

Our Sense of Self: A Duoethnography of Teacher Leader Efficacy as Related to Introversion and Extroversion

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ABSTRACT

The purpose of this study is to use duoethnography as a means to explore the correlation between the perception of teacher leader effectiveness as department heads in secondary school settings and the nature and preponderance of self-determined personality traits. The authors discuss their experiences as teacher leaders in formal and informal settings, as well as their own perceptions of self and the implications on their daily interactions as teacher leaders. The study examines the differences and similarities between the two author's experiences as self-described introvert and extrovert as they discuss their perceptions of successes and growth. The practical implications of this study are to provide clear links to teacher leaders regarding self-efficacy of leadership style in regard to their own perceptions of self and leadership. The authors hope this study has implications for teacher leaders striving to enhance critical reflection strategies for facilitating transformative leadership experiences as well as aiming to build self-efficacy and personal awareness.

Keywords:

Duoethnography; dialogic inquiry; teacher leadership; personality traits

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Introduction

The art of duoethnography is defined as a “collaborative research methodology in which two or more researchers engage in a dialogue on their disparate histories in a given phenomenon” (Norris et al, 2012). With a collaborative lens, this duoethnography serves to answer the question: how does the self-perception of inherent personality traits as measured by the Myers-Briggs scale affect teacher leader effectiveness as department heads in secondary school settings? In this paper, using duoethnography to unearth the authors' own subjective understandings of intrinsic personality traits, the authors discover the fundamental value of exploring and discussing their dyadic personal narratives while challenging one another to reflect on how their personalities have congenitally shaped the way they teach and lead. They find that as reflective practitioners (Cheetham & Chivers, 1998), they can begin to make sense of the ways their personal experiences intersect with the roles as educators, and in doing so, hold one another accountable to discuss, reflect, and recontextualize their work as leaders

within their field. Lastly, through the use of currere, they hope to synthesize ways in which this inner transformation and greater self-awareness can help increase self efficacy in their own leadership paths.

Literature Review

The context of this research can be best understood through two lenses: person centered leadership and leader member exchange. Zaccaro, Kemp, & Bader (2004) define traits as “a range of stable individual differences, including personality, temperament, motives, cognitive abilities, skills, and expertise.” (p. 104) A trait-based model of leadership, then, seems a good basis for a study relating personality traits and self-perceived success. Trait-based research has had something of a checkered past, formally beginning with Galton's publication *Hereditary Genius* (1869), which more or less concluded that proximal attributes were negligible compared to distal attributes from a leadership perspective. The inherent inequity in this school of thought is now often lamented, beginning with Stogdill (1948) arguing that situational

development can also be crucial in the acquisition of leadership skills.

The subsequent move away from trait-based research was based on a widespread rejection that specific traits invariably asserted themselves in people considered strong leaders, most clearly presented by Bass (2008). More recent investigations in this area (Zaccaro 2012) focus on statistical approaches that allow for a more complex interplay of personality traits and often consider a constellation of traits rather than individual traits in a vacuum. This modern interpretation serves as the basis for this study – introversion and extroversion (as defined by Myers-Briggs) can more or less be considered to be large constellations of personality traits, some of which fit the existing narrative of trait-based leadership and some of which do not.

Also relevant is the idea of emotional intelligence as applied to leadership. Shankman, Allen, and Haber Curran (2015) suggest an array of three facets of consciousness (consciousness of self, of others, and of context). While each facet is important to the leadership model, the first (consciousness of self) is most directly applicable as it contains both attributes traditionally associated with extroversion (being action-oriented and adaptive) and introversion (emotional moderation and self-perception).

Leader-member exchange has also resulted in some problematic outcomes, but here we focus on the more recent prescriptive model as outlined by Graen and Uhl-Bien (1991). This model breaks the leadership making process into three phases: the Stranger Phase, the Acquaintance Phase, and the Partnership Phase. Each phase clearly requires a certain amount of socioemotional skill (and willingness), and as such the question of introversion versus extroversion becomes particularly salient. For example, Brouer, Duke, Treadway, and Ferris (2009) found that an abundance of what they describe as “political skill” on the part of the subordinate (and presumably on

the part of the leader as well) can mitigate the effect of dissimilarities that may otherwise damage the relationship between leader and subordinate. Similarly, Epitropaki and Martin (2005) found that political skill improved leader-subordinate relationships, which could have the effect of improving conditions that would otherwise be iniquitous but could also exacerbate those conditions insofar that these skills are more likely to manifest in certain personality types.

