6th Erasmus+ Gender Studies Seminar
“Good Practices and Role Models.
Military Gender Challenges”

Military Organizational Culture. Gender Perspectives

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Agenda

1. Culture.
   Definitions, Components, Schools
2. Culture vs Civilization.
   Differences. National & Organizational Cultures
3. Cultural dimensions.
   Geert Hofstede
4. Military Organizational Culture
5. Good Practices? Conclusions

CULTURE

Definitions, components, schools

Culture

Possibilities of definition

towards nature

everything that man adds to nature, the symbolic covering of the biological and natural, a new environment of existence;

towards the human personality

culture represents everything that man has acquired as a member of a social group

towards society

culture operates a value decoupage, retaining only those creations that define man in an essential way; culture represents those material and theoretical-symbolic structures condensing a wealth of knowledge and exemplary human experience.

gender issues

towards consiousness and inner experiences

culture includes a set of "subjective skills", it involves a process of assimilation and subjective experience of values, which are objectified through works, symbolic languages, behaviors and social practices;.

Culture

dimensions of the culture elements

culture

any element of culture must be considered simultaneously as:

a fact of knowledge — 25%

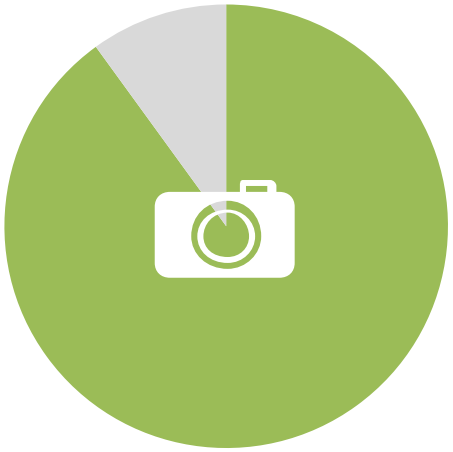
a **value** that responds to a need and expresses a human aspiration — 25%

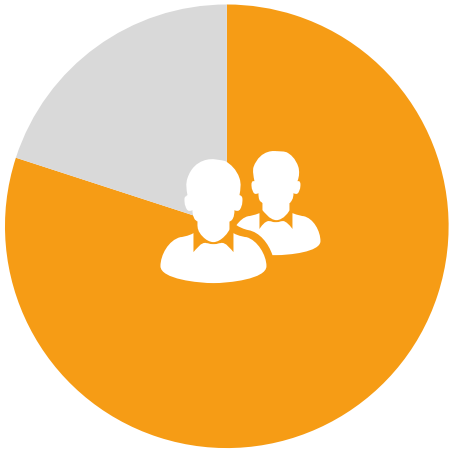
a fact of creation — 25%

a system of signs by which human meanings are encoded — 25%

Culture/ Nature

relationships





culture is the new environment of existance, which implies

created

values

transformation

of nature

learned techniques/

ideas/ behaviors

culture as a second nature

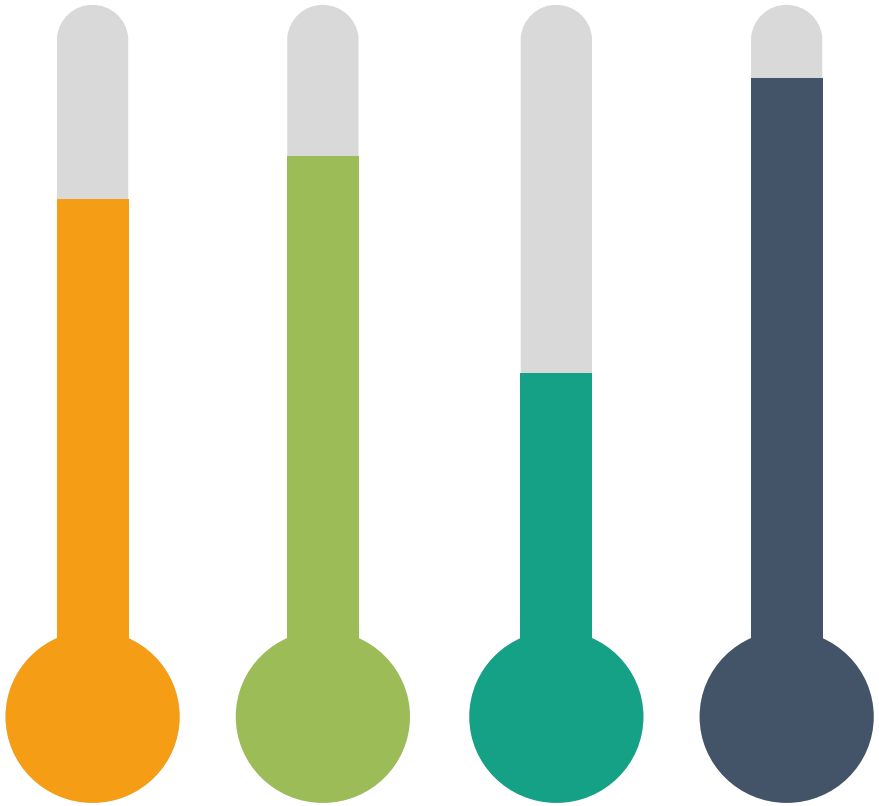
human’s second nature

material component (civilization):

tools, means of production and transport, consumer goods, way of life, level of comfort, technology

