



### 1. Disciplinary knowledge and practice\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to demonstrate and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them, while recognising the relevancy of this knowledge in a global context.

**Progression statement:** In your 100 level courses, you will be introduced to the key business concepts, frameworks and ways of thinking that will provide the foundation for your further study and career. Through a wide range of learning experiences, you will gain a general awareness of how business disciplines are interrelated and begin to explore the range of issues affecting businesses and the economy in a global context. Your 200 level courses will be related to your chosen major(s). These will build your understanding of theoretical frameworks and concepts that will underpin your further studies in the field. Your learning and assessment will be centred on your own research on how this knowledge relates to business and management. Your final year courses take you further in your specialist field. You will explore multiple perspectives, deepen your conceptual understanding and apply your knowledge to business situations. You will learn to integrate knowledge across fields and develop a greater understanding of the diverse global environment within which business operates.

	Indicators	100	200	300	700
1.1	<b>Specialist knowledge in the discipline and across disciplines</b>	Knowledge is largely declarative – demonstrates understanding of core concepts within the major fields of study in business and economics.	Knowledge is increasingly conceptual – demonstrates understanding of theories and models within specialist field(s).	Knowledge is increasingly epistemic – <b>demonstrates understanding of theories and models in chosen discipline</b> and the ways in which this knowledge is constructed. Relates specialist knowledge to other fields in business and economics.	Knowledge is highly epistemic and shows advanced technical and/or theoretical mastery in a discipline. Shows a sophisticated critical understanding of the underpinning principles, concepts, and theories.
1.2	<b>Apply theoretical concepts</b>	Applies relevant broad theoretical concepts to given structured problems.	Describes the practical scope of theories and appropriately applies practices, principles and/or theories to structured business scenarios.	Analyses the relative merits or value of theories to a given situation and <b>appropriately applies practices, principles, and/or theories in authentic, complex business scenarios.</b>	Evaluates and applies a range of processes relevant to the field of work or study to analyse and generate solutions to complex and sometimes unpredictable problems.
1.3	<b>Knowledge in context</b>	Demonstrates understanding of issues affecting businesses and the economy in national and/or global contexts.	Connects knowledge and practices to national and/or global business and economic events.	<b>Appropriately explores a range of issues affecting business and economy in a local and/or global context.</b> Evaluates the impact and interplay between issues affecting business and the economy.	Addresses complex global problems using interdisciplinary perspectives independently or with others. Accurately relates business problems to influential contextual factors and stakeholders.
1.4	<b>Practice</b>	Demonstrates procedural knowledge.	Demonstrates procedural knowledge of a range of business practices.	<b>Demonstrates procedural knowledge</b> of a range of business practices and applies an integrated understanding to practice.	Demonstrates mastery of learning and/or research practices.

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

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Specialist knowledge in the discipline</b>	Does not demonstrate understanding of theories and research in chosen discipline.	<b>Demonstrates understanding of theories and models in chosen discipline.</b>	Demonstrates a high level of understanding of theories and models in chosen discipline.
<b>Apply theoretical and practice based concepts</b>	Fails to apply practices, principles, and theories in authentic, complex business scenarios.	<b>Appropriately applies practices, principles, and/or theories in authentic complex scenarios.</b>	In addition to meeting the standard, understands the pros and cons of different practices, principles, and/or theories when applied to complex scenarios.
<b>Knowledge in context</b>	Does not satisfactorily explore issues affecting business and economy in a local and/or global context.	<b>Appropriately explores a range of issues affecting business and economy in a local and/or global context.</b>	In addition to meeting the standard, evaluates the impact of events on business practices and activity.

\* 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**

- Declarative knowledge: Dealing with propositions and facts.
- Procedural knowledge: Knowing how to perform certain activities.
- Conceptual knowledge: Organising otherwise disparate knowledge into coherent systems. Declarative and conceptual knowledge is received.
- Epistemic knowledge: Relates to the way the discipline constructs and tests new knowledge (ie the disciplinary ways of thinking and research). Epistemic knowledge is generative.



## **BUSINESS SCHOOL**

### **Sources**

This rubric was written by the Business School based on the capability statements, informed by the New Zealand Qualifications Framework.



