

INTRODUCTION AND ONBOARDING

- Introduction to the programme.
- Trainer interviews participants in order to identify personal needs, skills and potential - this can be done using a short online questionnaire sent prior to the workshop.
- Fostering intercultural dialogue among the participants
- Working productively in a multicultural team - co-creation.

Many of the participants may have experienced times in their lives when they felt alone and powerless in the face of challenges. The intention of the workshop as part of the CREATE program, is to enable participants to make a positive social and economic impact in their immediate environment and beyond via taking an active part in the circular economy and enforcing necessary changes.

In order to do that, however, participants must recognize the importance of self-empowerment and empowering each other positively. Self-empowerment means making a conscious decision to take charge of your destiny. It involves making positive choices, taking action to advance, and being confident in your ability to make and execute decisions. Self-empowered people are self-aware. They understand their strengths and weaknesses and are motivated to learn and achieve.

This workshop will be conducted in three parts covering the topics of self empowerment through self awareness and emotional intelligence, which gives us a better understanding of our motives, actions and behaviours and how they impact the people around us. The second part will focus on intercultural communication through active listening, while the third will bring the learning together to teach participants the ways in which they can become better performers and leaders while working within a multicultural team.

Who is this program for?

The intended target group of the activities and of the CREATE program is women of different age, education, background, culture and nationality. It applies to individuals who need to develop and extend their self-reliance, self-esteem and confidence by developing task-management skills.

Expected Outcomes

Knowledge

- Understand the hidden beliefs that lie behind our everyday feelings and behaviour; emotional intelligence.
- Learn to recognise some common barriers to self-awareness
- Understand how our perceptions of other cultures influence our interactions.
- Understand old listening tendencies and how to overcome them
- Be aware of and respectful towards people of other cultures
- Are aware of the vocabulary needed to work effectively in a team.

Skills

- Participants will demonstrate the ability to self-reflect on personal development and acquire knowledge of self, through the use of feedback from others to set goals and make plans.
- The ability to work with people from other countries, backgrounds and cultures.
- Improve working and personal relationships.
- Model proactive listening skills for others to emulate.
- Ability to transfer knowledge to facilitate the process of co-creation

Attitudes

- Openness and open-mindedness
- Flexibility and adaptability
- Collaborative
- Positive
- Sensitivity to self and others

Materials Needed

- General: Pen, paper, computer, internet connection
- A workspace for each group
- Selection of crayons to draw on the papers
- Flip chart easels
- Broad-tip markers for writing on flipcharts
- Flip-chart paper to set as tablecloths and use as paper
- Journals with blank pages

For Participants:

- Name tags (avoid plastic and metal (paper and cotton string works fine)
- Journals
- List of participants (name).
- Agenda for the day
- Pens and notepads
- Coffee, tea, water plus a little snack

Methodology and Techniques

All three workshops follow these methods or methodologies of training

- eLearning learning
- Coaching/mentoring
- Instructor-led training
- Role Playing
- Films and videos
- Case studies

Accommodating all learner types:

- Visual: Learning by seeing or watching

- *Auditory: Learning by hearing information*
- *Kinaesthetic: Learning through action, or by doing*

Explanation of Methodologies

eLearning - e-learning is hosted completely online, while computer-based training encompasses any kind of training that takes place on the computer. An important benefit of technology-based learning is that it allows trainees to work through the material at their own pace, and removes the need for an in-person facilitator. Oftentimes, resources such as videos and additional reading accompany the material to aid in the training process.

Coaching/mentoring - While a structured curriculum has its place in training, there are many benefits to mentorship and coaching which create development opportunities as well as develop relationships that help participants feel welcomed and supported.

Instructor-led - Classroom-style training is the most traditional and popular training method. This method mimics other classrooms in that an instructor prepares and leads the experience, usually using a lecture-style presentation with a visual component. This style of training has many benefits, one of which being that trainees can interact with their trainer. Questions are asked that might otherwise go unaddressed in other training methods. It also allows for relationship building between the trainer and the trainee as well as among the employees that are going through the training together.

