

Course Blueprint

INTERCULTURAL COMPETENCE

DATE: 7/2/2024

This course blueprint showcases our proposed learner experience and curriculum for the _____ Intercultural Competence training. It is an eLearning course that guides learners through a variety of interpersonal conversation scenarios to demonstrate behaviors that can alienate men belonging to cultural groups different from one's own, and then apply behaviors that avoid these negative outcomes. Prompts for personal reflection further activate the learning.

Project Context

_____ is a nonprofit organization with a mission to create a world where men act on their individual and collective responsibility for the future of humanity by initiating and supporting men on a path of emotional maturity, spiritual awareness, and deepening community. A central element for achieving this mission is a long-weekend training for new participants, the [Training Weekend]. This event, frequently replicated by _____'s regional subgroups in the US and in many other countries, is mostly staffed by volunteer members who themselves have varied levels of more advanced training.

Some interactions between _____'s staff, volunteers and participants/members have resulted in new men of non-dominant cultures withdrawing without subsequent participation, reducing its diversity. In short, when men feel unwelcome or get hurt, they leave. _____ seeks to reduce low retention of men of non-dominant cultures (most prominently, men of color) due to behaviors of members of predominating perceived as unwelcoming.

This training will help members to become more aware of, and able to control, behaviors that can alienate men belonging to cultural groups different from their own, thus creating safety and belonging for all men in a circle, Training Weekend, or training, through relationship-building as opposed to separating and distancing.

Project Requirements

- Cost: \$_____ (labor; \$0 on volunteer basis 😊)
- Timeline: eLearning components will be completed in November, 2024
- Standards: delivered online, accessible, and matching _____ branding. The shared experiences, lingo, and meeting protocols of _____ participants are very distinct and recognizable by participants in many countries. Therefore, achieving an authentic, insider's "fit"/"feel" in the scenarios and phrasing is crucial for acceptance/adoption of this training by the audience.

- Proposed videos are not a deliverable of the e-Learning course, but can be integrated into it when completed. Prior to integration, key concepts to be presented in the videos will be provided in text slides.

Learning Requirements

- Audience profile: The learners are all men. The great majority of learners are volunteer “staff” for the Training Weekend event, dozens of which are conducted each year throughout the country, each with a staff of at least 30 men. Many members volunteer at these events repeatedly. These men have committed with a sizeable emotional investment to a men’s organization explicitly centered on growing values like accountability, authenticity, compassion, and integrity – in this way, they are a distinct group. They are all adult ages; most heavily represented in the mid-thirties to late sixties. Typically middle-class.
- The learning environment will be varied: learners will access the course via computer wherever is convenient to them, mostly likely at home during their hours off work.

Course Objectives

By the end of this training, participants will be able to:

1. Introduce yourself with cultural identification.
2. Acknowledge other people’s cultural identities.
3. Speak and act from a *self-focused* stance.
4. Apply *no blame or shame* for yourself or others in the conversation.
5. Use methods for staying with challenging differences:
 - *Try it on*
 - *Use Both/and*
 - *Use agree to disagree* in a productive way

Learners will (a) write personal statements and (b) pass a 10-question multiple choice test featuring choices in interactions with others that embrace intercultural differences, challenge stereotypes, and tend to deepen participants' sense of belonging and interconnectedness.

Course Outline

Staffing Volunteers

Intercultural Competence

Skill 1: Introduce yourself with cultural identification.

- Consider how you'd identify yourself.
- Owning *my* identity can help me tend to *my* biases and needs.
- And I'm able to tend to the impacts of my words.
- Having empathy for myself helps with having empathy for others.

Skill 2: Acknowledge other people's cultural identities.

Consider how awareness of *others'* identities during an Training Weekend weekend can help you be aware of:

- *their* needs
- what biases you might need to attend to
- help to create a safe space for them to express themselves

Skill 3: Speak and act from a *self-focused* stance.

When reacting to another person's words or actions, consider how you can speak from and for your *own* perspective, with less focus on the other person.

Skill 4: Apply *no blame or shame* for yourself or others in the conversation.

If something is said that triggers can you express yourself in a way that shares personal impact vs blame, criticism or shaming of others.

Skill 5: Use methods for staying with challenging differences:

- **Try it on:** be willing and open to whatever comes next in the conversation.
- Use **Both/and:** notice when two different perspectives can coexist.
- Use **Agree to disagree** in a productive way (with intent to keep learning)

Instructional Strategy Overview

A. Introduction (5 minutes)

Outcome: The learner will understand what the course is about and why it matters.

Video



Storyline/Lectora



Setting the context

Component: talking heads video

- The two course hosts, _____ intercultural leaders Tyrone and Dan, introduce the course with a brief discussion of taking a stance of curiosity and caring, seeing differences, owning one's power and privilege; then they model a choice of responding to a statement that gives offense.

