



ST ANDREW'S COLLEGE

LEADING FROM AUTHENTICITY

Using Strengths-based Coaching to Clarify the Leadership Identities of Year 11 Boys

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Boys and Stories: Pathways to Learning*



Authenticity

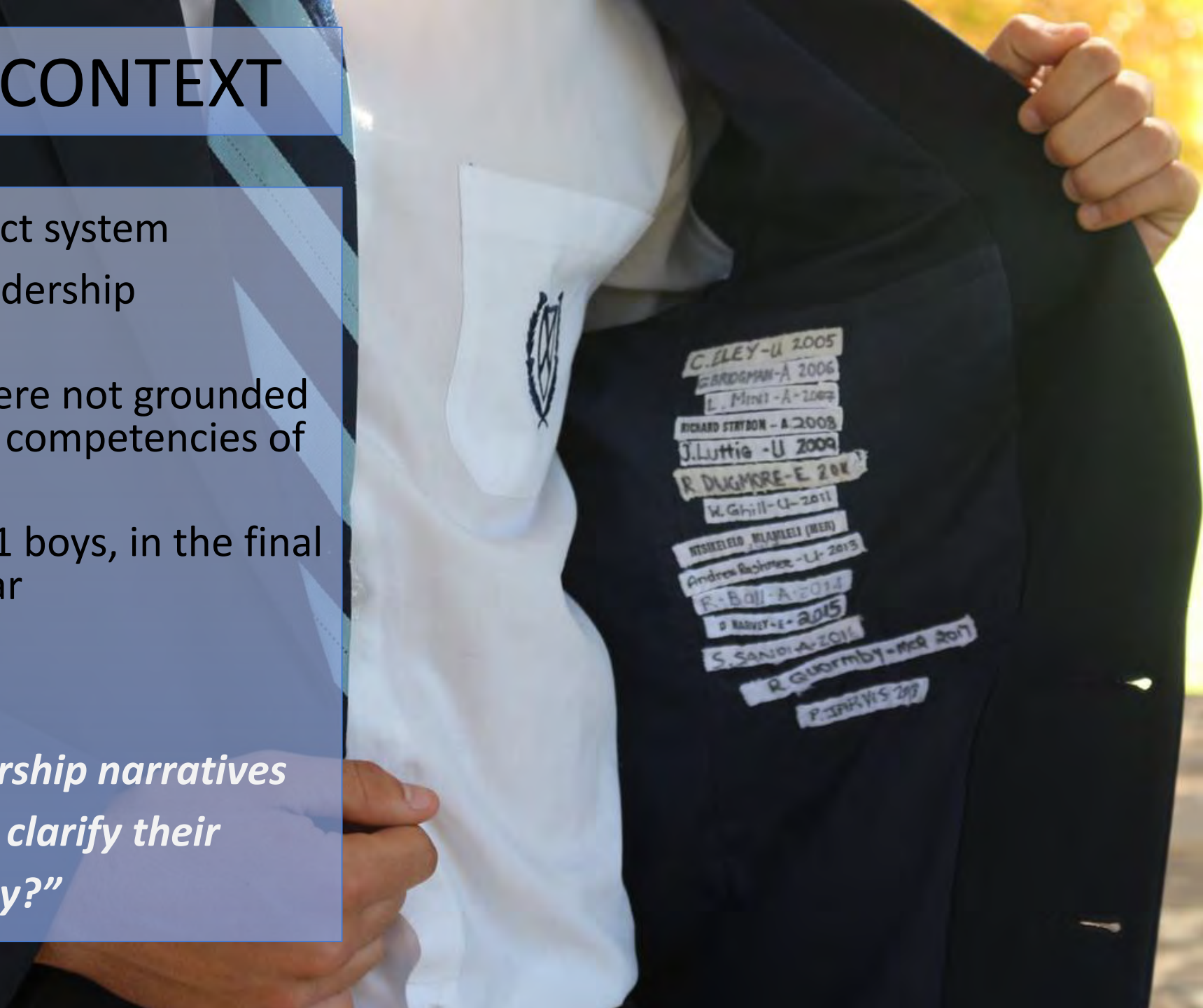
Coherence

THE RESEARCH CONTEXT

- Traditional Grade 12 prefect system
- ‘Leading Edge’ student leadership development programme
- Applications for prefect were not grounded in the strengths, skills and competencies of the individual
- Fifteen volunteer Grade 11 boys, in the final term of their Grade 11 year

Research Question:

“How can personal leadership narratives help Grade 11 boys to clarify their leadership identity?”