Role Playing - This technique is usually executed with a trainee and a facilitator (or trainer), where each is allowed to act out different potential work scenarios. This method is most effective in industries that require client or customer interaction, as it allows employees to practise handling difficult situations.

Films and videos – May participants prefer videos to reading materials. Different approaches can be used to employ videos seamlessly. These Include: Animation: This style allows complex topics to be explained through visual illustrations. If a topic is difficult to record, animation is probably the best method; or Live-action: Live-action videos are more demonstrative and are great for showing appropriate and inappropriate interactions through role-play scenes.

Case studies - When you're hoping to develop analytical and problem-solving skills, case studies could be the best training technique. Trainees are given scenarios, either real or imagined, that depict common situations. Either independently or in a group, the participants are then asked to analyse the case and come up with ideal solutions and scenarios.

Techniques:

- Icebreakers
- Self-assessment on-line/paper-based tests
- Team Building games
- SMART goal setting questionnaires
- Interviews
- Collaborative learning games
- Video and audio presentations
- Story-telling

Preparation

1. Consider your space
2. Find out about the space you'll be using, if possible. If the space is your own, you can choose the room or place that would be best and set it up beforehand. If you're being assigned space in another facility, you may be able to request a particular type or size of room where you can arrange chairs in a circle or similar configuration, where everyone can see everyone else can do a lot to set a tone as soon as people walk in.
3. Consider the number of participants and plan ahead for the exercises
4. Make materials and hand-outs as attractive and interesting as possible so that participants will return to them.
5. Easy-to-read charts and graphs are useful for a lot of people (although not everyone), as are pictures.
6. If it's appropriate, organise printed material so that it's easy to read and digest. Outline form, bullets, and the use of colour or pictures can all be helpful here.
7. It can be helpful to print different handouts on different colours of paper so that both you and participants can easily keep track of them ("Turn to the blue sheet?").
8. Actual "things" people can take home (AIDS ribbons, miniature models) can serve to keep the learning of the workshop in their consciousness.
9. Test any equipment well before the start of the workshop

General Instructions for the Participants

1. Begin the workshop by thanking everyone for joining you. Then explain the goals of the workshop (as mentioned earlier) as well as expected outcomes.
2. Explain that the workshop is designed for us to better understand ourselves and each other.
3. Cover any housekeeping points such as break times, emergency exits, and other information relevant to your space.
4. If running the class remotely, ensure everyone is familiar with how the chosen software works.
5. Ask everyone to close any open tabs, and to enjoy the session together.
6. If recording the session, especially when it comes to Emotional Intelligence, or any vulnerable conversations, make the group aware and gain consent.

1.1 Developing Self-Awareness and Emotional Intelligence

Introduction

This module of the program addresses how women of different ages, education, background, culture and nationality can work together towards developing the necessary skills to co-create sustainable fashion garments and accessories.

The trainer/facilitator needs to gain a sense of the participants and their personal and developmental needs; their motivation and goals; as well as skills that would enable them to fully participate and gain the benefits of the training program.

Activities need to be set up in a way that not only the trainer/facilitator gains knowledge of the participants and their developmental needs, but participants can also acquire an understanding of each others' 'starting point', personality, needs, motivation, goals, and personal and cultural background. Participants' competencies and skills related to collaborative designing a capsule collection of sustainable fashion garments and accessories need to be tested in a fun and engaging way.

Identifying development needs will support the trainer/facilitator to tailor the program to the specific shared needs of the participants. This way s/he enables them to achieve greater success in collaborating with each other and in entrepreneurship. This process involves setting SMART goals that will guide them throughout the program. Identifying and addressing personal and professional obstacles and challenges are also essential for long-term success.

Based on the results of self-observations, observations of the trainer/facilitator and that of peers, the trainer/facilitator will be able to test collaborator work-pairs with a greater success rate. Understanding each others' character, motivation and basic needs help participants be able to relate to one another easier, support each other more meaningfully and work together more successfully.

Aims & Objectives

This section takes participants through the importance of self-awareness as well as tangible strategies to help them become more aware of their motives, actions and behaviours. It introduces areas of development for emotional intelligence and invites the teams to explore their understanding and awareness of their own emotions and unconscious biases.

