

How Can Manifesting Leadership Skills Infused with Ethos, Empathy, and Compassion Better Prepare Students to Assume Leadership Roles?

Jenny E. Grigoropoulosⁱ

American Community Schools of Athens

Abstract

Many definitions and theories of leadership focus on the innate traits that leaders must possess from birth, others on the characteristics acquired throughout adult life and the processes the individual is exposed to. It is also widely believed that leadership is solely exercised at positions of higher authority in institutions and organizations. Students who are sufficiently fortunate, are exposed to leadership practices during their formal higher and academia education, yet the plethora of leadership educational programs available globally have limited adaptation and applicability to real-world cases, as well as limited foundations and preparation of the prospective leaders for the societies of the future and community needs. Leadership entails essential elements based on awareness; historical awareness, awareness of self and others, awareness of logical distinctions, and awareness of one's capacity for discrimination (Barrow, 1981). These features are necessary for students to become educated individuals capable to behave and act responsibly while assuming leadership roles in tomorrow's world.

Scholars state that students benefit from exposure to leadership models and practices regardless of the career paths they undertake. Theorists have further posited that educational institutions preparing students to assume leadership roles should focus their instructional methodologies on the early stages of the educational process. Additionally, approaches such as the *morfosis paradigm* give substantial promise to educational institutional leaders, educators, and their students when education emerges through its lens. Approaches such as these provide students with the best chance to gain skills and capacities enriched with ethics, empathy, and compassion in becoming effective leaders of tomorrow. Moreover, teaching them the significance of accountability, the importance of service learning, and the necessity for demonstration of ethos, compassion and empathy, cultivate the sense of belonging while building on awareness, interaction, and leadership mindsets. Furthermore, implementing SEL methodologies in teaching and learning builds on leader and leadership development.

Keywords: compassion, educators, empathy, ethos, leadership, student leaders

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ⁱ Jenny E. Grigoropoulos, Instructor, English/business, American Community Schools of Athens, ORCID: 0000-0002-8732-2285

Correspondence: grigoropoulouj@acs.gr

LEADERSHIP

To understand the mantle of leadership one needs to explore plentiful characteristics that a leader ought to possess and embrace in order to be a whole and educated person, capable and willing to behave and act in a responsible manner guided by desirable and anticipated vision as well as, ethical principles and values. To be a leader, an individual needs to be educated and well-informed. As Robin Barrow (1981) articulated, the essential traits, which have to be dealt with when discussing qualities that educated individuals should have the following four essential awareness qualities, at least. First, historical awareness is a broad awareness of our place and the place of our civilizations in the world; second, awareness of individuality is the unique quality and power of every individual; third, awareness of logical distinctions is the ability to understand and distinguish distinctive kinds of questions such as empirical, aesthetic, ethical, moral, and so on; and finally, awareness of one's capacity for discrimination is the great capacity to discern precisely and in detail as much as possible, which enables a person to make sound judgments and informative decisions. In addition to the previously mentioned qualities, is the awareness of the correlation between the willingness of the individual to be active in civic engagement and the personal and social responsibility experienced toward self, community, and the world we live in. As Heather Loewecke (2016) clearly explained in different context, in order to promote "civic engagement and global consciousness, young people need a foundation in history, values, and politics of American democratic tradition and an understanding of how it fits into the global context" (p.2).

Today's youth, already eager and passionate to make a difference in the world, while embracing the responsibility for doing so (Jacoby, 2013) will be tomorrow's leaders whilst their children and grandchildren will be the leaders of future generations. To ensure that today's students are prepared to effectively assume their potential leadership roles, we need to provide them with an understanding of the responsibility this entails, and to upscale their emerging leadership skills into desirable actions that contribute positively and sustainably to the world. For these purposes, an applied by ACS Athens and effective approach called *Morfosis* has shown considerable promise. *Morfosis* is an educational paradigm based on three fundamental principles guided by development of desirable knowledge, skills, and ethical principles among students. The paradigm includes:

- **Holistic thinking**, which means successfully combining academic, emotional, physical, intellectual, ethical, and moral components to ensure a healthy and balanced individual. The holistic approach to education encourages students to go beyond one-self toward shared and common goals.
- **Meaningfulness**, which refers to being consistent with one's principles and values, and with one's personal and professional goals.
- **Harmony**, which refers to the idea that emotions and intellect must be harmonically integrated.
- **Ethos and ethics**, which refers to "doing the right thing when no one is watching you" (C.S. Lewis and Aldo Leopold). Even more so, an ACS student who attended 5th grade defined ethos as, "Ethos is to do good things when my mom does not know. Because my mother loves me unconditionally and she is the person who decides to take me to birthday parties and buys me cloths and toys. So, when the person who loves me unconditionally and is the authority does not know and I do good things, then this is ethos."