## 2. Critical thinking\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.

**Progression statement:** In your initial courses, you will develop skills in locating and evaluating information from several sources, comparing and contrasting arguments using logical and systematic thinking. Your assessments will ask you to build evidence-based arguments. In your 200 level courses, you will become more accomplished in your analysis and you will be prepared to challenge ideas, using information from multiple sources. In assessments, you will demonstrate your ability to build and defend an evidence based argument. In your 300 level courses, you will learn to and be assessed on building evidence based and strategic arguments that show flexible thinking. You will challenge ideas and assumptions, taking multiple perspectives, evaluate evidence from a wide range of sources and present a logical and coherent critique.

**Definition of critical thinking:** *Critical thinking is the habit of mind characterised by the exploration of issues, ideas, artefacts and events before formulating an opinion, conclusion or course of action.*

	Indicators	100	200	300	700
2.1	<b>Definition and explanation of the issue</b>	Describes the issue clearly, taking into account its immediate conceptual and practical contexts and boundaries.	Issue is defined and explained with interpretation of alternative perspectives, evidences, contexts and stakeholders.	<b>The issue is defined and explained</b> comprehensively with important influencing factors and contexts being considered. Implicit issues are identified, and their relationships to each other are explained.	The issue is defined in depth. Explanation shows a critical and comprehensive understanding of the underpinning theories and principles and any related or implicit issues.
2.2	<b>Selecting and using evidence</b>	Uses information/evidence from reliable sources. Distinguishes between assumptions, opinions and facts.	Information is gathered from relevant sources beyond those provided. Some analysis and evaluation of evidence is demonstrated.	<b>Identifies and critically evaluates important information and evidence</b> for accuracy, validity, and relevance.	Identifies evidence from highly reliable sources. May provide new data or information for consideration. Presents an accurate interpretation or questioning of evidence and information.
2.3	<b>Argument</b>	Acknowledgement of different sides of an issue/argument.	A structured argument is developed which takes into account the complexities of an issue, the evidence and/or alternative points of view.	<b>A coherent and evidence based argument is developed</b> , which takes into account the complexities of an issue, new and high quality sources of evidence and/or points of view.	Argument is based on a sound logic and comprehensive synthesis of valid and diverse perspectives or evidences. Shows a clear and sound line of reasoning to justify plans and proposals.
2.4	<b>Conclusions and related outcomes</b>	Conclusion is presented with reference to context, assumptions, data, and evidence.	Conclusion is logically tied to the argument and based on a view of evidence and information from different points of view.	<b>Conclusion</b> is logical and <b>reflects the issue and the student's argument</b> . Consequences and implications are detailed, considering relevant assumptions, contexts, data, and evidence.	Conclusions, consequences, and implications are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

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

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Definition and explanation of the issue</b>	The issue is not defined and/or explained.	<b>The issue is defined and explained.</b>	In addition to meeting the standard, the issue is defined in-depth and contextual issues are considered.
<b>Selecting and using evidence</b>	Does not identify or evaluate important information and evidence for accuracy, validity, and relevance.	<b>Identifies and evaluates important information and evidence.</b>	In addition to meeting standard, provides new data or information for consideration.
<b>Argument</b>	A coherent and evidence based argument is not developed.	<b>A coherent and evidence based argument is developed.</b>	In addition to meeting standard, student's argument encompasses a range of perspectives and/or high quality sources of evidence.
<b>Conclusions and related outcomes</b>	Conclusion fails to reflect the issue and the student's argument.	<b>Conclusion reflects the issue and the student's argument.</b>	In addition to meeting the standard, the consequences and implications are detailed.

\* 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**

- Assumptions: Ideas, conditions or beliefs (often unstated) that are "taken for granted and accepted without evidence".
- Context: The historical, ethical, political, cultural, environmental setting or conditions that influence and complicate the consideration of issues, ideas, artefacts and events.
- Validity: The quality of being logically or factually sound.



## BUSINESS SCHOOL

### Sources

Main source: Association of American Colleges and Universities Critical Thinking Value Rubric.  
Secondary source: Washington State University's Critical Thinking Project.



