

COURSE OUTLINE:

BH3603 Cultural Intelligence at Work /

BU5641 Cultural Intelligence: How to be an Explorer of the World

Academic Year	2022	Semester	2
Course Coordinator	Dr Hoo Hui Teng		
Course Code	BH3603 / BH3603		
Course Title	Cultural Intelligence at Work (BH3603) Cultural Intelligence – How to be an Explorer of the World (BU5641)		
Pre-requisites	Year 2 & above		
No of AUs	4 / 3		
Contact Hours	39 hours		
Proposal Date	03 Nov 2022		

A) Course Aims

Cultural intelligence, *CQ* is the *capability to function effectively in culturally diverse situations* (Earley and Ang, 2003). IQ and EQ are no longer enough, and CQ is becoming a critical predictor for success in today's increasingly global and diverse business and social environments. The key CQ benefits for individuals, teams and organisations include increased intercultural adjustment, improvement cultural judgment and decision-making, increased work performance, and greater effectiveness in intercultural negotiations, to name a few. A malleable competence, CQ can be developed through training and coaching. This course will provide you with a conceptual framework for CQ and a set of tools to further your intercultural competence so that you can navigate and explore the world effectively.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. explain how the similarities and differences in cultural values affect cross-cultural interactions. (CQ Cognition / CQ Knowledge).
2. reflect on your own CQ strengths and weaknesses to plan for engagement in cross-cultural interactions. (CQ Metacognition / CQ Strategy).
3. modify behaviours in response to various cross-cultural situations. (CQ Behaviour / CQ Action).
4. communicate and interact with people from different cultures confidently. (CQ Motivation / CQ Drive).
5. demonstrate proficiency in CQ when engaging in group creative thinking processes.
6. demonstrate culturally responsive behaviours when working in teams, both in physical and virtual settings.

C) Course Content

Week	Theme	Deliverables
1	Primer	<ul style="list-style-type: none"> • #WhyCQ#
2	Curiosity killed the cat	<ul style="list-style-type: none"> • #MAP# • #CQMotivation#
3	Knowledge is power Together Everyone Achieves More	<ul style="list-style-type: none"> • Self-Awareness Questionnaire • Team Charter • #CQCognition#
4	Group Experiential Learning (GEL1)	<ul style="list-style-type: none"> • #GEL#
5	Mind-wise 1	<ul style="list-style-type: none"> • Test 1 • #CQMetacognition#
6	Mind-wise 2 Rubber meets the road 1	<ul style="list-style-type: none"> • #CQBehaviour#
7	Rubber meets the road 2	<ul style="list-style-type: none"> • Interdisciplinary Teamwork Competencies Questionnaire 1
8	Test 1 CQ & Conflict Management 1	<ul style="list-style-type: none"> • Test 1 • Story (draft)
9	CQ & Conflict Management 2	<ul style="list-style-type: none"> • Story (final) • Case Analysis 1
10	CQ & Conflict Management 3 Team showcase preparation	<ul style="list-style-type: none"> • Case Analysis 2 • Self- and Peer CQ Questionnaire • Interdisciplinary Teamwork Competencies Questionnaire 2
11	Team Showcase	<ul style="list-style-type: none"> • Team Showcase
12	Revision & Consultation	<ul style="list-style-type: none"> • #CQandME# • Reflective Journal
13	Test 2 Bringing it All Together	<ul style="list-style-type: none"> • Test 2 • Peer Evaluation of Teamwork

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/ Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Team Showcase	1-6	Cultural Intelligence Teamwork & Interpersonal skills Oral Communications	25%	Team Individual Presentation	GROUP PROJECT PART 1: CQ Story (Cultural Intelligence + Creative Thinking) GROUP PROJECT PART 2: Team Showcase (Cultural Intelligence + Presentation Skills*) Teamwork
2. Case Analysis	1-6	Cultural Intelligence	10%	Team	CASE STUDY: Cultural Intelligence Teamwork
3. Test	1	Cultural Intelligence	30%	Individual	NA
4. Reflective Journal	1-6	Cultural Intelligence Motivation and Development of Self	20%	Individual	REFLECTION JOURNAL: Motivation and Development of Self
5. Class Participation	1, 4, 5	Learning Contributions (Oral & Written)	15%	Individual	CLASS PARTICIPATION: Learning Contributions
Total			100%		

E) Formative feedback

SELF-AWARENESS EXERCISES:

A battery of psychological tests and exercises will be administered. To foster students' awareness of their personal values, attitudes, strengths and weaknesses, these tests and exercises will be timed throughout the seminar and you will receive personal reports and feedback.

