

**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**

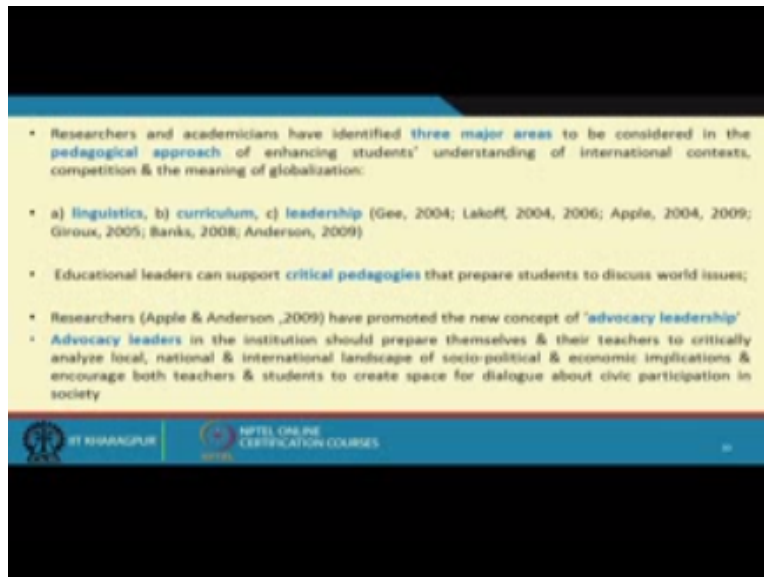
**Course**  
**On**  
**Education leadership**

**By**  
**Prof. Atasi Mohanty**  
**Centre for Education Technology**  
**Indian Institute of Technology Kharagpur**

**Lecture 21: Managing Diversity and Inclusion**  
**(contd.)**

Welcome viewers to this NPTEL course on education leadership in the last class we are discussing about the changing scenario and higher education realities in India.

(Refer Slide Time: 00:34)



• Researchers and academicians have identified three major areas to be considered in the pedagogical approach of enhancing students' understanding of international contexts, competition & the meaning of globalization:

- a) linguistics, b) curriculum, c) leadership (Gee, 2004; Lakoff, 2004, 2006; Apple, 2004, 2009; Giroux, 2005; Banks, 2008; Anderson, 2009)

• Educational leaders can support critical pedagogies that prepare students to discuss world issues;

• Researchers (Apple & Anderson, 2009) have promoted the new concept of 'advocacy leadership'

• Advocacy leaders in the institution should prepare themselves & their teachers to critically analyze local, national & international landscape of socio-political & economic implications & encourage both teachers & students to create space for dialogue about civic participation in society

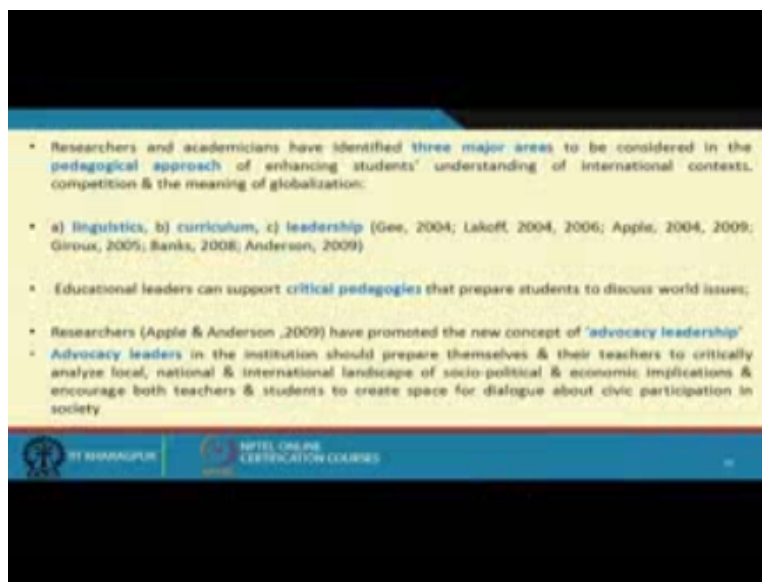
IT Kharagpur | NPTEL ONLINE CERTIFICATION COURSES

So in that context so some reforms have been recommended by the researchers and academicians so we are discussing this for today will again focus on these reforms have to be suggested and to be implemented so now researchers and academicians have identified three major areas considered to be the pedagogical approach of enhancing students understanding of the international context.

