

TRINITY COLLEGE OF THE BIBLE AND SEMINARY

ORGANIZATIONAL CULTURE AND LEADERSHIP

EDGAR H. SCHEIN

A PAPER SUBMITTED TO DR. BRAXTON HUNTER

LD 303 INTRODUCTION TO LEADERSHIP DEVELOPMENT FOR MINISTRY

BY JOSH YONTS

MAY 2020

Introduction

In regards to culture and organizational change, I am sure many individuals could give their own subjective thoughts and opinions on this matter. Edgar H. Schein in his updated edition '*Organizational Culture and Leadership*' gives us a classic reference to not only lead, but also to examine solutions in a multicultural world, all for the desired outcome of achieving organizational goals. This paper will seek to "cut short" the main points, supporting points, and the overall outline of the work. The body of this work will include the various sections of the work, followed by a concluding paragraph, consisting of concluding thoughts.

Part One: Defining the Structure of Culture

In regards to reading and representing this material in an objective manner, one must start with the author's description of culture. In order to understand this word culture, he explains that a culture is:

"The culture of a group can be defined as the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problem.¹

As the author seeks to give supporting evidence to this main point, one will see how he has expressed culture will be internally and externally within the organization. Another aspect of the culture he writes will be manifested by joint learning. If the organization is going to be strong, mature, experience growth, and have a solid organizational culture and effective structure then there must be leadership. Leaders manage cultural change by studying inductively its

¹ Schein H. Edgar, '*Organizational Culture and Leadership*', Copyright 2017, by Edgar H. Schein.; pg. 6

beginning's, its success, and its decline. Thus, the author gives detailed description on how to change culture. He explains this in three elements: (1) visible artifacts or observed behavior (2) espoused beliefs and values (3) basic underlying assumptions. The relevance in knowing these three levels of culture will help the leader peel back the layers of the onion of understanding the culture's essence. In using these levels effectively will give you the identity and meaning of the group. The researcher gives several case examples of how he has traveled to extensive company's and studied the strategy and operations of these broad organizations. In regards to the case analyses that he analyzed; he is then able to illustrate culture in several different aspects. The desired outcome is to come to a knowledge of how different cultures have evolved.

Part Two: What Leaders Need To Know About Macro Cultures

In regards to macro cultures, the author describes that as a larger culture, nation, or background that defines their identity. He found it fitting to give leaders some important information regard such. In the subject matter he explains why it is important to come to an understanding of the macro cultures. In order to make necessary changes as leaders one must first understand the cultural DNA. It is important to understand the culture the author gives several examples why this is important. He gives the illustration of the meaning of space: in South African coal mines, the white supervisors mistrusted the native employees because they never looked them in the eye. However, they didn't realize that it comes across as a major sign of respect to look into the eyes of a superior in that culture. Therefore, the leadership needed to teach a class on how to interpret employee behavior. It seems that the author is seeking to focus on how humans relate in their given environment and their levels of relationships and how that becomes very critical when macro cultures interact.

The author gives learning goals called cross cultural learning. The desired outcome of this goal was an intelligent way of confronting the individual of the culture even though the certain individual may believe they are the only one who is right. This approach allows the group to work together without any guidance, instruction, and agendas, it forces the group to work together through personal experimentation and realizing that the best approach has to be negotiated, discovered, and ratified.

The author explains that creating these learning environments, he refers to as a *cultural-island setting*, will be practical ways people from different cultures can classify with each other. The main point of the author's work is discovering new ways of changing the culture. When one reads this it's easy to come to the conclusion that these assumptions and forms of macro cultures gives a personal feel confirms the group into a mutual understanding for each other. The writer makes clear here that this is more of a relationship approach to culture leadership.

Part Three: Culture and Leadership Through Stages of Growth

Since the author has been stating that leadership, culture, and management are inseparably linked, it follows that culture will have values, beliefs, or basic suppositions. As the author intends that leaders will be doing their jobs, it only follows that they will be creating and or maintaining cultures. Once that culture is developed then the leader's job is to conserve it. As the author makes clear there are times when culture adjustment is necessary. Thus, the need for leadership to understand what the author has previously explained in regards to the three levels of culture will be fitting to engage in a proper diagnosis of the culture. Upon making a diagnosis the leaders then launch the culture plan; for the desired outcome of maturity, strength, and finally growth.

It seems in the text that the author has made the case that once culture is formed, the leadership must be involved and embedded in the culture with an attitude of diligence. The author makes clear that all cultures are nested in some larger cultures and can do what only the larger culture enforces. However, as the author states, if the organization is successful in fulfilling its mission it will grow. With the change of growth comes challenges that include: face-to-face communication (which is a lost art), standardized methods, a lack of accountability, and strategic focus becomes more difficult. The leader's task in these new challenges of growth is to find ways of coordination, aligning, and integrating different subcultures and to steer the ship all the while deciding what elements need to be changed or preserved. It is those structures, systems, and processes that become the external adaptation and internal integration of culture.

Part Four: Assessing Culture and Leading Planned Change

After the author has come to an expressive analysis of what culture is, he transitions to how proper change can be implemented. In this final section one will clearly see that the context starts out looking at deciphering culture dimensions. In regards to deciphering a culture it will take a set of detailed skills and potential costs. After one deciphers the culture then, one can plan for culture assessment. The author gives two main methods for assessment (1) the diagnostic quantitative approach and (2) the dialogic qualitative culture assessment process. In regards to applying all this leadership knowledge, the author graciously gives us a chapter devoted to practical application. One of the powerful tactics of change is unlearning something and learning new things. The author makes it very clear that learning causes anxiety thus, learning anxiety causes resistance to change. Therefore, the main point is there are preconditions for creating a psychological learning environment which will be defined by new standards, learning new meanings for old concepts, and implementing new standards to the group.

Conclusion

In regards to this work the author has considered what's involved in the management of culture. When one takes the time to reflect, analyze, and assimilate the implications the dimensions of leadership. The author has caused one to consider that vision in leaders is important, however, leaders must listen and absorb. The leader must seek to help and build the organization's ability to learn. The leader must be aware of the organization's internal and external environment to fulfill this role effectively. As the leaders will teach about vision the author makes it clear that the whole organization together will have to learn. The author makes it explicit, true leaders will not only be tuned in with those parts of culture organization but most importantly knowing yourself inside and out. All of us have cultures inside of us, and as this paper seeks to close, what the author has concluded is that leaders should discover the culture within his or herself. In doing so, one will have a more positive effect in direction in which leaders can evaluate and prepare. The skill of knowing self must come first, in order to implement the changes needed to survive.

Bibliography

1. *Schein H. Edgar*, 'Organizational Culture and Leadership', Copyright 2017, by Edgar H. Schein