It is most significant to equip students with these traits as well as the five qualities relative to awareness, in order to promote awareness of diversities and prospects, in addition to the understanding of how things have evolved, given that they could have been different under other conditions or circumstances. Student leadership must be developed to expand individuals' horizons, to shake complacency, and to stir the imagination along with the character idiosyncrasies necessary for leaders

and leadership. The goal is to produce citizens who are informed about their society, recognize and appreciate the roots of ethics and moral philosophies guiding human behavior, while acknowledging people's natural position in their current community, understanding the human impact on the world in which they live, and applying cognition, reason, and evidence in decision-making (Barrow 1980). Moreover, these global citizens ought to feel personally responsible in making a difference in the world through their commitment to tackle society's most pressing issues and problems not only for their generation but for many generations to come.

When leadership skills are infused by educational institutions with ethics, empathy, and compassion within the Morfosis Learning Philosophy and environment through mentoring, modeling, and facilitating, students have a better chance to be prepared to assume desirable leadership roles, not only in their own learning but also in their current and future lives. Opportunities to demonstrate and model leadership in the educational setting are available at all times and when carried out consciously and consistently the results manifested are profound. Moreover, involving students in their education, putting them in charge of activities and undertakings as well as, inspiring them to be involved in the improvement of their school environment and practices, gives them the groundwork to develop leadership skills and guides them to make good choices for themselves and others. This occurs because leadership consists of learned characteristics, acquired knowledge and skills, and informative daily behavior and actions guided by ethical principles and common sense.

However, leadership can also be a multifaceted, controversial term. As several studies suggest, leadership is "a relational and ethical process of people attempting to accomplish purposeful positive change guided by an established shared vision in addition to ethical principles and values. As such, leadership is not something you do to people, but something you do with them; it ought to be embedded in the learning process while enabling everyone involved to surpass their own personal needs desires towards the common good (Blanchard & Jackson 2006; Lambert 1997; Walters 1987). In this sense, leadership does not necessarily grow from positional power but from the power of reciprocal shared influence (Hammer 2006). As a result, leaders and leadership come from different and diverse ages, genders, cultures, and societies: in sports, politics, education, community activities, business, farming, and so on (Welch and Welch 2005). Furthermore, all individuals have leadership potential and have experienced leading at one time or another in their lives. Embedded in the word leadership is the ability to motivate and inspire a vision and then work together to reach that vision and achieve its common goals. In short, when leadership concepts and skills are woven into educational curriculum that uses instructional strategies which promote and support experiential and active learning, enhance not only the learning process but also students' interpersonal effectiveness, their ability to positively engage and collaborate across diverse perspectives, and their sense of self-efficacy for making a positive difference in the world. In addition, education that promotes the development of leadership uses assessments that measure the big picture of holistic education including critical thinking, informative decision making, perseverance, problem solving, creativity, curiosity, compassion, integrity and moral responsibility, such as simulation-based assessments.

How Can We Facilitate the Development of Leaders?

What qualities and practices should be instilled during education and upbringing to equip our future leaders to be consistent with the needs of societies and the people they serve? In his book, titled "Teaching Digital Natives: Partnering For Real Learning," Marc Prensky, (2010) identified certain 21st Century Skills that could be essential, relevant, and helpful in the 21st century success and thus should be incorporated in every subject taught, "starting from elementary school, having our students, over and over, figuring out the right thing to do, get it done, do it with others, do it creatively, and continuously do it better – then by the time they left us, students would have practiced these essential skills hundreds or even thousands of times and would likely have internalized them as an effective way of doing things" (p. 187). He strongly stated in his conclusions that "there is no better preparation I can think of for the uncertainties our students will face in their 21st century lives" (p. 187).

Educational institutions are called upon to teach students today's necessary skills and knowledge for their future lives and careers. Students on their part are called upon to be critical thinkers, to develop creativity, and to remain open to innovative ideas in order to make important decisions for their personal and collective futures (Gialamas 2019, p. 183). Students develop wisdom enriched with ethics through their transformation to student leaders who have become architects of their own learning.

