



**UNIVERSITY OF
CAMBRIDGE**

Institute of Continuing Education

**Undergraduate Certificate in
Operational Business and Management**

2021 – 2022

Course code: 2122CCB300

COURSE GUIDE

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 learning¹. 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

This course is delivered wholly online and will use a variety of remote learning methods. Specifically this involves using video-based teaching platforms and an online course Virtual Learning Environment. Teaching methods will include, but are not limited to, lectures, presentations by guest speakers and facilitators, interactive and experiential learning activities, reading and assignments to be completed by participants outside classroom sessions and online discussion forums.

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

Teaching staff

Course Director: Dr Rajeev K Bali

Dr Rajeev K Bali has over 22 years' experience in Higher Education. In addition to directing his own international consulting practice, he also teaches on behalf of the *London School of Economics and Political Science (LSE)* and at the *University of Aberdeen*. He has consulted with or led projects for such institutions as the *World Bank* (Washington DC, USA), the *NHS* (UK), *Johns Hopkins University* (Baltimore, USA) as well as numerous start-ups and SMEs. Holding a PhD in change management, Dr Bali is an active researcher in management, technology and healthcare and is well published including 9 textbooks and over 120 peer-reviewed articles. He has been a Visiting Professor, Visiting Lecturer or Management Consultant in such locations as Chicago, Toronto, Baltimore, Washington DC, Atlanta, Dubai, Muscat, Doha, Singapore and Kuala Lumpur. His teaching style is highly interactive using different techniques (including the flipped classroom, case studies and storytelling) in order to foster and maintain good engagement. His "twin pillar" experience ensures that academic rigour is accompanied by commercial relevance. He was the recipient of an internal *Teaching Excellence Award* which recognised his good practice and overall student satisfaction.

Administrative staff

Co-ordinator	Susannah Lewis	01223 760859	business@ice.cam.ac.uk
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Please also refer to 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 18/06/2021

Unit 1: Organisational Behaviour

Unit start date	8 October 2021	Assignment deadline	5 January 2021
Study Days	15 October 2021 29 October 2021 12 November 2021 26 November 2021 (Group presentations)	Blog Writing (w/c)	18 October 2021 1 November 2021 15 November 2021

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:

- Diversity and wellbeing in organisations
- People management
- Quality management
- Leadership
- Motivation
- Teams
- Organisational culture

Presentation of the unit

Students are expected to attend study days and actively engage in online activities. After the study days, 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. Unit 1 finishes with the submission of an individual essay. Students will work with different types of data resources during the workshops.

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, teaching and learning for the unit are delivered through a combination of formal presentations by

the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may include small and whole group discursive sessions, structured seminar discussions, readings set through the VLE and oral presentations.

Course Structure

Date	Indicative Content
Study Day 1: 15 October 2021	Induction to the course, and introduction to the content
Blog Writing: w/c 18 October 2021	Following from the content covered, and additional reading suggested in study day 1
Study Day 2: 29 October 2021	Managing the individual
Blog Writing: w/c 1 November 2021	Following from the content covered, and additional reading suggested in study day 2
Study Day 3: 12 November 2021	Managing the organisation
Blog Writing: w/c 15 November 2021	Following from the content covered, and additional reading suggested in study day 3
Study Day 4: 26 November 2021	Begin Group work, panel discussion
Assignment 1 Submission: 10 December 2021	Group Presentation
Assignment 2 Submission: 5 January 2022	Essay (1500 words)

Learning Outcomes

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

- Apply theoretical concepts and frameworks to address challenging problems in the area of organisational behaviour.
- Understand the complexity of different organisational structures and managing people at different levels.
- 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 assignments.

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.

The presentation should be supported by references and submitted electronically before the presentation has taken place. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one and three:

- Apply theoretical concepts and frameworks to address challenging problems in the area of organisational behaviour.
- Embrace aspects of diversity and wellbeing in an organisational context.

Closing date for the submission of assignment: by Friday 10 December 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 be have been useful to overcome challenges. The individual essay is summative and counts 40% to the overall unit mark. The blog writing completed throughout the unit should facilitate critical discussion which can then be drawn upon in this assignment.

The individual essay assesses learning outcome one and three:

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

*The word count does not include references. Some of the references from the wider reading list, as well as the core text, might be helpful for this assignment, and students are encouraged to conduct their own research and utilise relevant references in written work.

Closing date for the submission of assignment: Wednesday 5 January 2022 by 12.00 (noon) GMT *

*Greenwich Mean Time

Unit 1 Reading and resource list

Books

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.
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

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
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 gender differences.	Journal of Family Issues	38(11), 1520-1545.
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.

Unit 2: Business Economics

Unit start date	5 January 2022	Assignment deadlines	11 March 2022 23 March 2022
Teaching dates	14 January 2022 28 January 2022 11 February 2022 25 February 2022 11 March 2022 (Group presentation)	Blog Writing (w/c)	17 January 2022 31 January 2022 14 February 2022

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

Students are expected to attend study days and actively engage in online activities. The first study day gives students the opportunity to learn about business economics theory and engage in small group activities that aid critical discussions with peers and practitioners.. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the assignments, blogs are formative. Unit 2 finishes with an individual podcast that can explore one of two topics in the context of business economics.

