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iHiLead
Indonesian Higher Education Leadership



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Erasmus+ Capacity Building in Higher Education

Indonesian Higher Education Leadership Training the Trainers Program

Module 1: Authentic Leadership in Higher Education

Erasmus+ Capacity Building in Higher Education Indonesian Higher Education Leadership Training the Trainers Program

Module 1: Authentic Leadership in Higher Education

Description	This module focuses on the understanding of leadership's traits and developing authentic leaders, servant leaders, and building integrity (truthfulness, trustworthiness, advocacy, and wisdom) in the context of higher education.
Duration	2 hours
Training outcomes	<ul style="list-style-type: none"> ▪ Participants are expected to understand the knowledge-based of authentic leadership. ▪ Participants are expected to understand the delivery method of authentic leadership training.
Sequences	<ul style="list-style-type: none"> ▪ Presentation and Q&A (30 minutes) ▪ Self-assessment (15 minutes) ▪ Group work (30 minutes) ▪ Group presentation (30 minutes) ▪ Self-mapping (10 minutes) ▪ Recap (5 minutes) ▪ Self-reflection/insight (take-home assignment) ▪ Evaluation/knowledge-based quiz (optional, end of the session)
Self-assessment (15 minutes)	<ul style="list-style-type: none"> ▪ Method: Individual work ▪ Output <ul style="list-style-type: none"> - Individual score of authentic leadership self-assessment ▪ Material <ul style="list-style-type: none"> - Online form of Authentic Leadership Self-Assessment Questionnaire (see Worksheet 1) - WLAN/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - All participants need to prepare their own computer/laptop/tablet/ smartphone. - All participants need to connect with the WLAN. - Facilitator shows the link of the online questionnaire to all participants on the screen. - All participants need to log in with their own email to access the online questionnaire. - All participants fill out the online questionnaire and submit it when finished.

	<ul style="list-style-type: none"> ▪ Assignment <ul style="list-style-type: none"> - Fill out the online questionnaire through this link https://bit.ly/AL-Self-Assessment
<p>Authentic leadership case study (30 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Group discussion (4 groups) ▪ Output <ul style="list-style-type: none"> - Ideas about authentic leadership traits - Action plan to develop the positive work relations ▪ Material <ul style="list-style-type: none"> - Worksheet in Google Slide (see Worksheet 2) - WiFi/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - All participants will be divided into 4 groups randomly. - Each group will choose a person from the group member to note the discussion in a Google Slide worksheet. - Each group will discuss the assignments in the worksheet. - Facilitator will stop the discussion of all groups in the due time. ▪ Assignment <ul style="list-style-type: none"> - Find an actual leadership case or problem in higher education. - Focus on one case or problem to be discussed in a group. - Explain about the problems and challenges of the case of actual leadership in higher education. - Evaluate the weakness and analyse why the cause and it should be improved based on the authentic leadership concept. - Conclude the lesson-learned from the case. - Describe a strategic/action plan to apply the authentic leadership in higher education based on the case study.
<p>Dissemination (30 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Group presentation (2 groups) ▪ Output <ul style="list-style-type: none"> - Action plan of authentic leadership in higher education ▪ Material <ul style="list-style-type: none"> - WiFi/internet connection - Computer/laptop/tablet/smartphone - Projector or other online meeting application - Worksheet 2 in Google Slide ▪ Instruction <ul style="list-style-type: none"> - Each group select one representative to present the results of work-group discussion (10 minutes) - Other participants or facilitator may response or give any feedbacks or questions (5 minutes)

	<ul style="list-style-type: none"> ▪ Assignment <ul style="list-style-type: none"> - Present the results of group discussion about authentic leadership case study.
<p>Self-mapping (10 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Online individual work assignment ▪ Output <ul style="list-style-type: none"> - Mapping of individual authentic leadership traits ▪ Material <ul style="list-style-type: none"> - Mentimeter (see Worksheet 3) - WLAN/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - Each participant should prepare a computer/laptop/tablet/smartphone and connect with the WiFi/WLAN. - Each participant joins the link https://www.menti.com and fills out the Mentimeter code provided by the facilitator. - Each participant writes down the response based on the question appearing in their Mentimeter. ▪ Assignments <ul style="list-style-type: none"> - Identify your self-awareness (what is your strength, weakness, and own values). - Identify your capacity to balanced processing (how you will commit with your work, what is your vision at work and life) - Identify your relational transparency (what is your meaningful thing in your life experience) - Identify your internalized moral perspective (what do you learn from others behaviour/character)
<p>Self-reflection (take-home assignments)</p>	<ul style="list-style-type: none"> ▪ Method: Online individual work assignment ▪ Output <ul style="list-style-type: none"> - Reflective journal based on Gibb’s reflective cycle ▪ Material <ul style="list-style-type: none"> - Worksheet in Google Docs (see Worksheet 4) - WiFi/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - Each participant will be provided an online worksheet with a specific link. - Each participant fill out the Google Docs and rename it with their complete name and institution (ex: Name Surname – Universal University). - Complete the assignment by the end of the program.