Component: key terminology slides

- A quick reference on key terms with definitions is shown.

Component: course skills index slide

- A quick reference on the course's skill topics is shown.

B. Demonstration – Skill 1: Give an introduction with cultural identification (3 minutes)

Outcome: Through expert modelling, the learner will possess foundational knowledge on giving a personal introduction with cultural identification.

Video



Genially



Demonstration: Give introduction

Component: talking heads video

- Tyrone and Dan briefly explain introducing yourself with cultural identification and awareness of your possible biases. Then they demonstrate it with a role-play as themselves in relation to each other.

Component: semi-animated image with narration voiceover

- Meet Matt, a middle-class, heterosexual white man who has signed up to staff an Training Weekend.

C. Application: Give an introduction with cultural identification (2 minutes)

Outcome: The learner will be able to identify a suitable personal introduction with cultural identification.

Genially



Application: Give introduction

Component: semi-animated images with text and voice

- In a Zoom pre-meeting, Matt observes and learns as a leader asks each man to introduce himself with cultural identification.

Component: knowledge check with feedback

- Help Matt select the best introduction for himself.

D. Demonstration – Skill 2: Acknowledge other people’s cultural identities

(2 minutes)

Outcome: the learner will be able to observe problems and best practices for grasping the significance of others’ identities.

Genially



Demonstration: Acknowledge identities

Component: semi-animated images with text and voice

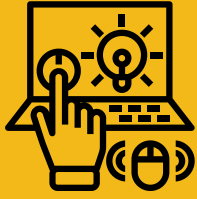
- Jim, the weekend coordinator and a white man, discovers the effects of *not* noticing cultural differences (men of color) while assigning staff to various roles. Click on each of Jim’s choices to learn more.

E. Application: Acknowledge other people’s cultural identities

(2 minutes)

Outcome: the learner will be able to choose the best response to a challenge involving another man’s cultural identity.

Genially



Application: Acknowledge identities

Component: semi-animated images with text and voice

- Jim discovers the effects of ableism while creating a physically demanding task.

Component: knowledge check with feedback

- Click to choose Jim's best course of action.

F. Introduction: Practice having productive cultural conversations (3 minutes)

Outcome: The learner will gain exposure to several techniques for enhancing the quality of conversations featuring cultural differences. (Skills 3, 4, and 5 are each elements of cultural conversation.)

Video



Introduction: Practice conversations

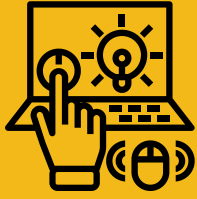
Component: talking heads video

- Tyrone and Dan discuss techniques to use during a conversation in which you recognize that you or someone has been triggered by a cultural difference with another man: self-focused stance; no blame or shame; try it on; both/and; and agree to disagree.

G. Demonstration – Skill 3: Speak and act from a self-focused stance (1 minute)

Outcome: The learner will be able to view a statement from self-focused position successful executed.

Genially



Demonstration: Self-focused stance

Component: semi-animated images with text and voice

- Matt hears a man make a generalization about a group, another man suggest he rephrase it and keep it self-focused, and the first man re-state his point.

H. Application: Speak and act from a self-focused stance (2 minutes)

Outcome: The learner will be able to identify and choose self-focused statements in a group conversation.

Genially



Application: Self-focused stance

Component: semi-animated images with text and voice

- Help Matt select the three statements that express a self-focused position.

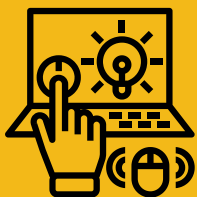
Component: knowledge check with feedback

- Select the statement that expresses a self-focused position. Feedback provided on clicks.

I. Demonstration – Skill 4: Apply no blame or shame for yourself or others in the conversation (2 minutes)

Outcome: The learner will be able to view a statement successfully making a critical point without applying blame or shame.

Genially



Demonstration: no blame or shame

Component: semi-animated images with text and voice

- Matt's I-group is talking. Listen as Thomas makes a shaming statement, Matt calls him on it, and Thomas tries again.

J. Demonstration: Apply no blame or shame for yourself or others in the conversation (2 minutes)

Outcome: The learner will be able to choose a suitable statement for making a critical point without applying blame or shame.

Genially



Application: no blame or shame

Component: semi-animated images with text and voice

- In Matt's I-group, men of color are rare. He seeks to apply no blame or shame.

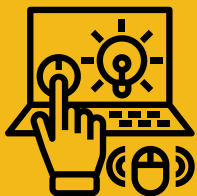
Component: knowledge check with feedback

- Read several choices for what he might say. Which choice do you think is most effective? Clicking each choice provides further explanation.

