



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Undergraduate Certificate in Operational Business and Management**

**2019 – 2020**

Course code: 1920CCBB02

## **COURSE GUIDE**

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Welcome to the **Undergraduate Certificate in Operational Business Management**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to:

1. Provide students with fundamental knowledge in understanding of organisations, their management, the economy and the business environment
2. Prepare students for working and developing a career in business and management
3. Enable students with a range of skills and attributes to become effective global citizens, including awareness of ethics, sustainability and responsibility

### **Transferable skills for further study and employability**

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

### **Study hours**

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning<sup>1</sup>. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

### **Teaching staff**

**Course Director:**  
**Dr Sooter Nomhwange**

Sooter is Teaching Associate in Business and Management at the University of Cambridge Institute of Continuing Education. He is part of the tutor delivery team on the Certificate in Strategic Business and Management, Certificate in Operations Business and Management and the International Summer Programme. His teaching portfolio includes International Business and Management, International Business, and Business Environments. Sooter focuses on using contemporary business cases to inform his Lectures and Seminars. A student – centric approach utilizing group discussion and student collaboration is central to his teaching.

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<sup>1</sup> 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

## Administrative staff

<b>Co-ordinator</b>	Liz Deacon	01223 746227	<a href="mailto:business@ice.cam.ac.uk">business@ice.cam.ac.uk</a>
<b>Administrator</b>	Tanya Cunningham	01223 768952	<a href="mailto:business@ice.cam.ac.uk">business@ice.cam.ac.uk</a>

**Location:** Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ

## Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

[www.ice.cam.ac.uk/about-us/how-find-us](http://www.ice.cam.ac.uk/about-us/how-find-us)

## Contact details of ICE

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*Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 04/03/2019*

# Syllabus

## Michaelmas term 2019

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### Unit 1: Organisational Behaviour

<b>Start date</b>	7 October 2019	<b>End date</b>	17 December 2019
<b>Day-school dates</b>	7 & 8 October 2019 25 & 26 November 2019	<b>Time</b>	9:00am – 5:00pm
<b>Course Director</b>	Dr Sooter Nomhwange	<b>No of classes</b>	4 (two 2-day workshops) plus online learning

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#### Aims

1. To provide students with knowledge of fundamental concepts and frameworks widely used in organisational behaviour literature
2. To enable students to apply relevant theories and concepts to the analysis of individual and organizational processes and management practice
3. To critically evaluate organizations and the events that occur within them

#### Content

Organisational Behaviour is concerned with how work is structured and the experience of work within organisations. The philosophy behind the module is that academic concepts can be used as an "intellectual toolkit" - a collection of frameworks and ideas that can be used to critically analyse organisational situations, thereby gaining a better understanding of "what is going on" in order to take appropriate action. The application of concepts and the development of analytical skills are emphasised in the module.

Topics covered include:

1. Diversity and wellbeing in organisations
2. People management
3. Quality management
4. Leadership
5. Motivation
6. Teams
7. Organisational culture

#### Presentation of the unit

This unit consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about organisational behaviour theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the second assignment. The second workshop focuses on the group project and gives students the opportunity to apply their learning. Unit 1 finishes with the submission of an individual essay. Students will work with different types of data resources during the workshops.

## Course Structure

Workshop (1)	Date	Content - 9 am - 5 pm
	7 October 2019	Introduction to Organisational Behaviour (Chapter 1) including the rational and social organisation (Chapter 2-7)
	8 October 2019	Guest Speaker: Theoretical frameworks in question
Online Learning	Date	Weekly learning programme & Online activities
	14 October 2019	Reading 1: Managing the individual - Personality and Individual Differences (Chapter 8), individual blog
	21 October 2019	Reading 2: Managing the individual - Motivation and meaning of work (Chapter 9), webinar
	28 October 2019	Reading 3: Managing the individual - Knowledge and Learning (Chapter 10), individual blog
	4 November 2019	Reading 4: Managing the Organisation - Change (Chapter 11), webinar
	11 November 2019	Reading 5: Managing the Organisation - Leadership (Chapter 12), individual blog
	18 November 2019	Reading 6: Managing the Organisation - Power and Politics (Chapter 13), webinar
Workshop (2)	Date	Content - 9 am - 5 pm
	25 November 2019	Group Presentations: Brief, Groups formation and getting started, Assessment Feedback (Individual essay and blogs activities) & Presentation: Planning and Creation
	26 November 2019	Group Presentations & Panel Discussion

## Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. Apply theoretical concepts and frameworks to address challenging problems in the area of organisational behaviour.
2. Understand the complexity of different organisational structures and managing people at different levels.
3. Embrace aspects of diversity and wellbeing in an organisational context.

## Student assessment

In Unit 1 students will submit two summative assessment components, an individual essay and a group presentation. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of assignment 1 and 2.

### Assignment (1): Group presentation

*Weighted at 60% of the overall unit mark*

Students are required to give a 20 minute group presentation based on a case study of their choice. The case study should focus on an organisational behaviour problem that had detrimental consequences on employee relations, changed company policy or had an effect on society as a whole. Topics can include but are not limited: gender pay gap, whistle blowers, sexual harassment, gender equality, flexi work. The presentation and report are summative and count 60% to the overall unit mark.

Presentation

The presentation should give background information of the case chosen and explain the positive and/ or implications for the organisation at employee and employer level. For this purpose students are required to research the case and use different types of data (quantitative and qualitative data) as evidence. This should be supported by theoretical concepts and frameworks. The group should then present their own interpretation of the case and how they would have approached the situation if they would have been in charge in order to minimise or avoid detrimental consequences for the employee and company or use this case as an example to be a pioneer in a specific field. This can include aspects of leveraging reputation, saving financial costs, becoming an advocate for wellbeing for instance.

The presentation should be supported by references and submitted electronically before the presentation has taken place. Students can choose any presentation format, e.g. power point, prezi, posters. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one and three. Students should be able to apply theoretical concepts and framework to solve challenging problems and embrace aspects of diversity and wellbeing.

**Closing date for the submission of assignment: Tuesday 26 November 2019 by 12.00 (noon) GMT \***

\*Greenwich Mean Time

**Assignment (2): Individual Essay (1500 words):**

**Critically reflect on your own experience as an employee/ employer in the context of two theoretical concepts**

*Weighted at 40% of the overall unit mark*

Students are required to write an individual essay of 1500 words that critically reflects on their own role as an employee/ employer. The essay should identify two theoretical concepts that help him or her to contextualise their own role as an employee/ employer as well as highlight how theoretical concepts might have been useful to overcome challenges. The individual essay is summative and counts 40% to the overall unit mark. The individual blogs should be used to facilitate critical discussion.

**Essay**

The individual essay should start outlining the students' status as employee or employer and the focus chosen for the essay. This should be followed by an introduction and justification of the two theories chosen to reflect on their own role. The essay should finish with a conclusion highlighting the learning for the student.

The individual essay assesses learning outcome one and three, students should be able to apply theoretical concepts and frameworks and understand the complexities of different organisational structures (hierarchical versus flat) and managing people at different levels. The total word count does not include references. Some of the references from the wider reading list might be helpful for the essay (e.g. John, 2017), while students are expected to predominantly refer to the chapters of the core reading, students are also expected to conduct their own research and underpin any arguments with relevant references.

**Closing date for the submission of assignment: Tuesday 17 December 2019 by 12.00 (noon) GMT \***

\*Greenwich Mean Time

## Unit 1 Reading and resource list

### Core text book

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
King, D., & Lawley, S.	2016	Organizational behaviour	Oxford University Press. New York. USA.

### Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Burrell, G., & Morgan, G.	2017	Sociological paradigms and organisational analysis: Elements of the sociology of corporate life.	Routledge. New York, USA.
Johns, C.	2017	Becoming a reflective practitioner	John Wiley & Sons. Oxford, UK.
Ni Leime, A., Street, D., & Loretto, W. (Eds.).	2017	Gender, Ageing and Extended Working Life: Cross-national Perspectives.	Policy Press. Bristol, UK.
Wilson, F. M.	2017	Organizational behaviour and gender.	Routledge. London, UK.
Martinez-Corts, I., & Demerouti, E.	2017	Developing Multiple Careers: Dealing with Work–Life Interaction. In Shaping Inclusive Workplaces Through Social Dialogue (pp. 221-237).	Springer. Cham, Switzerland.
Messmann, G., & Mulder, R. H.	2017	Proactive employees: The relationship between work-related reflection and innovative work behaviour. In Agency at Work (pp. 141-159).	Springer. Cham, Switzerland.

Journal articles

<b>Author</b>	<b>Year of publication</b>	<b>Title of article</b>	<b>Name of journal</b>	<b>Volume no. and page numbers.</b>
McKie, L., & Jyrkinen, M.	2017	MyManagement : women managers in gendered and sexualised workplaces.	Gender in Management: An International Journal	32(2), 98-110.
Abraham, M.	2017	Pay Formalization Revisited: Considering the Effects of Manager Gender and Discretion on Closing the Gender Wage Gap.	Academy of Management Journal	60(1), 29-54.
Xin, J., Chen, S., Kwan, H. K., Chiu, R. K., & Yim, F. H. K.	2018	Work–family spillover and crossover effects of sexual harassment: The moderating role of work–home segmentation preference.	Journal of Business Ethics	147(3), 619-629.
Quick, J. C., & McFadyen, M.	2017	Sexual harassment: Have we made any progress?	Journal of Occupational Health Psychology	22(3), 286-298.
Rofcanin, Y., Las Heras, M., & Bakker, A. B.	2017	Family supportive supervisor behaviors and organizational culture: Effects on work engagement and performance.	Journal of Occupational Health Psychology	22(2), 207-217.
Deery, S., Rayton, B., Walsh, J., & Kinnie, N.	2017	The costs of exhibiting organizational citizenship behavior.	Human Resource Management	56(6), 1039-1049.
Sirgy, M. J., & Lee, D. J.	2018	Work-life balance: An integrative review.	Applied Research in Quality of Life	13(1), 229-254.
Clark, M. A., Rudolph, C. W., Zhdanova, L., Michel, J. S., & Baltes, B. B.	2017	Organizational support factors and work–family outcomes: exploring	Journal of Family Issues	38(11), 1520-1545.



		gender differences.		
Watts, L. L., & Buckley, M. R.	2017	A dual-processing model of moral whistleblowing in organizations.	Journal of Business Ethics	146(3), 669-683.
Summers, J. K., Howe, M., McElroy, J. C., Ronald Buckley, M., Pahng, P., & Cortes-Mejia, S.	2018	A typology of stigma within organizations: Access and treatment effects.	Journal of Organizational Behavior.	2018(1).1-16
Cheng, J., Bai, H., & Yang, X.	2017	Ethical Leadership and Internal Whistleblowing: A Mediated Moderation Model.	Journal of Business Ethics	2017(1).1-16.

# Syllabus

## Lent term 2020

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### Unit 2: Business Economics

<b>Start date</b>	20 January 2020	<b>End date</b>	31 March 2020
<b>Day-school dates</b>	20 & 21 January 2020 9 & 10 March 2020	<b>Time</b>	9:00am – 5:00pm
<b>Course Director</b>	Dr Sooter Nomhwange	<b>No of classes</b>	4 (two 2-day workshops) <i>plus online learning</i>

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#### Aims

1. To provide students with knowledge of fundamental concepts and frameworks widely used in business economics
2. To enable students to apply theoretical concepts and use their understanding and insight gained throughout the unit to interpret information of economics value to a company
3. To enable students to make basic economic decisions based on different types of data and as part of a group

#### Content

This unit aims to provide an introductory understanding of business economics (e.g. micro and macro economics) and its impact on the company and how business economics may be used to explain and predict phenomena relating to markets and firms. It further explores some of the possible uses of business economics in the analysis of management problems and in managerial decision-making as well as the impact of government policy on businesses and vice versa.