The social ramifications of self-perception of personality traits has been outlined in several landmark studies. Brown and Hendrick (1971) note that “Both introverts and extroverts have veridical perceptions of actual private self and actual social self; however, the ideal conceptions of both personality types tend to be extroverted in nature.” (p. 313) The study notes additionally that extroverts are highly consistent in their perceptions of actual and ideal selves, but introverts have ideals incongruent with perceived actual selves. While many studies delve into self-perceptions of personality, others focus on the relationship between individuals, in work or social settings. Antonioni and Park (2001) argue that in work settings, personality similarity may either lead to positive interpersonal relationships, which can alter the perceptions of the other to more positive, or it could affect actual behavior in the work by increasing trust and shared understanding. Salminen, Henttonen, and Ravaja (2016) delve further into the role of personality in dyadic interaction, analyzing the effects of the “Big Five” personality dimensions (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience) through discussions between manager and subordinate. The study argues that “personality similarity helps extroverts” but that there is a possible risk of conflict when interacting with a significant group of multiple extroverts, who could be described as dominating the interaction. In terms of educators, Bown and Richek (1969) argue that elementary school teachers identifying as either extroverted or

introverted did not differ in the “positiveness of their attitudes toward children.” Additional longitudinal studies utilizing a diverse background of teacher leaders in regards to LMX between administration, teacher peers, and students may prove a welcome addition to the field of educational leadership.

Methodology

“The anthropologist is always inclined to turn toward the concrete, the particular, the microscopic. We are the miniaturists of the social sciences, painting on Lilliputian canvases with what we take to be delicate strokes. We hope to find in the little what eludes us in the large, to stumble upon general truths while sorting through special cases.”

Clifford Geertz (1968)

Caitlin Meyer and Matthew Donnelly are two current educators and department heads in secondary schools, seeking to better understand their own perceptions of teacher leader effectiveness in their respective roles as it relates to the self-perceptions of our personalities. Fitzpatrick and Farquar (2018) state, “Few studies explore the unique subjectivities through which people make sense of their academic identities.” (p. 345) Taking a narrative approach, we will use the methodology of duoethnography to delve into the interplay between Myers-Briggs personality traits of introversion and extroversion and how these traits relate to self-perceived success as a department head and teacher leader within secondary schools.

Utilizing the Myers-Briggs self-assessed personality questionnaire, we will first delve into our own self-perceived personality traits and leader success via personal journaling. Then, we will use this data to “deeply hang out” (Geertz 1998) in order to frame and reframe our personal views surrounding leadership effectiveness and metacognition of efficacy as it relates to observable and engrained personality traits. The

duoethnography will include interviews, images, and conversational fragments via emails and internet conferencing sessions. These communicative methods will draw on personal histories and backgrounds of leadership, as well as our roles within our respective departments, providing different perspectives on leadership and self-identity within current secondary schools, and reveal the ways in which our self-perceived identity has affected our growth and success within these spheres. This ethnographic approach is centered by Pinar’s (1994) framework for self-reflection, “currere,” as the participants will engage in critical self-inquiry and peer transformative practice. This duoethnography serves to provide a method through which to examine and critique the intersection of biologically inherent personality processes and outwardly evolving educational style and philosophy.

Two factors complicating this narrative are the often “acquiescence effects” (Bryman 2011) of self-identification of Likert-type questionnaires, as well as our self-conceived implicit leadership theory biases (Dugan 2017) leading to a skewed view of one’s “self.” As such, we will utilize ‘currere’ as the critical nature of collaboration through which the participants will delve into the framing and subsequent reframing of their “self” and how this identity can help reframe their views on personal leadership effectiveness.

