ROUND SQUARE

Leadership through the lens of the Round Square Discoveries

Student Research

Acknowledgements

A Cross-cultural Study of Leadership in Round Square Schools was a research project led by Dr Ewan Wright, Assistant Professor at The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change at The Education University of Hong Kong with Professor Allan Walker, Dr Darren Bryant, Professor Moosung Lee, Dr Kanwal Syeda Hassan and Soobin Choi.

The Project spanned a period of 18 months, during which time schools and their communities faced unprecedented challenges due to the Covid-19 Pandemic. It would not have been possible without the incredible dedication, perseverance, and patience of a team of 26 Student Research Ambassadors and their Teacher Mentors from 12 Round Square schools.

This anthology is published with grateful thanks to all of our Research Ambassadors, to Round Square Research Manager Lydia Eckstein who kept everyone motivated, on task and fully engaged from start to finish, and, of course, to Dr. Ewan and Dr. Kanwal and the Research Team from the Education University of Hong Kong for all of the guidance, inspiration and mentoring along the way.

RS Discovery	Round Square School	Student Research Ambassadors	Teacher Mentors
Communication Skills	CheongShim International Academy, **Korea**	Minji Woo and Gahyun Kim	Il-Kyu Han
Compassion	Keystone Academy, **China**	Shiyang Tori Gu and Jiayue Skeeter Xu	Chris Cartwright
Courage	Christ's College, **New Zealand**	Jamie Barr and Jack Drage	Darrell Thatcher
Appreciation for Diversity	Inter Community School Zürich, **Switzerland**	Jule Simmangk and Siarra Healey	Lydia Eckstein
Inquisitiveness	Craighouse School, **Chile**	Maite Lues and Anirudh Ranganatha	Ana Maria Cabrera
Inventiveness	St. Constantine's School, **Tanzania**	Nefertiti Dogani and Emmanuel Marandu	John Muchela
Ability to Solve Problems	Belgrano Day School, **Argentina**	Nicolás Feijoo and María Inés Panighini	Daniela Ajzenszlos
Sense of Responsibility	Chadwick School, **USA**	Sharon Song and Jared Severns	Judy Kisor
Self Awareness	Stanford Lake College, **South Africa**	Hloni Mangena, Warwick Melville, Callan Schultz and Amu Ngobeni	Izak Vollgraaff
Commitment to Sustainability	Vivek High School, **India**	Aditi Kaushuk and Suryaveer Suri	Jaskirat Sekhon
Teamwork	Scotch College, **Australia**	Simon Arnott and Jarvis Banfield	Mark Gale
Tenacity	The Shri Ram School- Aravali, **India**	Azzam Mohammed Asim and Mishka Lepps	Rina Agarwal

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Leadership Through the Lens of

The Research Project

The Research Team

A research team from the University of Hong Kong (led by Principal Researcher, Dr. Ewan Wright and Assistant Researcher, Dr. Kanwal Seyda Hassam*)* enlisted the involvement of 26 Round Square Student Research Ambassadors from 12 Round Square schools around the world in their quest to explore how students perceive leadership, how students build leadership, who can be a leader at school, and the impact of student leadership.

The research team conducted an online quantitative survey collecting data from 6,760 students and 1,695 teachers across 34 countries. This data informed the framing, collection, and analysis of qualitative interview data from 93 students (aged 14-18) and 21 teachers at 12 schools worldwide. The Student Research Ambassadors were an integral part of the research process. They input into the design of the interview protocols and, having undertaken basic training in qualitative research and research ethics, conducted the 114 interviews, the results and recordings from which were shared with the EdUHK Research Team.

The Cross-cultural Study of Student Leadership in Round Square Schools culminated in a report published by The Joseph Lau Lune Hung Charitable Trust Asia Pacific Centre for Leadership and Change at The Education University of Hong Kong. This report can be found on the Round Square Website.

Student Research Perspectives: Independent Research Report

The Student Research Ambassadors then went on to undertake independent research within their own schools, each considering Leadership through the lens of one of the Round Square Discoveries: Appreciation of Diversity, Ability to Solve Problems, Commitment to Sustainability, Inquisitiveness, Courage, Self-Awareness, Compassion, Teamwork, Tenacity, Inventiveness, Communication Skills and Sense of Responsibility. This anthology brings together those research papers.

The Student Ambassador's Journey

12 Research Ambassador Schools

Ambassador Schools recruited to the Research Team led by The Education University of Hong Kong (EdUHK).

Research Team begin an exploration into student leadership across the global network of Round Square Schools using a sequential mixed methods research design.

Student Research Ambassadors

Two Student Ambassadors from each of the 12 Ambassador schools meet the Research Team from The Education University of Hong Kong (EdUHK), facilitated by Round Square, to discuss and plan research project.

Online Survey

The Student Research Ambassadors work closely with EdUHK to design the online survey.

- **6,760** students from 34 countries participated
- **1,695** teachers from 29 countries participated

Inteviews

The Student Ambassadors & the EdUHK Team design the **interview protocol.**

EdUHK deliver online **interview training** in qualitative research & research ethics.

Data Collation & Report Writing

114 interviews are conducted by the Student Research Ambassadors.

EDuHK Research Team analyze the **quantitative** and **qualitative** data and write up the report.

Student Perspectives Research Papers: Leadership with Discoveries

Each Ambassador School is tasked with researching **Leadership through the lens of a Round Square Discovery.**
Baraza group conversations and interview outcomes provide the evidence.

Data Collation & Student Report Writing

Student Research Ambassadors author their **own research papers** based on the data they have collected from their schools.

Publication

- Cross-Cultural Study of Student Leadership in Round Square Schools is published.

- Student Perspective Papers on Leadership with Round Square Discoveries are published.

Leadership with Communication

CheongShim International Academy: Minji Woo

Leadership plays a crucial role in our society. Particularly in the 21st century as globalization unites citizens in every sector such as - but not limited to - economy, politics, and environment. Leadership skills transcend cultural and linguistic barriers. Communication skills are not only the critical ability one should possess in order to develop leadership, but also an important tool that effective and powerful leaders use to lead the group more democratically and make community a better place. This paper delves into the connection between leadership and communication skills and explores the power, or role, of communication skills when leading a group or a community in contemporary society.

Communication skill is a spirit of democracy, and thus enhances the wellbeing of every individual in a community. Moreover, there is a higher probability for a community to reach a consensus, or seek alternative solutions to a specific issue, if the leaders effectively use communication skills. Effective communication gives individuals a sense that their opinions and identities are valued. This will ultimately help the community achieve a more united and peaceful status. In order to prove this, the Student Research Ambassadors of CheongShim International Academy gathered a group of students to ask about their preference of leadership in their own communities.

The Student Research Ambassadors were interested in student survey responses as they identified a strong and positive relationship between leadership and communication. The ambassadors provided an environment for open and free discussions among a random selection of students; students could comfortably speak up without feeling the pressure of being surveyed.

During the discussions, the participants claimed that communication, which involves listening to others and free discussion between members or between leaders and members, gives them a sense that everyone in the community or club is equally skilled and important.

For example, when the students conducted a particular project, they agreed that they were able to participate more actively, with a enhanced sense of satisfaction, simply through interactive communication. Therefore, we can conclude that a community or club will better able to increase their productivity, as well as satisfaction, by providing a more democratic environment with leaders using developed communication skills.

Communication skills can be enhanced as an individual develops and learns the skills of leadership. In other words, individuals can better achieve their leadership skill potential and grow into more respectful leaders by communicating with various individuals with different unique identities. Leadership is most developed when individuals experience various backgrounds and cultures, and when individuals meet different people with different cultures, ideas, and attitudes.

During the free discussion among CSIA students, the students pointed out that experiences shape the framework of how individuals think, and therefore the greater variety of experiences one can have, the more open-minded and mature leader one can become. In this aspect, communication can take a significant role; communication can help individuals experience a global perspective, which will support them in becoming a more experienced and a wiser leader. Listening to individuals with better leadership skills can help one visualize, set goals, and plan for the future. Strong communication can help the prospective leader frame how he or she can lead a group to reach the group's potential. The student participants of the discussion agreed that they were able to learn leadership skills by communicating with their friends, seniors or teachers and receiving their advice.

A broad definition of leadership may be guiding a group of unique individuals so that a particular group or community can reach its potential. However, a more specific definition of leadership may be different depending on which region or culture individuals are in. This is another reason why individuals should never stop communicating and learning about theirs and others contexts as this supports them to become better intercultural leaders.

Communication skills are not only crucial in the process of developing a leadership skill but can also function as powerful tools for already-developed leaders within a community. According to a survey by the President of Quantum Leadership Group, there are five top communication skills that the leaders regard as crucial. These skills include listening, complimenting, delegating tasks clearly, managing meetings, and having positive verbal and non-verbal communication. These five communication skills are clearly visible in leadership in CheongShim International Academy.

