

Learning Management Plan for: Cultural competency Module 2

Learning Management Plan Focus: Cultural Competency (Identity, Culture, and Conflict)

LMQ1 – What does my learner already know? (Prior knowledge about the topic/content /concept skills – before the learning being planned) <ul style="list-style-type: none">• Students understand that good communication is a core value of the org• Students are aware of the structure, goals, and mission of the org• Students are able to identify common communication related issues in the org	
LMQ2 – Understanding the global dimension of the 21st century’s workforce <ul style="list-style-type: none">• Knowledge and Understanding: Global perspectives• 21st Century Workforce: where is it heading? What do people think about it? The role of female communication• Fostering communication in the Workforce; Recognizing the role and importance of women in the workforce.	
Declarative Knowledge (The learner will know): <ul style="list-style-type: none">• Define what is communication and its various types, such as oral, written, body language, sounds and appearance• State which are used more commonly in each student’s everyday life• Define the terms communication and workforce	Procedural Knowledge (The learner will be able to): <ul style="list-style-type: none">• Dissect each type of communication and distinguish each one from the others• Explain what’s the best type of communication in a given situation as well as its benefits• Understand why some types of communication are best effective when used with others• Recognize how the lack of a good communication can be a barrier to business and entrepreneurship• Manage conflicts through communication
LMQ3 – Team Building, Diversity & Accountability <ul style="list-style-type: none">• Knowing the value of good team building• Diversity: what does it offer to a team?• Knowing the ways to motivate and integrate your team through accountability	

LMQ4 – Building Trust

- The use of gestural language to create trust
- Other techniques to create and improve trust
- Psychological safety
- Differences as opportunities for success, rather than threats
- Diversity leverage, not management
- Active listening as means of building trust.

LMQ5 – What resources do I have at my disposal? (Interesting, motivating, relevant)

- Knowledge of organizational values and mission
- Knowledge of and access to communication building materials used frequently and successfully in universities; for example, Watzlawick, Beavin & Jackson's "Pragmatics of Communication" or Cornelissen's "Corporate Communication: A Guide to Theory and Practice."
- Focus group data that pinpoint communication issues relevant to the org
- Video clips from popular culture that highlight interesting examples of communication and its different forms
- Cutting-edge evidence on what makes communication fail or succeed

LMQ6 – What will constitute the learning journey?**Part One: 20 minutes**

The course will begin with key definitions that the learner will use for the remainder of the course. The course will then examine various kinds of communication and define each one, including verbal, non-verbal, body language, facial expression, and paralinguistic, asking: How does each type of communication shape worldviews, behaviors, and interactions with others? We will then explore how particular types of communication emphasize other types of communication (e.g., body language highlighting oral language) while others may lead to misunderstandings (e.g., oral communication). The learner will establish a foundation for thinking of him as located in a configuration of different types of communication that, while often unnoticed, shape his understanding of what he says and how he communicates with others.

Part Two: 20 minutes

The learner will then identify communication within the 21st Century Workforce in order to meet today's challenges. We will identify the costs of not communicating properly and learn strategies to challenge and reinforce one's communication methods. Furthermore, we will also debate about the women's communication role in the 21st Century Workforce.

Part Three: 20 minutes

Finally, the learner will delve into the unequal outcomes that occur when good and bad communication practices go unnoticed, such as communicating to different cultures or to different types of jobs. We will provide up-to-date statistics and contemporary real-world examples of how lack of communication competence leads to mistakes, miscommunication, conflict and embarrassment.

Course content :**Part One: 20 minutes**

The first stage of this module will introduce the concepts of communication. While we usually think of communication as the act of transmitting a message, this section will identify the different

forms of communication that we use the most. Specifically, the learner will grasp the concept of “communication” as the system of language, customs, cultural, expression and rhetoric things that members of a particular society share. The learner will define all of these terms. Some pieces of communication are easy to pinpoint, such as literature and gestures, while others are more taken-for-granted and implicit, such as whether looking someone in the eye symbolizes attention and respect or failing to do so reveals carelessness and disrespect to the speaker. We will examine relevant examples of this distinction as they play out in personal interactions. Everyone is located in a different configuration of these categories. In this part of the course, the learner will identify the particular communication descriptors that make up her communication type. She will also identify the cultural influences that shape her communication and interactions with other people through several exercises. For example, the learner will consider: What are some forms of communication that you embrace? What sorts of responsibilities and rights do you hold in each one? What sorts of things can you expect in return for being a good one of these? What happens if you fail at your communication? Is there ever conflict between two communication methods that are important to you?