Data Analysis: Meyers-Briggs

“In its contrast with the ideas both of unfolding of latent powers from within, and of formation from without, whether by physical nature or by the cultural products of the past, the ideal of growth results in the conception that education is a constant reorganizing of experience.”

John Dewey (1916)

The Myers Briggs Type Indicator, developed by mother daughter duo Katherine Briggs and Isabel Briggs Myers, has long been established as the archetypical self-assessment within the behavioral sciences. Based in C.J. Jung’s theory of

psychological types (Jung, 1921) the assessment utilizes dichotomous variables in order for test takers to self-analyze their attitudes towards five key personality factors: Introversion versus Extroversion, Intuition versus Sensing, Feeling versus Thinking, Perception versus Judging, and the most recent addition, Assertive versus Turbulent. Jung argues that each of these dichotomous elements help “strike a balance between the demands of society and one’s own individual needs, so healthy individuals would be in contact with the conscious world but also allow themselves to experience their unconscious self” (Jacobson 2019).

There has certainly been resistance from the psychological community surrounding the efficacy of self-assessed personality tests such as the Myers-Briggs, most notably that when retested, participants often received different scores (Pittenger, 2005). The authors chose to utilize this test due to its long foundation in psychological theory and clinical practice that will afford them a written tool for personal development and increasing both self and others awareness through the lens of their own defined efficacy.

The authors both self-assessed using the Myers-Briggs personality type indicator and obtained the following results:

TABLE 1

Meyer	Donnelly
E (93% Extrovert, 7% Introvert)	I (90% Introvert, 10% Extrovert)
N (53% Intuitive, 47% Sensing)	N (85% Intuitive, 15% Sensing)
T (86% Thinking, 14% Feeling)	F (88% Feeling, 12% Thinking)
J (65% Judgement, 35% Perception)	P (71% Perception, 29% Judgement)
A (90% Assertive, 10% Turbulent)	T (83% Turbulent, 17% Assertive)

The results of the Myers-Briggs tests supported the authors’ prior subjective views of their personalities, and a comparison of their individual results was especially telling. With the exception of C. Meyer’s Intuitive vs Sensing results, which were virtually equivalent, all results were fairly extreme

and near perfect opposites (within 7%) with respect to each author. M. Donnelly exhibited the most polarized results, with Intuitive, Feeling, and Turbulent each measuring greater than 80%, although C. Meyer had the greatest single result different with 90% Assertive and only 10% Turbulent. Both authors feel that the results of this test accurately reflect inherent personality traits that they observe in themselves and each other.

Next, the authors analyzed the tenets of duoethnography as outlined by Norris in Duoethnography: Dialogic methods for social, health, and educational research (2012). The authors reflected on each tenet and how it could be applied to their reflections of self.

TABLE 2

Tenet of Duoethnography (Norris et al., 2012)	C Meyer and M Donnelly Research Approach
Life as Curriculum	Utilizing <i>currere</i> , the authors intend to capture and dwell within our shared experiences as educators and teacher leaders, and utilize this space as the context from which to continue to grow.
Differences in researchers is a strength of duoethnography	Prior to the study, the authors had worked together for seven years. This allowed the authors to understand the distinct differences in their own personalities and leadership style in order to address these differences. The authors strive to utilize both voices made explicit utilizing a script dialogue format. Polyvocal
A deep layer of trust between the participants	Our critical dialogues regarding our own currere were backed by our core belief in one another as successful educators and teacher leaders. This was necessary to produce thoughtful discussions throughout the duoethnography.
Each voice is made explicit	The use of polyvocal script dialogue ensures that both voices are heard equally, and that our separate but entwined stories can be heard.
Universal truths are not sought	The authors are not interested in seeking universal generalizability with these findings. We instead see the potential for our own dichotomy in leadership and personalities to inspire others to engage in similar dialogue to promote the conceptualization (or reconceptualization) of their own currere.
Duoethnography as a form of praxis	By juxtaposing our own shared experiences as educators, we are able to grow our own understanding and practice as we help others grow as educators themselves.

