

Boys as Positive Role Models

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Abstract

The school environment is one where many relationships are developed. To provide a supportive schooling experience it is important that the relationships developed within the pastoral care environment are positive. At Shore School there is a vertical House system where junior boys interact with senior boys on a daily basis around the locker area, during Tutor Group and during House activities. As such, it is important that the character traits of fairness, leadership and teamwork are displayed by all students, but particularly by senior boys, as they influence the social interaction between individuals and groups (Peterson, 2006). Bearing this in mind, an action research project was undertaken to address the question: *How might participating in a program focusing on fairness, leadership and teamwork develop Year 10 students as role models?*

As a Housemaster, I perceived that Year 10 students were unaware of the influence they had on the junior boys, and so a program was designed to encourage them to reflect on their actions as role models. Five Year 10 students completed a questionnaire and participated in focus groups, where they discussed role modelling and explored the character traits of fairness, teamwork and leadership. The students developed scenarios where these traits could be displayed and then role-played these for the other boys in the House.

Analysis of the results showed that the participants were surprised at the level of influence they have over the junior boys. Recognising that they were in fact role models for the junior boys, participants identified a need to be more aware of their own actions. The project itself provided talking points for positive discussion between House members and saw an improvement in favourable and character-driven actions.

Introduction

Shore School has a vertical pastoral care system that consists of fourteen Day Houses and four Boarding Houses. As the Housemaster of a Day House I believe there is a greater opportunity for Year 10 students to be positive role models for the junior boys within the House. I also believe that the strength of the vertical House system could be improved by explicitly instructing Year 10 students on how to become positive role models. These particular students are in a position of admiration amongst their junior peers, and have the ability to influence them both positively and negatively.

The introduction of a role-modelling program that focuses on fairness, leadership and teamwork, character traits linked to the virtue of justice¹, has the potential to foster a positive environment. Action research was considered an appropriate way to introduce a role-modelling program for my small group of impressionable Year 10 students. An action research approach provided the flexibility and adaptability to implement a program, evaluate its effectiveness and then reflect on its success. This was particularly important for me as I included my Year 10 students in the design of the program with the intent to empower them. I hoped that this program would provide opportunities for my Year 10 students to be positive role models for the junior boys in the House.

Literature Review

It is well documented that schools play an important role in the character development of boys in their care, and that creating a pastoral care environment that promotes and supports the development of character should be an essential component of a school's curriculum. Not only that, character education itself entails many of the central tenets of quality education (Berkowitz & Bier, 2004). It is also indicated that students more readily respond to the task at hand when working with another, older student (Kelehear & Heid, 2002). The challenge therefore lies in creating a character education program that is delivered by peers to explicitly target the development of prosocial behaviours.

Before undertaking this challenge, it was necessary to review the literature that surrounds the concepts involved. This review, therefore, explores what character education is, the necessity

¹ In this context, justice is defined to be civic strengths that are broadly social and relevant to the optimal interaction between an individual and the group or the community – a necessary skillset for any pastoral care environment.

of the virtue of justice, and the influence of peer instruction and role modelling on developing character.

It is widely accepted that character education has a significant influence in the development of young boys. The Jubilee Centre for Character and Values (2013), for example, states: “Character education is about the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society” (p. 1). It is no stretch to consider this outcome functioning in a smaller context – that of the pastoral care environment within a school. The Jubilee Centre’s definition provides a clear focus for programs designed to develop character, and incorporates an understanding that character is a multifaceted set of psychological characteristics that promote sociomoral competence (Berkowitz & Bier, 2004). While character develops over a life span, it is recognised that it is significantly influenced during childhood and adolescence (Berkowitz & Bier, 2004), and addressing these characteristics at a school age, therefore, is beneficial.

In a pastoral care environment, the ability to function as a member of a community is a fundamental skill. In this context, Peterson (2006) argues that the virtue of justice is essential. He outlines that the “strengths of justice are social and necessary for the optimal interaction between an individual and a group” (p. 143). The positive character traits that underpin the virtue of justice are fairness, leadership and teamwork. My research project explored the notion that these traits are character strengths that can be taught and role modelled by senior students within a pastoral care environment. The importance of justice is supported by the research of Sarros and Cooper (2006), who identified the key character attributes of successful leaders to be integrity, cooperativeness, fairness and self-discipline. A number of these traits clearly resonate with the virtue of justice.