Topics covered include:

1. The basic concepts of economics as they relate to firms
2. The analysis of economic strategy choices facing firms
3. The impact of government policy on business

#### Presentation of the unit

Unit 2 consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about business economics theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the assignments, blogs are formative. The second workshop focuses on the group project and gives students the opportunity to apply their learning. The group presentations will be held on the second day of second workshop. Unit 2 finishes with an individual podcast that can explore one of two topics in the context of business economics. Students will work with different types of resources during the workshops.

## Course Structure

	Date	Content - 9 am - 5 pm
Workshop (1)		
	20 January 2020	What is Business Economics and how can we think like economists and apply it? (Chapter 1) Fundamental Economic problems (Chapter 2)
	21 January 2020	Theoretical approaches: demand, production, cost, pricing (Chapter 4-7) & Guest Speaker
Online Learning	Date	Weekly learning programme & Online activities
	27 January 2020	Reading 1: Markets (Chapter 7)
	3 February 2020	Reading 2: Market Analysis (Chapter 8)
	10 February 2020	Reading 3: Perfect Competition, Monopoly and Price Discrimination (Chapter 9)
	17 February 2020	Reading 4: Imperfect Competition (Chapter 10)
	24 February 2020	Reading 5: Market Failures and Imperfection (Chapter 11)
	2 March 2020	Reading 6: Macroeconomics & Policy (Chapter 12 & 13)
Workshop (2)	Date	Content - 9 am - 5 pm
	9 March 2020	International Business and Trade aspects - Guest Speaker & Group Presentations (Planning and Creation)
	10 March 2020	Group Presentations & panel discussion

## Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. identify micro- and macro-economic factors that can affect a business positively and or negatively
2. analyse the economic value of a business
3. understand the economic nature of the firm
4. understand the impact of government policy on businesses

## Student assessment

In Unit 5 students will submit two summative assessment components, a group presentation and an individual podcast. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of the assignments.

### Assignment (1): Group presentation

*Weighted at 60% of the overall unit mark*

Students are required to give a 20 minute group presentation identifying the economic value of data for small to medium size enterprises. The presentation is summative and counts 60% to the overall unit mark.

#### Presentation

The presentation should give background information of the company and outline how data used by the company can increase the economic value of the company or what type of data would. This analysis should also consider aspects of GDPR (General Data Protection Regulation) and economic

principles. The presentation should give suggestions how data could benefit the economic value of the company.

The presentation should be supported by references and submitted electronically before the presentation has taken place. Students can choose any presentation format, e.g. power point, prezi, posters. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one, two and three. Students should be able to communicate strategic financial decisions and make strategic financial decisions based on different types of data. The presentation assesses learning outcome two, three and four.

**Closing date for the submission of assignment: Tuesday 10 March 2020 by 12.00 (noon) GMT \***

\*Greenwich Mean Time

### **Assignment (2): Individual Podcast**

*Weighted at 40% of the overall unit mark*

Students are required to record an individual podcast of 7 minutes that critically discusses one of the following topics and questions:

1. Artificial Intelligence (AI) & Business Economics: What is the economic value of AI for business?
2. International Competition & Business Economics: What is the economic value of competition in an international context?

The individual podcast is summative and counts 40% to the overall unit mark.

#### **Podcast**

The individual podcast should start with an introduction outlining why the specific topic and question was chosen and how the podcast intends to critically discuss the topic and answer the question. The podcast can use contemporary example(s) to support the discussion. The podcast should compare and contrast different viewpoints (e.g. market structures and policy) and theoretical approaches (e.g. demand, pricing, costs) relevant to the topic and question. The website of the OECD (Organisation for Economic Co-operation and Development) might be of interest. The podcast should finish with a short conclusion. Writing a script might be useful to ensure structure and consistency. 7 minutes recording is equivalent to approximately 2000 words.

