**Assignment: Analyzing Perspectives**

**Canada - Culture**

**Purpose:**

Analyzing perspectives involves identifying multiple perspectives on an issue and examining the reasons or logic behind each. Then, with this information, you can consider solutions and begin to take action for change.

This assignment will also help you meet the following:

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| **Course Learning Outcomes (CLO):**   * Articulate the concept of cultural intelligence and its impact on leadership and creating change; * Recognize the different levels of culture and how culture is shared and learned; * Examine alternative definitions of culture including team culture, workplace culture, and community culture and the need for adapting within the context of the environment; * Analyze various dimensions of diversity through the lens of cultural background and influence; * Utilize critical thinking processes to apply the principles used in the course. | **Essential Employability Skills Outcomes:**   * Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience; * Apply a systematic approach to solve problems; * Use a variety of thinking skills to anticipate and solve problems; * Show respect for the diverse opinions, values, belief systems, and contributions of others; * Manage the use of time and other resources to complete projects; * Take responsibility for one’s own actions, decisions and consequences. | **Course Content:**   * Cultural intelligence * Canadian Culture |

**Task:**

This assignment has three sections.

**Section 1: Module Worksheets: Cultural Value Dimensions**

1. By completing the module work and worksheets, you have already completed the first section of this assignment.
2. You will submit the three worksheets as part of your submission. See submission instructions and and grading details below.

**Section 2: Identifying Perspectives: Alternate Points of View**

Using a provided scenario, you will identify the critical issues and describe how you would approach the situation in order to seek a resolution. Follow these steps:

1. Review the scenarios below and choose the one that interests you the most.
2. For your chosen scenario, write a response that includes the following:
3. Identify your own perspective on the issues. What is your personal point of view?
   1. What are the reasons (i.e. values, beliefs, experiences) and logic behind your perspectives?
   2. Explain which cultural value dimensions are relevant to your point of view.
4. Identify a number of other, different perspectives. Consider the people involved in the scenario.
   1. What are the reasons (i.e. values, beliefs, experiences) and logic behind each perspective?
   2. Explain which cultural value dimensions are relevant to each point of view.

**Section 3: Application of Learning: Using the Cultural Intelligence Framework**

Using the same scenario, you will apply the principles of the cultural intelligence framework.

1. For the key character in the scenario, consider each part of the cultural intelligence framework.
2. Explain how this person can use the concepts of *acquire, build, contemplate* and *do* to work toward a resolution to the situation.

**Format and Submission:**

Your completed worksheets will be attached to your submission ‘as is’ – there is no need to re-type or reformat this work.

For sections 2 and 3, type your responses in a Word document. You may use a chart, essay, or other format for your submission, as long as it is clearly organized in response to the task questions.

Upload your response to Blackboard by following these instructions:

1. Click ‘Analyzing Perspectives – SUBMIT HERE’
2. Click ‘Browse my Computer’ and upload your documents
3. Click ‘Post Entry’

**Evaluation:**

This assignment is worth 10% of your final mark, and you will be graded using the rubric found below the scenarios.

**Scenarios**

1. **Young, Confident and Moving Too Fast:**

Julia, who is 26 years old, recently graduated from the University of Chicago with her master’s degree in social work. She is a confident young woman who is used to making quick decisions, and she greatly values her independence. She graduated at the top of her class and, throughout her course of study, was known by her peers and professors as a “go-to person” for resolving conflicts and finding strategic, innovative approaches to social work. She is highly motivated and passionate about social justice and social change issues, particularly those involving poverty and housing.

She has high expectations in her career as a social worker and has found a job working with a local nonprofit organization that provides transitional housing to people who are homeless. Her boss, Joanne, holds her in high regard, but now, in her second month of the job, Julia is increasingly annoyed by her boss’s constant micromanagement and questioning of her decisions. “Come to me before you make a major decision. I don’t want you to move so fast on your own,” Joanne says.