This session aims to allow learners to embrace diversity and understand how they perceive people in terms of their backgrounds and cultures as well as take into account the unconscious biases that impact their behaviour. This in turn will help them navigate the multicultural workplace with a greater understanding of self and people who are culturally different from them.

During this section participants will establish a better shared understanding of how participants experience current reality - but in particular, the ones who are most marginalised or excluded from conversations about changes that will impact them. Participants will work through activities and learn how to recognize their emotions and identify areas of development.

Pre-section Activities

The pre-section questionnaires intend to prepare the participants and allow them to arrive with some awareness of their needs and intentions for the entire process.

Purpose Worksheet in Section 1 Resources Folder

Activity Instructions

A trainer is to ask participants to fill in an online questionnaire. Encourage participants to contemplate the questions and write down their answers. The answer sheet is to be sent to the trainer via email.

Expected Outcomes

- Generating new ways of perceiving blockages, needs and opportunities
- Creating a map of the systemic and personal barriers that may keep the system and/or participants on its current track
- Having a revised set of driving forces that shape the system; core questions and insights into opportunities related to each of them.

Approximate Time

2 Hours: the theoretical part- 30 min; the practical part and wrap up- 1 hour 30 min.

Instructions & Schedule of the Session

What do educators need to prepare for the session?

There are no special requirements to make before the session. Some specific recommendations for preparedness are given in the description of every activity.

List of methodologies applied

Methods of teaching applied: lecture, presentation, online quiz, interpretation of data, video case analysis, and brainstorming.

About the mentors

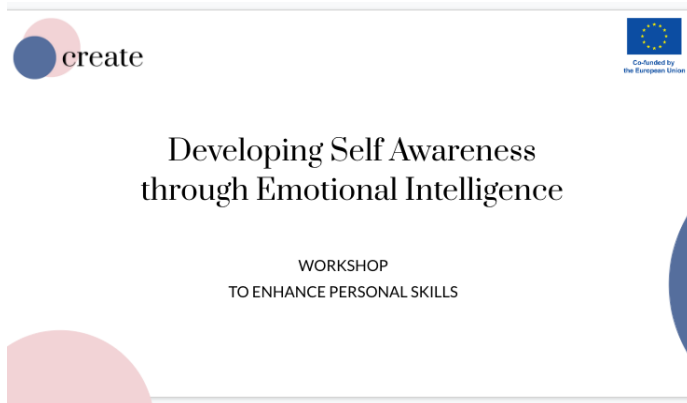
The task of mentors is to lead the process of learning. Presentation skills, questioning skills, and the ability to guide the participants in ambiguous situations are required. The mentors should be driven by global sustainability goals. A session led by a creative and inspiring person would be an advantage.

1: Trainer Introduction and communicating session elements and rules

Activity 1: Ice Breaker

Conduct short icebreaker activity - Line up in the alphabetical order of your first names: A to Z. This allows the group to interact with each other and it will be easy to identify the leaders in the group this way.

PRESENTATION Module 1.1:



Introduction to Self-Awareness and Emotional Intelligence

Intro to Self-Awareness & Emotional Intelligence Presentation in Supporting Documents for Section 1

