

GEM Trailblazer Summer Programme

DETAILED COURSE INFORMATION

Academic Year	:	AY2022-2023
Session	:	GEM-T Summer Programme 2023
Course Code & Title	:	BU5641 Cultural Intelligence – How to be an Explorer of the World
Academic Units	:	3
Pre-requisite (if any)	:	NA
Delivery mode	:	Physical
Taught by	:	Dr Hui-Teng HOO

Brief Course Description

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.

1. Course Content (2022)

Session	Topic/s	Readings (refer to list)	Deliverables
1	Primer Curiosity killed the cat	CQ Intelligence – Overview CQ Motivation	#WhyCQ ¹ #CQMotivation ¹ #MAP ¹
2	Knowledge is power Together Everyone Achieves More	CQ Cognition Multicultural Teams	Self-Awareness Questionnaire ⁵ #CQCognition ¹ Team Charter ²
3	Group Experiential Learning (GEL)	Experiential Learning	#GEL ³
4	Mind-wise	CQ Metacognition	#CQMetacognition ¹
5	Rubber meets the road	CQ Behaviour	#CQBehaviour ¹
6	Test 1 CQ & Conflict Management	Intercultural Conflict Management	Test 1 ⁴
7	CQ & Conflict Management		CQ Case Analysis 1 ²
8	Team Project Class Discussion CQ & Conflict Management		CQ Case Analysis 2 ² Self- and Peer CQ Questionnaire ⁵
9	Team Showcase		Team Showcase ⁴
10	Test 2 Wrap Up		Teamwork Reflection Journal ³ Test 2 ⁴ #CQandME ¹

Submission Channel

¹ MS Teams General

² MS Teams Group Channel

³ GradeWay

⁴ In class

⁵ NTU email/NTULearn

2. Learning Outcomes

Upon successful completion of the 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 culturally responsive behaviours when working in teams, both in physical and virtual settings.

3. Course Assessments

Components	Group/Individual	Weighting
Team Showcase	Group	25%
Case Analysis	Group	10%
Tests	Individual	30%
Reflective Journal	Individual	20%
Class Participation	Individual	15%
Total		100

4. References

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.

Ang, S., Van Dyne, L., Koh, S. K., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: An individual difference with effects on cultural judgment and decision making, cultural adaptation, and task performance. *Management and Organization Review*, 3, 335-371.

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>

Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. *Journal of Social Issues*, 67(4), 825-840.

Rockstuhl, T., & Van Dyne, L. (2018). A bi-factor theory of the four-factor model of cultural intelligence: Meta-analysis and theoretical extensions. *Organizational Behavior and Human Decision Processes*, 148, 124-144.

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

Sternberg, R.J. (1997). The concept of intelligence and its role in lifelong learning and success. *American Psychologist*, 52(10), 1030-1037.

CQ Motivation (CQ Drive)

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>

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

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.

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)

Ang, S., Rockstuhl, T., & Christopoulos, G. (2021). Cultural intelligence and leadership judgment decision making: Ethnology and capabilities. In *Judgment and Leadership*. Edward Elgar Publishing.

Fischer, R. and Poortinga, Y.H. (2012). Are cultural values the same as the values of individuals? An examination of similarities in personal, social and cultural value structures. *International Journal of Cross Cultural Management*, 12: 157-170.

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>

Murdock, G.P. et al., (n.d.). *Human Relations Area Files*. [Available online: <http://www.yale.edu/hraf/>]

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.

The World Factbook, Central Intelligence Agency. Retrieved from <https://www.cia.gov/library/publications/resources/the-world-factbook/geos/xx.html>

To, C., Leslie, L.M., Torelli, C.J., and Stoner, J.L. (2020). Culture and social hierarchy: Collectivism as a driver of the relationship between power and status. *Organizational Behavior and Human Decision Processes*, 157, 159-176.

