



UNITED - Inclusion and Diversity of Learners with Diverse Backgrounds

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Blended Training Program:

“Inclusion and Diversity”

Creating an Inclusive Classroom Environment – Module 5

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Table of Contents

Copyright declaration for training module	3
Disclaimer	3
About UNITED	4
Unit 1: Creating an inclusive classroom environment	5
Unit 2: Nurturing self-development and leadership in the classroom environment	10
Unit 3: Growing and leading relationships in the classroom environment	13
Case study	18
Tips & Recommendations	20
Glossary	21
References	22
Check Your Knowledge (writing, role playing and story telling)	23

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The UNITED training program has been developed as a blended training program, combining e-learning (independent study relying on online learning resources) and in- person classroom activities facilitated by a qualified trainer. The units of this module are designed to provide learners with the most important insights regarding the subject matter of the module, in

accordance with the findings of the analyses conducted in the framework of the UNITED project.

The learning content provided here is intended to serve for independent learning and does not pretend to cover all possible aspects and related issues in terms of the subject matter covered. Users are solely responsible for ensuring that they have sufficient and compatible hardware, software, telecommunications equipment, and Internet service necessary for the use of the online campus and modules.

About UNITED

United – Inclusion and Diversity of Learners with Diverse Backgrounds” is an Erasmus+ co-funded project 2022-2-DE02-KA210-VET-000092335 in collaboration with XU Exponential University of Applied Sciences and Luxembourg Creative Lab aims at enhancing the partnering organisations by educating our staff members and peers on the most important European values of Inclusion and Diversity. More information about our project activities you could find at: <https://unitederasmus.com/>

Unit 1: Creating an inclusive classroom environment

Tags: inclusion, engagement, openness, values, diversity, bias, change

Unit 1 - Introduction

The module Creating an inclusive classroom environment is divided in three main units. The Unit 1 focus on “Creating a sense of Academic Belonging”. In general a student who feels a sense of belonging feels cared about, accepted, respected, and valued by others on campus.

In general students’ sense of belonging in their major is associated with feeling positive about the learning experiences in major classes and was associated with behavioral engagement. In addition, the researchers found a correlation between students’ sense of belonging to the university overall and their emotional engagement. Emotional engagement has been defined in terms of both perceived positive and negative emotional responses to academic experiences. These emotional responses can range from feelings of interest and enjoyment to anxiety/worry and discouragement.

When put into contexts of self-development and inclusive leadership, sense of belonging gains reinforcement and a perception and an attitudinal behavior. Self-confidence, trust on others and general positive attitudinal behavior are identified as some of the output variables resulting from inclusive teaching environments.

There are specific characteristics associated to an instructor and her/his/they way of teaching that are associated with college students’ sense of class belonging. These characteristics included: encouragement of student participation and interaction, instructor organization, and instructor warmth and openness.

These are some of the issues which we will discuss in the following unit.

1.1. What is Academic belonging and why do we need it

In general, classroom practices that help students feel that they are an integral part of the class, that their ideas matter, and that their perspectives are welcomed, create a sense of academic belonging. Relevant theoretical background mentions that a student who feels a sense of belonging feels cared about, accepted, respected, and valued by others on campus.

For example, Lewis and colleagues define academic belonging as “the extent to which individuals feel like a valued, accepted, and legitimate member in their academic domain” and go on to state, “Belonging has long been recognized as an innate human need and an important driver of physical and psychological well-being” (Lewis, Stout, Pollock, Finkelstein, & Ito, 2016).

According to Maslow's hierarchy of needs, a sense of belonging is ranked third, only behind the importance of basic physiological needs and safety (Maslow, 1943). For university students, this need extends to academic belonging, referring to how socially supported and connected students feel — their sense of how they fit into the larger campus community.

Why is it important?

A student who feels a sense of belonging feels cared about, accepted, respected, and valued by others on campus. Maslow argued that if an individual's needs are not met, their physical and mental health may be negatively affected.

Academic communities within an institution are critical in the development and support of students' academic belonging. For example, at XU Exponential University we prevail upon supporting our academic community with a framework of core values and code of conduct that support a sense of inclusion, acceptance and ownership among all who take part of teaching and learning communities. The various groups are actively engaging one another: departments with their associated faculty-student, staff-student, and student-student interactions.

Tinto's early work on the impact of learning communities underscores the importance of shared experiences and responsibilities, of belonging to an academic community on student success in college (Tinto, 1997; 2003). Numerous subsequent studies spanning the K-20 spectrum have reported a connection between a student's sense of belonging to a community or set of communities, and the student's achievement motivation, expectations to achieve, as well as actual academic achievement.

Hurtado and colleagues found that students' sense of belonging in their major was associated with feeling positive about the learning experiences in major classes and was associated with behavioral engagement. In addition, the researchers found a correlation between students' sense of belonging to the university overall and their emotional engagement. Emotional engagement has been defined in terms of both perceived positive and negative emotional responses to academic experiences. These emotional responses can range from feelings of interest and enjoyment to anxiety/worry and discouragement (Hurtado et al., 2007).

Numerous studies explore the positive relationship between sense of belonging, self-development and inclusive leadership. Self-confidence, trust on others and general positive attitudinal behavior are identified as some of the output variables resulting from inclusive teaching environments.

A study found that "students' sense of efficacy for succeeding in class and their perception of the value of tasks required in class were quite strongly associated with their sense of belonging." (Freeman, Anderman, & Jensen, 2007 p. 216). In addition, they identified specific instructor characteristics that were associated with college students' sense of class belonging. These characteristics included: encouragement of student participation and interaction, instructor organization, and instructor warmth and openness.

