



# Culturally Responsive Leadership: Growing Awareness, Building Relationships

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Equity Alliance MN



# Welcome and Introductions

- Dr. Jean Lubke
- Paula O'Loughlin
- Regina Seabrook



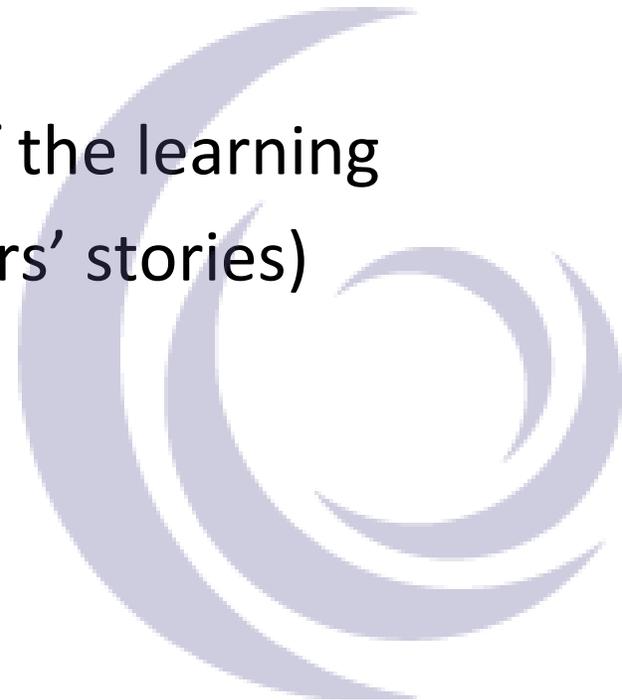
# Session Objectives

- Describe culturally responsive leadership and equity
- Increase knowledge of self, culture, and implicit bias
- Provide time for self-reflection & discussion
- Apply our culturally responsive learning to decision-making

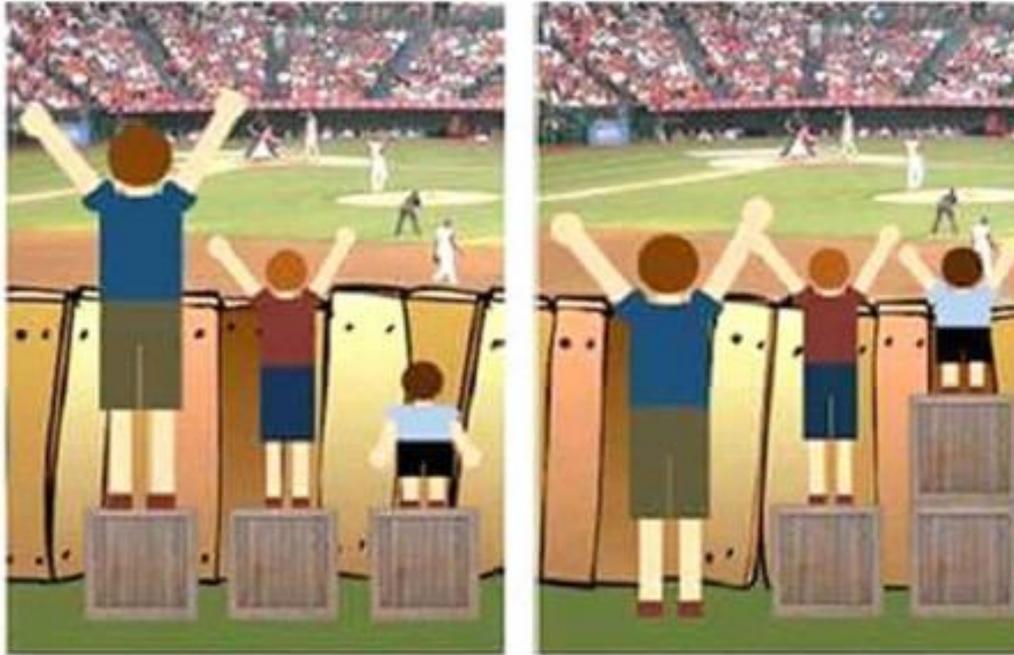


# Agreements

- Accept and expect non-closure
- Assume positive intentions
- Agree to disagree
- Speak your own truth by using “I”
- Experience discomfort and know it’s a necessary part of the learning
- Share your own story (not talking about or sharing others’ stories)



# What Do You See in this Image?



# Equity

## EQUALITY VERSUS EQUITY



# What is Culture and Who Has It?

## **Culture Is:**

- How we communicate, how we live our lives and the beliefs & values we hold
- Shared patterns that help us make meaning of our environment and determine “appropriate” behavior
- Our lived experiences and our learned behavior

Each one of us has our own culture and every space has a culture.



