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Student Leadership: Basic Skills and Appropriate Activities

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Abstract:

This research tried to highlight the importance of teaching leadership skills to students from an early age. Moreover, it attempted to identify and explain the basic leadership qualities and skills for students. This research also tried to determine and give a brief explanation of the activities related to each student leadership skill. Thus, this paper contributed to provide a theoretical framework for researchers conducting empirical studies or action research in this field. For this purpose, it proposed a questionnaire for quantitative studies that consisted of two sections. The first section requested respondents (such as school principals and teachers) to identify leadership skills acquired by students in schools through curricular and/or extra-curricular activities; the second section requested them to spot the obstacles inhibiting students from acquiring these skills.

Keywords: student leadership- student leaders- student leadership skills- leadership activities

1. Introduction

Children are not only kids but also the future leaders (Johnson, 2013). The qualities, values and skills that are invested in them now will determine their life's success and the society's future success (Johnson, 2013). Student leadership is about focusing on communication, teamwork, planning, decision making, problem solving and other skills. Raising tomorrow's leaders means instilling these skills in children (Swan, 2011). Leadership must be fostered in children from a very young age (Evet, 2010; Godbole, 2011; Nair, 2011). Indeed, if leadership qualities and skills are fostered in children from an early age, then this will help them to have strong personalities while growing up (Godbole, 2011).

2. Teaching Student Leadership

Teaching leadership skills to kids, which is a key part of parenting and schooling, is important for children. Indeed, leadership skills can make the difference between a child who thoughtlessly follows the arrogant will of the majority versus the trailblazer who obeys his/her own moral principles and sensible convictions. According to Richfield (2010), this differentiation affects the children's life path: the ones who follow will experience peer pressure and their identity won't emerge which will make their parents unhappy since they lack decision making and self-assertion skills while the ones who don't follow will have self-esteem and will live in an opportunity world.

Leadership is a very necessary quality or skill for all pupils. However, leadership skills cannot be learned only through formal lessons telling students the importance of leadership and teamwork. These lessons are read and forgotten easily. Hence, leadership doesn't become part of the child if he/she reads about it or someone talks about it in front of them (Shinde, 2010). One easy way to teach children leadership is to regularly organize curricular and extracurricular activities. The literature related to student leadership provides to parents and teachers many activities to inculcate leadership qualities and skills, which will not only teach them the importance of leadership, but will also teach them new leadership skills and promote their already existing ones (Charlie, 2011; Kessie, 2012; National FFA Organization, 2009; Shinde, 2010).

Certainly, a person cannot be a leader in all the situations and in all the fields. According to Nair (2011), it is important to be a good listener and follower in some situations to be a good leader in other ones. Evett (2010) argues that kids need to know the moments and situations where they have to switch between being a leader to being a follower and vice versa. They also need to understand the importance of a good support group within the role of a follower and that there is nothing shameful or 'wimpy' about it.

However, all children have potential leadership skills which can be, with support and encouragement from an early age, developed and enhanced. With support and encouragement, every child can assume the mantle of leadership within a part of his/her life (Evet, 2010; Godbole, 2011; Nair, 2011).

3. Student Leadership Skills

Hay and Dempster (2004), who stated that leadership is a multifaceted construct involving a range of interrelated skills, identified 12 student leadership skills: project planning, reflection, problem solving, team building, decision making, goal setting, time management, project management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence. The authors argued that their work is based, in part, on the work of Drago-Severson (2004), Irvin and White (2004), and Wallim (2003). This paper developed a list of student leadership skills by identifying 21 skills every future leader needs. These skills, which require adult intervention to help pupils to achieve them, are listed alphabetically in table 1.

Qualities/Skills	Related References
Ability to Enable, Encourage & Empower Others	Bedford (2012), Shnall (2013a), Shnall (2013b), Torres (2013).
Being Humble & Teachable	Keller (2012), Kessie (2012), Ramachander (2012), Tracy (2012), Warren (2013).
Conflict Resolution	Chobharkar (2011), Hay & Dempster (2004), Moore (2010), Segal & Smith (2013), Trautman (2007).
Courage	Bedford (2012), Bethel (2008), Chobharkar (2011), Tardanico (2013), Tracy (2012), Voyer (2011).
Creating a Vision	Bedford (2012), Bethel (2008), Chobharkar(2011), Choudhury(2013), Ramachander (2012), Tracy(2012).
Decision Making	Bedford (2012), Bethel (2008), Chobharkar (2011), Hay& Dempster (2004), Khalife(2013), Roberts & Inman(2009), Swan(2011).
Diversity Awareness	Bethel (2008), Gardenswartz & Rowe (2003), Hay& Dempster(2004), Loden & Rosener(1991).
Effective Communication Networking	Bedford(2012), Bethel(2008), Brooks-Harris(1999), Chobharkar(2011), Hay & Dempster (2004), Isaac(2005), Kessie(2012), Khalife (2013), Ramachander (2012), Roberts& Inman (2009).
Integrity & Honesty	Bedford (2012), Bethel(2008), Hopkin(2012), Kessie (2012), McKee(2011), Ramachander (2012), Tracy(2012).
Making a Difference	Asasud (2013), Bethel (2008), Ramachander (2012), Roberts & Inman (2009).
Money Management	Brustein (2013), Chestnut (2013), Khalife (2013), Kissell (2013), Swan(2011).
Passion & Motivation	Andersen(2012), Brox (2013), Chobharkar (2011), Khalife (2013), Ramachander (2012), Swan (2011).
Prioritizing Tasks	Asasud (2013), Chobharkar(2011), Covey et al.(1996), Hyatt(2011), Pash(2009).
Problem Solving	Chobharkar (2011), Hay & Dempster (2004), Khalife (2013), Roberts & Inman (2009), Swan (2011), Tracy (2014).
Project Management	Asasud (2013), Hay&Dempster(2004), Schiff(2013).
Project Planning	Chobharkar (2011), Hay & Dempster (2004), Kim (2012), Roberts & Inman (2009), Thoughtful Learning (2013).
Reflection	Bolton (2010), Hay & Dempster (2004), Mckimm (2004).
Self-confidence	Asasud(2013), Bedford(2012), Chobharkar(2011), Dao(2008), Goldsmith(2009), Hay&Dempster(2004), Kessie(2012), Khalife(2013), Swan(2011).
Setting & Achieving Goals	Bedford (2012), Chobharkar (2011), Hay & Dempster (2004), Roberts & Inman (2009).
Teamwork	Asasud(2013), Bethel(2008), Chobharkar (2011), Hay&Dempster(2004), Khalife(2013), Roberts&Inman(2009), Swan(2011), Tracy(2012).
Time Management	Burns (2012), Hay&Dempster(2004), Koenig(2006), Panaccione(2011), Writer(2010).

Table 1: 21 Student Leadership Skills and Related References

3.1. Ability to Enable, Encourage & Empower Others

Bedford (2012) stated that our culture doesn't teach children how to interact with others but it encourages isolation and selfishness. Thus, we need to set a model for our kids to follow: by giving them a pat on the back or saying a word of encouragement or even giving them a note of appreciation, they will learn what it means to encourage others. We should also give them opportunities to do the same such as advising them to write a kind note to a friend who lost a pet or send a get-well card to a relative. Parents and school should teach children to be encouraging leaders.