It is important to note that character is educable. Berkowitz and Bier (2004) state that the training of interpersonal, emotional and moral skills is critical for an effective school-based character development program. As a result, the importance of exploring differing teaching methods cannot be understated. One such method is the use of peer role modelling. There is extensive evidence that peer learning and peer teaching are effective in achieving a wide variety of goals and content (Johnson and Johnson, 1975).

In identifying five key features of successful development of character strengths, Park (2004) highlights the impact and importance of a positive role model. Through a role model, prosocial behaviours can be facilitated by modelling, and strengthened with appropriate reinforcement. Sieber (1979) also suggests, “peer groups create norms that regulate and give

meaning to activity in the less rationalised spheres of school life, and assist pupils in coping with many school tasks and responsibilities” (p. 211). If older peers already have this influence, there lies an opportunity for them to act as positive role models through the direct teaching of relevant personal and social goals, which Berkowitz and Bier (2004) outline as a trait of a good character education program.

The Character Education Partnership identifies three important aspects that participants of character education programs must abide by: understanding, commitment and action. Put differently, Berkowitz and Bier (2004) suggest participants must “get it,” “buy into it” and “live it.” If this can be harnessed into a peer teaching environment, the benefits are significant. Kelehear and Heid’s (2002) research, for example, found resonance in Vygotsky’s notion that when students worked with mentors they began to internalise knowledge transacted through the assistance of that mentor. This supports the notion that displays of character exhibited by senior students can have a significant impact on peers.

This action research project provided an opportunity for Year 10 students to role-play scenarios that display the character strengths of virtue. As Reichert and Hawley (2009) note, “the requirement to perform before others was found to enhance the student’s sense of responsibility for and ultimate mastery of an assigned task” (p. 61). This particular method appeals to boys and was also found to be effective in helping students identify and assess their own values in critical personal matters (Reichert and Hawley, 2009). The process also benefits junior boys by providing them with a positive role model, an important tool of character development. As outlined by Park (2004), role modelling is particularly influential in a school-yard context, where, “the more similar the modelling target is to the individual, the more effective the modelling” (p. 45).

It is known from social psychology that observing the behaviours of valued others can be a powerful tool in developing one’s own values (Berkowitz & Bier, 2004). In this research project, Year 10 boys were considered to be role models and trainers for the junior boys. It was an important role for these students to be acutely aware of, as providing student empowerment and promoting collaborative learning are key traits of a successful character education program (Berkowitz & Bier, 2004). A character education program that draws on the strength of peer instruction and the power of role modelling and mentoring will likely have considerable success in the direct teaching of relevant personal and social skills.

Research Context

Shore School is an independent day and boarding school located at North Sydney, Australia. At Shore the provision of a strong pastoral care system, delivered through a vertical House system, is seen as an integral part of helping each boy to reach his full potential intellectually, emotionally and spiritually. As a Housemaster (of Gilmour House) within this system I chose to involve in this action research project, five students from Year 10 who are members of Gilmour House. These students were selected as I believed they were at an age where they exert significant influence over the junior boys in the House, but do not necessarily have the tools to use this influence positively. I have been looking for ways to increase the involvement of these students in creating a positive environment in the House.

As Gilmour House was in its first year of operation, it only had a smaller number of Year 10 students, and as such all five Year 10 boys in the House were given the opportunity to participate in the action research. These students all did Drama as an elective subject, which meant that the idea of role-playing scenarios for an audience would be an engaging yet comfortable activity for them.

Consent for student involvement was sought from the parents of all students involved. This was achieved through the dissemination of an information sheet and consent form via email and hard copy. Each student and his family were made aware of the scope of the research and given the opportunity not to participate. The information sheet also outlined to participants that voice and video recordings would be taken, and anonymity would be maintained through the omission of names in any written and published report. The school and its Headmaster, Dr Timothy Wright, were aware of, and fully supported, the research project.

The Action

The “action” in my project was to implement a program designed to encourage Year 10 students to reflect on their positions as role models by focusing on the character traits of fairness, leadership and teamwork. The program was initiated during a meeting with the students in a focus group, where the character traits of fairness, leadership and teamwork were defined. The group then identified appropriate scenarios at school where these traits could be displayed. These scenarios were role-played for the remainder of Gilmour House during House Meetings, with the participants required to actively display the trait themselves the following week in their day-to-day activities. The purpose of the program was to

encourage the students to reflect on how they act as role models and to get them to recognise the influence they have over the junior members of the House.

