INDIANA UNIVERSITY
KELLEY
School of Business

C580

Introduction to Operations, Service and Supply Chain Management

Fall 2022 (Syllabus v4)

Your Professor: Carl M. Briggs Ph.D.

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Office Hours	Set up time to meet with us via email individually or with small teams - we will set up calls or one-off Zoom sessions as needed.
Required Materials	1. Harvard Business Publishing Course Pack: **https://hbsp.harvard.edu/import/970396** (There are several simulations we will be using in class and you must have this packet in order to complete that work.) 2. Additional material is available through the course Canvas site. 3. Please be prepared to use ZOOM (with microphone and video on). Our Zoom sessions will be Thursday Afternoons 1:00pm-2:15pm Eastern. You are expected to attend these sessions unless there is an emergency and you have previously notified the professor of your absence. **https://iu.zoom.us/j/7689091690**

Course Description and Objectives

C580 is an introductory course in operations and supply chain management. It is designed to provide value to the graduate business student and business professionals from across the business enterprise, and around the world. It is a survey of traditional concepts, topics and tools with an integration of supply chain management, and an injection of advanced, forward facing content that we hope can be readily adapted and applied by every student. This course will use a variety of teaching approaches, from asynchronous videos from the C580 teaching team, to engaging interactive synchronous sessions where you will work with your classmates to review and address the business challenges we take on. We will leverage the use of learning technologies by engaging in several online simulations where you will run a restaurant, manage a project, and make decisions about integrated sales, operations management and pricing.

Course Goals and Student Learning Objectives

We begin with the end in mind. Below is the list of learning objectives identified by the C580 teaching faculty and how those learning objectives map to the learning goals of the online program. You can review the learning goals and student learning outcomes in Appendix A.

C580 COURSE OBJECTIVES After completing this course, students will be able to:	KD STUDENT LEARNING OUTCOMES (see Appendix A)
1. Demonstrate an understanding of important operations and supply chain management terms and concepts, how they relate to one another and how they are applied across the business enterprise.	[1.2] [1.3] [1.2] [1.3] [4.1]
2. Understand operations management strategy and the importance of alignment with corporate strategy and business goals.	[1.3] [1.5] [4.1]
3. Describe the value of a well-defined and well-executed operation and supply chain at both the tactical and strategic levels as part of an integrated approach to ethical business leadership and value creation.	[1.3] [3.1] [3.2] [4.2] [4.3] [5.3]
4. Understand the role of organizational structure and policy in creating and generating operational excellence within an organization.	[4.1] [4.2] [4.4]
5. Apply process analysis techniques to identify bottleneck, cycle time, throughput time and capacity of a process.	[2.1], [2.2], [2.3], [2.4], [2.5], [8.4], [9.1]
6. Understand conceptually the process and principles of lean transformation and theory of constraints, AND how these concepts can be successfully applied in a real business context.	[2.1], [2.2], [2.3], [2.4], [2.5], [6.2], [6.3]
7. Model a process in the organization and apply process analysis tools to recommend improvements to it.	[2.1], [2.2], [2.3], [2.4], [2.5], [6.2], [6.3]
8. Describe tradeoffs in project management, AND be able to use project management tools and best practices to manage the final project.	[8.2] [8.3] [8.4]
9. Understand and be able to apply several important tools, including process mapping, flow charting, lean, six sigma, value stream mapping, Little's Law, Queuing Theory, etc.	[1.2] [[1.6] [2.1] [2.2] [2.3] [2.4] [3.1] [6.1]
10. Understand the structure and constraints of service operations processes as well as the behavioral and ethical implications and perceptions.	[3.1] [4.3] 5.2] [5.3] [6.1] [8.3] [8.4]
11. Understand approaches to innovation and design thinking as it applies to operations and supply chain management.	[1.5] [1.6] [2.5] [6.2][6.3]
12. Explore important emerging trends in the field including globalization, sustainability, integrated sales and operations planning, big data, and Industry 4.0.	[[1.5] [1.6] [[4.4] [5.3] [6.2] [7.1] [7.2] [7.3]
13. Demonstrate the ability to work effectively on multiple virtual, geographically dispersed teams to produce high quality results.	[1.1] [1.4 [1.5] [2.1] [2.2] [2.4] [2.5] [7.3] [8.1] [8.2] [8.3] [8.4] [9.1] [9.2] [9.3] [10.2]

