

## MODULE



# Culture in Leadership

*"Bacteria: The only culture some people have."*

- Steven Wright

## Introduction

This module will be an exploration in cultural theory, practical issues in culture, and many of their implications in leadership. We first give students the necessary vernacular to engage in intelligent discourse on the subject, then move to the higher level content. The module then looks at multiculturalism, pluralism, and assimilation through real world examples. This is followed with a simulation that will make students question their core beliefs through the introduction of cultural relativism. The module will then make explicit leadership connections through empirical evidence with GLOBE studies, and finish with conversation on the highly relevant topic of IMSA culture.

## Objectives

1. Students will examine the impact of culture and location on leadership practices.
2. Students will come to realize the effect of culture on their values.
3. Students will discuss the difference between assimilation, pluralism, and multiculturalism and their respective consequences.
4. Students will be able to evaluate a situation and make decisions based on that assessment

## Agenda

1. Situational Awareness and Culture
2. Vernacular/Elements of Culture
3. Situational Analysis and Awareness
4. Multiculturalism vs. Pluralism vs. Assimilation
5. Cultural Relativism
6. GLOBE Studies
7. Cultural Appropriation (Supplemental)
8. IMSA Culture (Supplemental)

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## Leadership Connections

1. Situational Leadership. In many interactions with other cultures, situational leadership is used to evaluate new purposes,

## Skills

### Situational Analysis

#### Resources:

1. **“What is Situational Leadership? How Flexibility Leads to Success”**
  - a. What is Situational Leadership? How Flexibility Leads to Success. (2018, May 08). Retrieved from <https://online.stu.edu/articles/education/what-is-situational-leadership.aspx>
  - b. This focuses more on situational leadership than analysis, but does contain a passage on analysis.

#### CORE Crash Course (CCC):

Situational analysis is the ability of an individual to critically evaluate the status of any given situation and use their observations to make decisions. In terms of this module, this skill allows people to find the best ways of approaching differences and contrasts between cultures in a way that promotes finding a shared middle ground.

## Topics

### Vernacular

#### Resources:

1. **“The Cultural Landscape” by James Rubenstein**
  - a. Rubenstein, J. M. (2014). *The Cultural Landscape* [PDF]. Boston: Pearson. Retrieved from [http://assets.pearsonschool.com/asset\\_mgr/current/201410/A01\\_RUBE1583\\_11\\_AP\\_FM.pdf](http://assets.pearsonschool.com/asset_mgr/current/201410/A01_RUBE1583_11_AP_FM.pdf)
    - i. Provides definitions and context
2. **Ethnocentrism by Elizabeth Baylor**
  - a. Baylor, E. (2017, July 20). Ethnocentrism. Retrieved August 08, 2017, from <http://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0045.xml>
    - i. Definitions of ethnocentrism
3. **Vernacular Definition Sources**
  - a. Race
    - i. Anemone, Robert L. "Race and biological diversity in humans". *Race and Human Diversity: A Bicultural Approach*.
  - b. Ethnicity
    - i. People, James; Bailey, Garrick. *Humanity: An Introduction to Cultural*

*Anthropology* (9th ed.)

- c. Culture
  - i. Tylor, E.B. *Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom.*
- d. Cultural Identity
  - i. Moha Ennaji, *Multilingualism, Cultural Identity, and Education in Morocco*
4. **Vernacular Definitions**
  - a. <https://quizlet.com/10794461/ap-human-geography-ethnicity-flash-cards/>
5. **Implicit Leadership Theory**
  - a. Schyns, B., & Schilling, J. (2010, August 03). Implicit Leadership Theories: Think Leader, Think Effective? Retrieved August 08, 2017, from <http://journals.sagepub.com/doi/abs/10.1177/1056492610375989?source=mfr&rss=1&>
6. **Value System Definition**
  - a. What is value system? definition and meaning. (n.d.). Retrieved August 08, 2017, from <http://www.businessdictionary.com/definition/value-system.html#ixzz3gjF1sKg0>

