationships (p.125).

Sergiovanni argues that strong leadership must be based on ideas and on the principle of leadership as entitlement. He uses the metaphor that leadership bubbles up or trickles down, but at the same time exists as a source of authority. He speaks of leadership as stewardship which is based on ideas rather than on personality. A leader should not ask of others what he would not do himself.

Sergiovanni suggest that in order to develop smarter schools and smarter students, the school needs to consider the four principles of organizing: the principle of cooperation, the principle of empowerment, the principle of responsibility and the principle of accountability.

Cultural connections are based on loyalties, purposes, and sentiments. The understandings may be stated or unstated. The commitments made by people set a tone of obligation to others and to the school. Cultural connections are covenants or promises made to others. In a collaborative culture the members are committed to these cultural connections and covenantal relationships, thus creating communities of responsibility. These are essential to the success of steward leadership.

Sergiovanni presents hallmarks in the form of an inventory to be used to measure the effectiveness of a learning community.

Sergiovanni discusses the importance of Kanter's research on effective performance in schools. She found that opportunity, the perception that teachers have options for professional development, and capacity, the ability to get things done and to interact with others who can help get things done, motivate teachers in their profession. The opportunity for peer collaboration with a focus on student learning had a definite impact on student achievement in a study done by Sebring and her colleagues in Chicago city schools in 1995.

Organizational competence strengthens the heartbeat of leadership.
-Thomas J. Sergiovanni

Principles for Organizing

1. *The Principle of Cooperation*– Teachers cooperate with each other by working together.

2. *The Principle of Empowerment*– Empowering teachers contributes to ownership, increased commitment, and increased motivation to work.

3. *The Principle of Responsibility* – In collaborative cultures designated leaders and organizational structures encourage teachers to accept a fair share of responsibility for the school's achieving its purpose.

4. *The Principal of Accountability*– The public nature of what is going on and the reflection and in quiry that accompanies what the school is doing provides a continuous stream of accountability

Hallmarks of a Learning Community

1. **The principal of maximization**: We learn as much from our failures as we do our successes.

2. **The Principle of continuous learning**: Learning is an ongoing process and not an event.

3. **The principle of dispersion**: We share what we learn with others.

4. **The principle of craft knowledge**: Leaders recognize that those of us closest to the classroom and its work are often in the best position to know about teaching and learning.

5. **The principle of expansion:** We pay attention to what we can learn from other schools and out side experts.

6. **The principle of collaboration**: We take every opportunity to collaborate with each other.

7. **The principle of professionalism**: We believe that continuous learning is a virtue and should be embodied in our practice.

Three Conditions Essential for Team Success

- A sense of trust among members.

- A sense of group identity.

- A sense of group efficacy.

Everyone plays by the same rule: You are free to do what you think is best providing that what you do embodies the values, ideas, promises, and commitments that we share as a school. It is this view of empowerment that strengthens the heartbeat of a school.
-Sergiovanni

Using Ideas to Back Up Leadership

Sergiovanni believes that idea—based leadership should be the foundation for leadership in a school. Other forms of leadership; mandated leadership, positional leadership, and personality leadership, should stem from the foundation of leadership based on ideas that serve as a source of authority for what leaders do with a moral overtone.

In this chapter, Sergiovanni presents examples of ideas at work and eight basic competencies that leaders need to use ideas effectively. One strategy presented is the use of shared stories by leaders to communicate ideas.

Two other strategies that leaders may use to provide leadership are capacity building and grassroots democratic participation. These strategies used together expand value as demand expands, change values as expectations change, and create new values as new requirements for leaning emerge.

In capacity building, all members involved be they parents, teachers or others, have the opportunity to develop their knowledge, competence and skill. In turn this knowledge can become the framework that enhances school practice.

Sergiovanni states that we can think of strategy as:

- A plan for our intended purpose

- A pattern of how we functioned in the past

- A niche or trademark that gives us a unique identity

- Our theory of action, our predictable ways of doing things over time

- Our tactics— our decisions at any given moment in time.

Sergiovanni suggests that in order to be successful leaders we need to master eight basic competencies. These are the basis of developing and using an idea—based leadership. If a leader possesses these eight competencies, Sergiovanni implies that we will have leaders of substance rather than simply bureaucratic and personal requirements, although these traits should also considered.

Sergiovanni explains the importance of using ideas to persuade, to manage, to bind and to legitimate. Ideas should be practical, documented, and visible in schools. For example, lists of five promises or commitments may be posted throughout the school. Posting these documents as public benchmarks provide a meaningful and continuous accountability system.

Sergiovanni states that using ideas to back up leadership is an effective strategy because of its enduring nature.

Using ideas to back up leadership is an effective strategy because of its enduring nature.

-Thomas J. Sergiovanni

Eight Basic Competencies of Effective Leaders

- *The management of attention*: the ability to focus others on values, ideas, goals, and purposes that bring people together and that provide a rationale, a source of authority for what goes on in the school.

- *The management of meaning*: the ability to connect teachers, parents, and students to the school in such a way that they find their lives useful, sensible, and valued.

- *The management of trust*: the ability to be viewed as credible, legitimate and honest.

- *The management of self*: the ability to know who you are, what you believe, and why you do the things you do.

- *The management of paradox*: the ability to bring together ideas that seem to be at odds with each other.

- *The management of effectiveness*: the ability to focus on the development of capacity in a school that allows to improve performance over time.