Deliverables and Assessment

Detailed instructions for all weekly assignments will be available to you online for viewing or downloading via links in Canvas. Your deliverables will generally fall into two categories, Individual and Team. Individual deliverables are those for which you are singularly responsible and will be evaluated. You will also work in a team during the course to complete discussion assignments as well as a final project. Your team is collectively responsible for team submissions. A brief description of course deliverables and how they will be assessed is provided below:

C580 ASSESSMENTS

ASSESSMENT GROUP	DESCRIPTION	TYPE	WEIGHT
1. Participation and Professionalism	Includes ZOOM sessions, forums and other types of engagement. All ZOOM sessions will be recorded. If you are unable to attend a ZOOM session, you should watch the recorded video and be prepared to answer quiz or exam questions drawn from the session. You may also be asked to submit written work in order to earn participation points. Your score in this area is also influenced by engagement with your team, simulation work, and peer feedback. ZOOM Session Times: Check your Canvas site for specific ZOOM session times and room numbers.	**Individual**	10%
2. Team Discussion Assignments	Submissions based on team discussions, case collaboration and analysis and the summary learning from three simulations (see Canvas for specific due dates.)	**Team**	20%
3. Quizzes	Results from quizzes delivered throughout the term. Quizzes are based on material from the readings, videos and ZOOM sessions.	**Individual**	20%
4. Team Final Project	A series of deliverables from weeks 3-12.	**Team**	25%
5. Final Exam	Cumulative final exam administered in the last week of the course. The exam may be taken any time during the last week of the term. Final in Week 12	**Individual**	25%

ZOOM SESSIONS (ONLINE, SYNCHRONOUS)

This is a discussion intensive course. Hence, your learning will be significantly enhanced if you participate in the live sessions during the semester. The quality of participation will be evaluated primarily on the quality of content, not the volume. Be respectful of others' viewpoints, thoughtful, evidence-based, and analytical. It is usually very valuable to link aspects of a case, question or discussion to elements of other content we may

have discussed or to some concepts in the textbook/readings/videos. Above all, do not be afraid to be wrong! We do not penalize 'wrong' comments (or views that run against the dominant view in the class) as long as they are backed up by logical arguments and concrete evidence. A 'wrong' comment that leads to substantive discussions and learning will be considered a valuable contribution. However, we will penalize any egregious or offensive comments.

Attending live sessions. ZOOM sessions will be in the evenings after standard work hours (see Canvas for exact dates and times.) While this course does not compel attendance for the live (synchronous) sessions (and all sessions are recorded for later viewing), it is strongly recommended that you attend. The key learning outcomes can be greatly enhanced through engagement, debate and discussion in the live class context. It is expected that you will watch the whole recording after the class session if you cannot attend.

Video Camera. Although we will not compel you to turn on your video camera for the live sessions, we have found that the culture of the class and your engagement is significantly enhanced when everyone (or the vast majority of the class) are visible (remember, most communication is nonverbal). We do understand that some of you may have an aversion to being on camera. There will be no judgments on attire or background - the main goal is to have everyone as involved as possible. The core goal of this class is to make the experience on online education even better than residential programs and a key facilitator of this is everyone being visible.

How to prepare for live sessions. For each live session, you should be fully prepared to discuss any questions raised in the preceding lectures and readings. We strongly advise that you prepare notes so you can reasonably contribute to a discussion. Some students may be randomly called upon to answer questions. Thus, it is imperative you come to class prepared to lead a discussion on any of the questions/topics we are covering. The quality and effort during this discussion will also heavily influence your synchronous participation grade. Beyond the case questions, also consider how the questions relate to other concepts in the class—the reading, the asynchronous sessions, and so forth. This helps leads to a more vibrant and interesting discussion for everyone.

Course Policies

ACADEMIC MISCONDUCT

There are many forms of academic misconduct, and all are taken VERY SERIOUSLY in this course. The expectation of the faculty is that each student will conduct themselves in a way that in spirit and detail is congruent with the Kelley Student Honor Code (for details see https://kelley.iu.edu/programs/executive-degree-programs/student-life/student-portal/code-of- conduct.cshtml).

