



OPERATIONS MANAGEMENT

B-School Connection (BSC) Curriculum Integration

Prepared By:



TABLE OF CONTENTS

BSC CURRICULUM INTEGRATION	3
Purpose of this Manual	3
BSC Program Overview	3
The B-School Connection Resource Center	4
Weekly Instructional Tools.....	6
Types of Curriculum Integration	6
DISCUSSION BOARD POSTS	7
Grading and Assessment.....	15
Continuous Syllabus Activities.....	16
Issue-Specific Syllabus Activities.....	18
SHORT PAPERS.....	19
Grading and Assessment.....	20
Continuous Syllabus Activities.....	21
Issue-Specific Syllabus Activities.....	24
STUDENT PRESENTATIONS	25
Grading and Assessment.....	26
Continuous Syllabus Activities.....	27
Issue-Specific Syllabus Activities.....	29
STUDENT TEAM PROJECTS.....	30
Grading and Assessment.....	31
Continuous Syllabus Activities.....	32
Issue-Specific Syllabus Activities.....	33
CASE STUDIES.....	34
Continuous Syllabus Activities.....	34
Issue-Specific Syllabus Activities.....	38
ASSESSMENT	39
Weekly Quizzes	39
Course Exams	39

BSC CURRICULUM INTEGRATION

Purpose of this Manual

The purpose of this manual is to provide instructors, faculty, program managers, and curriculum designers with syllabus-based examples of how to integrate the B-School Connection program into the curriculum and the classroom.

BSC Program Overview

The B-School Connection (BSC) program includes a subscription to *Bloomberg Businessweek*, one of the most widely read business weekly magazines in the world, and access to the Education Resource Center, a powerful tool for higher education.

Program objectives include:

1. Provide application-based instructional content.
2. Encourage regular reading of business news.
3. Establish an expectation of better informed and more engaged students.
4. Appropriate for *any course* at *every academic level*.
5. Is a dynamic, comprehensive, and inexpensive weekly business textbook.

The BSC prepares students for success in the global economy by closing the gap between theory and application. The BSC provides a broad range of tools to enhance classroom curriculum, integrate current global news, and supplement theory with real-world application. The Education Resource Center empowers both students and faculty to get the most out of the magazine.

Student learning outcomes for the BSC program include:

1. Encouraging regular reading of business news independent of specific assignments and classroom activities.
2. Establishing an expectation that students will be better informed and more engaged.
3. Students become global thinkers, realizing the connectivity of the world and local impact.
4. Developing more career-ready graduates who are ready to contribute in the workplace with a more thorough understanding of the global business community.
5. Students can link academic theory with real-world practice and application.

The B-School Connection Resource Center (<https://resourcecenter.businessweek.com/>) includes:

- ❖ Weekly Instructor's Guides
- ❖ Reading Buckets with "greatest hits" articles and guides organized by academic disciplines/topics, economic sectors, global regions, and educational competencies
- ❖ Weekly Faculty EDGE Guides
- ❖ Additional classroom integration recommendations

For students, the program results in a competitive edge. Students broaden their business focus, and become engaged, excited, enlightened, and ready to become globally informed students of the world. The Education Resource Center allows students to find current and prior *Bloomberg Businessweek* readings for use in the classroom.

For faculty, the BSC enhances curricula by leveraging real-time, up-to-date business news, and closing the gap between theory and application. Within the Education Resource Center, course instructors have access to weekly articles and guides by disciplines/topics, sectors, regions, and competencies. Additionally, the weekly EDGE guides provide powerful, competency-based case studies based on current events.