Most students who participated in the open discussion mentioned that they feel more inclined to respect and follow a leader who sincerely listens to their opinions. In fact, most of role-models that students chose from the school context showed common traits. There are five that we will share in this next section of the research paper: positive mindset, use of technology, delegation, constructive feedback and active listening.

Firstly, these leaders tended to show positivity, and therefore were more likely to patiently and immediately solve problems within their community or clubs.

Secondly, these leaders effectively used online platforms such as chatting apps and offline meetings to gather the members' ideas or new inquiries. Meetings further provided opportunities for the members to share their skills and perspectives so that members could freely communicate with each other as well. The leaders acknowledged that the clubs or community could only develop when the members work together.

Thirdly, the leaders, mostly taking the form of in-class representatives or club presidents, effectively divided the roles of each member. This incorporates all individuals in the progress of community or club development. Through this communication strategy, students could feel that their leaders were not an authority, but rather an advisor – this helped individuals feel that they were significant parts of the group, and thus further motivated each individual to more actively take part in developing their own community or club.

Fourthly, individuals were overall more likely to produce higher-quality work when leaders gave them a balance of feedback - a mix of criticism on how to improve and compliments on achievements.

Last, but not least, the students believed that the productivity of the community was higher when their leaders listened to, and valued, each member's idea, respecting the members' potential abilities. Leaders in CSIA strongly regard listening as the primary communication skill in leadership.

In this research paper, we have explored the link between communication skills and leadership. We have come to a conclusion that communication and leadership are in a complementary relationship. Communication can help individuals seek their potential leadership and develop into powerful leaders; at the same time, respectful leaders always effectively communicate with the members of a group or community to minimize barriers and maximize productivity. Thus, effective leaders recognize the significance of communication skills and use communication to gain support, or better lead a group.

At this point, we encourage the readers to ask the critical question: how can we develop a better environment for individuals to strengthen their leadership and communication skills in a community? The methods may be diverse and there is no right or wrong answer to this question. However, student ambassadors of CSIA would like to recommend community groups which regularly provide communication opportunities ensure

that everyone's voice is heard and shared. Moreover, every member can be responsible for a specific task (for example, finance, document arrangement, and recording) in order to create a more democratic environment for leadership and open communication to take place.

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Leadership with Compassion

Keystone: Shiyang Tori Gu & Jiayue Skeeter Xu

Keystone values service. Leadership is often stimulated through service, and the desire to engage in service is often a result of compassion. Compassion can be defined as "the act or capacity for sharing the painful feelings of another, and the desire to somehow mitigate it" (Marriam Webster). In simpler terms, compassion could be understood as the capacity to share a feeling, and respond in an appropriate manner. The connection between compassion and being a leader might appear vague, as leadership is often perceived as "being a boss" and "commanding others". However, compassion is significant in the generation of leadership attributes and skills at Keystone.

Compassion is one the Five Shared Values deeply embedded in every aspect of student life at Keystone Academy: Compassion, Justice, Respect, Wisdom, and Honesty (Zhu, 2011). The teaching of compassion is often incorporated into the curriculum and connected to current events. For example, as part of the English curriculum, *Long Walk to Water* was assigned as a text for English class. It was taught alongside the United Nations Sustainable Development Goals. The personal story alongside the SDGs helps students focus on understanding individual personal circumstances, and how they are affected by real-life issues. This approach to education is definitely mind opening and helps students to connect to personal stories in other contexts rather than just focusing on their own schoolwork and grades. Many of my classmates realised that they had been living in a greenhouse, far away from harm. Approaching these concepts and exploring these personal experiences in the English class, allows for the deepening of understanding of global issues through the lens of compassion.

During the 2018 GIN conference – *Water Scarcity* - students took the initiative to raise awareness of the ongoing issues in the world. By the end of the event, funds that would cover the building a new water well had been donated to the *Water for South Sudan (*an organisation

committed to providing safe water and improved sanitation to the inhabitants of Sudan). In this instance leading was not the only goal. The focus was to provide support to people in need and this desire stemmed from a feeling of compassion, and the ability to envision hardship from a place of understanding.

In a practical sense, compassion can bring people on board. If a person, a potential leader, wants to encourage his or her team members to participate in a project, then they need to take time to work with their team to identify common goals. Compassion is also required when people are already on board and working towards their goals. In this case, a compassionate approach is needed as the team addresses mistakes and moves forward. This was echoed by two of our interviewees (Wu and He) who believe that compassion is needed for strengthening understanding and tolerance in the group.

Other skills are essential in supporting compassionate leadership. Communication skills are also seen as important at Keystone Academy. Being able to communicate appropriately when facing different audiences is vital. This was evident at school during a meeting with the Dorm Council. A new rule had been added to the Residential Life on Campus during the time of COVID-19. Students were not allowed to have Takeouts due to the new restrictions. The compassionate leadership approach that the Dorm Council took meant that the leadership showed compassion when they communicated this difficult message to the other students. Rather than saying, "you are not allowed to order anything!" (which sounds forceful) the Dorm Council demonstrated compassion through their choice of words. This is what they said: "Sorry that you might not be able to order food for the next couple of months, the COVID-19 situation is putting everyone on edge, and for your safety, Takeouts will not be allowed anytime soon." In this communication, the mutual goal (the health of the students) was reinforced and communicated to the community members. Explaining the reason for such a regulation is to remind the community members that there is a common ground between the imposer of the regulation, and the follower of the regulation.

Compassionate leadership is more than just leading. It is also about the connection to the purpose or the goal of the project and affecting a positive change in the lives of others. As mentioned in the introduction, "a desire to mitigate" the situation. The purpose of the 2018 GIN conference was to raise awareness and fundraise money to finance the building of a new well in South Sudan. The Round Square activity, *March for Elephants and Rhinos*, is another example of compassionate leadership with a real purpose. The aim of this project was to improve the wellbeing of wildlife and oppose the purchase and use of ivory and rhino products.

Mr. McKenzie as the Head of the School often demonstrates compassionate leadership as he addresses the school; this has been especially visible during the period of the COVID-19 pandemic. During one of our virtual meetings, Mr. McKenzie broached the subject of racism and how this has increased during the pandemic. This is an uneasy topic, yet initiating this discussion was an act of compassion. Within the student body compassionate leadership is also prevalent. An example is the Giving Tree Program that takes place once a year and is led by the Student Council. For this service project, a Christmas tree is placed in the hallway and cards are filled with wishes for children who are in need. This activity builds compassion amongst the organisers, and also amongst the students who participate. This activity shows that you do not have to be in a leadership role to demonstrate compassionate leadership attributes and support others.

Mr. McKenzie once said, "leadership is a service" (2018). There are two parts to this statement. One being that through leadership you can make changes and serve others as you make things better. However, this statement can also mean that leadership does not always mean leading a group of people, it could be a person demonstrating leadership attributes as they take initiative to improve the lives of others. One of our interviewees shared that outside of the school campus, in the real world, nobody will recognize your title as a "Leader". You need to demonstrate the attributes of leadership through listening to others, giving solid feedback, and having the courage to make decisions when needed. When you demonstrate the leadership

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attributes, others will see your leadership through your actions. In this sense, leadership is not just trying to get people doing something, it is more of the spirit of leadership.

Compassionate leadership within teams is also evident at Keystone. In one of our interviews, an interviewee shared a story about a boy with learning challenges. This young man was passionate about student government, with the supports from family, friends, and teachers he was able to be successful in this area. As shared by He in her research interview, compassionate leadership is when team members support each other by completing unfinished tasks so that the project can continue. Compassion in leadership is important, but it is also vital that the participants show their compassion as they support each other. Leadership is not a one-person job; it is cooperation and mutual understanding.

In conclusion, compassion is the irreplaceable aspect in leadership, both in terms of the motive but also in terms of how actions are carried out. Compassion can stand on its own as an attribute, but it has to be present in good leadership. Our compassion often drives us to take action that helps others, from the smallest gesture such as lending a pencil, to something as big as starting an event that eventually leads to donating funds to build a well in South Sudan.

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Leadership with Courage

Christ's College: Jamie Barr

The Cross-cultural Study of Student Leadership research project took place at Christ's College in New Zealand under the directive of two Student Research Ambassadors (Jack and Jamie) with the support of Mr. Thatcher. The research project explored what leadership looked like through the eyes of teenage boys and staff attending the school. The varying viewpoints and perspectives shared by staff and students offer insightful contrasts. The purpose of this report is to explore the depths of courage within leadership through my own perspective as Research Ambassador. More specifically, this report explores to what extent courage is visible in leadership within the community of Christ's College. For the purpose of this report, we define the attribute of courage using the RS Discovery Framework:

Round Square Explorers discover in themselves the ability and willingness to confront fear, pain, danger, uncertainty, or intimidation. Their moral courage enables them to act according to conscience and do "what is right" in the face of popular opposition, shame, scandal, or discouragement. (2018)

I believe that the attribute of courage is widely visible within the leadership of the community of Christ's College; it is emphasized and practiced throughout the school. This research project enabled us to discover the depths of courage within our community through survey and through interview. This data provides us with insightful and varied perspectives which have supported the writing of this report.