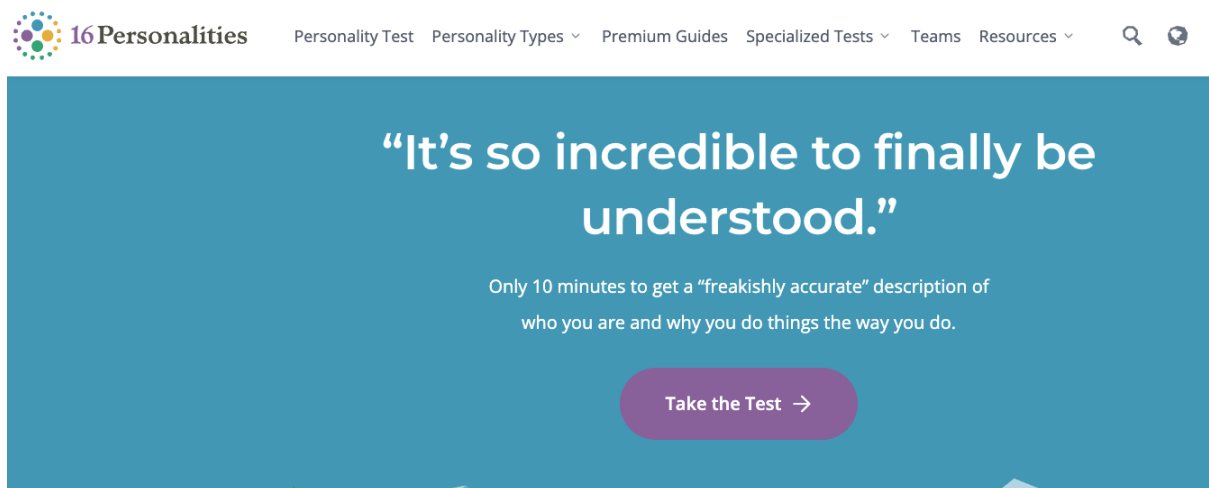
How to increase Self Awareness in your relationships

WATCH VIDEO: <https://www.youtube.com/watch?v=Hsw109lcrx0>

Let participants discuss what they observed or found most noteworthy.

Activity 2 - Personality Quiz

Participants will take a personality quiz, and the facilitator will ask insightful questions about the results from the participants. Online Activity - personalities quiz: <https://www.16personalities.com/>



DISCUSSION: Create a space of trust so that everyone feels safe to share their feelings. Setting boundaries at the start of a workshop is key to keeping the discussions within the space, so participants feel safe to share without judgement.

Getting to Know one another

Get participants into pairs, participants interview each other on their results and then take turns to discuss interesting findings, common ground, and differences with the person they interviewed.

Activity 3 - CONSCIOUS AND UNCONSCIOUS BIAS and how it impacts our behaviour

WATCH VIDEO: <https://www.skillpacks.com/unconscious-bias-videos/>

PRESENTATION 1.1 Unconscious Bias Presentation *Supporting Materials Section 1.1 Folder*

Check participant understanding of bias and unconscious bias

1. How are unconscious biases developed?

Note to facilitator: Unconscious biases are developed through cultural stereotypes that we have been exposed to through the messages we received while growing up, in the movies and TV shows we watch, the books and news stories we read, the jokes we hear, the music we listen to, etc.

2. As you understand, in what ways can a person genuinely believe that discrimination is wrong and still hold unconscious bias? If your audience has a difficult time understanding this question, feel free to be more specific by asking: In what ways can a person genuinely believe ___ism is wrong (e.g., racism, sexism, homophobia, ageism, etc.) is wrong and still hold unconscious bias?

Note to facilitator: Unconscious bias is often in direct conflict with our conscious values.

3. How can unconscious biases be harmful?

Note to facilitator: You may want to connect this to the potential impact of unconscious bias in your specific field. For instance, unconscious bias impacts:

- Performance reviews and evaluations
- Who gets promoted
- The peer review process, affecting whose work gets published and whose grants get funded
- Whom we chose to mentor

4. Can we change our unconscious biases?

Note to facilitator: Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned.

WATCH VIDEO: Knowing your BLIND SPOTS
<https://www.youtube.com/watch?v=BFcjfqmVah8>

DISCUSS VIDEO - Conscious and unconscious mind and how it impacts behaviour

1. What biases can be seen in the video?
2. In your day-to-day life, have you seen behaviour from the people around you that demonstrate these biases? How did it make you feel?
3. Can you see the biases in your own behaviour? In what ways? How does this make you feel?

If appropriate, you can then go on to discuss what action should be taken when we see biases.

Resources: Resource Library containing document templates, samples, fact sheets, handouts presentations, divided into folders for each of the workshops.

Further Reading

Daniel Goleman: Working with Emotional Intelligence: Daniel Goleman draws on unparalleled access to business leaders around the world and the thorough research that is his trademark. He demonstrates that emotional intelligence at work matters twice as much as cognitive abilities such as IQ or technical expertise in this inspiring sequel.