How can we prepare young people for these demanding roles? What are the educational experiences to which they ought to be exposed? Who will be their educators and what kind of educational environment will surround them? What will be the educational leadership structure that will best realize the task of educating young students to ensure a better future for themselves and humanity as a whole?

As Lambert (1997) explained, people generally consider leadership to be synonymous with persons in positions of formal authority. In an educational setting, the initial thought of people when they hear the word "leadership" is its embodiment in the principal of a school or superintendent of a school district, and not its applicability to learning processes among participants in a community – processes that lead toward a shared and intentional purpose. They do not consider that leadership may also exist as the learning practices that a group of people (students, faculty, administrators, academic leaders, and parents) collaboratively engages in to achieve positive purposes guided by a shared vision and ethical principles. As Lambert states:

When we equate the powerful concept of leadership with the behavior of one person, we are limiting the achievement of broad-based participation by a community or society. School leadership needs to be a broad concept that is separate from a person's role or a discrete set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for shared purposes of communities [school and beyond].

The key notion in this definition is about learning together and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations; to inquire about and generate ideas together; to seek to reflect upon and make sense of work in the light of shared beliefs and new information; and to create actions that grow out of this new understanding. Such is the core of leadership (1997, p. 5-6).

To achieve goals such as these, however, certain elements need to be taken into consideration, including purposeful and effective teaching and learning, curriculum adjusted to students today (rather than outdated methods and practices), and a process oriented to the needs of tomorrow's society. Enriching teaching, learning, and curriculum with these four conditional traits—ethos, critical thinking, informed decision-making, and problem solving skills and practices—is necessary for students to become effective leaders of tomorrow's world. Building on capacities such as communication, social and self-awareness, emotional management, and decision-making skills can materialize through the implementation of SEL methodologies (Social Emotional Learning) (Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003). Individuals often associate leadership with success. However, "Leadership requires that individual development is integrated and understood in the context of others, social systems, and organizational strategies, missions, and goals" (Olivares, Peterson, & Hess, 2007, p. 79). Therefore, it is most significant that educational institutions focus on building leader and leadership development programs through the integration of organizing philosophies based on the social, emotional and academic learning at all grade levels (Elias, O'Brien, & Weissberg, 2006). But how can we do this effectively and purposefully?

Initially, we can "infuse" these acquired character traits and skills of leadership by employing among others, experiential and active teaching and learning as well as, various types and methodologies of simulation-based assessments in classroom setting. Simulation-based assessments

measure higher order cognitive skills, which are necessary for students undertaking leadership roles (Sidi, Baslanti, Gravenstein, & Lampotang, 2014). These assessments are imperative because we cannot expect students to develop and apply acquired leadership traits and skills if they have never been exposed to and given the opportunity to engage in role playing learning activities, simulation, drama, debate, negotiation practices, reflective thinking and inquiry based learning, service learning, civic engagement, and collaborative and cooperative learning to name a few instructional approaches through their elementary and or middle school years. Active and experiential learning activities, in which students read, research, talk, reflect, act and make decisions as they become directly involved in the learning process, are essential in promoting the development of leadership concepts, characters, and skills among students in schools.

We know that active and experiential learning activities promote the development of leadership capacities because each model of teaching is designed to bring forth particular kinds of learning and to help students become more effective and successful learners (Joyce, Weil, and Calhoun, 2009). Therefore, when it comes to promoting leadership in school setting, we need to select and use models of teaching that guide towards effective thinking, metacognitive learning, acquisition and organization of information, making sense of the world around us, and using the passions we have to inspire and motivate ourselves and others to achieve 21st century success. We, as educators, also need to use teaching models that help students to focus on self-worth, self-awareness, self-discipline and control, personal responsibilities, development of interpersonal skills, social skills, informative debating and negotiating skills, to name a few (Prensky, 2010; Joyce, Weil, and Calhoun, 2009; Freiberg and Driscoll, 2000; Meyers and Jones 1993; Cherif, and Adams, 1993). For example,