Julia asks, “Have I made any mistakes so far?” “No,” Joanne retorts, “but I feel that you need to check in with me before you move on with some projects. You’ve only been here for two months and there’s a lot of stuff you still need to learn.”

“Well, tell me what they are. I’m eager to learn everything so I can do my job better,” Julia replies.

“I don’t think you’re ready yet. There’s a lot to learn about this job. Believe me, I was like you, too, when I was younger, but over the years I’ve learned that it takes time and patience to do this work. It’s fast paced and working in this field can be emotionally draining. We just can’t afford to make mistakes when we do this work.”

Julia cannot believe what she is hearing. Here she is, eager and motivated to take on more work, and Joanne says that it is too overwhelming. She thinks, “What kind of work environment is this that won’t let me use skills and knowledge?”

This week, Julia is furious. She worked on a slide presentation for a major donor and prepared a report about the progress of the organization’s clients, for which Joanne commended her. Nevertheless, she was told bluntly that she could not be a part of the donor meeting. “This is ridiculous,” Julia thinks. “I’m moving on. I’ll stay here until I get something better, but I sure am going to start looking around.”

1. **An Old Boys Club:**

Pattie works as a corporate lawyer at Hannigan, Fisher, and Schultz, a firm known for its work in intellectual property and securities law. Prior to her job, she served as a corporate attorney for a large Fortune 500 company located in San Jose, California. She is the mother of two young boys, 7 and 4 years old. Her husband works a full-time job as a financial manager for a prestigious financial services company. Even though Pattie and her husband lead busy professional lives, they always make sure that their two children come first. Jack, the younger of the two, was diagnosed with severe epilepsy 2 years ago, and the family wants to ensure that Jack receives the best care and attention.

In the past 7 years that Pattie has been with the firm, she has done everything she can to be promoted to partner. She has developed a large network of professional relationships. She has worked hard to demonstrate her leadership and management potential to her supervisors, and has led multi-million-dollar team projects. She has brought in new business and meets all her billable hours. She does all this while attending to her family’s special needs.

This year, only two associates were promoted to partner; both were men, both with the firm for less than 5 years. When she learned of this, she spoke with Robert, a senior partner and close colleague of hers: “Robert, what’s going on here? I’ve been here for six years, done everything according to the book, and yet I get passed up? I thought you said you were going to go to bat for me this year?”

“I did.” Robert hesitates and says, “You know, it’s hard to convince a bunch of old guys that you’re committed to your job.”

“Commitment? What are you talking about? You, of all people, know how hard I work,” Pattie replies. “Wait a minute. Is this about me working from home to take care of Jack this year?”

“Listen, it’s a tough world out here. They just want to know you’re going to be there for them; you know, keep bringing in the money. That’s how it is around here. It’s a ‘do as we say or there’s the door’ attitude around here. I’m sorry Pattie, but I’ll do what I can to support you—just hang in there.”

