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	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Dr. Hui Teng HOO
Course Author Email	HTHoo@ntu.edu.sg
Course Title	CULTURAL INTELLIGENCE AT WORK
Course Code	BH3603
Academic Units	0
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	Year 2 & above
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

Cultural intelligence, CQis 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 interculturalnegotiations, 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.

Course's Intended Learning Outcomes (ILOs)

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

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

Course Content

Week 1 - Primer Week 2 - Curiosity killed the cat Week 3 - Knowledge is powerTogether Everyone Achieves More Week 4 - Group Experiential Learning (GEL1) Week 5 - Mind-wise 1 Week 6 - Mind-wise 2,Rubber meets the road 1 Week 7 - Rubber meets the road 2 Week 8 -Test 1,CQ & Conflict Management 1 Week 9 - CQ & Conflict Management 2 Week 10 - CQ & Conflict Management 3,Team showcase preparation Week 11 -Team Showcase Week 12 - Revision & Consultation Week 13 - Test 2,Bringing it All Together

Reading and References (if applicable)

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 Reviewhttps://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) Ang, S., Rockstuhl, T., & Christopoulos, G. (2021). Cultural intelligence and leadership judgment decision making: Ethnology and capabilities. InJudgment and Leadership. Edward Elgar Publishing. Gelfand, M. (2018). Chapter 4: Disaster, Disease and Diversity in Rule Makers, Rule Breakers: How Tight and Loose Cultures Wire Our World, 57-75. 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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 Chong, S., Kim, Y. J., Lee, H. W., Johnson, R. E., & Lin, S. H. J. (2020). Mind your own break! The interactive effect of workday respite activities and mindfulness on employee outcomes via affective linkages.Organizational Behavior and Human Decision Processes, 159, 64-77. Creswell, D.J. (2017). Mindfulness interventions. Annual Review of Psychology, 68, 491-516. Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.). (2008).On the nature of prejudice: Fifty years after Allport. John Wiley & Sons. https://research.pomona.edu/sci/files/2013/08/The-Psychology-of-Hate-Nature-of-prejudice.pdf Epley, N. (2014). 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Identifying and training adaptive cross-cultural management skills: The crucial role of cultural

metacognition. Academy of Management Learning & Education, 12(3), 453-475. Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders.AmericanPsychologist,74(1), 128-142. 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. Molinsky, A. (2013). When crossing cultures, use global dexterity. From Harvard Business Reviewhttps://hbr.org/2013/03/when-crossing-cultures-use-glo/ 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 Barros, V. (2020). Don't mess with my professionalism!New York: Penguin Random House. Hoo, H. T., & Hughes, G. (2017). Use of Learning Gain Measurements to Compare Teacher-Centric and Student-Centric Feedback in Higher Education. InIpsative Assessment and Personal Learning Gain(pp. 173-195). Palgrave Macmillan, London. Lee, S., Han, S., Cheong, M., Kim, S. L., & Yun, S. (2017). How do I get my way? A meta-analytic review of research on influence tactics.The Leadership Quarterly,28(1), 210-228. Rockstuhl, T., Ang, S., Ng, K. Y., Lievens, F., & Van Dyne, L. (2015). Putting judging situations into situational judgment tests: Evidence fromintercultural multimedia SJTs.Journal of Applied Psychology,100(2), 464-480. Multicultural Teams Feitosa, J., Grossman, R., & Salazar, M. (2018). Debunking key assumptions about teams: The role of culture.American Psychologist, 73(4), 376-389. 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. InHandbook 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.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Primer		• CQ Intelligence – Overview		
2	Curiosity killed the cat		• CQ Motivation		
3	Knowledge is power Together Everyone Achieves More		• CQ Cognition		
4	Group Experiential Learning (GEL1)				
5	Mind-wise 1		• CQ Metacognition		
6	Mind-wise 2 Rubber meets the road 1		• CQ Metacognition • CQ Behaviour		
7	Rubber meets the road 2		• CQ Behaviour		
8	Test 1 CQ & Conflict Management 1		• CQ in context		
9	CQ & Conflict Management 2		• CQ in context		
10	CQ & Conflict Management 3 Team Showcase preparation		• CQ in context		
11	Team Showcase		• CQ in context		
12	Revision & Consultation		• CQ in context		
13	Test 2 Bringing it All Together	ILO	• CQ in context		

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Community of Practice (Lave & Wenger, 1991) Via TEAMS	Beyond learning in a classroom setting, learning takes place asynchronously though 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.

Approach	How does this approach support you in achieving the learning outcomes?
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.
Reflectivity Practice (Schon, 1991) Via Reflection Journal	Reflective learning is not just reporting what happens to one, it is what one does with what has happened. 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.
Dialectical Thinking (Basseches, 1980) Via Class Discourse	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. 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. 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.

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): Project(Team showcase)	1-6	Cultural Intelligence, Teamwork & Interpersonal skills, Oral Communications	25	Team		
2	Continuous Assessment (CA): Report/Case study(Case Analysis)	1-6	Cultural Intelligence	10	Team		
3	Continuous Assessment (CA): Test/Quiz(Test)	1	Cultural Intelligence	30	Individual		
4	Continuous Assessment (CA): Assignment(Reflective Journal)	1-6	Cultural Intelligence, Motivation and Development of Self	20	Individual		
5	Continuous Assessment (CA): Class Participation(Class Participation)	1,4,5	Learning Contributions (Oral & Written)	15	Individual		

Description of Assessment Components (if applicable)

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.

NTU Graduate Attributes/Competency Mapping

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

Attributes/Competency	Level
Collaboration	Advanced
Communication	Advanced
Curiosity	Advanced
Global Perspective	Advanced
Self-Management	Advanced

Course Policy

Policy (Academic Integrity)

Policy (General)

(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.

Policy (Absenteeism)

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 overallcourse 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 emailwithin 48 hours from absence.

Punctuality Policy:
Punctuality is essential.

Policy (Others, if applicable)

(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 timelycompletion is essential.

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