

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	2025/2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Hoo Hui Teng
Course Author Email	hthoo@ntu.edu.sg
Course Title	Cultural Intelligence at Work
Course Code	BH3603
Academic Units	4
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	NA
Co-requisites	NA
Pre-requisite to	NA
Mutually exclusive to	BU5643: Cultural Intelligence – Making the World Your Classroom
Replacement course to	NA
Remarks (if any)	PE for BBus (HRC specialisation) BDE for others

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 in 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 both in person and virtually.

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

1. Introduction to CQ
2. CQ Motivation
3. CQ Cognition
4. CQ Metacognition
5. CQ Behaviour
6. Cultural Conflict Management
7. Group Experiential Learning

Reading and References (if applicable)

CULTURAL INTELLIGENCE – OVERVIEW

Ang, S. (2021). Cultural intelligence: Two bowls singing. In X.P. Chen & H. K. Steensma (Eds.), *A Journey Toward Influential Scholarship: Insights from Leading Management Scholars* (pp. 26-51). Oxford University Press. <https://www.youtube.com/watch?v=hm5Fa9x3GaM>

Ang, S., Rockstuhl, T., & Tan, M.L. (2015). Cultural Intelligence and Competencies. *International encyclopedia of social and behavioral sciences*, 2, 433-439.

http://www.soonang.com/wp-content/uploads/2017/04/2015-Ang-et-al-IEncyclopedia-of-he-Social-and-Behavioral-Sciences_CI-and-Competencies.pdf

Gatty, F. (2023). Why Cultural Intelligence Matters in Leadership. *Forbes*. <https://www.forbes.com/sites/forbescoachescouncil/2023/11/17/why-cultural-intelligence-matters-in-leadership/?sh=6b32d1186ce2>

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)

Zeineddine, L. (2016). *A Child's Curiosity: Understanding Cultural Difference*. TEDxOxbridge.

[A Child's Curiosity: Understanding Cultural Difference | Lara Zeineddine | TEDxOxbridge - YouTube](#)

Robson, D. (2022). Curiosity: The Neglected Trait that Drives Success. *BBC*. <https://www.bbc.com/worklife/article/20220831-curiosity-the-neglected-trait-that-drives-success>

Schwartz, T. and McCarthy, C. (2007). Manage Your Energy, Not Your Time. From *Harvard Business Review*. <https://hbr.org/2007/10/manage-your-energy-not-your-time>.

CQ COGNITION (CQ KNOWLEDGE)

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.

Nardon, L., & Steers, R. M. (2009). The culture theory jungle: divergence and convergence in mo

Osland, J. S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cultural sensemaking in context. *Academy of Management Executive*, 14, 65-79. https://scholar.google.com.sg/scholar?q=Beyond+sophisticated+stereotyping:+Cultural+sensemaking+in+context.&hl=en&as_sdt=0&as_vis=1&oi=scholart

Wong, P.T. (2024). Singapore cannot be laissez-faire with race, religion issues: Shanmugam. *The Straits Times*, Jul 01, 2024. <https://www.straitstimes.com/singapore/politics/singapore-cannot-be-laissez-faire-with-race-religion-issues-shanmugam>

CQ METACOGNITION (CQ STRATEGY)

Everett, J. A. C. (2013). *Intergroup contact theory: Past, present, and future*. From *The Inquisitive Mind*. <http://www.in-mind.org/article/intergroup-contact-theory-past-present-and-future>

Fehr, R. Fulmer, A., Awtrey, E., and Miller, J.A. (2017). The grateful workplace: A multilevel model of gratitude in organizations. *Academy of Management Review*, 42(2): 361-381. https://www.researchgate.net/publication/307559986_The_Grateful_Workplace_A_Multilevel_Model_of_Gratitude_in_Organizations

