

Diversity Awareness and Global perspectives ** Signature Assignment**

- Length:** 5 to 7 pages (excluding the APA formatted Title and Reference pages)
Due: By Sunday (midnight) of Week 7
Value: 300 Points
Post: Turnitin (within the Week Seven Assignments folder)
Focus: Diversity and Global Cultures (Program and Institutional Learning Objectives)

Bucher (2016) notes that *Cultural encapsulation* begins at a young age. “It is apparent throughout socialization, the lifelong process of social interaction that enables us to learn about ourselves and others. We are inclined to make friends with other people who are like us, or at least that is our assumption. In many cases, we attend schools and live in neighborhoods that are racially and ethnically segregated. Cultural encapsulation prior to college is one of the major reasons why college life can be such an adjustment. After living in relatively segregated communities, students tend to become much more aware of their cultural identity when they enter college.”

During the last 7 weeks, you have explored cases and engaged in stories of diversity from around the globe. We have reviewed issues of diversity within the workplace and those on the global stage. Based on what you have learned in this course, consider your perspective regarding diversity leadership, cross-cultural communications, and cultural intelligence.

Below are elements from the course that you must consider before writing your paper:

- **REVIEW:**
 - Taiye Selasi’s “[Don’t ask where I’m from, ask where I’m a local](#)” ([transcript](#))
 - Hetain Patel’s “[Who am I? Think Again](#)” ([transcript](#))
- **CONSIDER & ANALYZE:**
 - The Week 1 through 7 readings and Discussion Boards.
 - Previously reviewed perspectives and reflections, including those from Thandie Newton (“[Embracing otherness, embracing myself](#)” – [transcript](#)) and Bassam Tariq’s “[Beauty and Diversity of Muslim life](#)” ([transcript](#)).

Directions: in your 5 to 7 page paper, address the following questions:

- **DISCUSS** three critical diversity issues as discussed in this course:

- **Diversity Leadership:** What is a diversity conscious leader? *Why do you agree or disagree that being a diversity conscious leader is important to professional and organizational success? Support your analysis with 2 or more sources, and one or more specific examples.*
- **Cross-Cultural Communication:** What is cross-cultural communication? *Why do you agree or disagree that leaders must communicate inclusively in a diverse and multicultural world? Support your analysis with 2 or more sources, and one or more specific examples.*
- **Cultural Intelligence (CQ):** What is CQ? *What do you agree or disagree that cultural intelligence (CQ) is important to be an effective leader? Support your analysis with 2 or more sources, and one or more specific examples.*
- **FORMULATE YOUR VIEWPOINT:** Cultural and Global perspectives
 - *Are cultural differences an important global issue in the workplace? Why or why not?*
 - *Temperaments don't change but attitudes can. Is being open to differing perspectives, values, beliefs and norms important for those in leadership roles? Why or why not?*
- **REFLECTION & CONCLUSION:**
 - *How has your diversity awareness and your consciousness of global perspectives evolved during this course? In what ways? How has your recent experiences and learnings from this course challenged Cultural encapsulation in your own life??*

Diversity Awareness and Global perspectives ** Signature Assignment** Rubric

Criteria	EXEMPLARY	PROFICIENT	DEVELOPING	EMERGING	No credit
Diversity Leadership	40 Comprehensively analyzes diversity conscious leadership by thoroughly responding to all posed questions. Supports analysis with 2 or more applicable sources and specific examples. Persuasively argues a specific conclusion.	35 Analyzes diversity conscious leadership generally responding to all posed questions. Supports analysis with 2 applicable sources and examples.. Argues a specific conclusion providing some justification.	33 Analyzes diversity conscious leadership although some responses to posed questions may be superficial. Uses 1 applicable source, but may not include an example. States but does not justify a specific conclusion.	29 Limited if any analysis of diversity conscious leadership; may not respond to all posed questions. May provide examples but does not include an applicable source. Unclear conclusion	0 <i>Assignment, meeting grading criteria, was not submitted</i>
Cross-Cultural Communication	40 Consistently demonstrates more than one worldview. Comprehensively analyzes cross-cultural communications by thoroughly responding to all posed questions. Supports analysis with 2 or more applicable sources, and specific examples. Persuasively argues a specific conclusion.	35 Sometimes demonstrates more than one worldview. Analyzes cross-cultural communications generally responding to all posed questions. Supports analysis with 2 applicable sources and examples.. Argues a specific conclusion providing some justification.	30 Rarely demonstrates more than one worldview. Analyzes cross-cultural communications although some responses to posed questions may be superficial. Uses 1 applicable source, but may not include an. States but does not justify a specific conclusion.	25 Does not demonstrate more than one worldview. Limited if any analysis of cross-cultural communications. May not respond to all posed questions. May provide examples but does not include an applicable source. Unclear conclusion	0 <i>Assignment, meeting grading criteria, was not submitted</i>
Cultural Intelligence (CQ)	40 Demonstrates sophisticated understanding of CQ as a global issue. Comprehensively analyzes cultural intelligence by thoroughly responding to all posed questions. Supports analysis with 2 or more applicable sources, and specific examples. Persuasively argues a specific conclusion.	35 Demonstrates adequate understanding of CQ as a global issue. Analyzes cultural intelligence generally responding to all posed questions. Supports analysis with 2 applicable sources and examples.. Argues a specific conclusion providing some justification.	30 Demonstrates partial understanding of CQ as a global issue. Analyzes cultural intelligence although some responses to posed questions may be superficial. Uses 1 applicable source, but may not include an. examples. States but does not justify a specific conclusion.	25 Demonstrates no greater than surface understanding of CQ as a global issue. Limited if any analysis of cultural intelligence may not respond to all posed questions. May provide examples but does not include an applicable source. Unclear conclusion	0 <i>Assignment, meeting grading criteria, was not submitted</i>
Cultural & Global perspective	40 Demonstrates sophisticated understanding of the similarities and differences of cultural and global perspectives. Comprehensive analysis that thoroughly responds to all posed questions. Supports analysis with 2 or more applicable sources, and specific examples. Persuasively argues a specific conclusion.	35 Demonstrates adequate understanding of the similarities and differences of cultural and global perspectives. Analysis generally responds to all posed questions. Supports analysis with 2 or more applicable sources, and specific examples. Persuasively argues a specific conclusion.	30 Demonstrates partial understanding of the similarities and differences of cultural and global perspectives. Analysis somewhat responds to posed questions although one may be superficial. Uses 1 applicable source, but may not include an example. States but does not justify a specific conclusion.	25 Demonstrates surface understanding of the similarities and differences of cultural and global perspectives. Limited if any analysis and/or may not respond to all posed questions. May provide examples but does not include an applicable source. Unclear conclusion	0 <i>Assignment, meeting grading criteria, was not submitted</i>