<https://www.linkedin.com/pulse/self-awareness-foundation-emotional-intelligence-daniel-goleman/>

Alchemy 365: A Self-Awareness Workbook – Brenda Lightfeather Marroy: A SELF-AWARENESS WORKBOOK based on her observations of how everyone longs for peace, authenticity, understanding, and love and other realisations that seeking fulfilment outside of Self is pointless, and that everything one needs is already within oneself, including the ability to transform into the fullness of one's authentic self.

<https://positivepsychology.com/positive-psychology-pdf/> - the movement of psychology that makes us understand learned helplessness and how we can take control of our lives using positive affirmations and beliefs.

1.2. Cross-Cultural Communication

Introduction

Cultural differences in communication relate to the dissimilarities between communicators exchanging information with each other that are caused by differences in their respective cultures. These contrasts manifest in the way in which each communicator thinks and behaves, so they change the communication and its outcomes.

During this section, participants will further create team cohesion. They will practise creating intercultural dialogue by using specific communication skills to create a sense of comradery and bonding. This section offers different elements of effective communication such as active listening and negotiating. It addresses intercultural communication in terms of building relationships and fostering a sense of community. Finally, it identifies practical ways of inclusion in a multicultural, mixed-ability, multi-skilled and multilingual environment.

Cultural differences have a major impact on communication due to several reasons, such as:

- Culture drives the way you behave: Each social group in the world has developed unique beliefs, habits, and norms of behaviour over a long period of time. This collection of societal characteristics is called a culture. Culture directs how people think, so it directs their behaviour.
- Communication is an important form of behaviour. Your communication relates to what you do while exchanging information with others, so it's one of your behaviours.
- Each culture is different. Each homogeneous social group with shared beliefs, habits, and behavioural norms has a unique culture. This culture differs from another that does not match its characteristics. Consequently, culture varies across societies based on its characteristics.
- Culture's influence on communication is not always obvious. While some cultural differences that impact communication are obvious, others are difficult to identify. For example, two people can be dressed in similar suits and have totally different cultures that drive the way they perceive each other, react to what is being said, and understand each other. Consequently, it can be difficult to resolve cultural differences in communication.

Aims & Objectives

An overall goal of this course is to help students better understand the process of communicating across cultural boundaries – which is one of the keys to developing cross-cultural competence. Why is it important to study culture from a communication perspective? First, because culture is both a product and a producer of communication. Secondly, because communication everywhere contains traces of culture. Specific study devoted to cross-cultural communication can help us identify cultural differences and predict misunderstanding.

This section serves as an introduction to cross-cultural communication by identifying key challenges presented by cross-cultural interaction and examining how those challenges affect people, their jobs, and their relationships. One of the ways highlighted is by becoming an active listener. Active listening has a way of making those you are communicating with feel valued and understood.

In this highly interactive session participants engage in exercises and activities to practise the learned skill of active listening.

Expected Outcomes

- Deeper insights into cultural differences and backgrounds
- Insights into one's own interaction with others on several cross-cultural dimensions
- Practical directions and tools for successfully communicating and connecting with other cultures
- Strengthen cross-cultural competence of individual participants as well as the overall team performance in working with other cultures

Time

Approximately 2 hours

Instructions & schedule of the session

During this session, the trainer/facilitator needs to gain a sense of the participants and their personal and developmental needs; their motivation and goals; as well as skills that would enable them to fully participate and gain the benefits of the active listening training.

Identifying development needs will support the trainer/facilitator to tailor the program to specific shared needs of the participants. This way s/he enables them to achieve greater success in collaborating with each other and in entrepreneurship.

In order to achieve desired results such as creating a successful line of clothing and to identify and develop the necessary skills, participants must set SMART goals that will guide them throughout the program (this would have already been completed in the last session and can be used to guide the current session) .