Part Two: 20 minutes

The second stage of this module will guide the learner in recognizing oral and gestural communication. We will explore both how we form communication perceptions and how to analyze them. We will begin with defining oral, gestural, and perception as follows:

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build empathy and to be understood clearly.

Gestural communication is a form of non-verbal communication in which visible bodily actions transmit particular messages, either in place of speech or together and in parallel with words. Gestures include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, or displays of joint attention. Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak.

Part Three: 20 minutes

Our final section of this course will look at the “big picture” – why being aware of these communication concepts, oral and gestural, matters for creating an effective, efficient, and communicative society. We will show how bad communication effectively hurt people’s self-image and dampen their life and career chances (for example, people with less communication skills will be less favored in a job position like Public Relations in detriment of someone with good and clear communication skills). This section will present the learner with several vignettes portraying communication conflicts surrounding ethnicity, culture, education, age, and gender. We will examine how communication often leads to unequal outcomes and conflict despite the best intentions of the actors in a given situation. At the most advanced stage of this module, the learner will produce solutions to these vignettes that reflect communicative competency

LMQ6 – Who will do what?

E-learning , Training Specialist

LMQ7 – Conclusion: How will I check that the learner has achieved the learning outcomes?

- Diversity as the core mission of the team/organization
- Self assessment/Reflection Exercise
- Quiz at the end of each section

LMQ8 – How will I inform others about the learner's progress?

Feedback on the criteria sheet will inform learners about each component of the tasks that they have completed
Learner will have the opportunity to self assess and make judgments about their own progress

Learning Management Plan for: Cultural Competency Module 2

Learning Management Plan Focus: Cultural Competency (Identity, Culture, and Conflict)

LMQ1 – What does my learner already know? (Prior knowledge about the topic/content /concept skills – before the learning being planned)	
<ul style="list-style-type: none">• Students understand that Global Perspectives are a core value of the org• Students are aware of the structure, goals, and mission of the org• Students are able to identify common Global Perspectives related issues in the org	
LMQ2 – Understanding the global dimension of Global Perspectives	
<ul style="list-style-type: none">• Knowledge and Understanding: Global Perspectives• Global Perspectives: how critical are they in the modern age?• Fostering Global Perspectives at work; Recognizing the role and importance of diversity in Global Perspectives	
Declarative Knowledge (The learner will know): <ul style="list-style-type: none">• Define what Global Perspectives and their various aspects, such as citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions• State which are more important in each student’s case• Define what means Global Perspectives	Procedural Knowledge (The learner will be able to): <ul style="list-style-type: none">• Dissect each type of aspect and distinguish each one from the others• Explain what’s the best way to use Global Perspectives in a given situation as well as its benefits• Understand why some ways of using the Global Perspectives’ principles are more effective than others• Recognize how the lack of the Global Perspectives concept can be a barrier to business and entrepreneurship• Manage conflicts within the team

LMQ3 – Global Perspectives: Local and Global Interconnections

- Knowing the value of Global Perspectives
- Local and Global Interconnections: how are they explored by Global Perspectives?
- Knowing the ways to motivate and integrate your team through the Global Perspectives concept

LMQ4 – Global Perspectives

- The effective use of Global Perspectives
- Conflict resolution to obtain the best of Global Perspectives
- Explaining human rights, interdependence and social justice concepts
- Other techniques to create and improve the 21st Century Workforce

LMQ5 – What resources do I have at my disposal? (Interesting, motivating, relevant)

- Knowledge of organizational values and mission

Knowledge of and access to trust building materials used frequently and successfully in universities; for example, Brewer & Trentmann’s “Consuming Cultures, Global Perspectives: Historical Trajectories, Transnational Exchanges” or Kelleher & Klein’s “Global Perspectives”.