The individual podcast assesses learning outcome one and four. Students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these to address the topic in question. References should be submitted as a separate word document. Some of the references from the wider reading list of unit 2 might be helpful for the essay, and while it is expected that the assignment refer to the chapters of the core reading, students are also expected to conduct further research in the area of interest. The assignment should be submitted electronically.

**Closing date for the submission of assignment: Tuesday 31 March 2020 by 12.00 (noon) BST \***

\*British Summer Time

## Unit 2 Reading and resource list

### Core text book

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Gillespie, A.	2013	Business economics	Oxford University Press. New York. USA.

### Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Molle, W.	2017	The economics of European integration: Theory, practice, policy.	Routledge. London. UK.
Porter M.E., Kramer M.R.	2019	Creating Shared Value. In: Lenssen G., Smith N. (eds) Managing Sustainable Business. (pp. pp 327-350).	Springer, Dordrecht
Marsden, T. K., & Arce, A.	2017	The social construction of international food: a new research agenda. In The Rural (pp. 87-106).	Routledge. London. UK.

### Journal articles

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Stiglitz, J. E.	2017	The overselling of globalization.	Business Economics	52(3), 129-137
Reynolds, P. D.	2017	When is a firm born? Alternative criteria and consequences.	Business Economics	52(1), 41-56
Agrawal, A., Gans, J. S., & Goldfarb, A.	2018	Prediction Machines: The simple economics of artificial intelligence.	Harvard Business Review	Press: Boston
Brynjolfsson, E., Rock, D., & Syverson, C	2017	Artificial intelligence and the modern productivity paradox: A	National Bureau of Economic Research	No. w24001

		clash of expectations and statistics.		
Ransbotham, S., Kiron, D., Gerbert, P., & Reeves, M.	2017	Reshaping Business With Artificial Intelligence: Closing the Gap Between Ambition and Action.	MIT Sloan Management Review	59(1)
Brynjolfsson, E., & Mitchell, T.	2017	What can machine learning do? Workforce implications.	Science	358(6370), 1530-1534.
Cockburn, I. M., Henderson, R., & Stern, S.	2018	The Impact of Artificial Intelligence on Innovation.	National Bureau of Economic Research.	No. w24449
Huang, M. H., & Rust, R. T.	2018	Artificial intelligence in service.	Journal of Service Research	21(2), 155-172
Boyer, M., Ross, T. W., & Winter, R. A.	2017	The rise of economics in competition policy: A Canadian perspective.	Canadian Journal of Economics/Revue canadienne d'économique.	50(5), 1489-1524
Sampson, T.	2017	Brexit: The economics of international disintegration.	Journal of Economic Perspectives	31(4), 163-84
Dhingra, S., Ottaviano, G., Rappoport, V., Sampson, T., & Thomas, C.	2018	UK trade and FDI: A post-Brexit perspective.	Papers in Regional Science	97(1), 9-24

# Syllabus

## Easter term 2020

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### Unit 3: Operations Management

<b>Start date</b>	20 April 2020	<b>End date</b>	9 June 2020
<b>Day-school dates</b>	20 & 21 April 2020 8 & 9 June 2020	<b>Time</b>	9:00am – 5:00pm
<b>Course Director</b>	Dr Sooter Nomhwange	<b>No of classes</b>	4 ( <i>two 2-day workshops) plus online learning</i> )

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#### Aims

1. To provide students with knowledge of fundamental concepts and frameworks widely used in operations management
2. To provide students with an understanding of operations management topics and techniques as they apply to business and organisations worldwide.
3. To enable students to analyse an operation, and to recognise operational and supply chain excellence.

#### Content

This unit will focus on Operations management as the business function concerned with the creation, management and improvement of manufacturing and service processes. These processes must be efficient and effective in the delivery of products and services, and play an important role in executing the organisation's business strategy. Key tools and techniques of operations management and process improvement methodologies, such as Lean Production and Six Sigma will be part of this unit.

