Description of assignment:

Overall task: Using an organisation with which you are familiar, consider a key operations strategy challenge. Consider how this challenge can be understood and resolved using frameworks, concepts, and models from the course. In addition, comment on any broader implications (practice and/or theory) that emerge from your analysis.

Organisational selection: Select an organisation where you can collect and analyse sufficient data to derive meaningful insights. You may use primary data, secondary data, or a mix of both. You may use an organisation that you work for / have worked for, or one that is new to you. Sources may include, but are not limited to, organisations website, your knowledge of the organisation, government and consultancy reports, journal articles, interviews, surveys, observation.

Your report should be 2000 words (±10%) and should be typed with a font size 12, 1.5 spacing and must look professional. Your report needs to be well-structured, and divided into numbered sections that correspond logically to your chosen structure. You should include an overall introduction and conclusion.

The word limit includes the main text (including in-text references, tables and figures) but not the list of references at the end of your report. The main text starts with the first word in the ‘introduction’ section and ends at the last word in your ‘conclusion’ section. The word limit does not include the title, abstract (if you decide to include one), table of contents, reference list, or appendices (I would not expect a long list of appendices). Sticking to a strict word limit is difficult and an important skill for you to acquire, so make sure that you write in a concise and focused manner.

APA 7th ed. style referencing

**Individual Written Assignment**

| Individual Written Assignment |
| --- |
| **Criteria** | **Ratings** |
|  This criterion is linked to a Learning OutcomeAction Recommendations |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Recommended course of action has strong arguments based in the analysis and issues and includes anticipated consequences and alternatives.** | **Recommended course of action is appropriate to address major issues, and is linked to the analysis. Some anticipated consequences and alternatives are included.** | **Recommendations are mostly appropriate to address issues and are at least partially linked to the analysis. Anticipated consequences and alternatives are lacking.** | **The recommended course of action could use more connections to the identified issues, and the addition of one or more anticipated consequences or alternatives would strengthen the plan.** | **Recommendations are largely inappropriate or absent.** |

 |
|  This criterion is linked to a Learning OutcomeIssue Analysis |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presents an insightful and thorough analysis of all identified issues. Includes all necessary calculations.** | **Presents an adequate analysis of most of the issues identified, but lacks depth in some areas. Is missing some necessary calculations.** | **Presents an adequate yet limited analysis of most of the major issues identified, but lacks depth in several areas. Conclusions may lack support.** | **The level of analysis could use better framing and more depth. Factual and/or computational support for the analysis is omitted.** | **The level of analysis almost entirely lacks framing and/or depth.** |

 |
|  This criterion is linked to a Learning OutcomeIssue Identification |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presents an accurate and detailed description of a variety of problems and opportunities that are compelling and insightful.** | **Most major issues are identified and adequately discussed.** | **Several major issues are identified, but may be discussed in a somewhat superficial manner.** | **One or two major ideas are identified, but there is only a surface discussion of these major ideas occurs.** | **Fails to identify or adequately discuss major ideas.** |

 |
|  This criterion is linked to a Learning OutcomeOrganization and Clarity |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper demonstrates concise and consistent writing. Transitions between ideas are handled well. Formatting is appropriate and writing is free of grammar and spelling errors.** | **Paper is organized and clear. Errors do not detract from overall ideas. Could have used better transitions between ideas. Some grammar or spelling errors.** | **Paper lacks clear organization. Errors sometimes detract from overall ideas. Some weak transitions between ideas. Grammar or spelling errors sometimes detract from overall clarity of ideas.** | **Writing needs outside support. The main ideas are getting lost as a result of the grammar and spelling errors.** | **Writing is barely legible to the point that ideas are almost entirely overshadowed by poor grammar and spelling.** |

 |
|  This criterion is linked to a Learning OutcomeUse of Course Concepts |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Demonstrates complete command of tools and concepts from the course. Makes appropriate and powerful connections between identified issues and the strategic concepts studied in the course readings and class lectures.** | **Demonstrates sufficient command of tools and concepts from the course. Makes some connections between identified issues and the strategic concepts studied in the course readings and class lectures.** | **Demonstrates partial command of tools and concepts from the course. Makes limited connections between identified issues and the strategic concepts studied in the course readings and class lectures.** | **Makes only a few, if any, connections between identified issues and concepts from course readings and class lectures.** | **Fails to make connections between identified issues and concepts from course readings and class lectures.** |

 |
|  This criterion is linked to a Learning OutcomeSources & Citation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence and ideas clearly refer to subject matter and aim of assignment, drawn from a range of sources, in addition to assigned readings and in-class discussions, including scholarly books, journal articles, research institutions, government publications, and industry associations. All evidence is properly cited in APA style in-text citations and a correctly formatted reference list.** | **Evidence and ideas are taken from a number of sources and author goes beyond material presented in class. Some outside sources are intended for a general audience and/or are web-based (i.e. not scholarly). All evidence is properly cited in APA style in-text citations and a correctly formatted reference list.** | **Author has used a limited number of sources for evidence and ideas beyond the assigned readings for the course. Outside sources are almost exclusively web-based. The text may have few in-text citations to identify the source of evidence or ideas; reference list may not be formatted in a consistent and/or appropriate APA style.** | **Makes only minimal use of sources provided by instructor and/or relies exclusively on non-scholarly outside sources or personal opinion. Use of in-text citations to document sources may be sporadic and ineffective. The reference list includes only a few sources and is randomly formatted making sources difficult to identify or locate.** | **Does not provide sources for evidence or ideas presented in the paper beyond minimal or tangential reference to assigned readings. Relies mostly on general or personal opinion. Statements or evidence are not supported by in-text citations. There is no reference list, or the reference list is not formatted in the appropriate APA manner.** |

 |