Culture's components

the spiritual component: The culture itself



theoretical systems

science, philosophy

symbolic

art, mithology, religion

institutional and instrumental

educational institutions, media, economic system, political system

normative

morality, law, customs, traditions

gender issues

Culture

Orientations in the 20th century

the semiotic approach
(Umberto Eco, Iuri Lotman) – culture represents a set of codes and languages, acquired, fixed and transmitted historically through sign systems

the structuralist approach
(Cl. Levy-Strauss) – cultures represent totalities, structures organized on certain principles, resistant to change, containing a core of the universal structuret

the culturalist school
(A. Kardiner, Ralph Linton, Ruth Benedict, Margaret Mead) – culture is made up of value structures, beliefs and behavior models learned in social experience, transmitted through education, socialization and acculturation

the symbolic approach
(Ernest Cassirer) - culture represents a symbolic equipment of man, having autonomy and organic charactert

the relativistic orientations
(Franz Boas) - the importance of language and culture for the differentiation of peoples
(Edward Sapir, Benjamin Lee Whorf) - the hypothesis of cultural relativity and the relationships between language, collectively inherited structures and personality configuration
(Alfred Kroeber) – the elements of culture are organized in a pattern; the existence of cultural areas

the neo-evolutionist perspectives
(Leslie White, J.H. Steward, Marshall Sahlins) - cultures can only be understood in correlation with the particular societies that produced them, being projections of psychological, economic, social and political determinations

the functionalist approach
(Bronislaw Malinowski, A.R. Radcliffe-Brown) – culture performs functions of adaptation, social integration, socialization, practical, normative, symbolic functions

the morphological school of culture
(Leo Frobenius, Oswald Spengler) - culture represents a living form endowed with an "immanent soul"t

Culture

general approach

a system of values, beliefs, ideas and behavioral models (learned in social experience and transmitted through socialization and acculturation) through which man knows the world

culture does not lend itself to an "open", classic definition, by proximate gender and specific difference

Kroeber and Klukhorn inventoried over 250 definitions of culture

culture comes, etymologically, from lat. culture = the cultivation of the earth, from where, by analogy, we moved on to the meaning of modifying nature

a pattern of understanding differences, including in terms of „gender”

CULTURE vs CIVILISATION

Differences. National & Organizational Cultures

Culture vs Civilization

differences

culture is opposed to **nature**

symbolic creations

culture

immaterial culture

abstract creations

Volkgeist

Zeitgeist

civilisation

material culture

concrete and tangible creations

instrumental creations

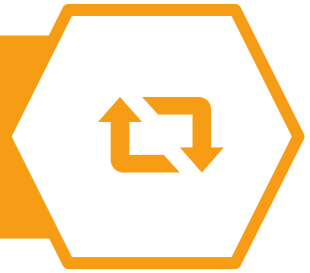
civilization is opposed to **barbarism**

gender issues

Culture

components

cognitive component
(ideas): knowledge, opinions



axiological component:
values

symbolic component:
natural signs, symbols, language, gestures

normative component
(norms): customs, morals, taboos, laws

gender issues

Civilisation

components

Oswald Spengler - civilization represents the decay phase of a culture [?]

Culture vs Civilization

similarities

civilization and culture complement each other, they are simultaneous components of human life

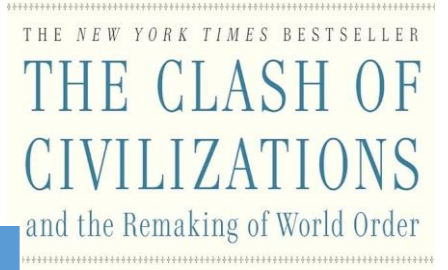
culture

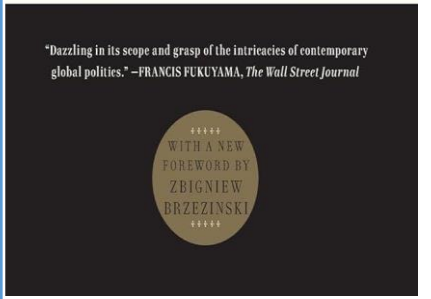
civilisation

values

the differences between cultures are determined by different axiological orientations

the empowerment of values – a significant indicator of social progress
the crisis of modern culture: the confrontation between science and the rest of culture





Values

general approach

value - at the center of any definition of culture

the ideal expression of an agreement between me and the world (Vianu)

value - relation of subjective consciousness with the objective world

value – intermediate zone between consciousness and things

value represents something worthy of appreciation (objective dimension) and someone to appreciate (subjective dimension)

- value is immanent to the subject;
- value enters the transcendent sphere of the subject;
- value is constituted as an interaction between subject and object (relational view)

represents a relationship between object and subject

it exists only for a certain subject

the subject appreciates the value according to needs, ideals, aspirations

it assumes polarity and hierarchy of values

emphasizes the contrast between the state of facts and the state of law

they are autonomous and solidary in a cultural or temporal context, they are grouped in value systems