For leaders to succeed in leading they should be encouraged by others so they feel someone cares and values them; it is also helpful to focus on their strengths to motivate them to perform on high levels (Shnall, 2013b). Shnall (2013a) identified 4 pillars of encouraging leadership:

- Identify positive potential in every person and every situation.
- Communicate recognition, progress and contributions.
- Communicate in a language of collaboration and cooperation.
- Encouraging leaders are committed to coaching and 360-degree feedback.

Torres (2013) states that enabling, encouraging and empowering followers are the common element that bonds great leaders. Therefore, excellence in leadership can be achieved.

3.2. Being Humble & Teachable

Keller (2012) defines teachability as the ability to relearn what one already knows and states that one needs to be humble to be able to achieve teachability. Hence, accepting to be a student again is a must to be able to learn. Therefore, a student leader cannot grow without a humble and teachable attitude (Warren, 2013). According to Kessie (2012), a large part of humility and being teachable is self control. Teaching humility and how to be teachable also allows students to be able to realize their weaknesses, admit mistakes, and share their success with others, all while having the knowledge that there is always more they can learn and do. Keller (2012), who argues that teachability is the key to everything good in life and to leadership, identified 5 teachability principles. Figure 1 lists them.

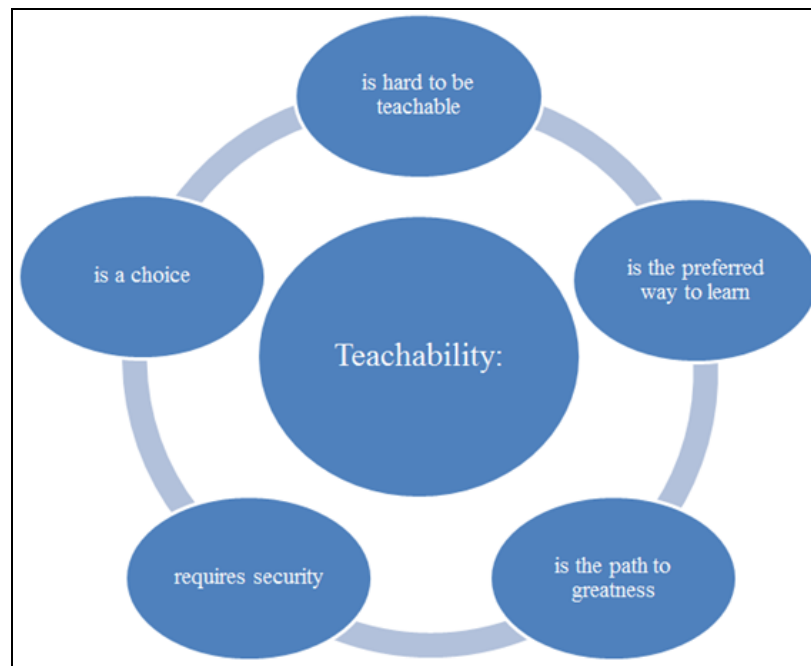


Figure 1: 5 Teachability Principles

3.3. Conflict Resolution

It is a process to deal with different opinions. The overall goal for conflict management is to identify a common ground (mutual goals and interests that all parties share) within the issue and use that as the foundation for resolution (Hay & Dempster, 2004; Trautman, 2007).

Conflict between individuals and within teams often occurs because people have differences of opinion, values and goals, or because they receive inaccurate information (Trautman, 2007). Conflict can occur in people's lives. After all, two people cannot be expected to agree on everything, all the time (Segal, & Smith, 2013).

Conflict is not always a bad thing. In some cases, it can lead to a better understanding of and response to issues. Moreover, conflict can lead to creative problem solving and the initiation of innovative ideas. Nevertheless, if conflict is suppressed and not addressed, it can lead to distrust and greater discord within the group (Trautman, 2007).

In order for a team to be productive and successful, team members and leaders need to be able to identify, address, and resolve conflict successfully. Like any other leadership skill, conflict management can be learned (Trautman, 2007). According to Moore (2010), conflict resolution education is problem solving through sitting down and discussing each other's point of view without fighting or arguing. The basic skills needed for conflict resolution is listening, communication, self-discipline, critical thinking, creative thinking and personal responsibility. Without basic skills, children will not be able to resolve problems in their life or with other people. Segal and Smith (2013) stated that when conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, it provides an opportunity to strengthen the bond between two people. Therefore, the authors identified 5 healthy and unhealthy ways of managing and resolving conflict and listed themes shown in table 2.

Unhealthy Responses to Conflict	Healthy Responses to Conflict
An inability to recognize and respond to the things that matter to the other person	The capacity to recognize and respond to the things that matter to the other person
Explosive, angry, hurtful, and resentful reactions	Calm, non-defensive, and respectful reactions
The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
An inability to compromise or see the other person's side	The ability to seek compromise and avoid punishing
The fear and avoidance of conflict; the expectation of bad outcomes	A belief that facing conflict head on is the best thing for both sides
Adapted from Segal & Smith (2013), <i>Conflict Resolution Skills: Building the Skills That Can Turn Conflicts into Opportunities</i> . Retrieved from http://www.helpguide.org	

Table 2: 5 Healthy and Unhealthy Ways of Managing and Resolving Conflict

3.4. Courage

Voyer (2011) states that effective leaders should be courageous. According to Tracy (2012), the quality of courage means that leaders are willing to take risks in the achievement of their goals with no assurance of success. Because there is no certainty in life or business, every commitment they make and every action they take entails a risk of some kind. Tracy (2012) argues that among the basic leadership qualities, courage is the most identifiable outward trait.

Courage is having the strength of character to persist and hold on to ideas in the face of opposition (Bedford, 2012; Voyer, 2011). Here, courage is not restricting as it relates to fear. When a person is able to say what no one has the courage to say to a boss or another employee or to make decisions that no one will like then this person is a leader because it takes a strong character and devotion to do these difficult tasks. In other words, it takes a leader to be courageous (Voyer, 2011).

On the other hand, Tardanico (2013) states that if leaders want to see more courageous action by teams, they should consider whether they are modeling the 10 following traits of courageous leaders:

- Confront reality head-on.
- Seek feedback and listen.
- Say what needs to be said.
- Encourage push-back.
- Take action on performance issues.
- Communicate openly and frequently.
- Lead change.
- Make decisions and move forward.
- Give credit to others.
- Hold people (and themselves) accountable.

3.5. Creating a Vision

Many authors and practitioners such as Bedford (2012), Chobharkar (2011), Choudhury (2013) and Tracy (2012) argue that a leader must have a vision.

Chobharkar (2011) states that being strategic and visionary are probably the most important leadership qualities. Considering all the dimensions of problems, their future consequences and the solution for the same is what a leader has to do. According to the author, being a visionary will demand many qualities and skills such as: decision making, planning, ability to give influential pep talks, motivation, and sharing leadership.

Regarding children, Bedford (2012) believes that all of them have fantasies and dreams for their futures. Parents and school should encourage them to talk about what they want to be when they grow up, what they want to do, to build, and to create. The author argues that nothing meaningful on this earth has ever been accomplished without, first, a vision. Therefore, Bedford states that our world has been greatly enhanced by people like Steve Jobs and Thomas Edison, who let their imaginations run wild, and apparently, so did their parents.

