

## Final Output: My Ethical Leadership Journey with Laidlaw

Throughout the Laidlaw Leadership in Action programme, I've had the opportunity to explore leadership in both practical and academic settings—through climate education with myclimate in Cambridge and through research into how long COVID affects students' lived experiences. Both experiences, while very different in context, challenged me to grow as a more ethical leader and more conscious global citizen.

During my volunteering with myclimate, I volunteered at a summer school focused on climate education for children. We explored creative ways to teach sustainability such as designing climate-friendly menus, running a second-hand market with a “reduced plants” corner, and organising a “trashion show” using upcycled materials. It was in these moments that I learned the value of ethical leadership is not rooted in taking control over everything, but leaving and creating space for others to lead and share.

At the same time, my research project on long COVID taught me the importance of ethical sensitivity in academic leadership. Investigating how long COVID impacts students' physical, emotional, and academic lives required a deep commitment to respecting lived experiences. Many students shared stories of chronic fatigue, isolation, and academic struggles. Leading this project meant not only collecting data, but ensuring that participants felt heard, respected, and protected. It reinforced my belief that ethical leadership requires elements of compassion, confidentiality, and a responsibility to advocate for change when faced with injustice or neglect.

This programme has taught me that leadership is not about being the loudest voice in the room. It's about understanding the stories behind the data, the people behind the projects, and the responsibility we carry as leaders to uplift others. Whether I'm teaching climate awareness or researching long COVID, I now see ethical leadership and global citizenship not as goals—but as guiding principles for every step I take forward.

Looking ahead, I will continue developing as an ethical leader by firstly staying grounded in empathy and responsibility across all areas of my work. Secondly, I would keep on listening and valuing diverse perspectives and that should be regardless of children in a classroom or students navigating chronic illness. Last but not least, I would keep seeking opportunities to turn local actions into broader impact, particularly through education and research.