

Learning & Teaching Showcase 2017

Scholarship of Learning & Teaching Grants (SoLT)

An Evidence-based Interpersonal Competency Assessment Framework (I-CAF) for Construction Education

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Built Environment

About the Course

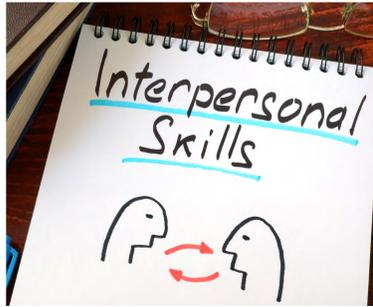
Communication, conflict management, cultural awareness, leadership, motivation and team working skills are main interpersonal competencies that students at construction management discipline need to build up during their studies at University. It has recently been shown that augmenting students' interpersonal skills prepare graduates to embrace the novel opportunities and challenges they are facing in construction industry. An evidence-based interpersonal competency assessment framework (I-CAF) were developed and tested for two different cohorts of students from the first- and final-year of BCMP program.

Redesign Aims

This project aims to develop a framework to evaluate students' current interpersonal and socio-cultural competencies in the Bachelor of Construction Management and Property (BCMP) Program at the University of New South Wales by addressing the main research question of "What is the deviation of the current level of interpersonal competencies from the targeted level of competencies in BCMP Program?"

Approach

A survey questionnaire was distributed to two different cohorts of students in the BCMP program to prevent biases potentially leading to false positives in the data collection phase. They were first-year students enrolled in BLDG1023 Construction Project Management Theory course and final-year students enrolled in BLDG3022 Construction Project Management Practice Capstone course. The survey respondents were asked to evaluate their competencies in communication, team working, conflict management, leadership, cultural awareness and motivation.



Outcomes

A significant gap between first-year and final-year students in **communication** competency. First-year students can **manage conflicts** better than final-year students, and they were **more motivated** in completing the group assignment tasks. Final-year students' **leadership and team working** competencies are far better than first-year students. In overall, both groups of students are competent in **cultural awareness** in compare with other competencies in managing their group assignment tasks.

Result 1: Working in construction industry does not play a significant role in enhancing students' interpersonal competencies.

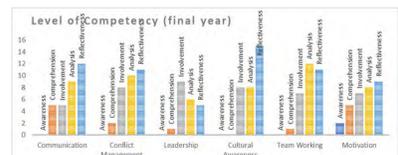
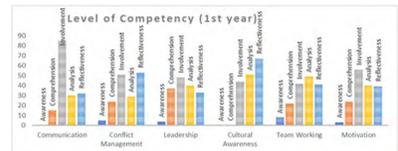
Result 2: Learning & Development (L&D) plan improves students' interpersonal competencies

One of undergraduate students from CMP program were involved in this project as a Research Assistant and the outcomes of this paper was published and presented in The Australasian Universities Building Education Association (AUBE) conference at RMIT, Melbourne in July 2017.

Level Competencies	Level 1	Level 2	Level 3	Level 4	Level 5
Communication	■	■	■	■	■
Conflict Management	■	■	■	■	■
Leadership	■	■	■	■	■
Cultural Awareness	■	■	■	■	■
Team Working	■	■	■	■	■
Motivation	■	■	■	■	■

Learning and Development Plan

Level Competencies	Level 1	Level 2	Level 3	Level 4	Level 5
Communication	■	■	■	■	■
Conflict Management	■	■	■	■	■
Leadership	■	■	■	■	■
Cultural Awareness	■	■	■	■	■
Team Working	■	■	■	■	■
Motivation	■	■	■	■	■



Interpersonal Competencies	Levels	Steps	Types of Evidence
IC1) Communication	L1) Awareness	S1) Basic	T1) Construction industry
IC2) Conflict Management	L2) Comprehension	S2) Intermediate	T2) Casual work
IC3) Leadership	L3) Involvement	S3) Advanced	T3) Group assignment
IC4) Cultural Awareness	L4) Analysis		
IC5) Team Working	L5) Reflectiveness		
IC6) Motivation			

Level Competencies	Level 1	Level 2	Level 3	Level 4	Level 5
Communication	■	■	■	■	■
Conflict Management	■	■	■	■	■
Leadership	■	■	■	■	■
Cultural Awareness	■	■	■	■	■
Team Working	■	■	■	■	■
Motivation	■	■	■	■	■

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