

Programme Code: 44094-BEM / BPM

2024-2025









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GBDA Programme Web Page

https://www.polyu.edu.hk/lms/study/tpg/gbda/

PolyU Student Handbook Web Page

https://www.polyu.edu.hk/ar/students-in-taught-programmes/student-handbook/

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FOREWORD

It is our pleasure to welcome you to the Master of Science in Global Business and Decision Analysis programme offered by the Department of Logistics and Maritime Studies at The Hong Kong Polytechnic University.

This programme prepares graduates with a portfolio of business skills and industry knowledge to meet the challenges in a fast-moving global commercial landscape. Successful completion of this unique programme will not only equip you with comprehensive understanding on various functional areas of global business, but also provide you with solid training in scientific and analytics tools necessary for managerial decision-making.

This Programme Document contains important information that is of direct relevance to your studies. You are strongly advised to read it carefully and use it as a guide for working out your study plan.

We wish you an enjoyable and rewarding experience with the University.

With warmest regards

Prof. Andy Yeung

Head, Department of Logistics and Maritime Studies

The Hong Kong Polytechnic University Academic Calendar 2024/25 (by Semester Week)

(Updated on 28 June 2024)

Month	Week	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Sem. Week	Events	General Holidays
Sept	1	2	3	4	5	6	7	8	1	2 Sept: Sem. 1 teaching commences	
	2	9	10	11	12	13	14	15	2	2 - 14 Sept: Add/Drop Period for Sem. 1	
	3	16	17	18	19	20	21	22	3	17 Sept: Chinese Mid-Autumn Festival (all evening classes/exams	18 Sept: The day following the Chinese Mid
	_									suspended)	Autumn Festival
	4	23	24	25	26	27	28	29	4		1 Oct: National Day
Oct	5	30	1	2	3	4	5	6	5	12 Oct: PolyU Undergraduate Info Day (all day-time and evening	
	6	7	8	9	10	11	12	13	6	classes/exams suspended)	11 Oct: Chung Yeung Festival
	7	14	15	16	17	18	19	20	7		
\vdash	8	21	22	23	24	25	26	27	8		
Nov	9	28	29	30	31	1	2	3	9	31 Oct - 17 Nov: Thirtieth Congregation	
	10	4	5	6	7	8	9	10	10		
	11	11	12	13	14	15	16	17	11		
	12	18	19	20	21	22	23	24	12		
Dec	13	25	26	27	28	29	30	1	13	30 Nov: Sem. 1 teaching ends	
[14	2	3	4	5	6	7	8		2 - 4 Dec: Revision Days for Sem. 1	
[15	9	10	11	12	13	14	15	Exam.	5 - 20 Dec: Examination Period for Sem. 1	
[16	16	17	18	19	20	21	22		21 Dec: Winter Solstice (all evening classes/exams suspended)	
	17	23	24	25	26	27	28	29		24 Dec: Christmas Eve (all evening classes/exams suspended)	25 - 26 Dec: Christmas Day and the first
Jan 2025	-		-				_		Exam. result	24 Dec. Circuitas Eve (an evening classes) exams suspended)	weekday after Christmas Day
Jan 2025	18	30	31	1	2	3	4	5	processing		1 Jan: The first day of January
	19	6	7	8	9	10	11	12	-	13 Jan: Sem. 2 teaching commences	
	20	13	14	15	16	17	18	19	1	13 - 25 Jan: Add/Drop Period for Sem. 2	
	21	20	21	22	23	24	25	26	2 Lunar New	27 Jan - 3 Eaby Lunay Maus Vaay Brook fall day time and quant-	
Feb	22	27	28	29	30	31	1	2	Year Break	27 Jan - 2 Feb: Lunar New Year Break (all day-time and evening classes/exams suspended)	29 - 31 Jan: Lunar New Year Holidays
	23	3	4	5	6	7	8	9	3		
	24	10	11	12	13	14	15	16	4		
	25	17	18	19	20	21	22	23	5		
Mar	26	24	25	26	27	28	1	2	6		
[27	3	4	5	6	7	8	9	7		
[28	10	11	12	13	14	15	16	8		
[29	17	18	19	20	21	22	23	9		
	30	24	25	26	27	28	29	30	10		
Apr	31	31	1	2	3	4	5	6	11		4 Apr: Ching Ming Festival
	32	7	8	9	10	11	12	13	12		
	33	14	15	16	17	18	19	20	13	17 Apr: Sem. 2 teaching ends	18 - 21 Apr: Easter Holidays
	34	21	22	23	24	25	26	27		22 - 24 Apr: Revision Days for Sem. 2	
May	35	28	29	30	1	2	3	4	Exam.	25 Apr - 13 May: Examination Period for Sem. 2	1 May: Labour Day
	36	5	6	7	8	9	10	11			5 May: The Birthday of the Buddha
	37	12	13	14	15	16	17	18	Exam./		
	-								Exam. result		
$\vdash \vdash$	38	19	20	21	22	23	24	25	processing		
Jun	39	26	27	28	29	30	31	1	1	26 May: Summer Term teaching commences 26 - 31 May: Add/Drop Period for Summer Term	31 May: Tuen Ng Festival
l [40	2	3	4	5	6	7	8	2		
[41	9	10	11	12	13	14	15	3		
[42	16	17	18	19	20	21	22	4		
[43	23	24	25	26	27	28	29	5		
Jul	44	30	1	2	3	4	5	6	6		1 Jul: The HKSAR Establishment Day
	45	7	8	9	10	11	12	13	7	12 Jul: Summer Term teaching ends	
	46	14	15	16	17	18	19	20	Exam.	14 - 19 Jul: Examination Period for Summer Term	
	47	21	22	23	24	25	26	27		_	
Aug	48	28	29	30	31	1	2	3	Exam. result		
~	49	4	5	6	7	8	9	10	processing		
	50	11	12	13	14	15	16	17			
	51	18	19	20	21	22	23	24			
	52									31 Aug: Academic Vear 2024/25 ends	
		25	26	27	28	29	30	31		31 Aug: Academic Year 2024/25 ends	
General Holid	ays								Important date	es on assessment: Finalisation of subject assessment results	Semester 1 Semester 2 Summer Term 7-Jan 22-May 29-Jul

Finalisation of subject assessment results 7-Jan 22-May 29-Jul Finalisation of overall assessment results 15-Jan 30-May 6-Aug Announcement of overall assessment results 16-Jan 31-May 7-Aug

June 2024

PART I: GENERAL INFORMATION

1. PROGRAMME OVERVIEW

The MSc in Global Business and Decision Analysis aims to prepare students with a portfolio of business skills and industry knowledge to meet the challenges in a fast-moving global commercial landscape. The well-designed programme curriculum will not only provide students with comprehensive understanding on various functional areas of global business (including supply chain/operations, logistics, accounting, finance, and other related management areas), but also prepare them with solid training in scientific and analytics tools necessary for managerial decision-making.

2. PROGRAMME AIMS AND FEATURES

The programme will take students who are from diverse backgrounds (business and non-business) but with an enthusiasm and interest to deal with global business. It aims at providing students with a wide range of skills, both quantitative and qualitative ones, and equipping them with qualifications necessary for working in a global business environment.

The features of the programme are:

- (i) Provide students with solid training in strategic thinking and scientific decisionmaking
- (ii) Provide students with a comprehensive understanding of how operating across borders will impact various business functional areas (including supply chain/operations, logistics, accounting, finance, and other related management areas)

3. PROGRAMME LEARNING OUTCOMES

On completion of the programme, the student is able to:

i. Develop an understanding of global business

Learning objective: Build comprehensive knowledge frameworks with regard to various global business areas and be able to appreciate contemporary issues in global business.