Zumbrunn et al. found that students' perceptions of a supportive classroom/course environment predicted students' belonging beliefs, which were, in turn predictors of students' motivation, engagement, and achievement in the course (Zumbrunn, McKim, Buhs, & Hawley, 2014).

Academic Belonging

In general, classroom practices that help students feel that they are an integral part of the class, that their ideas matter, and that their perspectives are welcomed, create a sense of academic belonging.

1.2. Main steps for creating an inclusive classroom environment

- **Academic Belonging**

In general, classroom practices that help students feel that they are an integral part of the class, that their ideas matter, and that their perspectives are welcomed, create a sense of academic belonging.

- **Discussion Guidelines and set Expectations**

Discussion guidelines set expectations for participant behavior during small group or whole-class interaction. They also ensure that the class environment is welcoming, inclusive, and respectful.

- **Implicit Bias and Habits**

Our implicit biases are essentially bad habits that stem from cultural learnings—they are a byproduct of our socialization and not a moral failing. If we are not aware of our biases, those habits can become activated and applied by default even when they may be undesirable and counteract our intentions.

- **Growth Mindset and Self-development**

Mindsets are the implicit theories that individuals hold about the malleability of human characteristics. Research indicates that students' beliefs about the nature of intelligence and ability significantly shape their response to academic challenges.

- **Accessibility and Collaboration**

Accessibility is the practice of creating digital content that all people can perceive, understand, interact with, navigate, exchange and collaborate.

- **Navigating Contextual Environmental Changes**

Guidelines for discussing key contextual changes influenced by political, cultural, social, economic, technological driving forces while recognizing the challenge of exposing your

personal opinions or excluding students with contrasting contextual environmental leanings.

Key Takeaways

- When creating an inclusive classroom environment, a student who feels a sense of belonging feels about cared about, accepted, respected, and valued by others on campus and/ or hybrid and online mode.
- Emotional engagement has been defined in terms of both perceived positive and negative emotional responses to academic experiences.
- Academic sense of belonging context is often a seedbed for self-development, bonding to other and supportive leadership.
- Self-confidence, trust on others and general positive attitudinal behavior are identified as some of the output variables resulting from inclusive teaching environments.
- Instructors when encouraging student participation and interaction, instructor organization, and instructor warmth and openness actively contribute for university students' sense of class belonging.

Recommendations for Further Reading

NA

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Unit 2: Nurturing self-development and leadership in the classroom environment

Tags: self-development, authenticity, leadership styles, personality types
Unit 2 - Introduction

In this unit you will dive into a personal self-discovery journey within a diverse and inclusive environment. Self-knowledge on "who you are" as a learner, the subject of a self-development process (Persona), and as a leader in a diverse and inclusive environment.

This unit aims to provide tools for developing self-reflection and self-discovery pathways, where the learners are given support for acquiring skills and competencies in an adequate teaching and learning context that favors diversity and inclusion.

Self-development and self-realization as a persona and as a leader is self-purposive in life.

We will discuss some of the implications of personality types in leadership styles and how to develop the leaders that we want to become in the future.

2.1 Creating self-discovery paths for leading in diverse and inclusive classrooms

Learning resources

1 – Personality Survey

Persona: Profile Survey

What type of leader persona are you? And what type of leader do you want to become?

Students will fulfill the survey the MMDI™ Personality Test

The [MMDI™ Personality Test](#) provides the one of the most advanced and validate personality test, which applies to career development and career management. Ultimately, the reports show which careers are most enjoyable for each personality type by its "Unique Prediction Of Your Personality as Leader-type".

In addition, the MMDI report predict your level of job enjoyment. This is a unique analysis, and usually not available elsewhere, that is based on the match between each unique personality profile and the demands of each job, task and competence set. Ultimately, the optional leadership tool report matches your leadership potential with the requirements of being a leader in different context industries, and is a unique tool for supporting self-development, while respecting everyone's individuality without considering biased preconcepts.

Link: <http://www.teamtechnology.co.uk/mmdi/questionnaire/>

Myers Briggs Personality Types

This framework is most often used to describe personality theory developed by Isabel Briggs Myers and her mother Katherine Briggs. It explains some of the main personality differences among people and is often used to help choosing a career path, improving relationships, developing leadership skills, etc. in a diverse and inclusive environment.

It refers specifically to the Myers-Briggs Type Indicator® instrument, published by Consulting Psychologists Press. In addition, there are many alternative questionnaires that produce a similar or equivalent results.

Overview

There are a lot of interesting ideas in the Myers Briggs theory, but at its core there are four important questions to start with:

- People and things (Extraversion or "E"), or ideas and information (Introversion or "I").
- Facts and reality (Sensing or "S"), or possibilities and potential (Intuition or "N").
- Logic and truth (Thinking or "T"), or values and relationship (Feeling or "F").
- A lifestyle that is well-structured (Judgment or "J"), or one that goes with the flow (Perception or "P").

The best way to discover your own personality traits and learn more about Myers Briggs theory is to complete the questionnaire validated MMDI™ (Mental Muscle Diagram Indicator™).

You can complete it online for free at <http://www.teamtechnology.co.uk/mmdi/questionnaire/> (or search google for "MMDI").

