

**FINAL EXAMINATION**  
**Semester 1, Academic year 2024-2025.**

**I. Examination information**

Course Title:	<b>Cultural Intelligence</b>				
Course Code:	72HCUL10033	Credits:	3		
Class code:	241_72HCUL10033_01				
Evaluation format:	Report	Duration:	7	days	
<input type="checkbox"/> Individual		<input checked="" type="checkbox"/> Groupwork			
File name convention:	<b>Student ID _Student's Full Name_ .....</b>				

**II. The examination requirements must align with the CLOs.**

*(This part must be mapped with the information from the course syllabus)*

CLO	CLO Description	Evaluation format	CLO weight in the assessment component (%)	Exam question No.	Maximum score	Data collection on student achievement of PLOs/PIs
(1)	(2)	(3)	(4)	(5)	(6)	(7)
CLO1	Students understand the concept and importance of Cultural Intelligence in the context of globalization and multiculturalism.	Essay	20%	Q1	1	PLO1, PLO2
CLO2	Students comprehend the major models and theories of Cultural Intelligence and those applications for learning and working in a multicultural environment	Essay	40%	Q2	4	PLO2, PLO3
CLO3	Students are able to engage in active listening, empathy,	Essay	10%	Q3	1	PLO3, PLO5

	and cultural respect while refining verbal and nonverbal communication skills suitable for diverse cultural settings.					
CLO4	Students can analyze global cultural issues and resolve conflicts and misunderstandings arising from cultural differences.	Essay	20%	Q4	2	PLO1,PLO4
CLO5	Students develop open-mindedness, flexibility, and the ability to adapt to cultural change.	Essay	10%	Q5	2	PLO1, PLO5

### III. Examination content

Randomly assign each group a specific nation or culture to focus on for the final test.

Q1. (1 scores): Choose one country representative for one cultural region among 8 cultural regions. Cover geography, history, customs, traditions, language, and social norms. Explain why understanding these cultural elements is important in a globalized and multicultural world.

Minimum: 300 words

Q2. (3 scores): Reviewing with a critical thinking **Hofstede's cultural dimensions**, explain how these dimensions appear in your chosen nation or culture. Give examples the way they demonstrate in the social, business, and communication practices. Describe how this understanding can improve learning, working, adapting and developing in multicultural environments.

Minimum: 500 words

Q3. (2 score): Analyze how the cultural dimensions affect to the literature, arts, and the pop culture of your chosen culture. Looking for some cultural “metaphors” in these works, what do they represent in the culture to which they belong? How often does this metaphor appear in your culture? How can you understand it if it is not prevalent in your culture?

Minimum: 400 words

Q4. (2 scores): Considering cultural dimensions in the current context of Vietnam. Identify the most potential **conflicts** that could arise from cultural misunderstandings in the working place or public spaces of Vietnam. Share a scenario where you used your understanding of “cultural intelligence” to solve effectively a conflict in a certain context

Minimum: 300 words



Q5. (2 scores): Reflecting your own experiences on cultural changes. How have you adapted to the changes? Describe your strategy for improving and developing your “cultural intelligence” competence. What can you do to contribute to an open, welcoming, and multicultural environment at your school or workplace in the future?

Minimum: 500 words

Total: 10 points.

## 2. Instructions on how to present the exam questions

- Report submission must be bright and clear; design a neat layout, correct spelling, and APA citation (if applied any), with an evaluation sheet of group members.
- The peer evaluation should be attached to the final report.
- Language: English
- No late submission is allowed.

## 3. Rubric and grading scale

**Rubric:** The final exam test takes 50% of the whole course. The final exam is a Group Project Report with individual evaluation. The following formula calculates the score:

Final exam score = Report scores \* 0.7 + Peer evaluation \* 0.3

## Rubric for a group report

Q1. Research on Assigned Nation or Culture (1 score):

Criteria	Excellent (1)	Good (0.75)	Fair (0.5)	Poor (0-0.25)
Coverage of Cultural Aspects and Importance in Global Context	Thoroughly covers history, customs, traditions, language, communication styles, business etiquette, and social norms. Clearly explains the importance of understanding these elements in a globalized and multicultural world with relevant examples.	Covers most cultural aspects but may lack depth in one or two areas. Explains the importance but lacks depth or specific examples.	Covers some cultural aspects but lacks depth and completeness. Provides a basic explanation with minimal relevance or examples.	Inadequate coverage of cultural aspects, missing several key areas. Fails to explain the importance or provide relevant examples.