I expect that EVERY CONTRIBUTION made by a student or team is original work (or that the original work of someone else is documented). This includes (but isn't limited to) the following kinds of work:

1. **Team Work**. In the case of group assignments, the work submitted is to be that of your team ONLY. Your team is not to receive any information on an assignment from members of other teams. Likewise, you are not to provide information to members of other teams. If your team's assignment is judged to be highly similar to that of another team, both teams will be held equally culpable and will be dealt with accordingly. Penalties range from a "0" on the assignment with notification of the chair of the program in which the student is enrolled, to an F in the course and notification of the appropriate school and university administrators.

2. **Individual Work.** Individual assignments are to be done completely on your own. Unless the professor says otherwise, you are not to accept information or materials from anyone and you are not to provide information or materials to anyone. If your assignment is judged to be highly similar to that of another student, both students will be held culpable. In today's world it is very easy to search the web and cut and paste responses in a wide range of deliverables (from forums to final papers). Such

cutting and pasting, without proper attribution to the source is another example of academic misconduct. If any submission is judged to be highly similar to that of an unreferenced external source, the submitting student will be held culpable of academic misconduct. Penalties are the same as above.

3. **Sharing Deliverable Content Information**. You are not allowed to share content information or materials about a deliverable from a class session with anyone who has not already submitted the deliverable (e.g., no sharing of answers to homework problems; no sharing of information about case discussions, etc.). Conversely, if you have not yet submitted a deliverable or attended a session, you are not to request/receive information or materials about that session from students who have already completed. Both requesting and providing this kind of assistance are acts of academic misconduct. Penalties are the same as above.

The key is honesty in all areas of your behavior in this course—whether it is a forum post (posting something as your original work that was not), a Zoom session make-up (writing as though you reviewed a session when you did not), a write-up (accepting answers from someone who completed the work early), or the final paper (not using original work or failing to cite sources)—all of these instances present as true something that is not. The list here should not be considered exhaustive—so please speak to the faculty if you have any questions at all.

GRADE DISTRIBUTION

We will follow the recommended grade distribution for graduate classes adopted by the Kelley School of Business faculty for our MBA program. That distribution of final grades is shown below.

GRADE	MEANING	PERCENT OF CLASS
A	Distinguished Scholar	10-15%
A-	Excellent	15-35%
B+/B/B-	High Pass/Pass	0-50%
C+/C/C-	Weak Performance	As needed
F	Failure	As needed

Note: No less than 25% or more than 50% of the class can receive an A/A- under this grading policy. In reporting your scores, I will also report the class median to help you gauge your performance relative to your peers. If you do not score above the median, you should expect to receive a grade no higher than a B+.

CANVAS LEARNING MANAGEMENT SYSTEM AND COURSE COMMUNICATION

We will use the Canvas learning management system extensively for posting material, collecting assignments, and general collaboration. It is important that you have access to Canvas and understand how to use the system. If this presents a problem, please let us know the details as soon as possible.

ZOOM MEETING ROOM

ZOOM will be our primary means of synchronous meeting. To encourage engagement from everyone, you will **need to have access to a computer with a microphone and a video camera**. We will meet multiple times during the semester, and the expectation is that everyone will engage in the session, either by attending and providing comments, or in the case of some significant schedule conflict, by reviewing the recorded version of the session (this is important as quiz and exam questions will be drawn from the live sessions). You will also use ZOOM with your final project team to record and upload your final presentation. ZOOM is an important tool in our course, so if you are new to ZOOM, or just need to learn how to setup and record meetings, you can start with the IU Knowledgebase here: https://kb.iu.edu/d/bfqu or https://uits.iu.edu/ZOOM

PARTICIPATION:

It is up to you to make sure that you understand the format, content and all other parameters of the deliverables, and to come to the online ZOOM sessions prepared to participate fully in the discussion. The expectation is that everyone in the session is ready to contribute to the discussion. It is also your responsibility to manage within your teams and participate in a way that is viewed in a positive light by your team members.

COMMUNICATION

We will use Canvas as out platform to deliver course materials. Regarding inquiries to the teaching team, we have found that the most effective way is via email at c580@indiana.edu. If you are addressing a general question or concern, please use this address to help your professors get back to you in a timely fashion and process email more effectively. You are also invited to contact the faculty by phone if the need arises (e.g. you just downloaded the timed final exam and there is a problem, etc.)