#### CORE Crash Course (CCC):

- Culture: The sum total of knowledge, attitudes and habitual behavior patterns shared and transmitted by the members of a society (Ralph Linton). Shared values, ideals, beliefs of a group of people regardless of race and ethnicity.
- Cultural Identity: Chosen or adopted culture. Made up of three main elements: language, religion, and ethnicity (James M. Rubenstein).
- Race: Identity with a group of people descended from a common ancestor (James M. Rubenstein).
- Ethnicity: Identity with a group of people that share distinct physical and mental traits as a product of common heredity and cultural traditions (James M. Rubenstein).
- Nationality: Identity with a group of people that share legal attachment and personal allegiance to a particular place as a result of being born there (James Rubenstein).
- National Identity: the personal sense of an attachment to a specific nation (pride in a nation). This is not necessarily the nation one was legally attached to.
- Value System: A coherent set of [values](#) adopted and/or evolved by a [person](#), [organization](#), or society as a [standard](#) to guide its [behavior](#) in preferences in all situations.
- Ethnocentrism: Ethnocentrism is a term applied to the cultural or ethnic bias-whether conscious or unconscious-in which an individual views the world from the perspective of his or her own group, establishing the in-group as archetypal and rating all other groups with references to this ideal (Elizabeth Baylor)

## Multiculturalism vs. Pluralism vs. Assimilation

#### Resources:

1. Difference between Pluralism and Multiculturalism

- a. Pluralism vs multiculturalism. (2016, June 12). Retrieved August 08, 2017, from <http://socialsciences.in/article/pluralism-vs-multiculturalism>
  - b. This article provides insight into the difference between multiculturalism and pluralism. It essentially states that multiculturalism holds that there is a “majority” and “minority” identity, and results in the Balkanization of a community. Whereas pluralism maintains a sense of group identity, and focuses more on the values a group shares.
- 2. Pluralism**
- a. From Diversity to Pluralism. (n.d.). Retrieved August 08, 2017, from <http://pluralism.org/encounter/todays-challenges/from-diversity-to-pluralism/>
  - b. Discusses the definition of pluralism, and the difference between diversity and pluralism. It goes further to mention that diversity leads to pluralism while also analyzing five key parts that define pluralism.
- 3. Cultural Assimilation**
- a. Cultural Assimilation. (n.d.). Retrieved August 08, 2017, from <https://www.questia.com/library/sociology-and-anthropology/cultures-and-ethnic-groups/cultural-assimilation>
  - b. Cultural Assimilation- interpenetration and fusion of ethnic minorities into the dominant culture
  - c. Three models of cultural assimilation
    - i. Anglo conformity- the minority group has to accept the norms and values of the majority group as superior
    - ii. The melting pot- different ethnic groups form a new cultural identity
    - iii. Cultural pluralism- different ethnic groups form their own cultural identity
  - d. Two forms of cultural assimilation
    - i. Structural/socio-economic assimilation- minority are integrated into social, political, economic and cultural circles of the country
    - ii. Behavioral assimilation (aka acculturation)- a minority adopts the cultural norms of the dominant group
- 4. Multiculturalism - America and Canada**
- a. Jedwab, J. (2016, July 12). Broken Melting Pot Is No Alternative To Canadian Multiculturalism. Retrieved August 08, 2017, from [http://www.huffingtonpost.ca/jack-jedwab/broken-melting-pot\\_b\\_10941092.html](http://www.huffingtonpost.ca/jack-jedwab/broken-melting-pot_b_10941092.html)
  - b. The article looks at the idea of America being a melting pot.
    - i. The melting pot is more virtual than real, and it discouraged maintaining close ties with one’s culture
    - ii. America is more of like a salad bowl (cultural pluralism)
- 5. Real World Examples of Multiculturalism and Assimilation**
- a. Prager, D. (2017, February 28). A Nation of Immigrants - Only if They Assimilate. Retrieved August 08, 2017, from <http://www.nationalreview.com/article/445286/swedish-crime-rates-immigration-requires-assimilation-melting-pot>
  - b. Discusses three different countries and how they deal with immigrants. In Japan, they do not allow immigrants which results in the lowest crime rate in countries with high populations. Sweden, on the other hand, hold

multiculturalism to a high regard; the outcome being that crime rate has greatly increased. Lastly, America has immigrants that assimilate, allowing the country to function, but if the immigrants don't assimilate, then it will be another torn country as the different minorities will fight one another.

