【經管系實務專題】專題編號：BA-1121-＿＿＿-＿＿＿ 　 指導教授簽名：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

組長：\_\_\_(學號 姓名)\_\_\_ 組員1：\_\_\_(學號 姓名)\_\_\_ 組員2：\_\_\_(學號 姓名)\_\_\_ 組員3：\_\_\_(學號 姓名)\_\_\_ 組員4：\_\_\_(學號 姓名)\_\_\_

製表日期：2023/1/19

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| Learning Goal: | 專業能力 Professional Skill | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 學生應能夠說明一般管理的基本知識及跨學科之技能 Students should be able to demonstrate basic knowledge of general, management- specific, and multidisciplinary skills. 2. 學生應展現其知曉如何與其他團隊成員合作以完成指定任務 Students should demonstrate that they know how to cooperate with other team members to accomplish assigned tasks. | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2**  **(75-94分)** | **Superior\_3**  **(95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 具備本學科之基本專業知識 Demonstrate mastery of fundamental knowledge in the subject-area | | 對本學科基礎學理、專業詞彙僅有表面的認知了解  Demonstrates surface cognitive comprehension of fundamental theoretical concepts and terminologies in the subject-area | 對本學科基礎學理、專業詞彙有概括性的認知、了解  Achieves a general cognitive understanding of fundamental theoretical concepts and terminologies in the subject-area | 對本學科基礎學理、專業詞彙有完整充分的認知、了解  Achieves a thorough cognitive understanding of fundamental theoretical concepts and terminologies in the subject-area |  |  | |  |  |  |
| 1. 具備本學科之實作能力 (評量學生實際完成課堂指定任務或工作的表現，如上機操作、資料蒐集、課堂發言、習題演練、問題分析、題材討論等)   Demonstrate mastery of fundamental practical skills in the subject-area | | 執行需要思考或問題解決技能的任務或學習活動的能力較弱  Has lower ability to engage in assigned tasks or learning activities that need thinking or problem solving skills | 能大致執行需要思考或問題解決技能的任務或學習活動  Has moderate ability to engage in assigned tasks or learning activities that need thinking or problem solving skills | 能熟悉、準確有效地執行需要思考或問題解決技能的指定任務或學習活動  Has effective ability to skillfully, accurately and smoothly engage in assigned tasks or learning activities that need thinking or problem solving skills |  |  | |  |  |  |
| 1. 具備連結本學科與不同學科 (例如: 語言、科技) 基礎知識之能力   Demonstrate ability to relate the fundamental discipline knowledge to other subject areas. | | 僅能侷限地連結本學科與少數不同的學科基礎知識  Is able to limitedly relate the fundamental discipline knowledge to a few other subject areas | 能大致連結本學科與一些不同學科基礎知識  Is able to moderately make connections between fundamental discipline knowledge and some other subject areas | 能精確連結本學科與許多不同學科基礎知識  Is able to properly make connections between the fundamental discipline knowledge and many other subject areas |  |  | |  |  |  |
| 1. 具備本學科相關時事議題之基本的邏輯與思辯能力   Demonstrate fundamental logistics and critical thinking skills in current issues related to the subject area | | 對本學科時事議題基本的邏輯與思辯能力較弱  Slightly lacks logistics and critical thinking skills in current issues related to the subject area. | 對本學科時事議題大致有基本的邏輯與思辯能力  Has moderate fundamental logistics and critical thinking in current issues related to the subject area. | 對本學科時事議題有完整清晰的邏輯與思辯能力  Has clear and comprehensive logistics and critical thinking in current issues related to the subject area |  |  | |  |  |  |
| 1. 具備團隊合作之能力   Demonstrate ability to engage in teamwork and cooperation | | 消極地參與團隊工作；或只想享受團隊成果而不付出己力；較難與他人共事或難以接受他人的領導  Passively involved in teamwork; or is a social loafer; has difficulties working together with others or submitting to being led | 可參與團隊合作；能負責份內的工作；能與他人和平共事、能接受他人領導  Involved in teamwork; shares work and take responsibility; has no difficulty working together with others or submitting to being led | 樂於團隊合作；於工作上能犧牲小我成就大我；能整合團隊成員，凝聚共識、解決衝突；樂於分享資源與經驗、能協助他人完成工作  Actively involved in teamwork and cooperation. Sacrifices himself/herself to contribute to the achievement of the whole work; is able to integrate team members, to develop consensus and solve conflicts; enjoys sharing resources and experiences, and helping others to accomplish work |  |  | |  |  |  |
