MGMT 6064-(03) – 24W Assignment 4

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Project Leadership & Management

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## Task 1: Cultural Intelligence Self-Assessment

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|  | **Number**  **of “M”**  **responses** | **Number**  **of “O”**  **responses** | **Number**  **of “S”**  **responses** | **Number**  **of “R”**  **responses** | **Number**  **of “N”**  **responses** | **Total**  **Number of**  **Responses** |
| Cultural  Awareness  (Q1 to Q6) | 1 | 2 | 3 | 0 | 0 | 6 |
| Cultural  Understanding  (Q7 to Q12) | 2 | 2 | 1 | 1 | 0 | 6 |
| Cultural  Behaviors/ Skills  (Q13 to Q18) | 2 | 3 | 1 | 0 | 0 | 6 |

My self-assessment findings indicate that I have an intermediate level of cultural awareness, since I show that I understand the significance of tone of voice, physical space, and cultural values in interactions. I do admit that there are some things I could have done better. For example, I admit that my listening skills may be impacted by my biases and that I need to learn more about the differences between discrimination and prejudice. Furthermore, even though I recognize the value of cultural intelligence (CQ) and the need to modify my behavior in various contexts, there are some areas in which I might still need to improve my skills, like intervening when cultural insensitivity or bias occurs and asking for advice on how to effectively manage cross-cultural conflict.

Being open to receiving criticism of my prejudices and cultural knowledge is one of my strongest traits when comes to cultural intelligence. This shows a proactive attitude regarding personal development and an understanding of the value of ongoing education in cross-cultural relationships.

I should concentrate on actively correcting instances of cultural insensitivity or bias rather than just being aware of them in order to increase my cultural intelligence. I should also explore for chances to learn more about the details of many cultures, especially in relation to gender roles, power relationships, and advantages. In addition, I should do better at identifying differences between bias and discrimination and creating more potent conflict-resolution techniques for cross-cultural interactions. Overall, self-evaluation identifies both my areas of strength and need for growth in terms of my cultural knowledge and comprehension. I may improve my cultural intelligence and my ability to function in a variety of cultural contexts by keeping track of my interactions, asking for feedback, and actively participating in cultural learning opportunities.

## Task 2: Hofstede’s Cultural Comparison

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|  | **Canada** | **Comparison Country:**  **Sri Lanka** |
| Power Distance | 39 | 80 |
| Individualism | 72 | 35 |
| Masculinity | 52 | 10 |
| Uncertainty Avoidance | 48 | 45 |
| Long-Term Orientation | 54 | 45 |
| Indulgence | 68 | 0 |

As someone who was born in Sri Lanka and arrived in Canada as an international student last year, I can offer insights into the cultural profiles of both countries based on my personal experiences.

In Sri Lanka, where hierarchy is deeply ingrained with a score of 80, I grew up respecting authority and adhering to traditional social structures. For example, I always showed a deference towards elders and authority figures, both in my family and in educational settings. However, since moving to Canada, I've noticed a shift to a more egalitarian society with a lower score of 39. Here, professors and peers are more approachable, and there's a greater emphasis on open dialogue and challenging authority when necessary.

Regarding individualism, Sri Lanka's collectivist culture, with a score of 35, placed a strong emphasis on family and community ties in decision-making and social interactions. Growing up, I experienced tight-knit familial bonds and a sense of belonging to a larger community. In contrast, Canada's score of 72 indicates a highly individualistic culture, where personal autonomy and self-expression are valued. As an international student, I've had to navigate this transition, learning to assert my own identity and make independent decisions.

In terms of motivation towards achievement and success, Sri Lanka's consensus-oriented approach, scoring only 10, prioritized collective well-being and quality of life over individual accomplishments. This meant a focus on harmony and cooperation in academic and social contexts. However, in Canada, with a score of 52 indicating a more decisive society, I've encountered a culture that values ambition and personal success. Striving for academic excellence here has required me to adapt to a more individualized goal-oriented mindset.

Overall, my experiences as an international student have highlighted significant differences in cultural dynamics between Sri Lanka and Canada, particularly in power distance, individualism, and motivation towards achievement. Embracing these differences has enriched my cultural understanding and contributed to my personal growth during my time in Canada.