(Addressed by LGT5427 Global Business

LGT5428 International Trade and Logistics Management);

ii. Apply quantitative methods and emerging analytics tools

Learning objective: Develop fundamental knowledge on both quantitative models and emerging analytics tools.

(Addressed by LGT5101 Statistics for Management

LGT5425 Business Analytics

LGT5419 Coding for Management with Python

LGT5429 Global Risk and Decision Analysis);

iii. Demonstrate understanding on the concepts of common decision-making models

Learning objective: Demonstrate the ability to both understand commonly adopted decision-making models and recognise business problems.

(Addressed by LGT5037 Project Management

LGT5102 Models for Decision Making

LGT5122 Applications of Decision Making Models);

iv. Apply decision tools/models to analyse global business problems

Learning objective a: Practise concepts and theories in the use of technological/analytics tools to assist decision-making and deal with business problems in the areas of supply chain, operations, and logistics.

(Addressed by LGT5002 International Logistics Systems, Operations and

Management

LGT5034 Global Sourcing and Supply

LGT5109 International Operations Management

LGT5171 Contemporary Issues in Operations Management);

Learning objective b: Practise concepts and theories in the use of technological/analytics tools to assist decision-making and deal with business problems in the areas of accounting, finance, or other related management.

(Addressed by AF5104 International Accounting

AF5108 Accounting for Managers

AF5326 Managerial Finance

MM539 International Management

MM576 Marketing Management

MM5791 Global Marketing in Cross-Cultural Perspectives

LGT5426 Managing Innovation);

v. Practise business ethics

Learning objective: Be attentive and responsive to ethical issues in business (Addressed by LGT5T21 Academic Integrity and Ethics in Business)

4. ENTRANCE REQUIREMENTS

The minimum entrance requirement for this award is:

(i) A Bachelor's degree or equivalent in any discipline.

If you are not a native speaker of English and your bachelor's degree or equivalent qualification was awarded by an institution at which the medium of instruction is not English, you are expected to fulfil the University's minimum English language requirement for admission. Please refer to the "Admissions Requirements" section of Study@PolyU for details.

5. PROGRAMME STRUCTURE

5.1 Programme Information

Programme Code and Title:

44094 Master of Science in Global Business and Decision Analysis

Award:

Master of Science in Global Business and Decision Analysis

Medium of Instruction:

English

5.2 Credit Requirements

Students are required to obtain the credit requirements specified below for the relevant award:

Award	No. of Credits	No. of Required Subjects	
MSc	31	5 Compulsory Subjects	+
		3 Restricted Elective Subjects 3 Free Elective Subjects	+
PgD	19	5 Compulsory Subjects 2 Restricted Elective Subjects	+

The programme is leading to the Master of Science in Global Business and Decision Analysis award. Students admitted to the MSc programme may apply for early exit with a Postgraduate Diploma (PgD), subject to meeting the specified credit requirements.

Students who subsequently decide to graduate with a PgD must apply to the Department of Logistics and Maritime Studies by submitting an application for graduation Form AR84c.

5.3 <u>Mode and Normal Duration for Completion of a Programme</u>

The academic year is organized into Semester 1 (13 weeks), Semester 2 (13 weeks) and Summer Term (7 weeks), where appropriate.

Classes will be scheduled on weekday evenings or weekends. Summer Term will be utilized for those who want to spread out more evenly their learning or take advantage of Summer Term to complete the programme within the normal duration of programme but it is not mandatory for students.

Actual number of class meetings may vary in light of certain conditions in the offering semester, such as the arrangement of public holidays; or other pedagogical needs of subject lecturers.

Occasionally, some topics may be delivered in BLOCK MODE of *full-day* attendance for a few consecutive days and/or over the weekends. Students will be notified of the arrangement before subject registration. Block mode is usually arranged to make full use of overseas academic visitors or professionals.

The duration of the programme is as follows:

Programme Code	44094	- BFM	44094 - BPM			
Mode of Attendance	Full	time	Part time			
Award	Master of Science (MSc)	Postgraduate Diploma (PgD)	Master of Science (MSc)	Postgraduate Diploma (PgD)		
Proposed Normal Duration	1 year	1 year	2.5 years	2.5 years		

5.4 Subject Offerings

MSc PgD

Compulsory Subject

(5 subject – 13 credits)

LGT5T21 Academic Integrity and Ethics in Business (1 credit)

LGT5427 Global Business

LGT5428 International Trade and Logistics Management

LGT5102 Models for Decision Making

LGT5425 Business Analytics

Restricted Elective Subjects

(3 subjects - 9 credits)

Restricted Elective Subjects

(2 subjects - 6 credit)

• Choose at least 1 subject from the focus on Methodology:

LGT5037 Project Management

LGT5101 Statistics for Management

LGT5122 Applications of Decision Making Models

LGT5429 Global Risk and Decision Analysis

LGT5419 Coding for Management with Python

Choose at least 1 subject from the focus on Supply Chain, Logistics, and Operations:

LGT5034 Global Sourcing and Supply

LGT5109 International Operations Management

LGT5171 Contemporary Issues in Operations Management

LGT5002 International Logistics Systems, Operations and Management

 Choose at least 1 subjects from the focus on Accounting, Finance, Management and Marketing:

AF5104 International Accounting

AF5108 Accounting for Managers

AF5326 Managerial Finance

MM539 International Management

MM576 Marketing Management

MM5791 Global Marketing in Cross-Cultural Perspectives

LGT5426 Managing Innovation

<u>Note</u>: Students may take more restricted elective subjects than necessary, and they will be counted as free electives.

Free Elective Subjects

(any 3 subjects – 9 credits)

Free Elective Subjects

(0 subject – 0 credit)

AF5362 International Financial Management

AF5618 Global Economic Environment for Management

AF5627 Managerial Economics with an Application to China Business

LGT5001 Organisational Management in Shipping & Logistics

LGT5007 Shipping Economics and Markets

LGT5014 Air Transport Logistics and Management

LGT5015 Supply Chain Management

LGT5067 Intermodal Transport Management

LGT5073 Risk Management in Operations

LGT5083 Digital Procurement Management and Analytics

LGT5046 Contract Management

LGT5105 Managing Operations Systems

LGT5172 Managerial Thinking and Skills Workshop

LGT5137 Lean Six Sigma and Quality Management TechniquesMM5712 Marketing Management in China

LGT5415 Research Project in Global Business and Decision Analysis (3-credit project) LGT5202 Project (6 credits)

Subject to university's minimum enrolment requirement, not all subjects will be offered each year. And, registration is subject to the availability of quota.

Starting from 2006/07, students at MSc level are allowed to choose at most 1 elective, equivalent to 3 credits, from the Common Pool to fulfill the elective requirements of the programme. Please visit the website https://www.polyu.edu.hk/en/fb/study/tpg-landing/common-pool-electives/ for subject lists and subject syllabuses. Students should strictly comply with the prescriptions of the programme curriculum when performing subject registration. Those who fail to meet the programme requirements will NOT be allowed to graduate. Credit transfer/exemption will not be granted for subjects chosen from the Common Pool, unless the elective subject concerned falls within the programme curriculum

5.5 Curriculum Map

The institutional learning outcomes are as follows:

- a. **Professional competence of specialists/leaders of a discipline/profession** Graduates of PolyU TPg programmes will possess in depth-knowledge and skills in their area of study and be able to apply their knowledge and contribute to professional leadership.
- b. **Strategic thinking** Graduates of PolyU TPg programmes will be able to think holistically and analytically in dealing with complex problems and situations pertinent to their professional practice. They will be versatile problem solvers with good mastery of critical and creative thinking skills, who can generate practical and innovative solutions.
- c. **Lifelong learning capability** Graduates of PolyU TPg programmes will have an enhanced capability for continual professional development through inquiry and reflection on professional practice.