# Iceberg of Culture

## The Iceberg Concept of Culture

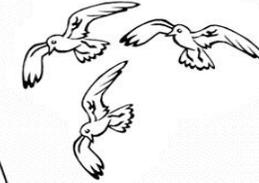
Like an iceberg, the majority of culture is below the surface.

### Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪  
visual arts ▪ drama ▪ crafts  
dance ▪ literature ▪ language  
celebrations ▪ games



### Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time  
personal space ▪ rules of conduct ▪ facial expressions  
nonverbal communication ▪ body language ▪ touching ▪ eye contact  
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty  
courtship practices ▪ relationships to animals ▪ notions of leadership  
tempo of work ▪ concepts of food ▪ ideals of childrearing  
theory of disease ▪ social interaction rate ▪ nature of friendships  
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness  
notions of adolescence ▪ patterns of group decision-making  
definition of insanity ▪ preference for competition or cooperation  
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future  
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth



# Components of our Cultural Selves

- Age
- Race
- Gender
- Orientation
- Religion
- Socio-economic status
- Family role(s)
- Membership to organizations
- Profession
- Ethnicity
- Nationality
- Talents

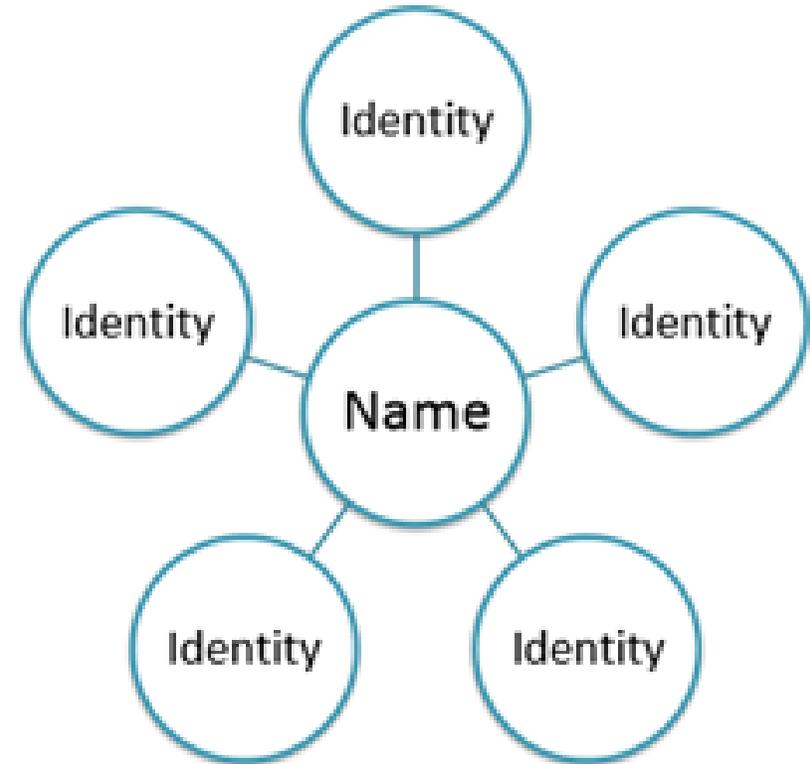


# Critical Self-consciousness

What are five components of your identity that:

- shape your self-image?
- define who you are in the world?
- describe you?

Circles of My Cultural Self



# Table Talk: Critical Self-consciousness

- How did it feel to share proud and painful moments about your identities?
- Do we expect any of our clients to leave any identities at the door?
- Do we have clients being treated unfairly for any identities they cannot leave at the door?