CONSTRUCTIVE FEEDBACK TO YOUR INSTRUCTORS

Our goal is to make this a course that you would recommend to others because of the inherent value you find in it. Student input to make this course more effective in accomplishing that goal is always welcome. Please DO NOT wait for student evaluations. In the spirit of continuous improvement, we want to receive your feedback and respond as quickly as possible. If you don't feel comfortable sharing your feedback with us directly, you are always welcome to share your comments/suggestions directly with the Department of Operations and Decision Technologies (Chairperson: Vijay Khatri vkhatri@indiana.edu). Some suggestions may be easily adopted and applied to the current semester. Other suggestions may have to wait until another semester, and still others may not be possible at all. Nevertheless, it is critical that you take ownership of your learning, and feel comfortable providing your faculty team with suggestions for improving the learning environment.

CONTRUCTIVE FEEDBACK TO YOUR PEERS

In this class we will use an online tool for submitting peer feedback for your discussion and project team. It is your responsibility to provide detailed constructive feedback, and to use that feedback to improve your performance in this and future classes.

YOU ARE IN CHARGE

Ultimately, you are responsible for your own learning. You are also expected to monitor your own progress and keep track of your performance. If you are having problems related to your understanding of the course material, please contact one of us immediately. These problems can often be resolved by attending supplemental review sessions, which we will gladly help to arrange with you. If, after attending these sessions, the problem is still not resolved, you may be encouraged to work with a private tutor. We will work directly with you should inquire more directly about this option.

EXTRAORDINARY CIRCUMSTANCES

During the semester, some of you may experience unexpected and serious personal circumstances (e.g., illness, death of a family member, etc.). These circumstances may adversely affect your academic performance. We pledge to work with you during these times, but we must be informed immediately of any extraordinary situation that you think may be detrimental to your performance. Any such conditions will not be considered in assigning grades or as part of an appeals process if the information is not brought to our attention in a timely fashion. It is also paramount that you communicate these extraordinary circumstances to your team. It should be noted that having a heavy load at work, a busy travel schedule, or significant life events don't always represent "extraordinary circumstances." They may just be a signal that now is not the right time to take this course. This course requires a lot of work, and if you don't have the bandwidth to really do it, then we strongly recommend that you take this course at some other time. The good news is that it is offered every term.

LATE WORK

Submitting work on time is very important for the successful completion of this course. Please make every effort to submit work by the due date that is shown in Canvas. The syllabus and tentative calendar that follows provide general due dates. **Please refer to Canvas for the exact, official due dates and times**. When the Canvas due date has passed, collection mechanisms usually close. Late submission based on exceptional circumstances is rare and requires prior arrangement with the instructor. All late work is subject to a penalty.

Tentative Calendar:

Spring 2021 version 3 NOTE: This is a **TENTATIVE** calendar. Please see Canvas for official deliverable dates and instructions.