Lieberman, M. D., Rock, D., & Cox, C. L. (2014). Breaking bias. *NeuroLeadership Journal*, 5, 1-19. [https://www.scn.ucla.edu/pdf/Lieberman\(2015\)Neuroleadership.pdf](https://www.scn.ucla.edu/pdf/Lieberman(2015)Neuroleadership.pdf)

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. *American Psychologist*, 74(1), 128-142. <https://psycnet.apa.org/fulltext/2019-01033-011.pdf>

Wetzler, J. (2024). Five Ways to Tap Into Other People's Wisdom. Greater Good Magazine. August, 13, 2024. https://greatergood.berkeley.edu/article/item/five_ways_to_tap_into_other_peoples_wisdom

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.

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Preventing+cross-cultural+bias+in+deception+judgments%3A+The+role+of+expectancies+about+nonverbal+behavior.+&btnG=

Meyer, E. (2023). When diversity meets feedback. *Harvard Business Review*.

<https://hbr.org/2023/09/when-diversity-meets-feedback>

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. https://culturalq.co.uk/wp-content/uploads/2019/03/OBHP-2019-Ng_Van-Dyne_Ang.pdf

Schein, E.H. (2013). *Humble inquiry - The gentle art of asking instead of telling*. San Francisco: Berrett-Koehler Publishers, inc. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Humble+inquiry+-+The+gentle+art+of+asking+instead+of+telling.+&btnG=

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

Intercultural Conflict Management

Rockstuhl, T., Ang, S., Ng, K. Y., Lievens, F., & Van Dyne, L. (2015). Putting judging situations into situational judgment tests: Evidence from intercultural multimedia SJTs. *Journal of Applied Psychology*, 100(2), 464-480. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Putting+judging+situations+into+situational+judgment+tests%3A+Evidence+from+intercultural+multimedia+SJTs&btnG=

Yukl, G., Seifert, C. F., & Chavez, C. (2008). Validation of the extended influence behavior questionnaire. *The Leadership Quarterly*, 19, 609-621. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Validation+of+the+extended+influence+behavior+questionnaire&btnG=

Multicultural Teams

Feitosa, J., Grossman, R., & Salazar, M. (2018). Debunking key assumptions about teams: The role of culture. *American Psychologist*, 73(4), 376-389. https://www.researchgate.net/profile/Jennifer_Feitosa/publication/325352353_Debunking_key_assumptions_about_teams_The_role_of_culture/links/5f04b20592851c52d61e3433/Debunking-key-assumptions-about-teams-The-role-of-culture.pdf

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. https://www.researchgate.net/publication/352046972_Developing_student_feedback_literacy_through_self_and_peer_assessment_interventions

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/>

Presentation / Communication

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction to CQ	1-4	CQ Intelligence – Overview	In-person	Game to elicit concepts
2	CQ Motivation	4	CQ Motivation	In-person	MAP
3	CQ Cognition	1-6	nil	In-person	COIL
4	Group Experiential Learning (GEL)	1-6	nil	Online	GEL
5	CQ Metacognition	2	CQ Metacognition	In-person	Thought Experiments
6	CQ Behaviour	3	CQ Behaviour	In-person	Role Plays
7	Test 1 CQ & Conflict Management	1	nil	In-person	Video Case Analysis
8	CQ & Conflict Management Team Project Discussion	1-6	CQ in context	In-person	Video Case Analysis
9	CQ & Conflict Management Team Project Discussion	1-6	CQ in context	In-person	Video Case Analysis
10	HBL: Team Showcase Preparation	1-6	CQ in context	Online	Filming & Showcase Prep
11	Team Showcase A (3 teams)	1-6	CQ in context	In-person	Team facilitation
12	Team Showcase B (3 teams)	1-6	CQ in context	In-person	Team facilitation
13	Test 2 Bringing It All Together	1-5	CQ in context	In-person	nil

