	Teaching Learning and Assessment

COURSE INFORMATION

Course Name: Cross Cultural Understanding and Tourism Leadership	**Course Code: STSMPC03**

LEARNING OUTCOMES:

Upon completion of the course students will be able to:

Course Outcome	
1	Examine major components of culture that have influence on stakeholders of tourism business.
2	Develop skills required to effective and efficient communication across cultures
3	Analyse cultural differences in communication and its impact on the tourism business environment
4	Evaluate patterns of cultural differences in different regions of the world.

Transferable Skills: Skills learned in this course of study which can utilize in other settings. These transferable skills include: CO3, CO 4 (Critical and Creative Thinking, Communication)

TEACHING, LEARNING AND ASSESSMENT

Description of assessment components:

Assessment Task	Assessment Weightage	Course Outcomes Assessed	Programme Specific Outcomes Assessed
Assessment 1: Individual Assignment 1 –Cultural difference in service business. *(PSO1 = PO1 & PO4)*	10%	1	1,4
Assessment 2: Group Discussion and Report *(PSO3,5 = PO1, PO2,PO4, PO5,)*	20%	2,3	1,2,4,5
Assessment 3: Group Role Play *(PSO2,3,5= PO2 & PO3& PO4)*	10%	3,4	2,3,4
Assessment 4: Final Examination *(PSO3,4,5 = P3, PO4, PO5)*	60%	2,3,4	3,4,5

Teaching and Learning Approach:

CO 1	Assessment Task /Activities
Examine major components of culture that have influence on stakeholders of tourism business.	Individual Assignment 1 – Evaluation of a tourism company scenario, analyze the organizational culture through its vision, mission, policies and core values. Through a case analysis in a company students will relate the major observations to theories and models such as cultural identity and Hofstede's four dimensions of culture and its relation to tourism Industry

Teaching and Learning Activities:
CO 1 is achieved through authentic learning, collaborative learning and group activities

CO2	Assessment Task/Activities
Develop skills required to effective and efficient communication across cultures	**Group Role Play:** Students will be provided with a simulated scenario and among group they have to address the cultural differences in services, organizational leadership and communication.

Teaching and Learning Activities:
CO2 is achieved through authentic learning, cross cultural communication game, group activities and collaborative learning

CO 3	Assessment Task/Activities
Analyse cultural differences in communication and its impact on the tourism business environment	Group Discussion, Group Role Play and Analyzing a scenario (written) Students will be able to express their views with sound theoretical background and practical context, a role play allows them to express their view points as reflection (a member of a society (societal view)) and contextual analysis will be reflected through narrations in the final examination.

Teaching and Learning Activities:
CO 3 is achieved authentic learning, group discussions, bibliometric analysis and case analysis.

CO 4	Assessment Task/Activities
Evaluate patterns of cultural differences in different regions of the world.	**Final Examination:** Allows students to use resources to compare (Data sets, key reports, industry case) to evaluate a cross cultural difference situation and express their opinion, discussion and conclusions. .

Teaching and Learning Activities:

CO4 is achieved through authentic learning, case studies and group activities.

CO 5	Assessment Task/Activities
Evaluate patterns of cultural differences in different regions of the world.	**Group Role Play and Final Examination:** Allow the students to simulate a scenario, which is popular in the day to day real life situation (through new paper, Visual media, social media, conferences and research notes). Such real situation will be embedded in solving the issues in final examination through level 3,4 and 5 thinking level.

Teaching and Learning Activities:

CO5 is achieved through authentic learning, case studies and group activities.

CO 6	Assessment Task/Activities
Construct cross cultural communication skills for effective negotiations, decision making and leadership.	**Group Role Play and Final Examination:** Case building through major companies operates in multicultural/ diversity (eg. Hilton), the success and failure scenarios can be analyzed and construct solutions.

Teaching and Learning Activities:

CO6 is achieved through, authentic learning, case development using data and contents and group discussions.

Rubrics Developed
Scenario Finding
Scenario Analysis
Synthesis of Cultural Differences
Communication Skills
Teamwork
Leadership
Inter cultural Communication
Non verbal communications
Relevance
Analysis of a situation
Organization and presentations

Rubrics for Each Assessment Task:

Assessment Task 1: Individual Assessment: Cultural Difference in Service Business

Conduct a tourism feasibility research to understand the competitive environment and trends in the business environment based on the economic, social and environmental aspects.

Criteria	Exemplary (9 – 10)	Advanced (7– 8)	Proficient (4 – 6)	Satisfactory (2 – 3)	Developing (0-1)
Scenario Findings	A well suited *scenario*, current and addressing the most pressing issue	*Scenario* well suits with tourism services, its addressing some relevant issues, may not be the most updated.	The *scenario* is not well suited with tourism case, not addressing the current issues and not the best piece of problem in tourism	The *scenario* is least moderately related to tourism services, not a relevant issue to address and its relevance is very shallow.	The *scenario* is not at all related to tourism services, not a relevant issue to address and its relevance is very shallow.
Scenario Analysis	Students *interpret* the key outcome of the situation, well aligned and brining logical findings of the situation,	Students *interpret* key outcomes but not fully, there are some argumentative points in its logical linkage. The	Some outcomes are *interpreted* but weak linkages with theory and concepts yet bring some	The outcome *analysed* are moderately addressing *the scenario*, very poor or no linkage with theory, concepts	The outcome *analysed* are not logically addressing *the scenario*, very poor or no linkage

theoretically, conceptually and reflectively bringing sound understanding.	analysis brings good understanding.	understanding of the situation.	and self reflection. This cases a completely out of understanding of the situation.	with theory, concepts and self reflection. This cases a completely out of understanding of the situation.

