

EMBA AY 2017-2018 Assessment

Phase 1: Assessment Plan

Learning Outcome Assessed: EMBA Learning Outcome 1 – Articulate how self-awareness is central to leadership authenticity and effectiveness.

Assessment Method: Written Assignments.

Assignment Descriptions (from course syllabus):

Letter to Self: The Letter to Self is designed to give you the opportunity to create a contract with yourself, and it should consist of the personal goals you plan to meet while in the EMBA program with respect to your on-going development as an executive and leader. From all of the possible areas of learning in this course and the entire EMBA program, what are the ones that are the most relevant and important for you to give attention to in order to continue your own process of development? Why are they important to you? What do you plan to do to meet those learning goals? Because the “Letter to Self” is addressed to you and dated in the future (May 2019), it can serve as a reminder as to who you will be, as a person and leader, beyond your graduation from USF. It should be approximately 2-3 pages (single-spaced) in length.

Interview With A Leader: Choose someone who you consider to be an outstanding leader. Arrange to interview that person for at least one hour (this is the minimum interview time requirement for the interview). Turn the interview into a 3-4 page (single-spaced) analytical paper and include the following items as well as any other criteria that you think will make the piece creative, informative, and insightful. Your paper *cannot* be a transcription of the interview—it must be a well thought out, integrated and competently written.

- Introduction. Briefly describe the leader you have chosen and why you chose him/her. Including:
- The Leader at His/Her Most and Least Effective. Ask the subject to tell a specific story about him/herself at their most effective as a leader. Items you might address are:
- The Most Effective Leadership Your Leader Has Experienced. Use the criteria in the previous section to have your leader analyze another leader’s actions and outcomes.
- The Most Effective Management Your Leader Has Experienced. It is here that you delve into your selected leader’s view on leadership vs. management. For example, does s/he see the two as distinct?
- The Most Effective Team Your Leader Has Experienced. What did s/he learn about leadership from participating in this team? What did s/he learn about building *and* sustaining effective teams?
- Developmental Experiences. Ask the leader to describe the developmental experiences that account for her or his ability to be an effective leader.
- Analysis, which should occur throughout the paper. Be sure to apply, integrate, and synthesize judiciously course readings, exercises, lectures, video, or dialogues to your chosen leader’s actions, attitudes, behavior, and/or ideas. For example, what theories or concepts apply or do not apply to this person, and why?
- Conclusion. What have you learned from this experience with respect to leadership?

Targeted Performance (based on rubric): 80% of students meet or exceed expectations.

Evaluation Process: All 16 students in the cohort 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) Self-Reflection, (2) Leading vs. Managing, and (3) Relationship Between Leadership and Organizational Effectiveness – that are evaluated separately on a scale from ‘1’ (Does Not Meet Expectations) to ‘3’ (Exceeds Expectations).

Course: EMBA 6902—Leadership and Teams. This is a first-year, first-semester EMBA course.

Evaluator: Dr. Richard Stackman, Professor, Organization, Leadership & Communication Department.

Phase 2: Results Assessment and Planned Action

Results: Thirteen of the 16 students achieved a ‘meets expectations’ or ‘exceeds expectations’ in each of the three categories. The three students who did not average ‘meets expectations’ account for all eight ‘do not meet expectations’ assessments.

Categories	Does Not Meet Expectations ‘0’	Meets Expectations ‘2’	Exceeds Expectations ‘3’	% Students Meeting or Exceeding Expectations
Self-Reflection	2	2	12	87.5%
Leading vs. Managing	3	6	7	81.3%
Relationship Between Leadership and Organizational Effectiveness	3	5	8	81.3%

Suggested Action(s):

At this time there is no suggested actions to be taken. The leadership course is one of the first of five courses the students take in the program, and the course sets the expectation that leadership development is an ongoing journey not a destination. Specifically, students consider:

1. Growth as a leader is an ongoing process through continued self-reflection.
2. There is a difference (yet a complementarity) between managing and leading.
3. Knowing oneself with respect to leading is key to desired organizational outcomes.

Given these three points reflected by the rubric, it was determined that more than a single assignment (i.e., one assignment) could best assess students’ leadership learnings.

Phase 3: Closing the Loop

None at this time.

EMBA Program Rubric

Learning Outcome #1: Articulate how self-awareness is central to leadership authenticity and effectiveness.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Self-Reflection	Demonstrates minimal to no insight on the centrality of self-reflection with respect to leader development.	Demonstrates how self-reflection is important to leader development.	Demonstrates how growth as a leader is an ongoing process through continued self-reflection on educational and life/work experiences.
Leading vs. Managing	Fails to grasp the differences between leading and managing.	Articulates differences between leading and management while sometimes referring to one when actually discussing the other.	Articulates the differences – yet complementarity – between leading and managing. Rarely refers to one when actually discussing to the other.
Relationship Between Leadership and Organizational Effectiveness	Fails to understand that knowing oneself when called upon to lead is critical to organizational effectiveness via behaviors associated with ethics, decision making, and/or team outcomes.	Understands that knowing oneself with respect to leading is related to organizational effectiveness by addressing such an association with specific leader behaviors.	Understands that knowing oneself with respect to leading is critical to key organizational outcomes via, for example, behaving ethically, making sound decisions, and/or achieving team outcomes.