the assessment criteria are characterized by historicity and relativity

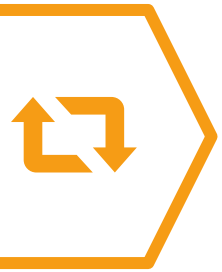
Purpose values

Culture

components

cognitive component

theoretical



axiological component

aesthetical

symbolic component

religious

normative component

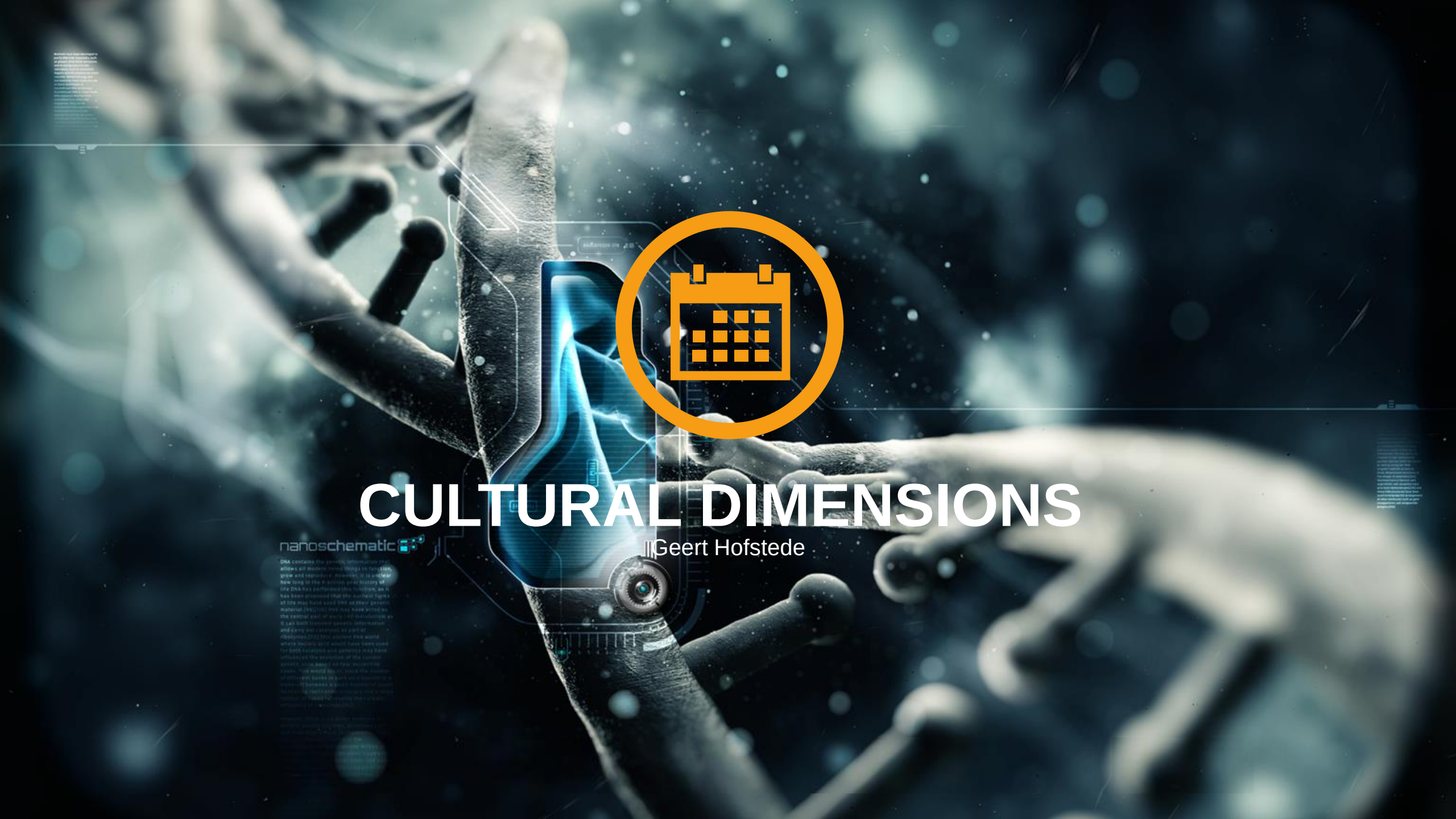
moral

gender issues

Mean values

Civilisation

components



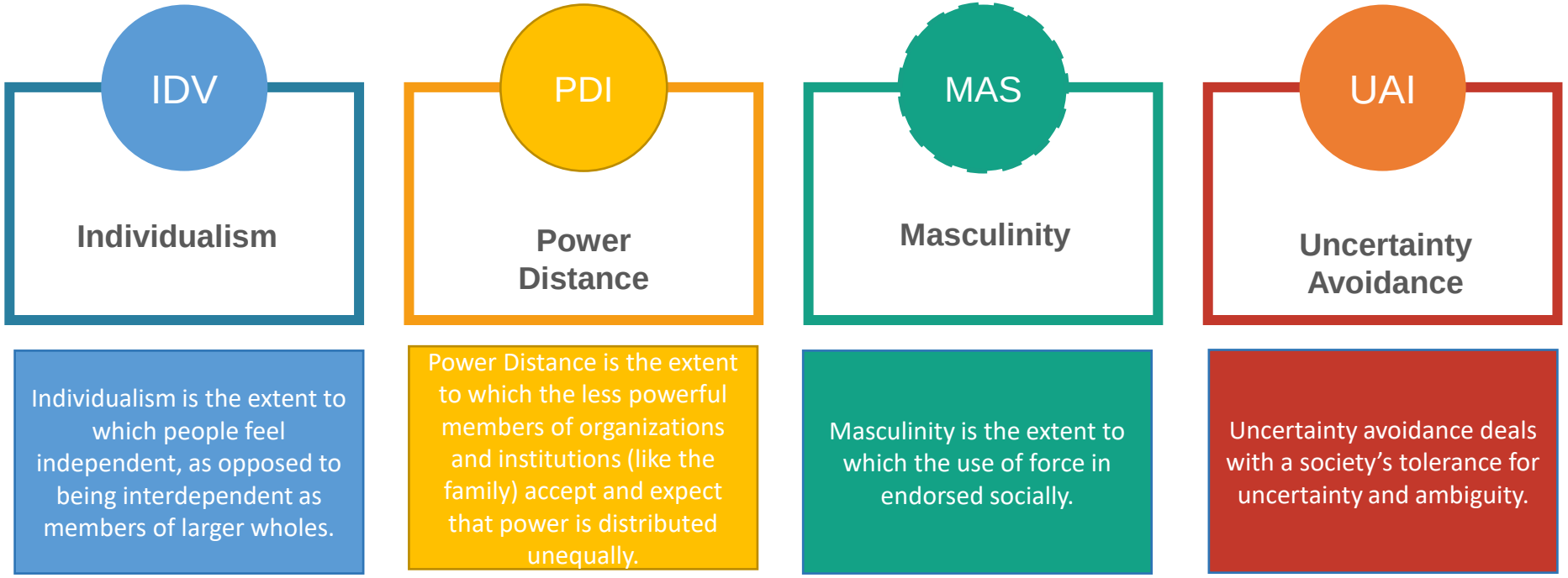
CULTURAL DIMENSIONS

Geert Hofstede

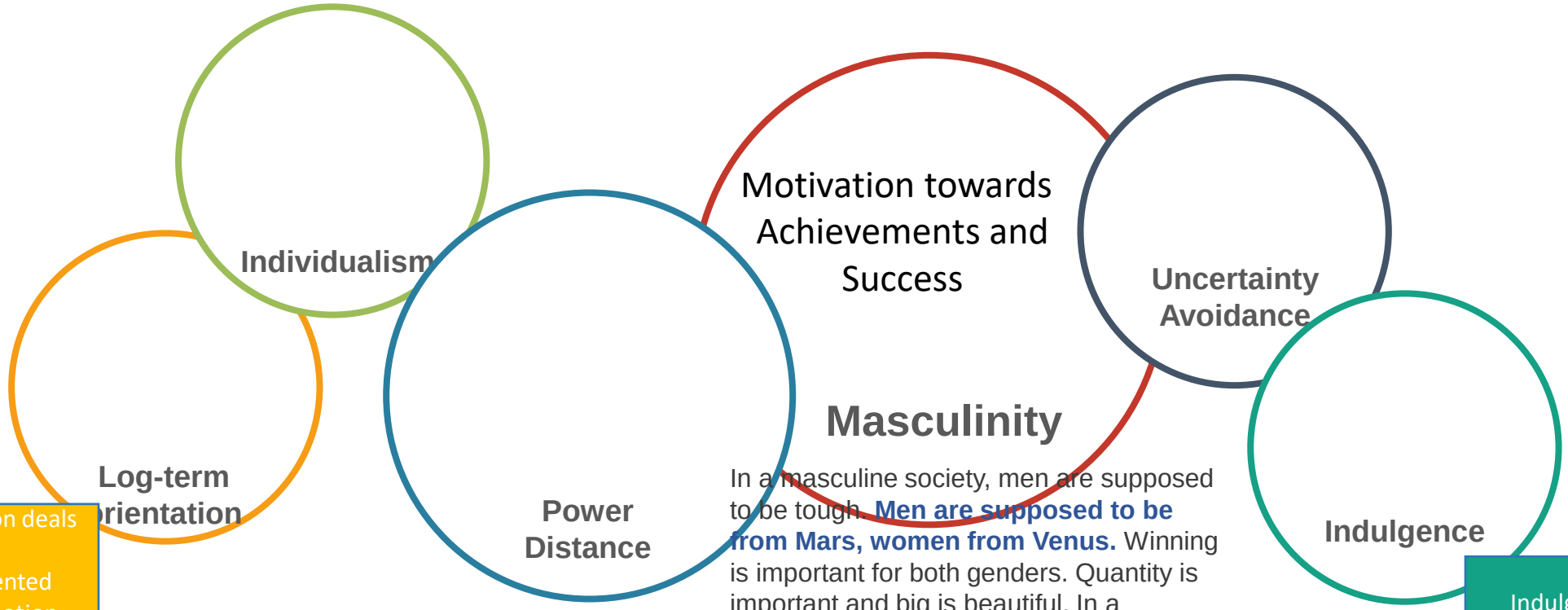
Cultural dimensions [Early Studies]

Individualism ≠ egosm
Collectivism ≠ closeness

NOT about individuals,
but about expected
