

## **Leadership Capability Model for Motivating Students**

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### *Abstract*

*This article describes a Leadership Capability Model which is designed to help teachers understand their leadership style in motivating their students. The model illustrates four types of leaders based upon the degree of a person's level of competence, confidence, and self management. Competence refers to an educator's knowledge of motivating strategies, confidence describes the level of self-reliance in motivating students, and self management indicates the level of experience. The four leadership types consist of the obnoxious leader, the timid leader, the incapable leader, and the capable leader. A description of each of these leadership types and ways to help educators become more effective in motivating students are presented.*

**Leadership Capability Model for Motivating Students**

“You can lead a horse to water, but you can’t make it drink” is a familiar saying that many educators can relate to when trying to motivate students. Finding the most effective leadership strategies to motivate students has been a constant struggle for researchers and educators (Kohn, 1993; Herzberg, 1966; Maslow, 1943; McGregor, 1960; Sergiovanni & Starratt, 2002; Sharpley, 1985; Vroom, 1964). Although there have been many leadership and motivational theories, the search to improve teachers’ leadership skills to help their students be motivated and learn is a continuous effort (Amends, 2003; Hendricks, 2006; Newman, 2006, Tomal, 2003).

One leadership theory specifically designed for educators to help understand their leadership style in motivating students is called the Leadership Capability Model (Tomal, 2007). This leadership model illustrates four types of leaders based upon the degree of the leader’s competence and confidence (see figure 1).

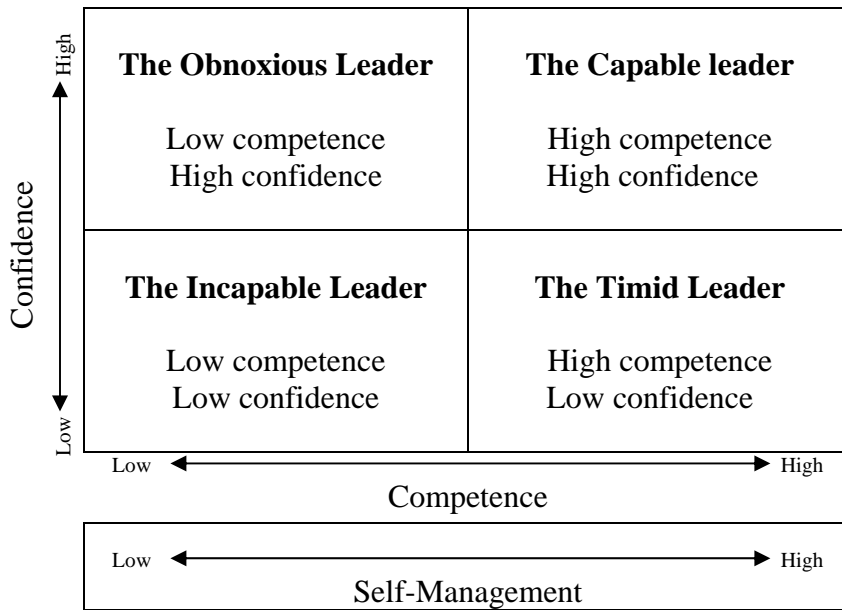


Figure 1. Leadership Capability Model

In order to understand the model, three terms need to be defined. Competence, the first term, refers to an educator’s degree of knowledge of motivating students. High competence indicates that the leader has a strong understanding of intrinsic and extrinsic motivators. Competent educators generally have good educational training and a good theoretical understanding of motivational strategies.

The second term, confidence, indicates the degree of an educator’s feelings of adequacy and self-reliance in leading and motivating students. An educator who has high confidence demonstrates strong spirit, tenacity, courage, and resolution. An educator who has low confidence would express apprehension, self-doubt, and uncertainty.

The third term is called self-management. Self-management refers to the educator's degree of experience, knowledge, and skills as a leader. Self-management can be viewed as how "seasoned" the educator is in motivating students. Self-management goes beyond only being competent or confident and includes the quality of experience and fortitude in applying both confidence and competence in leadership.

The Leader Capability Model contains four types of leaders. The first type is called the incapable leader. This type of educator has low self-management, low competence, and low confidence. The incapable educator lacks the qualities of being confident and competent in his or her ability to lead and motivate students. This educator would not have a good understanding of leadership and motivational strategies and is ineffective in motivating students.

A leader who has low self-management, low competence, and high confidence is called the obnoxious leader, the second leadership type. This educator, while having high confidence in leading and motivating students, does not have the necessary competence and, therefore, demotivates students. This educator leader is one who is generally very assertive in leading and motivating students but is ineffective given the lack of necessary knowledge and skills (i.e. competence).

The third type of leader is called the timid leader. This is an educator who has high self management and high competence but lacks the confidence needed to effectively lead and motivate students. While this educator may have a good knowledge in motivating students, he or she is ineffective given the lack of confidence.

The capable leader is the fourth type of educator. This educator demonstrates high self-management, high competence, and high confidence. This is an effective educator who is able to understand both intrinsic and extrinsic motivators and how to effectively apply them in motivating students.

The effectiveness of applying this model is based on the foundation that an educator must have high self-management, competence, and confidence. For example, if a teacher has students who are apathetic and consistently misbehave in class, then the possibility of the teacher having both low confidence and competence may exist. This teacher, in essence, may be the incapable leader and needs to develop higher self-management abilities by further understanding leadership and motivational strategies and increasing his or her confidence.

On the other hand, a teacher could be confident in motivating students but ineffective if he or she lacks the competence in applying these strategies. This type of teacher would also be low in self management. Likewise, the teacher who is the timid leader would most likely experience demotivation and misbehavior due to low confidence. This timid leader may have a good understanding of motivation and be effective in establishing rules for classroom behavior but, would be ineffective in actually applying motivational strategies. Therefore, this educator would benefit from additional mentoring and experience to increase his or her confidence.

## Leadership Capability Model

The capable leader would be effective in leading, inspiring, and motivating students. He or she most likely would have students who are well behaved and engaged in learning. This educator would understand strategies of motivation and be effective in applying them in the classroom. Educators should strive to continuously build upon all three areas of self management, confidence, and competence to be the most effective leader.

In summary, the Leadership Capability Model can offer a viable approach in helping educators motivate students. The model provides a framework for self assessment and reflection in understanding the different leadership types that can serve as a basis for self improvement. The model can also provide a practical basis for mentoring teachers and teacher education training.

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