



**Xtended
Reality
Leadership**
for Xtra-ordinary Leaders

An Introduction to Inclusive Leadership
AR/ VR Workshop
SET UP & FACILITATION GUIDE



Erasmus+



Co-funded by the
Erasmus+ Programme
of the European Union

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Introduction

Workshop Definition:

'A meeting in which people learn about a subject by discussing it or doing activities relating to it'

The XRL AR/VR Workshop is multi-user learning experience delivered through a 'virtual facilitation interface'. It combines a range of group collaboration and discussion activities, VR and AR learning simulations and can be delivered remotely.

The workshop has been designed for between 2- 4 participants per workshop group and can be used with or without a training facilitator. If there is no training facilitator then one of the group members should be nominated to control the workshop (e.g. controlling when the group is ready to move to the next section or session, setting the timer etc.).

This guide provides information on setting up and using the AR/VR Workshop, tips for facilitators and additional information, questions and example answers to the discussion questions.

Workshop Delivery Requirements

Number of students per workshop: 2-4 participants + facilitator (optional)
Note: For larger groups multiple workshops could be delivered.

Equipment Required

Online meeting tool e.g. **Zoom, Skype, Microsoft Teams.**

Each participant will need:

- ✓ **Android Tablet with connection to the internet**
- ✓ **A smart phone**
- ✓ **Cardboard VR headset**
- ✓ **Speakers or headphones**
- ✓ **QR code scanner**

Set Up

1. Decide who will be the workshop facilitator. This could be a teacher or trainer or one of the group members. Before the start of the workshop the workshop facilitator should set up a virtual meeting space such as Zoom, Microsoft Teams or Skype for the group. *This will be how you will communicate with the group remotely.*

2. Download the workshop Apps directly from the XRL website to your Android tablet and Smart phone.

<https://www.xrlproject.com/vr-ar-workshop>

or, from the links below:

Virtual Facilitator App: https://cdn.xrlplatform.com/static/unity_builds/XRL_1.3.5.apk

AR Vision

Simulator: https://cdn.xrlplatform.com/static/unity_builds/HowISeeCardboardXRL.apk

VR Volcano Rescue: <https://cdn.xrlplatform.com/static/xrl-3d.apk>

3. Next 'register' on the App (or 'login' if you have used it previously).

Note: During registration, the person who will be the facilitator should select 'Facilitator'. If you try to access the App as an individual (using it alone) you will need to make sure you select 'facilitator' for the workshop to function.

4. You should now be ready to begin the workshop by starting with the 'Introduction'. Use the forwards and back arrows to navigate to the next section or the menu to skip to a specific section.

During the workshop

- The facilitator manages the 'timer', so the timer starts when the facilitator clicks it.
- If the facilitator is not using the for 10 mins (after the session scheduled time), the App assumes the facilitator has dropped out.
- Learners will synchronise to the facilitators screen while the facilitator is logged in. During this time the learners won't see the up and down navigation arrows.
- If the facilitator is logged out for 5 mins or more then the navigation arrows will be available for the learners.

- In VR: It is recommended that students use the VR simulation whilst sitting down. This will prevent any feelings of discomfort during the simulation.

Session Guide

1. Introduction

Workshop Introduction & Icebreaker

This is an opportunity for participants to start to get to know one another, or if they already know each other discover something they didn't know previously about people in the group.

Inclusive Leadership

The purpose of this activity is to focus the group on words they would use to describe the characteristics of an inclusive leader to gain a consensus on the key characteristics of an inclusive leader.

A question is shown on the screen with a dropdown list of words for learners to choose from.

You could ask the group if there were any words they strongly disagreed with and if there were any circumstances where that characteristic could be useful.

2. Introduction to Leadership Styles

Leadership Styles

After the animation has finished as an additional discussion you could ask the group to think of any people they know or famous leaders that display each leadership style: Autocratic, Democratic or Laissez-faire and give an example of how they act in their leadership role.