emotional gendered roles



Cultural dimensions [New dimensions]



Long-term orientation deals with change.
In a long-time-oriented culture, the basic notion about the world is that it is in flux, and preparing for the future is always needed.

Masculinity

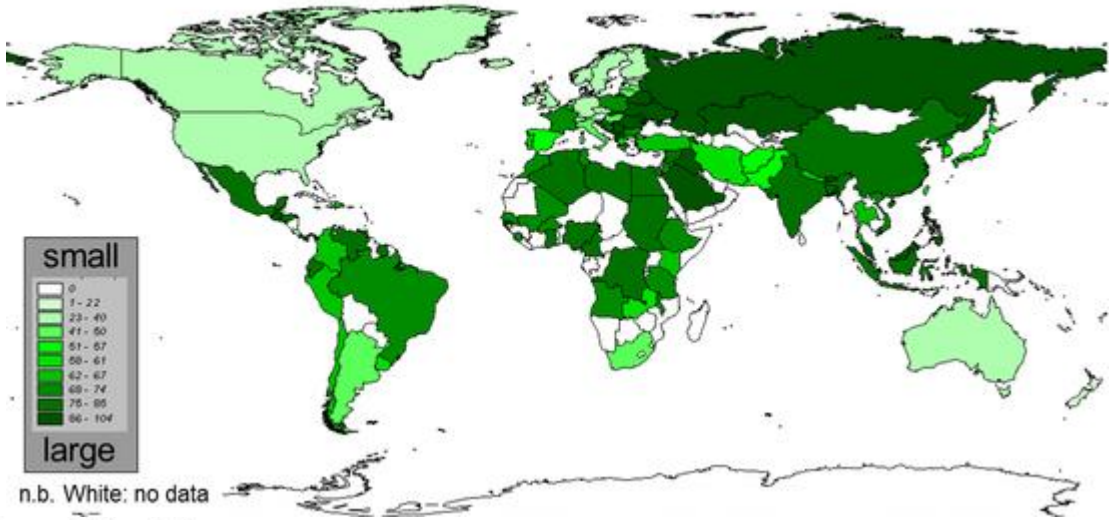
In a masculine society, men are supposed to be tough. **Men are supposed to be from Mars, women from Venus.** Winning is important for both genders. Quantity is important and big is beautiful. In a feminine society, the genders are emotionally closer. Competing is not so openly endorsed, and there is sympathy for the underdog.