PRESENTATION - Cross Cultural Communication

Presentation in the resources folder for 1.2

Activity 1 - ICE BREAKER: Practise Through Introductions

Divide participants into pairs. Have Person 1 introduce themselves to Person 2 for 2-minutes. Have the team reverse roles for the second two minutes. Then have each pair introduce one another to the rest of the group.

VIDEO: <https://www.youtube.com/watch?v=6CYo77Allzk>

What are the 7 C's of Communication

WATCH VIDEO: 7 C's of Communication:

<https://www.youtube.com/watch?v=sYBw9-8eCuM>

HANDOUT: 7C's of Communication

Supporting Materials Section 1.2 Folder

Activity 2: Practise 7C's of Communication based on handout

Place participants in pairs or small groups of 4. Give each group/pair a set of communication goals to discuss. Each participant receives a communication topic. Participants are to practise the 7Cs of communication while discussing the topics given to them. When finished, participants are to give feedback to each other with regards to the 7Cs.

Suggested Topics: Hobbies, Work, Food, Sleep, Music, Movies, Travel, Love/Relationships, Goals, Cooking, Dreams, Books

Becoming an Active Listener

VIDEO 1: https://www.youtube.com/watch?v=0nmJW_zExk0

VIDEO 2: How to have a good conversation by listening to each other:

<https://www.youtube.com/watch?v=H6n3iNh4XLl>

Present Active Listening Presentations to the Participants

Presentation in the Resource Folder for this section

Active Listening Activity 1: Tell Me What You See

For this activity you will need the following:

1. A timer
2. A blank A4 sheet of paper for every participant to draw on.
3. Pens for drawing.
4. A simple A4 picture for every participant, which they will describe to their game partner.

This is a small group Active Listening game for adults. Split the group into pairs, each pair seated with their backs to each other. Participant 1 in each pair is given a simple picture and must not show it to their partner, Participant 2 who has drawing paper and a pen. Participant 2 has five minutes to ask questions about that picture so that they can draw it as accurately as possible. Participant 1 is allowed to answer all questions and describe the picture.

After five minutes, every pair is to compare the drawing with their original and briefly discuss what did and didn't work. Then they will swap roles for another 5 minutes with a new picture. Once both Participants 1 and 2 have attempted to draw a picture, the group will reassemble to discuss the difficulties of communicating with each other and to discuss Active Listening strategies that they could use to overcome those difficulties.

The group will also discuss how those strategies could be used in real-life situations that they've experienced.

Key Takeaways

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening skills are as bad as many people are, then you'll need to do a lot of work to break these bad habits.

There are five key techniques you can use to develop your active listening skills:

1. Pay Attention

- Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

- Use your own body language and gestures to show that you are engaged.
- Nod occasionally.
- Smile and use other facial expressions.
- Make sure that your posture is open and interesting.
- Encourage the speaker to continue with small verbal comments like yes, and "uh huh."

3. Provide Feedback

- Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and to ask questions.
- Reflect on what has been said by paraphrasing. "What I'm hearing is... ," and "Sounds like you are saying... ," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say... ." "Is this what you mean?"
- Summarise the speaker's comments periodically.
- Tip: If you find yourself responding emotionally to what someone said, say so. And ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX. Is that what you meant?"

4. Defer Judgement

- Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

- Active listening is designed to encourage respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting her down.
- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think they would want to be treated.

IN PRACTICE

How to be show that you are listening actively
Eye-contact: focusing on the other person
Leaning forward or nodding
Sitting still
Letting the other person finish what he or she is saying without interruption
Interested silence: giving a person time to respond

Active Listening Activity 2: Storytelling Time: - ASK or SHARE

- Instructions: Introduce the activity giving overall instructions and tips and guiding participants through the four-part activity
- Closing, debriefing and the introduction of the post session activity

Ask one person to share a short story of their past — a major turning point in their life; a time they went to the hospital; a hard choice you had to make; a stressful experience you lived through [Shaped by Our Past question prompts for more question prompts]. Divide your listeners into “askers” and “tellers.” Instruct “Askers” to ONLY ask questions. Invite “Tellers” to share their own similar experiences. Switch roles and repeat. The listeners should exhibit good listening skills and mannerisms.