ASSIGNMENTS:

Multimedia cultural case analyses:

These are practices of cultural conflict cases that students diagnose and manage the conflict using a framework of cultural intelligence influence skills. These practices provide scaffold for students to handle the Team Showcase assignment (a creation of cultural conflict situation and role-played resolution) as well as the final test (a composition of 2 case analyses on cultural conflict).

Reflective Journals:

The journal anchors on critical reflection for self-development based on feedback students from self and others.

Class Participation:

This takes the form of both synchronous and asynchronous modes – in class, and on MS Teams where students post how the learning of the day relate to their experiences or what they have read.

F) Learning and Teaching approach	
Approach	How does this approach support students in achieving the learning outcomes?
Community of Practice (Lave & Wenger, 1991) Via TEAMS	Beyond learning in a classroom setting, learning takes place asynchronously through MS Teams where a community of practice (Lave & Wenger, 1991) is formed. Students and instructor are curators of knowledge with the intent of generating interest and contributing to the learning of self and others. Also, they respond to asynchronous aspect of online discussions by participating outside class time, read the posts by peers and develop their responses – cognitive and affective – what they think and feel about the issues raised by classmates based on own experiences or triggers from news or observations. They thus develop a sense of learning community and steer the learning in the community.
Experiential Learning (Kolb, 1984, 2014) Via GEL	People do not necessarily learn from experience. So, a structure is created in this course to help students transform experience into learning. We use the Kolb's (1984, 2014) cycle of experiential learning – concrete experience, reflective observation, abstract conceptualisation and active experimentation as core features of learning. Many course activities, such as teamwork and real-world cultural conflict analysis and resolution, are anchored on experiences which students need to reflect upon in-action, on-action and for-action (Schon, 1991). Students get to employ transversal skills to complex and real-world context.
Cooperative Learning (Johnson & Johnson, 1999) Via TEAMWORK	From individual contribution in communities of practice, students are placed in a cooperative learning environment where teams work together to maximize their own and each other's learning (Johnson & Johnson, 1999). These take various forms such as the use of jigsaw method in which small groups of students work individually on components of a larger topic and then synthesize their collective knowledge.
Feedback Literacy (Carless & Boud, 2018; Hoo, Deneen & Boud, 2021) Via Self- and Peer Assessment & Feedback	Anchored in social constructivist learning theory (Vygotsky, 1978), feedback literacy is the 'understandings, capacities and dispositions' to process and use feedback (Carless and Boud 2018, 1315). Learners are now understood as active participants in the feedback process, rather than passive recipients of information (Molloy, Boud, & Henderson, 2020). This responsibility shift repositions the educator as designers of feedback environment. Conscious design of feedback - In this course, there are 2 stages of feedback processes – front and back. On the front stage, learners actively engage with feedback from multiple sources to make sense of information about their performance (be it task or teamwork). Such engagement includes negotiating the similarities and differences from multiple-source feedback (self, peer and instructor), drawing learning takeaways from the feedback and then applying their understanding to develop goals for future tasks or behaviours. On the backstage, educators design learning spaces and orchestrate the learning processes that promote capacity-building experiences for learners. These experiences develop and enhance feedback capabilities to improve feedback quality and processes. With this repositioning, student feedback literacy can be enhanced (Hoo, Deneen & Boud, 2021). Traceability with technology affordance - Feedback information takes the form of quantitative ratings and qualitative comments provided by instructor or students via an online centralized evaluation system , eUreka (new version GradeWay). This is a web-based assessment and feedback platform I initiated and designed with NTU CITS to provide online, paperless and timely criterion-referenced feedback to students. This technology affordance

	with the digitalization of feedback provides for traceability and accessibility and offers prospects for flexible assessment and feedback provision.
<p>Reflectivity Practice (Schon, 1991)</p> <p>Via Reflection Journal</p>	<p>Reflective learning is not just reporting what happens to one, it is what one does with what has happened.</p> <p>Reflection is best understood as a process of metacognition that functions to improve the quality of thought and of action and the relationship between them (Ash & Clayton, 2009). Reflective journaling is a key feature of the course and a useful tool for surfacing process-based situated learning through experiential learning model (Kolb, 1984, 2014), for reflecting in action, on action and for action (Schön, 1991). Students extract meaning from lived experiences through a mental re-visitation of the context (such as team experiences), distil insights gathered from reflection on experiences to plan and inform future actions.</p>
<p>Dialectical Thinking (Basseches, 1980)</p> <p>Via Class Discourse</p>	<p>Dialectical thinking comprises a family of world outlooks or views of the nature of existence and knowledge (Basseches, 1980). It is an ability to view issues from multiple perspectives and to derive at the reasonable reconciliation of seemingly contradictory information.</p> <p>In this course, dialectical thinking is promoted through the creation of opposing points of view in discussing current affairs and the use of intercultural situational judgment videos to open up students' thought processes to an increased awareness of a multi-faceted reality around them.</p> <p>Real-world examples are used for students to share points and counterpoints in discussion forums, both in class and on MS Teams. The intention is to systematically grow skills in students in culturally intelligent conflict resolution strategies. Students learn to create and evaluate permutations and combinations of strategies to use to resolve the thorny intercultural conflicts through various points of views.</p>

