

Student's Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_  
Course: \_\_\_\_\_ 3/06/2008

**GRADUATE ANALYTICAL & PROBLEM-SOLVING ASSESSMENT RUBRIC (MGMT 700 Case Analysis- 100 points available)**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Symptoms (10%)</b> ½ page maximum Symptoms are indicators of problems. "Clusters" of symptoms aid in pointing toward underlying problems.</p>	<p><u>Identifies symptoms clearly, with no confusion between symptoms and problems (5 or more).</u> There is no confusion between symptoms and problems. Symptoms are clustered, with each group of symptoms pointing toward an underlying problem.</p> <p><b>(10)</b></p>	<p><u>Identifies majority of symptoms (at least 5).</u> There is little confusion between symptoms and problems.</p> <p><b>(8)</b></p>	<p><u>Identifies few, if any symptoms (4 or less).</u> There may be confusion between symptoms, problems and/ or recommendations.</p> <p><b>(6)</b></p>
<p><b>Problem Statements (20%)</b> ½ page maximum Problems should be stated in terms that are <i>actionable</i> by the decision-maker for the analysis.</p> <p>A good problem definition keeps the case analysis tightly structured because everything discussed after this point must be related to the problem(s) stated in this section.</p> <p>Each problem is stated in one sentence, and is not given in the form of a question. <i>There should be no more than 3 problems.</i></p>	<p><u>2-3 substantial problems</u> faced by the company's decision-makers are identified, and stated in terms that are actionable by the company's leadership.</p> <p><b>(20)</b></p>	<p><u>At least 1 of the company's substantial problems is identified and stated in terms that are actionable by the company's leadership</u></p> <p><b>(15)</b></p>	<p><u>2 or more of the following errors apply:</u></p> <p>*Problems stated may refer to environmental conditions *Symptoms are stated as the problems. *Recommendations are stated as problems. * Problems may not be stated in single, concise, complete sentences. * More than 3 problems stated may be included.</p> <p><b>(12)</b></p>
<p><b>Problem Analysis (15%)</b> ¾ page maximum Problems are dissected to analyze key factors.</p>	<p><u>Analysis includes all of the following:</u> * 2-3 stated problems are analyzed thoughtfully * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach)</p> <p><b>(15)</b></p>	<p><u>Analysis includes 2 of the following:</u> * 1 problem is analyzed thoughtfully OR 2 or more problems are covered superficially. * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach) <b>(10)</b></p>	<p><u>Analysis includes 1 of the items listed in the next column.</u></p> <p><b>(5)</b></p>
<p><b>Identification of Alternatives (15%)</b> This is for brainstorming.</p>	<p><u>Identifies a comprehensive set of thoughtful alternatives, excluding "Do Nothing" alternatives (6 alternatives).</u> There is a set of alternatives for each problem.</p> <p><b>(15)</b></p>	<p><u>Identifies majority of alternatives (4-5 alternatives), excluding "Do Nothing" alternatives.</u> May have only 1 set of alternatives for more than one problem.</p> <p><b>(12)</b></p>	<p><u>Identifies few, if any alternatives (3 or less alternatives) listed or not all aspects of identified problems are addressed.</u></p> <p><b>(10)</b></p>

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<p><b>Evaluation of Alternatives (15%)</b> Arguments are provided for and against each alternative.</p>	<p><u>Pros and cons for alternatives</u> are provided. Arguments are convincing, supported &amp; comprehensive.  <b>(15)</b></p>	<p><u>Pros and cons for alternatives</u> are provided. Most of the arguments are convincing &amp; supported. May be missing a few pros and/or cons.  <b>(12)</b></p>	<p><u>Pros &amp; cons for few, if any alts or only 1 alt. for each problem</u>; Missing significant discussion of alternative pros or cons.  <b>(10)</b></p>	
<p><b>Recommended Course of Action (20%) 2 page minimum</b>  Develop the most effective, efficient, and feasible combination of alternatives to solve the problems within boundaries of the firm's objectives. <u>Do NOT recommend doing research, hiring a consultant, or setting up a team or com./task force to study the situation. You are the consultants.</u></p>	<p>Student demonstrates the ability to articulate and defend his analysis and recommendations. Student provides a comprehensive course of action, with substantiated feasibility that is likely to solve <u>all of the priority problems</u> and <u>lead to above average returns in this industry with intensifying competition.</u> <u>Student demonstrates ability to integrate concepts and functional tools from three or more business disciplines</u> to solve complex business problems.  <b>20)</b></p>	<p>Student demonstrates the ability to articulate and defend analysis and recommendations. Student provides a course of action, with substantiated feasibility that is likely to solve <u>at least one of the identified problems</u> and <u>lead to above average returns in this industry.</u> <u>Student demonstrates ability to integrate concepts and functional tools from at least two business disciplines</u> to solve complex business problem  <b>(16)</b></p>	<ul style="list-style-type: none"> <li>• <u>Partial courses of action; and/or</u></li> <li>• <u>Actions recommended do not include specifics to fully address/resolve identified problems</u></li> </ul> <p><b>(14)</b></p>	<p>Actions rely heavily on hiring, or setting up committee(s)/ team(s) and others to decide how best to solve the problems. OR Brief statements are made about what needs to be done, but few specifics are provided. OR Feasibility of some actions can be questions OR Recommendations include actions not evaluated in previous sections.  <b>(10)</b></p>
<p><b>Implementation Plan (5 %) Who</b> is to do <i>what</i>; timeframe. Individuals/depts. are named.</p>	<p>Timeline and those responsible are identified and detailed. <b>(5)</b></p>	<p>Timeline is adequate but responsibilities are not identified OR responsibilities are identified by the timeline is not adequate. <b>(3)</b></p>	<p>Timeline with those responsible not provided. <b>(0)</b></p>	

**Scoring Key:**

- \_\_\_\_\_ Exceeds Standards 90 – 100
- \_\_\_\_\_ Meets Standards 70 – 89
- \_\_\_\_\_ Fails to Meet Standards ≤69

**Total Score:** \_\_\_\_\_