Culturally Responsive Leadership: Growing Awareness, Building Relationships

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Welcome and Introductions

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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
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
- 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

Unconscious Rules
Completely below sea level
Emotional load: intense
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

- Identity
- Identity
- Identity
- Identity
- Name
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

- 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

Relationship

- 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

= 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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