Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	AY2024-2025
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Catherine Peyrols Wu
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Course Title	CULTURAL INTELLIGENCE: MAKING THE WORLD YOUR CLASSROOM
Course Code	BU5643
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	GEM Explorer
Co-requisites	
Pre-requisite to	
Mutually exclusive to	BU5641 CQ Explorer / BH3603 Cultural Intelligence at Work
Replacement course to	
Remarks (if any)	

Course Aims

Cultural intelligence (CQ) – the ability to deal effectively with people from different cultural backgrounds – is a critical attribute of global talent and leaders in the borderless world of the 21st century.

CQ is a proven scientific concept based on the science of intelligence.

Research shows that CQ has a wide range of benefits for individuals, including more accurate cultural judgment and decision making, better job performance, more effective global leadership, win-win outcomes in intercultural negotiation, more creative ideas, greater trust, more diverse social networks, less burnout in global executives How then do we develop CQ?

A prevalent myth is that people develop CQ through international experiences.

International experiences, however, do not guarantee CQ. To develop CQ, one needs to translate international experiences into experiential learning.

BU5643 is designed to be relevant, practical and fun for NTU students going overseas in an exchange program. In this course, we aim to equip you with core concepts, frameworks, and skills to help you develop and apply your CQ during your exchange program. Beyond just having memorable cultural experiences, you will build your unique CQ portfolio to showcase your growth and international networks from your exchange program.

The major objective is to enhance your cultural intelligence (CQ).

CQ is the ability to interact and work effectively with people from different cultural backgrounds, and comprises four specific capabilities:

1. CQ Motivation – the drive to work and interact effectively with people from different cultures.
2. CQ Cognition – the knowledge of how cultures influence cross-cultural relationship-building.
3. CQ Meta-cognition – the strategies to learn from experience, and to detect and regulate your biases and emotions during intercultural interactions.
4. CQ Behavior – the repertoire of actions for effective cross-cultural interactions.

A secondary objective is to enhance your motivation to develop yourself and others through collaborative learning. This is achieved through sharing your experiential learning journey and insights from your overseas exchange program with others.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Demonstrate greater interest and confidence in crossing cultures (CQ motivation)
ILO 2	Describe different cultural value frameworks and apply them to explain behaviors across cultures (CQ cognition).
ILO 3	Anticipate cultural differences when planning for a cross-cultural interaction, and check assumptions during and after an interaction to ensure accurate interpretation of intentions and behaviors (CQ metacognition).
ILO 4	Vary your speech acts, verbal and non-verbal behaviors to suit the cultural context (CQ behavior).
ILO 5	Develop a greater awareness of your cultural values and CQ strengths and growth areas; and
ILO 6	Construct your CQ learning journey in a clear and compelling way to share your insights with others (Motivating Self and Others).

Course Content

The course will cover the following topics:

1) Fundamental challenges of cross-cultural adjustment

2) Frameworks to recognise and observe culture

3) Strategies to minimise unconscious biases and stereotypes in intercultural relations

4) Communication style and strategies for effective cross-cultural communication

Reading and References (if applicable)

Note: Readings and resources may change as the course progresses.

Session 1

1. Livermore, D., & Van Dyne, L. (2015). Cultural intelligence: The essential intelligence for the 21st century. VA, USA: Society for Human Resource Management.

2. Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-dimensions of the four factor model of cultural intelligence: Expanding the conceptualization and measurement of cultural intelligence. Social and Personality Psychology Compass, 6(4), 295-313.

3. Zeineddine, L. (2016). A child's curiosity: Understanding cultural difference [Video]. TEDxOxbridge. https://www.youtube.com/watch?v=_YHG5y4tvLw

4. 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

5. Nardon, L., & Steers, R. M. (2009). The culture theory jungle: Divergence and convergence in models of national culture. In R. S. Bhagat, & R. M. Steers (Eds.), Cambridge Handbook of Culture, Organizations, and Work (pp. 3-22). Cambridge, UK: Cambridge University Press.

