

Assessment 2 Information

Subject Code:	MBA 502
Subject Name:	Emotional Intelligence, Cultural Intelligence and Diversity
Assessment Title:	Developing Intercultural Competence
Assessment Type:	Infographic
Word Count:	1000 Words (+/-10%)
Weighting:	30 %
Total Marks:	30
Submission:	MyKBS
Due Date:	Tuesday 11.55pm Week 9

Your Task

In response to the following scenario, students will produce a one-page infographic and a 500-750 word supporting paper detailing what would be included in a staff professional development workshop entitled '**Developing Intercultural Competence**'.

Assessment - Scenario

You work for a medium sized Australian business. You manage a cohesive, supportive and friendly work team of 25 people who have worked together for the last 10 years. Your company has invited 15 new staff from your subsidiary in Thailand to assist with a project in Australia. 10 of the new staff will soon join your team.

Your current work team are all native English speaking, 2nd generation or more Australians. They have minimal experience working overseas or with new migrant workers to Australia. You are planning a staff professional development workshop that will be delivered to the current Australian staff and the new Thai employees in your team. The workshop will be required to deliver three outcomes:

1. An appreciation of cultural differences based upon Hofstede's (1980) model of Intercultural Dimensions and Hall's (1963) model of high-context versus low-context culture.
2. 3 x practical examples of how to adapt messages to make these relevant and understandable for all members of staff. These examples will draw upon either Hofstede's theory or Hall's theory of high-context versus low-context cultures, or both.
3. 3 x strategies (specific actions) that will make the new staff feel accepted, supported and part of the team.



The following Subject Learning Outcomes addressed in this assessment are:

LO3:	Evaluate the importance and influence of diversity and culture and their associated implications for organisations and leadership.
LO4:	Analyse and evaluate successful models of intercultural management, highlighting the issues and key strategies for overcoming challenges.

Assessment Instructions

Part 1

Students are to prepare a one-page infographic. This will be used in the approval process of the workshop. You will be giving a clear and succinct, one-page snapshot of what the participants are going to learn and do in the workshop. Most importantly, you will include why they will be learning and doing those things by linking to relevant theories. This information will be submitted to your manager for approval.

The design of this infographic is entirely the choice of the student. Exploring sites such as [Canva](#) will provide templates to start from, if required. Remember to adhere to the principles of an infographic – less text and more imagery to convey meaning. You can elaborate in text form during step 2.

Part 2

Your manager will also require a 500-750 word supporting paper that expands upon your infographic information. This document may be read by various upper management stakeholders, in order to seek approval for your proposed workshop. In the supporting paper, students should expand upon:

- The theories and models of cultural intelligence as above.
- Academic theories and papers -
A minimum of two being included in the infographic.
A minimum of three in the supporting paper.
- Non-academic resources -
A minimum of one such as websites, government publications,
Census data and newspaper articles

How to submit.

- Both the infographic and the supporting paper should be submitted as a single word document. You may insert your prepared infographic as an image.
- This document should be uploaded into MyKBS (Turnitin).



Important Study Information

Academic Integrity Policy

KBS values **academic integrity**. All students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Academic Integrity and Conduct Policy.

What is academic integrity and misconduct?

What are the penalties for academic misconduct?

What are the late penalties?

How can I appeal my grade?

Click here for answers to these questions:

[http://www.kbs.edu.au/current-students/student-policies/.](http://www.kbs.edu.au/current-students/student-policies/)

Word Limits for Written Assessments

Submissions that exceed the word limit by more than 10% will cease to be marked from the point at which that limit is exceeded.

Study Assistance

Students may seek study assistance from their local Academic Learning Advisor or refer to the resources on the MyKBS Academic Success Centre page. Click [here](#) for this information.

Assessment Marking Guide

Criteria	HD (High Distinction) 85%-100%	D (Distinction) 75%-84%	CR (Credit) 65%-74%	P (Pass) 50%-64%	F (Fail) 0% -49%
Part One Infographic content (10 Marks)	<p>A deep level of understanding of CI theory and models is demonstrated succinctly within the infographic. This is done by: Outlining the two required CI theories: Hofstede's model of Intercultural Dimensions and Edward T. Hall's model of high-context versus low-context culture.</p> <p>Linking the above with 3 x practical examples of how to adapt messages to make these relevant and understandable for all members of staff.</p> <p>Linking the above with 3 x strategies (specific actions) that will make the new staff feel accepted, supported and part of the team.</p> <p>The summarised content contains no errors, and results in the reader being clear on the message of the proposed workshop, the theories that support the message, and the actions involved in the workshop to reach the desired outcome.</p>	<p>Mostly achieves the HD standard's requirements, with only a few achievable components missing, causing minimal negative impact on the reader. The reader has been mostly informed and interested in the required content.</p>	<p>Shows many achievable components of the HD standards but is missing a few achievable components, which causes comprehension strain on the reader and/or lack of clarity about the required content.</p>	<p>Whilst this demonstrates a satisfactory grasp of the required CI theories, it causes an uncomfortable level of comprehension strain on the reader and/or lack of clarity about the required content.</p>	<p>Lacks enough of the HD standard's requirements to demonstrate a satisfactory grasp of the content required for the Infographic.</p>
Infographic Design (10 Marks)	<p>Advanced level use of infographic design principles that allows the reader to understand, and be interested in, the content quickly and without reader strain. Images/graphics are skillfully used to convey meaning, text is used sparingly, using advanced level succinct and accurate grammar, to support the images. The infographic conveys enough explanation of the proposed workshop that the supporting text is not necessary to read for initial understanding and your manager's approval.</p>	<p>Mostly achieves the HD standard's requirements, with only a few achievable components missing, causing minimal negative impact on the reader. The reader has been mostly interested in the content, enjoyed the graphics and images.</p>	<p>Shows many achievable components of the HD standards but is missing a few achievable components, which causes comprehension strain on the reader and/or lack of clarity about the text, images and graphics.</p>	<p>Whilst this demonstrates a satisfactory grasp of the design, images and the use of text, it causes an uncomfortable level of comprehension strain on the reader.</p>	<p>Lacks enough of the HD standard's requirements to demonstrate a satisfactory level of comprehension strain on the reader and/or lack of clarity of the design.</p>

<p>Part Two Supporting document (10 Marks)</p>	<p>Advanced level professional writing skills used to demonstrate a deep level of understanding of CI theory and models, expanding on the summarised information in the infographic. This is done by:</p> <p>Explaining in detail the two required CI theories: Hofstede's model of Intercultural Dimensions and Edward T. Hall's model of high-context versus low-context culture.</p> <p>Explaining in detail how the 3 x practical examples of how to adapt messages will result in messages being relevant and understandable for all members of staff.</p> <p>Clearly expanding on point 2 to explain the 3 x resulting strategies (specific actions) you have chosen that will make the new staff feel accepted, supported and part of the team.</p> <p>Advanced level use of research, referencing, paraphrasing, paragraph writing, and choice of vocabulary.</p>	<p>Mostly achieves the HD standard's requirements, with only a few achievable components missing, causing minimal negative impact on the reader. The reader has been mostly interested in the summarised information in the infographic</p>	<p>Shows many achievable components of the HD standards but is missing a few achievable components, which causes comprehension strain on the reader.</p>	<p>Whilst this demonstrates a satisfactory grasp of the writing skills and shows some expanding of the information in the Infographic, it causes an uncomfortable level of comprehension strain on the reader.</p>	<p>Lacks enough of the HD standard's requirements to demonstrate a satisfactory level of comprehension strain on the reader and/or lack of clarity of the content.</p>
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