Indulgence is about the good things in life.

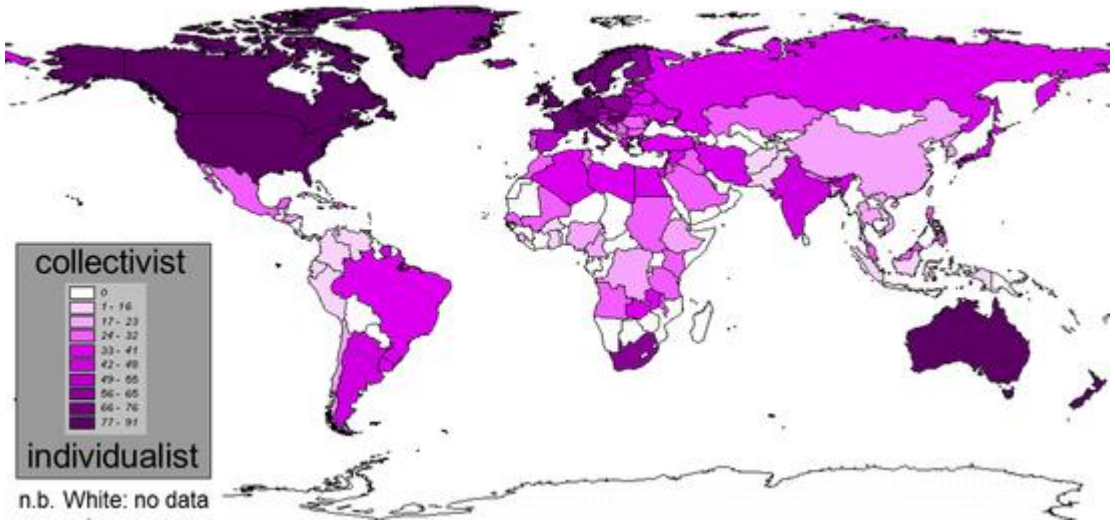
In an indulgent culture it is good to be free.