THE RESEARCH ACTION

1

- Teaching a new language of character strengths, within a context of leadership.

2

- Individual coaching conversations, structured around the theme of the boy's personal leadership goals for his Grade 12 year.

3

- The boy expressed his personal leadership narrative as a short video using the digital storytelling medium of Adobe Spark.



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My Personal Leadership Manifesto

THE RESEARCH FINDINGS /1

Self-awareness was evoked, as evidenced by a shift in boys' language.

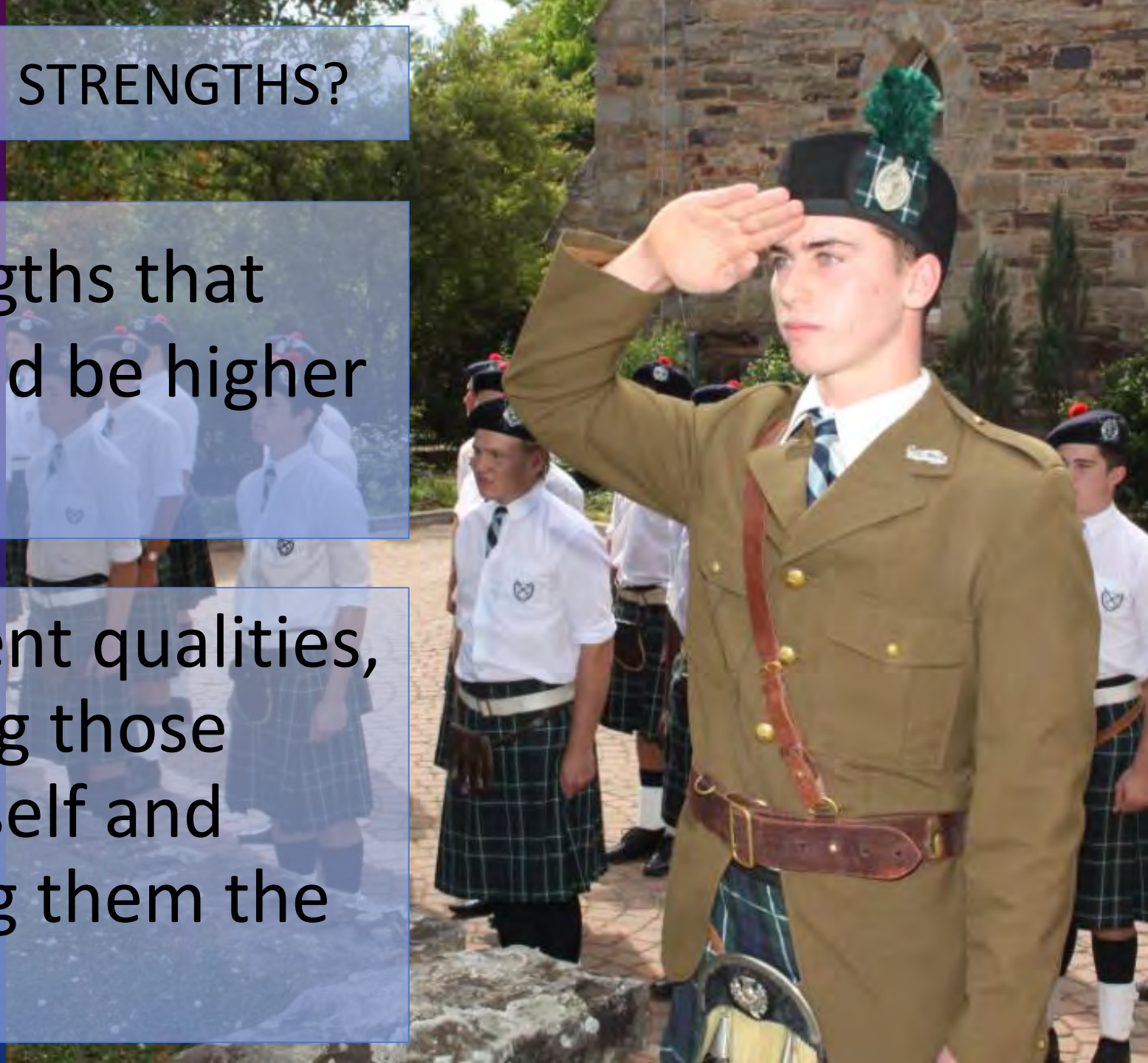
“... language shapes the way we think, and determines what we can think about.” - *Whorf*



