

Social Entrepreneurship MBA AOL Rubric 2016

L1. Leadership and Teamwork: Our graduates will develop leadership skills and be able to work with internal and external stakeholders effectively.

L11. 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	

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L12. Our students will know how to build a team and work with external stakeholders 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 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	
5. Working with stakeholders	Has a difficulty in identifying and managing the relationship with stakeholders.	Identifies various stakeholders and their viewpoints and work with them	Recognizes the stakeholders' needs and work with them from the strategic perspective.	

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L2. Domain Expertise in Creating and Managing Social Ventures: Our graduates will be able to develop professional knowledge and competencies of the functional areas and integrate and apply them to practical business cases of social enterprise management.

L21. Our student will be able to enhance professional knowledge and competencies of the functional areas.

Traits	Performance Levels			Score
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)	
1. Professional knowledge	Shows little competencies on the functional areas, and makes factual mistakes	Shows solid understanding of management issues and approaches	Shows deep knowledge and experiences in creating and managing social ventures	
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. Application of management tools	Misuses strategic analysis and management tools, concepts, and techniques	Uses strategic analysis and management tools, concepts, and techniques	Shows strong understanding and application of management tools, concepts, and techniques	
4. Application of financial analysis	Fails to incorporate financials into case analysis and real business development	Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing	Applies financial analysis to develop sound management judgments; presents financial analysis professionally	
5. Case analysis	Neglects to identify case issues	Clearly identifies the key issues in the case and understands decision situation	Develops a well-integrated statement and alternatives of the issues of the case	
6. Qualitative and quantitative analysis	Analysis is poor and shallow, not consistent with the criteria or does not use facts correctly	Analysis/evaluation is adequate, relatively consistent with criteria and facts are generally used correctly	Qualitative and quantitative analysis/evaluation is effective, consistent with criteria and facts are used correctly	

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L22. Our students will apply different management disciplines into practical business cases of social enterprise management

Traits	Performance Levels			Score
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)	
1. Integration and synthesis of knowledge	Does not yet integrate interdisciplinary skills and knowledge.	Partially integrates interdisciplinary skills and knowledge in business cases and social enterprise management	Successfully integrates interdisciplinary skills and knowledge in business cases and social enterprise management.	
2. Finding of real problems	Does not attempt to or fails to identify real problems in case analysis or real business analysis.	Summarizes issues in real business analysis, though some aspects are incorrect or confused	Clearly identifies the challenge and the problems and issues. Identifies integral relationships in analyzing the issue	
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. Application of knowledge and tools to cases	Does not apply or use relevant knowledge and tools to business cases or real businesses	Identifies and discusses a set of feasible alternatives to deal with the cases	Identifies a set of feasible options that demonstrates creativity and the ability to integrate knowledge in the real businesses.	
5. Development of new business cases	Is unable to develop a new business case	Identifies the key issues and develops capabilities to write business cases	Develops professional competencies to structure and write business cases	
6. Understanding of management systems	Fails to understand the integrated management systems, processes, and disciplines.	Understands the interconnected management systems, though some relationships are vague or confused	Understands the integrated management systems clearly and from the perspective of social enterprise management	
7. Application of tools and systems into new business development	Is unable to get ideas or implications from the course in applying tools and systems to creating or managing social ventures	Gets some ideas or implications from the course in applying tools and systems to creating or managing social ventures	Gets clear ideas or useful implications from the course in applying tools and systems to creating or managing social ventures	

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L3: Communication: our graduates will be effective communicators

L31. 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.	

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7. Effective literature search skills	No literature or used of inappropriate web-based sources; sources are not come from professional literature; sources are not current and/or relevant.	Uses more than one research source but demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant.	Uses multiple research sources and 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.	

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L32: 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	Readable, professional, appropriate number	Readable, professional, imaginative and/or high quality (without being a distraction).	
3. Voice quality and pace	Demonstrates one or more of the following: mumbling, too soft, too loud, too fast, too slow	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	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; 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.	

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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	

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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	

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L5. Global Perspective: Our graduates will have a global perspective.

L51. 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	

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L52. 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.	