

# ADAPTING TO CHANGE

<p>You will have the ability to successfully engage and navigate circumstances and create opportunities. Overarching Goal: prior to graduation, you will be able to identify learning activities that will prepare you to engage and navigate circumstances and create opportunities.</p> <p><b>Learning Specific Objectives</b></p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p>You will be exposed to the process of adapting to change.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p>You will participate in activities that will lead to adapting to change.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p>You will demonstrate independence and critical thinking that will initiate and complete the change cycle.</p> <p><b>Finally, you will be able to expand your “adapting to change” skills to include the ability to:</b></p>
<p>If you do not know where to go and how to use information<sup>1</sup> you will not be prepared for change.</p>	<p>1.1 Identify multiple sources of information<sup>1</sup> relevant to an academic discipline.</p>	<p>2.1 Evaluate how multiple sources of information<sup>1</sup> are used by an academic discipline.</p>	<p>3.1 Synthesize multiple sources of information<sup>1</sup> from an academic discipline.</p>
	<p>1.2 Understand multiple sources of information<sup>1</sup> relevant to an academic discipline.</p>	<p>2.2 Explain how multiple sources of information<sup>1</sup> are used by an academic discipline.</p>	<p>3.2 Apply multiple sources of information<sup>1</sup> from an academic discipline.</p>
			<p>3.3 Assess multiple sources of information<sup>1</sup> from an academic discipline.</p>
<p><b>Application of Level-Specific Objectives</b></p> <p><i>“Authorities and institutions don’t repress the passions of the heart, the way some young people now suppose. They give them focus and a means to turn passion into change.”<sup>2</sup></i></p>	<p>1.1 Identify and understand the following passage: 1.2 <i>“If I could offer advice to a young rebel, it would be to rummage the past for a body of thought that helps you understand and address the shortcomings you see.”<sup>2</sup></i></p>	<p>2.1 Evaluate and explain the following passage: 2.2 <i>“This seems to be a moment when many people – in religion, economics and politics – are disgusted by current institutions, but then they are vague about what sorts of institutions should replace them.”<sup>2</sup></i></p>	<p>3.1 Synthesize, apply, and assess the following passage: 3.2 <i>“Effective rebellion isn’t just expressing &amp; your personal feelings. It means replacing one set of authorities and institutions with a better set of authorities and institutions.”<sup>2</sup></i></p>

1. Theories, concepts, and knowledge

2. David Brooks, “How To Fight The Man,” New York Times, February 2, 2012, <http://www.nytimes.com/2012/02/03/opinion/brooks-how-to-fight-the-man.html#>

# COMMUNICATION SKILLS

<p>You will be able to create and share meaning by effectively communicating<sup>1</sup> with diverse audiences<sup>2</sup> in diverse settings<sup>3</sup> and through various media.<sup>4</sup></p> <p><b>Learning Outcomes</b></p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p><b>Finally, you will be able to expand your communication skills to include the ability to:</b></p>
<p>You will adapt communication strategies to new situations<sup>5</sup>.</p>	<p>1.1 Identify the context for a piece of communication and recognize that context should affect your choice of communication strategies.</p>	<p>2.1 Describe the context for a piece of communication. You will use communication strategies appropriate for context inside and outside the classroom.</p>	<p>3.1 Describe the context for a piece of communication, use appropriate communication strategies for multiple contexts, and be able to explain how your choices reflect a given context.</p>
<p>You will understand college-level texts.<sup>6</sup></p>	<p>1.2 Accurately summarize a college-level text.</p>	<p>2.2 Synthesize multiple college-level texts.</p>	<p>3.2 Apply synthesis of multiple college-level texts in order to support your own points.</p>
<p>You will communicate clearly, including in disciplinary genres.</p>	<p>1.3 Clearly communicate main points and effectively organize ideas.</p>	<p>2.3 Clearly communicate main points and effectively organize ideas. You will be able to use organizational strategies specific to disciplinary genres.</p>	<p>3.3 Clearly communicate main points and effectively organize ideas. You will be able to make and explain intentional choices among possible organizational strategies, including strategies to disciplinary and other genres.</p>
<p>You will demonstrate oral, written, and multimedia delivery skills.</p>	<p>1.4 Use delivery skills<sup>7</sup> appropriate to a given context.</p>	<p>2.4 Use delivery skills appropriate to multiple given contexts, including effective integration of visuals.</p>	<p>3.4 Effectively use delivery skills appropriate to multiple given contexts, including effective integration of visuals.</p>
<p>You will use standard edited English<sup>8</sup></p>	<p>1.5 Use standard edited English well enough that audiences can understand most of what you say.</p>	<p>2.5 Use standard edited English with relatively few errors or major patterns of errors.</p>	<p>3.5 Develop communication that is nearly error free.</p>