## Task 3: GRPI Assessment and Reflection

Question 1: “Goals”

In my experience working on Assignments 2 and 3 with my team, I found that we generally shared similar goals and priorities, although there were occasional differences in emphasis. Our overarching goal was to produce high-quality work and achieve the best possible grade. Additionally, we all aimed to learn from the assignments and collaborate effectively to leverage each other's strengths. However, there were instances where individual members may have had slightly different priorities or approaches in terms of completing the assignment efficiently or focusing more on specific aspects of the task. Despite these minor differences, we were able to align our goals through open communication and compromise. Through discussions and mutual agreement, we clarified our objectives and ensured that everyone was on the same page regarding the desired outcomes. Overall, while there may have been some subtleties in our individual priorities, we were largely effective in sharing common goals and working towards them collaboratively.

Question 2: “Roles”

In our team, we did not have a formally designated leader for either Assignment 2 or Assignment 3. Instead, we opted for a more collaborative approach where everyone contributed their ideas and took on different responsibilities based on their strengths and interests. While there were no formal discussions or elections to select a leader, there were instances where certain team members naturally took on leadership roles for specific tasks or discussions. These leadership roles emerged informally based on individuals' expertise or initiative in guiding the team through particular challenges or decision-making processes.

Generally, our team functioned effectively without a designated leader. We maintained open communication and mutual respect, allowing everyone to contribute their ideas and opinions freely. This collaborative approach fostered a sense of ownership and accountability among team members, leading to successful completion of the assignments.

Looking back, I don't have any regrets about the lack of a formal leadership role in our team. While having a designated leader can sometimes streamline decision-making processes, our team demonstrated that effective collaboration and communication can lead to successful outcomes even without a hierarchical leadership structure. Each team member had the opportunity to contribute their unique strengths, leading to a more inclusive and empowering team dynamic.

Question 3: “Processes”

We established informal procedures for various team processes such as problem-solving, communication, and decision-making. While we did not have formal 'ground rules,' we quickly adapted to each other's communication styles and preferences. Our processes gradually evolved as we worked together on the assignments, with improvements made based on feedback and reflection.

Overall, I believe our team processes were effective in facilitating collaboration and achieving our objectives. We maintained regular communication through group chats and virtual meetings, allowing for timely updates and discussions on assignment progress. Decision-making was typically consensus-driven, with everyone given the opportunity to voice their opinions and contribute to solutions.

If I could go back and redo the team assignments, I would focus on establishing more formalized procedures from the outset. While our informal approach worked well for us, having clearer guidelines and expectations for each team process could have enhanced efficiency and minimized misunderstandings. Additionally, I would prioritize setting internal deadlines earlier to allow more time for revisions and refinement of our work. Overall, I believe these adjustments could further improve our team's effectiveness and productivity.

Question 4: “Interpersonal Relationships”

In our team, interpersonal relationships played a crucial role in our collaborative efforts to complete the group assignments. Overall, we established a high level of trust and confidence in each other, which greatly facilitated our teamwork. From the outset, we treated each other respectfully and professionally, fostering an inclusive and supportive team environment. This mutual respect allowed us to communicate openly and share ideas without fear of judgment.

Throughout the assignments, we collaborated effectively, leveraging each other's strengths and perspectives to produce high-quality work. There was a sense of camaraderie among team members, with everyone committed to the team's success. We actively listened to each other's input, provided constructive feedback, and worked together to address any challenges that arose.

As a conclusion, the interpersonal relationships within our team were positive and conducive to productive collaboration. By building trust, respect, and open communication, we were able to work cohesively towards our common goals. These strong relationships not only contributed to the success of our assignments but also enriched our overall learning experience in the course.

## Task 4: De Bono’s Thinking Hats

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| **Thinking Hat Color** | **Comment, Suggestion, or Question** |
| Yellow | "Let's brainstorm potential solutions to this situation. Maybe we can divide S's incomplete tasks among us and work on completing them together to ensure we meet the deadline." |
| Green | "Could we consider contacting the professor and explaining the situation? Perhaps we could request an extension or negotiate a solution that wouldn't impact our grades as severely." |
| Red | "I feel frustrated by S's lack of responsibility. How can we address this issue constructively to prevent similar situations in the future?" |
| White | "Can someone summarize what specific tasks were assigned to S and how her incomplete work affects the overall assignment? Understanding the scope of the problem will help us find the best solution." |
| Black | "What are the potential consequences of submitting the assignment with S's incomplete work? Are there any risks or downsides we need to consider before making a decision?" |

# References

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