The B-School Connection Resource Center

The B-School Connection Resource Center is arranged by 13 Disciplines/Subtopics:

1. **Accounting and Taxation** (Subtopics: Financial Accounting; Taxation)
2. **Business Fundamentals** (Subtopics: Accounting; Management; MIS; Marketing; Operations and Supply Chain Management; Finance)
3. **Business Law** (Subtopics: Securities; Banking and Financial Institutions; Healthcare; Intellectual Property; Environment; Labor and Employment; Anti-trust)
4. **Business Strategy** (Subtopics: Competitive Advantage; Innovation; Industry Structure; Leadership; Corporate Strategy)
5. **Career Readiness** (Subtopics: Discovering Your Options; Sculpting Your Value Proposition; Selling Yourself; Activating Your Plan)
6. **Economics** (Subtopics: Microeconomics; Macroeconomics; International Economics; Monetary Policy; Fiscal Policy)

7. **Entrepreneurship** (Subtopics: Startup Financing; Idea Generation and Opportunity Recognition; Entrepreneurial Characteristics)
8. **Finance** (Subtopics: Corporate Finance; Investments; Markets; Financial Institutions; International Finance; Mergers and Acquisitions; Real Estate)
9. **Information Technology** (Subtopics: E-Commerce; Social Media; Security; Internet; Mobile Apps)
10. **International Business** (Subtopics: Global Strategy; Local Adaptation; Impact of Culture; Government Regulation; Supply Chain Management)
11. **Marketing** (Subtopics: Communications & Social Media; Sustainability; Entrepreneurship; Innovation)
12. **Operations Management** (Subtopics: Supply Chain Management & Logistics; Project Management; Operations Management Leadership and Strategy; Digital Operations Management; Organizational Behavior and Best Practices)
13. **Organizational Behavior & Human Resource Management** (Subtopics: Corporate Social Responsibility; Environmental Responsibility; Reputation; Fraud; Human Resource Management; Conflict & Negotiation; Leadership; Organizational Culture)

The Resource Center is also organized by nine economic Sectors:

1. Consumer Goods and Services
2. Energy
3. Financial Services
4. Government
5. Healthcare
6. Manufacturing
7. Sports and Entertainment
8. Technology
9. Transportation

Geographically, the B-School Connection content is organized into six world regions with country-specific search capabilities:

1. Africa
2. Asia/Oceania
3. Europe
4. Latin America
5. North America

6. The Middle East

The Resource Center is also arranged by seven academic competencies:

1. Communication
2. Critical Thinking/Decision-Making
3. Ethics
4. Global Awareness
5. Innovation/Entrepreneurship
6. Leadership
7. Sustainability

Article reviews and associated instructional tools are categorized based on one or more discipline/topic, economic sector, global region/country, and/or academic competency.

Weekly Instructional Tools

Instructor Guides are produced weekly and distributed via e-mail to course faculty. The Guides are written by the BSC Advisory Board, terminally degreed faculty from leading business schools. The Guides provide course instructors with real-time, multi-disciplinary tools to enhance their curriculum. The Guides are archived after 18 months, allowing great flexibility in future lesson planning, while also providing current, relevant, and accurate business news to instructors and students.

EDGE guides (Executive Development Guide and Extract) is a B-School Connection Resource Center tool that turns selected weekly articles into powerful academic content for student development. The EDGE is competency-based, relates to accreditation goals for B-Schools, and provides faculty with mini-case studies that address real-world situations. The competencies are based on the outcomes that faculty, business schools, accreditation agencies, and downstream employers want to see in successful graduates of business programs.

Types of Curriculum Integration

BSC can be integrated into the curriculum using a variety of instructional methods:

1. Discussion Board Posts
2. Short Papers
3. Student Presentations

4. Student Team Projects
5. Case Studies
6. Assessment Activities (Quizzes and Course Exams)

Broadly, each integration method can employ one of two styles of student activities: *continuous* or *issue-specific*.

Continuous syllabus activities are not time-bound as the same activity can be used for several academic terms without modification. Such content can be included in the Learning Management System (LMS) and remain largely unchanged for several terms. The activities direct the students to use the current or past edition of *Bloomberg Businessweek* and the ERC to answer the question(s) or activities as required by the assignment.

Issue-specific syllabus activities are time-bound and relate to specific articles. Although the assignment can be relatively generic, the course instructor does update the assignment to direct the students towards a specific issue of *Bloomberg Businessweek*.