	<ul style="list-style-type: none"> - Completed assignments will be saved automatically in Google Docs. ▪ Assignments (Gibbs, 1988) <ul style="list-style-type: none"> - Describe the experience of leadership in your higher education (as a leader or a follower). - Describe your feelings and thoughts about the experience. - Evaluate your experience, both good and bad. - Analyse to make sense of the situation. - Conclude about what you learned and what you could have done differently. - Create an action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.
<p>Recap (5 minutes)</p>	<p>Facilitator will make a brief summary or highlighted insight from the training process.</p>
<p>Observation</p>	<p>Observers will make some notes and fill out the observational checklist (see Observation Sheet).</p>

Handout: Authentic Leadership

Duration: 30 minutes, including discussion

Concept of Authentic Leadership

Authentic leadership describes a form of leadership whereby the leader is “true to the self” (Gardner, Avolio, Luthans, May, & Walumbwa, 2005, p. 357). Authentic leaders act by their values and convictions, display consistency between their words and deeds, and garner high levels of trust and performance from followers (Avolio & Gardner, 2005). Authentic leadership is related to the more general concept of authentic functioning, which arises from “the operation of one’s core or true self in one’s daily enterprise” (Kernis, 2003, p. 13). Authentic functioning is manifest by being truthful, self-aware about personally motivating, and “staying true to personal values through behaviour” (Leroy, Anseel, Gardner, & Sels, 2015, p. 1679). Unlike authentic functioning, though, authentic leadership goes beyond simple intra- and interpersonal authenticity, as it constitutes a form of influence whereby leadership and followership are realized (Gardner et al., 2005).

Authentic Leadership Traits

As noted in psychological conceptions of authenticity, it appears that to foster such authentic leader-follower relationships; authentic leaders pursue heightened levels of self-awareness, balanced processing, relational transparency, and an internalized moral perspective for themselves and followers (see Kernis, 2003 and Kernis & Goldman, 2006).

Self-awareness reflects the extent to which one knows oneself; it provides a foundation for authenticity, in that one must first know the self to be true to that self. Balanced processing implies being open to process both positive and negative self-relevant information with minimal influence of ego-defensive mechanisms (Kernis, 2003). Relational transparency constitutes an ability and willingness to share personal information with close others, thereby making oneself vulnerable and fostering heightened levels of interpersonal trust (Gardner et al., 2005). An internalized moral perspective involves the internal regulation of moral reasoning and conduct, such that one makes ethical decisions and engages in ethical behaviour consistent with personal values (Walumbwa et al., 2008). By modelling these behaviours and promoting open and authentic relationships, authentic leaders strive to foster the authentic development of followers. The mechanisms whereby authentic leaders influence followers in teams include behavioural modelling, personal and organizational identification, emotional contagion, support for self-determination, and social exchanges (Ilies, Morgeson, & Nahrgang, 2005).

Developing Positive Work Relational with Followers

Gardner et al. (2005) argued that members would develop trust in leaders who make decisions in a manner that is self-reflective, transparent, and grounded in a moral perspective. Authentic leaders strive toward openness and truthfulness in relationships and engage in balanced processing instead of forcing their agenda (Ilies et al., 2005). Followers can rely on past experiences to predict leaders’ reactions and, thus, are more willing to trust the leader in the future (Clapp-Smith, Vogelgesang, & Avey, 2009). The more truthful and transparent leaders are in their decision making, the more

insights followers gain about the leaders' expectations and values, consolidating trust (Gardner et al., 2005).

Wang et al. (2014) indeed suggested that team trust emerges when members “work toward a common goal and lead each other’s behaviours” (p. 185). Boies, Lvina, and Martens (2010) argued that sharing responsibility concerning work and each other provides a foundation for trust. Drescher et al. (2014) suggested that acts of mutual influence provide members opportunities to interact and exchange resources. Such exchanges signal trustworthiness and, if successful and repeated, help to build trust (Bergman, Rentsch, Small, Davenport, & Bergman, 2012). Thus, members accept each other’s influence by sharing leadership responsibilities, and if that influence is used responsibly, trust is likely to emerge. We thus propose that when team members authentically share leadership responsibilities, the outcomes tend to be positive.

It is because of how the four components of SAL benefit team trust. Leaders who are self-aware know their strengths and weaknesses and how they affect others, which helps them to connect with and build trust with others. Second, balanced processing helps generate trust at the team level because leaders signal that they value open communication. By signalling openness to one another, team members who share leadership responsibilities promote feelings of safety and trust (for similar arguments, see Guenter et al., 2017). Third, SAL instils trust among fellow team members through transparent communication of their actual values and preferences (e.g., Ilies et al., 2005; Norman, Avolio, & Luthans, 2010). Fourth, guided by internalized moral standards, team members—who assume and share the lead role—make decisions consistent with their values. The more consistent a focal leader’s words and deeds, the more trust will develop among fellow team members (e.g., Palanski, Kahai, & Yammarino, 2011).