WHAT ARE MY SIGNATURE STRENGTHS?

“... some of my strengths that were low down should be higher up, like spirituality.”

“Everyone has different qualities, leading is just noticing those qualities within yourself and others and then using them the right way.”

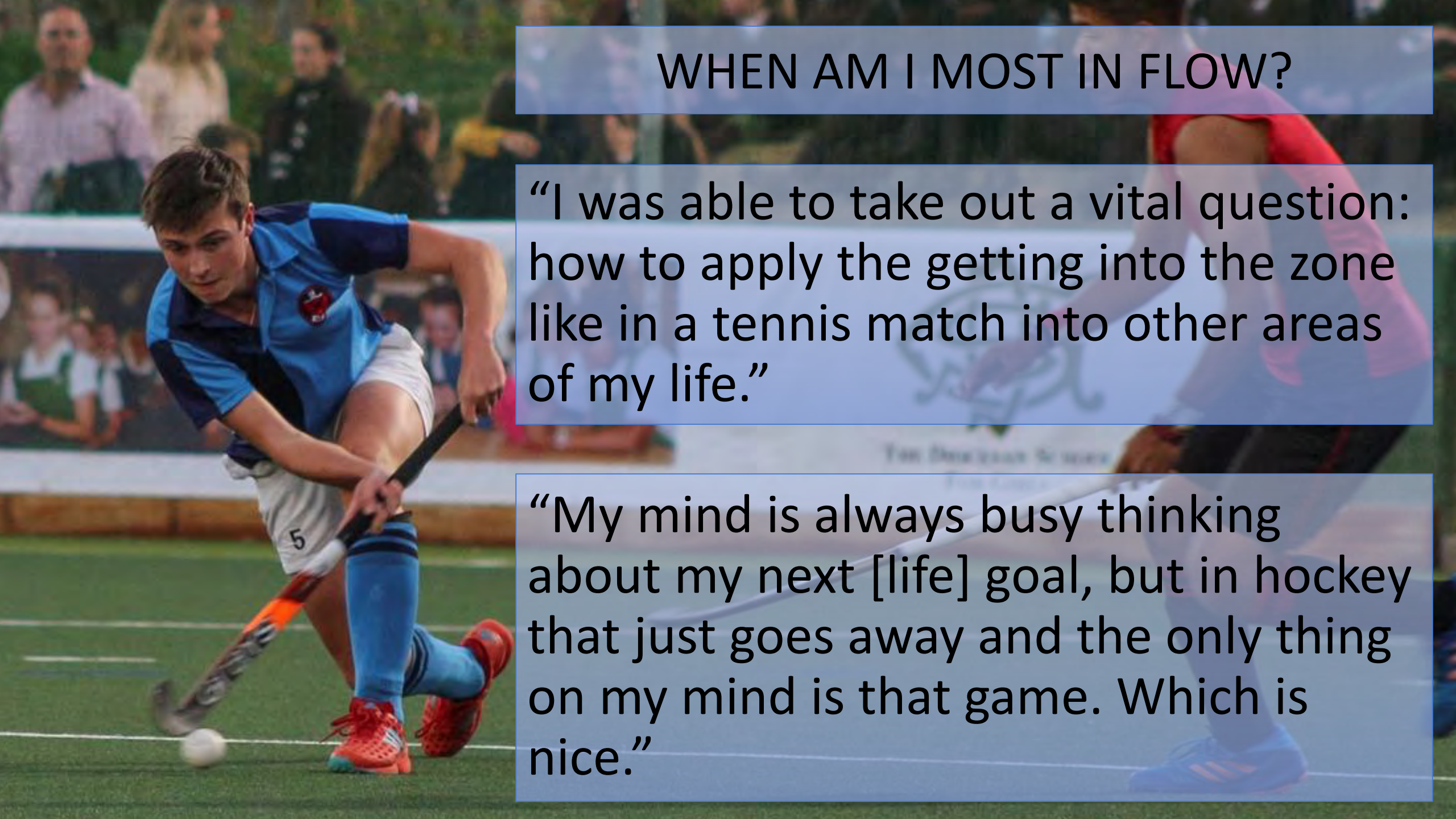


WHAT IS MY BODY SAYING UNCONSCIOUSLY?

“I am very passionate about certain topics and my body language and expressions show that.”

“I neglect the idea of personal space and should resist the temptation to converge on others’ conversations.”





WHEN AM I MOST IN FLOW?

“I was able to take out a vital question: how to apply the getting into the zone like in a tennis match into other areas of my life.”

“My mind is always busy thinking about my next [life] goal, but in hockey that just goes away and the only thing on my mind is that game. Which is nice.”



WHAT ARE MY BLIND SPOTS?

“I’ve always known that leadership is about sacrificing yourself for the betterment of others.”

“Is that fun?”

“...there is a time and a place.”

“I always saw leadership as a servant role ... this mindset hasn't changed. Just the reminder that small things matter. Enjoy the small moments too.”

THE RESEARCH FINDINGS /2

A boy's location within the Leadership Identity Development (LID) model stages correlated with the scope of leadership mission to which he aspired.



LEADERSHIP IDENTITY DEVELOPMENT (LID) MODEL

| Stages → | 1 Awareness | | 2 Exploration/Engagement | | 3 Leader Identified | |
|--------------------|---|-------------------|---|-------------------|--|--|
| Key categories | | <i>Transition</i> | | <i>Transition</i> | <i>Emerging</i> | <i>Immersion</i> |