Role-play enables participants to think, feel, and act as other persons. It is an enactment or rehearsal of behavior with some reality and with a safe environment for trying out new ideas and making mistakes ... Simulation enables students to experience the consequence of their own and other's behaviors... Service learning is the involvement of learners in real-life settings and situations in which they use their learning and experiences to solve real problems and address real needs in the community as a regular part of their school curriculum ... Drama is a composition intended to portray life or a character or tell a story, often with conflict, emotions, and action and dialogue. ... It provides an opportunity for your students to explore the concepts of fantasy and reality, cause and effect, language, and sequences ... Jurisprudential approach which helps to articulate dialogue and argumentation of issue surrounding the dynamics of student's own live and communities. (Freiberg and Driscoll, 2000, p. 337, 338 & 349)

But above all, these types of teaching approaches provide better opportunities for students to engage, experience, reflect, and make informed decisions that affect not only their own lives but also the lives of those around and beyond them.

Leadership, Learning, and the School Curriculum

Leadership researchers and studies have concluded that leaders and leadership as well as, positions of leadership are different concepts. In addition to this, leadership as a combination of learned traits and practices can be exercised by anyone within a society regardless of age, gender, and profession. It is not merely something that is exercised by those with a title. Specifically, it is more than a skill developed and practiced by an individual. Rather, it is a social practice demonstrated by individuals in diverse instances and capacities (Bolden & Gosling, 2006). This means that "leadership potential exists in and can be learned and acquired by every one of us, including in every individual student; schools, colleges and universities can develop this potential through well designed educational programs and activities" (Cress, Astin, Zimmerman-Oster, and Burkhardt 2001, p. 23).

But what those types of studies seem to neglect is that there is a difference between a leader and leadership, as well as between a leadership position and leadership influence, and the set of selected traits a group of people possess. Leadership can be viewed as establishing processes among groups of participants in a community – practices that lead toward a shared vision and intentional

purpose that transcend personal desire (Lambert 1997). In other words, leadership can be demonstrated and carried out at all levels in an individual's life and by all kinds of people in a community regardless of their age, gender, socioeconomic status, culture, and so on, if and when they are given the opportunities for their learned leadership skills and capacities to develop through both formal and informal education.

Formal and informal educational programs that are designed to develop leadership skills and capacities among students can often be seen only in higher education, and even there, only in certain areas of studies and programs. The development of leadership knowledge and skills as well as, the opportunities to practice leadership behaviors and skills in real life contexts through formal education has been almost entirely lacking exposure and integration in K-12 curriculum. Adding to this problem is the growing evidence that today more than ever before we need to ensure our students have a firm grounding in civics responsibility. Educational institutions need to be knowledgeable of raising global citizens, who learn to be problem-solvers and can grapple challenging issues, such as the improvement of their schools and communities, tackling universal concerns such as poverty and homelessness, climate change, air and water pollution, cultural diversity, tensions between police and communities, transnational disputes, and the promotion of justice and democracy for all.

In addition to the above-mentioned capacities that future global citizens and leaders must acquire, the leadership skills that they must demonstrate include but are not limited to self-confidence, honesty, integrity, commitment and passion, creativity and innovation, effective communication, delegation and empowerment, team building ability, courage and a willingness to learn and share, and a willingness to assume self-responsibility and accountability. It includes being adaptable to various and varying situations and altered social working environments, and incorporating the ability to create purpose, inspire, motivate, lead change, and deliver excellence, to name a few. Thus, leadership is not practiced solely by those who are in higher leadership positions or those who are assigned to positions with authority, but by anyone within a school, organization, or institution who is provided with the opportunity to learn, practice, apply, and participate in the creation of shared vision to achieve common goals. Therefore, students ought to be exposed to leadership programs irrespective of their studies.

Leadership is frequently taught at university level and it addresses the theoretical basis of the concept and term. In spite of the plethora of leadership educational programs available, there is a very limited adaptation of programs to real-world cases, which hampers the opportunities of students to accumulate experience in leadership as learning processes that can be transformed to actual intentional positive change (Posner 2009; Lambert 1997). Based on the assumption that "leadership development programs impact educational and personal development," research studies have been conducted to investigate whether students participating in such programs and training develop capacities relevant and consistent to the programs (Posner 2009, p. 552). In addition, a number of researchers have arrived at the conclusion that the formal programs designed to equip students with leadership capacities and work-related abilities are essential for the development of advanced leadership levels. Moreover, participants in these studies report that leadership development programs have long-term payoffs for the few individuals assigned to specific leadership positions (Nahavandi 2006). However, as mentioned previously, the educational approach to the study of leadership and the instructional methodologies to teach leadership employed at the university level today, raise a few questions.