**CORE Crash Course (CCC):**

Multiculturalism is where different ethnicities are a part of another nation while still maintaining their own cultures and values. On the other hand, assimilation is the fusion of ethnic minorities into the dominant culture. Assimilation is found primarily in places where the majority group are not very accepting of other races/ethnicities; therefore, the minority groups mold into the majority's. Without assimilation, problems could arise among the different groups as in the case of Sweden accepting the North Africans and Middle Easterners. Assimilation is common with imperialistic countries, that force their culture upon other individuals. America is a pluralistic society that in which immigrants accept the core values of the country while keeping a sense of their own individual cultures.

## Cultural Relativism

**Resources:**

Statement on human rights from the AAA 1947

<https://lucian.uchicago.edu/blogs/around1948/files/2012/09/1947-Statement-on-Human-Rights-American-Anthropological-Association.pdf>

Statement on human rights from the AAA 1999

<http://humanrights.americananthro.org/1999-statement-on-human-rights/>

Interesting paper talking about some of the moral issues when anthropology deals with human rights comparing these two statements

<https://www.jstor.org/stable/4489347>

**Core Crash Course (CCC):**

Cultural relativism originally appeared as a tool for anthropological research which arose in reaction to the comparative school of anthropology. The comparative school of anthropology saw cultures in an evolutionary perspective that held that cultures could be viewed in terms of good and bad and more evolved and less evolved. These new anthropologists because ethnocentrism (the tendency of people to view other cultures through their own culture) made it difficult for anthropologists to conduct scientific studies into other cultures, they advocated viewing a culture's practices through the lens of that culture to maintain an objective viewpoint. Many of the new anthropologists (one example being Franz Boas) were influenced by the philosophers of German Idealism such as Immanuel Kant who held that humans could not gain knowledge of the world through direct experience but used universal mediating structure such as space and time to synthesize experiences into knowledge.

The major controversy over cultural relativism is not about this heuristic device itself, but whether this epistemological stance suggests a moral stance and delves into the realm of moral relativism. The center of this controversy is how anthropological research should be used outside of the academic field and how anthropology's study of culture relates to the public discourse on human rights which is a topic that we are concerned with.

## GLOBE Studies and Implicit Leadership Theory

### **Resources:**

1. Understanding the Relationship Between National Culture, Societal Effectiveness and Desirable Leadership Attributes: A Brief Overview of the GLOBE Project. (2004). Retrieved August 15, 2017, from [http://globeproject.com/study\\_2004\\_2007#data](http://globeproject.com/study_2004_2007#data)
  - a. GLOBE study
2. Hoppe, M. H. (2007, September 18). *Culture and Leadership Effectiveness: The GLOBE Study* [PDF].
  - a. <https://drive.google.com/open?id=OB7LyafjJNI-EOXO5QzhrSiluVEk>
  - b. Description of GLOBE studies

### **CORE Crash Course (CCC):**

ILT (Implicit Leadership Theory): An individual is more inclined to follow a leader that maintains similar beliefs and values as them.

GLOBE: There are 9 cultural dimensions that the researchers tested. There are 21 values that the researchers observed. They had different societies rank these traits based on desirability. It was a 7 point scale. These were then condensed down into 6 values:

1. The charismatic/value based style (4.5 – 6.5) stresses high standards, decisiveness, and innovation; seeks to inspire people around a vision; creates a passion among them to perform; and does so by firmly holding onto core values. This includes the facets of visionary, inspirational, self-sacrificial, integrity, decisive, and performance-oriented.
2. The team-oriented style (4.7 – 6.2) instills pride, loyalty, and collaboration among organizational members; and highly values team cohesiveness and a common purpose or goals. This style includes the facets of collaborative team orientation, team integrator, diplomatic, (reverse scored) malevolent, and administratively competent.
3. The participative style (4.5 – 6.1) encourages input from others in decision making and implementation; and emphasizes delegation and equality. This style includes the facets of (reverse scored) autocratic and (reverse scored) non-participative.
4. The humane style (3.8 – 5.6) stresses compassion and generosity; and it is patient, supportive, and concerned with the well-being of others. This style includes the facets of modesty and humane-oriented.

