



Team Leader's Toolbox



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1. The toolbox concept

The notion of "toolbox" refers to a type of material that is dedicated to delivering the inputs through a reflexive-practical guide, so that the users of it, discuss, analyze and generate strategies for implementing them.

This toolkit perspective moves away from those pedagogical materials that provide manual and finite ideas that do not necessarily allow the development of the users' own skills and abilities. This is why, the toolbox is a pedagogical material that is designed in a flexible way for the learner to be able to use it in a way that responds to their specific contexts, capacities and objectives.

It should be noted that the proposals contained in this Toolbox deal with processes of strategy construction emphasizing, preferably, the challenge of leading progressively diverse staff affected by the ageing of population and growing cultural diversity (migration, demographic trends).

The primary characteristics and commitments for using the tools are set out in the "4Rs Framework¹":

1. Reuse – reuse the content in its unaltered form
2. Revise – adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
3. Remix - combine the original or revised content with other content to create something new (e.g., incorporate the content into a mash-up)
4. Redistribute - share your revisions or your remixes with others (e.g., upload a copy of the new content to the Toolbox).

¹ Wiley, Bliss, and McEwen chapter titled "Open Educational Resources: A Review of the Literature," to appear in Handbook of Research on Educational Communications and Technology, 4 editions.

2. Database of toolbox examples

<http://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/general.htm>

<http://www.migration4development.org/en/resources/toolbox/elearnings>

https://ec.europa.eu/transport/road_safety/specialist/toolbox_en

<http://www.enwhp.org/european-toolbox.htm>

<http://toolbox.hyperisland.com/>

3. Why a SiLC's toolbox?

Based on this idea and following the project's principles, SiLC will develop and pilot a toolbox of innovative tools (activities, games, strategies, management measures, etc.) with related methodological support tailored to the needs of team leaders of MSM E&Os who face the challenge of leading increasingly diverse workforce affected by the ageing of population and growing cultural diversity (migration, demographic trends).

The online toolbox will consist of instruments that the team leaders in MSM E&Os can use to prevent generation and culture and / or diversity-related problems and improve the performance of their teams.

The primary audience of the toolbox will thus be the team leaders. On the other hand, we can consider that the members of teams in MSM E&Os, who will be the final target of the activities, will be the second target group.

The main aim of the toolbox is to offer ready-made tools for those team leaders who in their MSM E&Os teams face the challenge of cultural and/or

generational gap as these teams and organizations require specific approach and leadership skills.

The notion of “tool” is understood in the widest sense of the word. The online toolbox is expected to include activities, management strategies, approaches and measures and etc.

The content of the toolbox will be organized according to two main principles: learning and cooperation (team-building)

a) LEARNING-BASED CONTENT: “learning on the job” activities addressing development of competencies for intergenerational and intercultural cooperation at workplace.

b) TEAM-BUILDING RELATED CONTENT

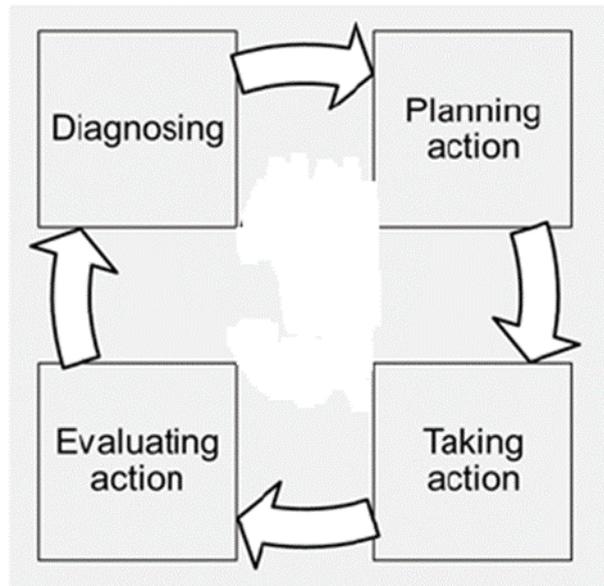
The goal of the toolbox is to expand the role of team leaders in MSM E&Os into the area of human relations, cooperation and workplace learning. The toolbox seeks to develop the leadership skills of team leaders in the MSM E&Os in the areas of workplace learning and team cooperation, with the ultimate aim of reaching the full potential of their heterogeneous teams and creating inclusive, friendly and learning-supportive environments.

The toolbox will be created as an online instrument and as an integral part of the website .

It will be an open source and an asset for the target group.

4. Toolbox's Creation

Once we have assessed aims, objectives (according to project's needs), the framework of the project (funds, actions, network, partnership), we should develop the tools that will allow us to turn the idea into practice.



Key steps for tool development in general:

- Identify the requirements of the different users of the tool.
- The identification of the goals will support the definition of the key features of the tool, focusing on what is important and will add value for the participants;
- Ensure clear link in terms of input and output data for the tool;
- Develop the tool in iterative cycles, accounting with internal and external validation;
- Pilot test the tool to ensure that it is reliable;
- Provide training for the implementation of the tool;

A) PREPARATION:

- 1) The lead partner will prepare a draft of the structure of the toolbox and draft template for an activity (to be filled by the partners) and give it to the partners for feedback
- 2) The lead partner will organize a special brain-storming Skype meeting on the types of tools to be created and gather their ideas by email/Basecamp or by online questionnaire

B) EXECUTION:

- 1) Every partner will develop activities based on the previous brainstorming and instructions from the lead partners (min. 6 activities per partner) and provide it to the lead partner for feedback. Cross-co-operation here is possible, but responsibilities are very clearly stated.
- 2) Every partner will revise, complete, and adjust their activities according to feedback.
- 3) The lead partner will compile the activities into a coherent toolbox, add introduction and other necessary complementary text, and send the whole toolbox to the partners for feedback.