## Q2. Hofstede's Cultural Dimensions (4 scores):

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (0-1)
Explanation of Dimensions/ Impact on Practices/ Application to Learning and Working	Thoroughly explains how Hofstede's dimensions manifest in the assigned culture with detailed examples. Clearly illustrates how these dimensions affect social, business, and communication practices with relevant insights. Clearly describes how understanding these dimensions can improve multicultural learning and working with specific applications.	Explains dimensions with some examples, but lacks depth in one or two areas. Illustrates impact but lacks depth or specific insights in some areas. Describes application but lacks specific details or examples.	Provides a basic explanation with few examples. Basic illustration of impact with minimal insights. Basic description with minimal application.	Inadequate explanation with minimal examples or understanding. Fails to illustrate the impact effectively. Fails to describe the application or relevance to learning and working.

## Q3. Analysis of Cultural Dimensions in Key Areas (1 score):

Criteria	Excellent (1)	Good (0.75)	Fair (0.5)	Poor (0-0.25)
Analysis and Importance of Skills	Thoroughly analyzes the impact on literature, arts and pop culture. Discuss specifically the cultural metaphors of the works. Critically explain your efforts to understand different cultural expressions.	Analyzes the impact but lacks depth in one or two areas. Discusses importance but lacks depth or specific scenario.	Basic analysis with minimal depth. Basic discussion with minimal relevance or scenario.	Inadequate analysis, missing several key areas. Fails to discuss the importance or provide a relevant scenario.



## Q4. Comparison and Conflict Resolution (2 scores):

Criteria	Excellent (2)	Good (1.5)	Fair (1)	Poor (0.5)
Comparison and Conflict Resolution	Thoroughly compares cultural dimensions with Vietnam, identifying potential conflicts with detailed examples. Clearly explains how Cultural Intelligence can resolve conflicts with specific examples.	Compares dimensions with Vietnam, identifying conflicts but lacks detail in examples. Explains resolution but lacks depth or specific examples.	Basic comparison with minimal identification of conflicts. Basic explanation with minimal examples.	Inadequate comparison with few or no identified conflicts. Fails to explain conflict resolution effectively.

## Q5. Reflection and Adaptability (2 score):

Criteria	Excellent (2)	Good (1.5)	Fair (1)	Poor (0-0.5)
Reflection and Application	Reflects thoroughly on conflicts, discussing open-mindedness, flexibility, and adaptability with a real or hypothetical example. Clearly identifies lessons for future intercultural interactions.	Reflects on conflicts with some discussion of key traits and examples. Identifies lessons but lacks depth or specificity.	Basic reflection with minimal discussion or example. Basic identification with minimal relevance.	Inadequate reflection with few or no discussed traits or examples. Fails to identify relevant lessons for future interactions

## Rubric for peer evaluation

Rating	Student's name
<b>Group Participation</b> Attend's meetings regularly and on time.	
<b>Time Management &amp; Responsibility</b> Accepts fair share of work and reliably completes it by the required time	

<b>Adaptability</b> Displays or tries to develop a wide range of skills in service of the project readily accepts changed approach or constructive criticism.	
<b>Creativity/Originality</b> Problem-solves when faced with impasses or challenges, originates new ideas, and initiates team decisions.	
<b>Communication Skills</b> Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.	
<b>General Team Skills</b> Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.	
<b>Technical Skills</b> Ability to create and develop materials on own initiative provides technical solutions to problems.	
<b>Comments, Examples, Explanations, etc.</b>	
<i>Total score (convert to the 10-point scale)</i>	

**Note** for Scoring: award yourself and each team member a score using this scale.

- 3 – Better than most of the group in this respect
- 2 – About average for the group in this respect
- 1 – Not as good as most of the group in this respect
- 0 – No help at all to the group in this respect

**Approval**



Đoàn Duy Hải Lâm

Ho Chi Minh City, 10 / 10 / 2024.

**Lecturer**



Nguyễn Thị Phương Hào