5. The self-protective (2.5 – 4.6) style emphasizes procedural, status-conscious, and 'face saving' behaviors; and focuses on the safety and security of the individual and the group. This style includes the facets of self-centered, status-conscious, conflict inducer, face saver, and procedural.
6. The autonomous style (2.3 – 4.7) includes only one facet concerned with autonomy. It is characterized by an independent, individualistic, and self-centric approach to leadership.

This is organized by the leadership styles that were universally desired from least variance to greatest variance. The GLOBE studies shows the most universally desirable traits of a leader. It also shows how there are some traits that are desired in one society but not another. It's observable that while there are universally desired traits, such traits can be expressed in different ways that are not necessarily universally desired. Overall, the study took individual cultures, and figured out what values they like seeing in a leader.

**Table 1:** Societal Clusters and Leader Styles

Performance Oriented	Team Oriented	Participative	Humane	Autonomous	Self or Group-Protective
<i>Higher</i>	<i>Higher</i>	<i>Higher</i>	<i>Higher</i>	<i>Higher</i>	<i>Higher</i>
Anglo Germanic Nordic SE Asian L. European L. American	SE Asian Confucian L. American E. European African L. European Nordic Anglo Middle Eastern Germanic	Germanic Anglo Nordic	SE Asian Anglo African Confucian	Germanic E. European Confucian Nordic SE Asian Anglo African Middle Eastern L. European L. American	Middle Eastern Confucian SE Asian L. American E. European
Confucian African E. European		L. European L. American African	Germanic Middle Eastern L. American E. European		African L. European
Middle Eastern		E. European SE Asian Confucian Middle Eastern	L. European Nordic		Anglo Germanic Nordic
<i>Lower</i>	<i>Lower</i>	<i>Lower</i>	<i>Lower</i>	<i>Lower</i>	<i>Lower</i>
Performance Oriented	Team Oriented	Participative	Humane	Autonomous	Self or Group-Protective

Source: Adapted from House et al., 2004.

Diversity Leadership Study: The Diversity Leadership study took the culture dimensions and the decided upon values of the GLOBE studies. It focused in on minority groups. What values did they endorse, and how did their experiences change as minorities? The important conclusions of the Diversity Leadership study are as follows:

“Most leaders strongly identified themselves as a leader (M = 5.35, SD = 1.36) with no significant differences between groups. Diverse leaders of color, however, differed significantly from White leaders in how strongly they identified with their ethnic identity and whether they felt it influenced their exercise of leadership (t-test, p < .001). They were more likely to view their ethnicity as a strength, but not as a weakness. They were more like to feel their ethnicity posed significant barriers in accessing leadership roles.”



“Women leaders identified more strongly with their gender than men (t-test,  $p < .001$ ). They were more likely to feel their gender influenced their exercise of leadership, and was a strength in their exercise of leadership.”

## Supplemental Content

### IMSA Culture (In Activity Bank)

#### **CORE Crash Course (CCC):**

At IMSA, we are exposed to many things that are different than our home. IMSA has its own “vernacular” such as the god culture or idolization of upperclassmen and teachers. When we first come in as sophomores and assigned to our halls, we are told stereotypes and generalizations of all the others. At IMSA, our perceptions change and we are immersed in this culture, even if it is strange or we don’t understand it.

### Jimmy Rustler #1 - Eysturlid’s Three Races

#### **Resources:**

1. Nei, Masatoshi. “The Theory of Genetic Distance and Evolution of Human Genetics.” *Japanese Journal of Human Genetics* 23.4 (1978): 341-369. Web. 27 July 2017.
2. A good sense of tact and gracefulness when bringing up this topic.

#### **CORE Crash Course (CCC):**

This is not really an activity but more of a discussion topic to be incorporated naturally into the vernacular discussion. When students are talking about what race means, bring this up and quote Eysturlid on it. He states that there are only three races: Mongoloids, Negroids, and Caucasoids. Point out the three races in the room to emphasize the point. Students might be rustled by this, but can they really say that this theory is inherently wrong. Facilitators will use this to attempt to bring up questions like: “What really is race?” and “Why is it so hard to define?”