The above institutional learning outcomes are appropriately addressed by the totality of the programme learning outcomes of the MScGBDA programme, as set out in Section 3 of this document.

6. PROGRAMME MANAGEMENT AND OPERATION

A Programme Committee is formed to exercise the overall academic and operational responsibility for the Programme and its development within policies, procedures and regulations defined by the University. Its composition comprises academics and student representatives.

The Programme Director and/or Deputy Programme Director and/or Programme Manager are responsible for the day-to-day management and operation of the programme, student admissions, teaching and learning matters, quality assurance (QA) and programme development. Their prime role is to ensure the programme is delivered according to the established QA mechanism.

7. COMMUNICATIONS WITH STUDENTS

While we work to communicate clearly and in a timely manner with students according to University regulations and procedures, it is the **responsibility of students** to help maintain the effectiveness of the communication process. **Students should ensure that their up-to-date personal and correspondence details are provided** to the University and the relevant departments (e.g. AR, LMS, subject offering departments, etc); and **check relevant correspondence channels regularly** to obtain the latest information regarding their studies and the status of any related applications (e.g. late assessment, appeal of subject results, add/drop of subjects, deferment, etc) lodged. Failure in doing so will not constitute any grounds for appeals/complaints against consequences/decisions of the relevant matters and applications.

8. SUBJECT REGISTRATION

8.1 Add / Drop of Subjects and Change of Subject Groups

If you wish to make changes to your subject registration, you may do so through the "Add/Drop" at eStudent during the two-week add / drop period (one week for Summer Term). You are advised not to make any changes to the subjects preassigned to you by the Department without consulting your Department / Academic Advisor.

In case you wish to drop all the subjects in a semester, you must first seek approval from your department for zero subject enrolment. (Please refer to Student Handbook section 4I on "Zero Subject Enrolment and Retention of Study Place".)

Otherwise, you will be considered as having decided to withdraw from study on the programme concerned. Dropping of subjects after the add / drop period is not allowed. If you have a genuine need to do so, it will be handled as withdrawal of subject. (Please refer to section 5G on "Withdrawal of Subjects".)

8.2 Withdrawal of Subjects

If you have a genuine need to withdraw from a subject after the add / drop period, you should apply to your programme offering department for withdrawal of

subjects. Such request will first be considered by the subject teacher concerned and followed by the programme director if there are strong justifications and when the tuition fee of the subject concerned has been settled. Deadline for requests for subject withdrawal will be specified by the teaching department and in any case, it will not be entertained after the commencement of the examination period.

For approved cases, the tuition fees paid for the withdrawn subjects will not be refunded. The withdrawn subjects will be shown under the "Assessment Result" of eStudent and in the Transcript of Studies.

8.3 Taking Additional Subjects

Subject to the maximum credits allowed, students can take additional subjects **before** graduation to broaden their perspective. The selection of additional subjects will be done during the last two days of the add / drop period. Any requests for dropping the additional subjects after the add / drop period will be treated as subject withdrawal. All subjects will be included in the calculation of GPA while only those subjects within the programme curriculum requirement, including subjects selected to fulfil the Free Elective requirement, will be counted towards the GPA for award classification.

9. SUBJECT EXEMPTION AND CREDIT TRANSFER

Irrespective of the extent of previous study or credits recognised, all students studying at the University should complete at least one third of the normal credit requirement in order to be eligible for the PolyU award.

If you consider your previous study is relevant to your current programme, you may apply for subject exemption or credit transfer.

Subject Exemption

You may be granted exemption from taking certain subjects if you have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted for satisfying the credit requirements of your programme. You should consult your department and take another subject in its place.

For application:

eStudent

[Application Forms > Applications for Study Related Matters >

(AR41e) Subject Exemption]

You will receive result notification from the department concerned normally within 14 working days.

Credit Transfer

You should apply for credit transfer upon your initial enrolment in the programme or before the end of the add/drop period of the first semester of your first year of study.

Late applications may not be considered. Students whose tuition fees are charged by credits will be subject to a credit transfer fee.

The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject (e.g. the credit was earned in 2018/19, then the validity period should count from 2019 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.

Subject to the terms and conditions stipulated in the Notice of Offer, there is a limit to the maximum number of credits that can be transferred. If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award. If the credits gained are from other institutions, the total credits transferred should not exceed 50%. In case where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred. Grades may or may not be given for the transferred credits.

For application:

eStudent

[Application Forms > Applications for Study Related Matters > (AR41c) Credit Transfer]

All credits transferred will be counted for satisfying the award requirements. Transferred credits are normally not counted for meeting the requirements of more than one award.

Some programmes may accept applicants holding advanced qualifications. If you have an advanced qualification relevant to the programme enrolled, you may be allowed to take fewer credits than what the programme normally requires. However, when you apply for credit transfer, the credits that you are not required to study will also be counted towards the maximum number of transferred credits.

For credit transfer of retaken subjects with grade being carried over, the grade attained in the last attempt should be taken. Students applying for credit transfer for a subject taken in other institutions are required to declare that the subject grade used for claiming credit transfer was attained in the last attempt of the subject in their previous studies. If a student fails in the last attempt of a retaken subject, no credit transfer should be granted, despite the fact that the student may have attained a pass grade for the subject in the earlier attempts.

Students will not be granted credit transfer for a subject which they have attempted and failed in their current study unless the subject was taken by the student as an exchange-out student in his / her current programme.

In case of extenuating circumstances where the application for credit transfer can only be submitted after the first semester of the first year of study, all credit transfers approved will take effect in the semester for which they are approved. Such students will only be eligible for graduation at the end of that semester, even if the granting of the credit transfer will immediately enable them to satisfy the total credit requirement for the award.

You will receive result notification from the department concerned normally within 14 working days. If you are a credit fee paying student, you will receive a debit note for settling the credit transfer fee, the non-payment of which will nullify the approved credit transfer. A reinstatement fee will be charged if you wish to reinstate the approval for the credit transfer.

10. RETAKING OF FAILED SUBJECTS

Students may only retake a subject which they have failed (i.e. Grade F or S or U). After the announcement of subject results in a semester, you should check whether you have failed any subject via eStudent (please refer to Student Handbook section 6G on "Assessment Results") and arrange for retaking of the subject during subject registration. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded.

The number of retakes of each subject is restricted to **a maximum of two**. Students who have failed a compulsory subject after two retakes will be de-registered. Departments may impose more stringent regulations on the retaking of particular types of subjects, e.g. practicum and clinical placement, and should inform students of such cases, if any.

Students can retake a failed subject the first time via eStudent directly during the subject registration period and the add/drop period. For a second retake of a failed subject, students should complete form AR160 instead and return it to the programme offering departments.

For application, get the form from:	Return it to:					
 AR Website > Students in Taught Programmes > Application Forms Academic Registry Service Centre 	Programme offering department					
Application period:						
Preferably before the start of a new semester, or no later than the end of add / drop period of each semester.						