K. Demonstration – Skill 5: Use methods for staying with challenging differences: Try it on, Both/and, and Agree to disagree (8 min.)

Outcome: The learner will be able to identify effective techniques for staying with challenging differences in a conversation.

Genially



Demonstration: Try it on, Both/and, Agree to disagree

Component: semi-animated images with text and voice

- Matt gets into a misunderstanding with Oliver, a Hispanic immigrant, via email. Later at a meeting, they discuss it and try to reconcile. Guidance is provided as to the techniques they are using.

L. Application: Use methods for staying with challenging differences: Try it on, Both/and, and Agree to disagree (5 min.)

Outcome: The learner will be able to identify effective techniques for staying with challenging differences in a conversation.

Genially



Short paragraph



Application: Try it on, Both/and, Agree to disagree

Component: semi-animated images with text and voice

- In a conversation with generational differences, Jarold wants to facilitate, and Jay responds with defensiveness.

Component: knowledge check with feedback

- How could Ray respond at this point with *try it on* or *both/and*? Write a quick response.

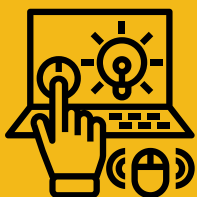
M. Final Demonstration: (9 minutes)

Outcome: Learner will be able to review key terms and concepts, and discover how they can be applied to building intercultural relationships.

Video



Genially



Final Demonstration

Component: talking heads video

- Intercultural leaders Tyrone and Dan discuss how to learn more about a cultural difference you have identified and are curious about, and how to then go on to consciously form mutual relationships, with their own personal examples.

Component: semi-animated images with text and voice

- Skill 1: Introduce yourself with cultural identification: Steve listens to other men introduce themselves, then himself (white, gay man)

Component: knowledge check

- Skill 2: Acknowledge other people's cultural identities: As Matt listens, select the statements that seem to contain cultural identity clues about the speaker

Component: knowledge check

- Skill 3: Speak and act from a self-focused stance: Help Matt select the four statements that express a self-focused position:

Component:

- Skill 4: Apply no blame or shame for yourself or others in the conversation: There's an edge of shaming and blaming Andy when Jarold says: ... Or... Jarold finds a way to suggest how Andy could say a blessing more inclusively.

Component:

- Skill 5: Use methods for staying with challenging differences (Try it on, Both/and, Agree to disagree): Matt observes an escalating dispute over inclusiveness. It's a good time to agree to disagree. Here are examples of how.

N. Final Application: (15 min)

Outcome: The learner will apply their knowledge of three of the five intercultural competence to themselves, and correctly identify applications of the other two skills.

Short paragraph



Matching



Short paragraph



Short paragraph



Matching



Multiple choice



Final Application

Component: Learner writes statement

- Skill 1: Introduce yourself with cultural identification: What is relevant to say about yourself? Write your own statement of cultural identification (with examples for comparison as needed).

Component: Matching phrases

- Skill 2: Acknowledge other people's cultural identities: Matt considers his ability to see other people's differences. Match each incident with an "ism".

Component: Learner writes statement

- Skill 3: Speak and act from a self-focused stance: "Younger guys don't relate." Write a very brief self-focused response Matt could make.

Component: Learner writes statement

- Skill 4: Apply no blame or shame for yourself or others in the conversation: When John makes a toast about wives, excluding other partners, Matt wants to respond without shaming John for it. What do you suggest Jim say? Write a quick statement, then compare it with a suggestion.

Component: knowledge check

- Skill 5: Use methods for staying with challenging differences (Try it on, Both/and, Agree to disagree): Kevin doesn't appreciate use of the term "inner city". Choose the responses that take it more in a try it on or both/and direction.

Component: multiple choice test

- 7-question multiple choice test enables learner to review and refresh their understanding of key terms and concepts from the 5 skills. Correct answers and explanations provided after answering.

O. Real World Application: Meeting discussion and future events

Outcome: Learners will discuss and then apply their new intercultural competence skills during events.

Personal interactions



Real World Application (No Guidance)

Component: volunteering

- During intercultural agenda item of Training Weekend pre-meeting, learners will discuss what they've learned with fellow volunteers. During Training Weekend weekend, learners will use and observe the techniques applied in practice.

OTHER MATERIALS

Learning Materials



Course Key Takeaways

- Overview document (1-2 pager) reviewing the five intercultural skills, and key terms and concepts
- The five skills in a short/visually rich job aid format

Project Sign-Off

Printed Name

Role

Signature

Printed Name

Role

Signature

Printed Name

Role

Signature