Source (article is attached):

Baron, L., & Parent, E. (2015). Developing authentic leadership within a training context: Three phenomena supporting the individual development process. *Journal of Leadership & Organizational Studies*, 22(1), 37-53. Doi:10.1177/1548051813519501

Worksheet 1: Authentic Leadership Self-Assessment Questionnaire

Duration: 15 minutes

Method: Individual assessment

Output:

- Result of authentic leadership personal traits

Material:

- Online form of Authentic Leadership Self-Assessment Questionnaire
- WLAN/internet connection
- Computer/laptop/tablet/smartphone

Instruction:

- All participants need to prepare their own computer/laptop/tablet/smartphone.
- All participants need to connect with the WLAN.
- Facilitator shows the link of the online questionnaire to all participants on the screen.
- All participants need to log in with their own email to access the online questionnaire.
- All participants fill out the online questionnaire and submit it when finished.

Assignment: Fill out the online questionnaire through this link <https://bit.ly/AL-Self-Assessment>

Worksheet 2: Authentic Leadership Case Study

Duration: 30 minutes

Method: Group discussion

Output:

- Ideas about authentic leadership traits
- Action plan to develop the positive work relations

Material:

- Worksheet in Google Slide
- WiFi/internet connection
- Computer/laptop/tablet/smartphone

Instruction:

- All participants will be divided into 4 ~ 6 groups randomly.
- Each group will choose a person from the group member to note the discussion in a Google Slide worksheet.
- Each group will discuss the assignments in the worksheet.
- Facilitator will stop the discussion of all groups in the due time.
- Please access the Worksheet 2 through Google Slide for each group separately:
 - <https://bit.ly/AL-case-group1>
 - <https://bit.ly/AL-case-group2>
 - <https://bit.ly/AL-case-group3>
 - <https://bit.ly/AL-case-group4>
 - <https://bit.ly/AL-case-group5>
 - <https://bit.ly/AL-case-group6>

Assignments	Answers/Responses
Find an actual leadership case or problem in higher education. Focus on one case or problem to be discussed in a group.	
Explain about the problems and challenges of the case of actual leadership in higher education.	
Evaluate the weakness and analyse why the cause and it should be improved based on the authentic leadership concept.	

Conclude the lesson-learned from the case.	
Describe a strategic/action plan to apply the authentic leadership in higher education based on the case study.	

Worksheet 3: Self-mapping

Method: Online individual work assignment

Output: Mapping of individual authentic leadership traits

Material:

- Mentimeter
- WLAN/internet connection
- Computer/laptop/tablet/smartphone

Instruction:

- Each participant should prepare a computer/laptop/tablet/smartphone and connect with the WiFi/WLAN.
- Each participant joins the link <https://www.menti.com> and fills out the Mentimeter code provided by the facilitator.
- Each participant writes down the response based on the question appearing in their Mentimeter.

Assignment	Answers/Response
Identify your self-awareness (what is your strength, weakness, and own values).	
Identify your capacity to balanced processing (how you will commit with your work, what is your vision at work and life).	
Identify your relational transparency (what is your meaningful thing in your life experience).	
Identify your internalized moral perspective (what do you learn from others behaviour/character).	

Worksheet 4: Self-reflection (take-home assignment)

Duration: First to last day of the training

Method: Online individual work assignment

Output: Reflective journal based on Gibb's reflective cycle

Material:

- Worksheet in Google Docs
- WiFi/internet connection
- Computer/laptop/tablet/smartphone

Instruction:

- Each participant will be provided an online worksheet through this link <https://bit.ly/AL-self-reflection-template>
- Each participant fills out the Google Docs and rename it with their complete name and institution (ex: **Name Surname – Universal University**).
- Complete the assignment by the end of the program.
- Completed assignments will be saved automatically in Google Docs.

Assignments	Answers/Responses
Describe the experience of leadership in your higher education (as a leader or a follower).	
Evaluate your experience, both good and bad.	
Analyse to make sense of the situation.	
Conclude about what you learned and what you could have done differently.	
Create an action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.	

Observation Sheet

**Erasmus+ Capacity Building in Higher Education
Indonesian Higher Education Leadership Train the Trainers Session
Phase **1/2/3*** Module **1/2/3/4/5*** – [name of module]**

Date of observation:

*please circle the relevant module

REPORT FROM THE GROUP CASE STUDY						
Group number/name						
Number of members						
Name of observer						
Notes of the group discussion						
Please, insert your evaluation:						
- by the rank in scale from 1 to 5 (□), 1 is the worst assessment and 5 is the best assessment						
- please, for each criterion add also a comment						
1.	The selected case is authentic, reflecting the real phenomena in one of the participants' home institutions, selected in democratic way.	1	2	3	4	5
	Comments:					
2.	The members of the group could put trust to one person leading the discussion.	1	2	3	4	5
	Comments:					
3.	The members of the group actively engage, open, and contribute in studying the case.	1	2	3	4	5
	Comments:					
4.	The discussion could generate a "wise" take-home message for all members.	1	2	3	4	5
	Comments:					