3.6. Decision Making

It involves identifying the pros and cons of making a choice, evaluating the evidence, getting closure and selecting one option. Giving children the opportunity to make decisions for themselves is therefore very important. Children can start out with small decisions, and later adults (parent, teacher, school principal) can give them the opportunity to take more and bigger decisions as they begin to understand the concepts of responsibility and consequences. In addition, the adult can model good decision-making skills in his/her everyday life. This is also important, but he/she should not forget to talk to children about why he/she makes the choices he/she does, and how consequences shape the decisions he/she makes (Bedford, 2012; Hay & Dempster, 2004; Swan, 2011).

3.7. Diversity Awareness

Hay and Dempster (2004) stated that the student leaders must be taught to respect different points of view and tolerate differences associated with gender, age, cultural, social economic background, ethnic, race, and sexual orientation. According to Bethel (2008), loyalty is built when one takes into account others' needs, wants and values.

Several authors have tried to identify the core dimensions of diversity, such as Loden & Rosener (1991) and Gardenswartz & Rowe (2003). Gardenswartz and Rowe (2003) identified 4 layers of diversity and the different elements related to each of them as shown in figure 2 (Adapted from Gardenswartz & Rowe (2003), *Diverse Teams at Work: Capitalizing on the Power of Diversity*. Virginia: SHRM. / Internal Dimensions and External Dimensions are adapted from Loden & Rosener (1991), *Workforce America! Managing Employee Diversity as a Vital Resource*. Homewood, Illinois: Business One Irwin).

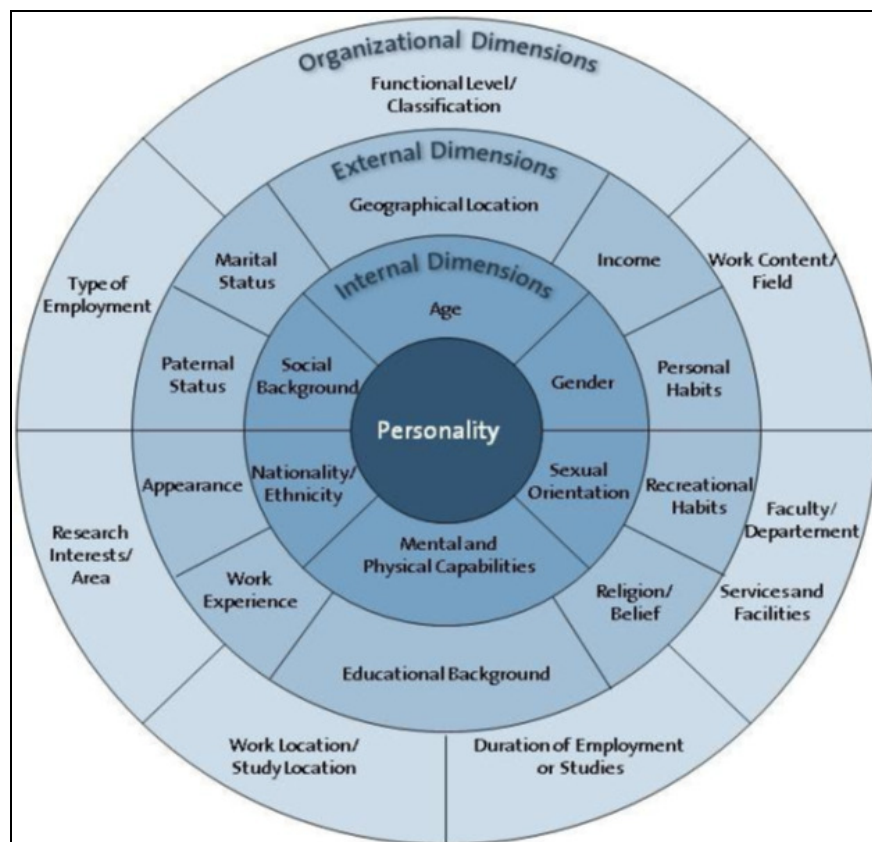


Figure 2: Dimensions of Diversity Wheel

3.8. Effective Communication Networking

Bedford (2012) stated that from an early age, children should be given practice speaking to and with adults. Adults should be willing to sit and just listen to children as they put their thoughts and emotions into words. They should enroll them in activities that will require them to make speeches or presentations or communicate with the general public: it is impossible to be a leader without effective communication skills. According to Kessie (2012), a leader must have the ability to communicate effectively in a wide variety of situations. A loss of communication leads to a loss of productivity and confidence.

Therefore, communication skills are key to success. In leadership and in work, speaking and writing clearly are essential (Hay & Dempster, 2004; Isaac, 2005). Brooks-Harris (1999) identified 2 types of basic communication skills. These skills are listed in table 3.

Listening and Attending Skills	Interpersonal Communication Skills
Listening	Building Relationships
Nonverbal Attending	Giving & Receiving Feedback
Asking Questions	Speaking for Self / I-Messages
Encouraging & Paraphrasing	Assertiveness
Summarizing	Negotiating & Compromising

Table 3: Basic Communication Skills

3.9. Integrity & Honesty

Integrity is a quality of a good leader. It is what you do when no one is looking. Integrity deals with honesty and morality. Instilling integrity in children is an important condition in their education as leaders. Unfortunately, much of our news today has to do with the lack of honesty and morals, even within leadership. Perhaps integrity is the most difficult to teach; however, it is an attribute that could change lives and the world (Hopkin, 2012; Kessie, 2012; McKee, 2011; Tracy, 2012).

Regarding honesty, Bedford (2012) and McKee (2011) argue that people will never trust a leader whom they know to be dishonest. Honesty brings with it respect and admiration. Bedford gives teachers and parents the following advice: reward truthfulness and integrity every time you notice it.

3.10. Making a Difference

Many authors such as Asasud (2013), Bethel (2008), Ramachander (2012), Roberts and Inman (2009) argue that good leaders should “make a difference”. Students, who are in leading positions, are inspired to be proactive when they know that their actions can make a difference. They become eager to make changes and they become determined throughout their life to change the world through their actions (Asasud, 2013).

In fact, a person can be a leader, have a fulfilling life and make a difference in his/her home, job and community by building and enhancing some success qualities. Two models are presented in table 4.

Bethel's Model (2008)	Roberts & Inman's Model (2009)
Having a Mission	Planning
Being a Big Thinker	Assessing
Ethics	Group Dynamics (Team Building)
Being a Change Master	Problem Solving
Sensitivity (Diversity Awareness)	Decision Making
Risk Taking	Communicating
Decision Making	Goal Setting
Using Power Wisely	
Communicating	
Team Building	
Courage	
Commitment	

Table 4: Leadership to Make a Difference Models

Table 4 shows that the Bethel's model includes 12 qualities while the Roberts and Inman's model includes 7 qualities. Only 3 qualities are common (Team Building, Decision Making and Communicating). However, almost all the qualities (6 of 7 qualities or skills) included in the Roberts and Inman's model are “explicitly” listed in table 1 (“21 Student Leadership Skills and Related References”) and the majority (7 of 12) of those included in the Bethel's model is also “explicitly” listed in this table. In addition, this table shows that “making a difference” quality or skill is closely linked with other skills. In other words, this skill is a result of the coordinated working of many other leadership skills related to it although these skills may differ from one author to another.

3.11. Money Management

Many authors and practitioners claim that the child must learn the skill of money management from an early age. Kissell (2013) states that it is never too early to teach kids about money. Brustein (2013) argues that adults must teach children about money as early as they can read.