Rubrics are also presented for Discussion Board Responses, PowerPoint Presentations, Written Assignments, and Oral Presentations to help instructors assess how well students meet the criteria for each activity or assignment. Instructors may use more than one rubric for a particular activity or assignment (for example with the Team Project) to assess different aspects of the students work.

The following pages provide examples of syllabus-based activities and assignments that are either continuous or issue-specific.

CURRICULUM INTEGRATION IDEAS

Dr. Kristl Davison, Department of Management, University of Mississippi

In my classes I typically use *Bloomberg Businessweek* articles to supplement the textbook and other teaching materials. Typically, I examine the emailed Instructor's Guide to see if there are any articles relevant to the courses I teach. I also go through the hard copy of the magazine to see if there are additional relevant articles that I can incorporate into my classes. I am frequently updating the articles that I assign in my classes, and adding new ones as the semester progresses. Questions from these articles also frequently appear on exams in the courses.

I have added the following new articles to MGMT 371 (Principles of Management) this year to enhance the students' learning:

- Weinstein's (2009) "We Need an Ethics Czar" discusses how to promote ethics in organizations.
- Bakers' (2008) "Managing by the Numbers" discusses how teams can be composed based on database of skills and other characteristics.
- Coy et al.'s (2010) "The Disposable Worker" addresses trends in hiring that causes more employees to be contingent workers.

In MGMT 494 (Compensation), I supplement the lectures with recent articles from BBW to keep students abreast of current national trends and legal and political issues relevant to the field of compensation, especially as they relate to issues of benefits, CEO pay and unemployment. For example, I used the following articles:

- "Investor 'Say on Pay' Is a Bust" (2011) deals with the shareholders' voting on executive compensation.
- Innovations in health care and health insurance are discussed in "The Doctor Will See You Whenever You Want" (2011) and "The Simplest Rx: Check on Your Patient" (2011)
- "To Boost the Economy, Help the Self-Employed" (2011) addresses issues of taxation and health care coverage for self-employed individuals.

In MGMT 582 (Employee Relations), I will use the following recent articles this semester:

- "The Supreme Court Gets the Wal-Mart Ruling Right" (2011) focuses on the class-action sex discrimination lawsuit against Wal-Mart.
- "The Gender Gap in Government Job Cuts" (2011) discusses layoffs in the public sector.

Additionally, in the spring of 2012, I plan to use BBW articles in a new way in my MGMT 493 (Strategic Management) courses. I plan to assign students difference topics from the course (e.g. Ethics, Corporate Governance, Corporate Strategy, etc.) and then require them to find a BBW article from the last year that is relevant to the topic. Students will be required to present a short summary of the article to the class and explain how it applies to the course material for the topic. I believe that this will help students to understand how the course material is applies in actual businesses.

In sum, I use a variety of *Bloomberg Businessweek* articles to help illustrate management principles in my classes. I use some of these articles as part of my

lectures, some to start class discussions (e.g., by posting several relevant questions from the article on slides), and some as cases or case supplements. In particular, I have found the use of *Bloomberg Businessweek* articles as cases/examples and as starting points for class discussions to be helpful in enhancing student understanding of course concepts. However, I have also used some of the shorter articles to increase student knowledge of terms and concepts, as well as to elicit their current knowledge of the material. I find that students' responses to the questions about *Bloomberg Businessweek* articles indicate their understanding of how the course material can be applied to real-world situations.

Dr. Rich Gentry, University of Mississippi

This year, I will be asked to develop and teach a course in small business management to follow-up my new prep in venture finance. One of the major problems in teaching students these courses is the ruts that students often find themselves in as regards to legitimately new ideas. There are only so many bar concepts that will work.

In both of these courses, I will be asking students to generate business ideas. For the venture finance course, I will be asking them to create financial statements for a new business. For the small business course, I will want more complete plan for launching a new business. Both of these capstone assignments depend on the ability for students to think creatively. I will be using the "Etc." section in *Bloomberg Businessweek* to support two brainstorming assignments in order to encourage students to really push themselves.