- Focus group data that pinpoint Global Perspectives’ issues relevant to the org
- Video clips from popular culture that highlight interesting examples of the Global Perspectives and its different approaches
- Cutting-edge evidence on what makes Global Perspectives fail or succeed

LMQ6 – What will constitute the learning journey?

Part One: 20 minutes

The course will begin with key definitions that the learner will use for the remainder of the course. The course will then examine various kinds of Global Perspectives ways and define each one, including global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions asking: How does each type of the Global Perspectives shape worldviews, behaviors, and interactions with others? We will then explore how particular types of Global Perspectives emphasize good results while others may lead to less desired results. The learner will establish a foundation for thinking of him as located in a configuration of different types of the Global Perspectives that, while often unnoticed, shape his understanding of who she is and how she relates to others.

Part Two: 20 minutes

The learner will then identify Global Perspectives that inform the ways in which she approaches others. We will identify the costs of not applying Global Perspectives properly for challenging one’s thinking and behavior.

Part Three: 20 minutes

Finally, the learner will delve into the unequal outcomes that occur when Global Perspectives practices go unnoticed, such as human rights and social justice. We will provide up-to-date statistics and contemporary real-world examples of how lack of Global Perspectives' competence leads to mistakes, inequality, conflict and distrust.

Course content :

Part One: 20 minutes

The first stage of this module will introduce the concepts of the Global Perspectives. While we usually think of it as a process of internationalization, this section will identify the different forms of Global Perspectives and that are used the most. Specifically, the learner will grasp the concept of "Global Perspectives" as the system of citizenship, social, cultural, linguistic, ethnic and religious diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. The learner will define all of these terms. Some aspects of the Global Perspectives are easy to pinpoint, such as sustainable development and diversity, while others are more taken-for-granted and implicit, such as social and cultural, for example. We will examine relevant examples of this distinction as they play out in personal interactions. Everyone is located in a different configuration of these categories. In this part of the course, the learner will identify the particular Global Perspectives descriptors that make up her building type. She will also identify the cultural influences that shape her worldviews and interactions with other people through several exercises. For example, the learner will consider: What are some forms of Global Perspectives that you embrace? What sorts of responsibilities and rights do you hold in each one? What sort of things can you expect in return for using one of these? What happens if you fail with your methodology? Is there ever conflict between two Global Perspectives methods that are important to you?

Part Two: 20 minutes

The second stage of this module will guide the learner in recognizing the Global Perspectives. We will explore how we use Global Perspectives' methods and how to analyze them. We will begin with defining Global Perspectives as follows:

Global Perspectives implies providing opportunities for managers in the organization to know about and explore similarities and that differences are central to developing the global dimension managers, as they themselves bring different experiences, interests and strengths (including those that are social, cultural, linguistic, ethnic and religious) that influence the way they learn. These experiences can also provide an invaluable contribution to what they learn. It is important for the organization to ensure that diligent care and attention are given to the use of language and the portrayal of images, for example, as to ensure that developing countries are not typecast, but that materials reflect a balanced and undistorted representation of the cultural, socio-economic and political diversity. It includes dealing with individuals of different creeds, gender, ages, sexual orientation, etc., and they must all be integrated and follow the Global Perspectives' methods that you are going to apply. Applying methods as active listening, team dynamics and accepting unpopular or minority opinions are Global Perspectives' methodologies that are paramount for the organization to evolve.

Part Three: 20 minutes

Our final section of this course will look at the "big picture" – why being aware of these Global Perspectives' concepts matters for creating an effective, diverse and worldly focused organization. We will show how not using the Global Perspectives effectively hurts people's roles and career chances (for example, not accounting for minorities inside an organization will create inequality). This section will present the learner with several vignettes portraying Global Perspectives' conflicts surrounding ethnicity, gender, education, age, and culture, among others. We will examine how Global Perspectives often lead to unequal outcomes and conflict despite the best intentions of the actors in a given situation. At the most advanced stage of this module, the learner will produce solutions to these vignettes that reflect the Global Perspectives' competencies

LMQ6 – Who will do what?

