BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 2.c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Outcome Measure:
SCL 4001 Cultural Influences in the Workplace

Group Project Training Presentation

Imagine that your student group is a team of consultants that have been hired to create an hour-long seminar/presentation/training to be shared with the employees (the rest of the class) to help educate them on how to be more inclusive and how to use CQ in the workplace while increasing the employees' overall understanding of the importance of a diverse and inclusive workforce. Your audience includes a full range of employees from HR directors and department managers, to the front line workers throughout your organization.

Choose one of the following scenarios as the starting point for your presentation:

● Gender Bias Lawsuit at Wal-Mart
● What Businesses Can Learn From Starbucks' Response To Racism In One Of Its Stores and Could Starbucks Bias Training Affect How Businesses Handle Racism? (Your group is sent in to train leadership and employees on implicit bias and the implications of racial profiling.)
● Religious Bias at Work: How you Pray is Not Your Employer's Business and Bias Unveiled. Your group is sent in to train leadership and employees on how to create an accommodating and welcoming environment for patients and employees of all religions.)

Your group is to prepare a one-hour seminar/presentation/training session via GoogleSlides/PowerPoint combining your individually collected data, as well as research and information contributed by the team. Since this a training session, including in-class activities, discussions, or handouts to enhance the training and make a lasting impression on the learners. Groups will divide the presentation up as equally as possible among group members and incorporate smooth transitions between presenters. Remember to use images and graphics to support each of your slides. Reviewing and editing your teammates' work will help ensure a high quality cohesive final product that feels like one voice.

AND

Cultural Intelligence (CQ) Reflection Paper

For this final week, you are to write a reflective essay based on the Leading with Cultural Intelligence text -- focusing on your reaction to the CQ Cycle and how you plan to apply the concepts from the text to your work- and real-life.

Consider the topics that we covered each week. Did you find some of the concepts new or difficult to process? Were there any new ideas along the way that you have added to your

leadership toolbox for future use? Could you make an immediate, practical application with the subject matter? Do you feel empowered to exhibit a healthy CQ in the workplace? Can you train others to show consistent integrity in cultural leadership? It might help to review some of our weekly topics:

- Introduction: What is Cultural Intelligence? (include the organizational environment you are using as a point of reference)
- CQ Knowledge
- CQ Drive
- CQ Strategy
- CQ Action
- Conclusion (include the recursive nature of the cycle and how the quadrants feed into each other)

As you think back over the course, write a 2-3 page reflection using APA formatting. Be sure to cite all references, including those from the texts, videos, or other sources provided in class. Demonstrate college-level writing with an introduction, body, and conclusion clearly presented in your essay.

Criteria for Success (how do you judge if the students have met your standards):
70% of students will score at or above an average of 80% or above on the rubrics.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. ==Intellectual Skills/Core Competencies==
4. Applied and Collaborative Learning
5. ==Civic and Global Learning==

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria				
	FA19	**SU20**	**SP20**	**FA20**	**SP21**
	N=19	N=30	N=0	N=29	N=0
Group Presentation & Culture Intelligence Paper	100%	90%	N/A	100%	N/A

Conclusions Drawn from Data:
There were no sections of SCL 4001 offered in Spring 2021.

Changes to be Made Based on Data:
No changes are recommended at this time.

Group Project Training Presentation Rubric

Criteria	Ratings				Pts
Content Covers all content in assignment prompt and goes beyond the initial case study to consider how this issue might be approached in the medical field.	**25.0 pts** **Highly Developed:** Covers all content from assignment prompt	**20.0 pts** **Developed:** Covers most content from assignment prompt	**15.0 pts** **Initial:** Covers content from prompt but misses 1 or 2 main ideas.	**0.0 pts** **Does Not Meet Minimum Standard:** Fails to cover content	25.0 pts
Presentation Presentation not only holds class interest but is also a catalyst for critical thought, interaction, and discussion.	**25.0 pts** **Highly Developed:** Excellent use of visuals, with a variety of presentation modes (PPT, video, games, activities). Classmates are engaged in critical thought and productive discussion.	**20.0 pts** **Developed:** Good use of visuals with some variety in presentation modes. Classmates are somewhat engaged in critical thought and productive discussion.	**15.0 pts** **Initial:** Some attempt in visual use and activities. Classmates are nominally engaged in critical thought and discussion.	**0.0 pts** **Does Not Meet Minimum Standard:** Poor effort at presentation visuals and modes. Classmates disengaged.	25.0 pts
Participation (Team Evaluation) Peer and self-rating of group participation. This will be a composite score from all team members as you rate each group member's participation individually.	**25.0 pts** **Highly Developed:** All members participated in presentation equally	**19.0 pts** **Developed:** Unequal participation but all participated	**13.0 pts** **Initial:** Not all participated	**0.0 pts** **Does Not Meet Minimum Standard:** One person did all of the presentation	25.0 pts
Organization Presentation is organized, visually appealing, and free of errors. This includes all materials (Power Point, handouts, references, etc.)	**25.0 pts** **Highly Developed:** Presentation was well organized, visually appealing, and free of errors.	**19.0 pts** **Developed:** Presentation lacking in one of the following: organization, appeal, or editing.	**13.0 pts** **Initial:** Presentation lacking in two of the following: organization, appeal, or editing.	**0.0 pts** **Does Not Meet Minimum Standard:** Presentation lacking in all of the following: organization, appeal, and editing.	25.0 pts

Total Points: 100.0

Cultural Intelligence Reflective Paper Rubric

Criteria	Ratings				Pts
Context of and Purpose Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	**20.0 pts** **Highly Developed** Writing includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	**18.0 pts** **Developed** Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	**15.0 pts** **Initial** Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	**5.0 pts** **Does Not Meet Minimum Standard** Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	20.0 pts
Content Development	**20.0 pts** **Highly Developed** Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	**18.0 pts** **Developed** Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	**15.0 pts** **Initial** Uses appropriate and relevant content to develop and explore ideas through most of the work.	**5.0 pts** **Does Not Meet Minimum Standard** Uses appropriate and relevant content to develop simple ideas in some parts of the work.	20.0 pts
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	**20.0 pts** **Highly Developed** Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	**18.0 pts** **Developed** Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	**15.0 pts** **Initial** Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	**5.0 pts** **Does Not Meet Minimum Standard** Attempts to use a consistent system for basic organization and presentation.	20.0 pts
Sources and Evidence	**20.0 pts** **Highly Developed** Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	**18.0 pts** **Developed** Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	**15.0 pts** **Initial** Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	**5.0 pts** **Does Not Meet Minimum Standard** Demonstrates an attempt to use sources to support ideas in the writing.	20.0 pts
Control of Syntax and Mechanics	**20.0 pts** **Highly Developed** Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually free of errors.	**18.0 pts** **Developed** Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	**15.0 pts** **Initial** Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	**5.0 pts** **Does Not Meet Minimum Standard** Uses language that sometimes impedes meaning because of errors in usage.	20.0 pts

Total Points: 100.0