Leadership structures within our school community share similarities with schools around the world, although the ways of practicing or emphasizing this IDEAL will be different. For me, leadership within our school context is seen in the older boys of the school setting examples and being role models for the new entrants and younger boys. The sense of bringing everyone together to establish a community where everyone can find a sense of belonging and feel empowered is prevalent. The boys who lead from the top make it far easier for the new boys to settle in and feel at home. Although not everyone can have a leadership title, if students are setting good examples and helping the younger boys, then they are leaders.

Mentoring the Year 9s is viewed as a form of leadership in my school community. Mentoring the Year 9s (first year of High School) supports the new students as they learn the ins and outs

of the functions of the school. This relationship makes them feel more comfortable when meeting the challenge of joining a new school. Leadership can be expressed in many forms within a school community – not only through leadership positions. It can also be visible in the setting of the classroom. The RS Discovery attribute of courage dives deeper into the topic of leadership.

The attribute of courage is widely promoted, emphasized, and practiced within our school community. I believe that this is due to the desire to foster boys who are willing to be more courageous than others. It is an attempt to fill the world with difference and with people who are truly able to express themselves. The Apple Dictionary definition of courage is, "the ability to do something that frightens one; bravery". This basic definition pinpoints the simplicity of this RS Discovery - how courage is doing something that makes you feel uncomfortable. Now the extent of fear is going to vary in each situation. It could be as simple as answering a question in front of the class, or as scary as asking for help. Having the courage to stand up and do the right thing can be challenging for teenage boys. However, those who are willing and able to push judgment aside and stand up for something are the courageous leaders amongst the community.

Having the courage to stand up against bullying within school is an example of doing the right thing; those who are able to do it show great courage. What does courage look like at Christ's College? It can be seen when boys express themselves in ways that make them unique from others, it is when boys are involved in drama, singing, and debating. Our school community is a positive environment where many boys can build courage; it is widely encouraged. There are examples of courage displayed in the school community and this can be seen in all aspects of school life.

Examples of courage within my community vary due to the understanding that courage encompasses the smallest to the greatest acts of bravery. We see students being courageous by standing up for themselves. We see students asking for help in different areas, whether that be with schoolwork, mental health, or wider issues. Courage looks different for everybody. For one student it may take all their courage just to walk in the school gates, and yet for another it may look like taking a huge subject choice risk, a sports team leap, or just setting high goals. Usually those who are courageous in their own ways are those who possess leadership qualities that support the group.

A leader must not only display individual courage, but they also need to have the courage to make good decisions on behalf of a group in order to achieve a common goal. Achieving this

goal often takes courage in the form of delivering speeches and involving yourself with new people. Courage can positively affect leadership as it adds a new attribute to the leader if they are able to be courageous for the benefit of the group. Putting this RS Discovery into practice is not always easy. A peer at the school shares the challenges of being a leader and displaying courage when standing up for what is right:

It takes courage to remind peers to make good decisions when they are having fun. It takes courage to challenge a decision made by friends when you know it will be viewed as a weakness by them e.g. vaping. It can sometimes take courage to stand up for a victim too. When wanting to change the school environment, it takes courage to bring ideas to the floor. (Patchett)

At Christ's College, leadership is visible and acknowledged in both smaller settings and larger settings. Courage is an attribute that allows leadership to reach its full potential. The combination of leadership and courage takes the average to the extraordinary. Being brave pushes boundaries and creates decisions and situations that reach new heights. Courage supports leaders do what is right, rather than what is compliant. This is the difference between good leadership and great leadership, and because courage is encouraged and emphasized within my community, it is present to a great extent.

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Leadership with an Appreciation of Diversity

Inter-Community School, Zurich: Siarra Healey & Jule Simmangk

At the Inter-Community School, Zurich, appreciation of diversity is reflected in all areas of the community. Students and teachers are inspired to promote, celebrate, and understand diversity. Exploring this Round Square attribute through the lens of leadership means learning about collaboration with others, exploration of self, and community engagement. As a school, we believe that diversity is extremely important as it opens our minds to new and innovative solutions and supports the overall wellbeing of the team. In life, we will have to work with many different people and be confronted with new situations. This calls for open-mindedness and appreciation of diverse ideas and unique perspectives.

As an open-admission international school, ICS represents over 50 nationalities and celebrates a diverse range of ideas and perspectives. ICS students are encouraged to accept and understand others' opinions when collaborating with members within and outside the community. The ICS Research Ambassadors hosted a Baraza group meeting to discuss the importance of an appreciation of diversity. We all agreed that when working with others, being open and accepting of others is vital in growing as leaders and people in general.

Collaboration with people of different beliefs, views, ethnicities, and morals will be unavoidable in life, especially as a leader. Therefore, we think that to manage these situations, understanding and celebrating differences are key skills of being a good leader. These views can be also seen in the wider ICS community (as evidenced by our research interviews). All our interviewees agreed that working and interacting with other people inspire the sharing of perspectives, ideas, and behaviours. Many students mention the leader of the Grade 10 Round Square Team, Mrs. T. She ensures acceptance of everyone's input; she makes sure all voices heard and promotes an equal distribution of youth leadership opportunities and

responsibilities. Students appreciate how she values group leadership, rather than one single leader. Similar leadership attributes were observed in an 11th grade student leader, Student E. Student E is an active member in many student-led groups and is student-supervisor to the Grade 6-7 Round Square Team. In addition to being a good listener and encouraging students to get involved and share their diverse ideas, he is organized, helpful, and inspiring to many as an older successful leader figure.

These two leaders, one student and the other a teacher, are quite distinct in their interactions with others and their approach to leadership. The formal interactions between teachers and students are noticeably different to the more casual and open conversations between peers and student leaders. Additionally, teachers and students would logically have different views on leadership due to their diverse experiences and leadership opportunities. Teachers, as adults, are more respected, accepted and have more experience interacting with others. Teachers are perceived to be more traditional in their approach to leadership. They know what works when sharing diverse perspectives from life and leadership experiences. Students, on the other hand, are perceived as more open, innovative and are aware of youth views and issues. This results in a more modern approach to leadership. Students are open to trying new things that might not succeed at first, but in doing so, can unlock a new range of possibilities and new leadership approaches that could succeed in the long run.

Leadership does not have to be attached to a formal role. Students are 'unofficial' leaders when they demonstrate traits such as passion, encouragement, and inspiration. Evidence of appreciation of diversity through unofficial leadership was mentioned in one of our interviews. An interviewee referred to a student who is very active in sports' clubs within ICS and who is described as helpful, open, non-judgmental, and full of spirit. The interviewee explained that these qualities enable Student S to lead by example, encourage her teammates and peers to share their respective ideas, views, and thoughts, and to listen and

learn from one another. The interviewee stated that teammates value Student S's appreciation of diversity and how this enhanced her leadership skills.

Leadership skills and an appreciation of diversity evolve as we draw from our own discoveries, experiences, and opportunities. Experiences presented in general life, as well as in the context of Round Square Action Groups, enable students to learn about their own identities and promote self-improvement as leaders. Engaging in out of school group activities, such as sport clubs, are examples of how, when stepping up and taking on more responsibility in different contexts, we can enhance our appreciation of diversity. One learns through experience and interactions with teammates because perspectives are diverse.

Belonging to the Round Square network also provides students with opportunities to experience differences and self-improve. Inter-school conferences (2018: Discovery through Adventure), workshops (Student-led Leadership Workshops) and events (International Festivals - stand organization) all provide the context for students to experience diverse opinions and cultures.

Attending conferences which bring together students from different schools enables young people and teachers to get an insight into different topics and ideas. We, the Student Research Ambassadors, find that we benefit from learning in a different context, whilst being surrounded by different people. In these conferences, leaders from around the world shared how they started their projects and gave hands-on examples of how anyone can take their ideas and put them into reality. By attending workshops and talks, the attendees were inspired to look for contrasting perspectives and evaluate how to overcome them.

In 2018, ICS held their own Round Square conference based on Discovery through Adventure. Students from Round Square schools all over Europe were invited to challenge themselves through new activities; teamwork and collaboration were vital. Through these teamwork activities students were able to test their limits and explore who they are as a team

member and leader in different situations with people from around the world.

Workshops such as the ICS Student-led Leadership Workshops focused on teaching students how to be effective leaders by including and celebrating ideas and perspectives from all team members. Students learned about a range of topics related to international leadership, including being an introverted or an extroverted leader and how to adapt to and appreciate both styles. The workshops included practice sessions in which students practiced positive communication skills, such as using active listening skills whilst also getting one's own opinions across. The older students running the workshops modelled excellent leadership skills and inclusive behaviour through informative presentations and engaging activities. The student leaders encouraged the workshop participants to practice, apply and pass on their new skills to their peers.