Data Analysis: Interview

To elucidate the effect of distal attributes on our effectiveness as leaders, the authors established baseline descriptions of leadership styles using an interview with C. Meyer’s former (and M. Donnelly’s current) supervisor. The interview consisted of five questions, designed to address the

position of each teacher leader within the secondary school setting as it pertains to perceived personality. The questions are listed below along with the responses for each interviewer.

How would you define my leadership style?

Re: Meyer: You are very genuine as a leader. I think that your students and teachers valued your input. You have a very strong content knowledge and are very passionate about music in the classroom and in the community you serve.

Re: Donnelly: You're very collaborative as a leader. Most of your work with other faculty seems to be designed for the group to come to a consensus on an issue rather than implementing your pre-existing ideas.

I am studying how self-reported personality styles (using the Myers-Briggs scale) reflect the effectiveness and success of the leader. How would you define my personality?

Re: Meyer: (Laughs) Well, I'd say you're very outgoing. You are definitely not shy. Maybe it surprises new students or teachers to your program at first but I think it's a good thing. I think parents always felt very comfortable coming to talk to you because they knew you had their students' best interest at heart and knew you would fight for them. Yeah, I'd say very outgoing. I don't know specifically about the Myers-Briggs scale. But as you know we had a few parents and students describe you as "scary in a good way." (laughs)

Re: Donnelly: Definitely very friendly. You are quiet and contemplative until you're put into a position to talk about something you have a passion for, and then it's like the curtain opens and the production begins. I think it's very clear that you take great joy from seeing others succeed.

Do you think anything about my personality has helped me as a leader? Anything that has hindered it?

Re: Meyer: Well I'd say being outgoing definitely helps in a department head position because you have to come off as very sure of yourself and the direction of your department. Obviously there were some great successes during

your tenure in the growth of the program so that is probably a plus. Hindered it? Maybe in initial interactions with parents or students or new student teachers or the like it could be seen as aggressive but we didn't have too many complaints. I think maybe between teachers in other departments more than students or parents or your department, whoever, it may have hindered you - when there's limited time in the school day and everyone needs particular students or the like. But you definitely fought for your program tooth and nail!

Re: Donnelly: Again, your personality lends itself to a lot of collaborative behavior, which is crucial in an education setting. It has allowed you to expand the math department's tent, as it were, to cover a lot of students (and adults) who otherwise wouldn't have been interested. Your need for consensus might hold you back sometimes in situations that might call for direct action, but I think that's mitigated by the benefits of your ability to work in a cross-curricular fashion.

What are my strengths as a leader? What are my weaknesses?

Re: Meyer: Your strengths are that you are non-stop. That might be a weakness too, knowing when to stop and focus on something else. Another strength would be building a community. You knew who to gather and how to gain their trust to realize your vision.

Re: Donnelly: Dedication. It seems like a school year can't end without you starting another program or activity for your students, and they love you for it. That can also be something of a weakness because it generates so much work that only you can do. I think that your absolute concern with the success and well-being of your students compensates for any shortcomings.

What do you think is one thing I can continue to develop in my position as a leader in a secondary school setting?

Re: Meyer: Well, it's hard to say because every school is different in what they need. I'd imagine that your current students and teachers have different needs than what [former school] needed. But we can all grow as leaders, probably

building confidence in yourself in your current position and content knowledge would help!

Re: Donnelly: Maybe becoming more detail oriented? You're very good at planning the big picture but sometimes the sheer amount of work involved in a project isn't apparent until you've already started it.

Data Analysis: Duoethnography

Conversation 1 - Early Childhood and Familial Influences (10/05/2020 - early concepts of duty, service, and leadership)

As longtime friends and former colleagues (both current department heads), the authors of this duoethnography have been "hanging out deeply" (Geertz, 1998) within the ever-changing landscapes of secondary education for over 8 years. In this duoethnographic conversation, the authors discuss their familial upbringings and how they have shaped their roles in society today. The authors share photographs and part of a recorded conversation, taken place on 10 October 2020. Throughout our conversations, the concepts of leadership and service played out in numerous nuanced ways. The segments that we share here relates to how notions of leadership emerged from within our respective family contexts. It was also in this discussion that we began to consider how early understandings of leadership played into our interpretation of our own personalities and within our given roles as leaders in educational and social situations. Included are two images to set the stage for the childhood stories to be discussed.

