

L1: Communication: our graduates will be effective communicators

L11. Our student will produce professional business documents

| Traits | Performance Levels | | | Score |
|---|---|--|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Clear introduction and background | No or unclear introduction, and absence of background information. | Provides an introduction, present some but not all of the key background information. | Provides a coherent introduction and addresses key background issues effectively. | |
| 2. Discipline-related concepts and issues | Discipline-specific concepts and issues are not identified or they are identified inappropriately. | Appropriately addresses most of the key discipline-specific concepts and issues but omits or identifies a few of the minor ones. | Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones. | |
| 3. Internally consistent arguments | Arguments are inconsistent, different parts of the paper do not relate well to each other and are inconsistent. | Most arguments are consistent, and most parts of the paper are integrated and consistent. | Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent. | |
| 4. Logic and organization | Arguments are poorly organized, do not flow well, and are hard to follow. | Most but not all of the arguments are well organized, flow logically, and are easy to follow. | All arguments are well organized, flow logically, and are easy to follow. | |
| 5 Consistent conclusions | No or very weak connection between analysis and conclusions | Reasonable connection between analysis and conclusions; there may be minor inconsistencies | Very strong connection between analysis and conclusions; there are no inconsistencies. | |
| 6. Style and grammar | Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the document. | Few spelling errors, generally appropriate grammar, sentence structure, and paragraphing. | No or very minimal spelling, grammar, sentence structure, and paragraphing errors. | |
| 7. Effective literature | No literature or used of inappropriate web- | Uses more than one research source but | Uses multiple research sources and | |

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| search skills | based sources; sources are not come from professional literature; sources are not current and/or relevant. | demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant. | makes effective use of current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources. | |
| 8. Documents sources | No or inconsistent references; evidence of plagiarism. | Generally includes appropriate citations within the document and lists references at the end of the documents; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the documents | Includes appropriate citations within the documents and lists references that include full bibliographic information for each citation in the document; citations and references are consistent throughout the document. | |

L12: Our students will deliver effective presentation accompanied with proper media technology

| Traits | Performance Levels | | | Score |
|----------------------|---|---|---|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Organization | No opening statement or irrelevant statement; Loses focus more than once; does not manage time effectively. | Has opening statement relevant to topic, and gives outline of speech; mostly organized with some transitions; allows enough time to deliver speech, although it could have been better edited | Has a clear opening statement that catches audience's interest and gives overview; stays focused throughout. Has transition statement, ties sections together; effective time management. | |
| 2. Quality of slides | Sloppy and/or unprofessional; may be difficult to read; many slides are superfluous. | Readable, professional, appropriate number | Readable, professional, imaginative and/or high quality (without being a distraction). | |

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| 3. Voice quality and pace | Demonstrates one or more of the following: mumbling, too soft, too loud, too fast, too slow, "umms." | Can easily understand; appropriate pace and volume; delivery is mostly clear and natural | Excellent delivery; conversational, modulates voice, projects enthusiasm, interest, confidence. | |
| 4. Mannerisms | Demonstrates one or more distracting mannerisms, which may include bad posture, shifting feet, etc. | No distracting mannerisms. Decent posture. | Uses body language effectively (and naturally) to maintain audience's interest | |
| 5. Professionalism | Makes excuses for the presentation; word choice is not appropriate for audience; inappropriately informal, does not stay "in role." | Treats audience profession-ally, word choice is acceptable (does not use slang); keeps nervousness under control | Treats audience professionally; confident, shows command of topic | |
| 6. Use of media/rapport with audience | Relies heavily on slides or notes; makes little eye contact; inappropriate number of slides (too many or too few). | Looks at slides to keep on track with presentation; appropriate number of slides; maintains eye contact most of the time. | Slides are use effortlessly to enhance speech; speech could be effectively delivered without them; perfect eye contact. | |
| 7. Ability to answer questions. | Cannot address basic questions. | Can address most questions with correct information | Answers all questions with relevant, correct information; speaks confidently. | |

L2. Leadership and teamwork: Our graduates will use team building and high-performance management behaviors to lead a team task successfully.

L21. Out students will have high-performance leadership skill

| Traits | Performance Levels | | | Score |
|---|--|---|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Confidence | Gives an impression of reluctance or uncertainty about exercising leadership | Looks comfortable and confident in exercising leadership duties | Uses strong verbal and non verbal behavior to convey authority and concern | |
| 2. Balance between task and interpersonal relations | Focuses exclusively on task to be accomplished without regard to the people or focuses exclusively on interpersonal relations without regard to task | Balances the need for task accomplishment with the needs of individuals in the group. | Assigns tasks to members whose unique talents contribute directly to the task. Uses positive reinforcement. Delegates as needed. | |
| 3. Ability to listen | Asks for ideas or suggestions but neglects to consider them. | Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. | Provides summary of important discussions at regular intervals | |
| 4. Stays on track | Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored | Keeps group on track by managing time, providing coaching or guidance, or resolving differences as needed. Intervenes when tasks are not moving toward goals | Develops and adheres to a calendar of activities and/or checklists. | |
| 5. Agenda | Has an incomplete or vague agenda for the group | Has a clear agenda for the group | Circulates a prepared agenda in advance | |

