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WORLDWISE CURRICULUM DESIGN

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NEEDS ANALYSIS

- PROTOTYPE DEVELOPMENT FOR A SUPPLY CHAIN MANAGEMENT PROGRAM -



INTRODUCTION

This project will build a prototype of an improved module within an online executive education program for employees of a multinational client. This prototype is from the third course in a series of five. The module topic is Negotiation Preparation.

**A**

Client & Program Context

B

Rationale & Need for the Project

C

Target Audience

D

Current Performance & Contributing Factors

E

Desired Performance

F

Proposed Solution

This project addresses a strategic initiative for a valued multinational client seeking to enhance the capabilities of its global workforce in Supply Chain Management (SCM). Our University's Executive Education unit has established a multi-year partnership with this organization to undertake a comprehensive review and strategic re-development of their existing online Master's level SCM certificate program, which has been in place for ten years.

The program is structured as a 29-week learning journey, segmented into five distinct courses: Operations Management, Strategic Procurement, Negotiation & Supplier Management, Logistics in the Supply Chain, and Supply Chain Cost Management.

The online delivery format necessitates certain baseline technology capabilities for participant engagement, including a contemporary desktop or laptop computer (within the last five years), reliable high-speed internet access, an updated web browser (IE, Firefox, Chrome, or Safari), a PDF reader, and audio output capabilities (speakers or headphones). These requirements ensure equitable access and a consistent learning experience for our globally distributed participants.

B. Rationale & Need for the Project

NEEDS ANALYSIS



Upon contract renewal, the client requested an update to the 5-course "Professional Certificate in Supply Chain Management," primarily because the material was outdated. While their main requirement was a standard Master's Level Certificate from our SCM faculty, the academic director questioned the "Negotiation & Supplier Management" course. Because it's a potentially supplemental course with lower student ratings (attributable to E-book access, ineffective quizzes, and workload), the team debated its necessity. However, students received the negotiation topic and simulation well, and the course is relevant to many participants in contract or procurement roles. Given the lack of a clearly superior alternative, the team decided to retain and improve this course.

C. Target Audience

NEEDS ANALYSIS

- Adult employees of the client organization motivated to succeed and advance careers.
- Multi-cultural and multi-lingual (all proficient in English).
- Well-educated professionals working in Supply Chain Management roles.
- Generally comfortable with computers and online learning.
- Globally distributed, bringing diverse perspectives.
- Typically aged 25-45 (inferred from education, experience, and career goals).
- Gender distribution approximately 52% male and 48% female in recent cohorts.
- Possess college degrees and on-the-job SCM experience, but often lack formal SCM education.
- Tendency to not consistently support arguments with well-attributed, reputable sources.



D. Current Program Performance & Contributing Factors

Strengths

Weaknesses

- Participants viewed the discussion boards as a great asset for the interchange of ideas and best practices.
- The negotiation topic itself was well-received, as was the negotiation simulation group exercise.
- A significant number of participants (with "contract" or "procurement" in their job titles) find the Negotiation and Supplier Management course relevant to their work.

- Marginally updated and misaligned content.
- The lack of learning objectives, quiz feedback, and assignment rubrics frustrate participants.
- Lengthy, outdated readings with difficult E-book access.
- The combination of activities, particularly with the time-consuming negotiation simulation, leads to an overwhelming average weekly workload.

Opportunities

Threats

- Leverage professor's strong screen presence for impactful video content.
- Utilize readily available online negotiation materials for diverse perspectives.
- Improve content, assessments, and workload to enhance student experience.
- Update instructional design for better objective-content-assessment alignment.

- Faculty or client may oppose major changes.
- Addressing many issues within project timelines and resource constraints is challenging.
- Unreliable internet and no offline textbook hinder participants' engagement with course materials.
- Some stakeholders view negotiation skills as less critical to this SCM program.