Leadership opportunities in the form of event volunteering is another important component at ICS. Students have the opportunity to get involved and take on responsibility, develop their organizational skills, all the while learning from being involved in student-led activities. The International Festival is one event that brings the entire school community together and promotes internationalism and cultural diversity. Through organizing these events, students are encouraged to collaborate and gain confidence in their leadership skills. Obstacles are overcome and mistakes are seen as learning opportunities. Through observation of others' reactions to one's different leadership styles, one discovers how to adapt best to different circumstances by appreciating diversity and improve as a leader.

Students take on leadership roles in a multitude of ways, including simple class work or group activities, when one member steps forward to take on some responsibility and bring the group together to share their ideas. All leaders have different leadership styles that will receive different responses from different collaborators. Some students may respond well to domineering, assertive and extroverted leaders, while some may respond better to

considerate, open, and introverted leaders. Because it is hard to fully achieve both sides of the spectrum, good leaders will accept and learn from feedback provided by their peers to better suit and cooperate with their team. In other words, observation of others' reactions or responses to one's leadership style results in the discovery of adapting techniques, and self-improvement.

Conducting the Student Ambassador Research Project interviews was another experience from which we could learn and develop as leaders. We, as ambassadors, noticed different reactions to questions and topics regarding youth leadership. Some interviewees were shy, uncomfortable, or reluctant to share detailed answers or ideas, while others were open, passionate, and talkative about the same topics and their opinions. This provided us with the opportunity to adapt our style of questioning to suit the situation and ensure all interviewees felt comfortable and safe while discussing different topics and answering our questions, while also ensuring we gathered relevant information. This was evident in an interview in which the interviewee started off quite nervous and uncomfortable, however when we reassured her that this interview was anonymous - as well as using follow-up questions to fully answer every aspect of the interview questions - she began to warm up and talk more freely about her ideas and opinions. Through this large difference of communication styles, we learned about how different students express their thoughts and the thinking process behind their opinions, while gathering information relevant to the research project.

Overall, being involved in the Cross-Cultural Student Leadership Research Project has opened our eyes to Appreciation of Diversity in our school. One of the questions we asked during our interviews enhanced our understanding of how students appreciate diversity in our school. We asked: "Do you think that your identity impacts your access to leadership opportunities? How?" Many interviewees brought up experiences and beliefs, but we were surprised that no one talked about race and heritage and how that can impact one's

experiences, opportunities, and perspective. The fact that the idea of inequality rooting from race or heritage seemed so insignificant to the interviewees shows how truly international and accepting our school and students are, that they would not see this as an obstacle in leadership opportunities.

In conclusion, the strong connection between leaders and their team enables discovery and learning from other's ideas and perspectives. This connection enhances open-mindedness, an expansion of knowledge and thereby supports improvement in leadership skills. Finally, through observation of others' reactions to leadership styles and choices, leaders can reflect upon, improve, and develop alternative leadership strategies that meet the true needs of the team.

Leadership with Inquisitiveness

Craighouse: Maite Lues & Anirudh Ranganatha

Humans acquire deeper knowledge as they become conscious of new information that they don't fully understand. This is the moment where inquisitiveness, "the quality of wanting to discover as much as you can about things" (Cambridge Dictionary, 1995) is crucial. A deeper understanding of life arises when an individual notices that they do not understand everyday aspects and the origin of behaviour and are driven to find out more. The inquisitiveness of certain mathematicians, humanists or philosophers allows life to be understood on a different, more profound level; it has been as a result of their curiosity that some of the fundamentals of life have been revealed to the world. With this in mind, the importance of this quality for leaders becomes apparent. But what is a leader? According to Oxford Language, a leader "is the person who leads or commands a group, organization, or country" (Kang, 2020). However, defining what a good leader should look like is challenging as the context and characteristics of the leader vary. The purpose of this paper is to explore how inquisitiveness, as a primary attribute in establishing and maintaining leadership, varies depending on the project. To enhance our understanding about leadership with inquisitiveness, we focused on three qualities of leadership: wisdom, a thirst for knowledge, and motivation.

WISDOM

The early Persians founded and maintained their empire under the values of Zoroastrianism, prior to their conversion into Islam. This was a monotheistic religion that operated through the devotion of the deity Ahura Mazda, Ahura meaning "lord" and Mazda meaning "wisdom" (Cristian, 2017). The value of wisdom was equally appreciated by the Greeks. Early philosophers such as Aristotle considered wisdom or *phronesis* as a powerful and main virtue in a leader. These intrinsically human characteristics are recognized and held in

high regard to this day. When we require advice or a concession prior to making decisions, we look toward those people who have experience, broad knowledge, and good judgement. A precise and useful judgement in terms of decision making requires a clear and thorough understanding, which often demands a deeper exploration of the world, and by extension curiosity.

After having conducted an open conversation with a representative group of students in school (Baraza), the attribute of inquisitiveness and the desire for deeper exploration became evident amongst the responses. The students discussed the way in which the school had to adapt various activities to an online environment, and the way in which our inquisitive nature leads us to find opportunities online. Additionally, students indicated how the school's approach to teaching primarily shapes our ability to understand the attributes of leadership that benefit those around us, and ourselves.

Discussions with different age groups enable younger students to learn from older pupils and enrich their soft skills development, those skills which aren't learnt from a book. Often, mature people have experienced a wider variety of situations where they have been able to develop their soft skill competency and appreciate multiple perspectives. As mature leaders teach the youngest, they share the idea that life is an abstract concept not completely understood. What humans are aware of is just a small portion of all realities and concepts in the world; this understanding influences what is considered when making decisions. "The fool doth think he is wise, but the wise man knows himself to be a fool" (Shakespeare, 1603). When being wise, a good leader is formed. They are aware of their surroundings, not being blinded by privilege or a single perspective. A leader who makes decisions considering ethics, social and cultural context demonstrates the level of maturity they have achieved through experience. Throughout this process, inquisitiveness is essential.

A THIRST FOR KNOWLEDGE

According to our discussions, the thirst for knowledge is one of the primary qualities in a good leader, regardless of the situation. Good teamwork through cooperation and continuous questioning supports teams as they arrive at the most appropriate solution for all. A leader should be curious about the group's needs and ideas as a way of keeping everyone collaborating as they work towards a common goal in a pleasant way, this can be seen in many areas of the school life at Craighouse.

In sports, inquisitiveness is very important when organizing a team and communicating with team members. Being curious and seeking to understand the different perspectives of the team players is powerful; as Deik, a current Craighouse pupil said, *"when you are a leader, among many other abilities, hearing what the team wants and being curious about finding a right way to achieve the common goal, makes a great captain".* This is also evident when a leader is directing a school band or a dance group, the leader should be inquisitive in understanding different viewpoints. The greatest ideas come from debate and communication, listening to other perspectives in this way leads to new ideas and elements that can be incorporated in the spectacle, thus enhancing the final performance.

Chris Anderson, the Head of Ted Talks, values a constant thirst for knowledge. He explains that even though the intensity of this thirst varies according to the situation, it is one of the main pillars of life.

Curiosity is really the gateway to knowledge. An idea is such a complicated thing and it can only happen if a certain door is opened and a question asked. Those questions are the fire that excite a mind and help put an idea and answer together. So, curiosity is the question that is the start of everything (Anderson, 2019).

MOTIVATION

Without inquisitiveness, there would be no motivation to keep working and wondering if there is something we do not yet know and should discover. It is what motivates us to keep training. We are curious to feel what it is like to win, to keep practicing to discover errors that can be fixed as a team. It motivates the individual to expand his/her horizons and learn other abilities and realities.

While conducting our primary interviews, we asked many people about their opinions on extracurricular activities in school. We noticed that the majority of interviewees responded with an idea of equal opportunity in mind. They looked to introduce activities that would allow children of many different profiles to become excited (be motivated) and gain an interest. Essentially, a diversity in the extracurricular activities in order to involve / include everyone. It is logical to appeal to the interests of students as it motivates them, and in return inspires them to take charge and become leaders of their own projects. As exemplified by Maria Teresa Dia in our Baraza session, "I love to dance, and now that I think of it, it also requires leadership, when marking steps. One doesn't always notice, but it is always there. It motivates you and organizes the group in a healthy and good way".

The challenges that schools face are in creating environments where students are capable of not only recognizing their talents and skills, but also their interests. These interests motivate students and are the result of their curiosity. As students such as Diaz proved, leaders are not always visible but those who are higher profile show themselves to be actively curious and willing to motivate and cooperate in the team regardless of the situation.