MD: When I was young, my parents would give my sisters and I a "job list" every Saturday morning and we would pick the chores we wanted to do that day. My sisters are 7 and 11 years older than I am, respectively, so maybe they had a better grasp of the situation, but I didn't realize until fairly recently that the chores on the list were specifically chosen so that a particular child would select it, and most of them were things that didn't really need to be done (or that my parents had already done). My sisters had both moved out by the time I turned 10,

and the job list suddenly got so much shorter that your average third grader could do it all!

CM: I wouldn't call you average, but sure, continue.

MD: Oh, you get what I mean.

CM: No, I get it. I think as kids we don't necessarily see the work that goes on behind the scenes for parents. Both of us had highly educated parents which certainly helps in developing a sense of intrinsic leadership - we could literally see our parents as leaders early on and that absolutely shaped me as a person. When my mom had my sister and I, she was the only woman in a tech company, and when she wanted to spend more time with us, she founded her own tech company that eventually got bought by Xerox. So from my perspective leadership was not something you strived for, but you just did, because that's what women do naturally as part of our existence. It wasn't until much later that I realized it was a team effort for her to start that company with my dad and my grandparents helping out.

MD: I think that that idea that there were always things that each part of the team could do shaped my early view of education, too. My mom taught college physics and my dad was a psychology professor, so whenever I had a day off from school I usually had to go to school with one of them. They'd put me in the back of their classrooms and sort of leave me to my own devices, and because I'm who I am I usually just took notes on whatever the class was learning!

CM: (Laughs) Yeah, I remember working with my mom too. She would sit me and my sister in her office while she ran her computer business. I wish some of the technical side of things rubbed off on me but what I remember most was feeling very in awe of her presence. She was, and is, someone who people label as "intimidating." But clearly her approach worked because she had 10 or 15

employees who really were behind her mission to educate adults about tech. That mission-based philosophy has definitely stuck with me.

MD: Now that I'm thinking about it, the schools I went to really continued the teamwork trend. I was in Montessori school from age 5 to 11 and they really drilled the benefits of collaboration. They also drilled in scheduling and proper planning, but that one didn't take!

CM: It's interesting because we both had strong mothers but in very different contexts. Both were highly successful in their field. I think your teaching style and leadership style definitely reflects that Montessori background, the inquiry-based learning and whatnot. Questioning the world around you.

MD: How you describe your mom in your childhood reminds me a lot of you now! It sounds like she's been a big influence on your worldview and teaching style, and you might not have even known it at the time. I like that you drew that parallel between our moms, too. Both of them were pretty pioneering women - my mom was the first female science teacher at a Connecticut community college and your mom ran a computer business at a time when that was still considered to not be a woman's job. Maybe that was a driving factor for how we viewed education, too - the qualities needed to succeed in those situations probably have a lot of overlap with the qualities that define a good leader.

In this initial conversation about our childhood lived experiences, the authors recognize early signs of inherent personality traits within each other. The authors find it of note that while their familial backgrounds are similar "on paper" - that is to say a two parent, middle class household with highly educated parents, and while their roles as educators and teacher leaders are similar in scope, the inherent leadership traits that they witnessed as children may have set out a course for their

development as introverted or extroverted teacher leaders.

Although the body of work relating childhood experience with leadership style and personality class in adulthood remains fairly light, there is some precedent for this connection in the last ten to fifteen years of research. For example, Akstinaite (2016), while admitting that there is no truly comprehensive list of childhood experiences that necessitates any certain direction of leadership development, mentions genetics, parenting style, early learning and leadership experiences as factors on which leadership development tends to depend on most. Additionally, Owen & Davidson (2009) describe a so-called Hubris syndrome in which extreme hubristic behavior may indicate an acquired personality disorder generated by the environment in which one experiences their formative years. While this certainly does not serve as any sort of proof regarding the authors' development of leadership traits, it seems logical that if the leadership style exhibited by presidents and prime ministers may follow from childhood experiences, less extreme characteristics may as well.