In Myers Briggs theory for each pair of personality dimensions that goes into your preference over another it means there is one personality style that prevail over another. Then, you can combine the letters associated with your preferences to get your Myers Briggs personality type. For example, having preferences for E, S, T and J gives a personality type of ESTJ. Although you have preferences, you still use all eight styles. In the same way that most people are right-handed, they still able to use both hands for doing many tasks.

- **Extraversion and Introversion** - The first pair of styles is concerned with the direction of your energy. If you prefer to direct your energy to deal with people, things, situations, or "the outer world", then your preference is for "Extraversion". On the contrary, if you prefer to direct your energy to deal with ideas, information, explanations or beliefs, or "the inner world", then your preference is for "Introversion".

- **Sensing and Intuition** - The second pair concerns the type of information/things that you process. If you prefer to deal with facts, what you know, to have clarity, or to describe what you see, then your preference is for “Sensing”. If you prefer, instead, to deal with ideas, look into the unknown, to generate new possibilities or to anticipate what isn't obvious, then your preference is for “Intuition”. The letter “N” is used for intuition because letter “I” has already been allocated to Introversion.
- **Thinking and Feeling** - The third pair reflects your style of decision-making. If you prefer to decide on the basis of objective logic, using an analytic and detached approach, then your preference is for “Thinking”. On the contrary, if you prefer to decide using values - i.e. on the basis of what or who you believe is important - then your preference is for “Feeling”.
- **Judgment and Perception** - The final pair describes the type of lifestyle you adopt. If you prefer your life to be planned, stable and organised then your preference is for “Judging” (not to be confused with 'Judgmental', which is quite different). Or if you prefer to go with the flow, keeping flexibility and responding to things as they arise, then your preference is for “Perception”.

When you put these four letters together, you get your personality type code. Overall, by having four pairs to choose from means there are sixteen Myers Briggs personality types ($2 \times 2 \times 2 \times 2 = 16$).

Other resources that you may find helpful include:

A free personality test at <http://www.teamtechnology.co.uk/mmdi/questionnaire/>. There are also some low-cost, optional reports that help you find a career you will enjoy, develop your leadership potential, improve your relationships and deepen your self-awareness.

[A blog by Steve Myers \(no relation to Isabel Briggs Myers\)](#). It includes articles and videos that describe the differences between Jung's and Briggs Myers' theories, and other aspects of Jung's analytical psychology.

[A more in-depth description of Myers Briggs theory](#). This is a series of six text articles.

[A compendium of other articles about Myers Briggs](#).

Leadership Styles based on Myers Briggs/Jungian Theory

There are eight leadership styles in the MMDI™ system (which is based on the theories of Isabel Briggs Myers and C.G. Jung).

For self-development, for instance to be an effective and fulfilled leader you need to find an appropriate balance between:

1. Your preferences- your leadership profile is a unique mix of preferences for the eight personality styles. Some people prefer to use a few styles only, whereas others like to use a balanced approach to all personality styles.
2. Contextual environment - what makes a good leader depends largely also on contextual social and cultural factors – that’s why also diversity and inclusion is so important.

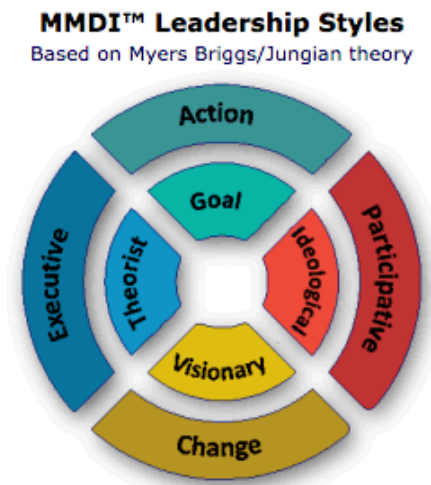


Image 1: MMDI Leadership styles. Source: <https://www.teamtechnology.co.uk/>

Participative Leadership

Participative leaders achieve their goals through people, teamwork, and collective involvement for the realization of tasks, projects and initiatives. Participative leadership involves engendering ownership amongst the follower group, so that they feel jointly responsible for the direction taken and for its achievement. Participative leaders make people feel valued as an integral part of the team, and make the group itself become the focus for the team, so that what they achieve is done through their relationships and cooperative teamwork.

Examples of participative leaders include facilitators, social workers, arbitrators, and group therapists. A facilitator, for example, seeks to involve everyone in the process so that the whole team forms its own conclusions collectively through dialogue and collaboration. A facilitator may draw on other techniques that could be associated with other leadership styles, such as analyzing the group process (leadership theory) or defining group boundaries (executive leadership). However, these styles would be considered secondary if the overall or dominant purpose is to engender, within the group, ownership on the outcomes.

Participative leadership is the preferred style of ESFJs and ENFJs. It makes use of the Jungian function “Feeling”, in an “Extraverted” direction.

Ideological Leadership

Ideological leaders achieve their outcomes through the promotion of certain ideals and values, while keeping the focus of the group on those things that are most relevant. Ideological leadership is founded on a strong belief system that is shared by the group, and it focus the bulk of time and effort in supporting those beliefs or championing causes with which they are associated with. A consequence of this is that unimportant things are given relatively little attention or none, because of the selective direction of effort.

Examples of ideological leaders include environmental campaigners, religious leaders, philanthropists and some political leaders (who are motivated by causes rather than the acquisition of power). Environmental campaigners, for example, invest the majority of their effort in promoting ecological values. They do not invest time in activities that are contrary to those values, such as pursuing economic growth or having a focus on return on investment, though they will engage in discussing such issues if it can help them to win support for their ecological goals.