G) Reading and References

Subject to Updates

CULTURAL INTELLIGENCE – OVERVIEW

Ang, S., Ng, K. Y., and Rockstuhl, T. (2020). Cultural intelligence. In R. J. Sternberg and S. B. Kaufman (Eds.), *The Cambridge handbook of intelligence* (2nd ed., pp. 820–845). Cambridge: Cambridge University Press.

Azevedo, A. (2018). Cultural Intelligence: Key benefits to individuals, teams and organizations. *American Journal of Economics and Business Administration*, 10, 52-56.

Dweck, C. S. (2010). Even Geniuses Work Hard. *Educational Leadership*, 68(1), 16-20.

Gelfand, M., Gordon, S., Li, C., Choi, V., & Prokopowicz, P. (2018). One Reason Mergers Fail: The Two Cultures Aren't Compatible. *Harvard Business Review*. <https://hbr.org/2018/10/one-reason-mergers-fail-the-two-cultures-arent-compatible>

Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, 25(2), 3-16.

Talib, A. (2018). Getting Singaporeans to be more culturally intelligent. *Today*. <https://www.todayonline.com/commentary/getting-singaporeans-be-more-culturally-intelligent>

CQ MOTIVATION (CQ DRIVE)

Gino, F. (2018). *The business case for curiosity, in Spotlight series / Why Curiosity Matters*. From *Harvard Business Review* <https://hbr.org/2018/09/curiosity#the-business-case-for-curiosity>

Grazer, B. & Fishman, C. (2015). *A curious mind: The secret to a bigger life*. New York: Simon & Schuster.

Leslie, I. (2014). *Curious – The desire to know and why your future depends on it*. London: Quercus Publishing House.

McMorran, C. (Host). *Home on the dot*. [Audio podcast] <https://blog.nus.edu.sg/homeonthedot>

CQ COGNITION (CQ KNOWLEDGE)

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Gelfand, M. (2018). Chapter 4: Disaster, Disease and Diversity in *Rule Makers, Rule Breakers: How Tight and Loose Cultures Wire Our World*, 57-75. Scribner.

Molinsky, A. (2016). Cultural differences are more complicated than what country you are from. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/01/cultural-differences-are-more-complicated-than-what-country-youre-from>

Nardon, L., & Steers, R. M. (2009). The culture theory jungle: divergence and convergence in models of national culture. *Cambridge Handbook of Culture, Organizations, and Work*, 3-22.

Osland, J. S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cultural sensemaking in context. *Academy of Management Executive*, 14, 65-79.

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<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/xx.html>

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CQ METACOGNITION (CQ STRATEGY)

Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics*, 167(3), 395–410.

Borgella, A. M., Howard, S., & Maddox, K. B. (2020). Cracking wise to break the ice: The potential for racial humor to ease interracial anxiety. *HUMOR*, 33(1), 105. [doi:https://doi.org/10.1515/humor-2018-0133](https://doi.org/10.1515/humor-2018-0133)

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CQ BEHAVIOUR (CQ ACTION)

Castillo, P. A., & Mallard, D. (2012). Preventing cross-cultural bias in deception judgments: The role of expectancies about nonverbal behavior. *Journal of Cross-Cultural Psychology*, 43(6), 967-978.

Earley, P. C., & Ang, S. (2003). Behavioral Cultural Intelligence. In *Cultural intelligence: Individual interactions across cultures* (pp. 155-181). Stanford, CA: Stanford University Press.

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Ng, K.Y., Van Dyne, L., and Ang, S. (2019). Speaking out and speaking up in multicultural settings: A two-study examination of cultural intelligence and voice behavior. *Organizational Behavior and Human Decision Processes*, 151, 150-159.

Schein, E.H. (2013). *Humble inquiry - The gentle art of asking instead of telling*. San Francisco: Berrett-Koehler Publishers, inc.

Wu, C. P., & Ng, K. Y. (2021). Cultural intelligence and language competence: Synergistic effects on avoidance, task performance, and voice behaviors in multicultural teams. *Applied Psychology: An International Review*, 70, 1512–1542

CQ IN CONTEXT

Expatriation and Repatriation

Fitzpatrick, F. (2017). Taking the “culture” out of “culture shock” – a critical review of literature on cross-cultural adjustment in international relocation. *Critical Perspectives on International Business*, 13(4), 278-296.