E-learning , Training Specialist

LMQ7 – Conclusion: How will I check that the learner has achieved the learning outcomes?

- Global Perspectives' methodologies as the core mission of the team/organization
- Self assessment/Reflection Exercise
- Quiz at the end of each section

LMQ8 – How will I inform others about the learner's progress?

Feedback on the criteria sheet will inform learners about each component of the tasks that they have completed

Learner will have the opportunity to self assess and make judgments about their own progress

Learning Management Plan for: Cultural competency Module 2

Learning Management Plan Focus: Cultural Competency (Identity, Culture, and Conflict)

LMQ1 – What does my learner already know? (Prior knowledge about the topic/content /concept skills – before the learning being planned)

- Students understand that good team building is a core value of the org
- Students are aware of the structure, goals, and mission of the org
- Students are able to identify common team building related issues in the org

LMQ2 – Understanding the global dimension of the 21st century's workforce

- Knowledge and Understanding: Global perspectives
- 21st Century Workforce: how critical is team building in the modern age?
- Fostering good team building in the Workforce; Recognizing the role and importance of diversity in good team building

Declarative Knowledge (The learner will know):

- Define what is team building and its various aspects, such as efficiency, accountability, motivation, coherence, objectives and team work
- State which are more important in each student's case
- Define the term team building

Procedural Knowledge (The learner will be able to):

- Dissect each type of aspect and distinguish each one from the others
- Explain what's the best way of team building in a given situation as well as its benefits
- Understand why some ways of team building are best effective than others
- Recognize how the lack of good team building can be a barrier to business and entrepreneurship
- Manage conflicts within the team

LMQ3 – Team Building, Diversity & Accountability

- Knowing the value of good team building
- Diversity: what does it offer to a team?
- Knowing the ways to motivate and integrate your team through accountability

LMQ4 – Building Trust

- The use of effective team building to create trust
- Active listening as means of building trust
- Psychological safety
- Differences as opportunities for team improvement, rather than threats
- Diversity leverage, not management
- Other techniques to create and improve trust

LMQ5 – What resources do I have at my disposal? (Interesting, motivating, relevant)

- Knowledge of organizational values and mission
- Knowledge of and access to team building materials used frequently and successfully in universities; for example, Conant’s “101 Teambuilding Activities: Ideas Every Coach Can Use to Enhance Teamwork, Communication and Trust” or Mackin’s “The Team-Building Tool Kit: Tips and Tactics for Effective Workplace Teams”
- Focus group data that pinpoint team building issues relevant to the org
- Video clips from popular culture that highlight interesting examples of team building and its different ways
- Cutting-edge evidence on what makes team building fail or succeed

LMQ6 – What will constitute the learning journey?**Part One: 20 minutes**

The course will begin with key definitions that the learner will use for the remainder of the course. The course will then examine various kinds of team building ways and define each one, including putting team members in touch with the people who use what they do and team member interaction, asking: How does each type of team building shape worldviews, behaviors, and interactions with others? We will then explore how particular types of team building emphasize good results while others may lead to less desired results. The learner will establish a foundation for thinking of him as located in a configuration of different types of team building that, while often unnoticed, shape his understanding of what he gets from the team as a manager and why he built the team as it is.

Part Two: 20 minutes

The learner will then identify good team building within the 21st Century Workforce in order to meet today’s challenges. We will identify the costs of not building a team properly and learn strategies to challenge and reinforce building methods. Furthermore, we will also debate about the women’s role in the 21st Century teams.

Part Three: 20 minutes

Finally, the learner will delve into the unequal outcomes that occur when good and bad team building practices go unnoticed, such as good sale results and bad sale results or good and bad personal interaction between team members. We will provide up-to-date statistics and contemporary real-world examples of how lack of good team building competence leads to mistakes,

incoherence, conflict and bad results.