So the reforms are suggested in the higher education especially in the linguistic one is the England wisteria second is the curriculum area third is the leader superior linguistic multiple languages to be introduced in declare in the higher education platform curriculum to be updated and at par with international standard at part of the global university curriculum etc.

And leadership to be very authentic very you know advocated type of and done around kind of leadership to leave the higher educational solutions so educational leaders can and support the critical pedagogy.

(Refer Slide Time: 01:30)



That prepare the students to discuss the walrus's the critical pedagogy is the theory which Bukit stack the students are they must critically analyze all the social issues criticalissuesthe preferred advocacy issues and the problems that prevail in the society sound there are certain parameters and etiquette to critical pedagogy like the learning outcome instructional design.

So is empower meant then collaborative learning then learning and collaborative learning and proper alignment of curricular pedagogy and technology etcetera so education leaders who support.

(Refer Slide Time: 02:08)

- Researchers and academicians have identified three major areas to be considered in the pedagogical approach of enhancing students' understanding of international contexts, competition & the meaning of globalization:
- a) linguistics, b) curriculum, c) leadership (Gee, 2004; Lakoff, 2004, 2006; Apple, 2004, 2009; Giroux, 2005; Banks, 2008; Anderson, 2009)
- Educational leaders can support **critical pedagogies** that prepare students to discuss world issues;
- Researchers (Apple & Anderson, 2009) have promoted the new concept of '**advocacy leadership**'
- **Advocacy leaders** in the institution should prepare themselves & their teachers to critically analyze local, national & international landscape of socio-political & economic implications & encourage both teachers & students to create space for dialogue about civic participation in society

This critical pedagogy to prepare the students accordingly so as to take up the social issues social political issues social economic issues and to discuss it discuss it and bring reform in the society researchers have also promoted the new concept of advocacy leaderships advocacy leadership is a new concept which has to be implemented in higher education and what it says that book is the leaders in the institution should prepare themselves and their teachers to critically analyze the local national international landscape of social political and economic implications.

So advocacy leaders that within the leaders themselves should prepare themselves as well as there are staff the teachers another students to discuss elaborately about the socio-political national local issues both at the national level and international level and its economic implications and encourage both the teachers and the students to create the space for dialogue about the civic participation in the society how pop lifts our society.

How to make our life make our public library healthy conducive to create the conducive learning environment and for that for that reason and the leaders education leaders the teachers staff and the student this worked act collaborate Leathery should actively participate in all the social issues or current problems and we must have the dialogue to resolve the issue we must have the proper communication elaborate communication negotiation and proper dialogue to resolve those conflicts and participating actively in the Civic issues in the societal issues and the economic issues in the society.

(Refer Slide Time: 03:57)

**Leadership for Diversity & Inclusion**

1. Educational leader must demonstrate diversity friendly work -culture & inclusive modeling behavior
2. Educational policy, action plans & practices to support diversity, equity, inclusiveness & development of all (both staff and students)
3. Investing in Diversity – developing intercultural competence skills i.e., cultural fluency – dimensions
  - a. Cognitive Complexity
  - b. Emotional Energy
  - c. Psychological Maturity
  - d. Mindfulness

IIT MADRAS | 
 NPTEL ONLINE CERTIFICATION COURSES

Because about the leadership for diversity and inclusion so like in a diverse workplace how the leaders should behave should demonstrate to model the behavior how he should adopt different kinds of policies how we should recruit those policies and practices as it all kinds of his activities and to be diversity friendly and to welcome inclusion and so that means even among the context of diversity how to leverage diversity how-to manage diversity how to welcome into Jean.

