

To do: Make a submission

**Opened:** Thursday, 1 May 2025, 1:05 PM

**Due:** Friday, 9 May 2025, 12:55 PM

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**This assignment will assess your knowledge and skills about:**

1. Explaining the definition of empathy and its importance.
2. Applying empathetic communication skills in interpersonal interactions.
3. Demonstrating social awareness and an appreciation of the importance of social competence.
4. Describing the relationship between emotional intelligence, diversity, and multicultural competency.

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**Assignment Information**

Based on the readings of this unit and your own understanding, answer the questions below:

1. Define empathy and discuss its importance in fostering understanding and connection in interpersonal relationships and professional settings. Provide examples from your own experience where a lack of empathy led to negative outcomes.
2. Describe specific empathetic communication skills, such as active listening, perspective-taking, and nonverbal empathy cues. Include how you have personally used empathetic communication in your interpersonal interactions.
3. Discuss the concept of social awareness and its importance in understanding social dynamics, norms, and cultural differences. Reflect on your current level of social awareness and describe specific actions you plan to take to enhance it.
4. Explain the relationship between emotional intelligence, diversity, and multicultural competency. Describe the implications of enhancing emotional intelligence and empathy for promoting diversity, inclusion, and multicultural competency in your area of work.

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**Submission Instructions**

- Read the **rubric** on how you are going to be graded before you start to work on this assignment.
- Your assignment should be:
  - At least **750** words and not more than **1500** words (not including the reference list or the title).
  - **Double-spaced** in **Times New Roman** font, which is no greater than **12** points.
- Support your arguments with **sources** and **evidence**.
- Use high-quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of writing. Explore additional details on the **INFORMATION LITERACY** page (located on the right-hand side of this page). Please consider using references and in-text citations from textbooks and any other sources used in this assignment from our [library](#).

**This assignment will be assessed by your instructor using the rubric below.**

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Add submission

Submission status

Attempt number	This is attempt 1.
Submission status	No submissions have been made yet
Grading status	Not graded
Time remaining	4 days 14 hours remaining

Grading criteria

Q1. Empathy and its importance	Defined empathy adequately provided a solid description of its importance in fostering understanding and connection in interpersonal relationships and professional settings. Provided relevant examples from their own experience where a lack of empathy led to negative outcomes. <b>15 points</b>	Defined empathy moderately and provided a description of its importance in fostering understanding and connection in interpersonal relationships and professional settings. Provided examples from their own experience where a lack of empathy led to negative outcomes. However, the response lacked a full development of the concepts. <b>12 points</b>	Provided a brief definition of empathy moderately provided a brief description of its importance in fostering understanding and connection in interpersonal relationships and professional settings. However, the information was insufficient or vague. Provided a few examples which were not relevant or clearly identified. <b>9 points</b>	Did not provide any information regarding empathy and its importance. Did not provide any examples. <b>0 points</b>
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<b>Q2. Empathetic communication skills</b>	<p>Provided and adequately described several specific empathetic communication skills. Included a personal description of how a student has personally used empathetic communication in their interpersonal interactions.</p> <p><b>20 points</b></p>	<p>Provided and moderately described a few empathetic communication skills. Included a description of how a student has personally used empathetic communication in their interpersonal interactions. However, the response lacked a full development of the concepts.</p> <p><b>16 points</b></p>	<p>Provided one or two vague empathetic communication skills. Did not include a personal description of how student has personally used empathetic communication in their interpersonal interactions.</p> <p><b>12 points</b></p>	<p>Did not provide any information regarding empathetic communication skills, nor did they include a personal example.</p> <p><b>0 points</b></p>
<b>Q3. Social awareness and its importance</b>	<p>Adequately discussed the concept of social awareness and its importance in understanding social dynamics, norms, and cultural differences. Provided a clear reflection on their current level of social awareness and adequately described specific actions taken to enhance it.</p> <p><b>15 points</b></p>	<p>Moderately discussed the concept of social awareness and its importance in understanding social dynamics, norms, and cultural differences. Provided a moderate reflection on their current level of social awareness and described actions taken to enhance it. However, the response lacked a full development of the concepts.</p> <p><b>12 points</b></p>	<p>Briefly mentioned the concept of social awareness and its importance in understanding social dynamics, norms, and cultural differences. The reflection provided on the current level of social awareness along with the actions taken to enhance it, was insufficient or vague.</p> <p><b>9 points</b></p>	<p>Did not provide any information regarding the concept of social awareness and its importance in understanding social dynamics, norms, and cultural differences. No reflection was done on the current level of social awareness with no action taken to enhance it.</p> <p><b>0 points</b></p>

<p><b>Q4. Emotional intelligence, diversity, and multicultural competency</b></p>	<p>Adequately evaluated the relationship between emotional intelligence, diversity, and multicultural competency. The implications of enhancing emotional intelligence and empathy for promoting diversity, inclusion, and multicultural competency in their area of work were well described. <b>20 points</b></p>	<p>Moderately evaluated the relationship between emotional intelligence, diversity, and multicultural competency. Described the implications of enhancing emotional intelligence and empathy for promoting diversity, inclusion, and multicultural competency in their area of work. However, the response lacked a full development of the concepts. <b>16 points</b></p>	<p>Briefly evaluated the relationship between emotional intelligence, diversity, and multicultural competency. The implications of enhancing emotional intelligence and empathy for promoting diversity, inclusion, and multicultural competency in their area of work were described in an insufficient or vague manner. <b>12 points</b></p>	<p>Did not provide any information regarding the relationship between emotional intelligence, diversity, and multicultural competency. <b>0 points</b></p>
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<b>Use information effectively</b>	Chooses from a variety of information sources appropriate to the scope of the question. Selects sources after considering the importance to the question/topic of the multiple criteria used (such as relevance to the question, currency, authority, audience, and bias or point of view). <b>10 points</b>	Chooses from a variety of information sources appropriate to the scope of the question. Selects sources using multiple criteria (such as relevance to the question, currency, and authority). <b>8 points</b>	Chooses from a variety of information sources. Selects sources using basic criteria (such as relevance to the question and currency). <b>6 points</b>	Chooses from a few information sources. Selects sources using limited criteria (such as relevance to the question). <b>3 points</b>	Does not choose relevant information sources or relies on sources that lack connection to the question or topic. Selection lacks consideration of key criteria such as relevance, currency, or authority. <b>0 points</b>
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. <b>10 points</b>	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. <b>8 points</b>	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. <b>6 points</b>	Demonstrates an attempt to use sources to support ideas in writing. <b>3 points</b>	Uses no sources to support ideas in writing. <b>0 points</b>

<b>Proper delivery to convey a clear message</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is error-free. <b>10 points</b>	Uses straightforward language that generally conveys meaning to readers with clarity. The language has a few errors. <b>8 points</b>	Uses language that generally conveys meaning to readers. The writing includes some errors. <b>6 points</b>	Uses language that sometimes impedes meaning because of errors in usage. <b>3 points</b>	Uses language that consistently impedes meaning due to frequent errors, making the content unclear and distracting to the reader. <b>0 points</b>
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