SUMMARY

Throughout this report we have introduced various aspects of leadership that we found to be valuable in relation to inquisitiveness. We not only researched a more global and broadminded perspective on leadership, but we also shared personal anecdotes on what we experienced through this leadership process. We found that a successful research project

requires input from a great variety of sources to establish certain 'bandwidth' for our findings. That is how we intended to construct our research report and the process by which we collected various responses. Although we would argue that thirst for knowledge, wisdom, and motivation are not any more important than the other in leadership, inquisitiveness is the virtue that enables them all to flourish.

All the understanding we acquired and have described in our report is a direct result of the discussions we held in our Baraza groups and our individual interviews. Our personal reflections on the data we gathered led us to the conclusion that inquisitiveness is vital in establishing a project and in supporting decision making as that project is developed.

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Leadership with Inventiveness

St Constantine's School: Nefertiti Dogani & Emmanuel Marandu

Good leadership is something that every individual must define based on their values and morals. Some view a good leader as being strong and assertive, whereas others believe a good leader should have humility and the ability to inspire others. When one looks at the paradigm of leadership it defines a good leader as someone who embodies many admirable qualities such as drive, focus, and empathy. However, one quality that many tend to overlook is inventiveness. By conducting interviews within St. Constantine's, we found that although many students had different views and perspectives on leadership, they all believed that inventiveness is an intrinsic part of it; one that they see represented around the school and believe should be more widely recognized, especially by the new generation of young leaders around the world who are having to deal with new and unique challenges.

When asking students to identify leaders who had demonstrated the trait of inventiveness, we received examples of historical figures who had used this attribute in both a positive and a negative manner. A leader who was mentioned was Adolf Hitler. Collins (aged 17) thought that although his leadership did negatively affect the world, his authoritarian style of leadership and methods of propaganda were technically innovative approaches to oppression which had never been seen before in the world, especially at such a large scale. Collins also mentioned Kim Jong-Un as an example of inventiveness being used in leadership. He referenced the current *'Supreme Leader'* of the Democratic People's Republic of Korea because of his current stance against western countries. Collins went on to explain:

> Normally smaller nations will tremble at the sight of larger nations. Kim Jong-Un took the approach of gaining bargaining power in the form of alleged nuclear weaponry, causing a micronation to be considered whenever larger countries are making socio-

economic decisions." This is something that previously had never been fathomed, making this a very specific example of inventiveness being used in Kim Jong-Un's leadership style.

Admittedly, after receiving two known dictators as examples of inventiveness we were relieved when the last leader mentioned in conversation was Jacinda Ardern. The current Prime Minister of New Zealand was referenced as an example of inventiveness being used positively. As a result of her immediate and calculated approach to the COVID-19 pandemic New Zealand felt less of an impact from the pandemic compared to the rest of the world. Collins was quoted saying:

> When the first case was reported, she had people in lockdown immediately whilst educating everyone about the plausible severity of the disease. She then went on to provide 'actual' stimulus checks so people could afford staying in lockdown, and because of this New Zealand has been COVID free since June whilst the rest of the world is essentially dying. (Collins)

Collins looks at Jacinda Ardern's approach to a global pandemic as being 'inventive' because no other leader in the world had the initiative, or the ability to respond so quickly and efficiently, therefore making her a good example of inventiveness.

The students felt that something that got them to appreciate the importance of inventive thinking was the school's method of delegating. St. Constantine's offers an endless amount of student leadership roles, and many of them have vastly different tasks, but one thing that they have in common is the ambiguity of the job descriptions. This ambiguity encourages the students to fully immerse themselves in their role by being inventive enough to define what that specific leadership role means to them as an individual. This allows their styles of leadership to have a very personal touch as it becomes a reflection of who they are as a person. The specificity of the tasks to be carried out by each student leader is also open to

interpretation, calling for the students to adopt an inventive mindset and even call upon others to gain new perspectives on efficiently tackling issues and tasks at hand that they probably would not have thought of before.

Ana (aged 17) stated that her role in several different fundraising activities required her and others to come up with new inventive ways to raise money for several different charities.

> Being put in charge of event planning makes you look at things from new perspectives because you need to look at the interests of the people you're catering to. Similarly, inventive leaders have the ability to not only take the needs of their delegates into consideration, but also see situations through their lens as well. (Ana)

Students themselves find that being given creative freedom in their tasks, in comparison to being strictly told what to do, was a much more effective and engaging method of delegating leadership positions. It encourages them to take an active role in their own learning and leadership role. It also gives the students a sense of responsibility. They are accountable for any potential losses or setbacks in a task that they have full creative control over.

As the definition of "good" leadership is open to interpretation many people can be inventive in their leadership style, but in a way that isn't necessarily in favour of the people you're leading or beneficial to the task you're taking charge of. Referring to the global pandemic and the vastly different approaches that world leaders had to it, Benedict (aged 17) observed that in certain areas of East Africa, leaders made the controversial decision to severely downplay the pandemic in the effort to save their countries and citizens from the effects that lockdown has had on less developed countries and their economies:

Though the morals of censoring talk of the pandemic are debatable, these leaders demonstrate inventive thinking in coming up with ways to quell nationwide panic and pandemonium; however just being inventive, on its own, isn't enough to constitute good leadership. It must be aligned with all the other key qualities that make a good leader. (Benedict)

Even when one identifies innovation and inventiveness as essential leadership attributes, it is important to keep in mind that other qualities such as empathy, focus and drive go along with it; it is important to achieve balance in one's leadership style.

It is not enough to just look at something differently, because different does not always mean better. Instead look at things from many different perspectives, put them into the context of the goal you are trying to achieve, and use that inventive thinking as a tool to come up with interesting and efficient solutions to unique problems.

In November of 2020, the school had a week dedicated to Diwali, the Festival of Lights, in honour of its large Indian community. There were various activities and competitions, some of which required a team effort.

Lizzie (aged 15) noted that because it was Diwali, inviting the individuals from within that culture to take charge of the activities seemed like the logical thing to do, but the group soon found that it was not enough to rely on the members of the Indian community for some of those activities.

People have a diverse set of skills and knowledge in different areas, at the end of the day it was about us pulling together and applying our multicultural skills and knowledge to come up with new and inventive results that were reflective of our diversity and innovation. (Lizzie)

Cultivating inventiveness and innovative thinking in students, schools, and communities equips them with the tools necessary to adapt to any situation or role that requires them to show effective and efficient leadership skills in both formal leadership settings, and even when tackling challenges in their day-to-day lives once they are out in the real world. By negating inventiveness as an essential leadership quality, we are hindering the development and evolution of future generations of young leaders. The leaders of tomorrow require innovative leadership skills in order to tackle and overcome the challenges that the future may present.

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Leadership with the Ability to Solve Problems

Belgrano Day School: Nicolás Feijoo & María Inés Panighini

The objective of this paper is to assess whether leaders should only have the ability to solve problems or if there are other necessary qualities or attributes that they should have. To tackle this question, we invited students to join a Baraza discussion group to explore different perspectives on this topic and listen to a wide range of opinions. The Baraza group consisted of nine individuals (from 14 to 17 years old) and was moderated by the 2 Student Research Ambassadors. What followed was a beautiful and enriching debate between the participants. After the Baraza meeting, the Research Ambassadors reviewed the conclusions to the discussions and analyzed the outcomes in-depth.

One of the topics most of the individuals agreed on when talking about the abilities a leader should have when solving problems was communication and approachability. This was also clearly visible in the interviews that took place during the second stage of this project; even our first interviewee mentioned that "the quality of a good leader is being approachable…" A leader needs to take into account his/her peers' points of view when evaluating how to move forward in a project or when a problem arises.

The point that most people in our Baraza group defended was that in order to be a good leader you should be able to solve problems given the fact that they state that leaders need to know how to handle people and work in groups. This idea is also supported by the definition of the ability to solve problems given by Round Square:

The ability and confidence to think clearly and creatively to lead the way in tackling problems. They invite, listen to, and act on, the counsel, suggestions, and opinions of others, and are ready to collaborate and consider all alternatives to find the best possible solution(s) given the circumstances.

The interviewees considered that having brainstorming sessions could serve as an effective strategy to solve problems since everyone gets the opportunity to express and explain their ideas. Then, having all of these in mind, the leader would analyse the best approach for their situation. The participants in the Baraza who supported this idea thought that to be a leader you have to be in charge of people. Even though you should listen and consider other's views, a leader must be able to give orders if needed. The members of the team support decision making by presenting solutions to problems. This idea is very well explained by Dr. Paul G. Schempp. He suggests that "leaders with creative problem-solving skills have the ability to stimulate, challenge and inspire others to continually pursue prominent problems and devise creative solutions to feed future organizational growth and success". (2017)

The following topic led to a debate since some of the participants of the Baraza thought the ability to solve problems was indispensable in a leader, but others held different opinions and thought other qualities were more important, such as planning ahead of time. In fact, when analysing the way leaders should function in terms of the qualities they should have, our discussion led to two different perspectives and opinions: time management and their way of getting things done. This is also addressed by Susan Ward in the article "What is Leadership?", where she expresses the need for leaders have of critical thinking skills for most of their tasks, including management.