So let us discuss about some of the polish into the practices so educational leader must demonstrate diversity friendly work culture so it is not just enough to invite or welcome diversity by putting the slogan like where do I go to the friendly organization or you know giving a keynote address to your employees etcetera like we were a diverse diversified company this and that but he himself has to demonstrate it.

So he himself has to demonstrate it modeling the behavior that he prefers diversity he diversity friendly a leader and head he also tries to create a diversity friendly work culture where everybody is free and comfortable in working anthem diverse workplace and also inclusive modeling that means he also demonstrate the behavior that means evening spite of working in a diverse workplace and that means we try to comet the common goal.

How to be inclusive are how everybody is included in the workforce how everybody is equally engaged and having access to the same resources for how to propagate how-to advocate the

inclusiveness concept living in the diversity work I was a workplace or there was differently work culture the in terms of educational policy action plan sender practices.

So being an education leader being an education leader also he also the leader should also designer sellout the educational policy centers oration plans of their Institute and the practices and practices which supports the diversity in terms of you know admission giving admission who are making the admission open to everybody then action plans are action plans for all academic activities for and Cokelyco-curricular activities with the diverse topic diverse issues there was different languages different subjects etc.

And also recruiting the teachers all occult diverse groups to promote the you know multiculturalism tocomediversity friendly work culture and inclusion the support diversity equity inclusiveness and development of all that means both supporting the staff supporting the students supporting the teacher so starting from the your education policy to the admission recruitment and to the action plan to the practices and all in all activities education leaders should promote this diversity then investing in diversity.

So it is not just about talking about diversity designing the action plan or practicing but it is also investing for diversity to create a diversity of friendly work culture diversified curriculum diversified MergenerInstitute so we need to invest in it anything you need to invest in it inters of human resource in terms of you not domain knowledge in terms of effort in terms of physical infrastructure resources all kinds.

(Refer Slide Time: 07:42)

**Leadership for Diversity & Inclusion**

1. Educational leader must demonstrate diversity friendly work -culture & inclusive modeling behavior
2. Educational policy, action plans & practices to support diversity, equity, inclusiveness & development of all (both staff and students)
3. Investing in Diversity – developing intercultural competence skills i.e., cultural fluency – dimensions
  - a. Cognitive Complexity
  - b. Emotional Energy
  - c. Psychological Maturity
  - d. Mindfulness

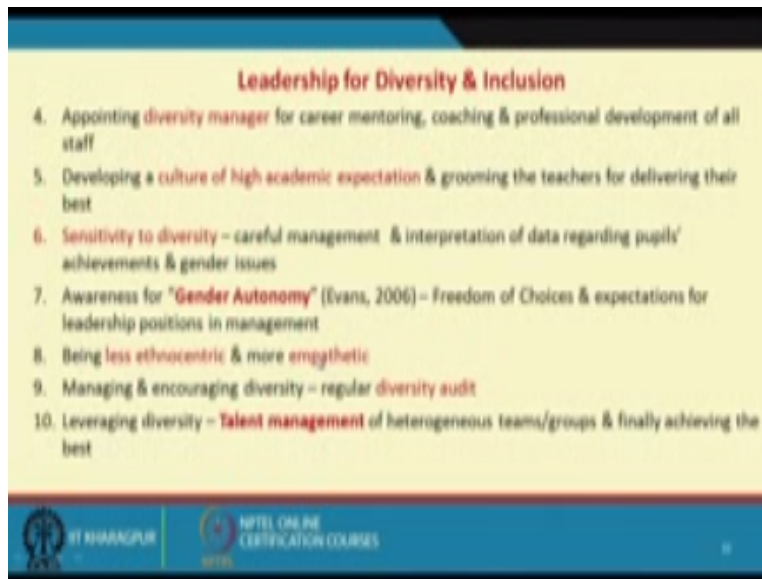
IIT KHARAGPUR | NPTEL ONLINE CERTIFICATION COURSES

So investing diversity that is developing the entire intercultural competence skill firm soothe focus area is that how to develop the intercultural competence skill among our staff among our students among our faculty etcetera are to make them more efficient and competent in cultural fluency so what are the dimensions of cultural fluency that is the fastest cognitive complexity emotional energy psychological maturity and mindfulness cognitive complexity that work.

