EXECUTIVE MASTER
IN POSITIVE LEADERSHIP AND STRATEGY

Evaluation System
To a Positive Learning Experience

2013 / 14
In the Executive Master on Positive Leadership and Strategy there are several reasons why participants may be more serene about grading than typically ambitious and anxious students.

First of all, we recommend the participants to focus on what they want to achieve in their studies: what do you want to learn; what are the aspects of your leadership you wish to work on? Once you know your goals and are committed and engaged in the learning process a good evaluation will follow almost certainly.

Secondly, consistent with the positive approach and contrary to most universities’ practice to apply a Bell Curve in grading, we would be please if all participants achieved the best evaluation. We would consider it a wonderful and most welcome “anomaly” if all the participants would score on the highest level. In fact, the program will apply a sort of reverse proceeding: you start at the beginning of the program by being assigned the highest grade as a kind of advance bonus as we assume the best possible outcome for you. Subsequently you must seek to keep this top grade and justify it by outstanding work and full engagement in the program. Less than excellent performance will result in a gradual decrease of the overall grade.

Thirdly, in the case of Positive Leadership academic evaluation is also of somewhat relative importance, because unless there is also a positive practical consequence of your attendance the grade has not much meaning. In reality the lasting effect of what you learn on your leadership practice is probably more important than a distinction and even for the faculty it may be more rewarding in the end than your theoretical achievements.

To reflect the latter characteristics of the program there will be an increased weight on evaluation of all forms of practical applications such as the individual project and exercises in between modules. The discipline with which the participants put the exercises into practice as well as the depth of their reflections on the experience gained and the scope, thoroughness and originality invested in the individual projects are taken carefully into consideration.

In any case there is no intention whatsoever to let participants fail. To prevent this from happening the faculty together with the Mentoring Team will intervene early on and provide appropriate support if a participant is struggling with the tasks.
The final grade will be an aggregate of the grades of all the courses, as each faculty member will grade the participants in his or her field based on class participation and papers according own evaluation criteria.

As a matter of principal all subjects have equal weight except for the Integrative Capstone Projects that are attributed the increased percentage of final papers. There will be no sitting exams and no final exam which is why it is all the more important to be present and engaged in all classes and excel in the tasks assigned. As mentioned above in the previous Chapter, missing entire modules will prevent you from completing the program together with your cohort in 2014 and either obliges you to complete the program in the following years, thus postponing your degree, or to content yourself with a certificate for the modules that you actually attended.

With this concept of evaluation we respond to the fact that the participants are senior professionals with busy schedules who already have some educational credentials and therefore are motivated more by practical results than distinctions. Above all this concept is also coherent with the spirit and aspiration of the program as a change catalyst and driver of real solutions.

In accordance with IE University’s rules and regulations, once the overall grade has been announced, students will have a deadline of 15 days to request a grade breakdown and any other type of quantitative or qualitative feedback from the professors.

Finally, in the context of grading please remember that incorrect or missing references or quotations, whether intentional or inadvertent, result in reprimands of plagiarism and may have serious negative consequences for your evaluation.