# Culturally Responsive Leadership

- Critical consciousness of **self**
- Ensure that staff are culturally responsive in **service delivery**
- Ensure that **programs** are culturally responsive
- Create and sustain an **inclusive** organization
- Engagement and involvement in **community**

**(Modeled from Khalifa, Gooden, and Davis 2016)**



# Dimensions of Culture



# Dimensions of Culture

## Six Elements of Culture

1. Idea Exchange Rate—communication
- 2. Emotional Style—Expressive and Restrained**
3. Perspective of Time- clock and cyclical
4. Messaging—direct and indirect
- 5. View of Work—Task and Relationship**
6. Locus of Control—impacts motivation



# Emotional Styles

Restrained and Expressive



# Emotional Styles

Expressive and Restrained styles both:

- Prioritize relationships
- Want to build and maintain trust
- Strive to create a “comfortable” environment



# Restrained

## Internalized Emotion

- Minimal display
- Constrained vocalization (monotone)
- Hides feelings through nonverbal behavior (crossed arms, looking away)
- Sensitive to: attention for emotion or hurting the feelings of other
- Builds trust through emotional control
- Emotional control leads to credibility

# Expressive

- Externalized displays of emotion:
  - Overt
  - Varied vocalization
  - Display feelings with nonverbal behavior
- Sensitive to: being asked to restrain own emotions
- Builds trust through emotional commitment
- Emotional information is necessary for credibility



# Emotion

## Restrained

- “The first to raise their voice loses the argument” --Chinese
- “Silence produces peace, and peace produces safety” --Swahili

## Expressive

- “What is nearest the heart is nearest the mouth” -- Irish
- “After a storm, fair weather; after sorrow, joy” -- Russian



# Table Talk: CR Leadership Communication

- How can the expression of emotion impact your customers and/or the people in your organization?
- How might you offer opportunities and spaces in your setting where both expressive and restrained emotions can be validated?



# Approach Toward Work

Task and Relationship



# Approach Toward Work

Task and Relationship orientations both:

- Prioritize relationships
- Want to build and maintain trust
- Strive to create a “comfortable” environment



# Task



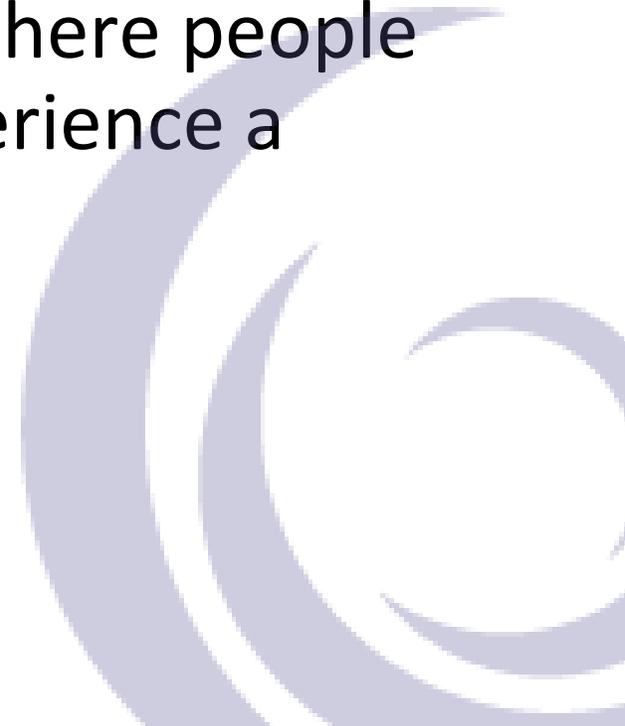
# Relationship

- Concerned primarily with **completing the job**, solving the problem, and working persistently
- Gains energy from completing **tasks**
- Builds trust **through task completion**
- Feels accomplishment **with task completion**

- Concerned with **needs of others**, with their experience in **interpersonal relationships**, with the opinions others have of them
- Gains energy from **relationships**
- Builds trust through **relationships**
- Feels accomplishment through feedback from **relationships**

# Table Talk: Valuing Work Styles

- What do you notice about the work styles of your colleagues or employees? Has there ever been a mismatch?
- How might you offer opportunities and spaces where people with either relationship or task orientations experience a sense of belonging?



