**Learning Journal: Part 1**

**Canada – Culture; Week 1**

**Purpose:**

By doing this assignment, you will identify and express your current views, knowledge and expertise related to an intercultural problem or situation.

This assignment will also help you meet the following:

|  |  |  |
| --- | --- | --- |
| **Course Learning Outcomes** | **Essential Employability Skills Outcomes** | **Course Content** |
| * 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.
 | * Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience;
* Respond to written, spoken, or visual messages in a manner that ensures effective communication;
* 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.
 | * Cultural intelligence
* Leadership
* Social responsibility
 |

**Task:**

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, consider:
* What are the key issues that must be considered and why are these important?
* What are the barriers to the success of this team?
* What strategies and steps would you take to resolve this situation? Provide details.
* What results would you expect? Provide details.
1. Using your current knowledge, expertise and personal point of view, prepare a response to the questions above.
* Do not do any research or other investigation of additional information.
* There are no “right” answers; you are being assessed on the completeness of your response, and the depth of your thinking.
1. Choose a format for your response:
* Written document (Word document or pdf document)
* Video or voice recording (mp3 or mp4 format)
1. Upload your response to Blackboard by following these instructions:
	1. Click ‘Learning Journal – SUBMIT HERE’
	2. Click ‘Create Journal Entry’
	3. Add a title (Example: Donna’s Module 1 Submission)
	4. In the message box, either write your response or copy and paste it from your document
* You can also click ‘browse my computer’ and upload your document
	1. Click ‘Post Entry’

**Evaluation:**

This part of the learning journal is worth 5% of your final mark, and you will be graded using the rubric below.

**Learning Journal: Part 1 - Rubric**

**Canada – Culture; Module 1**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: /22**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Above Expectations****4** | **Meets Expectations****3** | **Near Expectations** | **Below Expectations** |
| **Key Issues** | Insightful analysis of the situation; key issues clearly identified and examined. | Solid analysis of the situation; key issues identified and considered. | General but clear analysis of the situation; most key issues identified. | Unclear, confusing or overly general. |
| **Barriers to Success** | Clearly identified; perceptive choices relevant to the situation.  | Identified; clearly related to the issue. | Likely barriers identified in a general way. | Unclear, confusing or overly general.  |
| **Strategies for Resolution** | Innovative and progressive with clear steps for achievement. | Solid, well-thought-out strategies with details for implementation. | General strategies identified; some supporting detail. | Unclear, confusing or overly general.  |
| **Expected Results** | Clearly identified with supporting reasons and detail. | Identified and generally explained. | General overview; ideas can be understood. | Unclear, confusing or overly general.  |
| **Grammar**  | N/A | No errors or a few, minor errors. | A number of minor errors that do not affect understanding. | Many errors; may lead to misunderstanding. |
| **Organization and Presentation of Material** | N/A | Well-organized, professional presentation of information. | Good general organization and presentation of information. | Disorganized or below professional expectations. |

**Scenarios**

1. **Building a Multicultural Team:**

Kalia works in a large business, managing a diverse team of eight individuals. Two of her employees are in their early 20s, two in their 30s, three in their late 40s, and one in her late 50s. Four members of her team are Caucasian and the other four are Hispanic, African American, Asian, and African. Her younger employees are fairly new, having been there for less than two years. Most of her team members have worked with the organization for 5 to 10 years, and her most senior staff has been

there for 25 years, 10 years longer than Kalia has been in her leadership position.

Generally, team members are cordial to one another on the surface, but Kalia knows that there are tensions among some of the staff that have an impact on the success and productiveness of the team. She is aware that one of the younger employees, Robert, is frequently frustrated that his Hispanic co- worker, Ana, defers authority and decision making to others in the team. In conversations with him, she discovers that the younger employee feels Ana should express her opinions more often. Robert’s frustration results from his beliefs that everyone on the team should be able to contribute in a shared, democratic process. He feels that when Ana defers her decision making to others, she is not being accountable as a team member.

Margaret, a senior member of the team has picked up on Robert’s comments and feels that he is disrespectful of Ana’s working style. She has mentioned to him that it could be a “cultural thing” and that he should learn to adapt his behavior and working style to better meet her needs. In response, Robert mutters, “Whatever. You don’t know anything about us.” Responses like this have led Margaret to believe that he is disrespectful of her knowledge and tenure in the organization.