The first exercise is called "Assumptions" and relies on students bending the assumptions of traditional businesses to think of new ones. The classic example of this game involves restaurants. Students are asked to put down everything about a restaurant that that they assume is normally true. The standard answers are things like "plates, menus, lights". The more mundane the better because I can show them a BBW article about a restaurant that does not have menus and prices - it is an upscale set menu who makes money off scale 1. The first exercise will be for the students to find an article about an unusual and strange business from BBW, list is assumptions and then create a concept by twisting one of those assumptions.

The second exercise is "Blue-Sky" thinking. This one starts with a need and goes to the most extreme before coming back to an idea. For example, casual Friday for many work environments is mundane and has acquired a uniform all its own - polos and jeans. Wouldn't it be great if people could wear whatever they wanted to those days? The blue idea would be to create an environment here employees where whatever they want (Padagonia). Coming back to earth slightly is to acknowledge that people have constraints on looking too sloppy - Maybe we could make clothes that are

not sloppy but not something your dad wears on the golf course 2. For this assignment, students will a unique product idea and take its use to the most illogical extreme.

1 "Next Up in Fine Dining:Pay in Advance" *Bloomberg Businessweek* March 31, 2011

2 "Office Hoodie" *Bloomberg Businessweek* September 12, 2011

Dr. Samantha Fairclough, University of Mississippi

I use *Bloomberg Businessweek* in both of my classes (MGMT 493 - Management of Strategic Planning and MGMT 587 - Organization Theory). In particular, I apply it two specific situations:

1. In both classes I ask students to work in pair groups to explain and present an article on a company, as a vehicle for illustrating a concept in strategy or organization theory. I suggest to the students that they look at BBW as an excellent source of informative, relevant and up-to-date articles upon which to base their exposition and presentation. Each pair of students explain their chosen article in a ten-minute presentation, and write a summary of the article and its application to the management concepts we have been discussing in class.

2. In addition, I play a game with my class called "Managerial Football" which is a fun alternative to review class just before students take their midterm or final examinations. I divide the class into two teams, and give each team a mini-football. A student on the first team is required to answer (correctly) a question posed by me in order to "pass" the ball to the next person on their team. If they answer correctly, they pass the ball and I ask a further question of that person holding the ball. However, if a question is answered incorrectly, I turn to the other team and ask their ball-holder a question. Again, if they answer correctly their ball can be passed on, and I ask another question of the person holding the ball. When the ball is passed on, and I ask another question of the person holding the ball. When the ball is passed through the hands of every team member, that team scores a "touchdown". In this game, I use questions from the class textbook, but every 5th question is a general knowledge question, either from the most recent edition of BBW, or from my extensive trivial knowledge... Members of the winning team get a prized - this time it was a chocolate bar.

Dr. Mark Bing, University of Mississippi

I use *Bloomberg Businessweek* magazine in my courses, primarily MBA606, Organizational Behavior (OB), to enrich my students' understanding of current business trends and the application of OB theories to improving workplace productivity via innovations in human resource (HR) functions. I am using *Bloomberg Businessweek* in MGMT383, Human Resource Management (HRM), as well as in MBA606.

Articles are assigned to my students in MGMT383 to help them understand how technology is changing the workplace, and how valid HR selection practices are good for business and for abiding by legal requirements (e.g., EEOC compliance). When introducing these articles, I give a thorough lecture on their implications for understanding current business trends and basic HR principles. However, in the MBA classes I also connect the content of *Bloomberg Businessweek* articles to the classic and current articles in OB that provide the theoretical and scientific evidence that explains why the HR innovations described in the *Bloomberg Businessweek* articles actually work to improve productivity.