Data Collection

Throughout the action research project a number of data collection techniques were utilised. Qualitative data were preferred over quantitative data as the action research process is focused on observing, reflecting and adjusting working practices. Qualitative data provided more useful information in this regard and the data collection techniques reflected this.

- **Questionnaires**

A questionnaire was given to the participants at the start (Appendix I) and conclusion (Appendix II) of the research action. The questionnaire focused on each student's perception of his own ability to be a positive role model and how comfortable he is in that role. This approach provided a direct comparison for a 'before and after' analysis of the impact of the research project. The questionnaire consisted of questions that aimed to eliminate any bias or leading information. Each participant completed these questionnaires on his own with no input or discussion with other participants.

- **Focus Groups**

Throughout the action research project four focus groups were held with participants. There was video recording of each focus group session to ensure accurate documentation of what transpired. Relevant information could then be reviewed and noted verbatim where necessary. Whilst an effort was made to ensure all participants were at every session, illness prevented this from occurring on occasion. Focus groups were utilised as they allowed me to address and discuss a variety of factors of the research project with the participants. These factors were:

- Clarifying definitions/interpretations of key terms
- Discussing views and interpretations of character
- Planning scenarios to role-play in House Meetings
- Identifying developments and benefits achieved through the project

- **Direct Observation**

In my role as Housemaster I interacted with the participants on a daily basis, and was therefore provided plenty of opportunity to informally observe the boys' actions and behaviours. This was a necessary form of data collection, as a component of the research project relied on participants displaying the selected behaviour throughout the week. To minimise the impact of individual interpretation, comments were sought from other members

of Gilmour House, both students and staff, about their observations regarding the participants and the research project.

Data Analysis

The collected data were analysed using a method of categorising and coding to generate meaningful information that reflected commonalities in the data. With this in mind it was important to consider the viewpoints of differing stakeholders in identifying these units of meaning. This allowed differences in perspective and experience to be taken into account.

The data analysis was completed using the following steps:

1. Review data in relation to stakeholder perspective
2. Identify specific events and experiences in the data (known as units of meaning)
3. Identify associated units of meaning
4. Label associated units of meaning by their common themes (coding/categorising)
5. Identify attributes relative to each common theme

A review and analysis in this manner assisted in the distilling of data into useful and meaningful information.

Discussion of Results

The findings indicate that the implemented action was beneficial to both Year 10 boys and junior members of Gilmour House. After an analysis of the focus group transcripts, completed questionnaires and direct observations, five key themes emerged.

1. Boys developed a greater awareness of the traits of fairness, leadership and teamwork

The first focus group was aimed at developing definitions of the key characteristics of fairness, teamwork and leadership. I found it interesting that the participants were aware of these character traits, but initially struggled to define exactly what each meant. The process of defining each trait individually allowed participants to reflect on practical ways of displaying these traits. The participants defined the character traits to be:

Fairness: A level playing field, treating everyone the same.

Teamwork: Working together to achieve a common goal whilst respecting others' opinions.

Leadership: Setting a good example, organising with confidence and fostering good relationships.

Forcing the participants to unpack each term encouraged them to reflect on each trait and how it could be portrayed in practice. This was highlighted by the comments of one particular student who at the beginning of the program stated, “it’s hard to just walk outside and get a sense of, like, character and leadership.” Yet, at the conclusion of the action research the same student went on to say, “it gave me a lot more interaction with it. Like it made you realise what it actually was. The physical actions, rather than just the words.”

The role-plays carried out in House Meetings encouraged boys to portray the traits of fairness, leadership and teamwork in front of others. This provided them the opportunity to highlight simple things for the junior boys that could be done to show these traits within a school context. Of particular interest was the fact that three of the five participants took the opportunity to explain each scenario and what was good or bad about the scene they were portraying. This was completely unprompted and showed to me that those boys were critically thinking about the message they were trying to get across.

2. Boys were more aware of the impact they have as role models

The most interesting result of this action research project was the new-found awareness of each participant regarding his ability to be a role model. From my position, it is easy to see that the junior boys look up to the senior boys of the House, but the senior boys, particular Year 10s, aren’t aware of that. My concern was that the students would complete the program, yet not have the self-awareness to reflect on the process. Thankfully this was not the case and I believe it was quite empowering for the Year 10 boys to realise that they do have influence over the junior members of the House. When asked if the project made them more conscious of the impact they had as a role model, all participants responded positively, with one adding: “Definitely, because I could see that after we clearly showed them how to lead and how to do things, they did them”, and another adding “Yeah, the younger boys actually listen to us!”