TOPIC	WEEK	DATES	FOCUS AREAS	WEEKLY OUTLINE
		Monday Aug 25 to		**1.1 INTRODUCTION**
INTRO	I	**Sunday Aug 28, 2022**	**COURSE INTRODUCTION AND FINAL PROJECT SETUP**	1.1.1. Video: What is Operations and Supply Chain Management? 1.1.2. Video: The Strategic Significance of Operations Management **1.2 PREPARATION** 1.2.1. Read: Syllabus (In Canvas) 1.2.2. Read: Operations Management Reading: Operations Strategy (HBS Packet) 1.2.3. Scan: Teamwork Handbook (in Canvas) - use as a team resource 1.2.4. Scan: Managing Process Improvement Projects (Chapter 6, Meredith) (In Canvas) 1.2.5. Video: Problem Solving, Presentation, PM 1.2.6. Video: Introduction to DMAIC for C580 **1.3 CONNECTION** 1.3.1. ONLINE ZOOM SESSION **1.4 DELIVERABLES** 1.4.1. Graded Forum 1--My Course Introductions 1.4.2. Graded Forum 2—My Team Preference
PROCESS	2	**Monday Aug 20 to Sunday Sep 4, 2022**	**BUSINESS PROCESS FLOW**	**2.1 INTRODUCTION** 2.1.1. Video: Intro to Business Processes **2.2 PREPARATION** 2.2.2. Read: Process Flow Measures (Chapter 3 from Anupindi et al, 1999) (In C a n v a s) 2.2.3. Read: Kristen's Cookies--adapted (In Canvas) 2.2.4. Video: Process Flow Example - MyPizza (In Canvas) **2.3 CONNECTIONS** 2.3.1. ONLINE ZOOM SESSION **2.4 DELIVERABLES** 2.4.1. Week 2 Quiz: Process Flow
	3	**Monday Sep 5 to Sunday Sep 11, 2022**	**LEAN**	**3.1 INTRODUCTION** 3.1.1. Video: Intro to Quality and Lean **3.2 PREPARATION** 3.2.1. Read: Process Improvement Through Waste Reduction (Chapter 4 in Meredith) (in Canvas) 3.2.2. Read: Decoding the Toyota DNA (HBS Packet) 3.2.3. Read: Daktronics (D): Keen on Lean Manufacturing at Daktronics, Inc. (HBS 2013) (HBS Packet) **3.3 CONNECTIONS** 3.3.1. ONLINE ZOOM SESSION **3.4 DELIVERABLES** 3.4.1. Project Deliverable 1: Define Milestone (Project Description) 3.4.2. Discussion Team Posting: Daktronics 3.4.3. Week 3 Quiz: Lean

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TOPIC	WEEK	DATES	FOCUS AREAS	WEEKLY OUTLINE
SERVICE	4	**Monday Sep 12 to Sunday Sep 18, 2022**	**QUEUEING MODELS**	**4.1 INTRODUCTION** 4.1.1. Video: Intro to Service Operations and Queueing Theory **4.2 PREPARATION** 4.2.1. Read: Operations Management Reading: Managing Queues (HBS Packet) 4.2.2. Read: The Psychology of Waiting Lines (in Canvas) 4.2.3. Read: Benihana of Tokyo (HBS Packet) 4.2.4. Simulation: Benihana V2 (HBS Packet) 4.2.5. Practice Problem Set: Applied Queueing Theory **4.3. CONNECTIONS** 4.3.1. ONLINE ZOOM SESSION **4.4 DELIVERABLES** 4.4.1. Work Benihana Simulation (HBS Packet) 4.4.2. Benihana Debrief
INNOVATION	5	**Monday Sep 21 to Sunday Sep 25, 2022**	**NEW PRODUCT DEVELOPMENT AND DESIGN THINKING**	**5.1 INTRODUCTION** 5.1.1. Video: Intro to Innovation in Operations Management **5.2 PREPARATION** 5.2.1. Read: 12 Different Ways for Companies to Innovate (HBS Packet) 5.2.2. Read: Design for Action (HBS Packet) 5.2.3. Read: Ten Tools for Design Thinking (HBS Packet) 5.2.4. Video: Design Thinking Mindsets and Processes 5.2.5. Video: "Think Big" TED Talk by Tim Brown (in Canvas) 5.2.6. Optional Video: Design Thinking Videos and Examples (in Canvas) **5.3 CONNECTIONS** 5.3.1. ONLINE ZOOM SESSION **5.4 DELIVERABLES** 5.4.1. Week 5 Quiz: Service Operations, Queueing, and Innovation
	6	**Monday, Sep 26 to Sunday Oct 2, 2022**	**EMERGNG TECHNOLOCY TRENDS IN OM**	**6.1 INTRODUCTION** 6.1.1. Video: Topic Introduction **6.2 PREPARATION** 6.2.1. TBD (current readings and videos) 6.2.2. Assign Simulation (due Week 7): Project Management Simulation: Scope, Resources, Schedule V2 (HBS Packet) **6.3 CONNECTIONS** 6.3.1. ONLINE ZOOM SESSION **6.4 DELIVERABLES** 6.4.1. Project Deliverable 2: Data Collection (Measure) **6.4.2.** OM/SC TECH Innovation Example Discussion

