

# EMBA AOL Rubric 2013

**The Executive MBA Program (EMBA) prepares middle and upper level professionals for successful careers in general management. The program provides an accelerated, Fri day and Saturday format to meet the developmental needs of working professionals. Participating progress through the program as a cohort with emphasis on the immediate practical application of current business concepts, technology and skills for a global economy.**

Learning Goal	Learning Objectives	Where to Measure?	How to Measure? (Rubrics)	Implementation Status
<p><b>Leadership and Change management:</b></p> <p>Our graduates will use team building and high-performance management behaviors to lead a team task successfully in competitive environment.(L1)</p>	<ol style="list-style-type: none"> <li>1.Out students will have high-performance leadership skill (L11)</li> <li>2.Our students will know how to build a team successfully in competitive environment</li> <li>3.Our students will effectively manage team members for solving organizational challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course-embedded survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Course-embedded survey</li> <li>2. Reflective assessment of leadership styles/skills completed field trip</li> </ol>	
<p><b>Global perspective:</b></p> <p>Our graduates will have a global perspective. (L2)</p>	<ol style="list-style-type: none"> <li>1.Our student will understand global business issues and relate current issues to emerging business opportunities (L21)</li> <li>2.Our students will have command of business English or other language of major global market. (L22)</li> </ol>	<ol style="list-style-type: none"> <li>1. Course-embedded case analysis</li> <li>2. International filed trip</li> <li>3. Global business communication program</li> </ol>	<ol style="list-style-type: none"> <li>1. Course-embedded assignment evaluation(R21)</li> <li>2. English Presentation evaluation(R22)</li> <li>3. Assessment of individually written case assignments, project deliverable</li> </ol>	
<p><b>Ethically &amp; Socially Conscious Reasoning:</b></p> <p>Our graduates will understand the gravity of ethical behavior</p>	<ol style="list-style-type: none"> <li>1.Our student will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action (L31)</li> </ol>	<ol style="list-style-type: none"> <li>1. Course-embedded assignment</li> <li>2. Course-embedded survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Term paper evaluation (R31)</li> <li>2. Course-embedded</li> </ol>	

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and corporate social responsibility. (L3)

2. Our students will know the professional code of conduct within their discipline (L32)

survey (R32)

**Strategic Thinking & Cross-disciplinary Competency:**

Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems. (L4)

1. Our student will use appropriate analytical techniques to solve business problems and will demonstrate the ability of sound business judgment (L41).
2. Our students will synthesize different discipline areas (L42)

1. Course-embedded assignment
2. Course-embedded case analysis

1. Project Report (R41)
2. Assessment of individual written case assignments, projects, and other analytical assignments
3. Case study exercise

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Rubrics to assess achievements of learning objectives

**L1. Leadership and teamwork: Our graduates will use team building and high-performance management behaviors to lead a team task successfully in competitive environment.**

**L11. Out students will have high-performance leadership skill**

Traits	Performance Levels		
	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. Agenda	Has an incomplete or vague agenda for the group	Has a clear agenda for the group	Circulates a prepared agenda in advance

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## L12. Our students will know how to build a team successfully.

Traits	Performance Levels		
	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

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## L13. Our students will effectively manage team members for solving organizational challenges.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1 Ability to clearly specify team focus in responding to organizational challenge	Fails to adequately address change management issues; risks associated with uncertainties	Address change management issues with uncertainties	Adequately address is the risks associated with uncertainties
2. Creative solution finding in responding to organizational challenge	Selection solve problem state in main objective using regular way	Selection meets all objectives and maximize solutions to all problems with their own way	Selection meet all objective with their own and innovative way
3. Feasibility	Not a viable business opportunity	People willing to invest \$\$ in the opportunity	Represent exceptional market potential and exclusivity

## L2. Global Perspective: Our graduates will have a global perspective.

### L21. Our students will define global business issues and relate these to emerging business opportunities

Traits	Performance Levels		
	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	Some analysis of impact of global issues;	Clear, accurate and detailed analysis of

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	issues; erroneous analysis of impact	some inaccuracies in analysis	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

### L22. Our students will have command of business English or other language of major global market

Traits	Performance Levels		
	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.

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## L3. Ethically & Socially Conscious Reasoning: Our graduates will understand the gravity of ethical behavior and corporate social responsibility

### L31. Our students will identify ethical and social dilemma and be able to recognize and evaluate alternative courses of action.

Traits	Performance Levels		
	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. Ascertains 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

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			on the benefits and risks of action
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**L32. Our students will know the professional code of conduct within their discipline**

Traits	Performance Levels		
	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.

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**L4. Strategic Thinking & Cross-disciplinary Competency: Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems.**

**L41. Our students will use appropriate analytical techniques to solve business problems and will demonstrate the ability of sound business judgment.**

Traits	Performance Levels		
	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 analytical 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	Provides well-reasoned recommendations that follow from the preceding analysis	Integrates alternatives into a well-developed action plan; offers specificity,

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	little attention to addressing case issues	and clearly address case issues; no surprises	priorities, and sequencing of actions
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

### L42. Our students will synthesize different discipline areas.

Traits	Performance Levels		
	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	Partially integrates interdisciplinary skills	Successfully integrates interdisciplinary

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	skills and knowledge.	and knowledge.	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.