Compensation and Benefits

Tosi, H.L. and Greckhamer, T. (2004). Culture and CEO compensation. *Organization Science*, 15(6), 657-670.

Posthuma, R.A., Campion, E.D., Campion, M.A., and Zhang, H. National culture moderators of pay for individual performance and the financial performance of multinational enterprises. *Applied Psychology*, 1-29.

Intercultural Conflict Management

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Multicultural Teams

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Hoo, H. T., Deneen, C., & Boud, D. (2022). Developing student feedback literacy through self and peer assessment interventions. *Assessment & Evaluation in Higher Education, 47*(3), 444-457.

Koch, P. T., Koch, B. J., Menon, T., & Shenkar, O. (2016). In cross-national teams, cultural differences can be an advantage. *LSE Business Review*. <http://eprints.lse.ac.uk/73943/>

Rockstuhl, T., & Ng, K. Y. (2015). The effects of cultural intelligence on interpersonal trust in multicultural teams. In *Handbook of cultural intelligence*, 224-238. Routledge.

Diversity and Inclusion

Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics, 167*(3), 395–410.

Ely, R.J. and Thomas, D.A. (2020). Getting Serious About Diversity: Enough Already with the Business Case. Harvard Business Review. Retrieved from <https://hbr.org/2020/11/getting-serious-about-diversity-enough-already-with-the-business-case>.

H) Course Policies and Student Responsibilities

(1) **LEARNING:** Each seminar is 3-hour. It will include a combination of synchronous and asynchronous learning, via

- seminar materials,
- readings,
- one-on-one or multi-party collaborative exercises,
- self- and peer assessment,
- analyses of multimedia cases,
- role-plays,
- presentations,
- multimedia creation, and
- discussions in class and on MS Teams

intended to provide experiential and somatic learning; and contribute to the development of social and intellectual capital.

(2) **ATTENDANCE:** Attendance is a requirement, not an option. This course assumes a very interactive approach in its structure and requires engaged participation by ALL members of the class. Absence from class without a valid reason will affect your overall course grade.

Excused absences:

- Illness requiring you to go to the doctor, and hence a medical certificate is to be provided via email for record.
- Official competitions or interviews of which written documentation from university or employer is to be provided.
- Compassionate leave is to be substantiated with documentation.

Notify instructor via MS Teams or email within 48 hours from absence.

Punctuality Policy:

Punctuality is essential.

- (3) **SELF-AWARENESS EXERCISES:** A battery of psychological tests and exercises will be administered. To foster students' awareness of their personal values, attitudes, strengths and weaknesses, these tests and exercises will be timed throughout the seminar and you will receive personal reports and feedback. Your timely completion is essential.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Email	Consultation Hours
Hoo Hui Teng (Dr)	S3-01C-99	hthoo@ntu.edu.sg	By appointment
Thomas Rockstuhl (Assoc Prof)	S3-01-96	TRockstuhl@ntu.edu.sg	By appointment
Catherine Wu (Dr)	S3-01-100	Catherine.Wu@ntu.edu.sg	By appointment

K) Planned Weekly Schedule			
Week	Theme	Readings (refer to list)	Deliverables
1 10-12 Jan	Primer	<ul style="list-style-type: none"> • CQ Intelligence – Overview 	<ul style="list-style-type: none"> • #WhyCQ¹
2 17-19 Jan	Curiosity killed the cat	<ul style="list-style-type: none"> • CQ Motivation 	<ul style="list-style-type: none"> • #MAP¹ • #CQMotivation¹
3 24*-26 Jan	Knowledge is power Together Everyone Achieves More	<ul style="list-style-type: none"> • CQ Cognition 	<ul style="list-style-type: none"> • CQ Questionnaire 1⁵ • Team Charter² • #CQCognition¹
4 31Jan – 2Feb	Group Experiential Learning (GEL1)		<ul style="list-style-type: none"> • #GEL
5 7-9 Feb	Mind-wise 1	<ul style="list-style-type: none"> • CQ Metacognition 	<ul style="list-style-type: none"> • #CQMetacognition¹
6 14-16 Feb	Mind-wise 2 Rubber meets the road 1	<ul style="list-style-type: none"> • CQ Metacognition • CQ Behaviour 	<ul style="list-style-type: none"> • #CQBehaviour¹
7 21-23 Feb	Rubber meets the road 2	<ul style="list-style-type: none"> • CQ Behaviour 	<ul style="list-style-type: none"> • Interdisciplinary Teamwork Questionnaire 1³
TERM BREAK			
8 7-9 Mar	Test 1 CQ & Conflict Management 1	<ul style="list-style-type: none"> • CQ in context 	<ul style="list-style-type: none"> • Test 1⁴ • Story (draft)² • Story (final)²
9 14-16 Mar	CQ & Conflict Management 2		<ul style="list-style-type: none"> • Case Analysis 1² • Case Analysis 2²
10 21-23 Mar	CQ & Conflict Management 3 Team Showcase preparation		<ul style="list-style-type: none"> • CQ Questionnaire 2⁵ • Interdisciplinary Teamwork Questionnaire 2³
11 28-30 Mar	Team Showcase		<ul style="list-style-type: none"> • Team Showcase⁴
12 4-6 Apr	Revision & Consultation		<ul style="list-style-type: none"> • #CQandME¹ • Reflective Journal³
13 11-13 Apr	Test 2 Bringing it All Together		<ul style="list-style-type: none"> • Test 2⁴

