

Cross-Cultural Management

BUSM4688 (Melbourne)

BUSM4698 (SUIBE)

BUSM4697 (SIM)

BUSM4699 (Vietnam)

Assignment Three Instructions

Intercultural Effectiveness Developmental Plan

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School of Management

College of Business



Assessment Task 3: Intercultural Effectiveness Developmental Plan

Overall information

Intercultural effectiveness is an important skill that everyone needs to develop in an interconnected world and increasing culturally diverse workplace. The purpose of this assignment is to reflect on your own attitudes/ behaviors, what you have learned from this class and from your interactions with peers throughout this semester, to identify areas for your personal development and to make an action plan to improve your intercultural effectiveness in the future.

Weight: 30%

Assignment type: Individual

Deadline: TBD

Word count: 1,000 +/- 10% (references excluded)

Learning outcomes:

To achieve learning outcomes #2 and #4, you need to do the following:

- 1) Reflect on your own intercultural effectiveness
- 2) Apply theories, concepts or tools learned from this course to your self-development plan
- 3) Create a systematic action plan on how to improve your intercultural effectiveness in the future

Marking rubric (see below)

Essay structure

Section one: Introduction (identifying one weakness in your intercultural interactions, about 200 words)

- 1) Identify one area of weakness you have when interacting with people from different cultures or when working in a multicultural environment.
- 2) Provide background information and specific evidence to demonstrate weakness based on your experiences of interacting with people from different cultures.

Section two: Reflection & Interpretation (Analyzing the weakness)

Review the weakness from different perspectives, e.g. explaining your own intention, your observations (or speculation) of other's reactions or describing the context in which the weakness occurred.

In-depth analysis of the cause of this weakness, such as personal reasons, environmental reasons, or certain assumptions you hold. Relate the weakness to the theories, concepts and tools, which are listed in the Canvas page weekly. You must demonstrate theory application in the essay.

Section three: Action plan

Based on the theories, concepts or tools you have identified in section three, develop a detailed, realistic action plan to overcome this identified weakness and improve your inter-cultural effectiveness at universities and in the workplace in the future. Again, in your action plan, you must apply the theories and use theories creatively to inform your actions.

Advice for writing the essay

- 1) This assignment should be written in an essay format. You should not write the essay as if it is a question and answer sheet. You can change the section titles into more meaningful ones based on the content of your essay.
- 2) Focus on one area of weakness and provide in-depth analyses it.
- 3) You should reflect on your own weakness and personal development. Do not blame others for their behaviors.
- 4) It is not ideal to use too many theories/tools. Focus on one or two that is/are most suitable to your specific weakness.
- 5) You need to demonstrate your learning from this course. Thus, you need to apply theories covered in this course, and should not only apply theories that are not covered by this course.
- 6) The action plan should be able to reduce your weakness from different perspectives.
- 7) The action plan should be detailed, realistic and actionable.
- 8) Times New Roman, font size 12, should be used throughout. Spacing must be 1.5 lines or double lines and margins on all sides (at least 2 cm).
- 9) You must use at least 5 academic references.
- 10) It is not necessary to use an existing cover page template, as it will increase the similarity rate of this paper. However, it is essential to include your name, student number, tutorial time and tutor's name in the cover page.

Other important information:

Late penalties

For assignments 1 to 5 days late, a penalty of 10% (of the marks awarded) per day will apply. Assignments will not be accepted if more than five days late, unless special consideration is approved.

Extension procedure

Extension approval possible for up to 7 days late after which Special Consideration is required (unless student has equitable assessment arrangement): Extensions of time for submission of assessable work

Special Consideration

Students seeking an extension of more than 7 calendar days (from the original due date) must lodge an Application for Special Consideration form under the provisions of the Special Consideration Policy, preferably prior to, but no later than 5 working days after the official due date. Late applications will only be accepted in exceptional circumstances.