Maps of the World

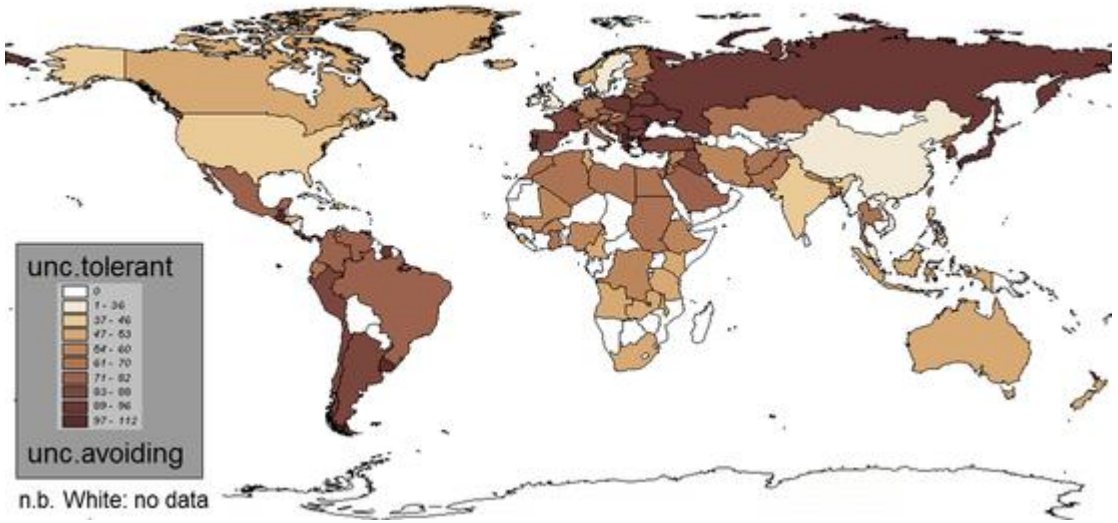
Power Distance World map



Collectivism – Individualism World map

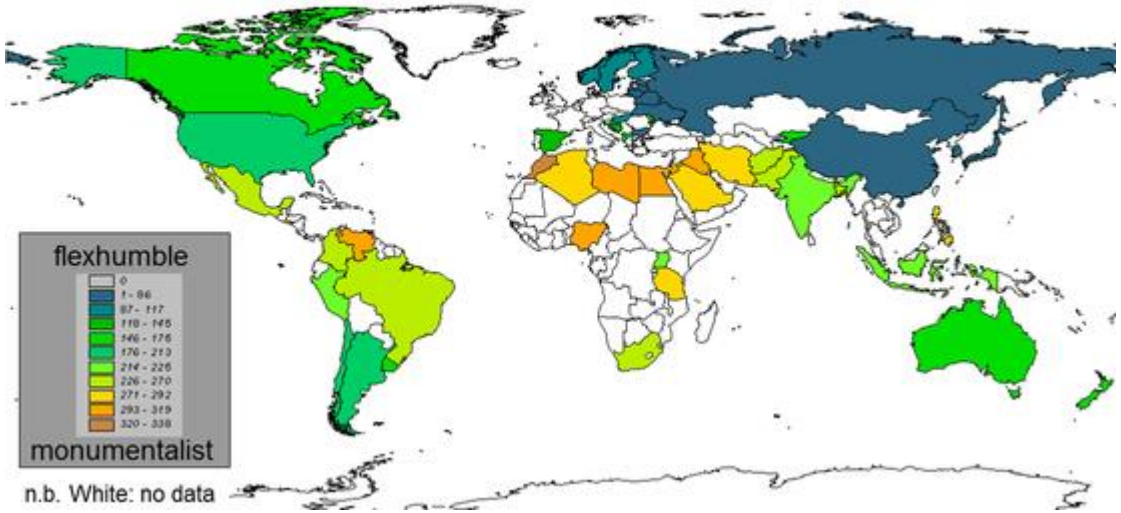


Uncertainty Avoidance World map

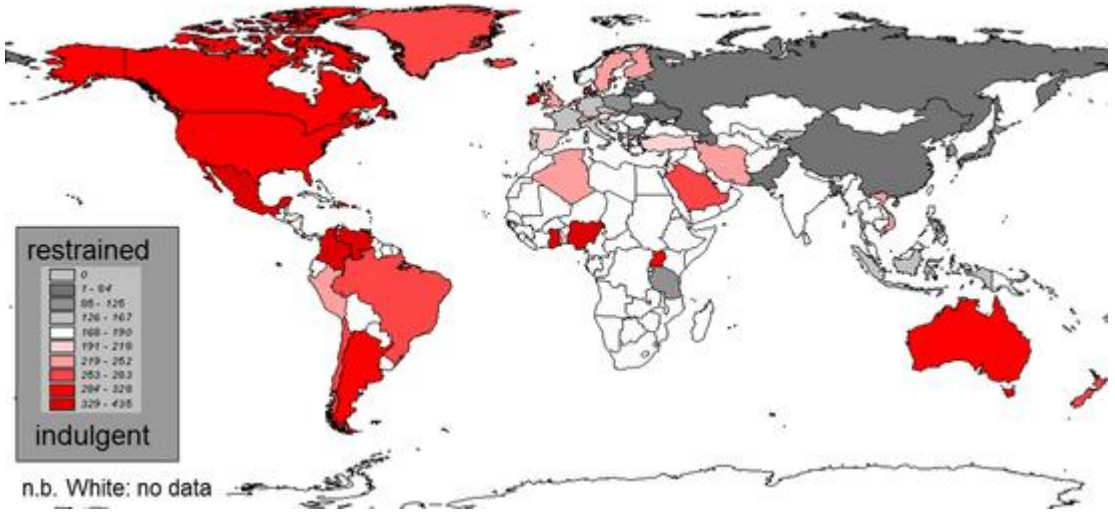


Maps of the World

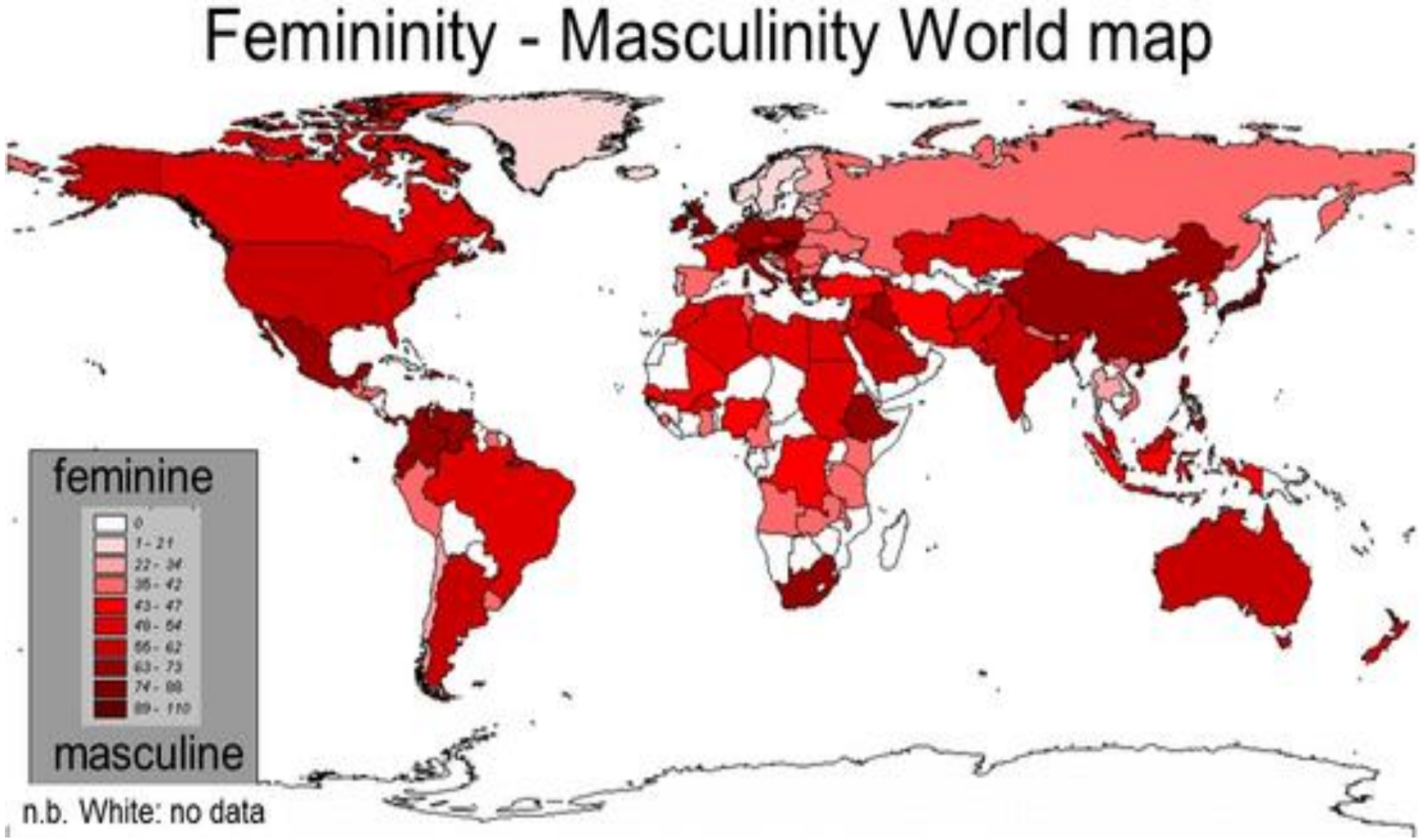
Short-term orientation (Monumentalism) – Long-term orientation (Flexhumility) World map (based on WVS)