| 1. 具備運用本學科知識實際參與相關競賽或證照考試之能力   Demonstrate ability to apply fundamental discipline knowledge to participate in contests and/or take certification exams | | 未運用本學科知識實際參與相關競賽或證照考試  Does not apply fundamental discipline knowledge to participate in any contests and/or take any certification exams | 運用本學科知識實際參與一項相關競賽或證照考試  Applies fundamental discipline knowledge to participate in a contest and/or take a certification exam | 運用本學科知識實際參與多項相關競賽或證照考試  Applies fundamental discipline knowledge to participate in two or more contests and/or take two or more certification exams |  |  | |  |  |  |

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| Learning Goal: | 口語溝通能力 Oral Communication skill | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 學生應能使用基礎的口頭及書面溝通技能 Students should be able to use fundamental oral and written communications skills. 2. 學生應能以基本的書面形式來論述其選修之領域，並能展現其口頭報告之能力 Students should be able to discuss their chosen field in a basic written format and demonstrate the ability to orally present their ideas to peers. | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2**  **(75-94分)** | **Superior\_3**  **(95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 與主題相關   Relevance to the subject | | 部分報告內容與主題無關  Content is partially relevant to the subject | 報告內容與主題大致相關  Content is mostly relevant to the subject | 報告內容完全切合主題  Content is exactly relevant to the subject |  |  | |  |  |  |
| 1. 報告組織架構   Organizational structure of presentation | | 報告中各主題的轉換有時會有些突兀，部分主題間的連結不夠流暢  The presentation fails to construct a clear organizational structure at times, and the connections of some subtopics are not smooth | 報告之內容有起承轉合結構，但有少部分主題間的連結仍不夠流暢  The presentation constructs a clear organizational structure, but the connections of a few subtopics are not smooth | 報告之內容起承轉合清晰且流暢，報告者熟悉報告內容，內容豐富  The presentation constructs a clear organizational structure, but the connections of all subtopics are smooth. The presenter is familiar with the content. It is substantial. |  |  | |  |  |  |
| 1. 報告工具   Presentation tool | | 未使用適當之報告工具，或內容有些許錯誤  Uses inappropriate reporting tools or the content includes a few errors | 使用適當的報告工具，但內容有少許錯誤  Uses appropriate reporting tools, but the content includes few errors | 使用適當的報告工具，且內容沒有任何錯誤  Uses appropriate reporting tools, and content is free from any error |  |  | |  |  |  |
| 1. 報告技巧   Presentation skill | | 語意含糊、講話速度太快/慢、太小聲或緊張不自在，使聽眾難以理解報告內容  Ambiguous statement, or overstrains or speaks too fast/slow/low for the audiences to understand the subject matter | 語意清楚，講話節奏與音量適中，但有些緊張不自在。聽眾大致能理解報告內容  Clear statement, speaks at proper pace, but overstrains at times. The audiences can understand mostly the subject matter | 語意清楚，講話節奏與音量適中且表現優雅自信，使聽眾易於理解報告內容  Clear statement, speaks at proper pace, remains composed and confidential all the time so that the audiences can understand the subject matter easily |  |  | |  |  |  |
| 1. 服裝儀容   Attire | | 服裝儀容邋遢  Dressed sloppily | 服裝儀容整潔  Well-groomed | 服儀整潔且正式  Well-groomed and formal attire |  |  | |  |  |  |
| 1. 問題回覆   Relay to questions | | 完全無法回答，或只能粗略回答少部分與報告主題相關問題  Fails to answer or can only superficially answer a few questions of related issues | 能回答大部分與報告主題相關問題，但未能精確地將其與課程中其他相關議題聯結  Answers most questions of related issues but fails to accurately link them with other topics of the course | 能回答全部語報告主題相關問題，且能精確地將其與課程中其他相關議題聯結  Answers all questions of related issues and accurately links them with other topics of the course well |  |  | |  |  |  |
