

**CREATING WEB-BASED
EXPERIENTIAL LEARNING
TO DEVELOP CROSS-
CULTURALLY COMPETENT
21ST CENTURY LEADERS**



... is like solving a difficult puzzle. Here are some tips on how to put the pieces together.

Who am I?

Element of My Background	Hidden Differences	Visible Differences	Value I Bring to a Group
Philosophy, law, and organization development	Seeing big picture, structure, and connections among various parts	May appear confrontational and impatient	Think on my feet, find weaknesses, and push others to excel
Mother of grown children	Slow to self-promote, expect others to be able to manage multiple demands	Often put others first, believe in the power of human potential	Look out for others interests and encourage others to achieve
Former climber, skier, figure skater	Expect others to put up with discomfort and not quit	Competitive, tolerate discomfort, and tenacious	Encourage others not to quit and that discomfort will pass

DISCOVERING.ENGAGING.LEVERAGING DIFFERENCES MODEL

CROSS-CULTURAL COMPETENCY AND RELATIONSHIP DEVELOPMENT

- Background
- Affect on self
- Noticeable Differences
- Value to group

Leaving Limited Thinking

Discovering Differences

Learning New Worldviews

Engaging Across Differences

Gaining New Culture

Leveraging Difference

- Our similarities and differences
- The value I see in you
- Our shared values, vision, and goals

- Complementary views
- Relationship development
- Collaborative action planning
- Team implementation

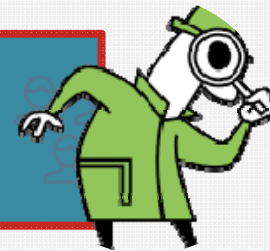


Discussion

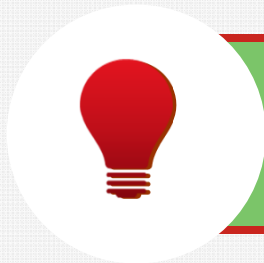
- Describe experience?
- What effects, if any?
 - Level of engagement with session?
 - Comfort speaking up?
 - Hear individual contributions to solutions?
 - Value of loose and new connections?
 - Any little ideas that can make a difference?
 - Other?
- Web-based equivalent?

3 CORE COMPETENCIES OF CROSS-CULTURALLY COMPETENT 21ST CENTURY LEADERS

Independent thinkers



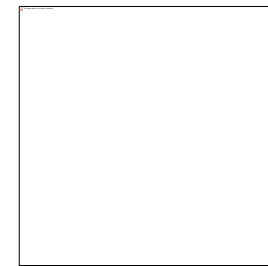
Contribute to & participate in communities of interest



Cross-cultural relationships



10 characteristics of culturally competent leaders



with the unique human skills that differentiate us from smart machines

Characteristics 1-5

1. Owning the work production process and being accountable for producing “good work,” the characteristics of which are specified.
2. Experimenting with changes to get the right outcome.
3. Engaged people, comfortable using their authentic identity.
4. Responsible use of time within employer and personal constraints.
5. Able to work as a team member.

Characteristics 6-10

6. Able to work as a team leader.
7. Able to find the deeper meaning or significance of events and data.
8. Emotional and social intelligence.
9. Able to find or develop solutions and responses beyond the rote or rule-based.
10. Able to filter ideas through nuanced sets of values.

How do we develop these characteristics, regardless of course subject matter and virtually?



4 suggestions

1. Lay out the cookie crumbs: Give students resources, assignments with descriptive outcomes, and accountability.
2. Encourage them to engage with each other across differences.
3. Consider an experiential team project.
4. Include a reflection requirement.

1. Lay out the cookie crumbs



Course Material

Course Material

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

11



SYLLABUS: COP6940&3940 Personal and Career Development Fall 2015

Attached Files: [Syllabus Fall 2015.pdf](#) (257.068 KB)

This syllabus is the step-by-step guide for what you need to do to get an "A" in this course. Read it several times and refer to it during the term. It will have the answers to most of your questions.



Course Materials and Course Design

Personal and Career Development is the academic component for students from CPS in an internship or coop. There is a syllabus, which you should read and reread carefully. It explain your responsibilities for this course and how you will be graded on an A-F scale. Grading is inflexible and grades are awarded on merit only and not effort. There are many resources for you to use for this course. **READ THE SYLLABUS. USE THE RESOURCES. WORK WITH YOUR PARTNER. WORK WITH YOUR GROUP. NOT DOING SO WILL AFFECT YOUR GRADE.**

Within this course materials folder you will find the following:

- **Graded Assignments** Instructions and Links folder. Inside you will find links to instructions on your two graded assignments and links to submit them.
- **Video Lectures** folder. Inside are pre-recorded lectures on different topics of interest to you.
- **Weeks #1-#12** folders with information on your weekly learning opportunities, and what to do each week in this course to leverage those opportunities. Your weekly assignments include discussion board and may be either individual, partner, and group assignments. Your weekly assignments are not submitted to me or graded by me. However, your weekly assignments become the data necessary for your two graded assignments.
- **Resources** folder with written resources that you will need to complete assignments.
- Confidentiality notice. Please read.



Suggested Text Books

There is no required textbook. This is a list of suggested books. Your course materials include many additional resources in the nature of articles and worksheets.