Ideological leadership is the preferred style of INFPs and ISFPs. It makes use of the Jungian function “Feeling”, in an “Introverted” direction.

Change-Oriented Leadership

A change-oriented leader tries to explore new and better ways of doing things, or to uncover hidden potential in people, things or situations. Change-oriented leaders work towards a better future, but they may not be aware of what the future is about. They introduce change based on an expectation that things can be improved, and then learn from experimentation where exactly that potential lies. This means that some of their initiatives succeed, but others fail, and the ones that succeed are exactly those that they will be willing to pursue further, in order to uncover additional potential.

Examples of change-oriented leaders include consultants focused on change and change management, entrepreneurs. These leaders are brought into different contexts, industry and market wise, for example, and have the ability to change the culture main stream and the modus operandi in such environments; and usually try to develop hidden potential in people during the process. It is expected that some sort of chemistry between two different cultural systems (the one from the organisation and the one from the new leader) will lead to the emergence of an entire new organizational culture, thereby refreshing the organisation and creating new potential for growth and development.

Change-oriented leadership is the preferred style of ENTPs and ENFPs. It makes use of the Jungian function “iNtuition”, in an “Extraverted” direction.

Visionary Leadership

A visionary leader is someone who develops a canny sense of the unknown, which can include the long-term future, for example on what potential customers are looking for, or the hidden trends in the market or industry in which they operate and compete. Visionary leaders can often envisage, in general terms, the various ways in which the organisation might respond to those developments, and thereby have a sense of vision that can position the organisation to better meet those challenges. Their vision is often emergent, so often cannot be articulated in

clear terms; rather can be expressed in terms of a general direction which may take a more definite shape over time.

Examples of visionary leaders include inventors, strategists, marketeers, and business “gurus” who are able to gain a deep insight into how human behavior influence choices, or complex markets operate, for example. A strategist, for instance, may develop a sense on the various long-term directions in which an organisation can go in the future , she/he/they may also see a common theme that enables the organisation to move forward in a way that keeps the long-term options open. This sense of direction isn't derived directly from market data analysis, but takes more an educated guesswork or an intelligent hunch.

Visionary leadership is the preferred style of INTJs and INFJs. It makes use of the Jungian function “iNtuition”, in an “Introverted” direction.

Executive Leadership

When someone is an executive leader they introduce the organisation into the way things are done. This can cover a wide range of areas, such as the organisational structure/framework, or the processes, procedures and systems used, or the skills/competencies of the people involved, or the performance management systems that relate to achievement and reward. Executive leadership may be exercised directly through a command and control structure, or through a system of policies and quality assurance processes that can be used to monitor and improve the organisational performance.

Examples of executive leaders include police supervisors, orchestral conductors, sports captains or performance managers. Sports captains (depending on the nature of the sport) coordinate and direct the actions of individual players to fit in with the overall game plan, issuing directions and then monitoring each player’s actions to ensure they are in the right place or doing the right thing. Orchestral conductors use a similar approach, using the musical score (as the equivalent to the game plan) to ensure that each musician plays the right part and that the timing of all the musicians is coordinated.

Executive leadership is the preferred style of ESTJs and ENTJs. It makes use of the Jungian function “Thinking”, in an “Extraverted” direction.

Leadership Theorist

When someone is being a leadership theorist, they are trying to identify the best models or explanations of how organisations work and how one can improve their performance. Leadership theorists often try to keep abreast of different types of leadership research and incorporate better theories into their own understanding of how the organisation they are leading operates best. A leadership theorist often influences an organisation by improving the hidden dynamics that can have a positive impact in the overall performance.

Examples of leadership theorists include academics, writers, trainers and executive coaches. Executive coaches, for example, use leadership theories to analyze the leader's personal development and/or interactions within the organisation. Through forming relevant explanations of the leadership/organisational dynamics, the executive coach can give the leader insights that helps her/him/they to plan appropriate changes to the leadership actions that are taken.

Leadership theorist is the preferred style of INTPs and ISTPs. It makes use of the Jungian function “Thinking”, in an “Introverted” direction.

Action-Oriented Leadership

Action-oriented leadership involves taking action and leading by example. An action-oriented leader has a strong sense of immediacy, focusing on the task in hand and seeing it through to fruition. Other people in the organisation often see their own roles as supporting the action-oriented leader, who is the prime achiever. This leadership model tends to work best either in small or medium-sized teams. It can work in larger organisations if the nature of the task is simple enough for everyone to observe and relate to.

Examples of action-oriented leaders include surgeons, firefighters, sportsmen/sportswomen, or soldiers who lead their troops. In a surgical team, for example, the surgeon leads the operation and does the main work, whilst being supported by the rest of the team. The work of the anaesthetist is to put the patient to sleep so the surgeon can carry out the operation; when the surgeon has finished, the anaesthetist can then allow the patient to wake. In a similar manner, the work of the rest of the team - in preparation, during the operation and post-operative tasks - is focused on supporting the work of the surgeon, including the recovery process.

Action-oriented leadership is the preferred style of ESTPs and ESFPs. It makes use of the Jungian function “Sensing”, in an “Extraverted” direction.

Goal-Oriented Leadership

Goal-oriented leadership involves setting clear and specific goals where these are known, based on established experience and achievement. A goal-oriented leader is grounded in knowledge and on a realistic outlook, being aware of the context in which the organisation operates, such as the traditions on which it is based, also with regards to challenges and opportunities. Goal-oriented leadership may involve establishing a hierarchy of goals that cascade down the organisation, or a sequence of goals that acts as steps towards a long-term objective.