DISCUSSION- Ask the chosen story tellers when they felt best heard – when listeners were asking questions or sharing their own experiences?

Handout Active Listening Handout

WRAP UP - Trainer will ask participants questions to assess learning goals. This can be based on the active listening handout and the activities and notes made during those activities by the trainer and keen insights from the participants.

Further Reading

Cultures and Organizations: Software of the Mind

By Geert Hofstede, Gert Jan Hofstede

The revolutionary study of how the place where we grew up shapes the way we think, feel, and act-- with new dimensions and perspectives

Based on research conducted in more than seventy countries over a forty-year span, "Cultures and Organizations" examines what drives people apart--when cooperation is so clearly in everyone's interest.

Say Anything to Anyone, Anywhere: 5 Keys To Successful Cross-Cultural Communication

By Gayle Cotton

The five steps to successful selling, negotiating, and managing multi-culturally
Say Anything to Anyone, Anywhere gives readers five simple key guidelines to create rapport and organise strategies for success across different cultures. T

1.3. Collaboration and Co-Creation in a Multicultural team

Introduction

Collaboration can be defined as the process of two or more people or organisations working together to complete a task or achieve a goal. When people from different cultures and backgrounds work together, they face the challenge of overcoming cross cultural communication differences that can hinder collaboration, particularly when it comes to aligning people in teams to work towards a common purpose or goal.



Collaboration enables the sharing of skills, resources and experiences. This pooling of abilities can often help them complete tasks or projects more effectively and efficiently because each participating member can rely on the strengths of others. Collaboration also offers participants to learn from others.

Collaboration in the fashion industry

By collaborating on projects, businesses in the fashion and textile industries can further their customer reach, save money and create something magical by utilising the skills of other professionals.

Match making of collaborators can enable innovative solutions. It encourages strategic partnerships that enable all businesses involved to create a buzz around their individual brand and reach a wider audience together.

Vygotsky's theory of social development

Lev Vygotsky's social learning theory approaches learning from a sociocultural viewpoint, arguing that individual development does not happen without being informed by social and cultural contexts.

An important aspect of Vygotsky's social learning theory is the Zone of Proximal Development. This is the idea that, if you visualise what a person can and cannot do as zones, between those zones is a third zone, known as the zone of proximal development. This is what a person is able to learn but needs guidance to be able to do so. It is in this zone that new skills, in the process of development, are found. Vygotsky also developed the concept of the More Knowledgeable Other (MKO). More Knowledgeable Other is a person who already has the knowledge or experience that the learner is seeking. It could be a parent, teacher or another adult, but could just as easily be a peer. It is through interactions with this person that a learner can see desired behaviours modelled or receive important information.

Vygotsky termed this as collaborative dialogue, as the learner seeks knowledge, they internalise the information provided by the More Knowledgeable Other, then use that information to guide their own actions.

Aims & Objectives

This section focuses on methods and tools that support the development of innovative and effective collaboration within diverse teams. Collaboration is essential for achieving goals in a mutually beneficial way whereas creative skills such as problem solving and innovation are imperative for successful entrepreneurship. The ability to empower self and others ensures that the partners can achieve both their individual and team goals. Personal accountability enables the partners and /or team members to trust one another during the collaborative process.

Throughout the session, participants will look at how culture, identity and perception work together to influence how people develop innovative and effective collaborations.

Outcomes

Knowledge

- Understanding the benefits of collaborative learning
- Understanding the importance of self-empowerment and empowering others via knowledge exchange
- Understanding how to adapt a creative attitude and enhanced innovation skills
- Understanding the meaning of personal accountability in collaborations

Time: *Approximately 2 hours*

Instructions & Schedule of the Session

This session has four main parts:

1. Questionnaire answered by participants prior to the session
2. Introduction Presentation: collaboration and collaborative learning
3. Ice, breaker, tasks and activities
4. Closing, debriefing and the introduction of the post session activity

Pre-Session TASK: *Participants fill out a questionnaire and submit online.*

Identify skills and knowledge gaps

- *What skills do you think you need to succeed as a designer?*
- *In your opinion, what are those that you do not have?*
- *Are there any entirely new skills that you will need to learn? What are they?*
- *What might prevent you from learning these skills?*
- *What internal and external obstacles might affect your participation in these training programs?*

Questions for motivation

- What do you enjoy most and least about your job/profession?
- What project have you enjoyed working on recently, and why?
- What other strengths or skills do you have that you feel are not being utilised?
- What would others be most likely to come to you for help on?
- What do you like to do in your free time? How could this be reapplied at your work?