ANNEX A: ASSESSMENT CRITERIA

1. GROUP PROJECT (25%)

Objectives: Enhance

- (a) **Cultural Intelligence** by providing you with a more in-depth understanding of cultural influences on social and organizational behaviors in different countries, and for you to display your behavioral flexibility through skits and role-plays;
- (c) **Creative Thinking** by generating original and varied possibilities of cultural issues and make meaningful connections with the research on cultural-general and cultural-specific knowledge you have done;
- (d) **Oral Communication** by encouraging you to speak up in class through class participation or project presentation in a manner that clearly expresses the intended message that is understandable and useful to the receiving party.
- (e) **Teamwork and Interpersonal skills** by providing you the opportunities to socialize and work in groups characterized by cultural diversity.

Content & Requirements	Skills to be Assessed
<p><u>CQ Story</u></p> <ol style="list-style-type: none"> 1. Story: Curate a story (from your family, friends, your own experiences, books or films) that depicts meaningful and authentic cultural challenges. Label CQ concepts and cultural conflict management strategies used in the story. Seek primary and secondary sources for insights to develop your story. Provide a reference list with in-text citation for these sources. 2. A good CQ story is interesting (rather than too obvious) and is based on credible research that will support the plot and your team’s subsequent debriefing in class. <p><u>Format & Delivery</u></p> <ul style="list-style-type: none"> • Max page length of story (5 pages), Arial font 11, double-spacing (excluding cover page & references). • Label file name with assignment, team name and class day/time e.g. CQStory_TeamName_WedAM Only one team representative needs to submit the file via GradeWay. 	<ul style="list-style-type: none"> • Cultural Intelligence (Group) • Creative Thinking (Group)
<p><u>Team Showcase</u></p> <ol style="list-style-type: none"> 1. A 25-minute presentation (in an iSJT format) should include: video-recorded role-play of the conflict and team facilitation of the resolution. 2. Video recorded role-play The video-recorded role-play highlights key challenges of intercultural interactions, in a vivid and creative manner. 3. Team facilitation of iSJT 	<ul style="list-style-type: none"> • Cultural Intelligence (Group) • Oral Communications

<p>The resolution to the depicted intercultural conflict will be facilitated by the team who engages fellow classmates to use appropriate CQ conflict management strategies to resolve the conflict.</p> <p><u>Format & Delivery</u></p> <ul style="list-style-type: none"> Submit the video and presentation slides to your instructor via Teams Group Channel within 24 hours after your presentation. 	
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CRITERIA for GROUP PROJECT PART 1:

CQ Story (Cultural Intelligence + Creative Thinking)

Cultural Intelligence	The ability to function effectively across cultures, which include national, ethnic, and organizational as well as other types of culture.	
Traits	Performance	
<p><u>CQ Drive</u></p> <p>Shows interest and drive to work through the challenges that often accompany cross-cultural work by engaging with primary and secondary sources of information, and in providing a reference list with in-text citation.</p>	<p>Not Yet</p> <p>Does not demonstrate motivation to seek information from primary and secondary sources. Does not seek information to handle new tasks.</p> <p>No reference to primary sources and minimal research with no reference; or does not draw reference to what has been covered in the course lectures or readings.</p>	<p>Substantially Developed</p> <p>Demonstrates high motivation to seek information from both primary and secondary sources.</p> <p>In-depth research that reaches out to individuals to provide insights thereby provides an excellent and authentic basis to the assignment. Excellent references - more than 10 references which are cited from at least 2 source types; and draw reference to what has been covered in the course lectures or readings.</p>
<p>Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>		
<p><u>CQ Knowledge</u></p> <p>Understands cultural-general knowledge and cultural-specific knowledge.</p> <p>Knows culture's role in shaping the way one interacts with others across cultural contexts.</p>	<p>Not Yet</p> <p>Demonstrates little understanding of general and/or specific cultures involved.</p>	<p>Substantially Developed</p> <p>Demonstrates excellent insights of general and/or specific cultures involved.</p>
<p>Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>		
<p><u>CQ Strategy</u></p> <p>Draws on one's cultural knowledge to understand a different cultural context and solve problems in that situation</p>	<p>Not Yet</p> <p>Does not use cultural knowledge to plan a strategy, is not aware of what is going on in a cross-cultural situation.</p>	<p>Substantially Developed</p> <p>Uses cultural knowledge to plan an appropriate strategy, accurately interpret what is going on in a cross-cultural situation and labels the</p>