Examples of goal-oriented leaders include sales managers, teachers, sports coaches, or mentors who set a series of challenges to encourage learning and development. A team sports coach, for example, not only focuses on the overall goal of winning, but may also give to each member of the team different individual goals. If all different goals are achieved, they will combine to improve the team's overall performance and achieve the collective goal.

Goal-oriented leadership is the preferred style of ISTJs and ISFJs. It makes use of the Jungian function “Sensing”, in an “Introverted” direction.

HBR "The Authenticity Paradox by Herminia Ibarra.

Link:https://hbr.org/2015/01/the-authenticity-paradox?cm_sp=Nav%20Landing-_-Links-_-Featur%20Item

Summary:

Authenticity has become the gold standard for leadership. But a simplistic understanding of what it means can hinder your growth and limit your impact.

Why do Leaders Struggle with Authenticity?

The word “authentic” traditionally referred to any work of art that is an original, not a copy. When used to describe leadership, of course, it has other meanings—and they can be problematic. For example, the notion of adhering to one “true self” flies in the face of much research on how people evolve with experience, discovering facets of themselves they would never have unearthed through introspection alone. And being utterly transparent—disclosing every single thought and feeling—is both unrealistic and risky.

What Is Authenticity?

A too-rigid definition of authenticity can get in the way of effective leadership. Here are three examples and the problems they pose.



SOURCE HERMINIA IBARRA

HBR.ORG

Image 2: What is authenticity: Source: HBR.org

Learn from diverse role models.

Most learning necessarily involves some form of imitation—and the understanding that at least to some extent, nothing is entirely “original.” An important part of growing as a leader is viewing authenticity not as an intrinsic state but as the ability to take elements you have learned from others’ styles and behaviors and make them your own, in line with your own personality style and your own beliefs.

Work on getting better.

Setting goals for learning (not just for performance) helps us experiment with our identities without feeling like impostors, because we don’t expect to get everything right from the start. We stop trying to protect our comfortable old selves from the threats that change can put to us, and start exploring what kinds of leaders we might become in the future.

Don’t stick to “your story.”

Most of us have personal narratives about defining moments that were source of important lessons learned. Consciously or not, we allow our stories, and the images of ourselves that they paint to guide us in new situations. But the stories can become outdated as we grow, so sometimes it's necessary to alter them dramatically or even to throw them out and start from scratch.

The only way we grow as leaders is by stretching the limits of who we are—doing new things that make us uncomfortable but also teach us through direct experience on who we want to become. Such growth doesn't require a radical personality makeover. Small changes—in the way we self-develop, communicate and interact towards others —often make a world of difference in how effectively we lead.

2.2. Main steps for self-discovering an inspiring leadership in a classroom environment

GROUP ACTIVITY

a) Online collaborative workshop:

Use web social media interactions to search, crowdsource, co-create and co-publish. Discuss and identify within small groups (peer-to-peer learning) the Critical Success Factors for empowering the leadership persona (view toolkit and Methods & Tools)

b) Roleplay (example): Group learning task

Discuss and take decisions in how to build your aspirational leader profile (may use the methods and toolkits discussed before):

- The instructor sets a role play contextual challenge for the study group.
- Each small group discusses the challenge and its learning pathways and key examples.
- Each small group develops a role play to create their own learning pathways and possible solution for the contextual challenge provided by the instructor.
- Each small group receives feedback from the instructor and from the other groups of students.

c) Storytelling (example): Individual learning task

Each student creates a story and shares how inspiring and influential is the leader she/he/they would like to become (may use the methods and toolkits discussed before)

- Each student writes their own story and post it in the learning platform, while getting feedback from the instructor and from the colleagues.
- Each student posts their own story on LinkedIn (or on other social media network), share it with the public and target groups.
- Each student measures the SSI index Impact (before and after the new post)

Key Takeaways

- Self-knowledge based on personality traits and leadership styles are part of an integer system to dive into a personal self-discovery and self-development journey.
- Developing awareness on diverse personality types and leadership styles and self-realization helps understanding and managing relationships in diverse and inclusive environments.

Recommendations for Further Reading

For a better theoretical understanding of inclusivity and diversity - review Module 1.

References for Unit 2:

Furnham, A. (2017). Myers-Briggs Type Indicator (MBTI). Encyclopedia of Personality and Individual Differences pp 1–4.

Herminia Ibarra, H. (2015). The Authenticity Paradox: Why feeling like a fake can be a sign of growth. Harvard Business Review

Unit 3: Growing and leading relationships in the classroom environment

Tags: collaborative leadership, positive leadership, servant leadership, authentic leadership, psychological safety
Unit 3 - Introduction

Modern and diverse cultural, ethnic, racial, gender, and socioeconomic spaces social and cultural spaces require that individuals learn how to go out of their inner perspectives focused on their “self” and be willing to accept differences and develop relationships with others. It is basically going from “ME” to “ME with OTHERS”, therefore from an individual perspective to a group one, where the key question is how do one builds and improves on relationships?

Collaborative leadership You will need to master the expertise on how to build with and integrate the “Other” in the leadership process. This time the Journey is about becoming a more “Collaborative and Development” Orientated Leader.