Indeed, managing money is an important skill for children to learn (Chestnut, 2013). According to Swan (2011), being able to manage money, on a personal level as well as on a business or corporate level, is important if adults want children to be leaders someday. High-powered leadership positions almost always have some sort of financial or budgeting aspect to the job. The best way to teach kids this skill is to give them an allowance and a bank account at an early age and to help them make good decisions on how to spend and save so that they learn the value of money.

3.12. Passion & Motivation

Ramachander (2012) states that to be a competent leader, one should be ardent about their role as leader. According to Andersen (2012), one of the basic qualities that people most want to see in their leaders is “passion”. Indeed, passion is one of the qualities that cause people to fully accept another’s leadership (Andersen, 2012). Usually, a passionate and committed person can easily lead people (Ramachander, 2012).

On the other hand, true passion requires honestly committing to something about which a person feels deeply, and staying committed through difficult circumstances (Andersen, 2012). According to Brox (2013), passionate leaders believe in the work they do and that they have a vested interest in the success of their team or organization. In addition, they know their contributions help drive that success. Brox (2013) argued that passionate leaders work relentlessly toward their goals –not just to live up to organization expectations, but also to their own high standards of personal achievement.

Brox (2013) identified 5 traits that make passionate workers, drivers of success, leaders:

- They are focused –Eyes on the prize.
- They are stubborn –But in a good way.
- They are savvy –Constantly honing their skills.
- They are competitive –Driven to succeed.
- They are steadfast –Persevere through defeat.

Swan (2011) states that “passion and motivation” are important for future leaders: these two traits can be encouraged when children are still young and adults help them follow and extend their interests so they live the feeling of doing something because they want to. This can be achieved mainly when a supportive learning environment is presented to students who will be the future leaders (Swan, 2011).

3.13. Prioritizing Tasks

Being in a position of leadership can teach students to take on multiple responsibilities. However, students must learn how to prioritize tasks according to their importance and need for immediate attention. This skill will enable them to effectively prioritize in terms of time and resources required for each task (Asasud, 2013).

In “*First things first*” book, Covey et al. (1996) provide a framework for deciding whether or not a task is urgent, important or some combination thereof. The user should think of it as a 2x2 matrix:

- Urgent/Important (UI)
- Not Urgent/Important (NUI)
- Urgent/Not Important (UNI)
- Not Urgent/Not Important (NUNI)

The user should prioritize his tasks list by determining which quadrant it is in. Several authors refer to Covey’s time management matrix like Hyatt (2011) and Pash (2009). Figure 3 identifies the time management 2x2matrix which is based on the work of Covey et al. (1996) and Pash (2009).

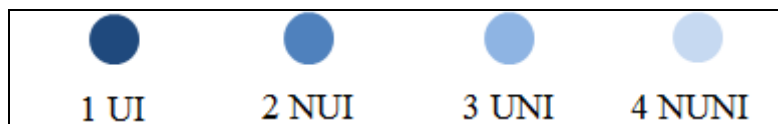


Figure 3: Time Management Matrix: Prioritizing Tasks by Urgency and Importance

3.14. Problem Solving

It is a skill involving problem identification, data collection, strategy selection, strategy implementation and review (Hay & Dempster, 2004). School creates many opportunities and curricular activities for kids to learn about problem solving. It can also create many extracurricular activities such as Boy Scouts and Girl Scouts, chess, etc., to teach children this important skill. Problem solving is also another area where parents and school can model the skill they want the children to have as adults (Swan, 2011).

Tracy (2014) identified 10 steps for the solving problem process. He argues that these steps are necessary to solve any problem. The 10 steps are listed in table 5.

Steps	Related Questions
Changing one's own language about the problem from negative to positive	Is my language positive when facing a difficulty or a challenge? Am I confident and positive when approaching any difficulty?
Defining the problem or situation clearly and diagnosing it	What exactly is the problem? What are all the possible causes of this situation?
Using critical thinking to approach the problem from several different directions	What else is the problem? Am I brainstorming different solutions?
Defining clearly the ideal solution to the problem	What exactly must the solution accomplish? What would the ideal solution to this problem look like?
Picking the best solution to solve the challenge	What is the best thing to do at this time under the circumstances?
Preparing for the worst possible outcome and how to overcome it	What is the worst possible thing that can happen if this decision doesn't work?
Measuring the progress (setting measures on the decision)	How do I know that I am making progress? How will I measure and evaluate results?
Taking complete responsibility for the decision	Am I taking complete responsibility for the decision?
Setting a deadline for when things should be solved	Am I setting a deadline for the decision?
Taking action and solving the problem	Am I developing a sense of urgency? Am I faster moving in the direction of your clearly defined goals?

Table 5: The 10 Step Process for Solving Problem and Related Questions

3.15. Project Management

Being in a team as a student council, students learn innumerable skills including those of resource allocation and resource utilization. Utilization of resources is one of the key skills that, if learnt correctly, will help students lead a group efficiently. Such skills help them utilize the resources available to them in the best possible manner to achieve maximum results (Asasud, 2013).

Schiff (2013) identified 7 skills project managers need in order to be effective and successful:

- Be highly organized and a good multi-tasker.
- Take charge and know how to lead: be a good leader.
- Be an effective communicator.
- Know how and when to negotiate.
- Be detail-oriented.
- Recognize and solve problems quickly.
- Possess the necessary technical skills.

3.16. Project Planning

It is an important leadership skill. This skill involves the ability to stick to the plan and complete it. It also involves the ability of the leader to modify the plan as and when required, without deviating too much from the original plan (Chobharkar, 2011).

This skill requires the student to be able to look at the whole task, break it down into its system parts, allocate resources, and set a time line (Hay & Dempster, 2004). According to Chobharkar (2011), planning skills demands the working of many other skills in harmony such as goal setting, prioritization, and self-confidence. There are 3 stages of planning for any project, including the student projects:

- Stage 1: Analyzing the Situation

Planning is not a mystical process. The teacher can teach students to do it. Planning starts when the student analyzes the situation. The 5 Wh- questions provide a handy tool for analyzing any situation (Kim, 2012; Thoughtful Learning, 2013):

- Who is it about? (the people)
- What happened? (the event)
- When did it take place? (the time)
- Where did it take place? (the location)
- Why did it happen? (the reason)
- How did it happen? (the means)

- Stage 2: Setting a Goal & Objectives

Once the student answers these questions about the situation, he/she can come up with a goal. What does the person want to accomplish? To flesh out this goal, the student uses the 5 Wh- questions again. He/she is defining a new situation that will achieve the goal (Thoughtful Learning, 2013).

- Stage 3: Tasks, Time, Team, & Tools (4T's)

In this stage, the student needs to think about the 4T's of any plan: tasks, time, team, and tools. The person starts by listing tasks needed to complete the project. Then by assigning due dates for each step, the student thinks about time and creates a schedule.

Afterwards, the person lists the team who will work on the project and gathers needed tools, materials, and information (Thoughtful Learning, 2013).

3.17. Reflection

This is a process “considering after the task the positives and negatives of the outcome and what to change” (Hay & Dempster, 2004, p. 142). The reflective practice enables leaders to:

- Study their own decision-making processes.
- Be constructively critical of their relationship with colleagues.
- Analyze hesitations and skill and knowledge gaps.
- Face problematic and painful episodes.
- Identify learning needs (Bolton, 2010; Mckimm, 2004).