CQ Metacognition (CQ Strategy)

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). *Mindwise: How we understand what others think, believe, feel, and want*. Excerpt: <http://thepsychreport.com/essays-discussion/be-mindwise-perspective-taking-vs-perspective-getting/>

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.

Gilbert, P. (2013). Expressing the compassionate mind. In *The compassionate mind* (pp.475-509). London: Robinson.

Gonzalez, K. A., Riggle, E. D., & Rostosky, S. S. (2015). Cultivating positive feelings and attitudes: A path to prejudice reduction and ally behavior. *Translational Issues in Psychological Science*, 1(4), 372.

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrer, Straus and Giroux.

Lieberman, M. D., Rock, D., & Cox, C. L. (2014). Breaking bias. *NeuroLeadership Journal*, 5, 1-19.

Mor, S., Morris, M., & Joh, J. (2013). Identifying and training adaptive cross-cultural management skills: The crucial role of cultural metacognition. *Academy of Management Learning & Education*, 12(3), 453-475.

Phillips, L.T. and Lowery, B.S. (2018). Herd Invisibility: The Psychology of Racial Privilege. *Current Directions in Psychological Science*, 27(3), 156-162.

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.

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 Review* <https://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.

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. In *Ipsative 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 from intercultural 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. In *Handbook of cultural intelligence* (pp. 224-238). Routledge.

Experiential Learning

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

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.

5. Other requirements

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.

Notify instructor via email within 24 hours from absence.

Punctuality Policy:

Punctuality is highly valued.

ACADEMIC INTEGRITY

Each assignment must be accompanied by the Assignment Submission Declaration Cover Page unless otherwise stated.

Plagiarism: to use or pass off as one's own, the writings or ideas of another without acknowledging or crediting the source from which the ideas are taken.

Collusion: submitting an assignment, project or report completed by another person and passing it off as one's own.

See <https://www.ntu.edu.sg/life-at-ntu/student-life/student-conduct> for the University Code of Conduct and Student Code of Conduct.

Penalties for Plagiarism and Collusion: The penalties associated with plagiarism exist to reward good academic conduct; those who cheat will be severely punished to reflect the seriousness with which NTU views cheating, and its commitment to academic integrity. Penalties will include receiving an **F** grade for the assignment.

6. Instructor Details

Course Instructor	Office	Email
Dr Hui-Teng HOO		hthoo@ntu.edu.sg

ASSIGNMENT GUIDE

1. TEAM SHOWCASE (25%)

Objectives: Enhance

- (a) **Cultural Intelligence** by providing you with a more in-depth understanding of cultural influences on social and organizational behaviours in different contexts.
- (b) **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.
- (c) **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>Team Showcase</u> Each team has a maximum of 25 minutes <i>(please ensure presentation set-up and arrangement of speakers are seamless)</i></p> <ol style="list-style-type: none"> 1. A presentation (in an iSJT format) should include a film vignette (in any language) on cross-cultural conflict of not more than 10 minutes and a facilitation of the class on the diagnosis and management of the conflict situation. 2. Film vignette The film vignette highlights key challenges of intercultural interactions, in a vivid and creative manner. If it is in a language other than English, please provide subtitles. 3. Team facilitation of iSJT The resolution to the depicted intercultural conflict will be facilitated by the team who engages fellow classmates to use appropriate strategies to resolve the conflict. **Every team member is required to present and will be graded accordingly. 4. Team coda Team members take on the role/s of the protagonists in the film to resolve the conflict. <p><u>Format & Delivery</u></p> <ul style="list-style-type: none"> • Submit the video and presentation slides to your instructor via google / dropbox link within 24 hours after your presentation. 	<ul style="list-style-type: none"> • Cultural Intelligence (Group) • Oral Communications (Individual) **

GROUP PROJECT: 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.	
Structure of Presentation Slides <ul style="list-style-type: none"> Organizes content coherently Clean and professional-looking slides, signals transitions between points 	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.
	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	
Delivery of Presentation (Individual assessment) Presenter(s) <ul style="list-style-type: none"> Good word choice and punctuation Speaks at appropriate speed and volume Confidence demonstrated through appropriate posture, gesture and facial expression 	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>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	

References:

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 (GROUP) – 10%

Objectives: Enhance

- (a) **Cultural Intelligence** by providing you with a more in-depth understanding of cultural influences on social and organizational behaviours in different contexts.
- (B) **Teamwork and Interpersonal skills** by providing you the opportunities to socialize and work in groups characterized by cultural diversity.
- (C) **Student Feedback Literacy** by allowing for self & peer evaluative judgment & decisions about their own work and those of their peers against criteria.