We will focus in providing knowledge and to support for acquiring a set of skills and competencies about collaborative leadership, which are essential to accept and integrate differences in relational constructs that are favor diverse and inclusive environments. Secondly, this unit also provides concepts and tools for developing a collaborative leadership within an organization or group activity context, while helping the participants to create, ignite and develop relationships with others.

We will guide you not with formulas and copy-paste recommendations but by asking you questions and pushing you further to develop leadership skills invaluable for a group or an organization of co-workers.

3.1. Growing and leading relationships in the classroom environment

Discovery Questions

Questions that you can ask your colleagues or professionals in the field that may help guiding your journey towards understanding how this topic is applied in practice:

1. How are organizations leveraging on their strategic and economic challenges as opportunities, and how to develop and retain more adaptive leaders in social cultural dynamic systems?
2. How to build relations with others, while reinforcing the organizational identity and purpose, and how to become a charismatic and collaborative leader, accepted and followed by others?

Learning resources

Introduction to Concepts

1. The essential question put to leaders is: Why should anyone be led by you? In their survey named after this question (Why Should Anyone Be Led by You? What It Takes to Be an Authentic Leader), Rob Goffee, Gareth Jones held research to explore and shed light to this essential inquiry (Link to Article: Goffee, R. & Jones, G. (2000). Why Should Anyone Be Led by You? Harvard Business Review. 1-10).
2. As straight hierarchies, divisions of labour, control mechanisms are often changing and dissolving with digitization, and managers are expected to utilize intangible resources rather than easily measurable tangible factors, the need for leaders with ability to create powerful bonds with others is getting more critical than ever. The “leader” is the character who leads the followers (or other leaders) regardless of the authority span and/or coercive power he/she holds. Easier said than done.
3. There are several theories that showcase relevant terms and concepts such as “Positive Leadership”, “Servant Leadership”, “Authentic Leadership”, etc.. They have conceptual intersections and common attributes, which you will explore in the readings, yet, in a nutshell, they praise construction of meaning and building of genuine, strong bonds with everyone else, that are important in the context of diversity and inclusion.
4. At first glance leadership seems technically being about getting results only, however in an extremely complex world even the clearest targets and the main path to reach them gets sometimes fuzzy and blurred. These schools of thought refer that what people need is to explore and identify with the “meaning” of their work so that they can develop an insight and an intrinsic motivation and not getting lost and/or lose faith in their journey. The leader is the one who often communicates about the meaning of the core of the work and trigger the gravity force which keeps people attracted to their daily endeavors.
5. About self-knowledge and establishing relationships with others. To know Thyself is one of the Delphic maxims inscribed in the forecourt of the Temple of Apollo at Delphi. Plato suggested that understanding 'thyself,' is an essential requirement, a sort of “hygiene factor” necessary to understand the nature of human beings, hence to understand others. Thus, self-knowledge is key to establish authentic and positive relationships with others. Notwithstanding, the road to know yourself is indeed an adventurous and tricky one, but just like all journeys starts with the first step: the exploration of our reflection in the eyes of others is fundamental. Are we really who do we think we are? What do others say? The answer to this question is often provided by observing others in relation to our decisions and behaviors.

Servant Leadership

The literature review on Servant Leadership literature offers an overview on a set of dimensions that help defining and understanding the construct. The taxonomies of servant leadership (Barbuto & Wheeler, 2006; Page & Wong, 2000; Spears & Lawrence, 2002) group nine dimensions:

1. Emotional healing—the act of showing sensitivity to others' personal concerns;
2. Creating value for the community—a conscious, genuine concern for helping the community;
3. Possessing conceptual skills—possessing the knowledge about the organization to be in a position to effectively support and assist others (especially immediate followers, or other leaders);
4. Empowering others (especially immediate followers, or other leaders) in identifying and solving problems;
5. Helping subordinates to grow and succeed by demonstrating genuine concern for others' career growth and development by providing support and mentoring;
6. Putting subordinates first by putting into action solutions towards others (especially immediate followers, or other leaders) that satisfy their needs and priorities. Supervisors who practice this principle will often break from their own work to assist subordinates on problems they are facing with their assigned duties;
7. Behaving ethically, interacting openly, fairly, and honestly towards others;
8. Establishing relationships in making a genuine effort to understand and support others in the organization, with an emphasis on building long-term bonds with immediate followers, or other leaders;
9. Developing servanthood always translates to genuinely be characterized by others as “someone who puts and serves others first, even when self-sacrifice is required“;

POSITIVE LEADERSHIP

Positive Leadership though it deals with psychological factors, it measures the results and frequency of concrete actions, rather than subjective perceptions.

“In Positive Leadership positivity is referred to leaders' psychological capital. Avey, Avolio, and Luthans (2011) conducted a field experiment in which demonstrated that when leaders enacted the features of psychological capital (i.e., hope, optimism, resilience, and self-esteem), followers' positivity and performance were enhanced. Norman, Avolio, and Luthans (2010) similarly showed that leader's positivity (defined as psychological capital) resulted in followers reporting high levels of trust in leaders and higher perceptions of leaders' effectiveness. “

How can we measure it?

Positive leadership has been measured based on five dimensions. These attributes were identified by running focus groups with staff in several organizations who were asked to identify actions of leaders that resulted in the employee feeling “better” or “more positive” at work. Respondents were specifically asked to focus on behaviors that were common rather than exceptional “grand gestures.” Five key attributes are often considered relevant.