Course content :

Part One: 20 minutes

The first stage of this module will introduce the concepts of team building. While we usually think of team building as a process that develops cooperation and teamwork within a work unit, this section will identify the different forms of team building that are used the most. Specifically, the learner will grasp the concept of “team building” as the system of common effort, methodologies and efficiency that members of a particular workforce share. The learner will define all of these terms. Some aspects of team building are easy to pinpoint, such as coherence and orientation, while others are more taken-for-granted and implicit, such as team member’s gender, for example. We will examine relevant examples of this distinction as they play out in personal interactions. Everyone is located in a different configuration of these categories. In this part of the course, the learner will identify the particular team building descriptors that make up her building type. She will also identify the professional influences that shape her building method and interactions with other people through several exercises. For example, the learner will consider: What are some forms of team building that you embrace? What sorts of responsibilities and rights do you hold in each one? What sorts of things can you expect in return for being a good one of these? What happens if you fail with your building method? Is there ever conflict between two building methods that are important to you?

Part Two: 20 minutes

The second stage of this module will guide the learner in recognizing good and bad team building. We will explore both how we form building methods and how to analyze them. We will begin with defining good and bad team building as follows:

Good team building implies good human behavior knowledge. It includes individuals of different creeds, gender, ages, sexual orientation, etc., and they must all work together despite each one’s differences. Building trust is paramount for the team to respect the learner and vice-versa, and building trust between each of the team members is essential too, so they work as a team and not individually. Applying methods as active listening, team dynamics and accepting unpopular or minority opinions is a good way to create trust, as is letting your team know you have the uttermost trust in them as well as valued team members that **THEY** are, and not that **EACH** is.

Bad team building is created through bad human behavior knowledge, among others. Each member of the team’s creeds, gender, age, sexual orientation etc. isn’t taken into consideration. Not building trust is a mistake, as team members won’t respect you as you act like you don’t respect the team as well, and so conflicts surface as there’s no US, but I. Not caring for opinions and refusing to listen to the members, not motivating and not promoting equality and accountability furthers what they see as disrespect or lack of consideration, thus segmenting and fracturing the team into single individuals.

Part Three: 20 minutes

Our final section of this course will look at the “big picture” – why being aware of these team building concepts, good and bad, matters for creating an effective, efficient, and communicative team. We will show how bad team building effectively hurts people’s roles and career chances (for example, team members that do not trust or respect their superior are not satisfied and may very well want to leave the team). This section will present the learner with several vignettes portraying team building conflicts surrounding efficiency, gender, education, age, and culture. We will examine how team building often leads to unequal outcomes and conflict despite the best intentions of the actors in a given situation. At the most advanced stage of this module, the learner will produce solutions to these vignettes that reflect team building competency

LMQ6 – Who will do what?

E-learning , Training Specialist

LMQ7 – Conclusion: How will I check that the learner has achieved the learning outcomes?

- Diversity as the core mission of the team/organization
- Self assessment/Reflection Exercise
- Quiz at the end of each section

LMQ8 – How will I inform others about the learner's progress?

Feedback on the criteria sheet will inform learners about each component of the tasks that they have completed
Learner will have the opportunity to self assess and make judgments about their own progress

Learning Management Plan for: Cultural Competency Module 2

Learning Management Plan Focus: Cultural Competency (Identity, Culture, and Conflict)

LMQ1 – What does my learner already know? (Prior knowledge about the topic/content /concept skills – before the learning being planned)

- Students understand that building trust is a core value of the org
- Students are aware of the structure, goals, and mission of the org
- Students are able to identify common trust building related issues in the org

LMQ2 – Understanding the global dimension of the 21st century’s workforce

- Knowledge and Understanding: Global perspectives
- 21st Century Workforce: how critical is building trust in the modern age?
- Fostering trust building in the Workforce; Recognizing the role and importance of diversity in building trust

Declarative Knowledge (The learner will know):

- Define what is building trust and its various aspects, such as respect, accountability, motivation, empathy, leveraging, psychological safety and team work
- State which are more important in each student’s case
- Define what is building trust

Procedural Knowledge (The learner will be able to):

