



Overcoming Departmental Barriers

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Course Name(s)	Digital Storytelling in the Curriculum
Course Number(s)	IT5340
Course Section(s)	OL1
School City, State, Zip	Denver, CO
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Unit Overview	
Unit Plan Title	Overcoming Departmental Barriers
Framing Questions	
Essential Question	Why is my department important to the Firm?
Unit Questions	What are the primary responsibilities of my team?
	How does my team affect each of the other teams within Escrow Administration?
	How does each of the other teams within Escrow Administration affect my team?
	How does my team impact the Firm financially?

Unit Summary

There are concerns that employees within the Servicing organization are isolated regarding their exposure to and knowledge of the departments outside of their own. This creates problems where one employee may not understand where to go to solve a problem outside of his or her area or that an employee may not understand how his or her actions or errors will affect others. This unit may be applied at various levels within the Firm. For management it could be applied to the entire organization to provide managers a better understanding of how the corporation functions at a high-level. For non-management it is more appropriate to first apply the unit at the departmental level to nurture a greater understanding of how individuals and teams within the department interact and contribute to the success of the department as a whole. The structure of this unit plan can be applied to any department within the servicing organization. The department names may change, but the objective of the training remains the same: to broaden the participant's understanding of his or her job functions relative to the

organization. Non-management participants will be provided the option of later attending a follow-up class where the scope of the subject matter will be expanded to the corporate level, similar to the instruction received by management.

This unit plan focuses on the initial, non-management department level training as it is applied to the Escrow Administration Department. The class will bring together employees from each of the teams (Escrow Analysis, Tax, and Insurance) within Escrow Administration. The class will separate into groups where they will collaborate to answer the essential and unit questions listed above. The class requires a minimum of two participants representing each Escrow Administration team. Additional participants can easily be accommodated by creating additional breakout groups, as long as each team is represented in each group.

Subject Area(s): (List all subjects that apply)

Escrow Analysis, Tax, Insurance, Job Responsibilities, Job Dependencies, Personal Growth, Financial Implications, Escrow Administration

Grade Level (Click boxes of all grade levels that apply)

- | | |
|--|--|
| <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 |
| <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9-12 |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Resource |
| <input type="checkbox"/> Gifted and Talented | <input checked="" type="checkbox"/> Other: adult |

Learning Outcomes

Objectives

1. Describe how inter-team cooperation has benefited your performance at the Firm in the past.
2. Describe the purpose of the each team in your department.
3. Summarize the responsibilities of the department as a whole.
4. List each team's interdependencies.
5. Describe the impact on the department if each team failed to do their jobs.
6. Create an organizational chart that demonstrates each team's interdependencies to and interactions with the other teams.
7. Create a table that lists how each team positively and negatively impacts the Firm financially.
8. Explain why the department is important to the firm.

Training Benchmarks

There are no established benchmarks that can be used for this training. The presumption is that participants will become more knowledgeable about the teams within their department and will therefore be better equipped to answer questions and solve problems related to their day to day job responsibilities.

Procedures

The introduction will include the four following topics:

1. Course purpose and overview
2. Course objectives
3. Reinforcement of the course objectives via a digital story
4. Participant stories

I believe it is neither practical nor appropriate at my company to ask participants to build a digital story. The learning curve for the required technologies is too great and the Firm will not support the allocation of significant time, capital and company resources to activities that do not directly support job performance. Therefore, I believe the most appropriate use of a digital story is to demonstrate desired outcomes and expand the learning strategies incorporated into the curriculum.

I will produce a digital story that answers the essential question and unit questions included in this unit plan but from the metaphorical perspective of a rock band. The band is the Firm, the rhythm section is one department and the bass and drums are the teams within the department. When all of them work together, the result is a song. When they do not work together the result is noise. My digital story, presented in this context, promotes imitation and experiential learning, ultimately enhancing the instruction by providing an example of the expected learning outcome. Additionally, by including a digital story I am targeting visual and auditory methods of learning. Finally, given the dry nature of the subject matter, I believe the use of the rock band metaphor is an effective way of adding a more interesting element to the course.

In lieu of having course participants create a digital story, I will include an activity that incorporates storytelling in the introductory phase of the course. Participants will be asked to relate a story (Course Objective 1) about how his or her job performance benefited by working closely with a co-worker outside of their team. This will be preceded by a brief lecture about storytelling tips including the Seven Elements of effective storytelling as noted by Joe Lambert in the [Digital Storytelling Cookbook](#).

The body of the course will fulfill Course Objectives 2-7 via class discussions and group activities. The groups will complete the following series of activities:

1. Describe the purpose of the each team within your department.
2. Summarize the responsibilities of the department as a whole.
3. List each team's interdependencies.
4. Describe the impact on the department if each team failed to do their jobs.
5. Create an organizational chart that demonstrates each team's interdependencies to and interactions with the other teams.
6. Create a table that lists how each team positively and negatively impacts the Firm financially.

These activities will be conducted within groups that contain a minimum of two members from each departmental team. Using their existing professional knowledge they will be able to educate the other members of the group about the purpose of their own team and collaborate with the group to determine departmental responsibilities, interdependencies, interactions and financial impacts. The groups will document their determinations in a report to be presented at

the conclusion of the class to the instructor as a means of assessment.

Each group will explain (Course Objective 8) their findings to the class to provide a forum for peer-evaluation, instructor-evaluation and class discussion. After the presentation phase, participants will be provided time to revise their written reports.

Approximate Time Needed (Example: 45 minutes, 4 hours, 1 year, etc.)

4 hours

Prerequisite Skills

None

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input checked="" type="checkbox"/> Computer(s) | <input type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | |

Technology – Software (Click boxes of all software needed.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing | <input type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing |
| <input checked="" type="checkbox"/> E-mail Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials Internally produced course participant guides

Supplies Pen & paper

Internet Resources None

Others Organizational chart template, table template, report template

Accommodations for Differentiated Instruction

Resource Learners – those needing extra support like English language learners, etc.

Course activities will be completed via group work allowing the slower learners to seek assistance and guidance from co-workers. Additionally, a facilitator will oversee the class and provide guidance, instructions and help as is required.

Gifted Learners – those who move faster

Gifted learners will be utilized as adjunct facilitators through the group activities. It is expected that these learners will assist the slower members of the group; thereby enhancing the group's learning experience.

Training Assessment

Due to the nature of the content, participants will be assessed based on an evaluation of their work. Each participant is required to verbally relate a story to the class and through group work, answer the course's essential question and unit questions. The answers to these questions will be presented in the form of a final report from each group, to include an organizational chart, table, and various written information as outlined in the course objectives and procedures. Department goals, responsibilities and expectations are currently established on a semi-annual basis by department management. I believe these materials plus resources maintained for each job title in the company by the Human Resources Department can be compiled to create a paradigm for the desired learner outcomes of this unit.