When you retake a failed subject, only the grade obtained in the final attempt of the retake will be included in the calculation of Grade Point Average (GPA) and GPA for award classification. Although the original grade will not be included in the calculation of GPAs, it will be shown in the Transcript of Studies.

Students paying credit fee will be charged for the retake subjects.

11. ZERO SUBJECT ENROLMENT AND RETENTION OF STUDY PLACE*

If you do not wish to take any subject in a semester, you must seek approval from your department to retain your study place* by submitting your application via eStudent before the start of the semester and in any case not later than the end of the add / drop period. Otherwise, your student status with the University will be withdrawn.

Please also refer to Student Handbook section 4L(ii) on "Discontinuation of Study" for further details.

Unless otherwise approved, the semesters during which you are allowed to take zero subject will be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20) for the programme concerned.

For application:

eStudent

[Application Forms > Applications for Study Related Matters > (AR112) Retention of Study Place (Zero Subject Enrolment)]

Deadline for application:

Before the start of the semester and in any case not later than the end of the add/drop period.

You will receive result notification from the programme offering department normally within two weeks. Students who have been approved for zero subject enrolment are allowed to continue using campus facilities including library facilities. A fee of HK\$2,105 per semester for retention of study place will be charged.

12. DEFERMENT OF STUDY

You may apply for deferment of study if you have a genuine need to do so, such as prolonged illness or being posted to work outside Hong Kong. Applications from students who have not yet completed the first year of a full-time programme will be considered only under exceptional circumstances. The deferment period will not be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20).

You are required to submit an application for deferment of study via eStudent to the programme offering department. You will be informed of the result of your application in writing or via e-mail by the department normally within three weeks from the date of application.

It is necessary for you to settle all the outstanding tuition fees and / or other fees in order to have your application for deferment processed.

All fees paid are non-refundable and non-transferable. Students approved for deferment of study will normally not be eligible to access the campus facilities / services. Students can check for further details from the relevant service providing units. Alternatively, you may apply for zero subject enrolment to retain your study place. (Please also refer to Student Handbook Section 4I on "Zero Subject Enrolment and Retention of Study Place".)

Students who have been approved for deferment of study can retain their student identity card for use upon their resumption of study. You will be advised to settle the tuition fee and complete the subject registration procedures upon expiry of the

deferment period. If you do not receive such notification one week before the commencement of the Semester, you should enquire at the Academic Registry.

For application:

<u>eStudent</u>

[Application Forms > Applications for Study Related Matters > (AR7) Deferment of Study] (with supporting documents. Medical certificates are required for application on medical grounds.)

Deadline for application:

Before the commencement of the examination period of the semester concerned.

13. WITHDRAWAL OF STUDY

13.1 Official Withdrawal

If you wish to discontinue your study at the University before completing your programme, it is necessary for you to complete the withdrawal procedure via eStudent. Fees paid for the semester in which you are studying will not be refunded. Applications for withdrawal of study for the current semester must be submitted before the commencement of the examination period. Applications submitted after the commencement of the examination period will not be processed. Applications for withdrawal of study for the following academic year / semester should be submitted before the commencement of that academic year / semester.

Your application will not be processed if you have not cleared outstanding matters with the various departments / offices concerned, such as settling outstanding fees / fines and Library loans and clearing your locker provided by the Campus Facilities and Sustainability Office.

The relevant department will inform you in writing or via e-mail of the result of your application, normally within three weeks after you have cleared all the outstanding items as mentioned above.

Upon confirmation of your official withdrawal, you will be eligible for a refund of the caution money paid, provided that you have no outstanding debts to the University.

All fees paid are non-refundable and non-transferable.

If you discontinue your study at the University without completing proper withdrawal procedures, you will be regarded as having unofficially withdrawn and the caution money paid at first registration will be confiscated.

For application:

eStudent

[Application Forms > Applications for Study Related Matters > (AR6) Withdrawal of Study]

Deadline for application:

Before the commencement of the examination period of the semester concerned.

13.2 Discontinuation of Study

If you discontinue your study without following the proper procedures for official withdrawal, you will be regarded as having given up your study at the University. In this case, you will not be eligible for a refund of the caution money paid and shall not be considered for re-admission to the same programme / stream (subcode) in the following academic year.

13.3 De-registration

Students who have been de-registered on grounds of academic failure shall not be considered for re-admission to the same scheme/ programme / stream (subcode) in the following academic year.

14. ASSESSMENT METHOD

Students' performance in a subject can be assessed by continuous assessment and/or examinations, at the discretion of the individual subject offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in this document. The subject offering Department can decide whether students are required to pass both the continuous assessment and examination components, or either component only, in order to obtain a subject pass, but this requirement (to pass both, or either, components) shall be specified in this document. Learning outcome should be assessed by continuous assessment and/or examination appropriately, in line with the outcome-based approach.

Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

Assessment methods and parameters of subjects shall be determined by the subject offering Department.

At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used, within the assessment framework as specified in this document.

The University attaches great importance to academic integrity and honesty and upholds high standard in examination and in continuous assessment. In case of proven dishonesty including plagiarism, the penalty is detailed in Student Handbook section 11 on "Regulations and Rules".

15. PASSING A SUBJECT

In order to pass in a subject offered by the School/Departments in the Faculty of Business (i.e. subjects with prefix of AF/LGT/MM/FB), all students have to obtain Grade D or above in the subject.

16. ASSESSMENT OF DISSERTATION/PROJECT

16.1 General Regulations

The dissertation/project is equivalent to 9 and 6 credits respectively; and students must satisfy the appropriate pre-requisites before they can enrol in the dissertation/project.

The dissertation/project will include a "Research Methodology" class, normally before the start of dissertation/project. The normal period for completion is one academic year (two 13-week semesters and 7-week Summer Term). To ensure that students are suitably equipped before the dissertation/project is started, a minimum of 12 credits must have been achieved before registering for the dissertation/project. Students who are unable to pass the subject within the normal period would be deemed having failed the subject. The normal period for dissertation may be extended, subject to the approval of the Dissertation/Project Coordinator and based on the academic judgement of the likelihood of the student succeeding within the time granted for the extension, for a period of one semester every time. When permission is granted to extend the registration, the student will be required to pay a 3-credit course fee for each additional semester.

Break of study is normally not permitted once a student registers for dissertation/project and students are expected to pursue their dissertation/project in consecutive semesters. No re-assessment or retake of the failed dissertation/ project is allowed.

16.2 Procedures for Preparing the Dissertation/Project

Preparatory Phase – to identify a research topic area with matching Dissertation/Project Supervisor, and agree on the research goals and methodology, with plans and schedules, through literature search and active dialogue between student and Supervisor. Student will not proceed to the 2nd phase if the research proposal is not satisfactory.

Research Phase – this is the period for carrying out the actual research work. The student should meet with the Supervisor regularly for guidance and continuous assessment of the progress. When the Supervisor is satisfied that the research goals have been achieved the student can then proceed to the final phase.

Submission of the dissertation/project – this is the writing up of the work according to the standard format.

As a standalone compulsory component not directly assessed, there is a "Research Methodology" class that students taking the dissertation/project

must attend, normally before the preparatory phase but can also be taken during the research phase. This taught component serves to introduce tools and techniques useful for doing research and writing up a dissertation/project.