with the use of intercultural conflict management strategies.		correct intercultural conflict management strategies.
Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed		
Creative Thinking		
The ability to generate original and varied possibilities and make meaningful connections.		
Traits	Performance	
<u>Elaboration</u>	Not Yet	Substantially Developed
The ability to develop and expand ideas with sufficient details.	Unable to develop ideas by providing details.	Able to expand and develop ideas by adding details and making changes.
Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed		
<u>Synthesis</u>	Not Yet	Substantially Developed
The ability to connect, synthesize and transform ideas in appropriate and novel way.	Recognizes connections among ideas or solutions but is not able to connect ideas or solutions in novel ways.	Able to transform ideas or solutions into entirely new forms.
Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed		

References:

Van Dyne, L., Ang, S., Livermore, D. (2010) *Cultural Intelligence: A Pathway for Leading in a Rapidly Globalizing World*. San Francisco: John Wiley @ Sons.

Torrance, E.P. (1998) *The Torrance Tests of Creative Thinking Norms- Technical Manual Figural (streamlined) Forms A & B*. Bensenville, IL: Scholastic Testing Services.

Creative Thinking Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/CreativeThinking.pdf>

Quinnipiac University Creative Thinking Essential Learning Outcome Rubrics. Retrieved from http://learn.quinnipiac.edu/eportfolioinfo/rubrics/Creative_Thinking_Rubric.pdf

CRITERIA for GROUP PROJECT PART 2:

Team Showcase (Cultural Intelligence + Presentation Skills)

Cultural Intelligence (Video)	The ability to function effectively across cultures, which include national, ethnic, and organizational as well as other types of culture.	
Traits	Performance	
Cultural Attribution	Not Yet Does not provide correct cultural attribution to the cultural conflict.	Substantially Developed Provides correct cultural attribution to the cultural conflict and explains the reasons for attribution.
	Evaluation: Not Yet <u>1</u> <u>2</u> Substantially Developed	
Perspective Taking	Not Yet Does not illustrate understanding of thinking, feeling and wanting of protagonists in the video cases.	Substantially Developed Demonstrates clear understanding of the thinking, feeling and wanting of protagonists in the video cases.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Conflict Management using Culturally Intelligence Influence Skills	Not Yet Does not use the appropriate tension reduction, relationship reparation and culturally intelligence influence strategies to resolve the conflict.	Substantially Developed Demonstrates clear understanding of the conflict and uses the appropriate tension reduction, relationship reparation and culturally intelligence influence strategies to resolve the conflict.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u> <u>12</u> Substantially Developed	
Presentation Skills	The ability to communicate well so that it clearly expresses the intended message and is understandable and useful to the receiving party.	
Quality of Video <ul style="list-style-type: none"> • Visual quality • Sound quality • Appropriate and believable role-play 	Not Yet Visual and audio quality are poor. Role-play is appropriate and believable.	Substantially Developed Visual and audio quality are high quality. Role-play is appropriate and believable.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Structure of Presentation Slides <ul style="list-style-type: none"> • Organizes content coherently • Clean and professional-looking slides, signals 	Not Yet Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable. Slides look amateurish, and inappropriate for work delivery.	Substantially Developed Good flow. Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive. Slides look professional, visually pleasing, and signals transitions between points.

transitions between points	Evaluation: Not Yet <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Substantially Developed	
Delivery of Presentation <i>(Individual assessment)</i> Presenter(s) <ul style="list-style-type: none"> • Good word choice and punctuation (7%) • Speaks at appropriate speed and volume (38%) • Confidence demonstrated through appropriate posture, gesture and facial expression (55%) 	Not Yet Pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression. Posture, gestures, movement and facial expressions are inappropriate and significantly distracting.	Substantially Developed Free of errors in pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers. Posture, gesture, movement and facial expression make the presentation compelling, and speaker appears polished and confident.
	Evaluation: Not Yet <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Substantially Developed	

References:

Van Dyne, L., Ang, S., Livermore, D. (2010) *Cultural Intelligence: A Pathway for Leading in a Rapidly Globalizing World*. San Francisco: John Wiley @ Sons.

