



4c. Engagement*

University Graduate Profile Theme: Graduates of the University are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.

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 a 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 engagement: *Engagement is behaviours under the control of individual team members (interaction, contribution, leadership, effort). This rubric is designed to measure the actions of an individual rather than the team as a whole. The assessment is on the process of teamwork so evidence other than the artefact produced by the team will need to be collected. This may be self-reflection, peer evaluation or an outside observer.*

	Indicators	100	200	300	700
4c. 1	Interaction within the team	Participates in team discussion and shows flexibility. Aware of the nature of teamwork.	Completes own task and contributes to planning and discussion.	Completes own tasks to schedule and collaborates with others to facilitate teamwork. Adopts and reflects on behaviours or strategies that improve the productivity and functionality of the team.	Helps the team move forward by participating in setting goals, articulating the merits of alternative ideas or proposals, making decisions, and assessing progress.
4c. 2	Diversity	Identifies the differences between own culture, attitudes and beliefs and those of others in the team. Shows respect to such diversity.	Reflects on how own attitudes and beliefs may be different to those of others in a team.	Reflects on how own attitudes and beliefs may be different to those of others in a team and adapts view or behaviours. Promotes engagement with diversity.	Promotes a supportive teamwork climate that constructively attends to diverse perspectives and cultural backgrounds. Shows high levels of adaptability to different ways of working.
4c. 3	Conflict	Recognises that conflict can be constructive and destructive.	Identifies areas of conflict and reflects on own behaviour (e.g. disagreement).	Analyses and suggests ways to manage conflict. Evidence of adapting own and/or others behaviour and/or demonstrates leadership or insight in resolving conflict.	Predicts potential areas of conflict. Shares effective ideas with the team about managing any potential conflicts.

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

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Indicators	Below Standard	Meets Standard*	Above Standard
Interaction within the team	Does not meet deadlines and/or contribute to facilitate teamwork.	Completes own tasks and collaborates with others to facilitate teamwork.	In addition to meeting the standard, adopts and reflects on behaviours or strategies that improve the productivity and functionality of the team.
Diversity	Fails to reflect on how own attitudes and beliefs may be different to those of others in a team.	Reflects on how own attitudes and beliefs may be different to those of others in a team.	In addition to meeting the standard, may adapt views or behaviours and promote engagement with diversity.
Conflict	Does appropriately analyse conflict and/or suggest ways to manage conflict.	Analyses and suggests ways to manage conflict.	In addition to meeting the standard, provides evidence of adapting own and/or others behaviour and/or demonstrates leadership or insight in resolving conflict.

* 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.

Glossary

Techniques to facilitate teamwork include being respectful, constructive, motivating and encouraging others, providing support and assistance.

Sources

Main source:

Association of American Colleges and Universities Teamwork Value Rubric.

Secondary sources:

University of Manitoba, Faculty of Engineering, Graduate Attribute Rubrics.

Deakin University, Teamwork: working and learning with others from different disciplines and backgrounds Rubric.

Curtin University, Collaborative Teamwork Rubric.