<https://www.rmit.edu.au/students/student-essentials/assessment-and-exams/assessment>

Plagiarism

Plagiarism is a form of cheating in assessment and may occur in oral, written or visual presentations. It is the presentation of the work, idea or creation of another person, without appropriate referencing, as though it is your own (self-plagiarism).

The penalties for cheating in assessment are severe, whether the cheating involves plagiarism, fabrication, falsification of data, copyright infringement or some other method. Penalties can include charges of academic misconduct, cancellation of results and exclusion from your course. It is also a disciplinary offence for you to allow your work to be plagiarised by another student. You are responsible for keeping your work in a secure place. RMIT has a policy on plagiarism available at <https://www.rmit.edu.au/students/student-essentials/rights-and-responsibilities/academic-integrity>. Students are reminded that the Turnitin program is used in this course to check the submitted assessment. To avoid plagiarism, you must acknowledge the sources of other's ideas by appropriate citation and referencing. More information about referencing can be found in the Learning Lab: <https://emedia.rmit.edu.au/learninglab/>.

Assessment 3 (Developmental Plan) Marking Rubric

Criteria	Below Expectation (Fail) 0-49%	Meets Expectation (Pass) 50-59%	Meets Expectations (Credit) 60-69%	Exceeds Expectations (Distinction) 70-79%	Exceeds Expectations (High Distinction) 80-100%
Reflection (30%)	0-4.4 A lack of reflection on the selected issue or failed to select an appropriate topic. Poor analyses of the issue. Weak and unsystematic action plan.	4.5-5.3 Some reflection on the selected issue. Having analyses of the issue, but a lack of depth. Action plan is not detailed or actionable.	5.4-6.2 Reasonable reflection on the selected issue. Some analyses of the issue. Action plan is reasonable, but not systematic or actionable.	6.3-7.1 Good reflection on the selected issue. Good analyses of the issue. Detailed and actionable action plan.	7.2-9 In-depth reflection on the selected issue. Thorough analyses of the issue. Systematic and actionable action plan.
Knowledge (30%)	0-4.4 Failed to demonstrate mastery of the theories covered by this course. There was no match or a mismatch between theories and your content.	4.5-5.3 Demonstrated some level of mastery of the theories covered by this course. The selection of theories might not match with your content. Minimal level of theory application in the essay.	5.4-6.2 Demonstrated a reasonable level of mastery of the theories covered by this course. The selection of theories usually matched your content. Sufficiently applied theories in the essay.	6.3-7.1 Demonstrated a good level of mastering the theories covered by this course. Identified appropriate theories for the content according to your contents. Effectively applied theories in the essay.	7.2-9 Demonstrated an excellent level of mastery of the theories covered by this course. Identified appropriate theories for the content. Effectively applied theories and creatively used theories in the essay.
Writing (20%)	0-2.9 Essay was poorly structured. Ideas were difficult to comprehend. Paragraphs and sentences were poorly constructed.	3-3.5 Essay was not well-structured. Significant problems with clarity, coherence, and/or consistency. Paragraphs were not well organised.	3.6-4.1 Essay was relatively well-organised. Most ideas were clearly expressed with some room for improvement. Paragraphs were generally coherent. Some problems with sentence construction and/or word choices.	4.2-4.7 Essay is relatively well-organised. Ideas generally clearly expressed, with an occasional lapse in clarity. Paragraphs were generally coherent. Sentences mostly well-crafted and varied, and words well-chosen.	4.8-6 Well-organised structure. Clear, logical and strong expressions and well-crafted sentences. Paragraphing coherent and consistent with ideas being presented.

Referencing (20%)	0-2.9 Failed to use references/citations correctly.	3-3.5 A limited number of sources were used or were not considered academic in nature. Significant errors were made. The sources were not related to the argument or analysis.	3.6-4.1 A number of sources were used. When sources were cited they were often presented on the page without explication or justification. There were some omissions or errors in formatting.	4.2-4.7 Generally the sources were properly acknowledged. There were minor omissions or errors in formatting.	24.8-6 A good range of sources was used. All references / citations were used correctly. No errors in formatting.
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