16.3 Assessment of Dissertation/Project

The final project will be assessed by the Supervisor and a moderator. For student who opts for dissertation, an oral examination is also appraised by an Assessment Panel consisting of the Supervisor, the moderator and a 3rd panel member appointed by the Dissertation Coordinator.

The Dissertation Supervisor shall make arrangements on a mutually convenient time and place for an oral examination with presence of assessors after submission of THREE temporary bound copies of the dissertation.

17. GRADING

Assessment grades shall be awarded on a criterion referenced basis. A students' overall performance in a subject shall be graded as follows:

Grade	Grade Point for grades attained from 2020/21
A+	4.3
A	4.0
A-	3.7
B+	3.3
В	3.0
B-	2.7
C+	2.3
С	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$\label{eq:GPA} \begin{aligned} \text{GPA} &= \frac{\sum \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum\limits_{n} \text{Subject Credit Value}} \end{aligned}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation.

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved, but without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw (i.e. those with the code 'W')

Subject which has been given an "S" code, i.e. absent from all assessment components, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, and ranges from 0.00 to 4.30 from 2020/21.

Any subject passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification.

18. PROGRESSION AND DE-REGISTRATION

A student will normally have "progressing" status unless he / she falls within any one of the following categories, which shall be regarded as grounds for de-registration from the programme:

- the student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension (applicable to students admitted in or after 2020/21); or
- (ii) the student has reached the maximum number of retakes allowed for a failed compulsory subject; or
- (iii) the student's GPA is lower than 1.70 for two consecutive semesters and his / her Semester GPA in the second semester is also below 1.70; or
- (iv) the student's GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (i) with approval for extension, the Board of Examiners shall deregister the student from the programme without exception.

Notwithstanding the above, the Board of Examiners will have the discretion to deregister students with extremely poor academic performance before the time frame specified in above.

The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless study in that particular Summer

Termis mandatory for all students of the programme and constitutes a requirement for graduation and is so specified in the Programme Requirement Document.

19. ACADEMIC PROBATION

The academic probation system is implemented to give prior warning to students who need to make improvement in order to fulfil the GPA requirement of the University. If your GPA is below 1.70, you will be put on academic probation in the following semester. If you are able to obtain a GPA of 1.70 or above by the end of the probation semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected under the "Assessment Results" of eStudent. . However, this status will not be displayed in the transcript of studies.

To improve the academic performance of students on academic probation, students on academic probation are required to seek academic advice on study load and subjects to be taken. These students will normally be required to take a study load of not more than 15 credits in the following semester (Summer Term excluded).. Students should, within one week of assessment results announcement, complete the Form 'Study Load for Students on Academic Probation' (Form AR150) indicating the proposed study plans and meet with the Academic Advisors to finalise the subjects and number of credits to be taken in the semester following academic probation.

For application, get the form from:	Return it to:			
AR Website > Students in Taught Programmes > Application Forms Academic Registry Service Centre	Programme offering department; Or Upload to eStudent > Academic Advising			
Application period:				
Within one week of assessment results announcement.				

20. ELIGIBILITY FOR AWARD

A student would be eligible for the award of Master of Science or Postgraduate Diploma in Global Business and Decision Analysis if he/she satisfies all the conditions listed below:

- (i) Accumulation of the requisite number of credits for the award, as defined in this document.
- (ii) Satisfying the residential requirement for at least one-third of the credits normally required for the award, unless the professional bodies stipulate otherwise;
- (iii) satisfying all requirements as defined in the Programme Requirement Document and as specified by the University; and
- (iv) Having a GPA of 1.70 or above at the end of the programme.

A student is required to graduate as soon as he/she satisfies all the above conditions for award. Upon confirmation of the eligibility to graduate or leaving the University, registration for subjects (including the follow-on term of consecutive subjects) in the following semester/ Summer Term will be nullified and removed.

21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

Award Classification	GPA
Distinction	3.60 - 4.30
Credit	3.00 - 3.59
Pass	1.70 - 2.99

The above ranges for different classifications are subject to Board of Examiners' individual discussion of marginal cases.

22. RECORDING OF DISCIPLINARY ACTIONS IN STUDENTS' RECORDS

- (i) With effect from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.
- (ii) Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.
- (iii) Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record, including "Assessment Results" of eStudent, and documents such as Transcript of Studies and Testimonial during the probation period. This status will be removed upon their leaving the University. The disciplinary probation will normally be one year unless otherwise decided by the Student Discipline Committee.
- (iv) Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass.

The University reserves the right to withhold the issuance of an award parchment (or retract an award) or any certificate of study in case a student has unsettled matters with the University, or is subject to disciplinary action.

23. MORAL AND ETHICAL INTEGRITY

Alleged forgery cases may be referred to Student Discipline Committee (SDC) for consideration. Appropriate disciplinary actions, depending on the seriousness of the case, will be taken against students found guilty of such offence. Penalties may include:

- (i) Disqualification of results
- (ii) Community service
- (iii) Disciplinary probation, which could lead to the termination of hall residence and scholarship
- (iv) Suspension of studies, and even
- (v) Expulsion

24. LATE ASSESSMENT

If you have been absent from an examination or are unable to complete all assessment components of a subject because of illness, injury or other unforeseeable reasons, you may apply for a late assessment. Application in writing should be made to the Head of Department offering the subject within five working days from the date of the examination, together with any original supporting documents such as a medical certificate. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Teacher concerned, in consultation with the Programme Director. The University reserves the right to verify the supporting documents submitted by students. If it is found that false document has been provided, the students concerned may be subject to disciplinary action(s).

In case you are permitted to take a late assessment, that examination or other forms of assessment will be regarded as a first assessment and the actual grade attained will be awarded.

25. ACADEMIC APPEALS

Subject Teachers, in respect of the subject they teach, have the sole responsibilities for marking and grading students' coursework and examinations scripts. Subject grades shall be reviewed and finalised by the Subject Assessment Review Panel (SARP) before being formally released to students and submitted to the Board of Examiners (BoE).

The BoE for each programme is responsible for deciding on the student's classification of award and on cases such as de-registration or those with extenuating circumstances. It is therefore the responsibility of students to make known to Subject Teachers / SARP / BoE / other authorized parties of the University, in advance and through the Department concerned, the factors which they believe have detrimentally and materially affected their assessment results.

i. Grounds for Appeal

The following may constitute grounds for a review of the decision:

- a) if a candidate has evidence to support that his / her examination performance has been adversely affected by illness or other factors beyond his / her control which he / she was unable or, for valid reasons, unwilling to divulge before the Subject Teacher / SARP / BoE / other authorized parties of the University made their decision and of which they were unaware. The request from the candidate must be supported by medical certificates or other documentary evidence.
- b) if there is evidence provided by a candidate or any other person that there has been a material administrative error, or that the examinations were not conducted in accordance with the current regulations for the programme or with the academic regulations of the University, or that there was any manifest inconsistency in marking between different classes of a given programme, or that some other material irregularities had occurred.

A student's disagreement with the marking or with the decision is not in itself an adequate ground for an appeal.

ii. Procedures for Appeal

a) Appeals against Decisions on Subject Results

Students appealing against the decision on their subject results shall pay a fee of HK\$125 per examination paper. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or Academic Registry upon request. If more than one examination paper is involved, an extra fee of HK\$125 shall be charged for each additional paper. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one calendar week upon the public announcement of his / her overall results, i.e. the date when the results are announced to students via the web. The Head of Department shall deal with the appeal if the student is studying in a department-based programme / scheme. If the student is studying in other types of programmes / schemes, the Head of Department shall refer the appeal to the following authorised person:

- the Programme Leader for Faculty / School-hosted Undergraduate Programmes; or
- the Scheme Committee Chairman for Postgraduate Schemes or Faculty / School-hosted Undergraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence. The University reserves the right to verify the evidence submitted by students, and if it is found that false evidence has been provided, they may be subject to disciplinary action(s).