In the current survey, each participant/learner will be asked to reflect on the past 4 months of her/his/they working tasks and indicate how often their **supervisor had**:

- (a) thanked them,**
- (b) praised them for their job performance,**
- (c) cheered them up,**
- (d) gone out of his or her way to help them, and**
- (e) complimented them.**

Research paper (1):

Liden, R.C. Wayne, S.J., Zhao, H. & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19(2008), 161–177.

Summary:

Particularly when confidence is shaken in business leadership, interest has been increasing in the development of leaders who set aside self-interest for the betterment of their followers and organizations (Boyatzis & McKee, 2005; George, 2003). In parallel, there has been increasing interest in developing scientific studies focusing on positive human qualities that contribute for raising trust in business context.

Servant leadership is based on the premise that to bring the best out of their followers, leaders rely on one-on-one communication to understand abilities, needs, desires and goals of those individuals. Based on the knowledge of each follower (or leader) and their unique characteristics and interests, leaders can assist them in achieving their potential. This encouragement is done, for example, through building self-confidence (Lord, Brown, & Freiberg, 1999), serving as a role model, inspiring trust, and providing relevant information, feedback and other key resources. Servant leadership differs from traditional approaches to leadership in the sense that it stresses personal integrity and focuses on forming strong long-term relationships with employees. It also extends into outside the organization, therefore servant leaders serve multiple stakeholders, including their communities and society as a whole (Graham, 1991).

Link to Video: Ken Blanchard on Servant Leadership
<https://www.youtube.com/watch?v=bOVV7T11PKI>

Research Paper (2)

Link to Document: Servant and Positive Leadership Survey (below)

Summary:

Schepers, de Jong, Wetzels and Ruyter Model propose that psychological safety, a sense of interpersonal trust and being valued in a work team is an important determinant in an educational setting.

These authors develop and **test a model of antecedents and consequences of psychological safety within online communication, cooperative and collaborative learning and interactive learning environments**. The model is validated by multi-level regression analysis, which reveal that there is positive correlation with regards to **individual-level effects of perceived tutor support and perceived peer support to psychological safety**.

Furthermore, the findings show a **positive unique group-level effect of perceived tutor support on psychological safety, where an individual's level of self-consciousness strengthens this positive impact**. In addition, findings of structural equation modeling demonstrate that **both perceived usefulness and perceived ease of use partially mediate the positive effect of psychological safety on groupware usage**. Psychological safety also shows a **positive direct effect on groupware usage**.

The key dimensions that focus on the psychological safety and social support in groupware adoption and educational settings by learners are as follows:

- Team Structures
- Team Safety
- Team efficacy
- Team learning behavior
- Team Performance

A Survey exercise may be conducted with the participants and the instructor.

Article link:

[http://www.jeroenschepers.nl/pdf/JeroenSchepers.nl%20%20Schepers,%20De%20Jong,%20Wetzels,%20De%20Ruyter%20\(2008\).pdf](http://www.jeroenschepers.nl/pdf/JeroenSchepers.nl%20%20Schepers,%20De%20Jong,%20Wetzels,%20De%20Ruyter%20(2008).pdf)

2007 Elsevier Ltd. All rights reserved. Keywords: Computer-mediated communication; Cooperative/collaborative learning; Interactive learning environments; Multimedia/ hypermedia systems

In accordance with Maslow theory Psychological Safety can be regarded as a psychological climate: a property of individuals denoting their perception of the psychological impact that the work or study environment has on her/his/their personal wellbeing (James & James, 1989; Schneider & Reichers, 1983). **Proponents of psychological climate theory posit that individuals respond primarily to cognitive representations of environments “rather than to the**

environments *per se*” (James & Sells, 1981). **Everyone constitutes her/his/their own psychological climate of the same environment.**

Perceptions may nevertheless differ based on personal belief systems and individual bias. We therefore consider psychological safety to operate on the individual-level.

3.2. Main steps for establishing and leading relationships in the classroom environment

GROUPWORK

a) Online collaborative workshop:

Use web social media interactions to search, crowdsource, co-create and co-publish. Discuss and identify within small groups (peer-to-peer learning) the Critical Success Factors sharing your leadership view and be recognized by the group (view toolkit and Methods & Tools)

b) Roleplay (example): Group learning task

Discuss and take decisions by motivating others through a strong sense of belonging (may use the methods and toolkits discussed before):

- The instructor sets a role play contextual challenge for the study group.
- Each small group discusses the challenge and its learning pathways and key examples.
- Each small group develops a role play to create their own learning pathways and possible solution for the contextual challenge provided by the instructor.
- Each small group receives feedback from the instructor and from the other groups of students.

Key Takeaways

- Servant leadership is based on the premise that to bring the best out of their followers (or leaders), leaders rely on one-on-one communication to understand abilities, needs, desires and goals of those individuals.
- There is positive correlation between individual-level effects of perceived tutor support and perceived peer support to psychological safety.
- There are key dimensions that focus the psychological safety in a teaching and learning environment:
 - Team structures
 - Team safety
 - Team efficacy
 - Team learning behavior
 - Team Performance

Recommendations for Further Reading

Various leadership styles are important for organizations and academic institutions alike. They can be facilitated by encouraging having diverse staff in the first place. We discuss these concepts in greater detail in Module 8.

References for Unit 3:

Liden, R.C. Wayne, S.J., Zhao, H. & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19(2008), 161–177.

Rob Goffee, Gareth Jones held research to explore and shed light to this essential inquiry (Link to Article: Goffee, R. & Jones, G. (2000). Why Should Anyone Be Led by You? *Harvard Business Review*. 1-10).