### Jimmy Rustler #2 - Cultural Appropriation

#### **Resources:**

1. Coco, Ice-T’s wife, response to claims of cultural appropriation on her hair. (I know this isn’t very “formal”, but it is a raw example and starts easy conversation)  
Coco Responds To Being Accused Of Cultural Appropriation Over Her Braids! (2017, July 24). Retrieved July 27, 2017, from <http://www.worldstarhiphop.com/videos/video.php?v=wshhJI1tak9a5xuxb0yk>
2. Underwood, K., Coco Austin Cornrows Coco Swoops Cultural Appropriation, Beauty · Braids · Celebrity Beauty · Fashion · Hair · News, Underwood, W. B., & Images., P. N. (n.d.). The Problem With Coco Austin's "Coco Swoop" Braids. Retrieved July 27, 2017, from <http://www.refinery29.com/2017/07/164860/coco-austin-defends-coco-swoop-cornrow-braids>
3. Non-minority authors creating minority characters and using them in their



books/Non-minority authors using a pseudonym of another race's name to sell their book.

- a. Leck, S. (2017, May 16). Hal Niedzviecki on the cultural appropriation controversy that led to resignation. Retrieved July 27, 2017, from <http://nationalpost.com/g00/news/canada/q-and-a-hal-niedzviecki-the-writer-behind-the-recent-controversy-over-cultural-appropriation/wcm/f72a0192-cb49-42c0-bd5e-bdaa71f9486a?i10c.referrer=https%3A%2F%2Fwww.google.com%2F>
4. LGBTQ+ Cultural Appropriation
  - a. Ziff, Bruce H., and Pratima V. Rao, eds. *Borrowed power: Essays on cultural appropriation*. Rutgers University Press, 1997.
5. What distinguishes cultural change and cultural appropriation?
  - a. Galchen, R., & Holmes, A. (2017, June 08). What Distinguishes Cultural Exchange from Cultural Appropriation? Retrieved July 27, 2017, from <https://www.nytimes.com/2017/06/08/books/review/bookends-cultural-ap>

#### **CORE Crash Course (CCC):**

In the Cambridge University Dictionary the definition for Cultural Appropriation is “the act of taking or using things from a culture that is not your own, especially without showing that you understand or respect this culture.” However, on the publicly editable Urban Dictionary, it seems that Cultural Appropriation is seen as a person not being able to borrow things and adopt culture, pushing for more separation. Cultural Appropriation is a heated topic today where everyone is ready to call you out for it. From Khloe Kardashian to the brand Gucci, you see cultural appropriation and may not understand why or just scroll through, but it is understood that the culture and the history of certain groups and symbols make one realize what cultural appropriation actually is.

### [Jimmy Rustler #3 - Affirmative Action](#)

#### **Resources:**

1. <http://www.ncsl.org/research/education/affirmative-action-overview.aspx>

#### **CORE Crash Course (CCC):**

Affirmative action is “Affirmative action policies are those in which an institution or organization actively engages in efforts to improve opportunities for historically excluded groups in American society... In institutions of higher education, affirmative action refers to admission policies that provide equal access to education for those groups that have been historically excluded or underrepresented, such as women and minorities.”

Connect this to culture by talking about why racial affirmative action is a thing - it's not about skin colors. Racial affirmative action occurs because race can oftentimes be a quantitative way to show one's culture, and institutions value having people of many different cultures.

Maybe bring this up in the IMSA culture activity. Is having wings dominated by a single race ethical or not? Why?

## References (use as bibliography)

1. <http://www.mediaed.org/discussion-guides/The-Great-White-Hoax-Discussion-Guide.pdf>
  - a. Discussion ideas for Our President and the World activity
2. **Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.**  
([http://www.apu.edu/live\\_data/files/333/blooms\\_taxonomy\\_action\\_verbs.pdf](http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf))
  - a. Provides a list of action verbs that can be used when writing objectives.