Now to think at the high highest intellectual level to resolve the excuser forma high cognitive dissonance and to think in a very abstract level to the intellectual to have an intellectual caliber of high potential so that is the cognitive complexity not only to understand the complex issues and situations and the context and the topic subjects but to exercise it but to manifest it through our decisions and positions then emotional energy must have the emotional energy spirit and to the to not only to be culturally aware to be sensitive to other the others are individuals cultures under tools and the practices in the beliefs etc.

But to exercise to behave into interact it to manifest it throughout empathetic behavior and interpersonal relationship then psychological matter a psychological method maturity and say that we must understand the different perspective of this perspective and I will must be sensible enough to understand their needs their personal choices their comfort the discomfort all kinds of things of psychological maturity to understand their feelings emotions their conditions their perspective is it and the mindfulness will must be focusing on concentrating on.

(Refer Slide Time: 09:40)



Or focusing on certain issues right transacting in the workplace so the leadership I am for the leadership also it becomes very imperative like appointing the diversity manager for carrier monitoring mentoring coaching and professional developmentso in case of the larger institution or the organization's or little big universities or you know having different campuses etc.

It is better to appoint a diversity manager for carrier mentoring for giving the mentoring to all the students even the young your fresher our junior teacher etc that is regarding the carrier mentoring coaching also to develop specific skills competencies and for the professional development of all the staff and the faculty members then developing a culture of high academy expectations being the academic leader being an educational leader our focus is also should be undeveloped in a work culture is academic culture of high academic expectations.

That means we wanton achieve the high academic excellence professional excellence research excellence and that we want to exhibit it that we want to show it in terms of you know high expectations high ambition sets position and grooming the teachers for delivered in their best so we should not leave any opportunity with no opportunity left out without giving supper without giving the resources without investing the resources an opportunity for grooming our teacher.

It is not just talking about high expectation high caliber I delivery of the best etc but also not chilling giving the opportunity creating the environment giving them the opportunity to a well such professional development program inviting other experts to our own institution and creating

or generating the resources for grooming our teacher to deliver their best so then again sensitivity to the Devourer I will City the careful management interpretation of the data regarding the people's achievement and gender issues etc.

And suppose you have already given that mission to a huge number of you know huge number of students from diverse culture diverse university forward more diverse for background for diverse professional organization etc in terms of gender in terms of subjects in terms of age group in terms of experience.

So if we have the data with us then we must carefully study those data interpret through data now tentacle is so that we can get some kind of you know train some kind of interpretation of that and how to utilize the data for our diversity management and benefit or leveraging diversity like for example all the intercultural or their international universities are cross-cultural organizations like now and some universities are equally and give.

That we should to open people from all ethnic group from all cultures from all countries so like for example Singapore Management University or you know United States MIT it is a towel kind of so we must use those data interpret ineffectively authentically and use those for our benefit like for improving the work culture improving the academic excellence then awareness of gender autonomy.

Now a gender or nominal we should not be biased or the leaders would not be very subjective in interpreting that these are these jobs should be delivered to the ladies or these jobs should be assigned to those were boys or the male or decent and different will be any kind of gender bias either awareness of gender autonomy that is every staff every collegiality student they must have the freedom of choices.

To opt for any subject to opt for any job to opt for any tasks up for any assignment the freedom of choices and expectations for the leadership position in the management so anybody can opt for any job any post with the leader be the unit head be the mentor be the hit you know factor faculty advisor whatever role whatever role and responsibility want to take up we should there should be gender autonomy awareness like anybody is free enough to expect.