Case Study

David Neeleman: Flight Path of a Servant Leader (A) William W. George; Matthew D. Breitfelder – HBS (Harvard Business School)

Link: <https://www.hbs.edu/faculty/Pages/item.aspx?num=36627>

Please read the Case carefully and answer the questions offered at the end of the text. Share your replies with your fellow group members and discuss. You are expected to come up with a group decision on how the CEO should act according to the groups' view.

Storytelling - Individual Writing

Create a story and share your Storytelling (example): Individual learning task

Each student creates a story and shares their learning experience in how to become a motivational and supportive leader towards other (may use the methods and toolkits discussed before)

- Each student writes their own story and post it in the learning platform, while getting feedback from the instructor and from the colleagues.
- Each student posts their own story on LinkedIn (or on other social media network), share it with the public and target groups.
- Each student measures the SSI index Impact (before and after the new post)

Tips & Recommendations

On Inclusive Classroom Environment

- An inclusive classroom environment makes the learner to feel a sense of belonging.
- Academic sense of belonging is often a seedbed for self-development, bonding to other and supportive leadership.
- Self-confidence, trust on others and positive attitudinal behavior are primary results of inclusive teaching environments.
- Instructors when encouraging student participation and interaction, and are warm and open, actively contribute for university students' sense of class belonging.

On Personality Types and Self-Knowledge and Self-Discovery

- Self-knowledge based on personality traits and leadership styles are key to dive into your personal self-discovery and self-development.
- Developing awareness on various personality types and leadership styles helps understanding and managing relationships in diverse and inclusive environments.

On Servant Leadership, Psychological Safety and Inclusion

Do:

- Emphasize what you have in common — it helps employees TO believe that their goals are aligned with yours.
- Share whatever information you can — when people feel trusted, they'll trust you back.
- Admit mistakes and accept responsibility.

Don't:

- Give commands — motivating employees to succeed on their own will earn you trust.
- Badmouth anyone — people will automatically assume you'll also speak poorly of them on their backs.
- Fake knowledge — employees need to see you are competent enough to admit what you don't know.

Glossary

Academic belonging - the extent to which individuals feel like a valued, accepted, and legitimate member in their academic domain and go on to state.

Academic Inclusion – it refers to all students being able to access and gain equal opportunities to education and learning, including by providing access to physical facilities and resources, and by using inclusive didactics features for students of all learning styles and ability levels (an inclusive classroom could have a mix of gifted students, auditory learners, visual learners and students with disabilities such as ADHD, students who are in wheelchairs, and students with executive functioning issues, among others).

Self-development – it refers to the process by which a person's character or abilities are gradually developed through learning experience.

Personality types – in the context of Myers Briggs it indicates someone's personality preferences in four dimensions: Where you focus your attention – Extraversion (E) or Introversion (I) The way you take in information – Sensing (S) or INTuition (N) How you make decisions – Thinking (T) or Feeling (F) personality types. There are 16 MBTI personality types.

Psychological safety - is the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes. In teams, it refers to team members believing that they can take risks without being shamed by other team members.

Servant Leadership - is a leadership philosophy in which the goal of the leader is to serve. This is different from traditional leadership where the leader's main focus is the thriving of their company or organization.

Check Your Knowledge (Multiple Choice with one correct answer)

1. What is “academic belonging”?

- a) An administrative term, referring to faculty members with a tenured position in the university
- b) A type of activity organized by student alumni clubs.
- c) The feeling of being a legitimate member in the respective academic domain.
- d) All of the above.

2. A classroom environment in which a mix of gifted students, auditory learners, visual learners and students with disabilities such as ADHD learn together can be referred to as:

- a) Experimental classroom
- b) Inclusive classroom
- c) Technical classroom
- d) None of the above

3. How many personality types are there, according to the Myers Briggs Type Indicator (MBTI)?

- a) 4
- b) 12
- c) 16
- d) 32

4. According to MBTI there are two ways in which people make decisions. Which are they?

- a) Thinking vs Feeling
- b) Extroversion vs Introversion
- c) Proactive vs Reactive
- d) Intuitively vs Logically

5. What does the philosophy of “servant leadership” stipulate?

- a) The goal of the leader is to have as many servants as possible
- b) The goal of the leader is to serve
- c) The goal of the leader is fluid and dependent on circumstances.
- d) None of the above.

6. Which of the following are examples of actions for “positive leadership”?

- a) Praising people on their job performance
- b) Helping people with their work
- c) Cheering people up, when necessary
- d) All of the above

7. Which of the following is NOT a key dimension that focuses on psychological safety in a teaching and learning environment?

- a) Team structures
- b) Team safety
- c) Team segregation
- d) Team learning behavior

8. Providing access to physical facilities and resources and using inclusive didactics features for students of all learning styles and ability levels is referred to as:

- a) Academic inclusion
- b) Academic slow-down
- c) Academic diversity
- d) Academic differentiation

9. Finish the sentence: Developing awareness on diverse personality types and leadership styles helps:

- a) managing relationships in diverse and inclusive environments.
- b) improving your bargaining power when competing for higher salaries in the workplace.
- c) identify people with disabilities that may not be immediately noticeable.
- d) all of the above.

10. Why is psychological safety important in the classroom?

- a) It is an extension of physical safety.
- b) It enables students to memorize lessons faster.
- c) It allows people to take risks and go outside their comfort zone.
- d) It is not. Students should focus on building resilience instead.