Assessment Task 2: Group Discussion and Report

Produce realistic and comprehensive project proposal through a creative and flexible document that able to integrate information through various sources and evidence.

Criteria	Exemplary (9 – 10)	Advanced (7– 8)	Proficient (4 – 6)	Satisfactory (2 – 3)	Developing (0-1)
Synthesis of Cultural Differences	Effective *synthesis* of the situation, building arguments based on real examples and situations, citing appropriate cases. Well triangulate with social situation, business environment and existing theories.	The level of *synthesis* not covers the full context, yet having some important points addressed through effective thinking. Lack of examples and missing the coexistence of building arguments not covering all the parameters	Poor reflective account through *synthesis* of the situation, not that realistic to the context, usually come up with general point of arguments which can't be related to the reality. Poor linkage established between business environments, social situation and existing theories.	No *synthesis* or its moderately appropriate,, moderate logical connections and lightly address the scenario through triangulation effort of business environment, social condition and theories.	No *synthesis* or its inappropriate, no logical connections and fail to address the scenario through triangulation effort of business environment, social condition and theories.

| Communication Skills | Comprehensive *expression of ideas* through effective communication, body language, tone, vocabulary. Again the discussions are in a total encouragement and towards addressing the issues to solve the provided scenario. | *Expressions* are clear, yet not that effectively articulated, appropriately conveying messages, may sometimes deviate from full purpose, such as time, appropriate examples etc. | *Expression of idea* through communication is not par with the required level. Yet, focusing on the given scenario. Sometimes struggling to communicate effetely and not aligned with all required component of communication. | Not able to *express the idea* follow the required outcome of the set discussion, poor background knowledge or completely out of scenario discussion. Poor language skills, poor or no articulation, unable to find points to defend or develop a scenario. | |

Assessment Task 3: Group Role Play

Evaluate the given situation and develop solutions

Criteria	Exemplary (9 – 10)	Advanced (7– 8)	Proficient (4 – 6)	Satisfactory (2 – 3)	Developing (0-1)
Team work	Always *willing and lead the team* through a focused approach, enthusiastic while conducting the role play including preparation and presentations	Usually *willing and occasionally lead* the team, during the assessed tasks, preparation and presentations	Not often but sometimes *willing, less enthusiastic,* during the assessed tasks, preparation and presentations	*Rarely to moderate willingness,* less involvement during most of the task preparation and presentations	*Rarely to no willingness,* absence during most of the task preparation and presentations
Speaking with conviction	*Convincing communications* of characters role, emotions,	*Competent communication* of characters role, emotions,	*Adequate communication* of characters role, emotions, expressions, feelings and motivations	*Moderate communication* of characters role, emotions,	*Limited communication* of characters role, emotions,

	expressions, feelings and motivations	expressions, feelings and motivations.		expressions, feelings and motivations	expressions, feelings and motivations
Use of non-verbal cues	An impressive variety of **non verbal cues** used in an exemplary way	A good variety of **non verbal cues** used in a competent way	An acceptable variety of **non verbal cues** used in an adequate way	Moderate variety of **non verbal cues** used in a developing way	Limited variety of **non verbal cues** used in a developing way

Assessment Task 4: Final Examination

Evaluate the given situation and develop solutions,

Criteria	Exemplary (9 – 10)	Advanced (7– 8)	Proficient (4 – 6)	Satisfactory (2 – 3)	Developing (0-1)
Relevance	Consistent *focus on target,* all key topics and themes identified high level of accuracy and integration of ideas.	Solid level of *focus on target*, main themes and topics are identified, appropriate level of accuracy and integration of ideas.	Generally superficial or partial on *focusing the target.* Major key aspects/ points omitted, very less addressing of the central problem from the scenario.	Moderate information. *Moderate focus* on the fundamental theme, Inaccuracies and main issues not addressed and very general inclusion of ideas.	Very limited and surface information. *Lack of focus* on the fundamental theme, Inaccuracies and main issues not addressed and very general inclusion of ideas.
Analysis	*In depth analysis* of the situation. All key aspects identified, and rigorously evaluated and synthesized.	Only modest abstractions beyond facts *through analysis*, some potential linkage missed, or the evaluation not as per the	Adequate in some areas but gaps in logical evaluation through *analysis* poorly supported logical generalizations.	Just descriptive and nothing beyond facts, weak progression of ideas. *Light logical analysis.*	Just descriptive and nothing beyond facts, weak progression of ideas. *Illogical analysis.*

		very recent trends. Overly derivate.			
Organization and presentation in writing	*Exemplarity writing* well organized writing styles, a good link with points allocated for the answer and inclusion points presented> there is no or very few lapses, precision evident.	Sound technical expressions, few errors on organizing the *writing,* complex concept not adequately conveyed	Ambiguity in stating facts, not a *good writing styles*, often end with errors and mistakes, poor sentence control and focus to the points, lack of relationship with given mark and contents, grammatical lapses.	Moderate expressions *and style of writing*, all technical, conceptual aspects are deficient and unclear.	Poor expressions *and style of writing*, all technical, conceptual aspects are deficient and unclear.