(Refer Slide Time: 14:00)



**Leadership for Diversity & Inclusion**

4. Appointing **diversity manager** for career mentoring, coaching & professional development of all staff
5. Developing a **culture of high academic expectation** & grooming the teachers for delivering their best
6. **Sensitivity to diversity** – careful management & interpretation of data regarding pupils' achievements & gender issues
7. Awareness for "**Gender Autonomy**" (Evans, 2006) – Freedom of Choices & expectations for leadership positions in management
8. Being **less ethnocentric & more empathetic**
9. Managing & encouraging diversity – regular **diversity audit**
10. Leveraging diversity – **Talent management** of heterogeneous teams/groups & finally achieving the best


 ST. KRISHNAPUR | 
 
 NIPTEL ONLINE CERTIFICATION COURSES

And to select particular kind of job our portfolio so when being less ethnocentric and more empathetic so this is where you can say this is the mantra off you can say thesis the basic month of cross-cultural intelligence or in our defensive developing the cultural fluency unawareness that is left has no centric move more diverse that means we must not have any kind of bias regarding other ethnic groups or we do not think that our culture or my culture is the best -any group is the base and the others.

Not some you know what term what coil or what's doing something like this or we must we let that know centric and more empathetic openness the open mind ever must be you know very democratic in our attitude that is more impulsive towards their believes their experience their background that subject domain knowledge etcetera cetera so being less ethnocentric like not focusing on my own ethnic oh and we being more empathetic by being open-minded and more democratic.

It is the basic month of diversity and inclusion and managing and encouraging the diversity at the regular on diversity audit so as you have the diversity manager from the regular thesis the diversity manager should make it audit of you know audit of diversity audit in terms of in terms of not only in terms of recruitment and admission then applications applicants or the job responsibilities or you know works and assignment such that all kinds of diversity audit should be done from time.

To time regular on the regular basis and those data those data should also be properly interpreted and utilized so leveraging diversity now sub the talent management how to level is out to get the benefit of the diversity is a welcoming diversity managing diversity then now comes to leveraging diversity as because we are adverse with diversified organizations there were so differently organization sand we have um we have a main concur incorporate inclusion also in a very proper way now.

Let us get the advantage of it let us benefit get the benefit out of it so that is the leveraging diversity that is talent management of heterogeneous teams and the group's the more heterogeneous the people are the more heterogeneous the group members are the productivity will be more authentic the productivity will be more useful a more sustainable like this so how to manage the talents of the deep diverse people so there's a different team members of the grocer how to manage their talents.

How to enhance their talents a talent management is the biggest challenge for leveraging diversity and finally achieving the webs and finally getting the best result out of it so diversity and inclusion order the process of action is a continuous process of the learning process and in order to achieve this in order to achieve this and women we have to achieve equality it dumb offal aspect in terms of opportunity resources consider and for that matter which is high point framework given by not a there is a five-point framework.

For policy and practice of inclusion black how we welcome diversity and in the context of diversity how we also incorporate inclusion so that is a we have to follow a framework that framework advocates for this five components like first is a content inters of reason and mission and the goals also here we are we have to demonstrate that here where diversity friendly how well in our mission we have incorporated how were in our mission and the goals and objectives.

And also have incorporated diversity and inclusion that has very specific clearly spelled out then the in terms of curriculum inters of services so our context must also demonstrate exhibit that yes we have included diversity and inclusion then the process versus of how we arousing those data how we are interpreting it and using it then planning and consulting how we are designing our action plan and all academic program and how we are consulting with other stakeholders.

How we are engaging our staff and students and how we engage ourselves with different stakeholders good direction on non-direct so all these activities and the process should also exhibit it is another component of this framework then third is the structure is organized configuration of time space people and interaction like whether our institution or organization is there more the kind of flatter organization more a kind of horizontal organization with less healthy receiver and hierarchy and aloof.

Which will treat all of them at par and all are equally named powered with different assignments etcetera how do we organize the human manpower is the manpower the resources and how do the people in practice interact among themselves how do they how much space do they enjoy that is equally space and time are equally distributed resources are equally distributed so that is the structure of the organization structure of the institution then the staffing pattern staffing pattern.