Reflection	40 Comprehensively reflects on insights gained from OLCU 425 by thoroughly responding to all posed questions. Reflection demonstrates an in-depth understanding of the importance of diversity and global leadership.	35 Reflects on insights gained from OLCU 425 by thoroughly responding to all posed questions. Reflection demonstrates a fairly in-depth understanding of the importance of diversity and global leadership.	30 Reflects on insights gained from OLCU 425 by responding to all posed questions although one may be superficial. Reflection demonstrates partial understanding of the importance of diversity and global leadership.	25 Little if any reflection on insights gained from OLCU 425. May not respond to all posed questions. Reflection demonstrates limited understanding of the importance of diversity and global leadership.	0 <i>Assignment, meeting grading criteria, was not submitted</i>
Critical Analysis	40 Consistently employs critical analysis and thinking in discussing the issues. Each response is thorough, logical and well constructed. Effectively synthesizes different perspectives to draw a strong conclusion Paper demonstrates a sophisticated ability to integrate divergent facts and/or opinions from multiple sources	35 Often employs critical analysis and thinking in discussing the issues. Each response is fairly thorough, logical and well constructed. Attempts to integrate different perspectives to draw a conclusion. Paper demonstrates an adequate ability to integrate divergent facts and/or opinions from multiple sources.	30 Somewhat employs critical analysis and thinking in discussing the issues. Responses are somewhat, logical but may not be well constructed. Limited integration of different perspectives to draw a conclusion. Paper demonstrates a partial ability to integrate divergent facts and/or opinions from multiple sources.	25 Little if any critical analysis and thinking used in discussing the issues. Responses may be illogical and/or poorly constructed. Limited if any consideration of different perspectives. Paper demonstrates a lack of ability to integrate divergent facts and/or opinions from multiple sources.	0 <i>Assignment, meeting grading criteria, was not submitted</i>
APA and Sources	25 Uses 5 or more scholarly sources including 4 peer-reviewed journal articles. Uses headers to organize paper, and accurately adheres to APA standards; reference page and citations are correct. All sources listed in References are cited in paper	21 Uses 5 scholarly sources including 3 – 4 peer-reviewed journal articles. . Uses headers to organize paper, and adheres to APA standards; reference page and citations are correct with minor (1-3) errors. All sources listed in References are cited in paper	17 Uses 3 - 4 scholarly sources including 2 – 3 journal articles. May not use headers. APA standards are somewhat followed; the work of others is cited but with numerous (4 – 10) errors. Sources listed in References and citations may not match	13 Uses 0 – 2 scholarly sources. Limited adherence to APA standards in the paper and Reference page; work of others may be cited but with multiple (11+) errors. Sources listed in References and citations do not match	0 <i>Assignment, meeting grading criteria, was not submitted</i>
Writing Mechanics	35 The paper is logical and well organized; spelling, grammar and punctuation are accurate. Paper is the required length of 5 - 7 pages of content, and includes a correctly prepared title page.	30 The paper is mostly logical and organized but with minor (1 – 3) errors in spelling, grammar and/or punctuation. The content may be 5% too long or short; includes a correctly prepared title page.	25 The paper is somewhat logical but may lack organization. May have several (4 – 10) errors in spelling, grammar and/or punctuation. The content may be 10% too long or short, and may not include a correctly prepared title page	20 The paper lacks clarity and may be confusing with numerous (11+) errors in spelling, grammar and/or punctuation. The content may be 15% too long or short, and may not include a title page	0 <i>Assignment, meeting grading criteria, was not submitted</i>