Indulgence - Restraint World map (based on WVS)

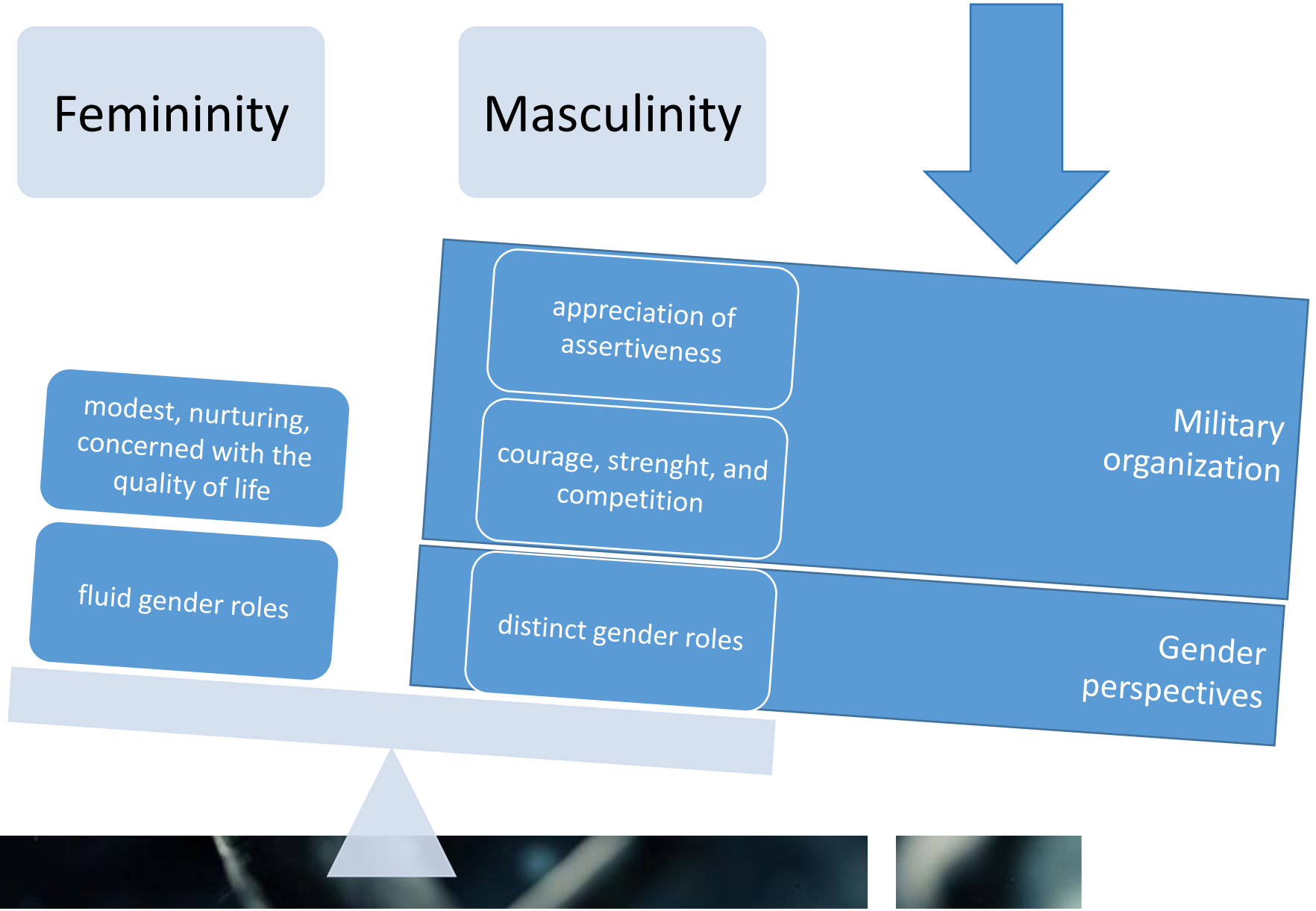


Maps of the world. Masculinity



Masculinity vs Femininity

Masculine societies are much more openly gendered than feminine societies. (Geert Hofstede)



