“LEADERSHIP FOR A WORLD OF DIFFERENCE”

For: FCC Services Leadership Development Program

Presented by: Daniel J. Distelhorst, Ph.D. & Gordon Watanabe, Ed.D

GOALS: Leaders will know how to:

• Add “Intercultural Competence” – the ability to work and relate effectively to people who are different from yourself – to your core leadership skill set.
• Harness human difference as a resource for synergy and creativity that enhances team and organizational performance.
• Interact more effectively across difference, even when you don’t “know the rules” – focusing on generational value differences as a specific example.
• Lead in ways that get the job done by drawing creatively on differences.
• Create an environment in which everyone feels included, appreciated, valued and is able to contribute, to their fullest potential, to the accomplishment of the mission of the organization.

AGENDA:

Welcome, Overview, & Objectives

What Difference Does Difference Make?

What is “Culture” and Why Does it Matter?

Skills for Communicating Across Differences

Reflecting on your own “Cultural Programming”

Assessing the Culture(s) of your organization

Generalizations vs Stereotypes – Generational Value Differences

Mutual Adaptation – The Key Skill for Effective Interaction

Working effectively with difference on teams

Building Your Intercultural Competence - across all cultural interactions

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SESSION ASSUMPTIONS:

We assume that everyone in this room:

• Realizes that each of us brings a wealth of knowledge, experience, heart, and understanding.

• Acknowledges that as leaders we are responsible to make difference a resource, rather than a problem.

• Holds good intentions and is open to learning.

• Respects others’ experiences, values, opinions & perspectives – even when there’s disagreement.

• Can have fun today – can be serious without needing to be solemn.

• Knows we won’t be “done” today.
Key Points about the Impact of *Difference* on Group Performance

Based on the research results compiled in: “The Difference” by Scott Page (2007)

• **“Difference” primarily refers to a diversity of perspectives and ways of approaching a situation.**

• Diverse teams tend to outperform homogenous teams – even if the homogenous teams have stronger individual performers.

• Not only does difference trump sameness, *difference also trumps ability.*

• Well facilitated teams, with lots of thinking and value differences, will outperform homogeneous teams *but will have more conflict.*

• There is a connection between difference of thinking and identity differences (e.g. gender, ethnicity, national culture, etc.) - so recruiting people with diverse identities enhances group performance.
DEFINITION OF CULTURE:
Learned and shared beliefs, assumptions and values about the “right” way to behave.

CHARACTERISTICS THAT VARY ACROSS CULTURES:

- Sense of self and space
- Communication and Language
- Dress and Appearance
- Food and Feeding Habits
- Time and Time Consciousness
- Relationships
- Values and Norms
- Beliefs and Attitudes
- Mental Process and Learning
- Work Habits and Practices

(Source: Managing Cultural Differences, Harris & Moran)
Cultural Iceberg of:
CULTURE “A”

BEHAVIORS

BELIEFS
VALUES
ASSUMPTIONS

CAN SEE THESE

HARD TO SEE
TYPES OF CULTURES:

- **National**
  Japanese, Mexican, U.S. American, French, etc.

- **Ethnic**
  African American, European American, Malay, Arab, etc.

- **Regional**
  West Coast, East Coast, Southern, etc.

- **Gender**
  Male/Female cultural based expectations of gender roles in every ethnic group, including expectations about sexual orientation.

- **Socioeconomic Class**
  Rich and poor, high and low status

- **Education Level**
  High school, Ph.D., etc.

- **Religion**
  Jewish, Muslim, Christian, Hindu, etc.

- **Generational**
  Different generations in most national and ethnic groups

- **Physical Ability**
  People who are deaf, blind, wheelchair users, able-bodied, etc.

- **Industry Type**
  Business, Academia, Social Services, etc.

- **Organizational**
  How “the way we do things around here” varies by company (e.g. Apple vs IBM)

- **Departmental/Professional**
  Marketing, H.R., Accounting, Administration, Engineering, etc.

NOTE: We all have multi-layered cultural identities.
CULTURE & VALUES

VALUES SHARED BY MOST CULTURES:

Love
Truth
Fairness
Freedom
Unity
Tolerance
Responsibility
Respect for life

(Source: Rushworth Kidder, “Shared Values in a Troubled World”)

NOTE: The Assumption of Similarity:

Values are held in common only at the highest level of abstraction. The same values often are operationalized very differently in day-to-day life. We tend to over assume sameness – which blocks our ability to see differences.
# The Reality of Difference - Cultural Values Scale

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<thead>
<tr>
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<td>Competition</td>
<td>Collaboration</td>
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<td>Rigid adherence to time</td>
<td>Flexible adherence to time</td>
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</tbody>
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Adapted from: “Global Diversity Desk Reference” by: Gardenswartz & Rowe, 2003
## INTERCULTURAL SKILLS

**TASK:**

1. Rank order the following intercultural skills in terms of your best guess as to their importance to a person’s successful adjustment to working effectively in multicultural situations.