### 3. Solution seeking\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.

**Progression statement:** You will analyse more complex problems using business and management scenarios showing appropriate consideration of alternative actions and consequences and present well-justified recommendations. In 300 level courses, you will independently analyse problems considering multiple perspectives and techniques. Your assessments will show that you can confidently use your own research and creativity, persisting until you have identified solutions and made a recommendation for action. In this process, you will take into account the costs and benefits of alternative strategies as well as the opportunity cost of making different assumptions in a given situation.

**Definition of solution seeking:** *The process of designing, evaluating and preparing a strategy to answer an open-ended question or achieve a desired goal.*

	Indicators	100	200	300	700
3.1	<b>Identify and frame problem in context</b>	Frames and defines a problem and its components based on a given scenario.	Clearly frames and positions a partially defined problem. Most relevant contextual factors are identified and there is a clear understanding of the context.	Clearly <b>frames an ill-defined and complex problem</b> considering relevant stakeholders' needs and relevant contextual factors.	Demonstrates an advanced ability to identify and scope a complex problem. Shows a sophisticated understanding of all relevant contextual factors.
3.2	<b>Use problem solving strategies</b>	Uses a single approach to solving the problem that is relevant to the specific context.	Demonstrates an understanding of the relevance and application of taught processes and practices to a given context.	<b>Applies problem-solving processes appropriately.</b> Able to provide a proficient and full justification and explanation of a complex process.	Identifies multiple approaches to solving the problem. Adopts creative and relevant problem-solving techniques or advanced research methods suitable for complex and unpredictable problems.
3.3	<b>Select and propose solutions</b>	Compares and contrasts alternative solutions based on the frameworks provided.	Proposes well-justified solutions, which may be designed specifically for the problem. Solutions are sensitive to contextual factors.	<b>Follows systematic approaches in developing, choosing and proposing solutions.</b> Shows a deep comprehension of the context of the problem. Demonstrates creativity and flexibility in developing solutions.	The solution/proposal shows original and creative problem-solving thinking. Solutions/proposals are sensitive to the contextual factors and to the ethical, logical, and cultural dimensions of the problem.
3.4	<b>Review outcomes</b>	Provides a summary of the proposed solution to the immediate problem and its context. Considers feasibility.	Provides an assessment of the proposed solution in its context. Considers history of the problem, reviews the approach, examines feasibility and weighs implications.	Assesses and reflects on alternative solutions proposed, highlighting possible implications and suggesting further work. Considers contextual factors as well as opportunity cost of making different assumptions in a given situation.	Shows a deep and thorough examination of the outcomes. Reviews results and implications with thorough and specific consideration of the context and the need for further work.

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

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Identify and frame problem in context</b>	Fails to identify and frame problems.	<b>Identifies and frames a complex problem.</b>	Clearly frames a complex problem from multiple perspectives taking into account contextual factors.
<b>Use problem solving strategies</b>	Does not apply problem solving processes appropriately.	<b>Applies problem-solving processes appropriately.</b>	Applies problem-solving processes proficiently. May adapt, apply in new context or extend taught processes.
<b>Select and propose solutions</b>	Does not follow systematic approaches in developing, choosing and proposing solutions.	<b>Follows systematic approaches in developing, choosing and proposing solutions.</b>	In addition to meeting the standard, demonstrates flexibility and creativity.

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

## AOL – Quantitative reasoning\*

Graduates will be able to identify and frame problems involving quantitative information using analytical skills to make informed decisions or conclusions.

Indicators	Below Standard	Meets Standard*	Above standard
<b>Analysis</b>	Does not differentiate appropriately between and apply various methods of presenting and analysing quantitative information.	Differentiates between and applies various methods of presenting and analysing quantitative information.	In addition to standard, shows versatility in selecting, analysing and presenting.
<b>Interpretation</b>	Does not understand and interpret quantitative measures and underlying concepts of quantitative analysis.	Understands and interprets quantitative measures and underlying concepts of quantitative analysis.	In addition to standard, demonstrates a deep understanding of concepts and their interrelationships.
<b>Application</b>	Does not interpret the results from quantitative analysis in real world context and utilise these results to make informed decisions or conclusions.	Interprets results from quantitative analysis in real world context and utilises these results to make informed decisions or conclusions.	In addition to standard, demonstrates insight into real world applications and the implications of decisions.