6. Sias, P. M., et al. (2008). Intercultural friendship development. Communication Reports, 21,1-13.

Session 2

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

2. Lieberman, M. D., Rock, D., Halvorson, H. G., & Cox, C. (2015). Breaking bias updated: The SEEDS model. NeuroLeadership Journal, 6, 1–19.

3. Epley, N. (2014). Mindwise: How we understand what others think, believe, feel, and want. Excerpt: http://thepsychreport.com/essays-discussion/be-mindwise-perspective-taking-vs-perspective-getting/

4. Adair, W. L., Buchan, N. R., Chen, X. P., & Liu, D. (2016). Model of communication context and measure of context dependence. Academy of Management Discoveries, 2, 198–217.

5. Molinsky, A. L. (2013). The psychological processes of cultural retooling. Academy of Management Journal, 56(3), 683-710.

6. Sue, D. W. & Associates. (2007). Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, 62, 271 - 286.

7. Ng, K. Y., Van Dyne, L., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. Academy of Management Learning and Education, 8, 511-526.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	2 days pre-departure training (in-person at NTU)	1, 2		In-person	
2	Virtual/E-learning with deliverables	1, 2, 3, 4		Online	
3	Self-regulated learning (assignments and progression markers)	1, 2, 3, 4		Online	
4	Out of class engagement & field experiences	1, 2, 3, 4		Online	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Experiential learning	Unlike traditional cross-cultural courses that focus on imparting the do's and don'ts of interacting with a particular culture, CQ is a skill that can only be honed through practice, with constant application to intercultural situations. The course centers on active experiential learning, anchored on critical concepts and frameworks of CQ and intercultural effectiveness. Through readings and short lectures, experiential learning assignments, and vicarious learning from your peers in other overseas programs, you will learn to put your knowledge into action, and reflect on your action to enhance your knowledge. Through the use of a CQ portfolio, you will learn how to craft your personal case of growth as a result of your exchange program. This portfolio not only serves as a personal treasury of your memories living and studying abroad, but importantly, as a showcase to potential employers who will value your CQ experiences and capabilities.
Peer learning	During the semester, we will conduct online learning circles. Learning circles are designed to provide a touchpoint with your NTU classmates, and a place to learn and support each other during your time abroad. Learning circles provide a space to learn from peers as you progress through your overseas exchange experience.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([quiz/test])	2		10	Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Cultural Intelligence Gathering & Planning)	2, 3		10	Individual	Holistic	Extended Abstract
3	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Cultural Curiosity)	1		10	Individual	Holistic	Extended Abstract
4	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Noticing Thoughts and Emotions)	3		10	Individual	Holistic	Extended Abstract
5	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Make 3 International Friends)	1, 2, 3, 4		10	Individual	Holistic	Extended Abstract
6	Continuous Assessment (CA): Others([case studies/analysis] My CQ Case)	1, 2, 3, 4, 5, 6		40	Individual	Holistic	Extended Abstract
7	Continuous Assessment (CA): Others([class participation])	5		10	Individual	Analytic	Not Applicable

Description of Assessment Components (if applicable)

Formative Feedback

Feedback is central to this course.

You will receive qualitative feedback about all your individual assignments and tests.

Qualitative feedback and grades will be posted on gradeway.ntu.edu.sg

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Adaptability	Intermediate
Building Inclusivity	Basic
Curiosity	Intermediate
Global Perspective	Basic
Self-Management	Advanced

Course Policy

Policy (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. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned pre/post-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates.
You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Policy (Absenteeism)

Enrolment in this course requires full attendance in the two-day pre-departure seminars.
Absence from class without a valid reason will disqualify you from the class.
Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Policy (Others, if applicable)

IMPORTANT Assignments:

You are required to submit online compulsory assignments within the submission window.
You must submit ALL assignments to qualify for a passing grade.
Assignments submitted after the deadline will not be graded but will qualify you for a passing grade.
All assignments will be submitted through NTULearn.

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