In terms of recruitment in terms of selection inters of role specification that means there is no gender bias there is no ethnic bias so we equally give the recruitment and failure select people from all across the groups depending on the Erika subject knowledge expertise experience etc so in the role that we also specified their roles and equally distributed all the people different kinds of the rules promotion facilities and promotional promotion facilities adoptions are also equally.

Open to everybody job conditions are equal for all security job security and security you prevail my privileges are also equal for all so all these kinds of things it also exhibits is also solar diversity that means we really mean diversity to visually talk the walk and want to talk about diversity and inclusion then infrastructure therein terms of access to resources safety positive environment equal facilities tour.

So these are you consider all the five parameters of a framework that is the diversity friendly and inclusion and it has added into these have to follow this five-point framework to learn you can say to concretely plan out and implement the action plan then again a value sled anthem moral leaders if the education leader positional leader academic leader must be it must be allayed by the certain values and professional success etcetera hence we demonstrate the world leadership moral leadership.

So to revisit reexamine and articulate the diversity and inclusion values and practice these in the workplace so as an educational leader he must revisited-examined the new situations vision mission goals and articulate clearly explicitly the diversity and inclusion value that he wants to incorporate in their agenda and the practices in the workplace then the saga sure it is and another is how he would like to serve the people or he he want that his staff and the colleague son student deliver the service to the community.

To the people or to students so that month that service orientation should also be there so assuming that equality and social justice week so that means whatever in whichever way we interact we serve the people they've to this equality and asocial justice social justice should be reflected in our behavior and every individual irrespective of their origin and attribute should have the equal access equal access and opportunity to this service and privileges so then authentic leaders have authentic leadership again authentic leaders they have the vision and mission and the goals of institutions to be value driven.

So authentic leader whenever they design they decide the values of the mission and goals of the institution it should be well driven by the values and ethics under professional high professional standards academic standard the brand value the high ethical standard of the work interpersonal relationship sense of spirituality that is harmonious development of the human beings all the employees and the staff and the students and sensibility to the others feelings needs and aspiration that is to develop the cultural awareness sensitivity to cultural uncultured sensitivity of cultural fluency.

(Refer Slide Time: 22:21)

**Leadership for Diversity & Inclusion**

- ✓ Values – led & **Moral leadership**
- ✓ To revisit, examine & articulate diversity & inclusion values & practice these in the workplace
- ✓ **Service orientation** – Assuming equality & social justice to each & every individual (Staff & Students) irrespective of their origins & attributes
- ✓ **Authentic Leadership** – Vision , mission & goals of institution to be value – driven , high ethical standard of work & interpersonal relationship, sense of spirituality & sensibility to others' feelings, needs & aspirations
- ✓ **Diversity Management Committee** – To monitor data, action plans, policies , programmes, activities , feedbacks, grapevines & to make rigorous scrutiny & diversity audit to evaluate its outcomes & refresh the policies

So all kinds of all the positive values should be incorporated in the institution schools under mission agenda when diversity management committee as we have already discussed that diversity manager should be there should be regular diversity or dates similarly in the bigger institution bigger large organizations we can have the diversity management committed it's not just the responsibility of one man is a single manager but a committee is there for different purposes we have the committee similarly for the diversity management and management also.

We have a committee diversity management committee to monitor the data to resent action plant follow the policies and modify to evaluate the programs and program executes the program activities and evaluate e2 get the feedback and to also listen to the grapevine what is undergoing what is the undercurrent in the workplace grape vines and to make the rigorous scrutiny diversity audit to evaluate is outcome and refresh the policy modify the policy update the policy from time to time as per the need of the hours then again the curriculum and pedagogy also.