PM	7	**Monday, Oct 3 to Sunday Oct 9, 2022**	**PROJECT MANAGEMENT: CRITIAL PATH, NETWORK DIAGRAMS, CRASHING AND A QUICK INTRODUCTION TO AGILE**	**7.1 INTRODUCTION** 7.1.1. Video: Intro to Project Management **7.2 PREPARATION** 7.2.1. Review: Managing Process Improvement Projects (Chapter 6, Meredith) (In Canvas) 7.2.2. Video: Project Scheduling, ES, EF, LS, LF and Critical Path Method 7.2.3. Video: Crashing a Project 7.2.4. Practice Problem Set (CPM and Crashing) 7.2.5. Finish Project Management Simulation: Scope, Resources, Schedule V2 (HBS Packet) **7.3 CONNECTIONS** 7.3.1. ONLINE ZOOM SESSION **7.4 DELIVERABLES** 7.4.1. Discussion Team Posting: Project Management Simulation Report 7.4.2. Week 7 Quiz: Project Management Scheduling, Critical Path and Crashing

TOPIC	WEEK	DATES	FOCUS AREAS	WEEKLY OUTLINE
	8	**Monday Oct 10 to Sunday Oct 18, 2022**	**SUPPLY CHAIN MANAGEMENT: ARCHITECTURE AND LOGISTICS**	**8.1 INTRODUCTION** 8.1.1. Video: Intro to SCM Architecture and Logistics 8.1.2. Video: Integrated Logistics 8.1.3. Video: Operations Architecture **8.2 PREPARATION** 8.2.1. Read: What is the Right Supply Chain for Your Product? (HBS Packet) 8.2.2. Watch: Two short external videos on the Bullwhip Effect (links in Canvas) 8.2.3. Read: Building the Supply Chain for COVID-19 Vaccines 8.2.4. Optional Reading: Forecasting (Chapter 8) (in Canvas) **8.3 CONNECTIONS** 8.3.1. ONLINE ZOOM SESSION **8.4 DELIVERABLES** 8.4.1. Discussion Team Posting: Barilla Case Questions 8.4.2. Week 8 Quiz: Architecture, Logistics, HBS reading, Bullwhip Effect
	9	**Monday Oct 17 to Sunday Oct 23, 2022**	**FINAL PROJECT DRY RUNS**	**9.1 INTRODUCTION** **9.2 PREPARATION** 9.2.1. Continue to work on Dry Run Presentation with your Project Team **9.3 CONNECTIONS** 9.3.1. Teams schedule PROJECT DRY RUNS… **9.4 DELIVERABLES** 9.4.1. Project Deliverable 03: Dry Run Project Slide Deck & Live Walkthrough (Define and Measure plus Analyze, Improve, Control)

OM AND SCM INTEGRATION

10	**Monday Oct 24 to Sunday Oct 30, 2022**	**STRATEGIC SOURCING AND SUPPLIER RELATIONSHIP MANAGEMENT**	**10.1 INTRODUCTION** 10.1.1. Video: Intro to Strategic Sourcing **10.2 PREPARATION** 10.2.1. Video: Strategic Sourcing 10.2.2. Video: Inventory 10.2.3. Read: The Reinvention of Procurement (in Canvas) 10.2.4. Read: Strategic Sourcing: A Step-By-Step Practical Model -*Engel* (in Canvas) 10.2.5. Read: Three Ways to Help Your Team Recover from Discruption (HBS Packet) 10.2.6. Optional: Creating Leverage (Canvas) **10.3 CONNECTIONS** 10.3.1. ONLINE ZOOM SESSION -- **10.4 DELIVERABLES** 10.4.1. Process Dry Run feedback; Final exam prep
11	**Monday Oct. 31 to Sunday Nov 6, 2022**	**QUALITY;** **SALES AND OPERATIONS PLANNING**	**11.1 INTRODUCTION** 11.1.1. Video: Intro to Integrated Operations Management **11.2 PREPARATION** 11.2.1. Simulation: Ajax Aluminum (in Canvas) 11.2.2. Read: Integrated Business Planning Executive Synopsis (Palmatier) (in Canvas) 11.2.3. Read: Understanding Unhappy Patients Makes Hospitals Better for Everyone **11.3 CONNECTIONS** 11.3.1. ONLINE ZOOM SESSION **11.4 DELIVERABLES** 11.4.1. Discussion Team Posting: Decision Making at Ajax Aluminum

