

# Leadership Through Empowerment

## Quadrant D Leadership Practices

**Q**uadrant D Leadership is based on the belief that if people are empowered to make decisions, trusted to do what is best, and informed about the school's philosophy, vision, and mission, then they can all be leaders when the need arises.

*Leadership Through Empowerment — Quadrant D Leadership Practices* supports leaders in helping their schools create leadership density. It explores numerous techniques for developing and disseminating these beliefs and offers strategies for implementing leadership actions. The kit also provides tools for collecting data, analyzing data collaboratively, and developing strategies for transformation using data.

Empowerment is a critical requirement for continuous improvement, so that with every change in leadership, the system does not reset to the past. The kit describes:

- the necessary conditions for supporting the growth of empowerment
- actions to take on key issues, such as self-knowledge, relationships, climate, professional development, courage, conflict resolution, and decisions making



### Resource Kit

#K-10-EMP  
\$295

Includes a **CD** and two **DVD** presentations by Raymond J. McNulty: *What Effective Leaders Do — An Introduction to Quadrant D Leadership and Leadership Through Empowerment*.

## Contents

**Chapter 1. Leadership and Empowerment** defines leadership and introduces the essential factors that contribute to a leader's ability to empower staff and students in order to create leadership density within the organization.

**Chapter 2. Vital Factors: Self-knowledge, Philosophy, Vision, and Mission** explores why leaders must understand their own beliefs and motivations before attempting to define the work of the school. Philosophy, vision, and mission are the fundamental elements that characterize a productive, supportive, and effective school culture.

**Chapter 3. Climate and Relationships** examines the links among empowerment, communication, and interpersonal relationships involving students, faculty, and administrators. Using qualitative data as a tool in evaluating, shaping, and continuously improving school climate is discussed.

**Chapter 4. Professional Development** expands upon the traditional parameters of what constitutes effective and useful professional development by presenting innovative methods for incorporating professional learning into the fabric of the school culture.

**Chapter 5. The Courage to Do the Right Thing** describes the integral role that courage, especially moral courage, plays in leadership and examines the ways in which leaders integrate their beliefs, values, self-awareness, experience, and knowledge to establish consistent and effective approaches to empowering leadership.

**Chapter 6. Conflict Resolution and Decision Making** details the interplay among conflict, the status quo, traditions, and established rules. Ideas are presented for transforming conflict into opportunities for collaborative decision making.

**Chapter 7. Empowering the School Community** discusses the importance of schools broadening their definitions of community to extend empowerment beyond the campus. Examples from schools show how they have developed valuable partnerships and innovative strategies for including an array of stakeholders as integral members of their school communities.

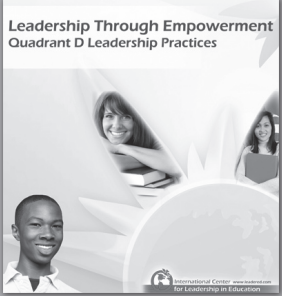
**Chapter 8. Making Empowerment Possible** revisits the themes discussed throughout the kit, such as handling conflict, the role of courage, and moving an organization beyond the status quo. The Components of School Excellence are re-examined as a guide for evaluating where a school is and where it needs to go in order to create a culture that empowers teachers to support and empower their students for success.

The **Appendix** contains various resources to assist in creating culture of empowerment.





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for Leadership in Education  
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