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

## Glossary

Contextual factors:	Constraints, resources, attitudes and desired additional knowledge which affect how the problem can best be solved.
Feasible:	Workable in consideration of time-frame, functionality, available resources, necessary buy-in and limits of the task.
Quantitative reasoning:	Uses data and the mathematical analysis of data as part of the way they make sense of the world. As such goes beyond simple computation or the citing of other people's data.
Solution:	An appropriate response to a challenge or a problem.
Strategy:	A plan of action or an approach designed to arrive at a solution.

## Sources

Main source:	Association of American Colleges and Universities Problem Solving Value Rubric and Quantitative Literacy Value Rubric.
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## 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



## 4b. Written 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 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 written communication:** *Written communication is both the prepared and unprepared, purposeful development and expression of ideas in writing.*

	Indicators	100	200	300	700
4b. 1	<b>Purpose and context for writing</b>	The central idea/purpose of the writing task and its context is generally clear.	Writing demonstrates adequate consideration of purpose, context and audience.	<b>A clear focus on the assigned task</b> which demonstrates insight into the question posed, the context and the anticipated audience.	Communicates a complex and informed understanding of purpose, scope, and context. Comprehensively meets the goals of the writing task.
4b.2	<b>Structure</b>	The train of thinking can be followed by the reader.	The storyline is apparent.	<b>The written work is well structured</b> and succinct, conveying a logical storyline that retains the interest of the reader.	The written work is highly structured, and the use of paragraphs and transitions smoothly aids the clarity of the central ideas developed/discussed. Arguments/ideas are logically organised and easily followed.
4b. 3	<b>Genre and disciplinary conventions</b>	Meets basic expectations appropriate to a specific discipline and/or writing task for organisation, format, and referencing.	Uses conventions particular to a specific discipline and/or writing task, including format, referencing, and stylistic choices.	<b>Uses a range of conventions particular to a specific writing task</b> including format, referencing. All genre and disciplinary conventions are met.	Concisely follows the required writing style conventions including the accurate use of discipline-specific terminology and the use of correct and appropriate visuals.
4b. 4	<b>Language</b>	Uses language that generally conveys meaning to readers with clarity (e.g. grammar, sentence structure, word choice, transitional words) although writing may include some errors.	Uses language that conveys meaning effectively with few errors in grammar, sentence structure, punctuations, and word choice.	<b>Uses language that clearly communicates meaning to readers</b> and, with minimal exceptions, is error free. Language displays careful consideration of the power and nuance of words.	Uses fluent and polished language chosen with a sense of clarity. Writing flows smoothly from one idea to another through a sophisticated use of transition and sentence structure, which leads the reader through an orderly discussion of the topic.

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

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Purpose and context for writing</b>	Does not demonstrate a clear focus on the assigned task.	<b>A clear focus on the assigned task.</b>	In addition to meeting the standard, the writing demonstrates an understanding of context and audience.
<b>Structure</b>	Writing is not well-structured.	<b>The written work is well structured.</b>	In addition to meeting the standard, writing is succinct, conveying a logical storyline that retains the interest of the reader.
<b>Genre and disciplinary conventions</b>	Does not demonstrate conventions particular to a specific writing task in.	<b>Uses a range of conventions particular to a specific writing task.</b>	In addition to meeting standard, all genre and disciplinary conventions are met.
<b>Language</b>	Language errors interfere with meaning.	<b>Uses language that clearly communicates meaning to readers.</b>	In addition to meeting the standard, writing displays careful consideration of the power and nuance of words.

\* 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

### Sources

Main Source: Association of American Colleges and Universities Written Communication Value Rubric.  
Secondary sources: Curtin University, Written Communication Standards.  
James Cook University, Written Communication Standards (Business).



## 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	<b>Interaction within the team</b>	Participates in team discussion and shows flexibility. Aware of the nature of teamwork.	Completes own task and contributes to planning and discussion.	<b>Completes own tasks</b> to schedule <b>and collaborates with others to facilitate teamwork.</b> 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	<b>Diversity</b>	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.	<b>Reflects on how own attitudes and beliefs may be different to those of others in a team</b> 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	<b>Conflict</b>	Recognises that conflict can be constructive and destructive.	Identifies areas of conflict and reflects on own behaviour (e.g. disagreement).	<b>Analyses and suggests ways to manage conflict.</b> 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.