L22. Our students will know how to build a team successfully

| Traits | Performance Levels | | | Score |
|---|---|--|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Commitment | Seems reluctant to engage fully in discussions and task assignments | Consistently demonstrates commitment to the project by being prepared for each group meeting | Follows up on ideas and suggestions from previous meetings and reports findings to the group | |
| 2. Balance between task and interpersonal relations | Focuses exclusively on task to be accomplished without regard to team member or focuses exclusively on interpersonal relations without regard to task | Balances the need for task accomplishment with the needs of individuals in the group | Volunteers to assist others and shares information openly | |
| 3. Contributions | Does not offer ideas or suggestions that contribute to problem solving | Frequently offers helpful ideas or suggestions | Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas | |
| 4. Stays on track | Takes the group off track by initiating conversations or discussions unrelated to the task | Introduces suggestions and ideas that are relevant to the task | Uses tact and diplomacy to alert group that focus has strayed from the task at hand | |

L3. Global Perspective: Our graduates will have a global perspective.

L31. Our student will define global business issues and relate these to emerging business opportunities (L23)

| Traits | Performance Levels | | | Score |
|---|--|--|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Identification of global issues | No or incomplete identification of some or all of the following relevant global issues: economic, cultural, legal, demographic | Some identification of most of the relevant issues | Clear and detailed identification of relevant issues | |
| 2. Analysis of global issues | No analysis of impact of relevant global issues; erroneous analysis of impact | Some analysis of impact of global issues; some inaccuracies in analysis | Clear, accurate and detailed analysis of impact of relevant global issues | |
| 3. Application of analysis to global business situation | No application of analysis to specific global business situation; incorrect conclusions or recommendations made. | Some application of analysis to specific global business situation, weak conclusions or recommendations made | Clear application of analysis to global business situation; valid conclusions and good recommendations given | |
| 4. Cultural differences | Fails to adjust for cultural differences | Some consideration given to cultural differences | Extensive consideration given to cultural differences, including appropriate modification of communication | |

L32. Our students will have command of business English or other language of major global market

| Traits | Performance Levels | | | Score |
|------------------|--|---|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Knowledge | A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. | Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. | Most of the required elements (vocabulary, structure, and/or cultural context) are complete and correct. | |
| 2. Comprehension | The response shows little understanding of main ideas and/or details | The response shows some understanding of main ideas and details. | The response for the most part shows understanding of main ideas and most details. | |
| 3. Communication | The communication skills and strategies are minimally evident, appropriate, and/or correct. | The communication skills and strategies are somewhat complete, appropriate and/or correct. | The communication skills and strategies are mostly complete, appropriate and correct. | |

L4. Ethically & Socially Conscious Reasoning: Our graduates will understand the gravity of ethical behavior and corporate social responsibility

L41. Our student will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action.

| Traits | Performance Levels | | | Score |
|-------------------------------|--|--|---|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Identifies Dilemma | Has a vague idea of what the dilemma is and is uncertain what must be decided in individual or business behavior | Identifies the dilemma, including pertinent facts, and ascertains what must be decided in individual or business behavior | Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided in individual or business behavior | |
| 2. Stakeholders Consideration | Fails to recognize all stakeholders or explores consequences and threats/opportunities ineffectively | Recognizes stakeholders and explores some of the consequences and threats/opportunities fairly effectively | Recognizes all stakeholders and fully explores consequences and threats/opportunities | |
| 3. Options development | Failed to identify all of the relevant and practical options | Identified most of the relevant practical options, but overlooked some related conceptual problems and issues | Correctly identified all of the relevant practical options and all of the related conceptual problems and issues | |
| 4. Options Evaluation | Failed to provide weightings of various ethical and social arguments and reasons | Provided some evaluation of ethical and social reasons and arguments, but overlooked important factual or logical errors in some reasons | Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions. | |
| 5. Decision and Action | Has difficulty identifying and appropriate course of action from among options | Formulates an implementation plan that delineates the execution of the decision | Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action | |

L42. Our students will know the professional code of conduct within their discipline

| Traits | Performance Levels | | | Score |
|------------------|---|--|---|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Importance | Somewhat appreciates the importance of keeping professional code of conduct | Mostly appreciates the importance to keep professional code of conduct | Fully appreciates the importance of keeping professional code of conduct. | |
| 2. Understanding | Somewhat understands the detailed contents of professional code of conduct | Mostly understands the detailed contents of professional code of conduct | Fully understands the detailed contents of professional code of conduct. | |
| 3. Compliance | Somewhat complies with professional code of conduct | Mostly complies with professional code of conduct | Fully complies with professional code of conduct | |

L5. Strategic and Analytical Thinking: Our graduates will be able to strategically and cross disciplinarily analyze business cases and to use appropriate analytical tools in solving business problems.

