CULTURAL SELF-ASSESSMENT

Due:

Objective: The purpose of this assignment is to develop cultural self-awareness by applying the concepts covered in class to oneself.

Requirements:
1. As each section below is covered in class and the text, answer each question by applying the concepts to yourself, using the template provided (email agross@napavalley.edu).
2. Write the final self-assessment essay after completing all sections.
3. Be sure to turn in the completed sections, the IDI printout, and your essay.
4. Papers must be typed and stapled, or grade will be reduced one full grade.

Grading:
This assignment is worth 25% of the final course grade. The grade will be based upon completeness, accurate understanding and application of concepts from class to oneself, depth and accuracy of final essay, and overall writing quality, based on the attached rubric.

Contents:

I. Family History
   a. Where are your ancestors from, originally? When did they come to the United States? What were their reasons for coming here? (If you do not have access to this information, just include what you know about where relatives have lived in the US or other countries.)
   b. What cultural and/or family traditions, beliefs, values or behaviors have been passed down in your family?

II. Intercultural Development Inventory
   a. According to the IDI, what stage were you on when you began the class? (Discuss both perceived and developmental.)
   b. What experiences or background do you believe brought you to that level?
   c. How, specifically, might your developmental stage and any trailing issues affect your intercultural interactions?
   d. What, specifically, can you do to improve your intercultural competence, based on the IDI? Explain how these actions would help
   e. BE SURE TO ATTACH YOUR IDI PRINTOUT TO THE FINAL PAPER!
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III. Kluckhohn and Strodtbeck’s World Views – Describe and explain your beliefs in each area:
   a. Human Nature (good, bad, mixed; changeable or fixed)
   b. Relationship to Nature (mastery, harmony, subjugation)
   c. Preferred form of Activity (doing, becoming, being)
   d. Relationship to Time (future, present, past)

IV. Hofstede’s Cultural Values – Describe and explain where you are in each continuum:
   a. Individualism vs. Collectivism
   b. Masculinity vs. Femininity (follow Hofstede’s definition!)
   c. Power Distance (high vs. low)
   d. Uncertainty Avoidance (high vs. low)
   e. Long-term vs. Short-term Orientation

V. Communication Styles – Describe your preferred style in each area. If it varies by setting, explain.
   a. Linear vs. Circular
   b. Direct vs. Indirect
   c. Detached vs. Attached
   d. Intellectual and/or Relational Confrontation
   e. Abstract vs. Concrete
   f. Amount of Information – elaborate, exact, succinct

VI. Hall’s High vs. Low Context Communication
   a. Describe where you tend to be on this continuum. If your communication style changes in different settings, explain how/why it varies.

VII. Conflict Style – Describe your conflict style with regard to directness/indirectness and emotional expression/restraint. Which approach do you prefer (Discussion, Engagement, Accommodation or Dynamic), and does your approach change in different settings (e.g., family vs. business)?

Continued…
Final Essay

After reviewing the above applications of class topics to yourself, what have you learned about yourself? How can you use this information to improve your intercultural understanding and communication skills? Be specific, and discuss the importance of cultural self-knowledge in communicating with others. Also discuss any problems or questions that this self-assessment raised for you, and your overall response to the assignment.
GRADING RUBRIC FOR CULTURAL SELF-ASSESSMENT PAPER

Points:

3 = Very well written, with answers explained in depth. Shows accurate understanding of the topic and clearly applies it to one’s own experience. (Double points for final essay)

2 = Generally clear, complete and accurate application of topic, but does not go into as much detail in explaining the reasoning behind the response.

1 = Inaccurate application of topic or quite incomplete.

Sample Responses (Hofstede’s Masculinity/Femininity Variable)

3 I am on the low-MAS side, because on I tend to be more focused on people’s overall quality of life and I think it’s important to show concern for others. I think society should take care of the less fortunate – for example I think we should have higher taxes on the wealthiest people in order to provide social services to the poorest people. Also, I believe in sharing gender roles equally; I think it’s fine for men and women to both work to support the family, and that they both should play an active role in raising and supporting their children and in other household responsibilities. At the same time, though, I do have some high MAS characteristics, such as my competitiveness in most activities and my ambition to gain material wealth.

2 I am mostly Low-MAS; I value nurturance and quality of life more than ambition and achievement, and I believe in sharing gender roles for men and women. I also am a little High MAS because I am a competitive person.

1 I’m on the Femininity side because I like shopping and wearing makeup. I don’t like it when girls act like boys, so that’s why I wouldn’t want to be on the masculine side.

Total Score and Grade:

60-75 A Range  45-59 B Range  35-44 C Range  25-34 D Range

Final essay is worth double points. Final assignment grade will be lowered one full grade if IDI printout is missing, one full grade if paper is not typed.