- Dissect each type of aspect and distinguish each one from the others
- Explain what’s the best way of building trust in a given situation as well as its benefits
- Understand why some ways of building trust are more effective than others
- Recognize how the lack of trust building can be a barrier to business and entrepreneurship
- Manage conflicts within the team

LMQ3 – Building Trust, Diversity & Accountability

- Knowing the value of building trust
- Diversity: what does it offer to building trust?
- Knowing the ways to motivate and integrate your team through trust building

LMQ4 – Building Trust

- The use of effective trust building
- Active listening as means of building trust
- Psychological safety
- Differences as opportunities for team improvement, rather than threats
- Diversity leverage, not management
- Other techniques to create and improve trust

LMQ5 – What resources do I have at my disposal? (Interesting, motivating, relevant)

- Knowledge of organizational values and mission
- Knowledge of and access to trust building materials used frequently and successfully in universities; for example, Bracey’s “Building Trust: How to Get It! How To Keep It!” or Bloomgarden’s “Trust: The Secret Weapon of Effective Business Leaders”
- Focus group data that pinpoint building trust issues relevant to the org
- Video clips from popular culture that highlight interesting examples of building trust and its different ways
- Cutting-edge evidence on what makes building trust fail or succeed

LMQ6 – What will constitute the learning journey?**Part One: 20 minutes**

The course will begin with key definitions that the learner will use for the remainder of the course. The course will then examine various kinds of trust building ways and define each one, including team member interaction, asking: How does each type of trust building shape worldviews, behaviors, and interactions with others? We will then explore how particular types of trust building emphasize good results while others may lead to less desired results. The learner will establish a foundation for thinking of him as located in a configuration of different types of trust building that, while often unnoticed, shape his understanding of what he gets from the team as a manager and why does the team trust him or not.

Part Two: 20 minutes

The learner will then identify building trust within the 21st Century Workforce in order to meet today’s challenges. We will identify the costs of not building trust properly and learn strategies to challenge and reinforce trust building methods.

Part Three: 20 minutes

Finally, the learner will delve into the unequal outcomes that occur when trust building practices go unnoticed, such as team member dissatisfaction and ostracizing feelings inside the team or

good and bad personal interaction between team members because of more trust to one of the members and less trust to other. We will provide up-to-date statistics and contemporary real-world examples of how lack of trust building competence leads to mistakes, incoherence, conflict and bad results.

Course content :

Part One: 20 minutes

The first stage of this module will introduce the concepts of building trust. While we usually think of building trust as a process that takes some time to accomplish and that must be carefully executed, this section will identify the different forms of building trust and that are used the most. Specifically, the learner will grasp the concept of “building trust” as the system of dual effort (your and the member of the team’s), methodologies and efficiency that members of a particular workforce share. The learner will define all of these terms. Some aspects of trust building are easy to pinpoint, such as confidence and team playing, while others are more taken-for-granted and implicit, such as team member’s education or aptitude, for example. We will examine relevant examples of this distinction as they play out in personal interactions. Everyone is located in a different configuration of these categories. In this part of the course, the learner will identify the particular trust building descriptors that make up her building type. She will also identify the professional influences that shape her building method and interactions with other people through several exercises. For example, the learner will consider: What are some forms of building trust that you embrace? What sorts of responsibilities and rights do you hold in each one? What sort of things can you expect in return for being a good one of these? What happens if you fail with your building method? Is there ever conflict between two building methods that are important to you?

Part Two: 20 minutes

The second stage of this module will guide the learner in recognizing building trust. We will explore how we form trust building methods and how to analyze them. We will begin with defining building trust as follows:

Building trust implies good human behavior knowledge. It includes dealing with individuals of different creeds, gender, ages, sexual orientation, etc., and they must all benefit from the trust you are willing to give each one of them. Building trust is paramount for the team to respect the learner and vice-versa, and building trust between each of the team members is essential too, so they work as a team and not individually. Applying methods as active listening, team dynamics and accepting unpopular or minority opinions is a good way to create trust, building bridges instead of walls, as is letting your team know you have the uttermost trust in them as well as valued team members that THEY are, and not that EACH is.