The first perspective, defended by four of our Baraza members, was the idea of a leader having multiple assistants to organize their agendas or people keeping track of what needs to be done. Their main point was that a leader should not have to focus on administrative tasks. Their objective should be to solve problems and make sure things are going well, the organization should be taken care of for them. This means that leaders can give their full attention to strategic planning, which refers to the thinking and the use of certain actions in order to solve and prevent problems. In a team, everyone has a role and as

leaders have many responsibilities to take care of, managing their agendas does not have to be one of them.

On the other hand, the other five individuals of the Baraza thought organization is crucial in a leader. The point defended by them was that a leader should not have to depend on someone else's organizational skills, they should be able to plan ahead of time on their own and keep track of future events and meetings without another person reminding them, which would also help with their ability to plan strategically.

Although there were some differences between the ideas of the participants, we finally all agreed upon what qualities a leader should have. Some of them took into account his/her peers' points of view; planning ahead of time (either in groups or on their own) and the ability to communicate fluently so that the message is clear and doesn't lead to misinterpretation. It is curious that in our Baraza group we had different perspectives, especially when talking about whether leaders should plan ahead on their own, or with help. We all agreed that it is really necessary to be able to solve problems in order to be a good leader, even though a few participants thought it was less important than some of the other qualities mentioned above.

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Leadership with a Sense of Responsibility

Chadwick School: Sharon Song and Jared Severns

High School students at Chadwick School were interviewed to explore their perspective on leadership through the lens of responsibility. The Student Research Ambassadors (Jared and Sharon) and the interviewees discussed how they show leadership in their classes and in everyday life. The Research Ambassadors were interested in discovering more about their fellow students' perspectives on what leadership and responsibility meant to them. The five interviewees—Michelle, Olivia, Jake, Connor, and Emma[1]—are all juniors in high school at Chadwick School, California, USA. They all offer similar, but unique, understandings of leadership and responsibility. While some might think responsibility and leadership are simple concepts, the research process reveals that there are slight nuances to each definition and how it is expressed. Chadwick students understand that a sense of responsibility has a positive influence on leadership and this can be seen through collaboration, accountability, and self-management.

The interviewees believe leadership and responsibility work together to create collaboration, more group participation, and greater group efficiency. Some people may think that leaders tell people what to do. However, the interviewees believe that leaders should help their group, not boss them around. Emma says that if you are in a position of leadership, you have to contribute as much as everyone else, thereby creating a supportive system for the team. Responsible individuals participate in group discussions. Olivia believes that responsibility helps the group to function properly, so if you are irresponsible, it tends to take away from others' opportunities. Similarly, Jake says a lack of responsibility is detrimental to the entire group as it affects everyone you are working with. The interviewees see leaders as

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[1] Pseudonyms are used in reporting the findings.

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team members, not as bosses. While it is important that leaders contribute as a team member,

Chadwick students also understand that leaders should not be doing everything for the group.

Connor makes a great point that leadership should not be "one guy doing it all." Instead,

Connor says that the leader should encourage others to pitch in. Leadership does not always

mean being in the spotlight. Even when one does not have a titled leadership position, one can

still be responsible by "filling in the gaps" for the designated leader: "support what the leader

is doing, and you can also support what the leader is not focusing on; you can bring it to

attention," (Connor). He gives the example of baseball: although he is not the Captain of the

Team, he was given the responsibility of being the informal "Captain of the Dugout",

ensuring that the teammates clean up the dugout after a game. Olivia has had similar

experiences as Connor, even when there was not a designated leader. She shows leadership

traits by taking initiative for what needs to get done and being a team member in groups. For

example, Olivia often reaches out to friends and helps facilitate discussions when they run

dry. A leader's lack of responsibility affects their leadership negatively. While leadership with

responsibility encourages group efficiency, for a leader to be responsible, they must master

effective communication.

Chadwick students think effective communication allows the leader to guide well.

Olivia believes responsibility is many things, but one is the ability to work with peers and

communicate. Through school, Jake gives the example that being responsible can be as small

as communicating with teachers when you are absent. A further step is asking his teacher if he

needs to make up any work. Engaging in sports is a great way to show leadership, whether

guiding the new teammates, or encouraging others to work hard (Emma, Jake). Michelle

believes that a responsible leader ensures everyone is held accountable. Olivia adds on,

stating that leaders should be committed to lead well as someone who is just being a leader

for a title will not have a strong sense of responsibility; without responsibility, one cannot be

an efficient leader. Olivia understands that there are different perspectives on leadership when in charge of a group, club, etc., She gives the example of co-leading the debate team:

> As a leader, I thought that the responsibility for our debate team was for us to give up spots to go to competitions… should take a step back to allow newer debate team members to go and compete to work on their skills. The other leaders felt that we should serve as examples and go ourselves. So, I think responsibility makes a big impact on what kind of leader you'll be. Both sides have valid arguments, but I think … communicating how you'll be responsible for your job will make a big impact on how you feel as a leader and how others perceive you.

Emma continues, stating that a good leader ensures that the entire group is effectively communicating with each other, which is essential for the success of the group. These students value a leader who communicates well, divides out positions, and explains how to do tasks. Chadwick Students see that efficiency, self-management and hard work are essential qualities of a leader.

To be an effective leader, one must be responsible for him/herself and put in diligent work. Emma states that doing the homework is a responsibility, although one may not like doing it. Since leadership should make an element more effective, Michelle also says that completing homework makes the class period more productive. On the other hand, Jake, adding nuance, says that being responsible tends to be for things that one enjoys doing. Therefore, one should ensure that it is handled well and cared for, which shows that that person cares about the cause. Oftentimes, leaders need to look upon themselves and are required to take initiative. Through online learning, Michelle believes it takes courage and leadership to be the first person to participate. These small actions show initiative and encourage leadership. In general, if someone wants to be a leader, they also need to be responsible, otherwise they would be a hypocrite (Michelle). Michelle furthers her point by

saying that if someone is responsible, then they will feel a need to step up and become a leader. She also sees the value of having organization skills and how it impacts leadership for the better, especially with her experience in MUN. Michelle explains how to enhance leadership skills:

> People that you look up to who are leaders, see how they engage with others and why people think that leader is so personable, or just so good at being a role model. Then try to implement those characteristics into your own leadership.

Emma believes that in order to improve, leaders also have to be able to take constructive criticism. At Chadwick School there are five core values: responsibility, compassion, respect, honesty, and fairness. Along with these virtues, the school also has an Honor Code (see appendix). The Honor Code establishes trust between the students and teachers, especially during an assessment or project. Often during an assessment, the teacher will casually walk out of the room, making a statement that they trust the students. Emma says that we have a responsibility to be fair to each other and to uphold the Honor Code. She described it as feeling like an internal pressure and raising the bar for oneself. In tangent to the Honor Code, Michelle says that even though there is pressure to uphold the Honor Code, it results in a closer relationship with teachers because of the students' sense of responsibility.

Jared and Sharon found that students at Chadwick believe leadership means both to be responsible for managing others and oneself, and also being a team member who contributes equally. Chadwick students believe that not only must a responsible leader have grit, they must also be committed to the group. Leadership and responsibility go hand-in-hand, and oftentimes one can show these traits without having a leadership title. Leaders often need to take initiative, to communicate, and to be invested. One way for schools to build global leaders is by providing their students with informal leadership opportunities. While having a class president is beneficial to the class, there are many other ways to build leadership and

responsibility. To foster growth, students should have an open mind and participate in clubs/classes that are collaborative, student driven, or/and strengthen public speaking. By having courage and being curious, students are not only building their leadership skills, but are also setting the precedent for admirable future leaders.

Appendix

Chadwick School's Honor Code

In a community devoted to learning, a foundation of honor among individuals supports respect and harmony among its members. With an Honor Code, a community is afforded a freedom that otherwise would not be available. This freedom can only be sustained if each individual takes responsibility to conduct himself or herself in such a way that the spirit of mutual trust that sustains honor is not compromised. Under the Honor Code of Chadwick School, it is expected that all students will demonstrate honesty and integrity in their conduct. Acts of lying, cheating, and stealing compromise the principles of the school community. We pledge our honesty, academic integrity, sportsmanship, and stewardship to the school community, and we expect others to be responsible and to do the same. An Honor Code is only as strong as the students and faculty who actively support it. By encouraging an atmosphere of honesty and hard work, we serve our school and fellow students by making Chadwick a better place to learn. For example, as a means to that end, members of the faculty are not required to proctor their tests — instead, they are encouraged to foster an environment in each of their classes that honors the spirit of mutual trust, and they may therefore leave the room when they see fit to do so.