| Stage Descriptions | <ul style="list-style-type: none"> •Recognizing that leadership is happening around you •Getting exposure to involvements | | <ul style="list-style-type: none"> •Intentional involvements [sports, religious institutions, service, scouts, dance, SGA] •Experiencing groups for first time •Taking on responsibilities | | <ul style="list-style-type: none"> •Trying on new roles •Identifying skills needed. •Taking on individual responsibility •Individual accomplishments important | <ul style="list-style-type: none"> •Getting things done •Managing others •Practicing different approaches/styles <p><i>Leadership seen largely as positional roles held by self or others; Leaders do leadership.</i></p> |

| The KEY | 4 Leadership Differentiated | | | 5 Generativity | | 6 Integration/Synthesis |
|---|---|---|-------------------|---|-------------------|--|
| <i>Transition</i> | <i>Emerging</i> | <i>Immersion</i> | <i>Transition</i> | | <i>Transition</i> | |
| <ul style="list-style-type: none"> • Shifting order of consciousness • Take on more complex leadership challenges | <ul style="list-style-type: none"> •Joining with others in shared tasks/goals from positional or non-positional group roles •Need to learn group skills <p><i>New belief that leadership can come from anywhere in the group (non positional)</i></p> | <ul style="list-style-type: none"> •Seeks to facilitate a good group process whether in positional or non positional leader role •Commitment to community of the group <p><i>Awareness that leadership is a group process</i></p> | | <ul style="list-style-type: none"> •Active commitment to a personal passion •Accepting responsibility for the development of others •Promotes team learning •Responsible for sustaining organizations | | <ul style="list-style-type: none"> •Continued self-development and life-long learning •Striving for congruence and internal confidence |

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), 401-418.