Masculinity in Education

High Masculinity

Brilliance in teachers appreciated

Students' **performance** important

Failing in school is a **disaster**

Competitive sports part of **curriculum**

Best student is the norm

Children socialized **to fight back**

Teachers pay **more attention to boys**

Large differences in perceptual ability: boys analytic, girls contextual

Low Masculinity

Friendliness in teachers appreciated

Students' **social adaptation** important

Failing in school is a **minor accident**

Competitive sports **extracurricular**

Average student is the norm

Children socialized **to avoid aggression**

Teachers give **equal attention** to girls and boys

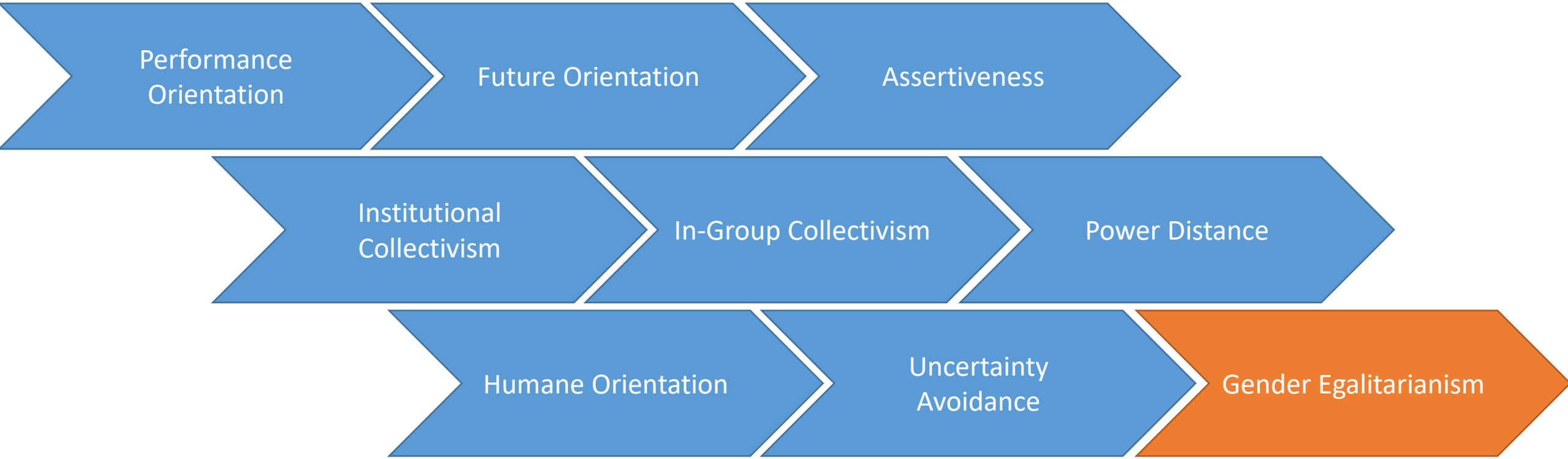
Small gender difference in perceptual abilities

(Hofstede, Hofstede, & Minkov, 2010, p. 306)

Hofstede, G., Hofstede, G. J., Minkov, M. (2010). Cultures and Organizations: Software of the Mind. 3rd Edition. USA: McGraw-Hill.

MILITARY ORGANIZATIONAL CULTURE

GLOBE dimensions of military organizational culture



the degree to which a military minimizes gender inequality

Peter R. Mansoor, Williamson Murray, *The Culture of Military Organizations*, 2019

National vs Military values

Masculinity
of the military organization

national culture constraints

organizational culture constraints

How to measure a woman silhouette within the Armed Forces?

Masculinity within the military organization

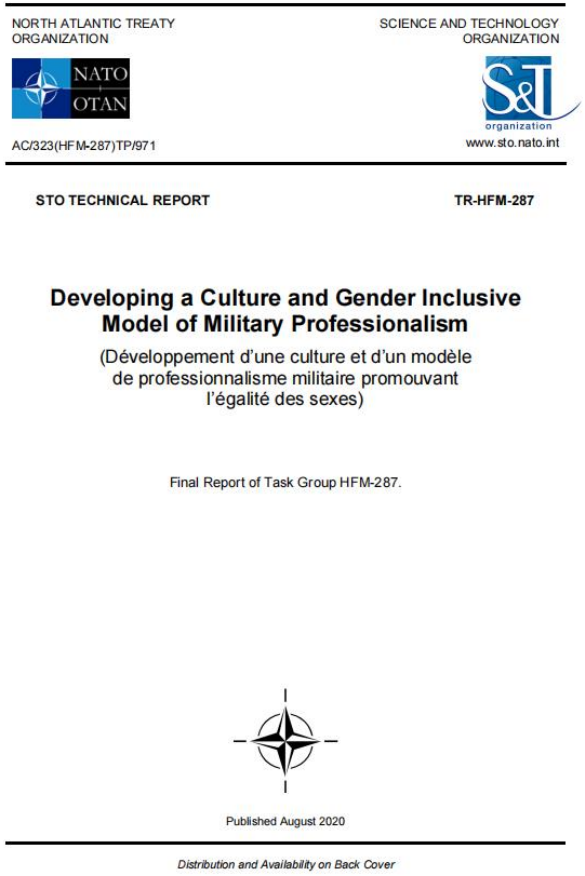
„However, in terms of the greater military culture, as it applies to the macro-organizatio, the military is unquestionably traditional"

(Robert I. Reihardd, Peter F. Sorensen, Therese F. Yaeger, *Organization Development in the Largest Global Organization*, 2022)

„militaries, regardless of the society they serve, tend to hold some variation of the values and attitudes **common** to most warriors" (Wong & Gerras, 2019)

Reducing gender differences

by strenghtening the masculine values of the military organizational culture?



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STO TECHNICAL REPORT

TR-HFM-287

Developing a Culture and Gender Inclusive Model of Military Professionalism

(Développement d'une culture et d'un modèle de professionnalisme militaire promouvant l'égalité des sexes)

Final Report of Task Group HFM-287.

Published August 2020

Distribution and Availability on Back Cover

Reviewed existing models, frameworks, and measures related to **military professionalism**

- Examined aspects of military professionalism, including aspects of culture and diversity

Examined the relationship between **military professionalism** and **professional military education**

- Provided lessons learned and a way forward for examining **military professionalism** that takes into account **evolving military requirements**

M

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Masculine societies are much more openly gendered than feminine societies. (Geert Hofstede)

Solutions for eliminating role conflicts?

(MAS) masculinization of women military personnel

or

(FEM) feminization of military organization

?

GOOD PRACTICES?
CONCLUSIONS

ROAFA BA Programs

Management in Aviation

Pilots

Air Surveillance Systems Management

Radar
Electronic Warfare

Air Traffic Management

ATC
Meteo.

Missiles & AA Atilery Mangement

Antiaircraft Artilery & Missiles

ROAFA BA Gender Distribution

Average number
of female students in relation to the total number of students

33,4%

Option
there are no gender-related admission restrictions

Average number
of female students who graduated first in their classt at he Air Force Academy.

70%

Proof of value
there is no positive gender discrimination in grading

Thank you very much, Ladies and Gentlemen!

or

Gentlement and Ladies!