
Pathways for 21st Century Survival: To meet the unscripted challenges by knowing self, understanding others, and collaborating to solve complex problems . . .

and we teach that how?

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Pathways for 21st Century Survival: To meet the unscripted challenges...we teach that how?

Need new approaches...

....ways of “blending” liberal arts across general education, through the majors & professional studies

Pathways for 21st Century Survival: To meet the unscripted challenges...we teach that how?

This presentation will demonstrate an example of a replicable and transferable pedagogy that blends content commonly found in general education or in the co-curriculum.

It was designed to meet a three-fold learning outcome or a *pathway to 21st century survival*.

Pathways for 21st Century Survival: To meet the unscripted challenges...we teach that how?

One pathway for 21st century survival

Understanding Self → Gaining
Insights into Others →
Collaborating to Solve 21st
Century Problems

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Understanding self → Gaining Insights into Others →
Collaborating to Solve 21st Century Problems

- Concepts found in general education or co-curricular courses
 - Personality inventories - ways of gaining self knowledge
 - Cultural literacy - ways of valuing diversity & gaining insights into others, influences on perspectives and behaviors
 - Collaboration or Teamwork – working together to solve problems

What if these concepts were combined into a process that allowed students the opportunity to explore themselves and others and then collaborate on a complex task?

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- What do students need to understand about themselves and others?
 - Personality characteristics
 - Skills, competencies, IQ and EQ
 - Cultural dimensions and heritage

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Learning Objectives

- To gain a deeper understanding of your personality preferences and how they effect those with whom you interact
- To ascertain the natural, comfortable, aspects of your leadership, communication, decision making, etc. styles
- To identify aspects of your personality characteristics that you can more fully develop
- To gain insights into your heritage culture(s) (religions, ethnicities, nationalities)
- To understand the personal competencies that make “doing” international business more effective
- To increase your understanding of how your particular “type” may function in an international business or organization

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From psychology...

Personality Inventories- enable students to gain insights into themselves and how they differ from others in things such as their style preferences in making decisions, accomplishing work, and planning life (Myers-Briggs Personality Inventory)

Goleman's Emotional Intelligence Framework- enable students to value more about themselves and others than crunching numbers and word processing skills

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From Anthropology...

Hofstede's cultural dimensions-enable students to have a framework to explain orientations of cultural groups toward personal distance, formality, time, independence, task vs. relationships

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What do students need to understand about collaboration?

- ❑ Goal setting and progress management
- ❑ Coaching, correcting and celebrating
- ❑ Forming, storming, norming, performing & adjourning
- ❑ Discharging non-productive team members

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From Educational Psychology

Tuckman's model & process of team development: forming, storming, norming, performing and adjourning enables students to understand the work and personal/group processes of becoming a team that is capable of collaboration to solve complex problems

From Philosophy

Schon's reflection-on-action and reflection-in-action enables to students explore reflective thought, facilitated by journaling, to understand the interplay of personality, culture, etc. on collaborative work relationships.

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- Enable students to
 - explore and synthesize concepts (Step 1)
 - process and apply concepts (Step 2)
 - accomplish a meaningful task collaboratively (Step 3)

Understanding self → Gaining Insights into Others → Collaborating to Solve 21st Century Problems

Step 1: Explore and Synthesize Concepts

- Designed *assignment*, a guide for using the Myers-Briggs Personality Inventory, Goleman's Emotional Intelligence framework, and Hofstede's cultural dimensions framework
 - Using Myers-Briggs, students learn about their personality type, develop a language for describing, discussing and valuing the qualities and complexities inherent in their type and those of others
 - Using Goleman's Emotional Intelligence, students gain insights into the forms of emotional intelligence that enable management of themselves and their relationships effectively
 - Using Hofstede's Cultural Dimensions, students reflect on their countries of origins and they gain insights into how people from different cultures have different perspectives and orientations.

By exploring dimensions of personality, emotional intelligence, cultural frameworks & personal heritage, students gain self knowledge and open to valuing diversity of others

Student's
affirming
summary of
insights gained

My personality type is ISFJ, but I am not confined to those four functions alone. My culture is Chinese, but I am not limited by China's influence alone. The person that I am is a combination of my type and my culture; this is that which is my life. Yet my life is not easily defined by merely using this personality type and one culture, for I am always shifting, changing, and growing as I strive to balance personality traits, envelop different aspects of new cultures, and slowly push myself into the mold of the future person I am to be.

The cultures that have influenced me have been predominantly Asian and American. China in particular, with its multi-dimensional culture in everything ranging from arts and academics to social customs and values, has had a large impact on who I am today. China has many subcultures within its vast territory; so too do I have a mixture of cultures intertwined within myself.

Prompted by the 'My Type' assignment's exploration of cultural heritage, this student discovered new insights into her past....

While my grandfather followed Christianity, my maternal grandmother and both sides of relatives follow Buddhism. Their focus is on ancestral worship; they prepare food and burn paper money as sacrifices to their ancestors, believing that the deceased obtain these offerings in the heavenly place where they now reside. Confucianism is more of a way of life or a philosophy than a religion. It emphasizes family values and relationships, high morals, respecting based on age and hierarchy, striving for harmony, and keeping "face."

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- Step 2: Process and Apply Concepts
 - Students are placed in collaborative groups with the intent of transitioning to a team.

1st team task:

- Do one non-academic, *non-alcohol*, activity
- Read Tuckman's stages of team development
- Write a paper describing the team's collective personality using Myers-Briggs descriptors.
- Develop cultural norms for the team and write a team-contract to be signed by each member

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- Step 3: Team Challenge –

Students are provided with the challenge of a collaborative project where the *process of accomplishing* the work is as important as the actual work produced.

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What would happen if...

Students saw faculty model in the classroom connections across domains... seeing, hearing, and experiencing the value of those connections in achieving deeper, richer understandings of themselves, situations, and complex problems?

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**No, seriously....how do I
teach that?**

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- Form partnerships with colleagues across campus
 - ❖ Counseling center
 - ❖ Career services
 - ❖ Multi-cultural affairs

STOP! STOP! STOP!

“How can I possibly teach all that, when I am a professor of _____? ‘It’ is not my specialty.”

Pathways for 21st Century Survival: To meet the unscripted challenges...we teach that how?

- We have identified one *pathway for 21st Century Survival as a three-fold learning outcome*

Understanding self → Gaining Insights into Others → Collaborating to
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- *We have identified the concepts and blended across domains*

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Can you visualize other blended pathways for 21st century survival ?