Identifying and Preparing Leaders

Can students be taught leadership concepts, practices, and development only through college-level education? Does an individual need to be an adult to be exposed to leadership development processes and opportunities to apply and practice leadership behavior? When is the most appropriate time to identify potential leaders in order to instill in them the skills necessary for them to excel in tomorrow's global societies? These are important questions especially since we can generally agree that most, if not all of us, are born with intrinsic motivation, self-esteem, curiosity and joy in learning, capacity for invention, sense of wonder, and a sense of connection (Senge1992). Indeed, as the

anthropologist Edward T. Gall stated, “Human beings not only are designed to learn, but the drive to learn is more basic than the drive to reproduce” (cited in Senge, p. ii). If so, we can agree that educational and social institutions can play a pivotal role in shaping the social norms and behaviors of individuals in a given community.

Many scholars have been exploring the prospects of identifying student leaders and helping them develop leadership skills at earlier ages through teaching and learning in their educational and social institutions, in an effort to manifest their leadership potential and thus, guide them to assume leadership roles within their communities. They have been investigating whether these practices give sufficient time and ample opportunity not only to develop skills and capacities, but also to enrich them with ethical elements and compassion, which are also essential ingredients for preparing students for their school years and life ahead (Envision & Qualities). Moreover, Van Linden and Fertman (1998) identified the fact that employers have been showing extensive interest in “adolescents who are leaders” (p. 7). The employers say that the qualities that they seek are skills such as listening, communication, teamwork and collaboration, interpersonal problem solving, and technology skills. In addition, they need competencies such as motivation and initiative, academic achievement, flexibility and adaptability, honesty and integrity, and a good work ethic guiding their own self-responsibility. Therefore, educators are called upon to prepare students to assume leadership roles by building their self and social awareness through instruction and mentoring. Thus, giving initiatives, modeling expected and desirable behaviors, and involving them in the decision-making process, are some of the approaches that educators can implement in their classrooms and integrate in their curriculum (Schyns, Kiefer, Kerschreiter, & Tymon, 2011).

In addition to the educational approaches that can be undertaken within the classroom setting, educational institutions can help to implant and grow leadership skills among students throughout formal and informal educational processes. However, the practices undertaken so far have been to identify and select potential leaders in the higher grades of high school, university, and/or the workforce and deliver to this exclusive group of individuals, leadership development prospects and opportunities. One component of the skills that need to be taught and developed is listening, which is as important to communication, as speaking or perhaps even more so and unfortunately, very rarely taught in leadership studies. Indeed, as Goralski and Gorniak-Kocikowska (2018), have shown, “if you’re not listening, then how you can possibly respond? A one-way conversation is only a monologue... which in itself is boring.” Without good quality reciprocal listening there is no successful communication. Without communication, there is no productive collaboration towards developing and building a shared vision and intentional purpose, which would also result in effective problem solving and positive changes that transcend personal desires. Although there are leadership programs implemented, preparing and nurturing our potential future leaders only during the last years of schools and colleges might be too late, especially given the rapid changes in our world at all levels, the realities of the human cognitive and neurological development processes as well as, the wide range of qualities and skills needed for leaders to demonstrate (Jenkins 2013; Ricketts & Rudd 2002).

As stated previously, scholars agree that all individuals are born with the potential for leadership (Lambert 1997; Markova & Powell 1992; Bennis & Nanus 1985). However, students’ backgrounds present significant factors towards the development of leadership cognizance and capacity. Research has shown that education is largely responsible for the acquisition and development of leadership skills through student exposure to diverse undertakings and varied experiences to gain wisdom and cultivate them as complete individuals (Mozhgan, Parivash, Nadergholi, & Jowkar, 2011). There is very limited investigation conducted for student leadership and the qualities leading to the development of student leaders in lower grades in educational systems and institutions.