1. Reading, writing, speaking, listening, and interacting nonverbally
2. e.g., people who differ in culture, gender identity, or race
3. e.g., groups that differ in size (one-on-one, small groups, large groups, tv audience)
4. e.g., paper, podcast, multimedia, text message, conversation

5. Audience, purpose, setting, genre, and disciplinary convention
6. Written, oral, and multimedia messages
7. i.e., diction, body language, document formatting
8. Spelling, syntax, punctuation, and grammar

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# CREATIVITY & INNOVATION

<p>Creativity involves the process of building new or transforming existing experiences. Thus, creativity is defined as the complex, human capacity to generate ideas, take risks, and recognize opportunities that are useful in cultivating understanding, solving problems, stretching boundaries, making new connections, and expressing ourselves to others.</p> <p><b>In other words...</b></p> <p>As a Stockton student, you will have an opportunity to engage in learning experiences that will strengthen your creative thinking strategies. In addition, you will be exposed to approaches designed to help you generate new and different ideas in a free-flowing way. The processes of creative thinking will guide and help you focus on exploring many different aspects of a process or idea. The approaches learned can be applied in a wide variety of college classroom and program settings as well as in future employment and personal life settings.</p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p>Recognize the importance of creative pursuits and processes within and across disciplines.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p>Capacity to generate new ideas and express them to others within and across various fields.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p>Independently, or collaboratively, synthesize ideas, knowledge, and Experiences to devise innovative solutions to complex problems</p> <p><b>Finally, you will be able to expand your creative thinking skills to include the ability to:</b></p>
	1.1 Recognize and identify existing connections among ideas, concepts, or solutions.	2.1 Create a novel or unique idea, question, format, or product.	3.1 Extend a novel or unique idea, question, format, or product to create new knowledge and understanding that crosses disciplines.
	1.2 Identify one or more approaches for solving the problem that do not apply within a specific context.	2.2 Connect ideas or solutions in novel ways.	3.2 Transform and articulate ideas or solutions in entirely new forms.
	1.3 Complete an assignment while minimally expanding upon or extending the guidelines.	2.3 Identify multiple approaches for solving the problem, only some of which apply within a specific context.	3.3 Identify multiple approaches for solving the problem that apply within a specific context.
		2.4 Incorporate new directions or approaches to the assignment in the final product.	3.4 Actively seeks out potentially risky directions or approaches to the assignment in the final product.