| 1. 英語表達自我效能   Self-efficacy in English | | 完全無法或只能粗略使用本課程專業英語表達及與他人對話討論  Completely fail to or can only roughly use the professional English related to this course to express themselves and discuss with others. | 能大部分使用本課程專業英語表達及與他人對話討論，但未能精確地與其他相關議題聯結  Can use most of the professional English related to this course to communicate and discuss with others, but cannot accurately connect with other related topics | 能全部使用本課程專業英語表達及與他人對話討論，且能精確地與其他相關議題聯結  Can fully use the professional English of this course to communicate and discuss with others, and can accurately connect with other related topics |  |  | |  |  |  |

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| Learning Goal: | 寫作溝通能力 Written Communication skill | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 學生應能使用基礎的口頭及書面溝通技能 Students should be able to use fundamental oral and written communications skills. 2. 學生應能以基本的書面形式來論述其選修之領域，並能展現其口頭報告之能力 Students should be able to discuss their chosen field in a basic written format and demonstrate the ability to orally present their ideas to peers. | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2**  **(75-94分)** | **Superior\_3**  **(95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 與主題相關   Relevance to the subject | | 部分報告內容與主題無關  Content is partially relevant to the subject | 報告內容與主題大致相關  Content is mostly relevant to the subject | 報告內容完全切合主題  Content is exactly relevant to the subject |  |  | |  |  |  |
| 1. 文章架構   Structure of content | | 文章結構不甚完整；部分段落起承轉合不順，讀者不易理解文意  Statements of the article fail to construct a clear organizational structure, and the connections of some paragraphs are abrupt, so that the article is not easy to understand for readers | 文章結構完整；少部分段落起承轉合不順，但讀者能理解大部分的文意  Statements of the article construct a clear organizational structure, but the connections of a few paragraphs are abrupt. Readers could understand most parts of the article | 文章結構完整；全文起承轉合流暢，讓讀者感到興趣且易於閱讀  Statements of the article construct a clear organizational structure, and the connections of all paragraphs are smooth, so that the article is easy to read and interesting for readers |  |  | |  |  |  |
| 1. 內容發展   Statement development | | 內容段落發展很少邏輯性  Sections of article are seldom logically arranged | 內容段落發展尚具邏輯性，但段落間之敘述有少數不一致  Sections of article are logically arranged, but few of statements among sections are inconsistent | 內容段落發展具邏輯性，且各段落內容一致並互相呼應  Sections of article are logically arranged and statements among sections are consistent |  |  | |  |  |  |
| 1. 焦點明確   Clearly focused | | 報告內容缺乏焦點或論點有些模糊或不相關  Fails to mention the focal point of content or the argument of content is somewhat unclear or irrelevant | 報告提及內容相關要點，但未加以強調，使聽眾不易聚焦於重要資訊  Mentions content related points but does not strength the focal points of content so that the audience cannot focus on important information easily | 報告提及內容相關要點，且加以強調，使聽眾容易清楚明確的聚焦於重要資訊  Mentions content related points and strengths the focal point of content so that the audience can focus on important information easily |  |  | |  |  |  |
| 1. 引用來源   Citation | | 很少引用文獻，或有一些引用上的錯誤  Rare citations are included or some of them are incorrect | 少部分引用文獻不完整，或有些微引用上的錯誤  Few citations are not complete or incorrect | 完整且正確地引用文獻  Citations are correct and compete |  |  | |  |  |  |
| 1. 報告格式   Reporting Form | | 部分地方符合相關寫作規範，在一些段落間可發現一些不一致性  Writing format is partially inconsistent with normal norms and among sections | 大致符合相關寫作規範，但在少數段落間仍可發現一些不一致性  Writing format is generally consistent with normal norms but slightly inconsistent among sections | 完全符合相關寫作規範，且各段落間有一致性  Writing format is fully consistent with normal norms and among sections |  |  | |  |  |  |