Van Linden and Fertman (1989) posited “understanding and appreciating the complexity of leadership is a prerequisite to supporting and challenging teenagers to be the best leaders they can be” (p. 8). Other researchers state that there are certain noteworthy features which are essential in the development of student leaders: the impact of collaboration with peers and adults, the importance of

accountability, the significance of service learning and compassion, and the acknowledgement of young people's aptitudes, expertise, and capacities (Des Marais, Yang, & Farzanehkia 2000). Therefore, "formal instructional education is faced with the challenge of providing young people with more opportunities than ever before in leadership and personal development for career and societal success from early ages" (Ricketts & Rudd 2002, p. 7). And in doing so, they need to keep two essentials in mind: First, students in today's world have no recollection or memory of the world prior to the access to their digital devices or internet connection. Second, they live in a world that is changing as fast as they are growing, if not more. Thus, they need to live their lives as continuous learners gaining skills and capacities to lead themselves and others through the unknown future often through the stiffest of winds (Senge 1997; Morkova & Powell 1997). Formal education has the responsibility to not only equip students with leadership skills and knowledge, but also to provide them with the opportunities, environmental settings, and pathways for them to practice and apply their leadership skills for the betterment of themselves, the school, and the community in which they live.

Educational institutions are also called upon to deliver their student populations with the skills, tools, and knowledge to equip them for the novel encounters resulting from the global societal changes, and through "awareness, interaction, and mastery." Leadership requires knowledge, growth mindsets, listening and communicative abilities, decision-making skills and practices, and stress management (Van Linden & Fertman 1998). Educators and scholars ought to use prior knowledge acquired through their students' backgrounds and origins, while acknowledging the latter's love for learning, their talents and capabilities for experimentation, innovation, as well as their desire for connection and potential leadership aspirations. In their curriculum design and instruction, educators ought to integrate the aforementioned elements within leadership instruction and activities as well as enhance it, with the principles of ethics and empathy.

Also, research has shown that the impact of student background such as family, school, and friends has led to the recognition of how these elements affect leadership styles and attitudes towards effective leadership (Mozhgan, Parivash, Nadergholi, & Jowkar, 2011). Educators need to realize the need to create the educational curriculum integrating the development of leadership skills taught to students, thus, creating the leaders of tomorrow by giving them opportunities to undertake service and community initiatives, building on their knowledge by exposing them to current issues and affairs, addressing environmental and community challenges that need to be resolved, and building on their self and social awareness. Examples which are undertaken by ACS Athens are programs and initiatives developed and/or led by students, such as the Koinonos initiative, assisting and comforting through their activities the homeless people of Athens; the Youth to Youth Program, giving a new chance and opportunity to unaccompanied minors fleeing from countries in war, to be educated; the Service Club, assisting people and children in need; the recycling initiative, building on awareness for the necessity of recycling, and so on. What matters in all initiatives and undertakings, is the knowledge, skills, attitudes, and behaviors that students acquire awareness, understanding, and experience in leadership contexts, engage in empowering situations and circumstances to exercise and demonstrate leadership in various settings, reflect on processes and outcomes, and redirect their approaches to achieve more purposeful and successful results depending on their goals and objectives, as demonstrated in the "The Five Essential Metaskills for 21st Century Table" presented in the Appendix, proposed by Marc Prensky (2010). In other words, giving students the opportunity to become the architects of their own learning and experiences through hands-on practices and real-life opportunities to become who they aspire to be, alters their own future as global citizens in a changing world.

Educators model life-long learning by engaging in holistic and ethical practices towards their students' education and learning. Students participate in the development of program of studies through the incubator where new ideas and aspirations materialized as well as, initiate community or global initiatives guide them towards becoming architects of their own learning and future. Shared objectives, values, and vision, personal and community growth, as well as team learning, lead to the embrace of leadership practices that initiate and incorporate collaboration, compassion, systems thinking, and integrity. As Olivares, Peterson, Hess (2007) state, "Leadership requires that individual

development is integrated and understood in the context of others, social systems, and organizations strategies, missions, and goals” (p. 79).

This is interconnected with innovation and research in an attempt to develop student leaders and life-long learners (Gialamas 2019; Senge 2006). Students experience their uniqueness based on gender, origin, socioeconomic status, learning capacity, personality, background, and education. They share their need to be distinct from their peers and desire to experience self-discovery, as well as the need for experimentation and exposure to meaningful and purposeful knowledge (Jenkins 2013).

CONCLUSION

Leadership is amongst the most significant qualitative capacities in our societies. Kuhn and Weinberger (2005) presented that high school students with leadership backgrounds are most likely and expected to become leaders or managers in their professional lives. They have also found that this outcome is the result of their participation in leadership initiatives during their high school and university years. This feature is essential since it identifies propositions regarding educational policies and practices.