Title: *Power and Influence for Lawyers: How to Use it to Develop Business and Advance Your Career (It's not just for lawyers, I promise.)*

Author: Susan Letterman White

Publisher: Thomson Reuters/West (2011)

Title: *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*

Author: Erin Meyer

Publisher: Public Affairs (2014)



Course Material



Graded Assignments Instructions and Links



Video Lectures

This folder contains video lectures and PDFs of the slides used in each lecture. Lectures are content specific, not necessarily week-specific.



Resources and Supporting Materials

Important resources needed to complete assignments are located in this folder.



Week 1: Engaging Across Differences & 6 Step Strategy Process (A)

9/21/5-9/28/15

Weekly Folders

- Objectives (Opportunities)
- Link to assignment
- Link to Discussion Board

First Assignment

- **VISION, GOALS, AND ACTION PLANS CO-OPS / INTERNSHIPS**
- **Instructions:**
- There are two parts to this assignment. **Part I** is titled ***Vision, Goals, Action Plan Assignment*** ... You must complete and submit both through Blackboard on or before the due date. There will be no exceptions.
- **Part I** of the assignment ... identify 3-4 S*M*A*R*T goals to achieve during your co-op/internship experience with specific action plans for attaining those goals. If you do not know what S*M*A*R*T, which is an acronym means, you will not do well on this assignment. Every goal should have it's own action plan. An action plan is a series of steps or actions that you will take between now and the time you attain your goal to attain your goal.

Discussion Board Questions

1. What does your partner identify as one S*M*A*R*T Goal?
2. Based on the materials and resources and the meaning of the acronym S*M*A*R*T, in your opinion, why is or is not your partner's goal S*M*A*R*T?
3. Based on the materials and resources, what advice can you give to help your partner create an action plan to use a strength to take full advantage of an opportunity?

Resources



6 Step Strategy Process to Develop, Advance, & Transition Your Career

- Attached Files:
- [0.Career Development Strategy 6 Steps.pdf](#) (178.591 KB)
 - [1.Discover Your Authentic Values and Identity.pages Edited.pdf](#) (252.335 KB)
 - [2.Create a Vision The Magnetic Beacon of Success \(original\).pages Edited.pdf](#) (1.187 MB)
 - [3.S-M-A-R-T Goals and Action Planning \(original\).pages Edited.pdf](#) (130.839 KB)
 - [4.SWOT Workbook.pdf](#) (226.624 KB)
 - [5.Implementation and Accountability \(original\).pages Edited.pdf](#) (110.272 KB)
 - [6.Career Development Reflection Tools \(original\).pages Edited.pdf](#) (292.222 KB)

S*M*A*R*T Goals handout

- S*M*A*R*T Goals distill a broad or ambiguous idea into concrete milestones. [Test your] Goals by asking:
- What does the idea mean? (Specific)
- What has to happen before I can say the goal has been attained? (Measurable)
- What will I do to cause whatever needs to happen? (Actionable)
- How does the goal support my idea, purpose, project, or vision? (Relevant)
- When will I do whatever I am committing to do? (Time Bound)



2. Encourage them to Engage Across Differences

Directions and Options



Dimensions of Difference (Erin Meyer)

Low Context	COMMUNICATION	High Context
Direct negative feedback	EVALUATING	Indirect negative feedback
Principles first	PERSUADING	Applications first
Egalitarian	LEADING	Hierarchical
Consensual	DECIDING	Top-down
Task-based	TRUSTING	Relationship-based
Confrontational	DISAGREEING	Avoids confrontation
Linear time	SCHEDULING	Flexible time



Dimensions of Difference (Andy Molinsky)

Directness	Expectation for straightforward communication.
Enthusiasm	Extent to which positive emotion and energy is expected?
Formality	Degree of deference and respect is expected?
Assertiveness	Strength voicing one's position?
Self-Promotion	How positively should one speak about oneself?
Personal Disclosure	How much personal information should be revealed?



3.
Give them a
team project.

Experiential Team Project

Directions and Options



In your group brainstorm ideas:

1. What do you want your students to learn?
2. What experiences could you design to help them learn it in a group?
3. What, if any challenges and benefits, are there because of the virtual nature of the class?

4. Include a reflection requirement.



What? So what? Now what?

Reflection for deep sense making and
experimenting with change



- What happened?
- Describe events with specificity.
- Challenge assumptions and conclusions.
- Stay evidence-based.

What?

- Find the deep meaning in events.
- Consider multiple interpretations.
- Consider from different perspectives.

So what?

- Consider opportunities to create change when outcomes veered from intention.
- Consider behaviors to repeat when outcomes met intentions.

Now what?

Bibliography

- Francesca Gino and Bradley Staats, *Developing Employees Who Think for Themselves*, Harvard Business Review, June 3, 2015.
- Marina Gorbis, *The Nature of the Future*, Free Press 2013.
- Devin Fidler, *Here's How Managers Can Be Replaced by Software*, Harvard Business Review April 21, 2015.
- Erin Meyer, *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*, Public Affairs Kindle Edition (2014).
- Andy Molinsky, *Global Dexterity*, Harvard Business Review Press Kindle Edition (2013).