When reflecting on practice, leaders should engage in 4 actions linked to four questions (Mckimm, 2004). Table 6 lists the 4 stages of reflective practice.

Four Actions (DICR)	Four Questions (WWHH)
Describe	What do I do?
Inform	What does this mean?
Confront	How did I come to be like this?
Reconstruct	How might I do things differently?

Table 6: Stages of Reflective Practice

According to Mckimm, this framework developed from the work of John Smyth (1996) is in some ways similar to Kolb’s “learning cycle” (1984) which is also composed of 4 stages:

- Concrete Experience (Do).
- Reflection and Observation (Review).
- Abstract Conceptualization (Learn).
- Active Experimentation (Apply).

3.18. Self-confidence

Goldsmith (2009) states that self-confidence must be acquired by leaders as a main skill. It should be taught to children as the most important skill to raise tomorrow’s leaders (Swan, 2011). According to Dao (2008), leadership doesn’t exist if self-confidence is not present in a leader since it is very necessary and fundamental for leadership growth. Teaching leadership without building confidence would be similar to building a house on sand.

As student leaders, students should get ample opportunities to speak out in public and communicate with large groups of audiences. They should be responsible for leading task forces and managing groups of people. Moreover, they should be assertive in order to push people forward and help them work. In addition, they are supposed to take certain risks as well as make important decisions. They have to stand firm in difficult times. In fact, all of this helps students to build their self-confidence and makes them able to take on tough challenges with determination. Their self-assurance will help them to execute all tasks in the best possible manner (Asasud, 2013).

Therefore, kids learn self-confidence not just through praise, but also by having opportunities to learn things and do a good job. Enrolling them in curricular and extracurricular activities (such as team sports, individual sports, Boy Scouts and Girl Scouts) is an excellent way to instill in them the self-confidence they will need in order to lead people and/or organizations as adults (Swan, 2011).

3.19. Setting & Achieving Goals

This skill enables kids to set measurable, defined and observable short term and long term goals and objectives (Hay & Dempster, 2004).

Once the child has a vision for something, the adult must help him/her to break it down into smaller parts. Indeed, setting and achieving goals is an enormous confidence builder; however, too many people, including most adults, ignore or do not take into consideration the power of goal-setting. The adult should start with a small goal, perhaps asking the child to earn a certain amount of money or achieve some specific goal in a school subject. The child should write out the goal and what has to be done in order to complete it. This teaches children to know what they want and what has to be done to get it (Bedford, 2012).

3.20. Teamwork

It is a result of the coordinated working of many other leadership skills like communication, setting and achieving goals, skilling of members (Hay & Dempster, 2004), controlling group performance, setting an example, conflict management, listening, dealing with difficult people, and compassion (Chobharkar, 2011).

Indeed, being leaders of certain teams, students learn to establish goals, delegate responsibility and give directions to their peers on executing tasks successfully. Students will also learn the skill of interactive and effective communication and become good listeners.

They will learn to be flexible and obtain the skills to mentor groups of students to perform to their optimum capacity. This will offer them an important learning and practical experience for their future (Asasud, 2013).

Therefore, student leaders need to be able to work well with others. Many schools try to encourage this skill by assigning group projects and teaching team sports in physical education classes. For their part, parents can help by signing their child up for extracurricular team sports and other group activities that can improve his/her ability to work with others (Swan, 2011).

3.21. Time Management

Koenig (2006) argues that time is a more precious and valuable resource than real estate, gold, sex, oil, or gasoline. Time is even more worthy than money itself since one can make more money but one can never make more time.

Whether the child is in elementary or high school, learning time management skill is important (Burns, 2012). According to Panaccione (2011), two of the major skills that kids need to learn are “organization” and “time management”. While organization and time management are actually two different skills, they frequently go hand in hand. Organize means “to put in order”; time management means “make effective use of one’s time.” When time is not used and managed well, disorganization tends to occur.

Writer (2010) lists 5 important benefits of time management for students:

- Develops responsibility
- Leads to effective learning
- Results in efficiency gains
- Aids in money management
- Prepares them for the working world

4. Intersection between Leadership Skills

Chobharkar (2011) has made an attempt to make a list of leadership qualities and skills that identifies all the necessary character traits of a good leader. According to him, there are 5 “basic” qualities and skills: relationships, team building, vision and strategy, decision making, and planning. However, the author argues that this list contains only the most prominent leadership attributes; there are many more skills that a leader may need but the ones identified by him are mandatory.

On the other hand, Chobharkar (2011) stated that each of the 5 skills is closely linked with other skills. In fact, the successful use of a skill in a specific situation requires the use of several other skills that are related to the 5 basic leadership skills and those related to each of them can be grouped in table 7 that shows the interference between the leadership skills.

Basic Skills/Qualities	Related Skills/Qualities
Relationships	<ul style="list-style-type: none"> • Communication Skills • Counseling Skills • Interpersonal Skills • Mentoring Skills • Persuasion Skills • Convincing Skills
Team Building	<ul style="list-style-type: none"> • Controlling Group Performance • Setting an Example • Conflict Management • Listening Skills • Dealing with Difficult People • Compassion
Vision and Strategy	<ul style="list-style-type: none"> • Decision Making • Planning Skills • Ability to Give Influential Pep Talks • Motivational Skills • Sharing Leadership
Decision Making	<ul style="list-style-type: none"> • Knowledge • Vision • Problem Solving • Negotiation • Courage
Planning	<ul style="list-style-type: none"> • Goal Setting • Crisis Planning • Prioritization • Strategizing • Confidence

Table 7: Interference between Leadership Skills

Based on the forgoing, it can be concluded that:

- Each of the 5 leadership skills is related to several other skills. Hence, in practice, none of the 5 skills can be separated from the others.
- Chobharkar (2011) argues that each of the 5 skills is a result of the coordinated working of many other leadership skills. Therefore, the “other” skills are integrated and interrelated. In fact, in a complex situation, these skills cannot be used separately.
- The 5 skills are not only related to skills placed horizontally. In other words, they are also related to those placed at the vertical level. For example, to make perfect decisions, the leader will need some skills and qualities including “the vision”. Conversely, being a visionary will demand many skills and qualities including “Decision Making” and “Planning”. Thus, 3 of the 5 skills listed in the left column are explicitly included among those listed in the right one.

5. Leadership Activities: 3 Types of Activities and Related Skills

Charlie (2011) has some activities that help kids imbibe leadership qualities. According to this author, the leadership activities are divided into 3 categories: organizing concerts and stage shows, sports activities, and classroom activities.

5.1. Classroom Activities

Some examples of activities that can help build leadership skills in students are: working on a science project or environmental project, preparing crafts from paper, and leading a team while taking part in general knowledge quizzes. For a project to be done properly, the leader has to supervise many tasks mainly: make sure that proper research is done, assemble the components or the project model, proper presentation of the project is ready and the written draft of the project report is well done. These tasks will be achieved by all the team members under the leader’s supervision. A leader’s main characteristics are confidence, knowledge and being outgoing; hence, tasks will be executed on time. Such activities will train the students to set and achieve their goals preparing them to one-day work in high level management in a big multinational organization or even start their own organization when they complete their education (Charlie, 2011).

