



## 4a. Oral communication\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.

**Progression statement:** In your programme, you will develop skills in communicating ideas clearly and concisely in spoken and written forms. In your level 100 courses, you will present arguments in well-written essays and reports and learn to give effective presentations. You will demonstrate the ability to use carefully chosen media to support your presentation. As you move into 200 and 300 level courses, you will communicate more complex ideas. Your oral skills will develop further and you will be assessed on your ability to use appropriate strategies when making a short presentation to diverse audiences. From the start of your studies, you will learn to work in a team. Your team experiences will enable you collaborate and communicate effectively with others from diverse backgrounds to encourage them to perform. Working with others will help you appreciate alternative points of view and make you more aware of your own perspectives. These skills will be enhanced through the programme as you find yourself tested in new situations, taking on different responsibilities and learning how to lead and coach others. In your final courses, you will use delegation, persuasion and compromise to get the best outcomes. In level 300 assessments, you will demonstrate your ability to engage, negotiate and influence others.

**Definition of oral communication:** *Spoken communication is both the prepared and unprepared, purposeful development and expression of ideas in speaking.*

	Indicators	100	200	300	700
4a. 1	<b>Organisation and preparedness</b>	Brief presentations of content are generally well-organised.	Provides balanced and logical structure when communicating orally.	<b>Follows a coherent and logical structure to serve the purpose and audience within the required timeframe.</b> Message resonates with the audience.	Shows a high level of organisation and clarity that enables the audience to follow line of reasoning. Gracefully guides listeners to the main points of the topic within the time allocated.
4a. 2	<b>Interactive speaking and listening</b>	Understand the importance of basic attentive listening strategies and speaking skills to manage interactions with the listener.	Demonstrating attentive listening strategies and speaking skills and negotiates meaning (e.g. seeking/providing clarification).	<b>Demonstrates awareness of audience and adjusts listening and/or speaking according to specific context and/or medium.</b> Appears approachable and engages well with audience.	Is highly responsive to audience comments and needs. Consistently clarifies, restates, and responds to questions. Engages audience with the topic throughout presentation through, e.g., speech rate, tone, and volume.
4a. 3	<b>Non-verbal communication</b>	Demonstrates awareness of body language and alternative delivery media.	Body language and delivery media are utilised within predefined settings.	<b>Body language and delivery media are appropriate</b> and are used flexibly. The speaker usually appears confident. Responds to subtle cues of non-verbal communication.	Body language (e.g., eye contact, posture, and facial expressions) is assuring, welcoming, showing high level of confidence, and free from bias. Responds to subtle cues of non-verbal communication.
4a. 4	<b>Supporting materials and modes of delivery</b>	Uses limited supporting materials and/or technologies.	Uses appropriate supporting materials and/or technologies to convey messages.	<b>Uses appropriate supporting materials</b> and technologies which strengthen the message of the presentation. Authority of the presentation is enhanced by the choice of technologies and material.	Flexibly uses a variety of supporting materials that aids and enhances message delivery.

\* The rubrics at each stage relate to B students and above.

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Organisation and preparedness</b>	Does not follow a logical structure to serve the purpose and audience within the required timeframe.	<b>Follows a logical structure to serve the purpose and audience within the required timeframe.</b>	In addition to meeting standard, effective time management and strong transitions are evident.
<b>Interactive speaking and listening</b>	Does not demonstrate awareness of audience and fails to adjust listening and/or speaking according to specific context and/or medium.	<b>Demonstrates awareness of audience and adjusts listening and/or speaking according to specific context and/or medium.</b>	In addition to meeting standard, shows confidence, enthusiasm, and engagement with audience.
<b>Non-verbal communication</b>	Body language and delivery media are not appropriate.	<b>Body language and delivery media are appropriate.</b>	In addition to meeting standard, student incorporates body language effectively in their message and responds to subtle cues of non-verbal communication.
<b>Supporting materials</b>	Does not use appropriate supporting materials or technologies.	<b>Uses appropriate supporting materials.</b>	In addition to meeting the standard, authority of the presentation is enhanced by the choice of technologies and supporting material.

\* The 'meets standards' criteria have been written for a graduating student. It may need to be softened if you are assessing a 100 or 200 level course.



## BUSINESS SCHOOL

### Glossary

Supporting materials: Examples are explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities.

### Sources

Main source: Association of American Colleges and Universities Value Rubrics.

Secondary source: University of Southern Mississippi Oral Communication Rubric.  
Department of Educational Leadership and Policy Studies (Iowa University) oral presentation rubric