**Assignment: Analyzing Perspectives**

**GNED 1078 Building a Culture of Community**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: /52**

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| **Criteria** | **Meets All Expectations**  **4** | **Meets Most Expectations**  **3** | **Near Expectations** | **Below Expectations** |
| **Module Worksheets:** | | | | |
| **Worksheet #1: Value Dimensions of Culture** | Insightful observations on learning achieved with detailed comparison of value dimensions. | Clear awareness of learning achieved with strong comparison of value dimensions. | Identifies general learning achieved; limited comparison of value dimensions. | General comments of learning achieved and/ or comparisons of value dimensions; shows surface thinking only. |
| **Worksheet #2:**  **How Culture Drives Behaviours** | Insightful identification of dimensions of culture at play and articulates an in-depth explanation of reasoning. | Clear identification of dimensions of culture at play; gives a related and logical explanation of reasoning. | Broad identification of dimensions of culture at play; limited explanation of reasoning. | Identifies most obvious dimensions of culture at play; shows surface thinking only. |
| **Worksheet #3:**  **Interpreting Cultural Clues** | Insightful analysis of issues, characters and events with detailed comparison of expectations and value dimensions of culture. | Solid analysis of issues, characters and events with strong comparison of expectations and value dimensions. | Identifies and articulates issues, characters and events; limited comparison of expectations and value dimensions. | Identifies most obvious elements; shows surface thinking only. |
| **Identifying Perspectives:** | | | | |
| **Articulating Personal Perspective** | Insightful analysis of personal point of view; discusses details that demonstrate an in-depth and thorough understanding of that perspective. | Solid analysis of personal perspective; discusses enough detail to demonstrate a basic understanding of that perspective. | Identifies and articulates a personal perspective in a way that demonstrates limited analysis or understanding of that perspective. | Overly general description; shows surface thinking only. |
| **Articulating Reasons and Cultural Value Dimensions Underlying Personal Perspective** | Identifies and articulates an in-depth rationale for personal perspective including a thorough explanation of reasons, logic and cultural value dimensions. | Identifies and articulates a solid rationale for personal perspective including several key reasons, logic and cultural value dimensions. | Articulates only the most obvious reasons, logic or cultural value dimensions underlying personal perspective; demonstrates limited analysis or understanding. | Simply restates or paraphrases perspective; articulates reasons, logic or underlying cultural value dimensions but demonstrates surface thinking only. |
| **Articulating Alternate Perspectives** | Insightful analyses of alternate points of view; discusses details that demonstrate an in-depth and thorough understanding of each perspective. | Solid analyses of alternate points of view; discusses enough detail to demonstrate a basic understanding of that perspective. | Identifies and articulates alternate points of view in a way that demonstrates limited analysis or understanding of that perspective. | Overly general descriptions; shows surface thinking only. |
| **Articulating Reasons and Cultural Value Dimensions Underlying Alternate Perspectives** | Identifies and articulates an in-depth rationale for alternate perspectives including a thorough explanation of reasons, logic and cultural value dimensions. | Identifies and articulates a solid rationale for alternate perspectives including several key reasons, logic and cultural value dimensions. | Articulates only the most obvious reasons, logic or cultural value dimensions underlying alternate perspectives; demonstrates limited analysis or understanding. | Simply restates or paraphrases perspective; articulates reasons, logic or underlying cultural value dimensions but demonstrates surface thinking only. |
| **Application of the Cultural Intelligence Framework:** | | | | |
| **Acquire** | Identifies and clearly articulates in-depth recommendations with detailed supporting reasons. | Identifies and articulates logical recommendations with some supporting reasons. | Identifies general ideas and reasons; limited detail. | Identifies very obvious or overly general ideas; demonstrates surface thinking only. |
| **Build** | Identifies and clearly articulates in-depth recommendations with detailed supporting reasons. | Identifies and articulates logical recommendations with some supporting reasons. | Identifies general ideas and reasons; limited detail. | Identifies very obvious or overly general ideas; demonstrates surface thinking only. |
| **Contemplate** | Identifies and clearly articulates in-depth recommendations with detailed supporting reasons. | Identifies and articulates logical recommendations with some supporting reasons. | Identifies general ideas and reasons; limited detail. | Identifies very obvious or overly general ideas; demonstrates surface thinking only. |
| **Do** | Identifies and clearly articulates in-depth recommendations with detailed supporting reasons. | Identifies and articulates logical recommendations with some supporting reasons. | Identifies general ideas and reasons; limited detail. | Identifies very obvious or overly general ideas; demonstrates surface thinking only. |
| **Spelling, Grammar and Punctuation.** | Error free. | A few minor errors that do not affect understanding. | A number of minor errors that do not affect understanding. | Many errors; may lead to misunderstanding. |
| **Organization and Presentation of Material** | Well-organized, professional presentation of information. | Good general organization and presentation of information. | Information can be understood, but more difficult to follow. | Disorganized or below professional expectations. |