THE HONOR CODE Membership in Chadwick School's student body requires sincere intent and effort to act with integrity. I will therefore strive to promote Chadwick's core values of respect, responsibility, honesty, fairness, and compassion and will encourage the same conduct from all members of the school community.

THE HONOR PLEDGE A student's signature on work to be graded will represent an affirmation of the following pledge: On my honor, I pledge that I have neither given nor received unauthorized help on this assignment.

Leadership with Self-awareness

Stanford Lake College: Hloni Mangena, Amu Ngobeni, Callan Shultz, and Warwick Melville

Leadership at Stanford Lake College is meaningful and effective; people who are allocated roles perform the duties associated with those roles. There are a variety of different ways in which people can apply to become leaders. Individuals can focus on what they are truly interested in, and the area of the school in which they can leave the biggest impact. From Heads of School to Sports Team Captains, our school provides opportunities for students to find their interests and evaluate who they can best serve and guide, and who they can develop when it is their time to be a leader. Leadership is an experience and journey, not just a responsibility. Our responsibility is not only to help grow the school, we also grow ourselves; there is always room for improvement which as a school we constantly acknowledge. Understanding and evaluating one's own biases, strengths, and weaknesses is prevalent in the Stanford Lake College community to the greatest extent.

The Round Square attribute of self-awareness looks like discovery and growth in the Stanford Lake community. Students at our school are encouraged to explore their comfort zones and determine their limits. When students join our school, they are encouraged to participate in adventure expeditions and team sports alongside their peers. This gives students the chance to not only discover themselves and their capabilities, but also provides the context to learn from peers of all ages. Stanford Lake College's community encourages and facilitates collaboration between different grades. Self-awareness allows for confidence and tenacity, which our students show and learn to embrace as they engage with others.

In our community self-awareness is developed in many ways. We see the development of self-awareness through students interacting with their peers, we see it when they show us what they believe in, and we see it as they mindfully balance their

academics with their co-curriculars. We see students who are involved in all sorts of sports, and are still able to do exceptionally well in academics. This is most notable during the winter sports season when many students find themselves in two teams, as well as preparing for exams. They use their understanding of their capabilities to balance and manage their commitments. Self-awareness is not only curriculum and sports-based, but socially integrated as well. This is evident when students make independent decisions, despite the possibility of standing alone in their choices. They believe in their actions. Students embrace who they are and embrace who they want to be; this is evident in how our students go about embracing styles and other forms of expression. The community that is in our school tries to embrace individuality and is working hard towards becoming a community where all different types of people feel included and thrive.

The ability to look at one's own framework and evaluate one's strengths, biases, and beliefs results in a leader who can harness the strengths of a team. As a leader, when you are aware of your qualities and challenges, you gain a more complete perspective of your own identity as a leader. This improves confidence and supports the leader to work collaboratively with their team. Understanding your identity as a leader helps you to create a healthy growth environment for your team. Instead of hiding behind one's own capabilities and challenges, the team will embrace everyone's abilities and contributions, building on each person's strengths. Understanding one's abilities and limits, and supporting others with theirs, helps build trust; it sets the scene for more effective communication and collaboration.

The numerous and diverse opportunities for growth and discovery at Stanford Lake College provide the context for the growth of leaders. Stanfordians know themselves better than when they first join the school. The leadership framework is diverse and gives all students a chance at a leadership role in the sectors they are passionate about. Stanford Lake College creates an environment where all students thrive on collaboration and self-awareness, this is particularly evident in their approach to leadership within the school.

Leadership with a Commitment to Sustainability

Vivek High School: Aditi Kaushik & Suryaveer Suri

Leadership, a concept that has existed throughout time but one that is constantly changing, adapting, *evolving* right alongside the human race. From kings, to dictators, to elected heads, over the years leadership has shifted from individualistic to collaborative; from exclusive to inclusive. Recently however, the concept of 'youth leadership' has started playing a major role in current affair and politics. The youth today mostly perpetuate a democratic nature of government and actively engage in the political landscape. But that's not the only sphere that they have been found to be active in. A growing awareness and a sense of environmentalism now plays a critical role in the ideas pursued by the younger generation. Therefore, at Vivek High School, we researched how the youth perceives leadership now, with an added focus on commitment to sustainability.

This research project led us to the conclusion that a lack of sustainable policies and changes in our world could lead to problems that affect us all, regardless of man-made borders. In our discussions, we resolved that our generation must keep in mind not only the needs of the present, but also those of the future. In our current times of global-warming, excessive pollution, dying ecological habitats, and the novel coronavirus pandemic, what is *essential* is that leadership models are based on sustainability.

The first step in the research process was understanding the concept of sustainability. There are several facets of sustainability. Firstly, sustainability does not only refer to the environment, it also refers to the lives, standards of living and needs of the people. When taking this into account, commitment to sustainability becomes a far more complicated subject considering that the very factories and businesses that majorly contribute to environmental destruction are also the source of livelihood and financial resources for a large number of people across the globe. Secondly, the Covid-19 pandemic has thrown the world

into disarray with unemployment rates spiking, economies taking a hit, and several countries displaying a severe amount of unpreparedness (the United States of America surprisingly leading the list at the time of writing). This consequently introduces a third element into our research, that is, politics. And lastly, the increase in pollution levels in most nations across the globe has proven to be a pressing concern that *cannot* be ignored any longer. Sustainability is therefore dependent upon humanitarian aid, economic stability, political ideologies, and environmentalism.

Sustainability is multi-faceted. Companies need leaders who can balance the pressure of short-term and long-term goals and priorities and incorporate ideals centered on improving social and environmental issues. A shift in a company's priorities brings about a change in their employees' livelihood. Through sustainable leadership at all levels, the changes necessary for creating a better and more egalitarian society are much more likely to occur. Sustainable leaders set strategies and ensure the delivery of results that meet the triple bottom line of social, environmental, and financial performance. When leaders do not follow models of sustainable leadership, there are consequences.

Sustainable leaders should consider all stakeholders, and not just shareholders who exist to financially benefit from selfish resolutions. Taking into account the example of former president, Donald Trump, we not only observed him back out of the Paris Agreement (with over 190 signatories) touting 'hindered economic growth for the United States', we saw the consequences of his actions. Raised carbon emissions across the world, especially from developing countries dependent on monetary funding from the USA. It took one decision from a *global leader* to undermine years of effort to reduce global warming.

Our second step in the research project was to tackle three questions: Why is this generation needed? What can this generation do right now? How can our generation promote our ideas?

Why is this generation needed? The first question proved to be the easiest to answer. As students (young adults) the future will eventually fall on our shoulders. With our generation aware and willing to work, and the future leaders of the world conscious of the consequences of their decisions, leadership and sustainability could go hand in hand. Sustainable choices *provide* security. However, these choices don't just rest in the hands of one person, one leader. They rest on the shoulders of every citizen in the world. To consciously choose a path that may not be as comfortable, or as easy, as many are wont to do is in itself a feat of leadership that must be commended.

What can this generation do right now? Being young does not equate to being incapable. Spreading awareness, encouraging people to make ecological choices, starting the change with our own actions, introducing clubs and extra-curricular activities aimed at sustainable development are all ways to help. The impact may be small, yet a small change is always better than none.

How can our generation promote our ideas? When it comes to convincing others to listen, a good leader always leads by example. Leadership after all, begins in your own backyard with strong role models leading the way for others to join. That the world is changing and will continue to do so is undeniable. But progress for the sake of progress, with no consideration towards the long-term impact on humanity and the environment is in contrast to healthy, sustainable growth.

Our research eventually led us to one final conclusion; a commitment to sustainability is only viable if it goes hand-in-hand with leadership. The world is now a Global Village, with every action having consequences that affect people continents away. And it falls upon our shoulders to remember that as we emerge as the imminent leaders of this world; for one to live in a developed society; all must play their part in *developing and sustaining that society.*

Leadership with Teamwork

Scotch College: Simon Arnott and Jarvis Banfield

Teamwork skills are qualities and abilities that enable you to work well with others during conversations, projects, meetings and/or other collaborations. We have identified five key teamwork skills that we believe are exhibited in the daily life of a Scotch College education. These are: Communication, Listening, Collaboration, Leadership, and Problem Solving. As a Baraza group we decided these five main concepts are core values of teamwork at Scotch College. We will link these to five integral parts of the College: House Involvement, Co-curricular, Boarding, Sports and Connections with Staff.

COMMUNICATION AND HOUSE INVOLVEMENT

At Scotch College we link the concept of communication to the vertical pastoral care system involving 10 House groups. For each House to function efficiently, a great deal of communication must take place; this involves the House Head, students, the Leadership Team, and the creation of teams for certain events. Most students maintain a strong connection with their House Head because, if they are ever struggling or need help, their House Head is the person that they can rely on to communicate their problems to. As well as the House Head, the House Leadership Team (made up of four leaders) also plays a major part in communicating with the rest of the students in the House. The Leadership Team has meetings with the House Head where they discuss upcoming events, as well as areas in the House that are going well, or need improving. Then at Whole House meetings, the Leadership Team communicates to the rest of the students in the House what is going on around the House and remind them of upcoming events. The Leadership Team must also communicate with the younger boys in the House regarding organising upcoming inter-house events such as water polo, indoor soccer or debating. The Leadership Team, as well as other Year 12 students, mentor and help the younger boys to prepare for their events. Without effective communication, the House system would not function as well as it does today.