Departments should inform the student concerned of the appeal result within one calendar week after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later.

If the appellant is dissatisfied with the decision, he / she may then appeal in writing to the Registrar within one calendar week from the date of the Department's reply. He / She should provide the following information together with other relevant documents in support of the appeal:

- name in English and Chinese;
- student number;
- programme title, year and class of study;
- subject results appealing against; and
- grounds for appeal.

The Registrar shall then refer the case to the Academic Appeals Committee (AAC), which shall determine whether there are *prima facie* grounds for a reconsideration of the decision of the Subject Teacher / SARP concerned.

It should be noted that the subject grade(s) may be upgraded, downgraded or remain unchanged after the review.

b) Appeals against Decisions on De-registration

Students appealing against the decisions on de-registration shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

Students should complete and submit **Form AR149** "Appeal against the Decision of BoE on De-registration" to the General Office of the Department hosting the programme / award (or to the Faculty / School Office if the programme / award is hosted by the Faculty / School) within one calendar week upon the public announcement of the overall results, i.e. the date when the results are announced to students via the web. When submitting the form, the appellant has the responsibility to make known to the Academic Appeals Committee (AAC) full details and evidence that would support his / her appeal. The University reserves the right to verify the evidence submitted by students. If it is found that

MSc in Global Business and Decision Analysis 2024/25 false evidence has been provided, the students concerned may be subject to disciplinary action(s).

The appeal by the students will be considered by the Academic Appeals Committee, which will deliberate the appeal cases making reference to the recommendations of the programme-hosting Department / Faculty and the Faculty Dean / School Board Chairman.

c) Appeals against Decisions on Award Classification

Students appealing against the decisions on award classification shall pay a fee of HK\$125. Payment forms are obtainable from the Academic Registry Service Centre. Softcopies of the payment form can also be sent to students via email by their programme offering departments or the Academic Registry upon request. The fee shall be refunded if the appeal is successful / upheld.

A student should make his / her appeal in writing to his / her Head of Department within one calendar week upon the public announcement of the overall results, i.e. the date when the results are announced to students via the web. He / She should provide the following information together with relevant documentation, if any, in support of the appeal:

- (i) name in English and Chinese;
- (ii) student number;
- (iii) programme title, year and class of study; and
- (iv) grounds for appeal.

The Head of Department shall then refer the case to the Chairman of Academic Appeals Committee, who shall determine whether there are *prima facie* grounds for a reconsideration of the decision of Board of Examiners' and / or other authorized parties of the University.

iii. Decisions for Appeal

The decisions of the Academic Appeals Committee shall be final within the University.

26. SIT-IN ARRANGEMENT

Subject to the following procedures and guidelines, students may be permitted to sit in on only elective subjects:

- (a) Before commencement of the elective subject, students must obtain endorsement from the subject lecturer concerned and seek prior approval from the Programme Director;
- (b) Students are required to comply with all the assessment requirements as prescribed by the subject lecturer concerned except the final examination. The subject result will NOT be counted towards the overall GPA; and

(c) Throughout the programme, students can sit in on one additional Faculty of Business elective taught subject without paying tuition fee.

27. DISMISSAL OF CLASS

If the subject lecturer does not show up after 30 minutes of the scheduled start time, the class is considered cancelled and appropriate follow up arrangements (e.g. rescheduled class, make-up class, etc) will be announced to students in due course.

28. PLAGIARISM AND BIBLIOGRAPHIC REFERENCING

The University and the LMS view plagiarism and copying of copyright materials, without the licence of the copyright owner, as a serious disciplinary offence. Students should comply with the University's policy on plagiarism in continuous assessment, bibliographic referencing and photocopying of copyright materials.

- (i) Plagiarism refers to the act of using the creative works of others (e.g. ideas, words, images or sound, etc) in one's own work without proper acknowledge of the sources.
- (ii) Students are required to submit their original work and avoid any possible suggestion of plagiarism in the work they submit for grading or credit.
- (iii) At the Faculty of Business, for any significant pieces of written assignments or essays in continuous assessment (i.e., counting 15% or more of total assessment) for a subject, students are required to submit their own assignment to *Turnitin*, a plagiarism prevention software built in Blackboard, and to generate an Originality Report. They are required to provide a copy of the Report when handing in their essay.
- (iv) The University/Faculty views plagiarism, whether committed intentionally or because of ignorance or negligence, as a serious disciplinary offence. Excuses such as "not knowing what is required" or "not knowing how to do it" will not be accepted.
- (v) Depending on the seriousness of the plagiarism cases, they may be referred to the Student Discipline Committee for investigation and decision. If a student is found guilty of the alleged offence, penalties considered appropriate by the Committee may be imposed. These may include:
 - suspension of studies for a specified period of time;
 - expulsion for a specified period or indefinitely; and
 - any other penalties as considered appropriate

29. PREVENTION OF BRIBERY ORDINANCE

PolyU staff members may in no circumstances solicit or accept an advantage. For relevant details, please refer to the Prevention of Bribery Ordinance (Chapter 201) of the Laws of Hong Kong at http://www.legislation.gov.hk.

30. COPYRIGHT AND USAGE OF ONLINE LEARNING MATERIALS

The learning and teaching platforms of The Hong Kong Polytechnic University ('PolyU") are for the use of PolyU students to facilitate their learning. The student shall use the platforms and the materials available (including teaching sessions conducted by staff of PolyU) for their personal study only. Where a student needs to download or save the materials available on the platforms for the permitted purposes, the student shall take all necessary measures to prevent their access by other parties. The materials are copyright protected. Save for the permitted purposes, no copying, distribution, transmission or publication of the materials in whole or in part in any form is permitted.

For details of all the regulations covered in this publication, please refer to the Student Handbook of the relevant year.

MSc in Global Business and Decision Analysis 2024/25 PART II: SUBJECT SYLLABUSES

Subject Code	Subject	Page No.
Logistics and Ma	aritime Studies	
LGT5001	Organisational Management in Shipping & Logistics	27
LGT5002	International Logistics Systems, Operations and Management	30
LGT5007	Shipping Economics and Markets	34
LGT5014	Air Transport Logistics and Management	37
LGT5015	Supply Chain Management	40
LGT5034	Global Sourcing and Supply	43
LGT5037	Project Management	46
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LGT5067	Intermodal Transport Management	54
LGT5073	Risk Management in Operations	57
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LGT5102	Models for Decision Making	70
LGT5105	Managing Operations Systems	73
LGT5109	International Operations Management	77
LGT5122	Applications of Decision Making Models	81
LGT5137	Lean Six Sigma and Quality Management Techniques	84
LGT5171	Contemporary Issues in Operations Management	91
LGT5172	Managerial Thinking and Skills Workshop	94
LGT5202	Project (6 credits)	97
LGT5415	Research Project in Global Business and Decision Analysis (3-credit project)	100
LGT5419	Coding for Management with Python	103
LGT5425	Business Analytics	107
LGT5426	Managing Innovation	110
LGT5427	Global Business	114
LGT5428	International Trade and Logistics Management	119
LGT5429	Global Risk and Decision Analysis	123
LGT5T21	Academic Integrity and Ethics in Business (1 credit)	128
Accounting and	<u>Finance</u>	
AF5104	International Accounting	133
AF5108	Accounting for Managers	136
AF5326	Managerial Finance	140

AF5362	International Financial Management	144
AF5618	Global Economic Environment for Management	148
AF5627	Managerial Economics with an Application to China Business	150
Management & N	<i>larketing</i>	
MM539	International Management	153
MM5712	Marketing Management in China	157
MM576	Marketing Management	160
MM5791	Global Marketing in Cross-Cultural Perspectives	163

Website of Common Pool Electives

https://fb.polyu.edu.hk/study/taught-postgraduate-programmes/common-poolelectives/

The subject syllabuses contained in this Programme Requirement Document are subject to review and change from time to time. The Faculty of Business / subject offering department(s) reserve(s) the right to revise or withdraw the offer of any subject contained in this document. For teaching and learning, students should refer to the updated subject syllabuses distributed to them by the relevant subject lecturers when they take the corresponding subjects.

