

<b>Course Code:</b>	LEAD-1392
<b>Short Title:</b>	Building Cultural Intelligence in Your Workplace
<b>Prerequisites:</b>	N/A
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	MGMT192 – Inclusive Leadership: Building Cultural Intelligence in the Workplace
<b>Course First Offered:</b>	September 2011

<b>Credits:</b>	1.0
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## Course Description

In a world that is becoming increasingly interconnected and complex, leaders need to effectively work with diversity and create inclusive organizations in order to succeed. Research shows that if supported appropriately, diverse workforces are more creative, innovative and successful than mono-cultural, homogenous workforces. The most effective leaders are those with Cultural Intelligence (CI) and Emotional Intelligence (EI). This two-day course will explore issues of culture and difference, and how they impact the management of diversity and the creation of an inclusive workplace. You will reflect on your own experience of diversity, and challenge your assumptions and stereotypes. This highly interactive course will help build your Cultural and Emotional Intelligence and move you from “managing” diversity as merely a business imperative, to developing the knowledge and tools needed to value difference and foster inclusion.

## Course Goals

At the end of this two-day course, you will have a better understanding of ways to increase inclusion in your workplace.

## Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Explain the importance of cultural intelligence as a leadership skill
2. Understand the role of culture and/or diversity in the workplace
3. Examine stereotypes and bias in interpreting behaviour
4. Explore the value of engaging diversity of organizational effectiveness and success
5. Describe best practices for creating an inclusive organization

## Course Topics/Content

- Understanding emotional intelligence and cultural intelligence
- Cultural lenses and bias
- Barriers to creating inclusive organizations

- Working with differences
- Business case for building inclusive organizations

### Text & Resource Materials

N/A

### Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	100%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

### Course Grading Scheme\*

- JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3 (CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.