# What is Implicit Bias?

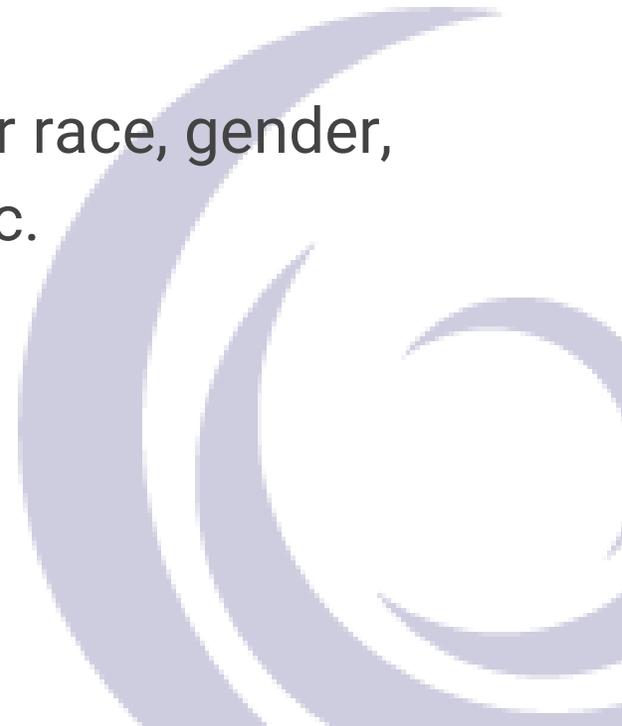
[Implicit Bias Overview](#)



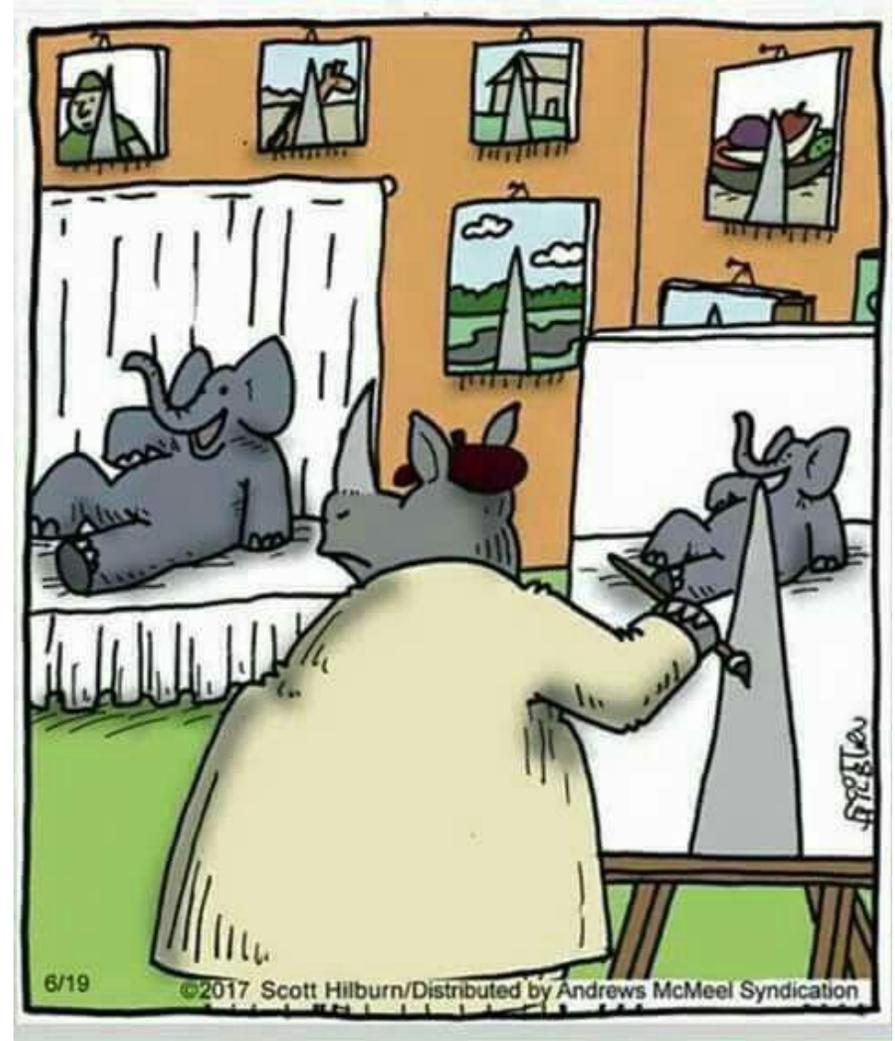
# Implicit Bias

“Implicit Bias is the unconscious attitudes and stereotypes we hold about different groups of people that influence our actions.” -Victoria W. Jackson

We make automatic associations about people based on their race, gender, perceived dis/ability, physical features, clothing, residency, etc.



