

## Activity Series 2: Types of Leaders

### Objectives:

- Introduce the concept of:
  - Mainstream Leadership
  - Traditional Leadership
  - Cross-Cultural Leadership
    - Bridge Builders
- Categorize leaders into one of the three listed above.
- Understand behaviors and actions that describe leaders within these categories

**Time needed:** 1.5 hours (Can take longer due to the groups' need to process for a longer period.)

**Materials:** Butcher paper, three cd players, three sample songs (available on web site), random art supplies from the art store: colored paper, markers, glue, tape, puzzles, fake jewelry, action figures, magazines, and 3 box lids.

**Handouts:** Hand out the list of definitions. The quotes needed for work stations are attached at the end of this section.

Introduce the lesson: Various types of leadership

Ask students to define leadership. Then, follow up with the definition listed below or use one that your group has already been using.

Leadership: The ability to influence others and possess a certain level of power.

Review examples of using leadership for positive or negative agendas.

Examples: Martin Luther King vs. Hitler.

### Part 1 of Activity

Note to facilitator:

In advance, prepare the four definitions listed below on butcher paper and hang them around the room. In this section, you will ask a participant to read the definition out loud and then ask another to read the case scenario that corresponds to the definition. You have the option of using the youth or adult case scenarios. You can find the scenarios on pages 13-14. The last step will be to debrief both the definition and case scenario.

Here's the script to read to the group:

*"Next, I'd like to introduce the following styles of leadership: Mainstream, Traditional and Cross-Cultural. In addition, we'll discuss the concept of Bridge Builder. We will review each definition, read a case scenario that matches it, and then debrief both the term and the scenario."*

**Mainstream:** Leadership that reflects the values, norms and behaviors of the predominant group in power. **Scenario**

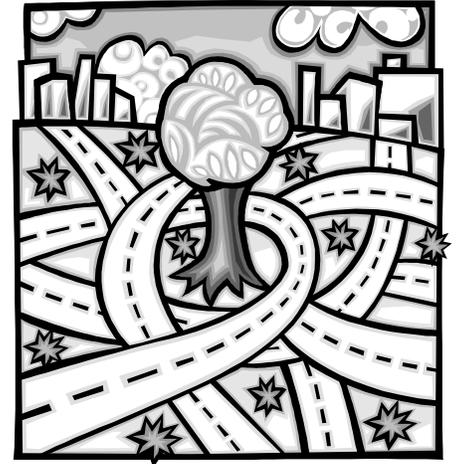
**Traditional:** Leadership that comes originally from within a cultural group and is not perceived to have power within the mainstream power structure. **Scenario**

**Cross-Cultural:** Leadership that is effective across two cultural groups. This type of leadership style maintains a certain level of influence and power within the mainstream power structure but, also maintains credibility with the second cultural group. *People who possess cross-cultural leadership skills are sometimes called "bridge builders."* **Scenario**

- **Bridge Builder:** An individual who successfully works and navigates between two cultural groups. As a result, he/she is able to help build bridges and exchange resources between the two groups.

*(See next page for handout of definitions.)*

# Three Types of Leadership



## MAINSTREAM LEADERSHIP

Leadership that reflects the values, norms and behaviors of the predominate group in power.

## TRADITIONAL LEADERSHIP

Leadership that comes originally from within a cultural group and is not perceived to have power within the mainstream power structure.

## CROSS-CULTURAL LEADERSHIP

Leadership that is effective across culture (two groups). This type of leadership style maintains a certain level of power/authority within the mainstream power structure yet also maintain respect within the cultural group. *People who possess cross-cultural leadership skills are sometimes called "bridge builders."*

- **BRIDGE BUILDER:** An individual who successfully works and navigates the two separate groups, and is therefore able to help build bridges and exchange resources between the two groups.



## SCENARIO EXAMPLES - YOUTH

### **Mainstream Leadership Scenario - Jane**

Hi, I'm Jane. I'm the president of my school government. I'm glad I got into school government, since all my friends are in it. I've always wanted to be a leader. My parents know a lot of important people in our city, and have given me some tips on how to be a leader. So, I was really prepared when, in student government, we started learning the same stuff my parents had taught me about leadership!

I get to keep meetings moving quickly, and make sure we complete all our responsibilities. Even though I'm in charge, we all get a vote so it's pretty equal. I want to make sure everyone gets to have a say, but I still want to end all our meetings on time!

### **Traditional Leadership Scenario – Asad**

Hello, my name is Asad. I go to a pretty large high school, and have a small group of friends. We're really close. We have all known each other since our freshman year, two years ago. My friends and I are all from the same cultural background, and that's important to us in a high school where we don't really feel like we fit in.

Anyway, we steer clear of student government and the official clubs and stuff like that, but we've started making our own place at school lately. I came up with this idea, that we plan a cultural event the whole school can come to. I think we're going to do it. It's going to be great; our parents are helping too. It's all coming together – it's so easy to plan with these guys. We listen to each other respectfully. We don't feel like the other kids in our classes listen to us.

### **Cross-Cultural Leadership Scenario (Bridge Builder) - Maria**

My name is Maria. I am in high school. I was born in another country and came here when I was three years old. I live in a neighborhood with lots of other people from my native country. My parents do not speak English, so I often act as the family translator and help my family understand the way this country works. I often feel like I'm living in two different cultures.