2. Compare your answers to the averaged rankings of 50 intercultural specialists.

<table>
<thead>
<tr>
<th>Your Ranking</th>
<th>Intercultural Specialists Ranking</th>
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<tbody>
<tr>
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*Source: Pierre Casse: Training for the Multicultural Manager*
YOUR “CULTURAL PROGRAMMING”

1. Sources?

2. Messages?

3. Effects?
TO BE SUCCESSFUL AT FARM CREDIT AS A LEADER:

<table>
<thead>
<tr>
<th>YOU’D BETTER...</th>
<th>YOU’D BETTER NOT...</th>
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“GENERALIZING”
VS
“STEREOTYPING”

GENERALIZATION: A behavioral tendency observably true about most, but not all, people in a particular group. 
(Research-based findings, not impression-based opinions.)

STEREOTYPE: when you apply a generalization to a specific individual or generalize from a few people to a group.

GENERALIZATIONS CAN LEAD TO EITHER:

↓
Stereotypes

↓
Prejudice

↓
Discrimination

↓
Cultural Hypothesis

↓
Culturally appropriate Expectations

↓
Cultural awareness & sensitivity
Different Generations Tend To Differ On Some Values, Expectations, & Behaviors

BABY BOOMER TENDENCIES: (Born 1946-64) "I Did It My Way!"

Optimism, team orientation, personal gratification, personal growth, hard work, willing to work overtime, problem-solving, and involvement. Service oriented, willing to "go the extra mile", driven, and good at face-to-face relationships.

Want to please, good team players, instant gratification, and uncomfortable with conflict. May put process ahead of results, judgmental of those who see things differently, uncomfortable with technology and diversity, and self-centered.

GEN Xers TENDENCIES: (Born 1965-80) "You're In My Way!"

Comfortable with diversity, think globally, adaptable, seek balance between work and home life, techno-literate, informal, self-reliant, and pragmatic. Work to live not live to work. Like to be informal at work and come and go as work and life dictates. Respond positively to attempts to lighten up on the job.

Like working individually rather than in groups, impatient with those who don't "get" technology and can be cynical. More loyal to individuals than organizations. Likely to find a place they want to live first then look for a job there.

MILLENNIALS TENDENCIES: (Born 1981-2000+) "Look At Me!"

Optimistic, confident, sociable, and achievement oriented. Like challenge and working in groups collaboratively. Take diversity and technology for granted. Expect all to have and use the very latest technology at work. Expect instant results.

Value leisure above all else. Blur boundaries between work and home life. Expect mentoring and frequent praise from supervisors. Tend to lack empathy for others. Not skilled in handling difficult people issues. Tend to communicate via technology rather than face-to-face. Expect to be treated as equals.

SEEING GENERATIONAL DIFFERENCES:

Form groups by generation to discuss & present: (on 1 flip chart page)

* To understand "us" you need to know...

* Our Motto is...

* We feel respected when...

* The generational group that bothers us the most is __________ because...

* "They" - that bothersome group - can be useful to us, and the organization, anyway because...
SIX THINGS TO FOCUS ON
(The “How To” of Intercultural Competence.)

1. Make difference a resource rather than a problem.

2. See both sameness and difference.

3. Remember, we all have a complex “culture of one” – a cultural self.

4. Be willing to learn, be flexible, and practice to be able to work well across cultures.

5. Remember that most people do behave rationally; you just have to discover their rationale.

6. Use Intercultural Competence Skills to make difference a gold mine instead of a land mine.
My Next Steps

To become personally more effective as I interact and lead across difference I will…
APPENDIX
The “Intercultural Competence” Approach to Capitalizing on Human Difference

By: Daniel J. Distelhorst, Ph.D.

The intercultural competence approach provides a positive vision and a methodology designed to capitalize on human difference, rather than being polarized by it.

In the 90’s, the “Diversity Training” approach was used in coping with the challenges of an increasingly multicultural society. Although well intended, this approach had a number of unfortunate consequences.

First, the term “diversity” somehow got defined as being about “other” people, rather than about all people. Second, the training was almost always centered on what not to do, rather than on what to do. This focus on eliminating “isms” (e.g. racism) resulted in what some have called the “blame and shame” approach. This approach often engendered defensiveness and denial causing many to stop learning and to avoid difference.

The intercultural competence approach uses a different frame of reference. This approach focuses on what to do, rather than what not to do. It uses the lens of understanding culture and intercultural dynamics to “see” how different people can work together harmoniously, creatively and synergistically. This approach calls out a vision of a positive future in which everyone can participate.