For example, the *Bloomberg Businessweek* article by Conlin (2006), "Smashing the clock," describes how Best Buy eliminated face-time requirements at the corporate office due to excessive employee burnout. In brief, two HR professionals at Best Buy found a couple of department managers who were desperate to keep high-performing staff members that wanted to quit because of a severe lack of work-family balance. The imbalance was arising from on-site face-time requirements and commutes that prevented enough family time. The two HR professionals cooperated with these department managers to start a Results Only Work Environment, or ROWE. Before conducting this HR experiment they came up with bottom-line productivity metrics for the employees to track their productivity and thus the impact of ROWE. Employees in these departments were then given the autonomy to work whenever and wherever they wanted. Some even ended up taking customer calls and processing orders on a laptop while hunting from a deer stand. The bottom-line productivity metrics and other measures indicated in pre-post analyses that burnout plummeted along with turnover, and productivity increased dramatically. The ROWE experiment spread, greatly decreasing turnover and increasing employee productivity. This article allows me to enhance the students' understanding of (a) basic principles of stress, employee productivity, and job redesign (e.g., the Job Characteristics Model), (b) how technology is reshaping jobs, (c) the value of bottom-line employee performance measures, and (d) the value of program evaluation via pre- and post-test designs to make sure HR innovations improve productivity rather than harm it.

Specifically, Best Buy's experience from the BBW article is used as a business example for how modern technological trends (e.g., email, home computers, cell phones, text messaging) can be used to redesign jobs for increased autonomy to greatly decrease employee stress, which increases productivity and decreases costly turnover. It provides an example of a basic principal of stress—a lack of control over one's environment due to a lack of autonomy greatly increases stress and strain. I recently followed up on Best Buy's ROWE, and the two HR professionals that served as ROWE's champions left Best Buy to establish their own consulting company. They have now implemented ROWE at

The Gap, which was struggling to keep its best leaders who were experiencing far too much work-family imbalance. This article on The Gap was also obtained from BBW. Thus, the original article has helped me to provide the MBA students with a current business example as to how technological advances are setting new business trends in terms of job redesign and the performance of work itself. I forwarded the recent 2009 Businessweek article on this new application of ROWE to the MBAs, and will use it along with the other *Bloomberg Businessweek* articles to enhance PMBA606 in spring 2010.

The Baker (2008) article from Businessweek, "Managing by the numbers," helps me to communicate to the MBA students how productivity metrics and data analyses are a critical foundation for making better business decisions. This article describes how IBM utilizes complex and extensive databases on employee behaviors (even minute-by-minute behaviors of travel times, cell phone calls, emails—and who is carbon copied and who is not kept in the loop) to evaluate employees' social networks, and to gather data on who works well and with whom. As this database also contains employee occupation, education, certifications, past work history, etc., it can be used for assembling work teams that need certain combinations of cross-disciplinary skills among current employees who are known to work well together. Thus, this micro-level employee database-tracking technology is being applied to improve decisions about team composition, which should result in less team conflict and enhanced team performance. I tie this information to Michael Lewis' "Moneyball" book, in which he explains how extensive data collection, in terms of individual baseball player performance and more precise metrics on player performance, was used by the Oakland A's to purchase undervalued players, assembling a great team at a very low cost with superior decision-making based in empirical data and subsequent data analysis.

All of these examples are tied together to explain how data tracking and data analyses are important trends in the modern business world, simply because they allow managers to truly test their business assumptions and beliefs, and whether or not HR innovations truly result in workplace improvements. As the Businessweek article on IBM's "Managing by the numbers" shows one of the latest trends of data acquisition and analysis, I am able to use it to explain that data acquisition is becoming easier and more automated, and thus improving business decisions with data analysis is becoming more and more important, not less so. The companies that do it better will ultimately outperform their competitors. These concepts are also reinforced with a hands-on data analysis assignment in the MBA course using real-world HR data.

In sum, I use several *Bloomberg Businessweek* articles in my courses to enhance student learning of various trends in modern business. These articles also improve classroom discussions because they provide up-to-date business examples on how

organizations use HR changes and innovations to increase employee productivity and company profitability.

DISCUSSION BOARD POSTS

A discussion board post activity that integrates the B-School Connection program can be article-specific or topically generic. A discussion board post stimulates student engagement and demonstrates application of the concepts within the global context.