LISTENING AND CO-CURRICULAR

The co-curricular domain is a diverse landscape that provides students with the opportunity to develop their listening skills. Listening to and understanding one another as students, and also as individuals, encourages longer and deeper relationships. There are a variety of relationships within a school environment, one of which is between staff and students. This positive and constructive relationship in turn leads to the students' positive overall academic achievement and wellbeing. A relationship like this can only be developed through a foundation of active listening and trust. Students are provided with opportunities to voice their opinions and work as part of a team with the staff.

Events such as the R U OK? Week - and the underlying support provided by counsellors - help to further develop these skills among the students. The ethos is that students should be able to talk to any member of staff - or community member - when facing a problem. Active listening, and an understanding that it is okay to talk through problems, is a given at Scotch College. These understandings provide the foundation for the continued development of teamwork skills through listening.

COLLABORATION AND BOARDING

Annually Scotch College has over 130 boarding students on campus. An integral part of their development is their ability to collaborate with each other and the wider school community. A vertical system involves Year 9, 10, 11 and 12 boarding students living together in Clans. Academic progress, service activities and Clan interactions are just a sample of the activities that see boys working together to achieve goals and create a positive living and learning environment. Boarding students are also linked with day students through the vertical House system, and this again sees boys from different year groups working together to achieve a positive education experience.

LEADERSHIP AND SPORTS

Every student at Scotch College is involved in a compulsory sporting programme. This gives the students the opportunity to develop/display leadership skills in their chosen discipline. For all sporting teams to work effectively, there must be someone in control who leads the team to be the best they can be. At Scotch College, for younger years, this leadership

is mainly seen through the coaches, instructing boys what to do, getting them pumped up to play, or giving them constructive feedback. But leadership is not only shown by the coaches, it is shown by the players. It is evident through conduct and sportsmanship. At Scotch College players display sportsmanship when they congratulate a teammate for doing something good, or encourage them when they make a mistake, or when they are the first to shake their opponent's hand at the end of the match. These examples are many ways in which any player in a team can display leadership skills.

As you reach the older year groups, leadership becomes more formal. This is because boys are given set leadership positions such as Captain or Vice-Captain. These boys display leadership through their words and actions, and make sure that everyone in the team puts in their best effort.

PROBLEM SOLVING AND CONNECTIONS WITH STAFF

The interactions between staff and students are essential in building strong relationships and creating a nurturing environment. Student leaders work with the Headmaster and Senior Staff to create a learning environment that is both positive and challenging, but also achievable. To continue to build on the traditions of the past, the students establish themes and events and these need to be approved and ratified by staff. Leadership modelling from staff sets the tone of the school as the theme of stewardship continues throughout the college.

Discussing leadership in our Baraza Group gave us the opportunity to explore and connect the five teamwork skills (Communication, Listening, Collaboration, Leadership, and Problem Solving) and the five areas within our college (House Involvement, Sport, Boarding, the Co-curricular, and Connections with Staff). By identifying specific examples, we were able to explore the concept of leadership with teamwork at a greater depth, giving examples from our school context. This understanding and appreciation of teamwork in our context provides a lens through which we can compare different interpretations (drawn from other contexts) as part of this international research project.

Leadership with Tenacity

Shri Ram School – Aravali: Azzam Mohammed Asim & Mishka Lepps

According to Forbes, tenacity is a fierce blend of determination, persistence, and grit. For leaders and their organizations, it is an attribute that can mean the difference between failure and success, and can take a team from "doing all right" to "thriving". Round Square describes tenacity as the ability to persevere when confronted with a challenge, and the ability to learn from mistakes with a readiness to try again. Tenacious people bounce back from disappointments and difficulties by drawing on a strong physical, mental, and emotional spirit that enables them to keep going in the face of hardships and limitations. They develop and demonstrate discipline, determination, grit, and resilience which pushes them beyond their perceived limits. The purpose of this paper is to explore the importance of tenacity in leadership, using online surveys, interviews and group discussions conducted with students and teachers.

According to students at Shri Ram School, Aravali, tenacity is important in leadership because a leader cannot lead a group of people if they have flimsy values. For our students, determination, a clear mind, and grit are all essential qualities. A leader must be able to persevere towards achieving a goal, have strong opinions, and be confident. Tenacity is the driving force that provides motivation to achieve one's goals.

Various studies corroborate the positive effects of tenacity. In 2013, the U.S. Department of Education published a commissioned study to explore a survey widely used to measure the construct of grit. They expanded the survey to include tenacity and perseverance and noted that these were non-cognitive factors critical for success for 21st-century learners (Shechtman et al.). Another study surveyed a Mexican organisation and concluded that tenacity increases knowledge exchange. (Dirk De Clercq et al.) In their article, *Overcoming the dark*

side of task conflict: Buffering roles of transformational leadership, tenacity, and passion for work class tenacity and passion for work as a personal resource, De Clercq and Belausteguigoitia state that tenacity, when paired with transformational leadership, can help employees cope with task conflict and increase job satisfaction. This is shown in this conceptual diagram in the same article (see fig. 1).
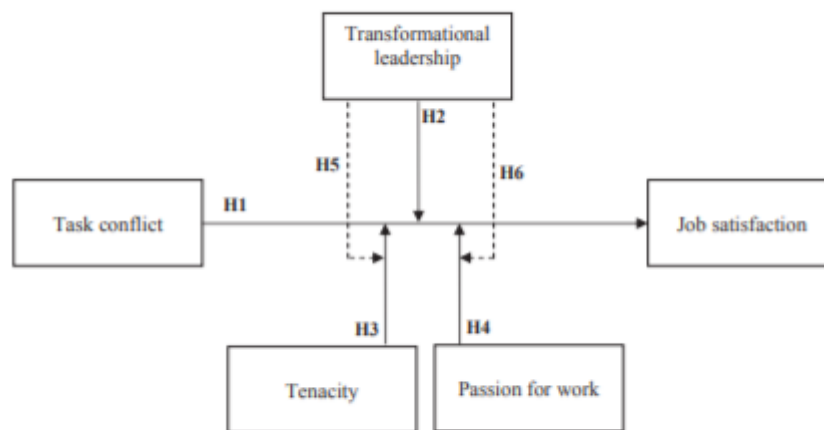
Fig. 1. Conceptual model.

There are a variety of examples of tenacity at our school. It is a quality that has been inculcated in students ever since Grade 5 in the form of the Junior School Student Council, and further imbibed in the students over the years in Middle and Senior school (through Form Representatives). Tenacity is an important quality that enables students to effectively connect with their peers and teachers.

In the Senior Student Council tenacity is displayed as pushing for proposals and plans in school requires a lot of determination and perseverance, and one has to learn how to effectively deal with all kinds of setbacks. Captains of the various sports teams at school all require high levels of tenacity as their determination and spirit to win motivates players around them to perform. On a classroom level, tenacity is also required when it comes to effectively executing group projects and class assignments. Leaders are assigned in each group and are

tasked with the job of carrying out the work given to the best of their abilities by confidently and successfully organising their classmates.

Despite the abundance of leadership positions offered at school, not every student can get the position that they try out for. But not being selected or winning the election for a post does not stop them from continuing their work and following their passion. Many students have genuine intentions when they start social initiatives. During the COVID-19 lockdown, many students took the initiative to provide relief, food, and masks to the underprivileged. This not only shows the tenacity these students have, it also displays other values, including their innate sense to serve and help people out which has been highlighted by their tenacious spirit.

A highly anticipated and celebrated part of our school experience is the annual Sports Day. On this day, members of the four houses – Vasundhara, Sagar, Srishti and Himgiri - compete in track and field events to compete for the Sports Cup. It is also a great opportunity for students to show tenacity and leadership. Each house is led towards victory by charismatic captains and vice-captains. Their exuberant character, contagious spirit and tenacity inspire students to participate in events and cheer-on their fellow house members. The athletes also contend with fiery grit and determination to win their respective events. Even if a student isn't athletically inclined, they still make efforts to help their house by making posters and slogans and by encouraging the weary athletes to keep pushing to the finish line. All of this culminates in an atmosphere of passion and unity within each house and healthy competition.

Through our research, we have come to the conclusion that tenacity is not just an important characteristic in a leader, but one without which effective leadership cannot be achieved. Throughout our school life, there are numerous instances where tenacity and determination play a key role in a student's achievements, and even without formal leadership positions, students strive to bring about a change through their grit and perseverance.

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