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Video Case Studies	This will engage you in looking for verbal and non-verbal cues, rather than textual information, to diagnose and resolve a cultural conflict.
Group Work 1. Class 2. Virtual	<p>This will provide opportunities for you to learn from one another and to become active participants in your learning. Group-based work helps students develop skills valued by employers (such as problem-solving, negotiation, conflict resolution, leadership, critical thinking, and time management).</p> <p>Students learn to engage with culturally diverse in their multicultural class and virtual teams.</p>
Learning Contributions and Presentations	This will encourage 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.
Reflection Journals	<p>This exercise calls for you to reflect on your cultural intelligence (CQ) and teamwork competencies.</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>

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(Team Showcase Film & Facilitation)	1-4,6	Cultural Intelligence Teamwork & Interpersonal skills Oral Communications	20	Team	Holistic	Extended Abstract
2	Continuous Assessment (CA): Others(Case Analysis)	1-4	Cultural Intelligence Teamwork & Interpersonal skills	5	Team	Holistic	Extended Abstract
3	Continuous Assessment (CA): Others(Collaborative Online International Learning (COIL) Cultural Project)	1-6	Cultural Intelligence Motivation & Development of Others Creative Thinking	15	Team	Holistic	Extended Abstract
4	Continuous Assessment (CA): Others(Tests Test 1 – 15% Test 2 – 10%)	1	Cultural Intelligence	25	Individual	Holistic	Relational
5	Continuous Assessment (CA): Others(Reflection Journal)	1-4	Cultural Intelligence Motivation and Development of Self	15	Individual	Holistic	Extended Abstract
6	Continuous Assessment (CA): Presentation(Presentation)	1-4	Cultural Intelligence Oral Communications	5	Individual	Holistic	Extended Abstract
7	Continuous Assessment (CA): Assignment(Class Participation)	1-4,6	Learning Contributions	15	Individual	Holistic	Relational

Description of Assessment Components (if applicable)

Team Showcase

1. A 40-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, applying concepts covered in the course – cultural attribution and perspective taking.
Include the duly completed video submission form (found in NTULearn) in your video.
3. Team facilitation of iSJT
The resolution to the depicted intercultural conflict will be facilitated by the team that engages other teams and fellow classmates to use appropriate CQ conflict management strategies to resolve the conflict.

Case Analysis

1. You will practise the conflict management framework covered in this course.
2. You will then be graded on video cases which depict cultural conflict scenarios.

Tests

- Test 1 in Week 8 (Topics – Week 1 to 7) Multiple Choice Questions – 15%
- Test 2 in Week 13: intercultural Situational Judgment Test (iSJT) – 10%

Reflective Journal – Cultural Intelligence and Teamwork

This exercise calls for you to reflect on your cultural intelligence (CQ) and teamwork competencies. As a reflective practitioner, you will review the growth (or the lack) of CQ in yourself and peers (your team members).

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.

Collaborative Online International Learning (COIL)

You will work with your virtual multicultural teammates (NTU and overseas universities) to create a project. The presentation format should be innovative, such as in storytelling, news bulletins, interview segments, etc.

Class Participation

You are encouraged to commit to continuous learning and application of CQ within (synchronous) and outside (asynchronous) class. You are expected to contribute to weekly sessions (synchronous) and in class closed forum on MS TEAMS (asynchronous).

Teamwork Self & Peer Evaluation

You are encouraged to develop multicultural teamwork competencies through self- and peer evaluation in your multicultural teams.

Formative Feedback

You will receive written feedback from your instructors via GradeWay.

If you wish to obtain verbal feedback in the midst of your assignment, please make an appointment to consult your instructor.

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
Critical Thinking	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 readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

This course takes a very interactive approach and requires engaged participation from ALL members of the class, especially in the fulfilment of teamwork. 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 email within 48 hours from absence.

Failure to provide documentation of absence will render your absence as without a valid reason.

Punctuality Policy:

Punctuality is highly valued.

Policy (Others, if applicable)

nil

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Last Updated By: Falilah Parvin