There are two (2) types of Discussion Board Posts:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Discussion Board Posts.

Discussion Board Rubric

Expectations:

- Posts and replies submitted by the deadlines.
- Writing style professional and NOT in text or Instant Messaging style.
- Content and tone professional and respectful.
- Contribution to a conversation by:
 - asking good questions
 - making insightful observations
 - avoiding duplication of previous posts
 - adding to what a classmate has said

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Critical Thinking	Rich in content; full of thought, insight, and analysis.	Substantial information thought, insight, and analysis has taken place.	Generally competent information is thin and commonplace.	Rudimentary and superficial no analysis or insight is displayed.
Connections	Clear connections to previous or current content and to real-life situations.	Connections are made, but not really clear or too obvious.	Limited, if any, connections; vague generalities.	No connections are made; off topic.
Uniqueness	New ideas and new connections made with depth and detail.	New ideas or connections lack depth and/or detail.	Few, if any new ideas or connections; rehash or just summarized other postings.	No new ideas, "I agree with ..." statements.
Style and Grammar	Few grammatical or stylistic errors.	Several grammatical or stylistic errors.	Obvious grammatical or stylistic errors which interfere with content.	Obvious grammatical or stylistic errors which make understanding difficult.

Continuous Syllabus Activities

Activity 1: Current Issues in Operations Management

XX Points

What are the major issues in Operations Management today? What do you think are some of the current challenges, opportunities, and areas of specific interest regarding Operations Management? Consider both your local environment, as well as the global context as you consider these questions. Take a few minutes to strategically explore and consider your local community, region, and the global environment relative to Operations Management.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to operations management. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding operations management issues today. Specifically, compose a post that addresses two foundational questions: (1) What are the major issues in operations management today? (2) What do you think are some of the current challenges, opportunities, and areas of specific interest regarding operations management? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Supply Chain Management & Logistics

XX Points

Supply chains now stretch across oceans and continents, making logistics an even more expensive and complex necessity. Why would a company want a global supply chain? Citing a specific company, provide examples of supply chain management and the associated logistics.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to supply chain management and logistics. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding communication issues today. Specifically, compose a post that addresses the following question: (1) Why would a company want a global supply chain? Citing a specific company, provide examples of supply chain management and the associated logistics. The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Project Management

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Post your response to the discussion questions included with the article review to the Course Discussion Board. Your post should be between 150 and 200 words.
- Comment on another student's discussion board post. Your comment should be more than just agree/disagree and should provide additional analysis or insights to the other student's post. Your comments should be at least 50 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

SHORT PAPERS

A short paper student activity combines both B-School Connection article reviews and *Bloomberg Businessweek* articles with journal articles and books to link theory with practice and promote critical thinking and analysis skill development.

There are two (2) types of Short Papers:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Short Papers.

Writing Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/ tense errors. Awkward/not engaging writing style.
Content	Rich in both subject matter and critical thinking. Insightful. Compelling arguments supported using a variety of sound resources.	Good depth and breadth of content displaying thought, insight and analysis of subject matter. Arguments well supported.	Treatment of subject matter somewhat thin/lacking depth. Arguments often not strongly/logically supported.	Rudimentary or superficial treatment of subject matter with little evidence of critical thinking and analysis. Arguments poorly framed or supported.

Continuous Syllabus Activities

Activity 1: Operations Management Leadership and Strategy

XX Points

Leadership and strategy for a company are different than operations management leadership and strategy. As you read the articles for this activity, for the assignment, think of the how operations management leadership and strategy can be different.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to leadership and strategy found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts: operations, management, leadership, strategy, production, quality, efficiency, market, value chain. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Digital Operations Management

XX Points

The proliferation of the internet and the connectivity has led to entirely different models for organizing and managing businesses. What is meant by digital operations management? In your response, review how at least two different companies implement effective digital operations management plans.