Conversation 2 - Academic Reflections (10/07/2020 and 10/10/2020 - understanding of the place of the student)

CM: I think as educators we are constantly looking back at our own educational experiences growing up, how that possibly shaped our personalities and how it shapes us as leaders within our respective positions. I don't think it's unfair to say that we both had fairly privileged backgrounds in terms of access to quality education and positive role models for us to frame our own perceptions of what it means to be a good leader. As you know, I went to public school but in a fairly affluent area of Connecticut. Your parents took the private route for you if I remember correctly.

MD: Yeah, they did. Both of my older sisters went to Windham public schools for their whole

education, and at some point Windham was one of the three worst public school systems in Connecticut. They took one look at me and decided that that was not happening! I went to Montessori school for six years and then Catholic school for middle and high school. College, for that matter - my sisters were certainly not unaware that I was very spoiled!

CM: And now you work for that same Catholic school! Did you have any standout teachers that you base your teaching or leadership styles around?

MD: Actually, my middle and high school experiences were kind of the opposite of the smooth-running private school stereotype. Between the two Catholic schools I went to - one for 7th and 8th grade and one for high school - I had six different heads of school in six years, and that tumultuous change was noticeable even to a fairly oblivious teenager like me. There were definitely teachers with whom I identified, but in a weird way I think that chaos is what has informed my teaching style the most.

CM: Haha, well embracing the chaos is definitely an extremely important aspect in education right now! And it's a really unique perspective that you have, being able to work in the school you personally attended, being able to analyse what works and what doesn't from both the student and educator perspective. I had a teacher in middle school who maybe could be defined as a bit chaotic as well but his entire teaching strategy of refusal to let a student fail sticks with me to this day. I remember not a single kid in that class was allowed to fail, he would just keep pushing them to achieve more. I know now, as an educator, that maybe he was utilizing inquiry-based learning, or mastery-based etcetera etcetera but I distinctly remember the feeling that there was just no possible way that I would get away with doing a poor job in his class, ever, because he understood my abilities and pushed me to meet or better that every class.

MD: Isn't it interesting that since we're now older and more experienced we can see all of this underlying structure in our own education that we have no idea about? It seems like we had almost inverse experience from the norm - you had an entirely public school experience, but one that was well-funded and in a very stable area, and I had an entirely private school experience, but one that had constant teacher and administrator turnover! Now that we've talked about I can really see how our backgrounds inform our professional perspectives - you have a really fantastic grasp of educational theory and a very structured approach to leadership, and my teaching style is a lot more "shoot-from-the-hip" sometimes!

CM: Yeah it's pretty interesting that we had this inverse relationship to our own schooling from what the general populace thinks about public versus private schooling. I would agree that we have different yet complementary styles to our teaching philosophies for sure. What you do certainly works for your department! I think you really incorporate this kind of ensemble leadership style, where you're not lording over your subordinate teachers, demanding constant updates, kind of more encouraging their own natural leadership to shine through and their subject expertise to shine through.

As learners, the authors had more or less equal access to quality education, and thus to role models within education. The most interesting result obtained by the authors upon integration of their childhood remembrances and academic reflections may be the disconnect between their perceptions of their teaching styles and what one might normally expect from the teaching styles of an extrovert and an introvert, respectively. Where the extrovert would likely be expected to demonstrate a highly unstructured (or even possibly anti-establishment) style, this discussion showed that to be true more of the introverted author. Similarly, the extroverted author builds on a wealth of existing strategies and knowledge of educational structure that at first

glance may be more indicative of introversion. It may be the case, then, that the authors' respective experiences with either stable or extremely tumultuous school administrations and faculties informed their educational worldviews more than had previously been thought.