5.2. Organizing Concerts and Stage Shows

The ability to unit other students and organize an event are two tasks that prove that a student has leadership activities. Hence, non-curriculum leadership activities such as organizing concerts and stage shows are beneficial for kids. Organizing a drama or a concert requires a student leader to have team building skills. He/she will have to assign duties such as undertaking rehearsals, choosing the place for the concert, decorating the stage, cleaning and having all essential components, making seating arrangements, preparing invitation cards, etc. to his/her teammates. He/she will have to make sure that team member is doing his/her duties correctly and in the given time and if there are any mistakes it is his/her responsibility to pinpoint them to the team members and ask them to rectify them. The leader should stay in control of the situation no matter how bad it turns. The student leader can ask for help from teachers though doing maximum possible things himself/herself will instill a lot of confidence in him/her. He/she should learn from his/her mistakes and try not to repeat them later (Charlie, 2011).

5.3. Sports Activities

Being the captain of the school basketball or football team can develop leadership in students when it comes to sports activities. The captain of a sports team needs to develop good relations with his/her team members where unity and respect are a must; hence, he/she should possess the right kind of temperament and a never say die attitude (Charlie, 2011).

In addition, as a leader, the captain of a sports team should be a courageous, a passionate and a committed person (Andersen, 2012; Bedford, 2012; Bethel, 2008; Brox, 2013; Chobharkar, 2011; Ramachander, 2012; Swan, 2011; Tardanico, 2013; Tracy, 2012; Voyer, 2011). Moreover, as a leader, the captain should be able to enable, encourage and empower the team members in order to achieve the common goal (Bedford, 2012; Chobharkar, 2011; Hay & Dempster, 2004; Roberts & Inman, 2009; Shnall, 2013a; Shnall, 2013b; Torres, 2013).

Table 8 includes 3 types of leadership activities and the skills related to each of them. These skills are extracted from the previous texts concerning the 3 types of leadership activities identified by Charlie (2011).

Activity	Quality/Skill
Classroom Activities	<ul style="list-style-type: none"> • Project Planning • Project Management • Teamwork • Supervision • Setting and Achieving Goals • Time Management • Prioritizing Tasks • Self-confidence • Knowledgeable
Organizing Concerts and Stage Shows	<ul style="list-style-type: none"> • Organizing an Event • Team Building • Volunteering • Time Management • Rectifying the Mistakes • Self-Confidence
Sports Activities	<ul style="list-style-type: none"> • Team Building • Good Relationship • Ethics (Respect) • Courage • Passion/Motivation • Commitment • Ability to Enable, Encourage and Empower Others • Setting and Achieving Goals

Table 8: 3 Types of Activities and Related Skills

6. Leadership Skills and Related Activities for Children: The National FFA Organization Library

The National FFA Organization (2009) has a library of activities for inside and outside the classroom. The activities allow students to *listen, lead, and learn*: listen to the directions, lead by doing the activity and learn about themselves and one another while honing their leadership skill sets. Table 9 lists 31 activities that are suggested and focused around 5 skills: icebreakers, team building, communication, relationships and problem solving.

Skill	Activity
Icebreakers	<ul style="list-style-type: none"> • Assessing Others' Assets • ABC's of Me • Got Your Number • Match & Meet
Team Building	<ul style="list-style-type: none"> • Attitude Cheer • Cat Got Your Tongue • Create Your Own Team Building Activity • Trust Trail • Human Checkers • Leader versus Follower • Leadership Island • Star Power
Communication	<ul style="list-style-type: none"> • Making Peanut Butter and Jelly (PB&J) • Modeling Communication • Communication Trial • Crazy Communication • Picture Perfect Communication • Questioning Skits • Telephone & the Rumor Mill • Think on your Feet
Relationships	<ul style="list-style-type: none"> • Barrier Balloon Bash • Lean on Me • Bartering Basics • Civic leadership
Problem Solving	<ul style="list-style-type: none"> • Talk It Out! • Tennis Ball Collaboration • Boggling Brainstorming • Determining Your Destination • Hidden Pirate Map • Pyramid of Teamwork • Trip Planning

Table 9: 31 Activities Related to 5 Skills Suggested by the National FFA Organization

6.1. *Assessing Others' Assets*

Being able to identify others' assets is not an easy task. Consequently, through this activity, students will try to find, bring out and understand the strengths and potential of people around them but they will discover how difficult it can be to achieve this task.

6.2. *ABC's of Me*

To learn how to develop individuality and confidence, personal expression is helpful. Thus, students will do that by using the letters in their names. The letters will be inspiration for them to express their hobbies, goals and interests in addition to describing themselves.

6.3. *Got Your Number*

This activity can be an icebreaker since students help their teammates to get to know one another in a more memorable and fun way than simple introductions.

6.4. *Match & Meet*

When students do not know each other, this activity can be used as a fun way to establish partners. It is a matching game that can be done in a variety of ways.

6.5. *Attitude Cheer*

To help the team's energy flow, attitude is everything. By creating an attitude cheer, this activity will stimulate creative kinesthetic actions

6.6. *Cat Got Your Tongue*

In this activity, students are not supposed to talk; they should complete a series of tasks without talking. They use non-verbal communication to complete each task in a timely manner.

6.7. *Create Your Own Team Building Activity*

If students are able to create their own activities of leadership, then they would have reached the ultimate leadership abilities. Hence, when teachers are tired of the same leadership activities, they can allow this activity to help students perform at the top of their game.

6.8. *Trust Trail*

In this activity, the leader should lead his/her team through the Trust Trail by their auditory rhythmic abilities. He/she should earn the trust of the team members so that the activity succeeds.

6.9. *Human Checkers*

This game shows to students the strategic process of accomplishing goals and brings to realization the acceptance of failure. Two students are the players and the others are the game pieces. Together they problem solve to conquer the other team.

6.10. *Leader versus Follower*

In this activity, participants will demonstrate team-building skills and they will better understand how to be both an effective leader and follower because the same person must be once a leader and once a follower. It is believed that to be a good leader, one needs to know how to follow.

6.11. *Leadership Island*

Students in this activity are on the Leadership Island but they want to come back to civilization. Hence, they should work together to decide on the five most important characteristics of being a leader. They will only achieve that when they will be able to express their decision through verbal justification. This is a problem solving activity.

6.12. *Star Power*

The goal of this activity is that students learn as a team to set a goal and then reassess this goal and set a new one. Each team sets a goal of the number of stars they are able to cut out in a specific time. When they finish, they reassess their goal as a team and set a new goal with the new information they have discovered.

6.13. *Making Peanut Butter and Jelly (PB&J)*

This activity will allow students working as a team to discover the importance of communication because they have to rely on words alone. This is a useful hands-on activity to help students sharpen their communication skills.

6.14. *Modeling Communication*

This is a hands-on activity that will permit the students to appreciate the difference between one-way and two-way communication and lets each student come up with a conclusion on which way is more efficient.

6.15. *Communication Trial*

Each student should know the advantages and disadvantages the types of communication. Hence, through this activity, students will learn which components are needed for successful communication.

6.16. *Crazy Communication*

Distorted communication is used in this activity by the trainer to show the students the importance of clear communication in their daily interactions.

6.17. *Picture Perfect Communication*

This activity helps students understand the importance of collaboration and two-way communication through asking students to give step-by-step directions while using their listening and creative skills.