One example of being a negative role model that was shared also highlighted to participants how they could lead the young boys astray. This participant explained how in the past he had thrown rubbish at the bin, leaving it lying on the floor. He had then witnessed a number of younger boys do the same thing. This exact scenario turned out to be the first role-play the group did to highlight the character trait of leadership. It was great to see this scenario brought up and used by the boys as it has proven a particular bug bear of mine in the past.

During the final focus group, all respondents were asked what one significant thing they would take away from the exercise? Whilst one student said, “Nothing!” the other responses

cemented for me that the participants were more aware of their position as role models for junior boys. The particular student responses to the question that highlighted this were:

“I think that mostly it has shown me how much of an impact that I have on the younger boys and so that I actually need to be careful about what I do.”

“That our actions have repercussions for other people.”

“...if you’re going to put your hand up for stuff like this then you have to follow through with it. Otherwise it destroys the message.”

If this was the only outcome achieved from the action research project I would have been happy. As a teacher it was great to see boys come to the realisation themselves that they have a direct impact on the actions and behaviours of younger boys in the House. This realisation that they were role models was summed up by one student in the final questionnaire: “The main benefit for me was realising that the younger boys look up to me more than I realised, so I had a chance to correct my behaviour and lead by example.”

3. Positive behaviours were exhibited in junior boys’ behaviour

The data suggested that the Year 10 role-plays impacted positively on the House, with junior members exhibiting desirable behaviours around the House. I believe that due to the simplicity of the role-plays performed, each member of the House was able to actively display that character trait if he desired. In the final focus group, all boys present had seen junior boys doing what they had role-played as part of the program. Participants believed they were doing this because of what they had seen in House Meetings, and one went on to say, “There’s actually been a big difference” with regard to actions and behaviour.

Throughout the research project the participants became acutely aware of the impact that the program was having on the behaviour of junior boys. When asked about what impact the role-played scenarios were having the participants responded:

“Yeah, after each scenario you can see a change.”

“It has made it easier for them to do stuff.”

“It’s, like, set a platform that everyone is on the same level. If you can force it, and demonstrate it as a group, there is no room for them to say, I don’t know I had to pick up rubbish.”

“I guess that they learn how to receive the message from us. I think it’s more that they learn how to respond from our leadership.”

Within each focus group there was unanimous agreement that junior boys were responding to each role-play performed. At a practical level, I observed less rubbish in the locker area and more interaction between boys throughout the duration of the research project. I believe a significant influence on this were the role-plays and the explanations given during those role-plays. It was interesting to note that a couple of the participants ended each session with the words, “So that’s what we’re looking for, and that’s what we want to see from everyone this coming week.” This put the onus on the junior boys of the House to help display the character traits in question. I think that this provided junior boys the opportunity to display good character and many of them chose to respond in a positive way.

4. The tasks provided motivation to undertake actions of good character

The findings suggest that the project was an effective method for giving Year 10 students the motivation to undertake actions of good character. Whilst the purpose was to highlight everyday things these boys could do to show traits of the virtue of justice, it provided the boys motivation to do so. The feedback attained through focus groups indicated that the junior boys were holding the participants to their claims. This was highlighted by one of the participants: “I think I saw, particularly the younger boys, that they tried to keep us accountable. They have been like ‘Hey, there is some rubbish there, you’d better go pick it up’.” It is interesting to note that, to a degree, this reversed the authority that typically comes with age. Even though they were being ‘bossed around’ by the younger boys the Year 10s still responded positively.

One thing identified by the majority of participants was that the role-plays made it ‘funny’ to do the right thing. One participant noted, “because we’ve done these things [role-plays] it kinda made it a funny way to do it. I don’t know how to put it, but you can just pick up the rubbish and go haha, that’s what they did in the thing.” This idea of actions being funny was brought up in a number of the focus groups discussions throughout the project. Whilst I have some reservations about actions of good character being done because they are ‘funny,’ it is clear that the character program provided some motivation for the participants and junior boys to discuss and undertake these actions. Four of the five participants agreed that participating in the role-playing program made it easier to do the right thing – particularly when picking up rubbish and making an effort to talk to everyone in the locker area.