## AOL\*

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

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## 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.



## 5a. Independence\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to learn and work autonomously. They are expected to be lifelong learners, to show resilience and proactivity.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

**Progression statement:** Your self-management skills will develop through your level 100 courses as you learn to work independently and manage your time in order to balance commitments and meet competing deadlines. In your 200 level courses, you will take more responsibility for your own learning as you meet more challenging learning activities and become more resilient when dealing with ambiguous situations. By the end of the programme, you will be able to self-manage and demonstrate resilience in your interactions with others. You will be proactive and self-challenging. Your awareness of the importance of integrity will grow through reflective practice and your respect for team members. As you continue through the programme, you will be challenged to develop considered ethical standpoints on business issues. In your level 300 courses, you will exercise personal integrity and develop the courage and techniques to deal with unethical behaviour.

**Definition of independence:** *Learn and work independently. Reflect on and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development.*

	Indicators	100	200	300	700
5a. 1	<b>Capacity for independent thought</b>	Identifies good thinking practices and recognises their role in study and business practice.	Challenges ideas by questioning the authorship and direction of disciplinary thinking and the thinking of peers.	<b>Monitors, critiques</b> and improves <b>own thinking practices</b> . Shows autonomy in the authorship, direction and control of his or her disciplinary thinking.	Shows evidence of independent thinking and autonomy. Line of reasoning shows a deep personal insight into the field.
5a. 2	<b>Self-management</b>	Understands self as a learner.	Reflects on and plans for own learning.	<b>Reflects on</b> own learning and demonstrates commitment to self-improvement. Plans and <b>manages own learning and time keeping</b> .	Shows deep reflection on previous learning or previously adopted strategies to identify possible improvements. Independently generates and pursues opportunities to expand knowledge, skills, and abilities.
5a. 3	<b>Resilience</b>	Knows how to use feedback and seek help when facing setbacks.	Uses feedback and stays on task when trying to improve performance or overcome setbacks.	<b>Responds to setbacks as positive learning experiences</b> to independently address problems and adversities.	Shows a high level of adaptability and proactivity in self-management and project management. Makes risk-calculated decisions and considers alternative plans.

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

**AoL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Capacity for independent thought</b>	Does not take steps to improve thinking practices.	<b>Monitors and critiques own thinking practices.</b>	In addition to standard, shows autonomy in the authorship, direction and control of his or her disciplinary thinking.
<b>Self-management</b>	Does not manage own learning or take responsibility for others.	<b>Reflects on and manages own learning and time keeping.</b>	In addition to standard, commits to evidence-based decision making and may take some responsibility for the learning of others.
<b>Resilience</b>	Does not respond to setbacks as learning experiences.	<b>Responds to setbacks as positive learning experiences.</b>	In addition to the standard, independently addresses problems and adversities.

\* 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.

**Sources**

Main source: Association of American Colleges and Universities Foundations and Skills for Lifelong Learning Value Rubric.  
 Secondary sources: Deakin University, Self-management: Working and learning independently, and taking responsibility for personal actions Rubric.



## 5b. Integrity\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to learn and work ethically. They are expected to show an ability to make principled decisions in academic and professional spheres.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

**Progression statement:** Your self-management skills will develop through your level 100 courses as you learn to work independently and manage your time in order to balance commitments and meet competing deadlines. In your 200 level courses, you will take more responsibility for your own learning as you meet more challenging learning activities and become more resilient when dealing with ambiguous situations. By the end of the programme, you will be able to self-manage and demonstrate resilience in your interactions with others. You will be proactive and self-challenging. Your awareness of the importance of integrity will grow through reflective practice and your respect for team members. As you continue through the programme, you will be challenged to develop considered ethical standpoints on business issues. In your level 300 courses, you will exercise personal integrity and develop the courage and techniques to deal with unethical behaviour.