L51. Our student will be able to strategically analyze business cases and will demonstrate the ability of sound business judgment.

| Traits | Performance Levels | | | Score |
|--|--|--|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Factual knowledge | Shows little knowledge of case facts, makes factual mistakes | Shows solid understanding of case facts | Shows thorough grasp of case facts and offers additional factual knowledge about company or industry | |
| 2. Application of strategic analysis tools | Misuses strategic analysis tools, concepts, and techniques | Appropriately strategic analysis tools, concepts, and techniques | Shows strong understanding and application of strategic analysis tools, concepts, and techniques | |
| 3. Application of financial analysis | Fails to incorporate financials into case analysis or shows only limited attempts to understand financials | Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing | Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis professionally | |
| 4. Identification of case problems/issues | Neglects to identify case issues; recounts facts of case with little analysis | Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation | Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation | |
| 5. Generation of alternatives | Identifies weak or infeasible alternatives with little attention to case issues | Generates 2 or 3 feasible alternatives for resolving the key issues of the case | Develops 2 or 3 insightful alternatives for resolving the issues; offers specificity and originality | |
| 6. Recommendations | Offers weak recommendations or pays little attention to addressing case issues | Provides well-reasoned recommendations that follow from the preceding analysis and clearly address case issues; no surprises | Integrates alternatives into a well-developed action plan; offers specificity, priorities, and sequencing of actions | |

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| 7. Business judgment | Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements | Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale | Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment | |
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L52. Our students will synthesize different discipline areas.

| Traits | Performance Levels | | | Score |
|-----------------------------|--|--|---|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Consideration | Deals only with a single perspective and fails to discuss possible perspectives from other disciplines. | Begins to relate alternative views from other disciplines to qualify analysis. | Addresses perspectives noted previously, and additional diverse perspectives other disciplines to qualify analysis. | |
| 2. Management principle | Lacks understanding of basic management principles and strategic thinking approach.. | Shows clear comprehension of basic management principles and strategic thinking approach. | Integrates and applies basic management principles and strategic thinking approach across multiple disciplines. | |
| 3. Discipline knowledge | Does not incorporate appropriate argumentation and methodology of other disciplines | Somewhat applies appropriate argumentation and methodology of other disciplines | Clearly and reflectively applies appropriate argumentation and methodology of other disciplines | |
| 4. Intellectual sensitivity | Does not yet demonstrate intellectual acuity, imagination, and sensitivity. | Somewhat Demonstrates intellectual acuity, imagination, and sensitivity. | Demonstrates a high degree of intellectual acuity, imagination, and sensitivity. | |
| 5. Horizontal synthesis | Does not yet integrate interdisciplinary skills and knowledge. | Partially integrates interdisciplinary skills and knowledge. | Successfully integrates interdisciplinary skills and knowledge. | |
| 6. Vertical synthesis | Does not yet demonstrate awareness of inter-relationships among self, the discipline, business, and society. | Demonstrates some awareness of inter-relationships among self, the discipline, business, and society.. | Clearly demonstrates an awareness of inter-relationships among self, the discipline, business, and society. | |

L53. Our student will use appropriate analytical technique to analyze data and solve business problems.

| Traits | Performance Levels | | | Score |
|--|---|--|--|-------|
| | 1 (Fails to Meet Expectations) | 2 (Meets Expectations) | 3 (Exceeds Expectations) | |
| 1. Problem/objective finding | Does not attempt to or fails to identify and summarize accurately | Summarize issue, though some aspects are incorrect or confused | Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issues. Identifies integral relationships essential to analyzing the issue | |
| 2. Identification of alternative options | Does not identify alternatives | Identifies and discusses a set of feasible alternatives | Identifies a set of feasible options that demonstrates creativity and the ability to integrate knowledge | |
| 3. Appropriate supporting data/evidence | Data/evidence or sources are simplistic, inappropriate, or not related topic | Appropriate data/evidence or sources provided, although exploration appears to have been routine | Examines evidence and its source; questions its accuracy, relevance, and completeness | |
| 4. Quantitative evaluation | Evaluation is poor, not consistent with the criteria or does not use facts correctly | Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly | Evaluation is effective, consistent with criteria and facts are used correctly | |
| 5. Qualitative evaluation | Evaluation is poor, not consistent with the criteria or does not use facts correctly | Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly | Evaluation is effective, consistent with criteria and facts are used correctly | |
| 6. Advanced analytical techniques | Does not use any advanced analytical techniques such as statistical analysis and decision science tools | Somewhat uses advanced analytical techniques such as statistical analysis and decision science tools to analyze data and solve the problem | Effectively uses advanced analytical techniques to analyze data and solve the problem | |

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| 7. Logical Analysis | Analysis is poorly organized and does not flow effectively | Analysis is reasonably well organized and flow is adequate | Analysis is very well organized and flow is effective | |
| 8. New ideas and analysis methods | Absence of any new ideas and creative analytical methods | Integrates ideas and analytical methods from other sources not directly presented in the case reasonably well | Effectively integrates ideas and analytical methods from other sources not directly presented in the problem | |