# CRITICAL THINKING

<p>Critical thinking is a habit of mind characterized by purposeful, self-regulatory practices, resulting in effective, fair, and balanced interpretation, analysis, evaluation, or inference, and which demonstrates understanding of the relevant evidence, concepts, methods, criteria, or contexts.</p> <p><b>In other words....</b></p> <p>As a Stockton student, you will learn to make a habit of asking “why,” “who said that,” “where did you find it,” “when was it published,” and “what does that mean” whenever you hear or learn anything.</p> <p>Finally, as new information becomes available, you will learn and practice ways to show that you are in the habit of thinking critically by reflecting on your thinking about the issue and by revising your understanding and your perspective as necessary.</p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p><u>Knowledge and Comprehension:</u> Recall, summarize, reason logically, explain, locate and evaluate sources.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p><u>Application and Analysis:</u> Apply, analyze, collaborate, research and integrate sources.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p><u>Synthesis and Reflection:</u> Create, translate, synthesize, reflect, identify and question assumptions.</p> <p><b>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</b></p>
<p>1.1 Recall information you have studied and discussed.</p>	<p>1.1 Recall information you have studied and discussed.</p>	<p>2.1 Apply concepts, principles, and theories to new situations.</p>	<p>3.1 Create something new, such as a website for a nonprofit organization or a database for a professional/disciplinary/extra-curricular organization or club.</p>
<p>1.2 Summarize a variety of readings.</p>	<p>1.2 Summarize a variety of readings.</p>	<p>2.2 Analyze a situation or problem by using disciplinary/professional concepts, principles, and theories.</p>	<p>3.2 Translate a product in one form into another, such as to transform a researched essay into a YouTube video presentation or a compilation of data into a graphical representation and written description.</p>
<p>1.3 Reason logically through the solution to a social or a mathematical problem.</p>	<p>1.3 Reason logically through the solution to a social or a mathematical problem.</p>	<p>2.3 Collaborate with others to solve a complex problem, such as the effects of poverty on education of children living in urban areas or the effects of toxic dumping on the environment.</p>	<p>3.3 Synthesize a number of sources, products, or materials in a creative or translation project.</p>
<p>1.4 Explain principles, ideas, and concepts.</p>	<p>1.4 Explain principles, ideas, and concepts.</p>	<p>2.4 Research sources and integrate them into a presentation or piece of writing on a focused topic.</p>	<p>3.4 Reflect on your own thinking, creating, and translating process.</p>
<p>1.5 Locate and to evaluate multiple sources on a topic.</p>	<p>1.5 Locate and to evaluate multiple sources on a topic.</p>	<p>2.4 Research sources and integrate them into a presentation or piece of writing on a focused topic.</p>	<p>3.5 Identify your assumptions and to question them, in particular, asking whether they help or hinder your thinking, reasoning, data processing, or creative work.</p>

# ETHICAL REASONING

<p>Ethical Reasoning is the recognition of an ethical dimension in a situation, that leads to critical examination of the potential consequences of your (in)actions based on consideration of alternate viewpoints and multiple principles and their implications.</p> <p>You will be able to demonstrate ethical reasoning when faced with moral dilemmas in a variety of real-world contexts.</p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p>You will recognize an ethical dilemma and understand your role in it.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p>You will reach a decision based on ethical reasoning.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p>You will explain how you reached a decision and why you deemed it a better choice than alternatives.</p> <p><b>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</b></p>
	1.1 Recognize a situation as having an ethical dimension.	2.1 Have all of the skills mentioned under "Aware."	3.1 Have all of the skills mentioned under "Aware" and "Competent."
	1.2 Explain why it is a dilemma.	2.2 Identify multiple courses of action.	3.2 Explain the reasoning that led to your decision.
	1.3 Identify those most immediately affected.	2.3 Identify values and principles that apply.	3.3 Explain why the solution was selected instead of alternatives.
		2.4 Identify those who are indirectly affected.	3.4 Anticipate and respond to objections to your reasoning.
		2.5 Explain how those involved will be affected.	3.5 Possess the ability to transfer the above skills to multiple areas such as personal, professional, and societal.
		2.6 Give reasons for the decision made.	