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5001			
Subject Title	Organisational Management in Shipping & Logistics			
Credit Value	3			
Level	5			
Normal Duration	1-semester			
Pre-requisite / Co- requisite/ Exclusion	Nil			
Objectives	To provide students with a full understanding of the organisational and human resources management in the context of international shipping and logistics.			
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):			
	MSc/PgD in International Shipping and Transport Logistics (Mixed-mode/Full time Stream)			
	#1: Demonstrate how international shipping functions (Learning objective 1a)			
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. Demonstrate relevant professional knowledge and understanding of maritime and logistics organisations, the external environment in which they operate and how they are managed. b. Understand and respond to changes in global business environment with respect to the management issues of globalisation, trade war, organisational structure, cultural diversity, ethics and quality management in the context of international shipping and logistics. c. Analyse the inter-relationships among and the integration of these areas within the quartil student learning agreeience. 			
Subject Synopsis/ Indicative Syllabus	within the overall student learning experience. Logistics organisation structures; Generic organisational choices for logistics; Development of an optimal logistics organisation; Organisational issues in an international shipping and logistics context. Developing strategic alliances, shipping alliances and consortia. International joint venture formation and licensing. Managing diversity in organisations; organisation culture; managing multi-cultural organisations in shipping and logistics; Management of global logistics.			

	MSc in Global Busines			_			<u> </u>	
	Organisational issues in managing logistics productivity and performance, Logistics quality process, Third-party logistics, Outsourcing.							
	Regulating regimes in International Shipping; Risk Mitigation, Business Ethics, Security Issues, Corporate responsibilities. Human resources management in context, leadership and customer care.							
Teaching/Learning Methodology	Lectures introduce and explain key theoretical risk-related concepts. Functions on Shipping and Logistics Operations such as Ship Registration, Port State Control, key International Maritime Conventions, IMO and Maritime Security will be introduced to the class during tutorial sessions to foster a better understanding to the organizational management in shipping and logistics. Seminars are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in the classes and to share their experience and learn from each other.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	nent % Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c			
	1. Coursework	50%						
	Mini-project	40%	✓	✓	✓			
	Presentation	10%	✓	✓	✓			
	2. Examination 50% ✓ ✓ ✓							
	Total	100 %						
	Explanation of the approprintended learning outcomes		ne asse	ssmen	t metho	ods in	assessi	ing the
	Since the course focuses on the organizational management in shipping and logistics, case analysis and learning from practical, work-based experiences form an important constituent of student assessment. Coursework in the form of miniproject which targets some critical issues in organisational management in context will reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Presentation of student projects in the form of seminars will enhance students' communications skills and reinforce their concepts through two-way dialogue and discussions.							
	Final examination is an open-book examination that assesses student's in-depth understanding on the theoretical concepts of the subject and the ability to apply conceptual framework in real business case analysis.							
	Students would be given regular feedback on their performance, by email or as comments on assignments submitted. To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.							

	MSc in Global Business and Decision Analysis 2024				
Student Study Effort Expected	Class contact:				
Expected	 Lectures / Tutorials 	39 Hrs.			
	Other student study effort:				
	Self study	45 Hrs.			
	 Coursework 	42 Hrs.			
	Total student study effort	126 Hrs.			
Reading List and References	Shipping and Logistics Management, Lun, Yuen Ha(Venus), Lai, Kee Hung, Cheng, TCE, c2010				
	Maritime Logistics, A Guide to Contemporary Shipping and Port Management, DONG-WOOK SONG, PHOTIS M PANAYIDES, 2 nd Edition				
	Rahim, M. Afzalur, Managing conflict in organizations, Transaction Publishers, 2011, 4 th <i>Edition</i> . Managing conflict, Boston, MA: Harvard Business School Press, c2007.				
	Aba-Bulgu,M. and Sardar M.N. Islam, Corporate crisis and risk management: modelling, strategies and SME application. Oxford: Elsevier, 2007.				
	McLean, Hamish, Crisis command: strategies for managing corporate crises, ARK Group, 2009.				
	Richard G. Human Resources, Renckly, Barron's Educational Series, 2011 , $3^{\rm rd}$ Edition.				
	Deresky, Helen (2008), International management: managing across borders and cultures: text and cases, Upper Saddle River, N.J.: Pearson Prentice Hall (6th edition).				
	Morschett, Dirk, Strategic international management text and cases, Springer e-books, Gabler , 2009.				
	Hogan-Garcia, Mikel (2007), The four skills of cultural diversity competence: a process for understanding and practice, Belmont, CA: Thomson Brooks/Cole. (3rd edition).				
	Joint ventures, mergers and acquisitions, and capital flow, James B. Tobin and Lawrence R. Parker, editors. New York: Nova Science Publishers, 2009.				
	Journals: Lloyd's List Alphaliner Weekly Newsletter Journal of Business Logistics International Journal of Physical distribution & Logistics Maritime Economics and Logistics Maritime Policy and Management	5			

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5002					
Subject Title	International Logistics Systems, Operations and Management					
Credit Value	3					
Level	5					
Normal Duration	1-semester					
Exclusion	CSE564 Transportation and Logistics LGT5061 International Logistics Management					
Objectives	This subject aims to provide students with an understanding of the growing importance of international logistics systems, operations and management.					
	To familiarize students with the fundamental knowledge and skills of international logistics and how they can be applied to help firms achieve cost and service advantages in the world's marketplace, by integrating the logistics concept into the business and applying appropriate methods for specific logistics management problems at different international contexts.					
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):					
	MSc in Global Business and Decision Analysis #4 Apply decision tools/models to analyse global business problems (Learning objective 4a)					
	MSc/PgD in International Shipping and Transport Logistics (Mixed-mode/Full time Stream)					
	#2 Evaluate international logistics systems, operations and management, provide an insight and understanding of the concepts, theory of international logistics					
	MSc/PgD in Global Supply Chain Management					
	#1 Employ supply chain management (Learning objective 1b) 2 Build up operations and logistics concepts					
Intended Learning Outcomes	Upon completion of the subject, students will be able to:					
Outones	 a. Identify and evaluate the elements of an international logistics system; b. Understand the relationships between international logistics management, the international business environment, and the opportunities and challenges for Hong Kong; c. Recognize the complexity of the elements in international logistics system and how they are related to organizational performance; 					

- d. Learn the current issues for the design and evaluation of an international logistics system;
- e. Understand how the elements of an international logistics system should be integrated and coordinated in the most cost effective manner;
- f. Understand the implication of contemporary technology in the international logistics operations context
- g. Understand social responsibility and ethic in managing international logistics systems and operations.

