MBA Intercultural Competence Learning Goal - "Our graduates will be able to work in cultural contexts outside of the US, with particular attention to culturally bound informational, interpersonal and analytical dimensions."

FACULTY RATER: _____   Term/Year:_____

STUDENT NAME: _____

DRURY UNIVERSITY MBA – INTERCULTURAL COMPETENCE For Journal Assessment			
Evaluative Criteria	*Fails to meet expectations*	*Meets expectations*	*Exceeds expectations*
Interactions (Interpersonal)	☐ Demonstrates little willingness to initiate conversations. Participation limited to required participation at formal presentations.	☐ Demonstrates a willingness and desire to interact with members of host country in formal settings.	☐ Seeks out interactions with members of host country in both formal and informal settings.
Respect for Host Culture (Interpersonal)	☐ Demonstrates little or no recognition of appropriate etiquette for host country.	☐ Demonstrates awareness of etiquette through proper greetings in professional settings and appropriate etiquette in settings such as meals.	☐ Demonstrates a respect for culture's customs, including dinner etiquette, greetings, and appropriate acknowledgements at business meetings.
Understanding of History (Interpersonal)	☐ Demonstrates little to no understanding of the role of historical-cultural context in an international business setting.	☐ Demonstrates rudimentary knowledge of a host culture's history and culture; makes efforts to incorporate knowledge in social interactions.	☐ Demonstrates both knowledge of a host country's history and culture, as well as a desire to learn more in the course of foreign study; consistently endeavors to incorporate knowledge in social interactions, as well as a strong desire to improve through additional study.
Flexibility (Adaptive)	☐ Demonstrates resistance to schedule changes; makes no effort to facilitate adjustments where appropriate.	☐ Demonstrates an openness to changes; responds positively to request for assistance where requested or warranted.	☐ Takes initiative and a leadership role when schedule changes occur; initiates solutions and offers assistance.
Cooperation (Adaptive)	☐ Demonstrate no desire to cooperate with others or take appropriate steps to ensure a successful travel experience.	☐ Cooperates with others; demonstrates a willingness to make necessary preparations for foreign travel.	☐ Works with others as facilitator; makes preparations necessary for a successful foreign travel experience.
Stress Management (Adaptive)	☐ Does not cope easily with stress; does not seek measures to mitigate stress in challenging circumstances.	☐ Copes effectively with stress; takes steps to deal more productively with stressful situations in the future.	☐ Welcomes challenging situations; takes significant efforts to learn from experiences and to prepare for future opportunities.

05/02/2014

MBA Intercultural Competence Learning Goal - "Our graduates will be able to work in cultural contexts outside of the US, with particular attention to culturally bound informational, interpersonal and analytical dimensions."

FACULTY RATER: _____   Term/Year:_____

STUDENT NAME: _____

	DRURY UNIVERSITY MBA – INTERCULTURAL COMPETENCE For Peer Assessment		
Evaluative Criteria	**Fails to meet expectations**	**Meets expectations**	**Exceeds expectations**
Interactions (Interpersonal)	☐ Demonstrates little willingness to initiate conversations. Participation limited to required participation at formal presentations.	☐ Demonstrates a willingness and desire to interact with members of host country in formal settings.	☐ Seeks out interactions with members of host country in both formal and informal settings.
Respect for Host Culture (Interpersonal)	☐ Demonstrates little or no recognition of appropriate etiquette for host country.	☐ Demonstrates awareness of etiquette through proper greetings in professional settings and appropriate etiquette in settings such as meals.	☐ Demonstrates a respect for culture's customs, including dinner etiquette, greetings, and appropriate acknowledgements at business meetings.
Understanding of History (Interpersonal)	☐ Demonstrates little to no understanding of the role of historical-cultural context in an international business setting.	☐ Demonstrates rudimentary knowledge of a host culture's history and culture; makes efforts to incorporate knowledge in social interactions.	☐ Demonstrates both knowledge of a host country's history and culture, as well as a desire to learn more in the course of foreign study; consistently endeavors to incorporate knowledge in social interactions, as well as a strong desire to improve through additional study.
Flexibility (Adaptive)	☐ Demonstrates resistance to schedule changes; makes no effort to facilitate adjustments where appropriate.	☐ Demonstrates an openness to changes; responds positively to request for assistance where requested or warranted.	☐ Takes initiative and a leadership role when schedule changes occur; initiates solutions and offers assistance.
Cooperation (Adaptive)	☐ Demonstrate no desire to cooperate with others or take appropriate steps to ensure a successful travel experience.	☐ Cooperates with others; demonstrates a willingness to make necessary preparations for foreign travel.	☐ Works with others as facilitator; makes preparations necessary for a successful foreign travel experience.
Stress Management (Adaptive)	☐ Does not cope easily with stress; does not seek measures to mitigate stress in challenging circumstances.	☐ Copes effectively with stress; takes steps to deal more productively with stressful situations in the future.	☐ Welcomes challenging situations; takes significant efforts to learn from experiences and to prepare for future opportunities.

05/02/2014

Intercultural Competence Learning Goal of the Breech MBA

"Our graduates will demonstrate the ability to coordinate efforts as members of a team in the pursuit of a common purpose or goal."

Instructions and Assessment Process

Rating Process

The Intercultural Competence Learning Goal of the MBA program shall be rated by two faculty members and the student peers. The two faculty members shall conduct independent ratings and after assessment, reach consensus on any ratings where ratings differed. After consensus is reached, the results of the ratings and any recommendations for improvement of either the course or the rating instrument shall be presented to the AOL&A committee for consideration of action by the Breech faculty. In the peer assessment, students will use the rubric to rate their roommates on the international trip.

Samples of Student Work

The Intercultural Competence goal shall be assessed using student journals and peer interactions on the international trip in MBA 682 (Global Business, Innovation and New Ventures. These journal and peer assessment will address the student's intercultural competence the trip as displayed on the trip.

Assessment Assignments

The rubrics used to assess this Learning Goal are included as an appendix to these instructions. The rubrics will be used as follows:

In MBA 682   The students will travel on an international trip, during the trip they will keep a journal reflecting on the experiences they are having and recording their reactions to the experiences. When students return from the trip, roommates will be asked to anonymously rate each other on the areas of intercultural competence. This can be done through a survey on blackboard and then the answers can be accumulated for the group. The attached rubric should be employed to evaluate the student papers. The assignment will be made around mid-term of the course. Additional information about the development and use of this rubric can be found in
- o Sronce, R., Taylor, J., & Petty, C. (2011). Not just another sightseeing trip: Plans for increasing intercultural competence through an MBA international trip. *ACBSP Annual Edition.*

05/02/2014