Analysis of the focus group sessions also identified that being in the spotlight provided a sense of motivation for the boys. As one student outlined: “You realise that you were always going to be judged by what you do. So, like, you had to keep up your standards.” In my

discussion with junior boys around the House it was obvious they were keen to inform me when they had observed the Year 10 participants doing the wrong thing. This highlighted to me that the junior boys were also invested in the program and were using it as a means of engaging with the Year 10s – if not using it as a means to try and get them in trouble. In this regard the program was providing a talking point between students, furthering relationships between boys of different year groups.

In the post-research questionnaire, the majority of responses suggested that the project provided motivation to act in good character. The Year 10 boys felt they were being held accountable by the junior members of the House. The majority also felt that it ‘sometimes’ or ‘always’ gave them a reason to pick up rubbish, talk to younger students and assist others. I also believe that regular meetings with me forced the Year 10 students to reflect on their behaviour as they knew they would be held accountable for it. It is clear that the program provided several ways to motivate participants to undertake actions of good character. The challenge that now comes to mind is whether or not this motivation would exist if there were not formal follow up or accountability.

5. The project improved perception of the senior boys’ interactions with junior boys

The questionnaire completed at the conclusion of the project outlined that the majority of participants saw some benefit in completing the tasks. Of particular note was their perception relating to their own relationship with junior boys. The results of the questionnaire suggested most of the boys showed improved frequency of interacting, leading, influencing and helping junior boys. One participant stated that one benefit for undertaking the project was that “it improved my relationship with the younger boys.” However, it is interesting to note that on his post-program questionnaire the most vocal participant in focus groups recorded a decreased frequency of interacting, leading, influencing and helping junior boys. The same participant then wrote that ‘younger boy, older boy interaction’ was one of the benefits of undertaking the task. I believe that the timing of the questionnaire and other school events (exams and sport) may have played a role in his questionnaire responses.

I observed improved interactions and relationships develop between junior boys and the Year 10 participants. Whether this would naturally have happened with the time that passed is a possibility, but I believe the program provided a talking point and common ground between year groups, and helped to facilitate interaction and conversation between boys. I genuinely believe that positive relationships were developed throughout the course of the project. The process of identifying features of fairness, teamwork and leadership with the participants

meant it was on the mind of the Year 10s, who were more conscious in considering them in their interactions with others. One participant, who, up until this point, had shown little interest in leading or developing relationships with junior boys, highlighted this for me. Towards the end of the project he entered my office with a junior boy in tow, explaining that he had observed this boy appearing unhappy in the locker area and thought we should all sit down and have a chat – going so far as exclaiming that “We need to set some goals!” I believe that the participation in the project’s character program provided motivation for this student to care for the younger student and gave him an avenue to pass on his concerns. This was particularly rewarding to observe, knowing that the senior boys are caring for the junior boys of the House.

Conclusion

A great deal can be achieved when we are given the time to stop and reflect. I have found that boys generally know the right way to behave or what the correct thing to do is. However, when put in a scenario that tests this they will, for whatever reason, not always do the ‘right thing’. I believe that forcing students to stop and think practically about their actions was one of the underlying reasons for the success of this project. The focus group sessions provided the opportunity to dissect what traits of good character are and how they can be actively displayed in a school context. It provided a platform for the boys to recognise opportunities to display good character, as well as a medium to reflect on the process.

The action research project specifically gave Year 10 students the opportunity to reflect on the influence they have over the junior boys in the House. In doing so these students became more conscious of their behaviour and more committed to being a positive role model for the junior boys. I believe focusing on the three aspects of fairness, leadership and teamwork made the task manageable. I also believe the project was successful in making the Year 10 students more aware of what these character traits mean and how they can physically be displayed on a day-to-day basis. Reflecting on this and the effect of their actions on the junior boys of the House lead participants to recognise the influence they have on the younger students. This realisation was quite empowering for the boys, and myself, as they recognised the importance of being positive role models.

As action research is a cyclical process it is important to consider what can be learnt from this project to improve future practice. This is a relatively simple platform that is easily transferable to other Houses within the school. It could be used to explore many facets of character development, and the idea of role-playing scenarios and being held accountable to

actively living those lessons is not limited only to character development. At a practical level it will be important to explore and define character traits with students, make concepts relevant in a real world context and allow ample time to open up dialogue with participants.