6.18. *Questioning Skits*

Since questioning skills are important to leaders, this activity requires students to communicate only by asking questions while the rest of the team should guess the scenario each group is performing.

6.19. *Telephone & the Rumor Mill*

This activity is a classic that teaches students about how quickly a message can alter. Through it, students understand the relationship between quality and quantity in communication.

6.20. *Think on your Feet*

Good leaders should be able to stay relaxed while thinking on their feet; thus, in this activity, each student will have the chance to explain as much as they know about a random topic or to tell a story.

6.21. *Barrier Balloon Bash*

In real life, sometimes our intentions have a different impact than what we intended. This activity will help students realize common barriers to service.

6.22. *Lean on Me*

To be successful, a leader should build the right type of relationships that is the foundation of success. Therefore, this activity permits students to experience the value of building trusting and honest relationships with others.

6.23. *Bartering Basics*

Leaders should be good at initiating and sustaining relationships in their everyday life. In this activity, each student is asked to have a product or a service and must find someone in the class who can help negotiating.

6.24. *Civic leadership*

This activity is a thought provoking exercise that will help students consider the definition and need for civic leadership. The teacher allows the students to feel ownership of their definition of civic leader through this hands-on researching activity.

6.25. *Talk It Out!*

As leaders, students may face everyday problems. Hence, they need to find solutions for them and be able to explain their problem solving strategies verbally. This activity aims to help students find solutions through different strategies.

6.26. *Tennis Ball Collaboration*

In this activity, the students will have an opportunity to solve a problem in groups so the challenge increases; hence, creativity and intuitiveness must increase. The teacher must see how quickly they can get the entire group to complete the task.

6.27. *Boggling Brainstorming*

Brainstorming is an important part of planning and coming up with new and creative ideas. The teacher must try this activity to help students get the wheels turning relying on brainstorming.

6.28. *Determining Your Destination*

This is a problem solving activity that shows the students the importance of planning their own road to travel. Thus, they can create the most direct path to their goals.

6.29. *Hidden Pirate Map*

This activity is a useful tool to make students work together as a team. They have to discover the correct path in the maze. To be able to achieve this goal, team members will be rewarded with “go” as they discover the correct sequence for the path while other times

they will be “beeped” and have to start over as they hit a road block. Once they discover the path, they work together to complete the path.

6.30. Pyramid of Teamwork

This activity involves the use of minds instead of hands to achieve a task. The task is to create a pyramid with nine cups. The teacher gives each team as many pieces of string as there are team members. The catch is that you may only use the string to handle the cups. The goal is to be the first group to build the pyramid using all of the cups. The first group finished with this task is asked to show the rest of the groups how they did it.

6.31. Trip Planning

There are many roads leading to the same destination. The teacher can use this map exercise to help students understand that concept. Thus, the teacher must help students to understand that the possibilities are endless when it comes to planning for a short-term project or life-long goals.

7. Leadership Skills and Related Activities for Children: KessieLibrary

Kessie (2012) also suggests several activities focused around 5 qualities and skills: communication, confidence, integrity, work ethic, and humble/teachable. The author suggested 3 activities for each one. Among these five skills, only one is common with the other five suggested by the National FFA Organization. This is the “communication” skill.

Kessie suggests these activities to parents. However, they can be adapted to schools and used by teachers to teach children to be leaders. Table 10 lists 15 activities focused around 5 main skills.

Skill	Activity
Communication	<ul style="list-style-type: none"> • The Communication Game • A Handshake & Hello • Charades
Confidence	<ul style="list-style-type: none"> • Never Give Up • Make a PBJ Sandwich • Plan the Menu, Do the Shopping, Cook a Meal!
Integrity	<ul style="list-style-type: none"> • Choose and Be a Model of Integrity • Take the Time to Correct • Play Sports & Games
Work Ethic	<ul style="list-style-type: none"> • Plant a Garden • Chore Chart • Take Your Child to Work
Humble/Teachable	<ul style="list-style-type: none"> • The Statue Game • What I like about Your Picture • Provide Service

Table 10: 15 Activities Focused around 5 Skills Suggested by Kessie

7.1. The Communication Game

This activity makes students rely on listening and giving good instructions, there is a master builder who builds something out of some materials. As the master builder constructs the object, he/she communicates with others for the process. Each instruction is to be followed by the other participants to ensure everyone ends up with the same results. In this activity, the participants are to face away from each other, and avoid peaking. Once the master builder finishes the creation, all participants can look at how similar their creation is to the participant who instructed.

7.2. A Handshake & Hello

This activity works on eye contact, good grip, speaking clearly, good listening, and responding appropriately when teaching students to greet others by shaking hands and greeting people with a “Hello, how are you?”. This simple gesture of physical contact and a genuine interest is a great way for children to learn to communicate.

7.3. Charades

Students learn from this activity that communication is both verbal and non-verbal. The classic game of charades is one way to teach them the importance of non-verbal communication. In this activity, one student randomly selects a strip of paper, reads it to themselves, and using no word or sounds, acts out what is written on the paper. The rest of the students try to guess what the person is acting out. The student who correctly guesses becomes the next actor.

7.4. *Never Give Up*

This activity helps children in gaining problem solving skills while developing a sense of confidence and self worth. The teacher's role is to instill in the children a never give up attitude. He/she can do that by working on a difficult task with the help of children. The teacher must follow a positive attitude and determination with a belief in his/her combined success if things are overly challenging. Hence, when children are having difficulty finishing a task, and simply want to give up, the teacher coaches them through the process and praises not only the finished product but also the process and hard work that went into it.

7.5. *Make a PBJ Sandwich*

This activity gives children the opportunity to explore and make mistakes to learn from them because this will make them more confident in their abilities, especially when those abilities are challenged. The teacher makes a peanut butter and jelly sandwich and then allows the child to attempt making one as well. It is ok if the child makes a mess while trying to follow his/her example.

7.6. *Plan the Menu, Do the Shopping, Cook a Meal!*

Giving children the opportunity to participate in the daily tasks will give them necessary independent skills and confidence in being independent. For instance, children can be allowed the chance to plan meals for the week, prepare the shopping list, or even prepare the meals. This activity can be done also with learning finances (Money Management Skill) and making purchasing decisions with the family (Decision Making Skill).

7.7. *Choose and Be a Model of Integrity*

Students must learn about integrity through having their teachers as models. By simply living an honest and moral life, teachers can instill in the students this value. Teachers can also assign readings about the famous leaders and point out their attributes. Then, they discuss their attributes of being honest and moral with children. They can also ask the students to write a paragraph, if children are old enough to write, on each famous leader and how they demonstrated leadership.

7.8. *Take the Time to Correct*

The message from the following anecdote is that when a situation or opportunity arises, the educator must take the time and use this situation to correct his/her pupil. In the schoolyard, the principal saw a pupil fall down on his own without anyone pushing him. He asked him why he fell and he replied that another student pushed him. However, the principal saw him fall on his own and his colleague was nowhere near him so he was clearly lying. Hence, the principal took the pupil to the side of the schoolyard and asked him if that other student really pushed him and the student kept on lying. The principal continued to ask probing questions such as why the other student pushed him or if he fell or even if the other student really pushed him. He finally answered that he fell. The principal used this time to tell him that it hurts people to lie and that the other student could have gotten in trouble. If the other student had heard, the principal would have made him apologize.

