

EMBA AY 2016-2017 Assessment

Phase 1: Assessment Plan

Learning Outcome Assessed:

EMBA Learning Outcome 6 – “Design fresh options for a product, process, system or service.”

Assessment Method: Written Assignment.

Assignment Description (from Course Syllabus):

Innovator Assessment and Design-Thinker Development Action Plan

Using your Maxwell assigned Forced Sort assessment and ranking exercise taken from the “Eleven Thinking For A Change Skills” text, as well as your Forced Sort assessment and ranking exercise taken from Kelley’s “IDEO Design Thinking Ten Innovator Personas” text, devise your own “Innovator Assessment and Development Action Plan” targeting your design skills for fresh options with products, processes, services, and/or systems follows:

Part A: Using your two “Forced Sorts” as “entry points,” answer these two questions:

- (1): “How am I effective now as an Innovator specifically using the Maxwell Thinking Skills and IDEO Innovator Personas?”
- (2): “How can I be more effective going forward as an Innovator specifically using the Maxwell Thinking Skills and IDEO Innovator Personas?”

Which are your strongest-to-weakest self-assessed and prioritized mode(s) at this time? Why? What specific implications does this have for you as an Innovator designing fresh options for products, processes, services, or systems at work?

NOTE! Do not under any circumstances simply “regurgitate” your two previously assigned Forced Sorts here. Use them as a starting point to address these two questions at another, deeper, more reflective and specific level of self-assessment at this juncture. Answers to these two questions should run approximately 3-4 total pages, with “equal weight” given to each.

Part B: Reflecting upon your answers to the “Assessment” elements above, design your own, personal Innovator Action Plan. (Should run approximately 4-6 pages, maximum.) This Action Plan must be individually structured in a way that is both creative and practical. (i.e., in ways that combine both “Bottom Line” and “Possibility” Thinking.)

You are encouraged to put together your own set of practical, actionable, creative “Innovator” practices using, incorporating, and noting any and all of the skills/ concepts/ models/ tools we’ve worked with throughout our sessions.

Your “Innovator Action Plan” *must be designed so that you’ll consistently turn to it and practice it over the upcoming months* in order to deepen your skills and competitive advantage as an Innovator designing fresh options at work.

Therefore – you must integrate the elements we’ve worked with in a “customized” way that works for you in order to “make them your own” via an Action Practice Development Plan through May, 2017. (See the Grade Assessment section for due date.)

Targeted Performance (based on rubric): 90% of students meet or exceed expectations.

Evaluation Process: Students were evaluated by the course instructor using a rubric developed and approved by the EMBA Curriculum Committee.

Rubric: The rubric (see attached) consists of three categories – (1) Design Thinking Skill Sets Forced Sort Assessment (2) Thinking For A Change Skill Sets Forced Sort Assessment (3) Integrated Innovator Action Plan that are evaluated separately on a scale from ‘0’ (Does Not Meet Expectations) to ‘3’ (Exceeds Expectations).

Course: EMBA Course 6920—Applied Innovation. This is a first-year EMBA course. Students were provided the rubric learning goals and expectations before completing the assignment.

Evaluator: Dr. Laurie MacPherson, Associate Professor of Innovation and Entrepreneurship. Dr. MacPherson has previously served as THX Group Vice-President and Corporate Officer at Lucasfilm LTD, as well as a corporate teacher at IDEO’s Embarcadero Unit; she is a certified Design Thinking Practitioner.

Phase 2: Results Assessment and Planned Action

Results: In aggregate, the results are extremely positive as the percentage of students meeting or exceeding expectations across the three categories is a robust 95%. The students in Cohort 27 performed, for the most part, in a consistently outstanding way individually and as a group throughout every aspect of the course. Nevertheless, one student did fall below expectations in all 3 of the designated categories; in discussing the situation with the student, there appeared to have been extenuating circumstances regarding a recent change of employment and position that obviously interfered with his ability to complete assigned work product in a timely and expected fashion.

Overall, the assignment and rubric was a fair assessment of students’ effectiveness, and their ability to critically assess, deepen, and practice their applied innovation skillsets in order to design fresh options for a product, process, system or service. At this time, there is no need to change the rubric or the timing (i.e., in their initial year) at which students are evaluated on these targeted skill sets.

Categories	Does Not Meet Expectations ‘0’	Below Expectations ‘1’	Meets Expectations ‘2’	Exceeds Expectations ‘3’	% Students Meeting or Exceeding Expectations
Design Thinking Forced Sort	0	1	11	11	95%
Thinking For A Change Forced Sort	0	1	11	11	95%
Integrated Innovator Assessment & Action Plan	0	1	12	10	95%

Suggested Action(s):

1. Double-check with all entering students' regarding their outside professional workload, and any recent job/position changes that might negatively impact in-class and required assignment performance. If recent professional changes are found, have a frank discussion with the accepted student to see if he/she wishes to join the program one year later in order to give him/her the best chance to succeed and contribute to the Cohort and the EMBA Program.

Phase 3: Closing the Loop

[To be completed after addressing Suggested Actions.]