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TOPIC	WEEK	START DATE	FOCUS AREAS	WEEKLY OUTLINE
FINAL	12	Monday Nov 7 to Thursday Nov 10, 2022	**FINAL PROJECTS AND FINAL EXAM**	**12.1 INTRODUCTION** **12.2 PREPARATION** 12.2.1. Read: Final Exam Prep **12.3 CONNECTIONS** 12.3.1. NO ONLINE ZOOM SESSION **12.4 DELIVERABLES (All Due on or before EOD last day of term)** 12.4.1. Final Project Deliverable: Final Project Slide Deck and Video Recording 12.4.2. Peer Feedback 12.4.3. Final Exam (may take any time during the last week)

Appendix A: Kelley Direct Program Learning Goals and Student Learning Outcomes

1.0	**Efficient Implementation: Fulfill management goals to render highest economic net benefit for the organization.**
SLO 1.1 **SLO 1.2** **SLO 1.3** **SLO 1.4** **SLO 1.5** **SLO 1.6**	Set goals, execute work, and hold organizations and individuals accountable. Map processes, break organizational bottlenecks, and reduce costs. Design, manage, and optimize value chains. Negotiate advantages and challenges of the virtual workplace. Demonstrate managerial agility in response to unexpected opportunity and challenge. Leverage and integrate technology to enhance efficiency.
2.0	**Data and Analytics Competency: Enable and make decisions based upon collection, appraisal, and analysis of data.**
SLO 2.1 **SLO 2.2** **SLO 2.3** **SLO 2.4** **SLO 2.5**	Collect accurate and relevant data. Measure and interpret performance. Model decisions and appraise risk. Interpret and communicate analytical conclusions and insights. Build and enable a culture of evidence-based management.
3.0	**Legal Literacy: Use legal knowledge to inform business strategy, formalize organizational relationships, and insure compliance with**
SLO 3.1 **SLO 3.2** **SLO 3.3**	Understand legal guidelines in the conduct of business. Leverage knowledge of liability, contracts, and intellectual property in management decisions. Navigate regulatory constraints and comprehend their institutional and political value.
4.0	**Macroenvironmental Awareness: Understand institutions and phenomena external to the organization and use such knowledge to formulate strategy and make good decisions.**
SLO 4.1 **SLO 4.2** **SLO 4.3** **SLO 4.4**	Classify market structures and match them to effective business strategies. Comprehend interplay between economic and political variables and link them to firm performance. Decipher, anticipate, and respond to changes in social and institutional trends. Recognize market failures and understand their impact on resource allocation.
5.0	**Ethical Sensitivity: Recognize ethical tradeoffs at play within organizations and apply ethical frameworks to navigate management challenges.**
SLO 5.1 **SLO 5.2** **SLO 5.3**	Think critically to set ethical boundaries for behavior within organizations, markets, and communities. Negotiate competing interests and resolve conflict. Recognize and interpret social impacts from management decisions.
6.0	**Entrepreneurial Mindset: Create, identify, and act upon new opportunities to create value.**
SLO 6.1 **SLO 6.2** **SLO 6.3**	Seek, recognize, and explore new market opportunity. Take risks, learn from failure, and seek continuous improvement. Leverage creativity and design thinking to redefine markets, products, and processes.
7.0	**Global Intelligence: Build and execute business models that transcend differences in culture, geography, and institutions.**
SLO 7.1 **SLO 7.2** **SLO 7.3**	Build value across national boundaries and cultures. Navigate institutional voids in emerging markets. Leverage diversity to increase organizational performance and reveal new market opportunity.
8.0	**Strategic Discipline: Form, explain, and implement an organizational strategy and make decisions that comply with it.**
SLO 8.1 SLO 8.2 SLO 8.3 SLO 8.4	Identify, communicate, and act upon competitive advantage. Lead change and transform organizations for successful adaptation to shifts in market reality. Recognize resource scarcity and exhibit discipline in organizational scope and vision. Position technology and information flow to be a strategic asset.
9.0	**Professional Presence: Communicate and interact effectively in organizational and market environments.**

SLO 9.1 SLO 9.2 SLO 9.3	Communicate clearly, calmly, succinctly, and persuasively. Exhibit emotional intelligence that motivates positive change in behavior. Form, manage, and lead high performance teams.
10.0	**Career Foresight: Define a personal career vision and exhibit behavior to achieve it.**