The prevailing concept of leadership does not correspond to the performance of a single individual but rather of the collaborative forces driving educational institutions and the society as a whole, towards their future. It is important therefore to instill students with principles and values linked to leadership at very young ages. Educators should allow their students to build resilience, kindness, and empathy, which are capacities leading to mental strength. Additionally, they need to be exposed to the significance of taking calculated risks, embracing change, and to being willing and eager to move forward while respecting and celebrating diversity. Leadership development ought to be included in educational curriculum design in order for students to be exposed to leadership ideas and practices.

Students should be equipped to assume leadership roles in the societies of the future (Rudolph, 1990). The development of student leadership is a profound condition of today and future societies. It can be accomplished through a variety of practices and diverse occurrences, which can mainly be materialized through holistic education (Astin, 1993; Green & McDade, 1991). The role of educators is to function as mentors and facilitators in an effort to guide and support their student leaders to reach maturity and to grow to be kind, compassionate, and thoughtful individuals (Miller, 1997). Astin (1984) advocated that student leadership development is the progression through which a person exposed to transformations, develops to more complex behaviors instigated by overcoming growing encounters or challenges in life through creative thinking and problem solving. Boyer (1987) pointed out that the schooling phase has the most significant impact on their student experiences, among which, student leadership development is thought to be one of the most fundamental responsibilities of the educational institutions (Mozhgan, Parivash, Nadergholi, & Jowkar, 2011).

Given that research has shown that all individuals are born with the potential and innate trait to be leaders and to acquire leadership roles and positions regardless of age, background, or social status, the development of leadership traits at young ages is most beneficial, individually and collectively. Knowledge and recognition of the impact of environment and background as well as, the effect of creativity and innovation, leads student leaders to move towards growth mindsets which foster strategic approaches infused with ethical behaviors, commitment to self and others, and accountability. These attitudes and mindsets enriched with communication and interpersonal skills create cultures prone to change instilled with eagerness for teaching and learning, sharing of common goals and missions, collaborations among stakeholders, as well as problem solving and conflict management capacity (Mozhgan, Parivash, Nadergholi, & Jowkar, 2011). An additional leadership quality is emotional intelligence enhanced with compassion, which is considered by researchers, as a significant feature of effective leaders ought to be an indispensable feature of the instructional curriculum, students are exposed to by their educators. In addition, students benefit from exposure to leadership models and practices irrespective of the career path they choose to undertake because

studying and learning leadership and leadership competency, they can develop qualities detrimental for their future. Leadership development can guide educational institutional administrators and authorities to adjust their policies and strategic educational planning in accord with leadership development and mindset growth. Scholars and researchers suggest that students developing leadership qualities taught at early ages through opportunities to lead in their school environment, educators' modeling, and service learning, become more involved in community and academic affairs, build on student-teacher relationships in more concrete and significant, profound ways, while enriching peer and community relationships (Mozhgan, Parivash, Nadergholi, & Jowkar, 2011). Therefore, it is the role and responsibility of educators and education planners to prepare students to undertake or assume leadership roles by instilling them with leadership qualities and capacities enriched with ethos, empathy, kindness, and compassion.

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Appendix

The Five Essential Metaskills for 21st Century by Prensky, (2010)

The Five Essential Metaskills for 21 st Century Proposed by Marc Prensky, (2010)		
“The Goal: To Be Able to Follow One’s Passions as Far as One’s Abilities Allow. In order to do this, no matter what the future brings, individuals must master the following skills and subjects”*:		
1.	Figure out the right thing to do	a. Behaving out the right thing to do b. Thinking critically c. Setting goals d. Having good judgment e. Making good decisions
2	Getting it do	a. Planning b. Solving problems c. Self-directing d. Self-assessing e. Iterating
3	Doing it with others	a. Taking leadership b. Communicating/interacting with individuals and groups (especially using technology) c. Communicating/interacting with machines (i.e., programing) d. Communicating/interacting with a world audience e. Communicating/interacting cross cultures
4	Going it creatively	a. Adapting b. Thinking creatively c. Tinkering and designing d. Playing e. Finding your voice
5	Constantly doing it better	a. Reflecting b. Being proactive c. Taking prudent risks d. Thinking long term e. Continually improving through learning.
*Prensky, 2010, p. 186-87		