The intercultural competence approach does this by first pointing out that every one of us has a multifaceted cultural identity. In a sense, individually speaking, we all have a “culture of one” with differing beliefs, values and assumptions about the “right” way to behave. If that is true, then all interactions are intercultural interactions and the only variable is the degree of cultural difference between individuals. This way of thinking, that we each are a “culture of one,” brings everyone into the definition of diversity.

If the above is true, then a key competence needed is the ability to interact effectively across cultures. Acquiring intercultural competence becomes the skill-set needed to move towards an effective multicultural organization or community. **Intercultural competence results in greater creativity, innovation and synergy from difference.** *(The research on group effectiveness shows that when diverse groups interact skillfully, they are significantly more effective than more homogeneous groups.)*

As people increase their level of intercultural competence, they start to shed the “isms.” They begin to move from: “My way is right and theirs is wrong.” to: “My way is one of many ways.” They begin to realize that respecting and intentionally drawing on multiple perspectives is the wellspring of creativity and innovation. By moving toward a positive vision of utilizing difference, they move away from the negative evaluation of difference.

Bottom-line, the intercultural competence approach makes human difference a resource to enhance organizational performance, rather than a problem.
<table>
<thead>
<tr>
<th>Aspects of Culture</th>
<th>U.S. Traditional Business Culture</th>
<th>Other Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sense of self and space</td>
<td>Informal Handshake</td>
<td>Formal Hugs, bows, handshakes</td>
</tr>
<tr>
<td>2. Communication and language</td>
<td>Explicit, direct communication Emphasis on content—Meaning found in words</td>
<td>Implicit, indirect communication Emphasis on context—Meaning around words</td>
</tr>
<tr>
<td>3. Dress and appearance</td>
<td>“Dress for success” ideal, Wide range in accepted dress</td>
<td>Dress seen as a sign of position, wealth, prestige, religion</td>
</tr>
<tr>
<td>4. Food and eating habits</td>
<td>Eating as a necessity—fast food</td>
<td>Dining as a social, religious experience</td>
</tr>
<tr>
<td>5. Time and time consciousness</td>
<td>Linear and exact time consciousness Value on promptness—time = money</td>
<td>Elastic and relative time consciousness Time spent on enjoyment of relationships</td>
</tr>
<tr>
<td>6. Relationships, family, friends</td>
<td>Focus on nuclear family Responsibility for self Value on youth, age seen as handicap</td>
<td>Focus on extended family Loyalty &amp; responsibility Age = status &amp; respect</td>
</tr>
<tr>
<td>7. Values and norms</td>
<td>Individual orientation Independence Preference for direct confrontation</td>
<td>Group orientation Conformity Preference for harmony</td>
</tr>
<tr>
<td>8. Beliefs and attitudes</td>
<td>Egalitarian Challenging of authority Individuals control their destiny Gender equity</td>
<td>Hierarchical Respect for authority and social order Individuals accept their destiny Different roles for men and women</td>
</tr>
<tr>
<td>9. Mental processes and learning style</td>
<td>Linear, logical, sequential Problem-solving focus</td>
<td>Lateral, holistic, simultaneous Accepting of life’s difficulties</td>
</tr>
<tr>
<td>10. Work habits and practices</td>
<td>Emphasis on task Reward based on individual achievement Work has intrinsic value</td>
<td>Emphasis on relationships Rewards based on seniority, relationships Work is a necessity of life</td>
</tr>
</tbody>
</table>
“Dominant” & “Non-Dominant”

DIFFERENCES IN INTERACTION

NOTE: “Dominant” refers to the culture that is the “default” setting for what is generally considered “the right way to do things” in a given context – team, organization, community or whole society.

“Dominant” does not refer to “bad” behavior by individuals, nor does it mean that dominant culture people are “bad” people. It does mean that when one particular culture’s preferences are seen as the “right” way to behave, then dominant culture behaviors are favored and non-dominant cultural behaviors are disfavored. The result is that there are “perks” for being in the dominant culture and penalties for displaying non-dominant cultural behaviors (see next page for concrete examples).

In any dominant culture, systems and institutions have been designed, (often unconsciously) with a particular bias and perspective, thus (unintentionally, but effectively) excluding other cultural norms, values, and behaviors.

To discriminate in any dominant cultural context all one has to do is to carry out organizational practices and procedures in a normal manner. Due to these designs of (other) cultural omission, by simply implementing normal practices and processes, the dominant system will have an adverse impact on non-dominant groups.

(Adapted from Byron Noriyoshi Kunisawa)

The leadership challenge is to unify people around core values & purpose, while encouraging flexibility around cultural style differences.