Topics covered include:

- Operations Strategy
- Process Design and Analysis
- Quality Management
- Six Sigma Process Improvement
- The Lean Enterprise
- Supply Chain Management

#### Presentation of the unit

Unit 3 consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about marketing theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the first assignment. The first workshop and online learning programme finishes with the submission of an individual essay. The second workshop focuses on the group project and gives students the opportunity to apply their learning. Unit 3 finishes with group project presentations and a panel discussion. Students will work with different types of resources during the workshops.

## Course Structure

Workshop (1)	Date	Content - 9 am - 5 pm
	20 April 2020	The discipline of Operations Management and Operations Management Processes (Chapter 1 & 2)
	21 April 2020	Analysis of Operation Management Processes (Chapter 3) & Guest Speaker
Online Learning	Date	Weekly learning programme & Online activities
	27 April 2020	Reading 1: Variation, Capacity and throughout (Chapter 4), Individual Blog
	4 May 2020	Reading 2: Scale, Scope and Complexity (Chapter 5), webinar
	11 May 2020	Reading 3: Aligning Operations (Chapter 6), individual blog
	18 May 2020	Reading 4: Measuring Performance (Chapter 7), webinar
	25 May 2020	Reading 5: Improving Processes (Chapter 8), individual blog
	1 June 2020	Reading 6: Coordinating Interfaces (Chapter 9), webinar
Workshop (2)	Date	Content - 9 am - 5 pm
	8 June 2020	Group Presentations: Brief, Groups formation and getting started, Assessment Feedback (Individual essay and blogs activities) & Presentation: Planning and Creation
	9 June 2020	Group Presentations & Panel Discussion

## Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. Understand the role, objectives and activities of an operations manager
2. Be familiar with the key operations management tools and techniques
3. Be able to apply management tools and techniques in practice

## Student assessment

In Unit 3 students will submit two summative assessment components, a group presentation and an individual reflection. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of the assignments, particularly assignment 2.

## Assignment (1): Group presentations

*Weighted at 60% of the overall unit mark*

Students are required to develop an operational plan for a company of their choice to reduce plastic usage and still be profitable. Students will be asked to give a 20 minute group presentation outlining their ideas. Students can choose various angles for instance replace coca cola/ sprite etc. plastic bottles with glass bottles, get rid of plastic packaging for fruit and veg (specific retailer). How would the operations plan look like for a company who would have to make such a change and decision? Who would be affected positively or negatively? How will it affect the overall business strategies? But also what impact would this have on the environment? The presentation is summative and counts 60% to the overall unit mark.



## Presentation

Students will have to choose a company of interest and are required to conduct their own desk research and use different types of data (quantitative and qualitative data) as evidence to develop the operations plan. The operations plan should consider all aspects discussed in previous units as well as in this unit and arguments should be supported by theoretical concepts and frameworks.

The presentation should include a reference list and should be submitted electronically after the presentation has taken place. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one, two and three.

**Closing date for the submission of assignment: Tuesday 9 June 2020 by 12.00 (noon) BST \***

\*British Summer Time

## Assignment (2): Individual Reflection and Analysis Report (3000 words)

*Weighted at 40% of the overall unit mark*

Students are required to write an individual reflection of 1500 words that discusses how learning about operations management has influenced the students' understanding of the role of the operations manager. For this assignment students are expected to draw on their individual blogs. The individual essay is summative and counts 40% to the overall unit mark.

### Reflection and Analysis Report

This assignment is interested in how learning and analysing the case study affected the students' understanding towards a particular operation management process. The reflection should be an analysis of the students own perception and learning. For instance students could reflect on how certain operational processes have ethical implications and how these would need to be considered or how he or she would feel if he or she would have to make a decision that's unethical for instance?

The individual reflection and analysis report assesses learning outcome one and two, students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these through personal reflection. The total word count does not include references. Some of the references from the wider reading list might be helpful for the assignment and the reflection should be submitted electronically by 30 June 2020.