Specific to this activity:

- Read at least three article reviews and perhaps the full articles related to digital operations management found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts and how they are used and why they are important to organizations today: digital, ecommerce, SEO, training, usability, branding, customer, accessibility, governance, maturity. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 3: Organizational Behavior and Best Practices

XX Points

Operations management often focuses on how things are made or delivered. This sometimes means deeper analysis on the use of machinery, and the management of processes. Companies have learned, however, that best practices include an intense focus on people and the overall behavior of the organization. When it comes to business, people sometimes seem to get in the way of operational efficiency. Why is it critical that companies understand the best approach to profitability usually starts with the best practices in organizational behavior management?

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read at least 3 current articles related to Organizational Behavior and Best Practices. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding Innovation. Specifically, compose a post that addresses the following question: (1) Why is it critical that companies understand the best approach to profitability usually starts with the best practices in organizational behavior management? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Supply Chain Management & Logistics

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Write a 1000-1300-word paper that summarizes the article (about a third of the paper), answers the discussion questions included with the article review (about the third of the paper), and offer your own conclusions and reflections regarding the article and its implications in business (about the third of the paper)
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT PRESENTATIONS

Using the B-School Connection Education Resource Center, course instructors can require students to develop a presentation based on specific problem-solving questions that integrate both the textbook materials with current events to demonstrate practical application of the concepts.

There are two (2) types of Student Presentations:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for PowerPoint Presentations.

PowerPoint Presentation Rubric

Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
Background	Background does not detract from text or other graphics. Choice of background is appropriate for this project.	Background does not detract from text or other graphics. Choice of background could have been better suited for the project.	Background makes it difficult to see text or competes with other graphics on the page.
Text: Font Choice & Formatting	Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling & Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings and/or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the topic.	Project is lacking several key elements and has inaccuracies.

Continuous Syllabus Activities

Activity 1: Project Management

XX Points

Over the past 60 years project management has evolved into a great career track for many. What characteristics define if a project is well managed? What are the characteristics of a successful project manager?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the operations management, subtopic project management found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation focused on project management. Your presentation should answer the following questions: (1) What characteristics define if a project is well managed? (2) What are the characteristics of a successful project manager? (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Operational Management Leadership and Strategy

XX Points

Operational management leadership and strategy involve how companies add value that aligns with market needs. What overall 'needs' exist in the market and how do companies align their operational management and strategy to meet those needs? Cite specific examples from specific companies in your response.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to operations management leadership and strategy found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation that answers the following question: (1) What overall 'needs' exist in the market and how do companies align their operational management and strategy to meet those needs? Cite specific examples from specific companies in your response. (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Ethics and Operations Management

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Prepare a presentation that summarizes the key points of the article and answers the discussion questions included with the article review. Your presentation should include at least 10 slides.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT TEAM PROJECTS

Teams of students can develop oral and/or written presentations based on the current week's *Bloomberg Businessweek* articles. Student teams can also use the Education Resource Center to research a specific topic and present 2-4 related articles in order to demonstrate application and relevance.

There are two (2) types of Student Team Projects:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Oral Presentations.

Oral Presentation Rubric

Criteria	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Speaking and Volume	Clear and audible at all times.	Clear and audible most of the time; a few sentences trailing away or not clear.	Not clear and not audible almost throughout.
Speaking versus Reading	Speaks extemporaneously.	Refers to notes but does not read from text.	Reads or relies too heavily on notes.
Mannerisms	No distracting mannerisms.	Few distracting mannerisms.	Fidgets, hands in pockets, excessive nervousness.
Connecting with Audience	Engaging with eye contact, body language, and enthusiasm.	Generally maintains eye contact; shows interest in topic.	No eye contact; shows little or no enthusiasm.
Introduction	Purpose explained along with an attention-getter; self-introduced.	Topic and self-introduced but purpose not clear.	Fails to introduce topic and self; purpose not clear.
Subject Coverage	Fully covered; no factual errors; demonstrates clear understanding of topic.	Covered with reasonable depth with few factual errors; demonstrates good understanding of topic.	Topic not fully covered; inaccuracies; fails to demonstrate understanding of topic.
Conclusion	Main points reinforced; take-away messages re-stated; purposeful conclusion; appropriate referencing.	General summary or wrap up; incomplete referencing; take-away message lacks clarity.	Abrupt ending; no summary or wrap-up; failure to provide references.