Oral Communication Rubrics - Mississippi Gulf Coast Community College. Retrieved from http://www.mgccc.edu/instruction/rubrics/MGCCC_oral_communication_rubric.pdf

Oral Communication Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>

Rubric for the Assessment of Oral Communication – Valencia College. Retrieved from <http://valenciacollege.edu/learningevidence/documents/rubrics.pdf>

2. CASE ANALYSIS (10%)

Cultural Intelligence	The ability to apply CQ Knowledge, Strategy & Action to Video Cases	
Traits	Performance	
Cultural Attribution	Not Yet Does not provide correct cultural attribution to the cultural conflict.	Substantially Developed Provides correct cultural attribution to the cultural conflict and explains the reasons for attribution.
	Evaluation: Not Yet <u> </u> <u> </u> Substantially Developed	
Perspective Taking	Not Yet Does not illustrate understanding of thinking, feeling and wanting of protagonists in the video cases.	Substantially Developed Demonstrates clear understanding of the thinking, feeling and wanting of protagonists in the video cases.

<p>Conflict Management using Culturally Intelligence Influence Skills</p> <p><i>Reduce Tension (1)</i> <i>Relationship Reparation (1)</i> <i>CQ Influence Strategies (2)</i> <i>Win-Win (2)</i></p>	<p>Not Yet</p> <p>Does not use the appropriate tension reduction, relationship reparation and culturally intelligence influence strategies to resolve the conflict.</p>	<p>Substantially Developed</p> <p>Demonstrates clear understanding of the conflict and uses the appropriate tension reduction, relationship reparation and culturally intelligence influence strategies to resolve the conflict.</p>
	<p>Evaluation:</p> <p>Not Yet <u>1 2 3 4 5 6</u> Substantially Developed</p>	

3. TESTS (30%)

Objectives: Test knowledge and application of concepts covered in course.

- **Test 1:** multiple-choice and short-answer questions - cover materials from Week 1 to 7
- **Test 2:** intercultural Situational Judgment Test (iSJT).

4. REFLECTIVE JOURNAL (20%)

Objectives: Enhance

- (a) **cognitive CQ**, when your experience is turned into usable learning.
- (b) **motivational CQ**, which includes intrinsic motivation, extrinsic motivation, and self-efficacy, helps you determine what drives and interests you and enables you to gain confidence socialising in culturally similar and diverse settings.
- (c) **meta-cognitive CQ**, which includes self-awareness, observation, reflection, and planning skills, helps you become more effective in working in culturally similar and diverse settings.
- (d) **motivation and development of self and others**, which includes the ability to motivate and develop self and others.

Content & Requirements	Instructions	Skills to be Assessed
<p><u>Reflective Journal</u> <u>– Cultural Intelligence</u></p> <p>This exercise calls for you to reflect on your cultural intelligence (CQ).</p> <p>As a reflective practitioner, you will review the growth (or the lack) of CQ in yourself and peers (your team members).</p> <p>An experiential learning model will be used to help you grasp the experience of CQ and transform the experience into a meaningful understanding of how to function effectively in culturally similar and diverse settings.</p> <p><i>Submission Process & Format</i></p> <ol style="list-style-type: none"> 1. Student reviews self-cultural values and CQ (time 1 and time 2) reports as well as interdisciplinary teamwork competencies (time 1 and time 2) reports for the Reflection Journal. 2. Student downloads reflection journal template from online course portal 3. Student completes journal and uploads to GradeWay.ntu.edu.sg 4. Length of journal is no more than 4 pages, Arial font 11, double-spacing (excluding cover page & references). 	<ol style="list-style-type: none"> (1) You will provide and receive reviews for and from your peers. <p>You are strongly encouraged to use these guidelines for providing feedback on strengths and areas for improvement.</p> <ol style="list-style-type: none"> (a) Be specific – what, how, when, where, who, why (b) Be more descriptive than judgmental (c) Be constructive <ol style="list-style-type: none"> (2) Your peers’ review of you will be provided in aggregate forms, and the names of the reviewers are kept anonymous. (3) You are to reflectively journal what you learnt from the review and your intention for the next action steps. 	<ul style="list-style-type: none"> • Cultural Intelligence • Motivation and Development (Individual)