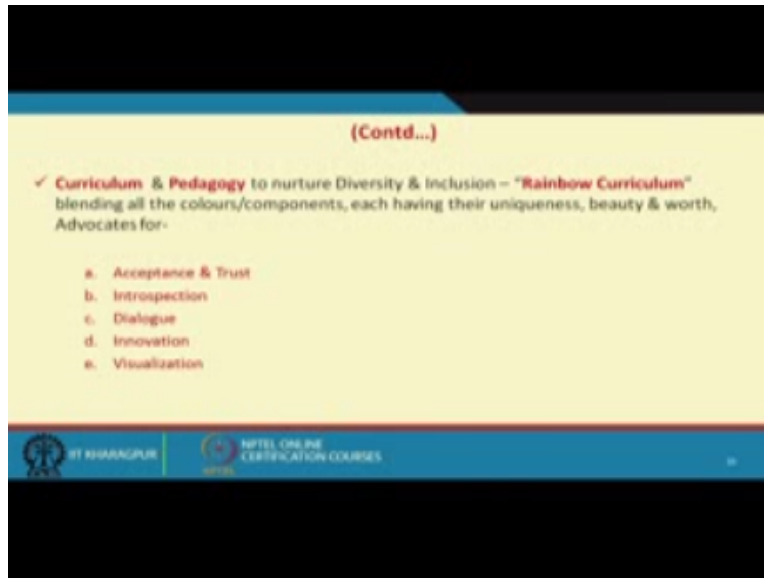
To nurse the diversity and inclusion so and here therefore the new curriculum that is a rainbow curriculum has been advocated by the by some authors that is it is blending all the colors components each having very unique nails and the beauty like our curriculum should be a diversity friendly curriculum or you can see it not just the diversity bent of mind or inclusion datum bent of mind among the students you know by incorporating different kinds of subjects different kind of content different kind of you.

You know culture related things different kind of languages different kind of you know techniques different kind of people you know lifestyles all kinds of that means all multicultural component all multicultural content should also should be there in our curriculum that is called in terms not only in terms of language in terms of philosophy in terms of you know political government inters of Economic Policy all kinds of cool.

That is the rainbow curriculum so that the students will be well devil that means well equipped withal kinds of the competences and the positions regarding the multiculturalism cultural sensitivity to others and developing the culture socio-cultural intelligence like that is accept so they can develop the acceptance and Trust so this rainbow curriculum advocates for how to develop the mutual acceptance or acceptance of other cultures of those beliefs etc. And how to build up the trust then introspection how some time to time we need to do introspection for evaluating our own behavior own thinking process own actions etcetera and how to have a dialogue to dialogue to conversation communication continuous communication Carmel conversation dialogue to resolve so many issues also to resolve so many dilemmas so many conflicts.

So many differences of opinion so many resonances etcetera and at the end how to engage yourself in amen innovation when the diverse people at erogenous people the work together definitely the innovation is going to happen so how to create an accurateinnovationsimilarly visualization it also enhances our creative thinking our imagination our visualization as well so we advocate for the rainbow curriculum similarly it also advocates for empathy being empathetic towards others their feelings they are their time their needs their emotions is it to be empathic and pertinent pathetic for them.

(Refer Slide Time: 24:35)



So here to be less eccentric and more empathetic relationship is how to develop the relationship among the diverse people among the diverse group so then authentic communicating with whichever way we are communicating it with the content should be authentic that means we know there should not be any kind of soft any kind of false you know false belief or false or behavior because you are communicating with the people from other culture so your communication styles should be very authentic in tweeting we also you are assuming something you are predicting something so Rainbow curriculum also helps us in predicting in a zoo mean intuiting something.

The transformation we want if you want to bring some change modification transformation in terms of practices inters of for you know ideas in terms of policies etcetera it can also be really broad learning also continuous learning and so learning becomes a constructing the way that we not only learn about one type or one culture or one subject or one thing but multiple things multiple aspects multiple domains multiple people from the multiple cultures.

They are perspective so we can develop the multicultural perspective then ultimately the spiritual development the spiritual development is ultimate development agreement development beings that is the you can say development of the spiritual aspects of life or you can say themselves actualization all the ultimate realization of the ultimate goal of our life that is the spiritual development of our people.