Before, during and after the project, it is essential to check if everything is going in the right direction. This is why monitoring is so important and should be included in the action plan.

C) EVALUATION:

The process of evaluation will involve both internal quality experts and members of the target group ensuring the quality and relevance of the final output.

- a) Internal evaluation: the final output will be gradually reviewed in accordance with internal quality management regulations
- b) External evaluation: the lead partner will submit the output for feedback to the members of the sounding board (feedback by min. 3 members). Based on the feedback, adjustments will be made to the output.

D) DISSEMINATION AND FOLLOW-UP:

The target group will be informed about the creation and content of the output by an electronic newsletter. The output will be available at the project website. In addition, a series of national multiplier events in every partner country will be organized. The partners will also disseminate the output in their organizations by internal channels (e.g. departmental meetings, internal mail, newsletters). In addition, the output will be disseminated according to the strategy in section H of this application. Each partner is responsible to translate the IO into their own language.

5. Draft of the structure of the toolbox

Objectives of the Toolkit:

- To learn about the role of team leaders
- To understand the importance of diverse workforce
- To develop competencies for intergenerational cooperation
- To develop competencies for intercultural cooperation

How to use the Toolkit

To understand

See Module

User's guide	0
The role of team leader	1
The importance of diverse workforce	2
Intergenerational cooperation	3
Intercultural cooperation	4
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Module 1. The role of team leader

The goals of this module are introducing the role of the team leader and defining and understanding the different knowledge and skills needed for being a positive team leader.

- Description of the leader's role and responsibilities
- Management styles
- Emotional intelligence and the ethics of the team leader
- Team development

- Conflict management and group dynamics

Module 2. The importance of diverse workforce

The goals of this module are to introduce the importance and benefits of diverse workforce and how to manage this phenomenon within the team.

- What is a diverse workforce?
- Where the diversity starts
- Benefits and challenges
- Leading the diverse workforce
- Managing the diverse workforce

Module 3. Intergenerational co-operation

This module focuses on the management of ageing population and workforce. How to work with individuals and enterprises within the framework of intergenerational co-operation.

- Intergenerational added value
- Official and non-official generational differences
- Intergenerational co-operation and innovation: good for workers and good for business
- Knowledge management at intergenerational teams

Module 4. Intercultural cooperation

Nowadays, people from different cultural backgrounds often work together and the fair intercultural co-operation and respect for human rights, respect for minority rights, solidarity, equality of opportunities, participation and democracy are yet to be universally implemented. Working with these activities, students will develop intergenerational and intercultural skills and competencies.

- The added value of the difference educational level, cultural background and ethics
- Diversity as an asset
- Interpersonal relationships based on cultural respect at the workplace
- Cultural diversity management

Module 5. Intersectional cooperation

- Crossing diversity
- Facing complexity in small and medium companies' teams
- Complexity of diversity as an asset

6. Types of activities:

Based on the project's principles, we will create a tailored toolbox of innovative resources (activities, games, strategies, management measures etc.) to respond to the needs of team leaders of MSM E&Os who face the challenge of leading an increasingly diverse workforce affected by the ageing of population and growing cultural diversity (migration demographic trends).

The general types of activities can be tools to:

- Teach the leader how to motivate and energize the team Build a strong Team
- Increase the leader's skills and personal development.
- Taking action by implementing changes.
- Learn how to think out the box and develop creativity

7. Draft template for an activity

Having a common basic structure will facilitate the use and understanding of the toolbox by participants.

1- Activity name:	
Subject:	
Number of participants:	
Duration:	
Materials needed	
Competencies and skills to be developed:	
Intellectual skills (compare/discern /conclude /evaluate /analyze / deconstruct/ criticize)	
Relationship skills (express/ listen/ empathize/ understand)	
Practical and value-related skills (accept/adopt/ defend...)	
Terminology, keywords	
Points to be taken into consideration by the team leader	
Preparation	
Activity	
Assessment	
Conclusion	
Methodological recommendations for the implementation	

8. To reflect

Article 1 – Cultural diversity: the common heritage of humanity Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind.

As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

UNESCO Universal Declaration on Cultural Diversity

Every man is more than just himself; he also represents the unique, the very special and always significant and remarkable point at which the world's phenomena intersect, only once in this way, and never again. That is why every man's story is important, eternal, sacred; that is why every man, as long as he lives and fulfils the will of nature, is wondrous, and worthy of consideration.

Hermann Hesse, Demian

We should never denigrate any other culture but rather help people to understand the relationship

between their own culture and the dominant culture. When you understand another culture or

language, it does not mean that you have to lose your own culture.

Edward T. Hall



Confianza
Innovación
Crecimiento
Trust
Innovation
Growth



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