Conversation 3 - Leadership Reflections (10/19/2020 - understanding of the place of the instructor/leader)

MD: How often do students or parents look genuinely surprised that you leave school or are actually not on call at all hours? It seems like there is this weird sort of dichotomy in our national view of education in which teaching is viewed as an easy and not particularly important profession but teachers are also expected to be teachers 24 hours a day.

CM: Yeah that's an interesting point. I think we as educators are definitely viewed in this world as super human and that's completely unfair. Teachers are people too.

MD: I think one of the hardest parts of being an introverted teacher is that we're still expected to look like that perfect teacher all the time in society too. The mindset of people is that teaching is an extroverted profession when in reality there are plenty of educators that don't fit that mold. Obviously the world of education is in a constant state of upheaval, because our profession is constantly changing, and it's pretty draining.

CM: Do you think that being an introvert affects you as a teacher leader?

MD: I actually think it helps me in that regard. I'm able to relate to my teachers more.

CM: That's a super interesting take actually. I guess it is harder for me to relate on a personal level to some of the teachers in my cohort that are on the more reserved side, simply because that's just not how I've ever experienced music ed as a student,

teacher, or teacher leader. I personally feel like, I don't know if this makes sense but being extroverted is definitely like my superpower, I can hype myself up for unknown situations because it means I'll be able to connect and expand my learning.

MD: Here's the thing, we both have an intrinsic drive to show up each day and do what's best for the students and what's best for our teachers, no matter what that entails.

CM: Yeah, absolutely.

A thread that ran consistently throughout the third conversation was the idea of observational versus self-generated learning styles (or in this case teaching styles), and one cannot help but refer back to the unexpected results of the second discussion. The extrovert, while utilizing an extensive background in educational and leadership theory, utilizes a teaching style largely emblematic of the demonstrative and independent methodology consistent with the traditional view of extroverts in education. While the introvert incorporates little or no formal educational structure in most instructional situations, the conventional view of introverts as observers is upheld here as well. This seems something of a paradox - it is difficult to reconcile how one's perspective on educational leadership can be informed by regular (and often unconscious) observation of others but also lacking in adventitious structure or planning.

The authors found that the immediate state of education was highly relevant to the overall conversation, especially as it concerns observational and self-generated leadership traits. From a subjective viewpoint, the past several months in secondary education have created a system in which reliance on precedent and planning is often counterproductive, if not outright problematic. The authors hope that this level of turmoil inherent in current educational leadership as it relates to the general sphere of current events is not indicative of a long-term trend, but it seems

that a combination of observational skills and independently (and perhaps quickly) planned strategies may be advantageous. The authors discovered throughout this conversation that the general attitudes towards the general assumption that extroversion as a “default” for educators is at its core, a faulty belief, and it is in fact introverted teachers who may be able to better address the tumultuous landscape that educators face today. Going forward, the authors hope to utilize these observations to better inform their own practices in a way that addresses the current trend of education while still maintaining their core beliefs as teachers and leaders.

Conclusion

As Dugan states, it is not unfair to characterize “trait-based research as the junkyard of leadership scholarship.” (2017) As with any good junkyard, there are gems to be found! Within each conversation, the authors were able to delve into both the established research as well as their own inherent personality traits in order to grapple with their own lived experiences. They have used these lived experiences, *currere*, to draw attention to their individual reconceptualization of both their roles as teacher leaders and their own perceptions of identity. The shifting and reconceptualization of their initial positionalities and experiences described at the beginning of this study is woven throughout the three conversations.

The duoethnographic process enabled the authors to better elucidate the intersection of their personal identities and varied experiences in order to construct a well grounded framework for a shared vision of educational leadership. Through manifest acknowledgement and analysis of the differences in their self-described personalities and educational backgrounds the authors gained insight to support the evolution and growth of their own practices. It is now clear that a considered application of duoethnography can be a useful tool to developing agency and understanding in developing teacher educators.

Throughout the duoethnographic process, the authors have reconceptualized their own leadership styles as a framework for a collaborative learning, growing, and development experience. The authors hope that this reflective process on their own inherent personality traits and lived leadership examples will help develop a more inclusive understanding of personal leadership growth by expanding the approach to a collaborative reflective learning experience.

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