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| Learning Goal: | 分析與問題解決能力 Analysis & Problem-solving skills | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 學生應能使用基礎的分析思維及問題解決技能於其領域之基礎問題。 Students should practice basic analytic thinking and problem-solving skills and be able to understand basic problems related to their fields. 2. 學生應能使用其專業知識及技能來分析基本的經濟及商業問題。 Students should be able to analyze rudimentary economic and business problems using their professional knowledge and skills | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2**  **(75-94分)** | **Superior\_3**  **(95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 能夠清楚地確認與表述問題   Be able to identify and state the problem clearly | | 清楚地確認與表述問題的能力較弱  Demonstrates lower ability to identify and state the problem clearly | 清楚地確認與表述問題的能力一般  Demonstrates general ability to identify and state the problem clearly | 清楚地確認與表述問題的能力優異  Demonstrates excellent ability to identify and state the problem clearly |  |  | |  |  |  |
| 1. 能夠使用專業知識來分析基本問題   Be able to use professional knowledge to analyze rudimentary problems | | 專業知識不足，分析基本問題的能力較弱  Has limited professional knowledge and lower ability to analyze rudimentary problems | 專業知識尚足夠，分析基本問題的能力一般  Has adequate professional knowledge and general ability to analyze rudimentary problems | 專業知識充足，且具備優異能力來分析基本問題  Has full professional knowledge and excellent ability to analyze rudimentary problems |  |  | |  |  |  |
| 1. 能夠使用資訊來發展全面性分析   Be able to use information to develop a comprehensive analysis | | 使用資訊來發展全面性分析的能力較弱  Demonstrates lower ability to use information to develop a comprehensive analysis | 使用資訊來發展全面性分析的能力適中  Demonstrates general ability to use information to develop a comprehensive analysis | 使用資訊來發展全面性分析的能力優異  Demonstrates excellent ability to use information to develop a comprehensive analysis |  |  | |  |  |  |
| 1. 能夠評估潛在解決方案，並選擇最適方案 Be able to evaluate potential solutions and choose the optimized solution | | 評估潛在解決方案並選擇最適方案的能力較弱  Demonstrates lower ability to evaluate potential solutions and choose the optimized solution | 評估潛在解決方案並選擇最適方案的能力一般  Demonstrates general ability to evaluate potential solutions and choose the optimized solution | 評估潛在解決方案並選擇最適方案的能力優異  Demonstrates excellent ability to evaluate potential solutions and choose the optimized solution |  |  | |  |  |  |
| 1. 針對問題，能夠表達意見   Be able to express opinions about the problem | | 針對問題，表達意見的能力較弱  Demonstrates lower ability to express opinions about the problem | 針對問題，表達意見的能力一般  Demonstrates general ability to express opinions about the problem | 針對問題，表達意見的能力優異  Demonstrates excellent ability to express opinions about the problem |  |  | |  |  |  |
| 1. 能夠透過團隊合作來解決問題   Be able to solve problems through team works | | 透過團隊合作來解決問題的能力較弱  Demonstrates lower ability to solve problems through team works | 透過團隊合作來解決問題的能力適中  Demonstrates general ability to solve problems through team works | 透過團隊合作來解決問題的能力優異  Demonstrates excellent ability to solve problems through team works |  |  | |  |  |  |

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| Learning Goal: | 倫理觀 Ethics | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 大學部學生應能了解企業倫理和社會責任的概念；以及兩者之重要性與來自其利害關係人的期望。 Undergraduate students should be able to understand the concept of business ethics and corporate social responsibilities and their importance; and their expectations from stakeholders. 2. 大學部學生應能分辨個人和組織作為的影響，可改變社會利益。 Undergraduate students should be able to identify the impact of actions taken by individuals and organizations that have made or attempted to bring about change for social good. | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2**  **(75-94分)** | **Superior\_3**  **(95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 具備敬業涵養   Work ethic demonstration | | 對一些工作任務，展現低度的熱忱與付出投入以及責任感  Demonstrates an attitude to their work that shows low passion, dedication, and sense of responsibility for some work task (s)he does. | 對許多的工作任務，展現一定程度的熱忱與付出投入以及責任感  Demonstrates an attitude to their work that shows a certain passion, dedication, and sense of responsibility for many work task (s)he does. | 對任何的工作任務，展現全心全意的熱忱與付出投入以及強烈的責任感  Demonstrates an attitude to their work that shows full passions and dedication, and a strong sense of responsibility for any work task (s)he does. |  |  | |  |  |  |