Furthermore, it is important to promote psychological safety (the risk of injury to mental well-being that a worker might and to rely on one's own ability to self-protect himself) in order to encourage each employee to enjoy what he’s doing and to make him feel better and respected at work. Then, there’s recognizing the differences as opportunities for success rather than threats, as each individual is different and thus more oriented to certain aspects than to others. Leveraging rather than simply managing diversity is a key element of good trust building methodologies.

Part Three: 20 minutes

Our final section of this course will look at the “big picture” – why being aware of these trust building concepts matters for creating an effective, encouraged and trustworthy team. We will show how bad trust building effectively hurts people’s roles and career chances (for example, team members that do not trust or respect their superior are not satisfied and may very well want to leave the team). This section will present the learner with several vignettes portraying trust building conflicts surrounding ethnicity, gender, education, age, and culture. We will examine how building trust often leads to unequal outcomes and conflict despite the best intentions of the actors in a given situation. At the most advanced stage of this module, the learner will produce solutions to these vignettes that reflect trust building competency

LMQ6 – Who will do what?

E-learning , Training Specialist

LMQ7 – Conclusion: How will I check that the learner has achieved the learning outcomes?

- Building trust as the core mission of the team/organization
- Self assessment/Reflection Exercise
- Quiz at the end of each section

LMQ8 – How will I inform others about the learner's progress?

Feedback on the criteria sheet will inform learners about each component of the tasks that they have completed

Learner will have the opportunity to self assess and make judgments about their own progress

Learning Management Plan for: Cultural competency

Learning Management Plan Focus: Cultural Competency (Identity, Culture, and Conflict)

LMQ1 – What does my learner already know? (Prior knowledge about the topic/content /concept skills – before the learning being planned)

- Confronting personal bias and self-awareness
- Recognizing one's own position
- The necessity of diversity and inclusion in the org: relevant topics, including religion, race and ethnicity, gender, balancing work and family, generational divides, social class, and LGBT rights. Understanding the dynamics of multiculturalism

LMQ2 – Where does my learner need to be?

- Knowledge and Understanding: Global perspectives
- 21st Century Workforce: how critical is team building in the modern age?
- Fostering good team building in the Workforce; Recognizing the role and importance of diversity in good team building

Declarative Knowledge (The learner will know):

- Define what is team building and its various aspects, such as efficiency, accountability, motivation, coherence, objectives and team work
- State which are more important in each student's case
- Define the term team building

Procedural Knowledge (The learner will be able to):

- Dissect each type of aspect and distinguish each one from the others
- Learning the skills and knowledge for creating and maintaining a diverse and inclusive workforce (hiring, mentoring, task force building, reaching out to organizations that promote different kinds of diversity)
- Understand why some ways of team building are best effective than others
- Recognize how the lack of good team building can be a barrier to business and entrepreneurship
- Manage conflicts within the team

LMQ3 – Team Building, Diversity & Accountability

- Knowing the value of good team building
- Diversity: what does it offer to a team?
- Knowing the ways to motivate and integrate your team through accountability

LMQ4 – Building Trust

- The use of effective team building to create trust
- Active listening as means of building trust
- Psychological safety
- Differences as opportunities for team improvement, rather than threats
- Diversity leverage, not management
- Other techniques to create and improve trust

LMQ5 – What resources do I have at my disposal? (Interesting, motivating, relevant)

- Knowledge of organizational values and mission
- Knowledge of and access to team building materials used frequently and successfully in universities; for example, Conant’s “101 Teambuilding Activities: Ideas Every Coach Can Use to Enhance Teamwork, Communication and Trust” or Mackin’s “The Team-Building Tool Kit: Tips and Tactics for Effective Workplace Teams”
- Focus group data that pinpoint team building issues relevant to the org
- Video clips from popular culture that highlight interesting examples of team building and its different ways
- Cutting-edge evidence on what makes team building fail or succeed

LMQ6 – What will constitute the learning journey?**Part One: 20 minutes**

The course will begin with key definitions that the learner will use for the remainder of the course. The course will then examine various kinds of team building ways and define each one, including putting team members in touch with the people who use what they do and team member interaction, asking: How does each type of team building shape worldviews, behaviors, and interactions with others? We will then explore how particular types of team building emphasize good results while others may lead to less desired results. The learner will establish a foundation for thinking of him as located in a configuration of different types of team building that, while often unnoticed, shape his understanding of what he gets from the team as a manager and why he built the team as it is.