REFLECTION JOURNAL
Motivation and Development of Self

Motivation & Development of Self	The ability to motivate and develop self.	
Traits	Performance	
Reflection on Experience	Not Yet Does not demonstrate awareness of self, others, and the multicultural team experience. Does not recognise or acknowledge strengths and weaknesses as identified by others. Pays little attention to self or peer review. Does not compare past and recent performance to assess improvement or the lack of.	Substantially Developed Demonstrates high awareness of self, others, and the multicultural team experience. Recognises strengths and weaknesses as identified by self and others. Draws connection between experience and self or peer review. Compares past and recent performance to assess improvement or the lack of.
	Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	
Application of concepts	Not Yet Does not illustrate any key concepts, frameworks and ideas (covered in the course) to relate to the positive and/or negative incidents.	Substantially Developed Illustrates a comprehensive understanding of key concepts, frameworks and ideas (covered in the course) to relate to the positive and/or negative incidents. Provides references to cited sources.
	Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	
Development plans	Not Yet Devises superficial plans for future interaction, self- and other-management.	Substantially Developed Devises specific and detailed plans for future interaction, self- and other-management, complete with goal and implementation intentions (what, why, how, who, when and where).
	Evaluation: Not Yet <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	

Reference:

Kolb, D. A. 2014. *Experiential learning: Experience as the source of learning and development*: New Jersey: Pearson Education.

5. CLASS PARTICIPATION (15%)

Objective:

To encourage students to commit to continuous learning and application of CQ within (synchronous) and outside (asynchronous) class.

Students are expected to contribute in weekly sessions (synchronous) and on class closed group forum on MS TEAMS (asynchronous).

CRITERIA for CLASS PARTICIPATION: Learning Contributions

Criteria – Quality & Collaboration (synchronous – class) 7.5% <i>You are expected to <u>contribute weekly</u> during the semester.</i>	Below Expectations 1	Met Expectations 2	Above Expectations 3
(1) Comments and/or questions are relevant to the discussion and show evidence of preparation and/or thought. (2) Comments advance the level/depth of discussion; demonstrates ability to apply concepts covered in this course. (3) Timely submission of assigned tasks.			
Criteria – Quality & Quantity (asynchronous – FB) 7.5% <i>You may summarize reading(s), share a news article or film and you are expected to demonstrate some theoretical knowledge of what you share in relation to the course.</i> <i>Keep in mind that there should also be an exchange of ideas and opinions so be sure to respond to your classmates' postings.</i> <i>Use these hashtags to start your post on TEAMS.</i> 1) #WhyCQ 2) #MAP 3) #CQMotivation 4) #CQCognition 5) #CQMetacognition 6) #CQBehavior 7) #GEL 8) #GratitudeMoments 9) #CQandMe – 3 key learning takeaways from this CQ course.			

(1) Posts are relevant to CQ; demonstrates ability to apply concepts covered in this course. (2) Comments advance the level/depth of discussion; demonstrates ability to apply key concepts covered in this course. (3) Learning takeaways (#CQandME post) are well-codified to demonstrate personal takeaways and applications.			
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Reference: UNSW <https://teaching.unsw.edu.au/assessing-classroom-participation>

6. TEAMWORK SELF & PEER EVALUATION

Objective:

To encourage students to develop intercultural teamwork competencies through self- and peer evaluation.

You will be prompted to participate in a series of self and peer evaluation of your teamwork competencies.

It is difficult for your instructor to assess the contribution of each member to various team-based activities. Hence, it is critical for you to rate the contribution of your team members objectively and impartially. **It is mandatory for you to submit your peer evaluation at the end of each team project for you to get marks for your team-based assignments.** *Late submission or failure to submit your peer evaluation will affect your class participation grade.*

To factor peer evaluations into the final grades of various team-based assignments, the following computation will be used:

- If, on average, you received a rating of 8 or more, you will receive 100% of the team's grade.
- If, on average, you received a rating of less than 8, you will receive 90% of the team's grade.

Teamwork (self and peer)		
Criteria	Not Yet	Substantially Developed
<u>Roles and Responsibility</u> Takes responsibility and assumes accountability for driving progress during the project.	Refuses to take a role in the group and/or does not fulfil responsibilities. Unable or unwilling to collaborate with others.	Performs his/her role with enthusiasm and consistently fulfils responsibilities. Willingly collaborate with others.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Communication</u>	Communication is lacking and/or inappropriate, causing confusion and miscommunication.	Maintains timely communication and correspondence with team members through appropriate channels and modes.

Identifies appropriate and effective mechanisms to coordinate and correspond with team members.	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Conflict Resolution</u> Resolves conflicts using a variety of approaches.	Does not recognize conflicts or is unwilling to resolve conflicts.	Consistently resolves conflicts through effective and appropriate strategies.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Contributions</u> Effectively utilizes knowledge and expertise to contribute positive inputs (i.e., information, ideas, plans, and resources) for the team.	Unable or unwilling to share information with others and contribute input.	Actively shares information and contributes valuable inputs.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Relationship</u> Engages in positive interactions with others regardless of individual/cultural differences and respects diverse perspectives.	Does not listen to others and/or acknowledge opinions that differ from his/hers.	Embraces and accepts diverse points of view without prejudice.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	