# GLOBAL AWARENESS

<p>Global Awareness is the appreciation of the world as an interconnected, interdependent system encompassing political, socioeconomic, and environmental interactions.</p> <p>Globally aware citizens pursue knowledge about people and places beyond their own realm of existence, and value multicultural communication, engagement, and collaboration.</p> <p>Such citizens exhibit an understanding of challenges affecting the globe and shaping its future. They possess the skills and competencies to challenge assumptions and analyze issues from multiple perspectives.</p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p>You will:</p> <ul style="list-style-type: none"> <li>*Demonstrate knowledge of world geography and cultures</li> <li>*Show awareness of cultural and ethnic diversity in practices and beliefs</li> <li>*Communicate across cultures with sensitivity</li> <li>*Participate in curricular or co-curricular experiences that support global awareness</li> </ul> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p>You will:</p> <ul style="list-style-type: none"> <li>*Actively inform yourself about global issues</li> <li>*Interact at a significant level with individuals and/or institutions from other cultures</li> <li>*Demonstrate willingness to learn from others with flexibility and responsiveness</li> </ul> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p>You will:</p> <ul style="list-style-type: none"> <li>*Have an analytical awareness that the world is an interconnected system of complex processes</li> <li>*Demonstrate that your own world view and the dominant ideas in your culture are not shared by all peoples and cultures.</li> </ul> <p><b>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</b></p>
	1.1 Know global structures and systems – where, who, what.	2.1 Keep informed about current global events through periodical press.	3.1 Identify contemporary issues of concern and factors affecting those issues in a global context.
	1.2 Demonstrate appreciation for diverse cultures.	2.2 Choose classes and co-curricular experiences to extend global awareness.	3.2 Discuss ways in which events in one part of the world can impact other places.
	1.3 Identify behavioral expectations of own culture and acknowledge the validity of expectations of other cultures.	2.3 Seek out experiences, e.g. travel, interactions with people from diverse cultures, to deepen global knowledge.	3.3 Take action in relation to global issues or current issues in another country.
	1.4 Take classes in language and culture.	2.4 Examine assumptions biases and values.	3.4 Inform others about taking action in relation to current issues outside of the U.S.
	1.5 Attend exhibits of art or cultural presentation that originates from or depicts an unfamiliar culture.		3.5 Identify your assumptions and to question them, in particular, asking whether they help or hinder your thinking, reasoning, data processing, or creative work.

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# INFORMATION LITERACY & RESEARCH SKILLS



<p><b>The Stockton Information Literacy and Research Skills Definition</b>  <i>includes students' abilities to recognize what information they need, identify how to locate, analyze and evaluate it, and demonstrate how to synthesize the information in a legal and ethical manner.</i></p>	<p><b>LEVEL 1</b>  <b>AWARE</b></p> <p>Students in introductory courses can identify, locate, and evaluate information on a basic level.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b>  <b>COMPETENT</b></p> <p>Students in upper-level courses can refine their skills (at left) beyond awareness and synthesize information into their own work.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b>  <b>SKILLED</b></p> <p>Graduating students can demonstrate all skills (at left) and generate original information.</p> <p><b>Finally, you will be able to expand your communication skills to include the ability to:</b></p>
	1.1 Identify general information needs.	2.1 Refine information needs (subject or discipline-specific) and establish a realistic timeline.	3.1 Complete assessing information needs (beyond the discipline) on a realistic timeline; demonstrate an ability to reschedule the timeline.
	1.2 Search for and retrieve information.	2.2 Conduct (by subject or discipline) specific searches using advanced technologies and identify gaps in information.	3.2 Conduct advanced, specialized searches (move beyond your discipline), exploit many technologies, and adjust to gaps.
	1.3 Evaluate information source and relevance to information needs.	2.3 Evaluate information for logic, bias, currency and credibility.	3.3 Gather additional information in response to evaluation findings.
	1.4 Incorporate newly-acquired and prior information.	2.4 Integrate new and prior information to complete a research project.	3.4 Generate new information that adds to the body of knowledge of the discipline.
	1.5 Cite sources responsibly and demonstrate awareness of institutional academic honesty policy.	2.5 Demonstrate consistently responsible citation style appropriate to discipline and consistently represent content ownership of original information source.	3.5 Model consistently responsible discipline-specific citation style and represent content/ownership of original information source with no errors.