The challenge now lies in trying to get students to critically think about their actions and behaviours as a matter of habit. Whilst it is easy for boys to do what is right because they are being held accountable for it, it is more challenging to get them to make decisions as positive role models on their own. To assist in this it would be possible to provide visible reminders, such as posters, in high-traffic areas to remind boys of the project they had taken part in. How this program, or those like it, effects or influences students' actions and behaviours well into the future could provide an opportunity for further research.

Personally, the project has emphasised the important of discussing acts of good character with students. Identifying these, making them tangible and congratulating those involved will help foster a supportive and encouraging culture within the House. The project has also outlined the importance of having to role model positive character behaviours myself at all times. If I walk past a piece of rubbish in the playground without picking it up, having used this as a scenario with the group, I will undermine the meaning and purpose of the project. I cannot expect them to do as I say but not as I do. The project has provided a platform for me to discuss being a positive role model with the senior members of the House. Helping them become aware of the influence they have over junior boys will hopefully assist in them to act in good character and help create a positive culture within Gilmour House.

Reflection

Before starting the action research project I was unsure of what the experience would hold. Attending the IBSC Annual Conference in Richmond Virginia was a professional highlight. Participating in workshops and working with my action research peers allowed me to experience the truly global and collaborative nature of educators. In those few days I learnt a lot about character development and the professionalism of educators around the world.

Undertaking the action research project has certainly furthered my professional development and I have enjoyed sharing the experience with my Year 10 students. As a Housemaster I was keen to conduct a project that addressed a weakness I perceived in my House – a lack of awareness by the seniors students on the influence they hold over junior boys. I initially found it challenging to come up with the project idea, and the ever-changing nature of action research was quite daunting. However, after these initial concerns I was incredibly happy with the output that was achieved. The time spent discussing these important issues with the

students was invaluable and giving them the opportunity to sit and reflect on these things also gave me the chance to sit and reflect on my own practice.

One of the most challenging things for me personally was time management throughout the course of the project. At times I felt my project was a little disconnected due to the irregularity of my completing tasks. The schedule that comes with being a full-time educator did not always provide the opportunity to devote as much time to the project as I felt it deserved. Having deadlines along the way ensured the project did progress but at times I felt there was a lack of continuity in what I was producing.

I am incredibly grateful to Dr Timothy Wright and the IBSC for providing me the opportunity to participate in this action research program. I truly believe that the development of character is one of the primary roles of any educator, and any program that encourages teachers to address, reflect and improve their practice in this area is invaluable. My heartfelt thanks must also go to Margot Long for her guidance and direction throughout the journey...and for her tolerance of my missed deadlines. All members of the 2013/14 action research team ensured that plenty was learnt through the experience, with fun and enjoyment had along the way. I personally found the whole process to be incredibly enlightening, empowering and rewarding.

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Appendix I

IBSC Action Research Questionnaire – Pre Action

1. Name:

2. What do you believe a role model is?

3. Think about your recent interaction with the members of Gilmour House. For each statement below mark the box that is most accurate for you.

	Never	Rarely	Sometimes	Always
a. I interact with the younger boys in the House.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I treat all boys fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I lead by example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I influence younger boys of the House.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am respected by younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I facilitate interaction between others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I help younger boys when they have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I correct/reprimand poor behaviour of younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am comfortable with younger boys looking up to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am a positive role model for the younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What are the three most important character traits of a positive role model?

i)

ii)

iii)

Appendix II

IBSC Action Research Questionnaire – Post Action

1. Name:

2. Think about your recent interaction with the members of Gilmour House during Term IV.

For each statement below mark the box that is most accurate for you.

	Never	Rarely	Sometimes	Always
a. I interact with the younger boys in the House.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I treat all boys fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I lead by example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I influence younger boys of the House.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am respected by younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I facilitate interaction between others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I help younger boys when they have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I correct/reprimand poor behaviour of younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am comfortable with younger boys looking up to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am a positive role model for the younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Think about the specific tasks you undertook as a part of this research project.

For each statement below mark the box that is most accurate for you.

	Never	Rarely	Sometimes	Always
a. I was comfortable completing the tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Younger students discussed/commented on the tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I was held accountable for my actions by younger boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It gave me a reason to pick up rubbish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It gave me a reason to talk to younger students more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It gave me a reason to assist others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. List three character traits that you think you portrayed during the course of the project.

i)

ii)

iii)

5. What do you see as the benefits of undertaking a task like this?

6. How could a set of tasks like this be improved?
