



Sukkur IBA University

Goal No.3 Decision Making Skills Rubric

3.1 To apply critical thinking in business decision making

| MBA Program Learning outcome 3.1 | # | Dimension | Unsatisfactory (1) | Satisfactory (2) | Exemplary (4) | Score |
|----------------------------------|---|---|---|--|---|-------|
| | 1 | Identification of Problem | Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately. Neglects connections to other conditions or contexts | Successfully identifies and summarizes the main issues but does not explain why/how they create questions. Identifies most of the important assumptions but only evaluates them for plausibility or clarity superficially | Identifies basics and nuances of the issue. Identifies embedded or implicit issues and addresses their relationships to each other | |
| | 2 | Consideration of Perspectives | Names only a single perspective and fails to discuss other possible perspectives, especially those salient to the issue | Identifies and states limited viewpoints. Shows some general understanding of influences of ethical and theoretical contexts on stakeholders. Conveys major aspects of identified positions. Communicates basic sense of positions' interrelatedness. | Thorough representation of multiple positions or responses to the problem. Finds major and minor stakeholders and contexts. Maps relationships between positions and negotiates nuance between multiple positions | |
| | 3 | Articulation of informed thesis statement | Fails to formulate and clearly express own thesis statement. Fails to anticipate objections to one's perspective or thesis statement | Formulates a personal point of view but only discusses its strengths. Anticipates objections to position and provides weak or no reply | Identifies own position on the issue or response to the problem and seriously discusses its weaknesses as well as its strengths. Acknowledges objections and contradictory positions and provides convincing replies | |
| | 4 | Support claims (Recommendations) with strong and relevant evidence | Provides no support and/or evidence for claims. Uses unreliable or irrelevant sources. Does not distinguish between fact, opinion, and value judgments. Merely repeats information. Dismisses evidence without adequate justification | Supports some claims with evidence. Recognizes sources' authors. Distinguishes between fact, opinion, and value judgments | Supports most claims with evidence. Identifies and examines evidence by questioning accuracy, precision, relevance, and completeness. Provides additional information for consideration and recognizes source(s). Observes logical relationships and addresses existing or potential consequences. | |
| | 5 | Communication of analysis and argument effectively | Prose is inappropriate for audience. Support for argument seems internally inconsistent. Sufficient identifiable errors in prose to render argument incoherent | Prose is clear. Structure of presentation leads reader through introduction, claim or position, support, and conclusion. Grammatical errors present but do not render position unreadable | Prose is clear and communicates nuances and subtleties of position. Writing is well organized, relying on consistently complex structure, including appropriate transitions. Limited (3 or fewer) identifiable errors in prose | |