Content & Requirements	Skills to be Assessed
<p><u>Case Analysis</u></p> <p>Your team will be tasked to analyse <u>2</u> video cases using the CQ conflict management strategies.</p> <p>Apart from analysing the videos and submitting your responses, you will also be required to comment on the analysis of one other team by indicating</p> <ol style="list-style-type: none"> (1) One thing you like about its case analysis. (2) One thing they can improve on. <p><u>Format & Delivery</u></p> <ul style="list-style-type: none"> Post the case analysis on your team channel in TEAMS by the end of the day that the video case is provided. 	<ul style="list-style-type: none"> Cultural Intelligence (Group)

CASE ANALYSIS: Cultural Intelligence

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>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 <i>Reduce Tension (1)</i> <i>Relationship Reparation (1)</i> <i>CQ Influence Strategies (2)</i> <i>Win-Win (2)</i>	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	

3. TESTS – 30%

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

- **Test 1:** multiple-choice and short-answer questions - cover materials from Session 1 to 5.
- **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	Skills to be Assessed
<p><u>Reflective Journal – Cultural Intelligence</u></p> <p>This exercise calls for you to reflect on what you have learnt about cultural intelligence (CQ) and how it relates to you and your interactions with others.</p> <p>As a reflective practitioner, you will review the growth (or the lack) of CQ in yourself.</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 downloads reflection journal template from online course portal2. Student completes journal and uploads to GradeWay.ntu.edu.sg3. Length of journal is no more than 4 pages, Arial font 11, double-spacing (excluding cover page & references if applicable).	<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</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	
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.
	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	
Development plans	Not Yet Devises superficial plans for future interaction, self- and other-management.	Substantially Developed Devises 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</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	

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 Teams (asynchronous).

CLASS PARTICIPATION: Learning Contributions

Criteria – Quality & Collaboration (synchronous – class) 10%	Below Expectations 1	Met Expectations 2	Above Expectations 3
<p><i>You are expected to <u>contribute weekly</u> during the semester.</i></p> <p>(1) Comments and/or questions are relevant to the discussion and show evidence of preparation and/or thought.</p> <p>(2) Comments advance the level/depth of discussion; demonstrates ability to apply concepts covered in this course.</p> <p>(3) Due completion of questionnaires.</p>			
<p>Criteria – Quality & Quantity (asynchronous – FB) 5%</p> <p><i>You may summarize reading(s), share an article or film and you are expected to demonstrate some theoretical knowledge of what you share in relation to the course.</i></p> <p><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></p> <p><i>Use these hashtags to start your post on TEAMS.</i></p> <p>1) #WhyCQ# 2) #MAP# 3) #CQMotivation# 4) #CQCognition# 5) #CQMetacognition# 6) #CQBehavior# 7) #GEL# 8) #CQandMe#</p>			
<p>(1) Posts are relevant to CQ; demonstrates ability to apply concepts covered in this course.</p> <p>(2) Comments advance the level/depth of discussion; demonstrates ability to apply key concepts covered in this course.</p>			

Reference: UNSW <https://teaching.unsw.edu.au/assessing-classroom-participation>

6. TEAMWORK

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> Identifies appropriate and effective mechanisms to coordinate and correspond with team members.	Communication is lacking and/or inappropriate, causing confusion and miscommunication.	Maintains timely communication and correspondence with team members through appropriate channels and modes.
	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	