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may include small and whole group discursive sessions, structured seminar discussions, readings set through the VLE and oral presentations.

Course Structure

Date	Content
Study Day 1: 14 January 2022	What is Business Economics?
Blog Writing: w/c 17 January 2022	Following from the content covered, and additional reading suggested in study day 1
Study Day: 28 January 2022	Markets and Market Analysis
Blog Writing: w/c 31 January 2022	Following from the content covered, and additional reading suggested in study day 2
Study Day 3: 11 February 2022	Competition – Perfect/Imperfect
Blog Writing: w/c 14 February 2022	Following from the content covered, and additional reading suggested in study day 3
Study Day 4: 25 February 2022	International Business and Trade – Macroeconomics and Policy Group presentation brief and formation
Assignment 1 Submission: 11 March 2022	Group Presentations and feedback
Assignment 2 Submission: 23 March 2022	Individual Podcast

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 this unit 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.

The presentation should be supported by references and submitted electronically before the presentation has taken place. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one, two and three.

- identify micro- and macro-economic factors that can affect a business positively and or negatively
- analyse the economic value of a business
- understand the economic nature of the firm

Closing date for the submission of assignment: by Friday 25 February, 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 and for information 7 minutes recording is equivalent to approximately 2000 words.

The individual podcast assesses learning outcome one and four:

- identify micro- and macro-economic factors that can affect a business positively and or negatively
- understand the impact of government policy on businesses

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 podcast, 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: Wednesday 23 March 2022 by 12.00 (noon) GMT

*Greenwich Mean Time

Unit 2 Reading and resource list

Books

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
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 clash of expectations and statistics.	National Bureau of Economic Research	No. w24001
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

Unit 3: Operations Management

Unit start date	28 March 2022	Assignment deadline	10 June 2022
Study Days	1 April 2022	Blog Writing (w/c)	4 April 2022
	14 April 2022 (Thursday)		18 April 2022
	29 April 2022		2 May 2022
	13 May 2022		
	27 May 2022		
	(Group presentations)		

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

Students are expected to attend study days and actively engage in online activities. Students are asked to produce individual blogs linked to the weekly learning programme and the first assignment.

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may include small and whole group discursive sessions, structured seminar discussions, readings set through the VLE and oral presentations.

Course Structure

Date	Content
Study Day 1: 1 April 2022	The discipline of Operations Management
Blog Writing: w/c 4 April 2022	Following from the content covered, and additional reading suggested in study day 1
Study Day: 14 April 2022 (Thursday)	Scale, scope and complexity
Blog Writing: w/c 18 April	Following from the content covered, and additional reading suggested in study day 2
Study Day 3: 29 April 2022	Measuring performance
Blog Writing: w/c 2 May 2022	Following from the content covered, and additional reading suggested in study day 3
Study Day 4: 13 May 2022	Coordinating Interfaces Group presentation brief and formation
Assignment 1 Submission: 27 May 2022	Group Presentations and panel discussion
Assignment 2 Submission: 10 June 2022	Individual Podcast

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 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? What impact would this have on the environment? The presentation is summative and counts 60% to the overall unit mark.

The presentation should be supported by references and submitted electronically before the presentation has taken place. All presentations will be recorded for moderation purposes. The presentations assess learning outcomes one, two and three:

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

Closing date for the submission of assignment: by 26 May 12.00 (noon) BST *

*British Summer Time

Assignment (2): Individual Reflection and Analysis Report (1500 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.

The individual reflection and analysis report assesses learning outcome one and two:

- Understand the role, objectives and activities of an operations manager
- Be familiar with the key operations management tools and techniques

Students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these through personal reflection. Some of the references from the wider reading list may be helpful for the assignment.

Closing date for the submission of assignment: Friday 10 June 2022 by 12.00 (noon) BST *

*British Summer Time

Unit 3 Reading and resource list

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.
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

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
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.
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TIMETABLE

Michaelmas term	
Unit 1: Organisational Behaviour	
Unit start date	8 October 2021
Study days	15 October 2021 29 October 2021 12 November 2021 (presentations) 26 November 2021
Assignment deadlines	26 November 2021 5 January 2022

Lent term	
Unit 2: Business Economics	
Unit start date	5 January 2022
Study days	14 January 2022 28 January 2022 11 February 2022 25 February 2022 11 March 2022 (presentations)
Assignment deadlines	11 March 2022 23 March 2022

Easter term	
Unit 3: Operations management	
Unit start date	28 March 2022
Study days	1 April 2022 14 April 2022 29 April 2022 13 May 2022 27 May 2022 (presentations)
Assignment deadlines	27 May 2022 10 June 2022

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.