PRESENTATION CROSS CULTURAL COLLABORATION

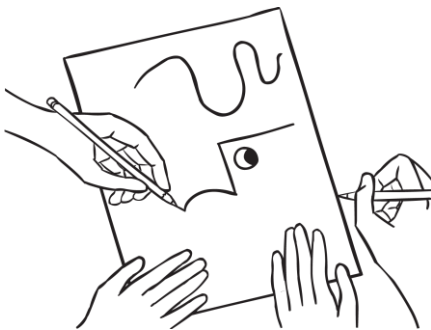
Presentation in Resource Folder for 1.3

WATCH VIDEO: Leadership and Effective Collaboration

<https://www.youtube.com/watch?v=ZnjJpa1LBOY>

Activity 1: ICEBREAKER - Let's Draw Together

WATCH VIDEO ¹ <https://www.youtube.com/watch?v=7097glsOyRE>



Let's Draw Together

Aim: access the present level of ability to collaborate

Material needed: markers (coloured markers are preferred), sheets of paper

Activity Instruction

It is a fun collaborative activity. Trainer is requested to watch the video to get a sense of the activity beforehand. Based on the video, the trainer instructs participants to create pairs who sit next to each other. Each pair has at least two markers and a sheet of paper. Trainer instructs participants to create a drawing by drawing one line at a time. Each pair member can only draw one line that may or may not connect to previous lines. The aim is to create a picture of some kind. Trainer allows approximately 10 minutes for this activity.

DEBRIEF

Participants sit in a circle in a way that they sit next to their drawing partners. Trainer goes around the circle asking each pair to show their drawings and reflect on their personal experiences with this activity. The focus is on how collaborative they perceived themselves.

Possible questions to ask to support evaluation:

- What is the contribution that each partner is most proud of?
- How have they been recognized for their contribution?

¹ <https://www.youtube.com/watch?v=wMRJ1fu1ge4>

- How would each partner describe their role?
- What outcome was each member of the collaboration looking to accomplish?
- What communication methods were each member using?

Activity 2:

Participants will watch two videos on collaboration and reflect on them.

Watch this video ²

Collaboration in the workplace

<https://www.youtube.com/watch?v=wMRJ1fu1ge4>

Watch this video ³

The power of collaboration

<https://www.youtube.com/watch?v=VmQVNE-MbKI>

DEBRIEF

Ask participants what they think the most important elements of collaboration are.

Activity 3: Watch Video and discuss What makes a successful Collaborator?

Watch this video ⁴

<https://www.youtube.com/watch?v=AMG8ObDmbaM>



After they have watched the video ask participants what makes a good collaborative partner? Make a list of qualities.

Activity 3: Creative and Collaborative Activity - Marshmallow Challenge

Materials needed

20 spaghetti noodles/20 straws (sustainable) PER GROUP

Roll of Scotch Tape

Roll of String

One average sized marshmallow (any colour)

Instructions

Divide your group into teams of 4 or 5 people.

² <https://www.youtube.com/watch?v=wMRJ1fu1ge4>

³ <https://www.youtube.com/watch?v=wMRJ1fu1ge4>

In fifteen/20 minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti/straws, tape, one yard of string, and one marshmallow. The marshmallow needs to be on top.

DEBRIEF

Questions to ask Participants

- How did the winning team do?
- What was the strategy of the team? What was your role in the team?
- What worked well in your team? What would you improve next time in my team's work?
- What are the disadvantageous aspects of your role? (that you usually take)
- What learning would you take away from this exercise?

WRAP UP

Handout: Collaboration Self Assessment

Available in the resource folder 1.3