| 1. 能區辨倫理道德議題   Ethical issues recognition | | 能識別基本和顯而易見的倫理道德議題，但對議題之間的複雜性或交互關係無法抓住要領  Can recognize basic and obvious ethical issues and but fails to grasp the complexities or interrelationships among the issues. | 當倫理道德議題發生在複雜、多元環境中時，能適切辨識一些議題之間的複雜性或之間的交互關係  Can adequately recognize ethical issues in some cases when issues are presented in a complex, multilayered context OR can grasp cross-relationships among the issues. | 當倫理道德議題發生在複雜、多元環境中時，總是能精確辨識議題之間的複雜性與之間的交互關係  Can accurately recognize all the time ethical issues when presented in a complex, multilayered context AND can recognize cross-relationships among the issues. |  |  | |  |  |  |
| 1. 具備企業倫理與社會責任相關之理論/概念知識   Knowledge of theory/concepts related to business ethics and corporate social responsibility (CSR) | | 對企業倫理與社會責任相關之理論/概念有淺略表面性的認知  Has a superficial knowledge of theory/concepts related to business ethics and corporate social responsibility (CSR) | 對企業倫理與社會責任相關之理論/概念有一般性認知  Has a general knowledge of theory/concepts related to business ethics and corporate social responsibility (CSR) | 對企業倫理與社會責任相關之理論/概念有極佳的認知  Has an excellent knowledge of theory/concepts related to business ethics and corporate social responsibility (CSR) |  |  | |  |  |  |
| 1. 能覺察企業對各利害關係人的社會與道德責任   Awareness of corporate’s social and ethical responsibilities to various stakeholders | | 僅能覺察企業對其少數利害關係人之倫理道德議題、困境與責任  Is aware of corporate’s ethical issues, dilemmas, and responsibilities from the viewpoint of a few stakeholders. | 能覺察企業對其許多利害關係人之倫理道德議題、困境與責任  Is aware of corporate’s ethical issues, dilemmas, and responsibilities from the viewpoint of a number of stakeholders. | 能全然覺察企業對其所有利害關係人之倫理道德議題、困境與責任  Is full aware of corporate’s ethical issues, dilemmas, and responsibilities from the viewpoint of all stakeholders. |  |  | |  |  |  |
| 1. 能區辨塑造社會責任的各個面向 (例如：社會、生態、政治、經濟、科技等)   Recognition of aspects in shaping social responsibility (e.g. social, ecological, political, economic, technological factors) | | 僅能從有限的幾個面向來看待它們對社會責任的影響。  Can look at the impacts from only a limited number of aspects in shaping social responsibility. | 能從一些特定的面向來看待它們對社會責任的影響  Can look at the impacts from some specific aspects in shaping social responsibility. | 能從全方位面向來看待它們對社會責任的影響  Can look at the impacts from all of the aspects in shaping social responsibility. |  |  | |  |  |  |
| 1. 進行專題研究時能展現合乎道德與負責任的行為   Demonstration of ethical and responsible behavior when conducting research | | 進行專題研究時，偶爾展現一些基本的道德與負責任的行為  Demonstrates basic ethical and responsible behavior at times when conducting research project. | 進行專題研究時，大部分能展現合乎道德與負責任的行為  Demonstrates standard ethical and responsible behavior most of the time when conducting research project. | 進行專題研究時，總是展現合乎道德與負責任的行為  Demonstrates standard ethical and responsible behavior all the time when conducting research project. |  |  | |  |  |  |

| Asia Management College | | | | | | | | | | |
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| Learning Goal: | 國際觀　Global Perspective | | | | | | Program: Undergraduate | | | |
| Learning Objectives: | 1. 學生應能確認重要之全球化議題與永續概念 Students are capable of perceiving globalization and sustainability issues. 2. 學生應能察知跨文化議題與利害關係，以及全球化與永續對一般管理及企業營運之潛在影響 Students need to be aware of intercultural issues and concerns, as well as the potential influences of globalization and sustainability on general management and business operations. | | | | | | | | | |