Frankly, Kalia is tired of managing people’s personalities. She feels that people should just learn to

adapt to each other’s working styles. Even though she believes this, she also believes that a good leader has to unite the team, no matter their differences and working styles. This year, she has made it a goal of hers, and of the team, to resolve these intercultural issues. But given her previous attempts, she does not have high hopes for a successful outcome. The last time she tried to resolve intercultural team issues, she felt like a complete failure. She is concerned about the employees’ responses to this next attempt. In fact, every time she thinks about that meeting, she flinches. She just did not have the skill sets to facilitate the conversation in their last meeting. She wonders if this next try will progress her team in any way or whether it will just be another failure.

1. **A New Leadership Culture:**

It’s been 6 months since Kolab was hired to lead a large, nonprofit organization called, International Education Center (IEC), which provides international education and information to the citizens of a Midwestern state. The organization provides opportunities for individuals to learn about different cultures and to gain an understanding about their role as citizens of the world. It does this by connecting the people of the state with visitors from all over the world in order to meet and learn from one another.

Prior to the job at the IEC, Kolab directed national programming and services for the Office of Refugee Resettlement (ORR) in Washington, D.C. Before her job at the ORR, she worked for an international relief agency and traveled extensively throughout Southeast Asia and Africa, working in the organization’s field offices, managing its daily operations.

Kolab, born in Cambodia, fled with her parents to the United States as refugees during the regime of Pol Pot and the Khmer Rouge (the followers of the Communist Party who ruled Cambodia from the 1975-1979). Her experiences growing up as a refugee fuel her motivation and passion for international work. It also shaped her expectations and working style. She is known to her colleagues as a “go-getter” and a “high performer.”

The board of trustees thought Kolab’s international experiences and goal-oriented, achievement- focused attitude was just what they needed to expand the organization on a national level. The previous president, Hanh, did not have the strategic thinking and vision to move IEC, even though she was very effective at building relationships throughout the state. After 10 years with IEC, Hanh decided to step down from her leadership role. This gave the board of directors an opportunity to hire someone like Kolab who can challenge employees and push the organization to reach its financial and fundraising goals.

Since Kolab’s hire, employee productivity and motivation has decreased. Staff used to enjoy coming to work, talking with one another, and planning programs and services for the community. Now they come to work because “we need a paycheck,” and they accomplish their tasks because “Kolab told me to do so.” There is no enthusiasm for the mission of the organization and the vision for the new work that Kolab and the directors created in a strategic planning meeting. A couple of times, when Kolab passed employee cubicles, she heard comments like, “She works us all like we don’t have a personal life,” “She’s so impersonable,” “I miss just chatting with people,” and “Hanh was never like this. She always made time to talk to us.”

Just last week, Kolab had a staff meeting, and the majority of staff sauntered in late. Throughout the meeting, they gave her blank stares, and, as soon as the meeting was over, they quickly left. Kolab is tired of the staff attitudes and behaviors. “The culture of this organization can’t operate the way it used to. I am determined to change it,” she thinks to herself.

1. **Faith and Health:**

Abdul Hadi (male) is one of the 3 million Muslims living in Germany today. He has had surgery and is recovering from his operations in a hospital near his home. Anna (female) is his nurse and is increasingly frustrated with his behavior and having to accommodate his needs. His behaviors and needs are as follows:

* Because of the nature of Abdul Hadi’s surgery, it is difficult for him to take a shower or bathe himself. When preparing for prayer, he needs to cleanse himself. He needs assistance and Anna is there to provide help, but he refuses to have her help. Finding a male nurse to help bathe Abdul has been a challenge, as all of the male nurses work different shifts and are already assigned to other patients.
* As a devout Muslim, Abdul does not eat pork. Medication provided to him must not have any pork products or alcoholic substances; he is only allowed specific medications and treatments containing these products as dictated by Islamic law.
* Abdul also has special dietary needs. Because much of the cafeteria food contains port products, gelatin, or lard, in one form or another, it is hard to find food that fits his needs while ensuring he stays healthy and strong.
* Abdul has many relatives that visit him; as a result, the patients that share his room complain about the noise and level of activity.
* As a Muslim, he prays and needs space to do this. He needs to have a nurse help him get out of bed. Sometimes he has called Anna to help him, but because she is attending other patients, she does not come in time to assist him.

You are Anna’s supervisor. You want her to be able to work with Abdul and to provide him with the best care.