Note to instructors: For Team Projects, you may use the Written, Power Point, and Oral Presentation Rubrics to fully assess the project and student participation.

Continuous Syllabus Activities

Activity 1: Critical Thinking/Decision Making and Operations Management XX Points

The B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>) includes several articles related to critical thinking/decision making and operations management. In teams of 2-3 students, select three article reviews from within the past 60 days pertaining to the topic of critical thinking/decision making and operations management within the discipline of marketing.

Specific to this activity:

- Each team member should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Innovation / Entrepreneurship and Operations Management XX Points

In teams as assigned by the course instructor, read the following article reviews found on the B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>):

1. [URL or Name/Location of the Article]
2. [URL or Name/Location of the Article]
3. [URL or Name/Location of the Article]

Specific to this activity:

- Each team member should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

CASE STUDIES

Course instructors use the short case studies included with the weekly Edge Guide to promote critical thinking skills. The Edge Guide is fully searchable by Sector, Competency, Region/Country, and Discipline.

There are two (2) types of Case Studies:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for **Case Studies**.

Case Study Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors. Awkward/not engaging writing style.
Identification of Main Issues	Identifies and shows understanding of the main issues in the case.	Identifies and shows understanding of <i>most</i> of the issues in the case.	Identifies and shows <i>some</i> understanding of the issues in the case.	Identifies and shows <i>very little or no</i> understanding of the issues in the case.
Analysis of Issues	Presents a thorough analysis of identified issues including necessary calculations and supporting evaluation.	Presents a thorough analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing all necessary calculations or supporting evaluation.
Recommendations	Provides a sound recommendation based on strong arguments and well documented evidence; presents a balanced view with a reasonable interpretation.	Provides a recommendation based on limited arguments and some evidence; presents a somewhat biased view with some interpretation.	Provides a recommendation based on weak arguments and limited evidence; presents a biased view with very little to no interpretation.	Presents poorly formed recommendation or no recommendation at all with very little or no support.

Continuous Syllabus Activities

Activity 1: Ethics and Operations Management Case Study XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Ethics and Operations Management (from the Search Edge Guides dropdown menu select 'Case Study', then from the Learning Outcome dropdown menu select 'Ethics', and fill in the Keyword Search with 'Operations Management'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Sustainability and Operations Management Case Study XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Sustainability and Operations Management (from the Search Edge Guides dropdown menu select 'Case Study', then from the Learning Outcome dropdown menu select 'Sustainability', and fill in the Keyword Search with 'Operations Management'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Communication and Operations Management

XX Points

Read the following Edge Guide case: [\[URL or Name/Location of the Case\]](#)

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

ASSESSMENT

Weekly Quizzes

Course instructors can create weekly quizzes (multiple choice and/or short answer) based on the current week's *Bloomberg Businessweek* articles that cover a variety of topics and/or quizzes that span multiple issues for a specific topic. Each article review has 2-4 Discussion Questions that can be used for essay responses and 2-4 multiple choice/true or false questions.

Instructors can prepare a quiz based on one or more article reviews for a specific edition of *Bloomberg Businessweek* or that cover multiple editions of the magazine. The quiz can be administered in the Learning Management System (LMS) or as a paper, in-class quiz.

Course Exams

A course exam activity with either/both multiple-choice and essay questions can also be developed using the question test banks found within the B-School Connection Education Resource Center associated with the article reviews.

Faculty can use the Advanced Search fields to locate articles based on specific key words, economic sectors, academic disciplines, and/or learning outcomes (competencies). Based on this search, exam questions are extracted from the editions of *Bloomberg Businessweek* that covered the academic term to create a course-level exam that is specific to the course's learning outcomes. The exam can be administered in the Learning Management System or as a paper, in-class exam.