BROADENING SCOPE OF LEADERSHIP MISSION

The background image shows a school hallway. On the left, a large display board is filled with numerous small, framed photographs of sports teams and events. In the foreground, two young men are sitting on a dark-colored sofa, looking towards the right. The room has large windows with striped curtains, and a television screen is visible in the background on the right side.

Stage 2 – Exploration/Engagement

“It sounds like you are already the head of your club?”

Boy F: “I’ll claim it!”

Stage 3 – Leader Identified

“The house is a shambles and it didn’t work sweetly. I want to get order back into the house.”

Stage 3 to 4 Transition

“A grade 8 or 9 boy shouldn’t be scared to engage with an older boy. I want to bridge the gap. That’s what I’d like to achieve.”

Stage 4 – Leadership Differentiated

“To meet a goal – I’m caring, I’m loving – everyone must come together, even if it means I don’t go as far. We did this together as a team.”

CONCLUSIONS & FURTHER INQUIRY

Interventions that seek to build self-awareness, like strengths-based coaching, can be used as part of leadership identity development.

Locating a boy within the LID model, on a continuum of broadening view of leadership might surface the next developmental step for him.

The new language and narratives could be considered more authentic and more coherent.

Further inquiry might follow adolescent boys on a longitudinal study to further understand the applicability of the LID Model.

- What are appropriate coaching conversations in Grade 10? In Grade 9?
- How might the Prefect system be adjusted based on these findings?

VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

| WISDOM | COURAGE | HUMANITY | JUSTICE | TEMPERANCE | TRANSCENDENCE |
|--|---|--|--|--|---|
| <p>Creativity Originality; adaptive; ingenuity</p> | <p>Bravery Valor; not shrinking from fear; speaking up for what's right</p> | <p>Love Both loving and being loved; valuing close relations with others</p> | <p>Teamwork Citizenship; social responsibility; loyalty</p> | <p>Forgiveness Mercy; accepting others' shortcomings; giving people a second chance</p> | <p>Appreciation of Beauty and Excellence Awe; wonder; elevation</p> |
| <p>Curiosity Interest; novelty-seeking; exploration; openness to experience</p> | <p>Perseverance Persistence; industry; finishing what one starts</p> | <p>Kindness Generosity; nurturance; care; compassion; altruism; "niceness"</p> | <p>Fairness Just; not letting feelings bias decisions about others</p> | <p>Humility Modesty; letting one's accomplishments speak for themselves</p> | <p>Gratitude Thankful for the good; expressing thanks; feeling blessed</p> |
| <p>Judgment Critical thinking; thinking things through; open-minded</p> | <p>Honesty Authenticity; integrity</p> | <p>Social Intelligence Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick</p> | <p>Leadership Organizing group activities; encouraging a group to get things done</p> | <p>Prudence Careful; cautious; not taking undue risks</p> | <p>Hope Optimism; future-mindedness; future orientation</p> |
| <p>Love of Learning Mastering new skills & topics; systematically adding to knowledge</p> | <p>Zest Vitality; enthusiasm; vigor; energy; feeling alive and activated</p> | | | <p>Self-Regulation Self-control; disciplined; managing impulses & emotions</p> | <p>Humor Playfulness; bringing smiles to others; lighthearted</p> |
| <p>Perspective Wisdom; providing wise counsel; taking the big picture view</p> | | | | <p>Spirituality Religiousness; faith; purpose; meaning</p> | |



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AN INVITATION: DEVELOPING A PERSONAL MANIFESTO

“Leadership is not about titles, positions or flowcharts. It is about *one life influencing another.*” ~ John C. Maxwell

“Don't be trapped by dogma—which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow *your heart and intuition.* They somehow already know what you truly want to become. Everything else is secondary.” ~ Steve Jobs