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# PROGRAM COMPETENCE



<p><i>You will be able to demonstrate mastery of skills from basic knowledge to advanced synthesis and evaluation of concepts in your field of study. Fundamental theories, methods and practice, terminology, ethical guidelines, and current issues will be part of your academic experience. You will integrate ideas and concepts from various fields of study.</i></p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p>You will be able to recognize and/recall theories and concepts.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p>You will be able to draw from previous knowledge to apply and integrate new concepts and skills; connecting the old with the new.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p>You will be able to use your acquired knowledge to evaluate and contribute to the body of knowledge in your field of study.</p> <p><b>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</b></p>
	<p>1.1 Define key terms and concepts in your field of study (Knowledge).</p>	<p>2.1 Demonstrate the mastery of program content through artifact presentation, and/or performance (Application).</p>	<p>3.1 Derive knowledge from key principles in your field of study (Synthesis).</p>
	<p>1.2 Explain representations of knowledge in your field of study (Comprehension).</p>	<p>2.2 Analyze key issues related to your field of study (Analysis).</p>	<p>3.2 Evaluate the contributions of your field of study to the general body of world knowledge and future directions of the field of study (Evaluation).</p>

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# QUANTITATIVE REASONING

<p><b>Quantitative Reasoning</b> is the ability to understand and work confidently with numbers and mathematical concepts.</p> <p>Stockton students in all fields will learn and demonstrate a variety of numeracy abilities: from general mathematical knowledge to high-level thinking skills such as predicting outcomes and forming new ideas.</p> <p>These abilities apply the complementary talents of creative and analytical problem-solving and form the basis for real-life decision-making.</p>	<p><b>LEVEL 1</b></p> <p><b>AWARE</b></p> <p><u>Knowledge &amp; Comprehension:</u> Define, explain, and properly use fundamental math and numeracy concepts and prepare for more advanced coursework.</p> <p><b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b></p>	<p><b>LEVEL 2</b></p> <p><b>COMPETENT</b></p> <p><u>Application &amp; Analysis:</u> Show a consistent ability to solve multi-component problems, using both linear methods and creative techniques.</p> <p><b>In addition, you will have a chance to learn and to demonstrate your ability to:</b></p>	<p><b>LEVEL 3</b></p> <p><b>SKILLED</b></p> <p><u>Synthesis &amp; Evaluation:</u> Create new information and ideas by utilizing math and numeracy skills; summarize and judge complex issues containing multiple variables related to your intended profession.</p> <p><b>Finally, you will be able to expand your communication skills to include the ability to:</b></p>
	<p>1.1 Apply math and numeracy skills to everyday problems.<sup>1</sup></p>	<p>2.1 Define and use descriptive statistics to analyze realistic situations. This will include standard deviation, mean, mode, median, causation &amp; correlation, qualitative &amp; quantitative data.<sup>4</sup></p>	<p>3.1 Interpret and extrapolate results from a comprehensive research study.</p>
	<p>1.2 Analyze and document your problem-solving processes and progress.<sup>2</sup></p>	<p>2.2 Construct a model to outline a difficult idea or concept.</p>	<p>3.2 Formulate and defend conclusions and recommendations from advanced analysis.</p>
	<p>1.3 Transform real-world problems into accurate math structures including equations, graphs, diagrams, charts, tables, and word statements for further analysis.<sup>3</sup></p>	<p>2.3 Interpret complex data that appear in visual form and develop a cogent written summary; develop a graphical representation from a complex written concept.</p>	<p>3.3 Critique, defend, and debunk claims made in such fields as business, science, health, marketing, politics, economics, and finance.</p>
	<p>1.4 Understand budgeting fundamentals.</p>	<p>2.4 Create a budget that covers multiple years and/or multiple areas of responsibility.</p>	<p>3.4 Maintain a quantitative “habit of mind” to correctly apply relevant skills in all future situations.</p>

1, 2, 4. Frank Cerreto, Quantitative Skills and Understandings for All Stockton Graduates, Stockton University. Galloway, New Jersey (1996). Influenced by: National Council of Teachers of Mathematics, Commission on Standards, Curriculum and Evaluation Standards for School Mathematics (1989); American Mathematical Association of Two-Year Colleges, Standards for Introductory College Mathematics Project, Crossroads in Mathematics: Standards For Introductory College Mathematics Before Calculus (1995); Mathematical Association of America, Quantitative Reasoning for College Graduates: A Complement to the Standards (1996).