6 Leadership Styles

Ask the group to look through each of the 6 leadership styles presented and decide which would be their predominate style.

There are more leadership styles that can be found online.

Reiterate to the group that sometimes it is useful to use a different leadership style for different situations or groups. For example, where creative thinking and everyone's input is useful then a democratic style may be used, conversely if something needs to be done quickly and it is a potential emergency then an autocratic style can provide clarity and direction quickly for people.

3. Awareness of Bias

Discussion: What do you see?

Ask the group what they see. After about 30 seconds you could ask: Do the faces look as if they are looking at each other or straight ahead? Did anyone see the black vase in the centre?

The purpose of this image is to begin the conversation about how people see things differently depending on their perspective.

Examples of Unconscious Bias - Pattern Matching

Questions you could ask the group following watching the video:

What conclusions did they come up with about the characters in the videos before they knew the situation?

What have they learned from this?

Ask if they can think of any examples where they have judged a situation wrongly and then found out the facts later.

Different Types of Unconscious Bias

After doing the drag and drop activity you could ask each member of the group if they would be willing to share an example where they may have experienced one of the bias's covered in the activity.

It may be worth reiterating that everyone has biases, and it's perfectly normal. The important thing is that we recognise we have them and how they can impact on the decisions we make.

Virtual Tag Game

This activity is a good one for creating a safe, experimental, non-judgemental space where people can discover their biases, prejudices and misconceptions and see how they might affect their behaviour and responses.

The group is asked to put the characters into groups. They are asked to do this 4 times to see if how they approach it each time.

Discussion: What was your thought process during the task?

Ask the group how they went about organising the characters into their groups and what did they base their thinking on.

You could ask the group to discuss experiences they have had relating to group and unconscious bias then ask them about the benefits of diversity within a workplace or organisation.

Examples of the benefits of diversity within an organisation:

- *Helps to attract and retain diverse talent*
- *Creates teams that reflect the people we serve*
- *Enables us to outperform peers without diversity*
- *Improves problem-solving*
- *Boosts happiness*
- *Sparks creativity*
- *Grows team empathy*
- *Cultivate a diverse and inclusive environment*
- *Foster an environment of respect*
- *Empower employees to be their authentic selves*
- *Create a space where people feel safe*

How might biases affect your behaviour and responses?

Feedback for the answer to this question: Biases can affect your decision-making skills, limit your problem-solving abilities, hamper your career success, damage the reliability of your memories, challenge your ability to respond in crisis situations, increase anxiety and depression, and impair your relationships.

Social Categorisation

After the group has watched the animation you could ask them the following questions:

What advantage is there to social categorization?

Possible answer: It provides a person with a way to organize and structure his or her understanding of the social world.

What risks does social categorisation have?

Possible answer: Stereotyping, prejudice and injustices.

4. Curiosity About Others and Empathy

Curiosity About Others and Empathy

You could ask the group to think of an example when they have been curious about how others live or do things. It could be an historical example e.g., finding out how the Vikings lived, an example of when you've visited someone or been on holiday and wanted to know how people do things in another country or it could be an example where you have actively wanted to understand more about a person and want to support them e.g. If they have confided in you that they are transgender.

5. Collaboration

VR Mission-Volcano Rescue

It is recommended that people do the activity whilst sitting down.

The aim is to decide on which of the types of aid should be taken over the bridge as the priority.

Discussion: How well did you feel you did during that activity, what might you have done differently?

As an additional discussion you could ask the group how they would deal with different situations if they were leading the individual taking over the aid (the team member).

Example situations:

- The team member has a fear of heights.
- The team member has a phobia against anything that is red and won't touch anything red.
- The team member is terrified of bats and freezes when they are around.
- The team member has a hearing impairment and must ask for information to be repeated on at least 3 times.
- If you, as the leader, knew one of your best friends is one of the trapped Geologists and you get angry and frustrated when things aren't done quickly.