7.9. *Play Sports & Games*

Having open communication and teaching children about integrity through sportsmanship will allow an awesome teaching opportunity. Sportsmanship teaches students to respect others, which is essential to integrity. It gives children the chance to face the reality of cheating, whether they are tempted by it, participate in it, or see it happen.

7.10. *Plant a Garden*

Children can be given a plot of land or a few potted plants to tend to or even a certain plant to take care of in the garden. Kessie (2012) stated that when he was young his responsibility was to take care of a corn plant: he used to weed it, water it, pour mineral oil on its ears to prevent bugs from eating them, and then harvest and shuck it. Finally, when his family sat down to dinner and ate it, he felt proud.

7.11. *Chore Chart*

Children should be motivated to work hard; hence, they can start with helping with daily chores as a great way to introduce them to work. There is a website "myjobchart.com" that helps students' setup electronic chore charts and it also has the ability to send a text or email when a child has completed a chore. This interactive alternative is a great way to get children interested in and motivated to complete their chores.

7.12. *Take Your Child to Work*

Children can learn a lot about hard work and career options if they spend a day with their parents at the workplace. For instance, the United States has a foundation, "Take Our Daughters and Sons to Work Foundation", that sets aside the fourth Thursday in April for children to attend work with parents, or visit other workplaces to learn more about careers and work.

7.13. *The Statue Game*

The way that this game can be played is by the teacher turning his/her back to the children and asking them to wiggle, laugh, jump around, and whatever else they can think of. Then, he/she quickly turns around and say, "Statue!" All children must freeze. Anyone

who laughs or moves becomes the leader. This game gives children an opportunity to develop self-control. This game can be played in different ways and the teacher may come up with some new ideas.

7.14. *What I like about Your Picture*

This activity allows children to see that others are good at doing things and this can be a humbling experience that can teach them that everyone does things differently and that it is good. The teacher asks children to create a picture using a theme such as drawing their favorite animal. Once they are done, they share their pictures and invite the other students to say things they like about the picture. This can be done in a number of variants, with the focus on children noting things they like about other kid's achievements.

7.15. *Provide Service*

Children should learn to provide services to others without fiscal reward or they can even do good things in secret. Some opportunities can include the following:

- Shoveling snow or raking leaves
- Making goodies for someone
- Picking up trash at a park or a trail
- Writing letters to service men and women
- Donating unused items like toys and clothes

As shown above, table 8 includes 3 types of leadership activities and the skills related to each of them while table 9 and 10 include leadership skills and the activities related to each of them.

Tables 9 and 10 show that to be acquired each leadership skill requires several appropriate activities. The activities listed in table 8 show that too. For example, the "Setting and Achieving Goals" skill can be taught through 2 types of activities (Classroom Activities and Sports Activities); the "Team Building" skill can be acquired through 3 types of activities (Classroom Activities, Organizing Concerts and Stage Shows, and Sports Activities).

Conversely, table 8 shows that each type of activity could help to acquire several skills at once. The activities listed in tables 9 and 10 show that too. For example, "Making Peanut Butter and Jelly (PB&J)" activity is one of the activities suggested by the National FFA Organization to acquire the "communication" skill while the same activity is one of the activities suggested by Kessie (2012) to enhance a leader's "self-confidence". Similarly, the "Plan the Menu, Do the Shopping, cook a Meal" activity is suggested by Kessie (table 10) to enhance a leader's "self-confidence" and to teach other skills such as: "Money Management" and "Decision Making".

Thus, as tables 7, 8, 9 and 10 clearly show, there is interference between the different skills related to student leadership.

8. A Questionnaire Model Related to Leadership Skills Acquired by Students in Schools and Obstacles Inhibiting Students from Acquiring Them

This questionnaire consisted of two sections. The first section requested respondents (such as school principals and teachers) to identify leadership skills acquired by students in schools through curricular and/or extra-curricular activities; the second section requested them to spot the obstacles inhibiting students from acquiring these skills. This instrument was used in a quantitative study which took place in the private schools in Beirut, Lebanon, and was developed by the researchers of this study (Al-Jammal & Ghamrawi, 2015).

8.1. Leadership Skills Acquired by Students in Schools through Curricular and/or Extra-Curricular Activities –School Principals’ Lenses (and/or teachers’ Lenses)

Items	
1	Welcoming feedback and working accordingly to improve performance
2	Exhibiting scientific curiosity and interest in exploring new issues and ideas
3	Displaying high level of self-confidence
4	Being well organized
5	Controlling his/her emotions, being aware of his/her acts and words, and being generally disciplined
6	Being self-disciplined
7	Being self-motivated
8	Being able to manage time effectively
9	Setting clear goals and working to achieve them systematically
10	Prioritizing tasks
11	Planning effectively
12	Being able to manage projects
13	Satisfying tasks effectively
14	Confessing mistakes and bearing full responsibility of deeds
15	Reflecting enthusiasm and devotion whilst working
16	Being able to challenge his/her self and doesn't surrender
17	Respecting differences between people: social, cultural, religious, etc.
18	Recognizing the contributions of others and praising their achievements
19	Being a volunteer to help SEN colleagues
20	Being a volunteer for NGOs involved in community services
21	Exhibiting integrity and modeling high levels of ethics
22	Enjoying effective communication skills
23	Listening effectively
24	Maintaining an appealing attire and behavior
25	Being able to build effective human relationships: students - teachers- administration
26	Being able to affect others and gain their support
27	Enjoying working cooperatively in groups
28	Being able to lead teams: projects, sports, student council, clubs, etc.
29	Knowing how to be inspired by leaders with important achievements: sports, culture, arts, science, etc.
30	Learning from mistakes
31	Exhibiting flexibility
32	Being able to make suitable decisions
33	Enjoying and practicing age-level financial administration
34	Analyzing problems and being able to reach appropriate solutions
35	Practicing reflection and self-evaluation and distinguishing areas of strengths and weaknesses
36	Suggesting new ideas/being creative
37	Contributing to conflict resolution among peers

Table 11

8.2. Obstacles Inhibiting Students from Acquiring Leadership Skills –School Leaders’ Perspective (and/or Teachers’ Perspective)

Items	
1	Curricula do not support development of leadership skills
2	The fact that active learning strategies are not utilized by teachers
3	Challenges related to assessment issues
4	The ambiguity of the concept of “student leaders”
5	Lack of training of teachers
6	Lack of cooperation and coordination between parents and school
7	Sporadic physical activities at school
8	Intermittent extra-curricular activities at school due to high cost that parents cannot afford
9	Development of leadership skills of students not being part of school mission
10	Lack of teacher guides for classroom activities that support the development of leadership skills of students
11	School amenities not supporting the development of leadership skills
12	Lack of resources

Table 12

9. Conclusion

This theoretical research identified 21 leadership skills that should be taught to children from an early age. However, the boundaries are blurred between one and the other. In other words, in practice, the boundaries cannot be clearly defined between the skills. In a complex situation, these skills cannot be used separately. Indeed, each of these skills is a result of the coordinated working of many other leadership skills. On the other hand, this paper identified several activities related to each of the following 9skills: icebreakers, team building, communication, relationships, problem solving, confidence, integrity, work ethic, and humble/teachable. Therefore, the choice of an activity or another for the teaching of a skill is of paramount importance. However, one activity could help to acquire several skills at once.

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