| 學習成果 Dimensions (Learning Outcomes) | | 評量標準 Criteria & Standards | | | 評分 Score | | | | | |
| **Needs Improvement\_1**  **(74分及以下)** | **Satisfactory\_2 (75-94分)** | **Superior\_3 (95分及以上)** | 組長 | 組員1 | | 組員2 | 組員3 | 組員4 |
| 1. 全球化意識與永續之認知 (例如全球化與永續之重要性或全球經營環境)   Awakening to global awareness and sustainability  (e.g. the importance of globalization and sustainability or the global business environment) | | 對於全球化意識與永續之認知尚待加強。  Awakening to global awareness and sustainability needs improvement | 對於全球化意識與永續之認知表現尚可，但具備主動學習精神  Awakening to global awareness and sustainability is fair but demonstrating willingness to learn | 對於全球化意識與永續之認知能力表現傑出，且具備主動學習精神  Awakening to global awareness and sustainability is excellent and demonstrating willingness to learn |  |  | |  |  |  |
| 1. 全球經貿發展之基本察覺 (例如國際組織或國際貿易)   Rudimentary awareness of the development of global economy and trade (e.g. international organizations or international trade) | | 對於全球經貿發展狀況之基本察覺尚待加強  Rudimentary awareness of the development of global economy and trade needs improvement | 對於全球經貿發展狀況之基本察覺表現尚可，但具備主動學習精神  Rudimentary awareness of the development of global economy and trade is fair but demonstrating willingness to learn | 對於全球經貿發展狀況之基本察覺表現傑出，且具備主動學習精神  Rudimentary awareness of the development of global economy and trade is excellent and demonstrating willingness to learn |  |  | |  |  |  |
| 1. 跨文化議題與利害關係之認知 (例如全球文化價值觀或消費者態度)   Awakening to intercultural issues  (e.g. global cultural values or consumer attitudes) | | 對於跨文化議題與利害關係之認知尚待加強  Awakening to intercultural issues needs improvement | 對於跨文化議題與利害關係之認知表現尚可，但具備主動學習精神  Awakening to intercultural issues is fair but demonstrating willingness to learn | 對於跨文化議題與利害關係之認知表現傑出，且具備主動學習精神  Awakening to intercultural issues is excellent and demonstrating willingness to learn |  |  | |  |  |  |
| 1. 全球化與永續議題之認知 (例如全球政治、經濟、科技、社會或環境)   Awakening to globalization and sustainability issues (e,g, global politics, economy, technology, society or environment) | | 對於全球化與永續議題之認知尚待加強  Awakening to global and sustainable issues needs improvement | 對於全球化及永續議題之認知表現尚可，但具備主動學習精神  Awakening to global and sustainable issues is fair but demonstrating willingness to learn | 具備傑出全球化與永續議題之認知表現傑出，且具備主動學習精神  Awakening to global issues and sustainable is excellent and demonstrating willingness to learn |  |  | |  |  |  |
| 1. 全球化對一般管理與企業營運影響之認知 (例如規畫、組織、用人、領導或控制)   Awakening to influences of globalization on general management and business operations  (e.g. planning, organizing, employing, leading, or controlling) | | 對於全球化對一般管理與企業營運影響之認知尚待加強  Awakening to influences of globalization on general management and business operations needs improvement | 對於全球化對一般管理與企業營運影響之認知表現尚可，但具備主動學習精神  Awakening to influences of globalization on general management and business operations is fair but demonstrating willingness to learn | 對於全球化對一般管理與企業營運影響之認知表現傑出，且具備主動學習精神  Awakening to influences of globalization on general management and business operations is excellent and demonstrating willingness to learn |  |  | |  |  |  |
| 1. 永續對企業營運影響之認知 (例如利害關係人、社會或環境)   Awakening to impacts of sustainability on business operations  (e.g. stakeholders, society or environment) | | 永續對企業營運影響之認知尚待加強  Awakening to impacts of sustainability on business operations needs improvement | 永續對企業營運影響之認知表現尚可，但具備主動學習精神  Awakening to impacts of sustainability on business operations is fair but demonstrating willingness to learn | 永續對企業營運影響之認知表現傑出，且具備主動學習精神。  Awakening to impacts of sustainability on business operations is excellent and demonstrating willingness to learn |  |  | |  |  |  |