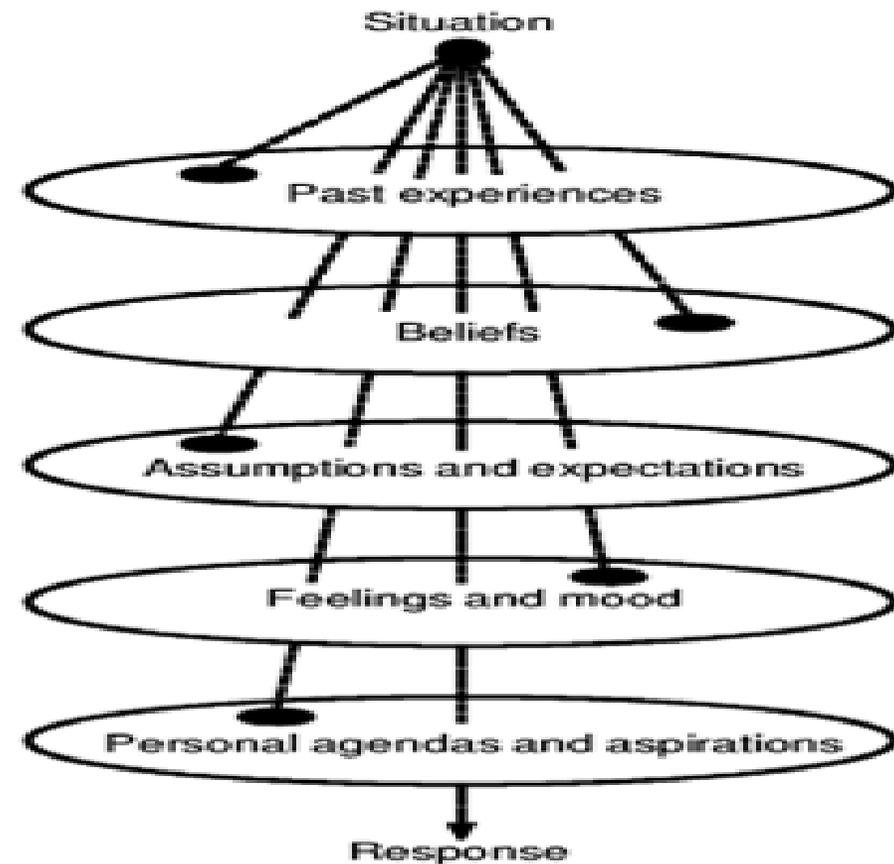
Any feedback for the artist?



Scott Hillburn (2017)

# Critical Self-consciousness and Bias

Barbara Larrivee (2000)



# Formula for Intercultural/Interracial Conflict

Implicit Bias +  
Status Threat experienced during Intercultural/Interracial Interaction

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= Conflict Producing Behaviors



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# Table Talk on Reflective Practice

Has there ever been a time when you inaccurately assessed or inappropriately reacted to an interpersonal situation or conflict as a result of a cultural bias? If so, when? What happened?

If you had a chance to relive the experience, what would you do differently? Why?

If you had a chance to repair harm, what would you do to make amends?



# Policy and Practices

Four conditions to consider when creating policies and procedure.

- Who benefits from this policy?
- Who is disadvantaged by this policy?
- What assumptions are we making?
- Whose voices are we missing?

(Consider your staff, board, stakeholders, and customers.)



# Equity Lens

Who benefits?

- Who benefits from the current system? How?
- Who is disadvantaged by the current system? What is the impact on them?

How is it systemic?

- How is this a systemic or institutional issue?
- How does this deliver on our core values and vision? If not, what was the original intent?

Why does it persist?

- Why has this not been addressed?
- Is it serving some function, for some people?

Whose voices are needed?

- Which voices in our community are we missing and need to be brought to the table?

What needs to change?

- What would need to change in the current system to provide equitable outcomes?
- Is the needed change within our circle of influence?
- How can we build powerful coalitions to reduce barriers and drive change?

# Developing Equitable Systems

- When you consider your role as a leader, how does starting with your own self-consciousness add to overall cultural responsiveness?
- How does cultural responsiveness impact your ability to build an equitable organization?



# Culturally Responsive Leadership

## Start with Self

- Self—reflection: what do we know about our own culture?
- Listen without discounting others' experiences
- Build relationships with different kinds of people
- Expand your cultural knowledge —theater, literature, history, music, visual arts
- Seek authentic connections
- Be curious: Ask questions and listen



# Questions or Comments?

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