3. Adapted from The Association of American Colleges and Universities, Quantitative Literacy VALUE Rubric (2012). <http://www.aacu.org/value/rubrics/pdf/QuantitativeLiteracy.pdf>

# TEAMWORK & COLLABORATION

<b>Teamwork</b> A team is a group of people linked in a common purpose. Teams are especially appropriate for conducting tasks that are high in complexity and have many interdependent subtasks. Ideally, team members have complementary skills and generate a coordinated effort. Teamwork is the result of applying mutually accepted principles and behaviors to how the team approaches its mission.		<b>LEVEL 1</b>  <b>AWARE</b>  <b>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</b>	<b>LEVEL 2</b>  <b>COMPETENT</b>  <b>In addition, you will have a chance to learn and to demonstrate your ability to:</b>	<b>LEVEL 3</b>  <b>SKILLED</b>  <b>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</b>
	<b>COMMUNICATION</b>	1.1 a. Understand importance of good communication in teams and other collaborative efforts. b. Understand the process of active listening and two-way communication. c. Understand the role of constructive feedback.	2.1 a. Explain the importance of effective communication during a team meeting. b. Explain the importance of two-way communication during meetings. c. Explain the benefits of constructive feedback.	3.1 a. Display good communication skills in a team exercise. b. Enact the behaviors of active listening and two way communication in a team exercise. c. Demonstrate constructive feedback during a team exercise.
	<b>DIVERSITY</b>	1.2 a. Understands the importance of having diversity among the members of the team.	2.2 a. Display respect: listen to ideas; acknowledge members in a team exercise.	3.2 a. Lead a team exercise that encourages idea diversity.
	<b>CONSENSUS BUILDING</b>	1.3 a. Understand the need for participation and avoiding non-productive conflict to achieve goals. b. Understand the importance of setting norms and identifying critical team tasks & social behaviors. c. Understand that decision making is improved through involvement of others.	2.3 a. Explain the importance of participation and managing conflict in team discussions. b. Elaborate how norms and critical task and social behaviors aid in team productivity. c. Help shape participative decision making in a team exercise.	3.3 a. Lead a team exercise that turns group conflict into positive contributions. b. Lead a team exercise that emphasizes positive task and social behaviors and team norm monitoring. c. Lead an effort to create participative decision making in a team exercise.
	<b>TEAM GOAL SETTING</b>	1.4 a. Understand the importance of setting an agenda and writing clear team goals.	2.4 a. Explain the nature of specific, measureable, achievable, relevant and time bound goal setting.	3.4 a. Lead a group exercise in team goal setting.
<b>Collaboration</b> A process where two or more people or organizations work together to realize shared goals. Collaboration requires common purpose, knowledge sharing, empathy and building consensus.	<b>TEAM PROCESS</b>	1.5 a. Understand the basic roles that team members can adopt. b. Understand need for action commitments (what is to be done, by when and whom). c. Understand the various dysfunctions that can limit a team's productivity. d. Understand the need to change the direction in which the team is going. e. Understand the need for the group to identify follow-up assignments.	2.5 a. Describe in greater detail the various roles team members can adopt. b. Explain the reason for action commitments (what is to be done, by when and who). c. Explain in some detail the various dysfunctions that can limit a team's productivity. d. Describe the process of adjusting the work of a team according to established and/or unexpected needs. e. Participate in a team exercise that creates follow-up assignments.	3.5 a. Adopt and role play a specific team role in a team exercise. b. Lead a team exercise that sets action commitments. c. Lead a team exercise that focuses on various dysfunctions that can limit a team's productivity. d. Lead a team exercise that adapts in the face of challenges. e. Lead a team exercise that creates follow-up assignments.
	<b>PEER PRESSURE AND CONFLICT AVOIDANCE (GROUP THINK)</b>	1.6 a. Understand how group think can be avoided in successful team endeavors.	2.6 a. Explain how diverse ideas can be shaped into team consensus.	3.6 a. Lead a team exercise that consciously avoids Group Think.
	<b>COLLABORATION</b>	1.7 a. Understand the nature of collaborative process.	2.7 a. Describe in some detail the nature of collaborative process.	3.7 a. Lead a team exercise that successfully demonstrates the collaborative process.

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