Part Two: 20 minutes

The learner will then identify good team building within the 21st Century Workforce in order to meet today’s challenges. We will identify the costs of not building a team properly and learn strategies to challenge and reinforce building methods. Furthermore, we will also debate about the women’s role in the 21st Century teams.

Part Three: 20 minutes

Finally, the learner will delve into the unequal outcomes that occur when good and bad team building practices go unnoticed, such as good sale results and bad sale results or good and bad personal interaction between team members. We will provide up-to-date statistics and contemporary real-world examples of how lack of good team building competence leads to mistakes,

incoherence, conflict and bad results.

Course content :

Part One: 20 minutes

The first stage of this module will introduce the concepts of team building. While we usually think of team building as a process that develops cooperation and teamwork within a work unit, this section will identify the different forms of team building that are used the most. Specifically, the learner will grasp the concept of “team building” as the system of common effort, methodologies and efficiency that members of a particular workforce share. The learner will define all of these terms. Some aspects of team building are easy to pinpoint, such as coherence and orientation, while others are more taken-for-granted and implicit, such as team member’s gender, for example. We will examine relevant examples of this distinction as they play out in personal interactions. Everyone is located in a different configuration of these categories. In this part of the course, the learner will identify the particular team building descriptors that make up her building type. She will also identify the professional influences that shape her building method and interactions with other people through several exercises. For example, the learner will consider: What are some forms of team building that you embrace? What sorts of responsibilities and rights do you hold in each one? What sorts of things can you expect in return for being a good one of these? What happens if you fail with your building method? Is there ever conflict between two building methods that are important to you?

Part Two: 20 minutes

The second stage of this module will guide the learner in recognizing good and bad team building. We will explore both how we form building methods and how to analyze them. We will begin with defining good and bad team building as follows:

Good team building implies good human behavior knowledge. It includes individuals of different creeds, gender, ages, sexual orientation, etc., and they must all work together despite each one’s differences. Building trust is paramount for the team to respect the learner and vice-versa, and building trust between each of the team members is essential too, so they work as a team and not individually. Applying methods as active listening, team dynamics and accepting unpopular or minority opinions is a good way to create trust, as is letting your team know you have the uttermost trust in them as well as valued team members that **THEY** are, and not that **EACH** is.

Bad team building is created through bad human behavior knowledge, among others. Each member of the team’s creeds, gender, age, sexual orientation etc. isn’t taken into consideration. Not building trust is a mistake, as team members won’t respect you as you act like you don’t respect the team as well, and so conflicts surface as there’s no US, but I. Not caring for opinions and refusing to listen to the members, not motivating and not promoting equality and accountability furthers what they see as disrespect or lack of consideration, thus segmenting and fracturing the team into single individuals.

Part Three: 20 minutes

Our final section of this course will look at the “big picture” – why being aware of these team building concepts, good and bad, matters for creating an effective, efficient, and communicative team. We will show how bad team building effectively hurts people’s roles and career chances (for example, team members that do not trust or respect their superior are not satisfied and may very well want to leave the team). This section will present the learner with several vignettes portraying team building conflicts surrounding efficiency, gender, education, age, and culture. We will examine how team building often leads to unequal outcomes and conflict despite the best intentions of the actors in a given situation. At the most advanced stage of this module, the learner will produce solutions to these vignettes that reflect team building competency

LMQ6 – Who will do what?

E-learning , Training Specialist

LMQ7 – Conclusion: How will I check that the learner has achieved the learning outcomes?

- Diversity as the core mission of the team/organization
- Self assessment/Reflection Exercise
- Quiz at the end of each section

LMQ8 – How will I inform others about the learner's progress?

Feedback on the criteria sheet will inform learners about each component of the tasks that they have completed
Learner will have the opportunity to self assess and make judgments about their own progress