GOAL & KEY CHARACTERISTICS

The overarching aim for this certificate program is to establish it as both an effective and an impressive tool through which faculty actively engage with the client's employees. Key characteristics to achieve this desired performance:



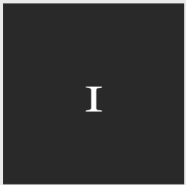
- **Clear objectives** will drive each course's main topic.
- **Relevant, current** (or foundational), **engaging**, and **balanced content** will directly address these objectives.
- Lessons will **progress logically**.
- **High-quality assessments** will directly measure achievement of objectives.
- Assessments will have **clear instructions, grading guidelines**, and **feedback** (automated or from instructors).
- **Teaching methods** will suit the learners and the learning environment.

STRATEGIC ENHANCEMENT



We propose a focused program update, validated through a prototype module.

Key areas to update:



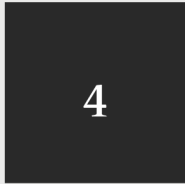
Content



Assessments



Delivery



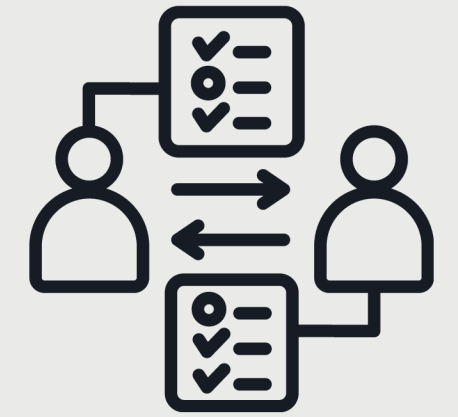
Instructional strategies

CONTENT



- **Concise & Current Content:** Providing relevant, up-to-date materials directly supporting learning goals.
- **Scripted & Concise Lectures:** Developing focused lectures aligned with learning objectives, avoiding unnecessary content.
- **Compliant Resources:** Utilizing copyright-cleared materials with clearly and consistently cited sources.

ASSESSMENTS



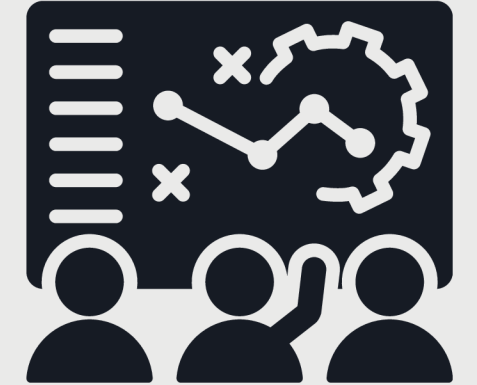
- **Focused Knowledge Checks:** Using brief, immediate-feedback assessments to reinforce learning.
- **Targeted Feedback:** Providing detailed feedback on group assignments.
- **Transparent Evaluation:** Employing clear grading criteria for all assignments and discussions.
- **Supportive Quizzes:** Featuring well-designed questions with constructive feedback.
- **Final Assessment:** Utilizing a final exam or project appropriate to the course learning outcomes (e.g., simulation in negotiation).

DELIVERY



- **Consistent Branding:** Presenting a unified University and Executive Education unit identity.
- **High-Quality Production:** Utilizing studio-level recordings to ensure clarity and minimize distractions.
- **Transcripts & Downloadable Materials:** Providing text versions of videos and downloadable readings for accessibility and offline access.
- **Mobile Accessibility:** Ensuring course content is accessible on mobile devices for flexibility.

INSTRUCTION



- **Clear Learning Architecture:** Aligning objectives and outcomes with recognized taxonomy.
- **Manageable Workload:** Designing modules considerate of professional time constraints.
- **Time Management:** Providing suggestions for managing content and assignments within the course time frame.
- **Clear Instructions & Expectations:** Providing explicit guidance for all course components, including proper citation of sources, to reduce participant and faculty frustration.
- **Small Group Collaboration:** Dividing the cohort into smaller discussion groups for more engaging interaction.