**Definition of integrity:** *Making principled decisions is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognise ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyse positions on ethical issues.*

	Indicators	100	200	300	700
5b. 1	<b>Identify ethical situations (academic and professional)</b>	Recognises basic ethical issues in academic or professional contexts.	Recognises academic or professional ethical issues.	<b>Recognises multiple academic or professional ethical issues when presented in context.</b> Recognises cross-relationships or interplay between ethical issues.	Values and displays a high level of commitment to academic and professional ethical considerations. Identifies complex and interlinked ethical issues when planning or assessing outcomes.
5b. 2	<b>Understand and apply different ethical perspectives/ concepts</b>	Applies ethical principles to a situation or scenario.	Identifies and applies relevant principles to ethical issues.	<b>Identifies and applies relevant principles to ethical issues,</b> taking into account multiple ethical perspectives and concepts.	Attends to all relevant ethical issues in an academic or professional project. Explains in more depth the implications of ethical issues.
5b. 3	<b>Taking an ethical position</b>	States and explains a position with respect to ethical issue.	States a position and justifies a stance, considering assumptions.	<b>States a position and justifies a stance, considering assumptions and implications.</b> Is aware of different ethical perspectives and concepts. Anticipates objections and defends their position in the face of challenge.	Displays a clear and consistent ethical position in spite of discomfort or cost. States the objections to an ethical position and effectively defends own position.
5b. 4	<b>Professional ethics and codes</b>	Demonstrates a general understanding of professional codes of ethics.	Applies a professional code of ethics where appropriate.	Applies and discusses a professional code of ethics where appropriate. Justifies reasons for choices made and critiques code appropriately.	Applies and critiques at a sophisticated level professional codes and ethics.

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

**AoL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Identify ethical situations (academic and professional)</b>	Does not recognise multiple academic or professional ethical issues when presented in context.	<b>Recognises multiple academic or professional ethical issues when presented in context.</b>	In addition to meeting the standard, recognises cross-relationships between issues.
<b>Understand and apply different ethical perspectives/concepts</b>	Does not identify and apply relevant principles to ethical issues.	<b>Identifies and applies relevant principles to ethical issues.</b>	In addition to meeting the standard, takes into account multiple ethical perspectives and concepts.
<b>Taking an ethical position</b>	Does not state a position and justify a stance considering assumptions.	<b>States a position and justifies a stance, considering assumptions and implications.</b>	In addition to meeting the standard, anticipates objections and defends position in the face of challenge.

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



## BUSINESS SCHOOL

### Glossary

Ethical Perspectives/concepts:

The different theoretical means through which ethical issues are analysed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).

### Sources

Main source:

Association of American Colleges and Universities Ethical Reasoning Value Rubric.

Secondary resource:

Curtin University, Ethical Reasoning Standard.



## 6. Social and environmental responsibility\*

**University Graduate Profile Theme:** Graduates of the University are expected to acknowledge Māori worldviews and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference and to consider the social, cultural and economic consequences of national and international issues.

**Bachelor of Commerce Graduate Capability:** Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and explain their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.

**Progression statement:** In your 100 level courses, you will be introduced to the Treaty of Waitangi and its foundational place in Aotearoa/New Zealand, acknowledging the diversity of national and international business. You will learn how social, economic, and environmental sustainability relate to business decisions. As you move on to 200 level courses, you will continue to apply the principles of the treaty and come to appreciate the value of diversity. Through your lectures and assessment tasks, you will consider the social, economic and environmental consequences of economic and managerial decisions. By the time you complete your 300 level courses, you will understand the role we can play in creating a sustainable future and an inclusive society.