- *The management of follow—up*: the ability to ensure that supervision takes place.

- *The management of responsibility*: the ability to evoke duty and obligation as motivators.

Styles, Dispositions and Stages Count Too

Sergiovanni suggests that different approaches to leadership work for different purposes and in different contexts. In other words, he says as purposes and contexts change, so should leadership. He adds to this Pitcher's view that personality factors, dispositions and syles or archetypes of leadership should be considered.

In Pitcher's study, she presents three archetypes: the **artist**s who are the visionaries, people oriented, open—minded, and intuitive; the **craftsmen** who are empathetic and effective developers of people, who empower others, and who are skilled bringing out the best in others; and the **technocrats** who though often brilliant are prone to place hyper—rationality over emotions and though meticulous and superb at managing things have difficulties managing people effectively (p.164)

If each leadership team in a school consisted of these three archetypes matched to the right roles and responsibilities, would this not be a strong leadership team? Sergiovanni believes that all leadership teams need craftsmen leaders to turn the artist's visions into realities with the assistance of the technocrat's knowledge of the rules and regulations to keep everyone focused. He says that artists view leadership as vision, which transfers into goals. Craftsmen view leadership as design, which transfers ideas into things. Technocrats view leadership as a script that transfers ideas into rules, steps and procedures. Imagine if every school had a cadre of these archetypes working together, would not the needs of teachers, students, and parents be represented and met.

Sergiovanni suggests that when school districts are staffing, a good balance would be 10 artists and 10 technocrats for every 80 craftsmen. This, he says, would ensure that the designs are created, the human resources are marshaled, and that the school moves along. Craftsmen are not concerned with receiving the attention that they should receive, but are concerned that student learning is happening successfully. (cont'd)

These responsibilities and practices of effective leaders include attention to vision but it is the details of follow—up and the importance of building collaborative cultures within the school that carry the day.

-Sergiovanni

Styles, Dispositions and Stages Count Too (cont'd)

Sergiovanni states that the leadership route comprises of four stages with value—added leadership playing an important role. At which stage a principal starts depends upon what stage a school is at. It is also possible that once a stage is functioning well, the principal may be transferred to another school to initiate the same process. Not all principals are equally effective at all stages. The four stages are:

- Stage 1, *Bartering*: Leader and led strike a bargain within which leader gives to led something they want in exchange for something that leader wants.

- Stage 2, *Building*: Leader provides the climate and interpersonal support that enhances opportunities for fulfillment of needs for achievement, responsibility, competence, and esteem.

- Stage 3, *Binding*: Leader and led develop a set of shared values and commitments that provide direction and gives meaning and significance to what is done.

- Stage 4, *Bonding*: Leader and led are bonded together in community that changes their relationship and changes their commitment in such a way that school improvements are institutionalized into the everyday life of the school.

Sergiovanni discusses Burn's ideas that there exists two kinds of leadership being transactional leadership and transformational leadership. Transactional leadership is compared to leadership by bartering, whereas transformational leadership is compared to leadership by building. Sergiovanni goes on to say that when the transformative leader becomes moral, this transformative leadership takes on the form of leadership by binding and bonding.

Sergiovanni concludes that although leaders represent the values of the group and determine the value of the group, they too, must take their cues from governments, local school boards, professional associations, and other sources of authority. As Greenfield, as cited by Sergiovanni (2005), states: The leader cannot escape deciding, even if the decision is only to decide not to decide (p.176). Sergiovanni presents the principle of first among equals. This means to actively take the lead while actively enabling others to lead.

Leaders need to find a way to nurture a school's collective intelligence in order to use this intelligence to help achieve the school's purpose.

Effective leadership means more than simply knowing what to do— it's knowing when, how, and why to do it.

-Waters, Marzano, and Mcnulty (2003)

Commentaries

" Tom Sergiovanni has done it again... given all of us in this embattled, adrift profession something to provoke, inspire, and hang onto. I'd recommend this timely and consequential volume— in a heartbeat."

- Roland Barth, founding director, Harvard Principals' Center

" Any principal, teacher, or superintendent who seeks to "Strenghthen the Heartbeat" will find her own quickened by this remarkable text that mines essential truths and virtues while so clearly connecting trust, vision, culture and leadership to student and school success. Sergiovanni's new work offers hope and clarity in a time of conflicting agendas and puzzling priorities."

- Linda Lambert, professor emeritus, California State University, Haywrad

Executive Book Summary
Written by Huguette Kitchen
EDADM 834.3

Book Review

Strengthening the Heartbeat presents a number of important considerations in the field of leadership. Sergiovanni begins by reminding us to keep an open mind to the various mindscapes we will encounter along the way. As we look at developing leadership in schools, Sergiovanni suggests that we move towards leadership as entitlement. Does it not make more sense to allow those that can to lead in various situations, rather than to have the leader lead a session in technology when he is missing the knowledge necessary to do so?

So often organizations spend so much time in creating visions that look great on paper. Sergiovanni suggests that effective leaders create visions that create action. If teachers are actively involved in the vision with the proper supports in place, they will be more committed due to a sense of ownership.

Imagine a school where leadership is shared by many, not by one or two; where all staff members, parents and students have trust in one another to work in hope of effecting student learning; and where staff, parents and students are involved in their continuous learning. Sergiovanni paints this picture for the leader who searches for paths that strengthen the heartbeat of their schools.