**Closing date for the submission of assignment: Tuesday 30 June 2020 by 12.00 (noon) BST \***

\*British Summer Time

## Unit 3 Reading and resource list

### Core Text book

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Holweg, M., Davies, J., De Meyer, A., & Schmenner, R.	2018	Process Theory: The Principles of Operations Management.	Oxford University Press. New York. USA.

<b>Author / editor</b>	<b>Year of publication</b>	<b>Book title OR chapter in book, page numbers &amp; book title and editors</b>	<b>Publisher and place of publication</b>
Swink, M., Melnyk, S. A., Hartley, J. L., & Cooper, M. B.	2017	Managing operations across the supply chain.	McGraw-Hill Education. New York. USA.
Venkataraman, R. R., & Pinto, J. K.	2017	Operations management: Managing global supply chains.	SAGE Publications. Canada.
Bag, S., Anand, N., & Pandey, K. K.	2017	Green Supply Chain Management Model for Sustainable Manufacturing Practices. In Green Supply Chain Management for Sustainable Business Practice (pp. 153-189).	IGI Global. USA.
Schaltegger, S., Burritt, R., & Petersen, H.	2017	An introduction to corporate environmental management: Striving for sustainability.	Routledge. New York. USA.
Akpolat, H.	2017	Six sigma in transactional and service environments.	Routledge. New York. USA.
Bennett, N., & Miles, S.	2017	Riding shotgun: the role of the COO.	Stanford University Press. USA.

#### Journal articles

<b>Author</b>	<b>Year of publication</b>	<b>Title of article</b>	<b>Name of journal</b>	<b>Volume no. and page numbers.</b>
Dubey, R., Gunasekaran, A., Papadopoulos, T., Childe, S. J., Shibin, K. T., & Wamba, S. F.	2017	Sustainable supply chain management: framework and further research directions.	Journal of Cleaner Production	142, 1119-1130.
Sgarbossa, F., & Russo, I.	2017	A proactive model in sustainable food supply chain: Insight from a case study.	International Journal of Production Economics	183, 596-606.

Ketokivi, M., Turkulainen, V., Seppälä, T., Rouvinen, P., & Ali- Yrkkö, J.	2017	Why locate manufacturing in a high-cost country? A case study of 35 production location decisions.	Journal of Operations Management	49, 20-30.
Shalley, C. E., & Gilson, L. L.	2017	Creativity and the management of technology: Balancing creativity and standardization.	Production and Operations Management	26(4), 605-616
Yaduvanshi, D., & Sharma, A.	2017	Lean Six Sigma in Health Operations: Challenges and Opportunities— 'Nirvana for Operational Efficiency in Hospitals in a Resource Limited Settings'	Journal of Health Management	19(2), 203-213.
Kanashiro, P., & Rivera, J.	2017	Do chief sustainability officers make companies greener? the moderating role of regulatory pressures.	Journal of Business Ethics	pp.1-15
Antony, J., Rodgers, B., & Cudney, E. A.	2017	Lean Six Sigma for public sector organizations: is it a myth or reality?	International Journal of Quality & Reliability Management	34(9), 1402- 1411.

# **TIMETABLE**

Michaelmas term

## **Unit 1: Organisational Behaviour**

Unit start date	7 October 2019
Workshops	1. 7-8 October 2019 2. 25-26 November 2019
Assignment deadlines	1. 26 November 2019 2. 17 December 2019
Unit end date	17 December 2019

Lent term

## **Unit 2: Business Economics**

Unit start date	20 January 2020
Workshops	1. 20-21 January 2020 2. 9-10 March 2020
Assignment deadlines	1. 10 March 2020 2. 31 March 2020
Unit end date	31 March 2020

Easter term

## **Unit 3: Operations management**

Unit start date	20 April 2020
Workshops	1. 20-21 April 2020 2. 8-9 June 2020
Assignment deadlines	1. 9 June 2020 2. 30 June 2020
Unit end date	30 June 2020

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*