	Indicators	100	200	300	700
6.1	<b>The Treaty of Waitangi and Māori worldviews</b>	Describes the place of the Treaty of Waitangi in Aotearoa/New Zealand.	Describes the principles underlying the Treaty of Waitangi and their application to business. Describes elements of the Māori worldview and how they relate to social and environmental responsibilities.	<b>Relates</b> and applies the <b>principles underlying the Treaty of Waitangi to issues in business contexts</b> . Explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.	Relates and applies the principles underlying the Treaty of Waitangi to issues in business contexts. Explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.
6.2	<b>Social Justice, equity and rights</b>	Identifies and describes issues in business relating to social justice, equity or rights.	Describes how businesses contribute to social (in)justice and describes their obligations in terms of equity and rights.	<b>Evaluates the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice</b> . Demonstrates in-depth insight into equity, fairness, and rights.	Effectively evaluates the issues of fairness, prejudice, discrimination, and ethical behaviour and relates them to specialist areas.
6.3	<b>Multiculturalism</b>	Identifies own cultural rules and biases and/or differences in values and behaviours between cultures and social groups.	Describes how culture affects and is reflected in an economy or business.	<b>Demonstrates an understanding of how cultural diversity affects business or economic thinking, regionally or globally</b> . Demonstrates insight into the complexity of own and others' cultures and the impact of biases in thinking.	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures as they apply in specialist areas.
6.4	<b>Environmental responsibility</b>	Describes the impact of a business activity on an aspect of the environment.	Assesses the impact of business and economic activity on the environment.	<b>Accurately evaluates the impact of business and economic activity on the environment</b> and has insight into remedial or preventative strategies.	Shows an advanced and critical understanding of the ecological issues related to the interaction between business, people, and environment as they apply in specialist areas.

	Indicators	100	200	300	700
6.5	<b>Sustainable business practices</b>	Describes sustainable environmental, social <b>or</b> economic business practices as discrete issues.	Describes and assesses sustainable business practices.	<b>Applies</b> and evaluates <b>sustainable business practices to authentic contexts</b> , demonstrating an understanding of the implementation challenges.	Integrates relevant forms and types of sustainability (e.g., human, economic, social, and environmental) into planning, developing, and assessing business ventures.

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

**AOL\***

**Social responsibilities**

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Understanding the Treaty of Waitangi and Māori worldview</b>	Does not relate the principles underlying the Treaty of Waitangi to issues in business contexts.	<b>Relates the principles underlying the Treaty of Waitangi to issues in business contexts.</b>	In addition to meeting standard, explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.
<b>Social Justice, equity and rights</b>	Fails to evaluate the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice.	<b>Evaluates the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice.</b>	In addition to meeting the standard, demonstrates in-depth insight into equity, fairness and rights.
<b>Multiculturalism</b>	Does not demonstrate an understanding of how cultural diversity affects business and economic thinking.	<b>Demonstrates an understanding of how cultural diversity affects business or economic thinking, regionally or globally.</b>	In addition to meeting the standard, demonstrates insight into the complexity of own and others' cultures and the impact of biases in own thinking.
<b>Sustainable business practices</b>	Does not apply sustainable business practices to authentic contexts.	<b>Applies sustainable business practices to authentic contexts.</b>	In addition to meeting standard, demonstrates an understanding of implementation challenges.

**AOL\***

**Environmental responsibilities**

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Environmental responsibility</b>	Fails to accurately evaluate the impact of business and economic activity on the environment.	<b>Accurately evaluates the impact of business and economic activity on the environment.</b>	In addition to meeting the standard, has insight into remedial or preventative strategies.
<b>Sustainable business practice</b>	Does not apply sustainable business practices to authentic contexts.	<b>Applies sustainable business practices to authentic contexts.</b>	In addition to meeting standard, demonstrates an understanding of implementation challenges.

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

## Glossary

Culture:	Beliefs, values, knowledge and artefacts shared by a group.
Cultural rules and biases:	Ways of knowing and acting based on shared beliefs and values which provide a sense of belonging to a group.
The Treaty of Waitangi:	The University, in its Strategic Plan, 'recognises a special relationship with Māori under the Treaty of Waitangi' and identifies that part of the special character of the University is 'conferred by our special place in the Pacific and our acknowledgement of the principles of the Treaty of Waitangi'. There is a commitment to develop and implement strategies to assist all staff and students to have a knowledge and understanding of The Treaty of Waitangi/Te Tiriti o Waitangi relevant to their disciplines.
Principles of the Treaty:	Includes partnership, active protection and redress as determined by the Courts and Waitangi Tribunal.
Worldview:	The way in which a person makes sense of the world around them.

## Sources

Main sources:	Association of American Colleges and Universities Intercultural Knowledge and Competence Value Rubric. Association of American Colleges and Universities Global Learning Value Rubric.
Secondary source:	University of Canterbury's Bicultural Competence and Confidence Framework.