“Unity Without Uniformity” requires “Mutual Adaptation”
“PERKS” OF BEING IN THE DOMINANT CULTURE

___ I can take a job with an affirmative action employer without having my co-workers suspect I got it because of my ethnicity/race/gender/age.

___ If I have low credibility as a leader I can be sure that my gender/race/age/sexual orientation is not the problem.

___ I can choose blemish cover or bandages in “flesh” color, and have them more or less match my skin.

___ I can, if I wish, arrange to be in the company of people of my ethnicity/race most of the time.

___ I can go into a supermarket and find staple foods which fit with my cultural traditions, into a hairdresser’s shop and find someone who can cut my hair.

___ I am never asked to speak for all the people of my ethnic/racial/age/gender group.

___ I can be pretty sure that if I ask to talk to “the person in charge” I will be facing a person of my own ethnicity/race/gender.

___ If a traffic cop pulls me over, I can be sure I haven’t been singled out because of my ethnicity/race/appearance.

___ I can go home from most meetings or organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.

___ When I look at the distribution of people at the top of organizations I see many people that are like me.

___ If I do well in my position, I will not hear people say: “You’re not like most people of your (age/gender/race/region/profession/religion/etc.).

___ I do not have to contend with people consistently mistaking me for ”the other XXXX person who works here”.

___ When I am told about our national heritage or about “civilization” I am shown that people of my ethnicity/race/religion/etc. made it what it is.

___ I can be sure that my children will be given curricular materials that testify to the existence of their ethnicity/race/religion.

(Sources: Peggy MacIntosh, “Unpacking the Knapsack of White Privilege”; Mark Maier, “Invisible Privilege, What White Men Don’t See”; Paul Kivel, “Uprooting Racism”.)
# MULTICULTURAL TEAMS

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
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<tbody>
<tr>
<td>Greater potential creativity</td>
<td>Lack of cohesion – mistrust</td>
</tr>
<tr>
<td>Wider range of perspectives</td>
<td>Stereotyping</td>
</tr>
<tr>
<td>More &amp; better ideas</td>
<td>Less mutual attraction</td>
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<tr>
<td>Less “groupthink”</td>
<td>Miscommunication</td>
</tr>
<tr>
<td>Better problem definition</td>
<td>Harder to reach agreement</td>
</tr>
<tr>
<td>More alternatives</td>
<td>Ideas not always validated</td>
</tr>
<tr>
<td>Better decisions</td>
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MAKING MULTI-CULTURAL TEAMS EFFECTIVE

• Select members on their task-related ability

• Recognize cultural differences – talk about them, acknowledge they exist and come to working agreements on how to handle them (e.g. differences in time orientation)

• Decide on “team norms” together and explicitly

• Ensure they agree on the vision or overall goal

• Don’t let dominant culture team members dominate

• Help team members learn to respect each other

• Ensure everyone knows their role and each others

• Use their diversity to generate multiple perspectives, problem definitions, ideas, action alternatives, and solutions.

• Teach them how to reach consensus

• Pay attention to group process and intervene when needed – e.g. to resolve inter-cultural conflicts

• Educate team members in cross-cultural competencies and culture general skills

**Cross-Cultural Team-Building Scale**

**Directions:** Post your value preference line onto this group chart. Then identify which two values your group differs on the most. Discuss how you could make those differences an advantage, rather than let them become a problem.

**I tend to value...**

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<td>Flexibility about time</td>
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Dan & Gordon’s Recommended Readings


FOR LOTS MORE, THE BEST SOURCE IS: www.interculturalpress.com
INTROS: DAN DISTLEHORST & GORDON WATANABE

We have selected Drs. Distelhorst & Watanabe to facilitate our day because of their qualifications, extensive experience, and unique approach to the topic of human difference. Their approach to making difference effective provides a positive vision and methodology designed to developmentally capitalize on human difference, rather than be polarized by it. Difference then, our own and others, becomes a resource that improves performance.

Gordon's work has focused in the intercultural field for the past 30+ years. Gordon started his career as a public school science teacher and was a professor in the Graduate School of Education at Whitworth College and an intercultural consultant for 20 years. He served as special assistant to the President for Intercultural Relations. Gordon now teaches and writes about leadership of self and the importance of deeply understanding one’s own culture to successfully navigate the complexities of an intercultural event or relationship. He has worked with many organizations on these issues.

Dan is an Organizational Development consultant with a specialization in the field of Intercultural Competence. He draws on 30 years of experience working within organizations himself, plus another 25 years of successful independent consulting to organizations. Dan holds a Ph.D. in Human and Organizational Development from the Fielding Graduate University (1995) and has taught in Gonzaga University’s Masters Program in Organizational Leadership. He has helped organizations make difference a resource for improved performance for the last 30 years.