I am easily able to adapt to mainstream leadership settings like high school government or planning for the drama club's play. However, when I am at home with my family, I am always careful to behave and follow our own way of making decisions, like letting elders speak first and taking more time to discuss things. I can fit in anywhere, but I still want to honor what my family taught me. I want to make it easier for people in my culture and people in the mainstream to relate to each other better – without feeling like I'm trading in any pieces of who I am.

## **SCENARIO EXAMPLES - ADULTS**

### **Mainstream Leadership Scenario – Tom**

My name is Tom. I am the mayor of a large metropolitan city and was elected to set the political agenda. In an effort to maximize time, my staff provides me weekly updates on the latest developments related to our five year strategic plan and ensuring that we stay within budget. I have appointed long-time colleagues to various leadership positions. I'm confident that these individuals will do a good job; I have known them for a long time. If I had to identify my leadership style it would be mainstream.

### **Traditional Leadership Scenario – Maya**

My name is Maya and I am from an island far away from the United States. I was educated in the American educational system, but I come from a group of people that have a different way of leadership than most mainstream organizations in the States. I used to be a lawyer, but I gave that up because I wanted to lead and organize my community.

I have a lot of leadership positions in the community, but I never compromise my leadership style or values to adjust to that of the mainstream. I lead according to the values and norms of my own community. Just because I have a law degree doesn't make me powerful in my community – I have to be respectful too.

### **Cross-Cultural Leadership Scenario (Bridge Builder) – Bao**

Hi, I'm Bao. I've lived in this country since I was a young kid. Now I'm grown up and a father of three fantastic kids, two boys and a girl. I like to play music in my spare time, mostly on the guitar.

I'd always just thought of myself as simply "American" and not thought much about my culture, even though I was born in another country and my parents still speak our original language. But when I became a dad, I realized how much my culture has shaped who I am and what choices I make. I want my kids to feel their culture too. So, as a start, I've started teaching music to them and a few of their friends. We're learning some traditional songs my parents taught me, but also we're learning some popular music too. It's helping the kids connect with their grandparents and start some really good conversations. It's cool to see the kids use music to find things in common between their culture and mainstream society. And my kids are getting pretty good on that guitar now, too.

## Part 2 of Activity

Note to facilitator:

Prepare butcher paper with the three types of leadership styles and draw lines to separate them. You will ask each participant to identify a leader and one attribute that describes their leader. Then, you'll ask participants to categorize their leader into one of the three leadership styles.

Tell the group:

*"You are being handed a piece of paper. On that piece of paper, please identify one leader in your community. Remember, a leader can be anyone from your family, religious group, school or community at large. In addition, please choose one attribute to describe this leader. For example, **"My grandmother is Resourceful."**"*

*"Based on these three categories, please place your leader in one of the three categories: Mainstream, Traditional, or Cross-Cultural. There is no right or wrong answer. The leaders you have chosen will most likely fit into more than one type, but for this exercise please place them in just one category. Next, can I get volunteers to share what leader you chose and why you placed them where you did?"*

## Interactive Art Project

**Note to the facilitator:**

This is an interactive component designed to meet the learning needs of various learning styles. It has a lot of moving parts and requires some pre-planning and set-up. You will set up three stations before the group arrives to the training. Each station will be related to one of the three leadership styles.

Each station will have the following: art supplies and a box lid for them to make their art project in, and a CD player with a song that reflects the definition. The following are some music suggestions: Mainstream – Classical Music (*J.S Bach*), Traditional – Traditional Japanese (*Rinsho Kodeken*), and Cross-Cultural – Mix of Hip-Hop and Salsa (*MeShell Ndegeocello*.) Each station will also have a quote and a copy of the definition of the corresponding leadership style. The quotes are available at the end of this section. The objective of this art project is to have each group create an art project that reflects the leadership style defined at their work station. After each group has completed their art project, they will come back and share it with the larger group.

**Tell the group:**

*"We're going to do a fun art project that I think you will all enjoy, but I need you to listen closely to the directions. First, we need to count off in groups of three. Each one of you will go to a station where you will find the following: the definition of one of these leadership styles, a quote, a song on a CD player and some art supplies. Your task is to take in all of these resources and then come up with an art project that explains your definition through art. Please use the box lid to make your art project. When the three groups are done, we will come back together and share our art project with the group at large."*

## Discussion

Debrief for individual groups:

*"Tell us what this experience was like for your group? Was it difficult or easy? Were the music and quote helpful? Why or why not? Explain who this art project reflects the definition that your group was given."*

Debrief for entire group:

*"Are you a leader? If so, what leadership definition do you fall under? Where would others place you? Have you ever played the role of a bridge-builder? What were the two groups of people that you had to navigate or work in between? Was the experience challenging/ rewarding?"*

Quotes:

<b>Mainstream Quote:</b>	<b>Cross-Cultural Quote:</b>	<b>Traditional Quote:</b>
"The most important quality in a leader is that of being acknowledged as such."	"The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist."	"When the effective leader is finished with his work, the people will say it happened naturally."
-- Andre Maurois	-Eric Hoffer	- Lao Tse