Subject Synopsis/ Indicative Syllabus

Environment of a logistics system; Logistics and competitiveness; Globalization and the world economy; International logistics and the opportunities and challenges for Hong Kong; International trade theories and practices; Trading terms and practices; Import/ export issues; Logistics outsourcing and the risks; Logistics information management; IT-enabled logistics and emerging information technologies for logistics, Logistics customer services; Shipping markets and the roles of international shipping; Trends in the shipping industry, Air cargoes and intermodal freight transport; International purchasing and supply; Logistics and maritime security issues; Warehousing management; Reverse logistics and environmental issues; Customer and supplier relationships for international business; Applications of technology in international logistics such as digitalization, artificial intelligence, blockchain, and autonomous ship; Emerging topics and corporate social responsibility issues on international logistics management.

Teaching/Learning Methodology

The learning outcomes are achieved through a participative approach where students are

- Encouraged to think of real life examples and discuss their management implications with peers in the class and with the lecturer;
- Required to learn from lectures, case analyses, article review, research papers, group discussion, and interactions with the lecturer and among themselves;
- Instructed to review current international logistics related articles to enhance their understanding of international logistics systems, operations, and management.

Teaching/Learning Methodologies	Intende	Intended Subject Learning Outcomes to be assessed							
	a	b	С	d	e	f	g		
Lecture	√	√	✓	✓	✓	✓	✓		
Tutorial	√	√	✓	✓	✓	√	√		

	MSc in Global Business and	Decision An	aiysis	202	7/23						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	to b	Intended subject to be assessed (appropriate)			ct learning outcomes (Please tick as				
			a	b	c	d	e	f	g		
	1. Continuous assessment	50%									
	Home Assignment	30%	√	✓	✓	√	✓	✓	√		
	Participation in discussions/Attendance	20%	✓	✓	√	√	✓	✓	✓		
	2. Final Examination	50 %	✓	✓	✓	√	✓	√	✓		
	Total	100 %									
	Explanation of the appropriates intended learning outcomes: The objective of the final exam covered in the course. There are Midterm test (30%) requires st topics with the aim for evaluated Class attendance performance contributions to various class at To reflect the significant technology-related knowledge.	nination (50%) re two parts is udents to ansing student le (20%) encounctivities.	6) is founcounce of the foundation of the following for the follow	For st rsew key p ng ou stud	uden ork: oints tcom ent p	fromes on artici	review vario indivi pation 6 (or n	all corus classidual baand	s asis.		
Student Study Effort Expected											
	Lectures / Tutorials						39	Hrs.			
	Other student study effort:										
	Preparation for coursework activities						42 Hrs.				
	 Self-study for course materials 						45 Hrs.				
	Total student study effort							126	6 Hrs.		
Reading List and References	Recommended reference mate United Nations Conference on Maritime Transport, United Na	Trade and D		•			AD), I	Review	of		

Lun, Y. H. V. and Lai, K. H. (2010) Shipping and Logistics Management, Springer, UK. (ISBN-978-1-84882-996-1)

Lun, Y. H. V., Lai, K. H. and Cheng, T. C. E. (2009) Container Transport Management, Shipping and Transport Logistics Book Series, Inderscience, Geneva, Switzerland. (ISBN 0-907776-40-X)

Hill, C. Schilling, M. A., and Jones, G. R., (2016). Strategic Management: An Integrated Approach, 12th Edition, Cengage Publishers. (ISBN 978-1-305-50227-7)

Lu, C.S., Wang, Y, H, Yang, C. C, and Lin, C. C. (2019). International Logistics and Supply Chain Management, Tsang Hai Publishing (Taiwan), Chinese Version.

Pierre David, and Stewart, Richard, (2010) International Logistics, Cengage Learning.

Scholarly Journals: Maritime Business Review, International Journal of Physical Distribution and Logistics Management

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5007
Subject Title	Shipping Economics and Markets
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co- requisite/ Exclusion	Nil
Objectives	To familiarise students with important concepts and principles in shipping economics; to provide students with practical and essential knowledge of shipping markets in an international business environment; to equip students' analytical skills in strategic decision-making; to demonstrate how various models and theories can be applied to specific shipping sectors.
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):
	MSc/PgD in International Shipping and Transport Logistics (Mixed-mode/Full time Stream)
	#3 Resolve economic and financial problems encountered in international shipping (Learning objective 3a)
Intended Learning Outcomes	Upon completion of the subject, students will be able to:
Outcomes	 a. Demonstrate knowledge and understanding of concepts and theories in shipping economics and markets. b. Demonstrate knowledge and understanding of the procedures and common problems in shipping management and daily shipping operation. c. Demonstrate abilities and skills in solving common problems encountered in shipping management.
Subject Synopsis/ Indicative Syllabus	A brief introduction of shipping history, maritime economics and shipping market; Theory of demand and its application in shipping market; The supply of shipping firms and market supply; Market equilibrium and evolution; Market structure and firm competition; Decision-making under uncertainty; Freight market economics and evolution; Relationship between different market segments in shipping industry; Decision-making on ship investment; Economics of ship chartering; Liner shipping, Externality in shipping; Emission reduction in international shipping;.

Teaching/Learning Methodology	Lectures will be used for introducing the concept, and tutorials will be							
Methodology	conducted for case studies and discussion.							
	Teaching/Learning Methodologies		tended Subject Learning utcomes to be assessed					
	Wicthodologics	a	b	ssessed	С			
	Lecture	<i>√</i>	√		√			
	Tutorial	✓	✓		✓			
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	be ass		bject learning outcomes to (Please tick as			nes to
			a	b	с			
	1. Course work	50%	✓	✓	✓			
	2. Final exam	50%	✓	✓	✓			
	Total	100 %						
Student Study Effort	Class contact:							
Expected	Lectures / Tutorials					39 Hrs.		
	Other student study effor	rt:						
	■ Term project						87	7 Hrs.
	Total student study effor	t					126	6 Hrs.
Reading List and	References							
References	Stopford, M. (2009) <i>Maritime Economics</i> , 3 nd Ed., Routledge, London. Wayne K. Talley (2011). The Blackwell companion to Maritime Economics. Wiley-Blackwell, ISBN 978-1-4443-3024-3							
						ics.		
	Alderton, P.M. (2004) St. Reed, East Molesey.	ea Transport:	Operat	ion and	d Econo	omics,	Thoma	s
	Berenson, M and Levine Application, 11 th Ed, P		asic Bu	siness	Statisti	cs: Coi	ncepts o	and
	Branch, A.E. (2007) <i>Ele</i> Routledge.	ments of Shipp	ping, 8 th	Ed., L	ondon	; New `	York:	

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Button, K. (2010) <i>Transport Economics</i> , 3 rd Ed., Cheltenham: Edward Elgar.
McConville, J. (1999) Economics of Maritime Transport: Theory and Practice, Witherby, London.

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5014			
Subject Title	Air Transport Logistics and Management			
Credit Value	3			
Level	5			
Normal Duration	1-semester			
Pre-requisite	Nil			
Objectives	To provide students with an insight and understanding of the economic principles and key issues in the logistics operation and management of air transport.			
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):			
	MSc/PgD in International Shipping and Transport Logistics (Mixed-mode/Full time Stream)			
	#2 Evaluate international logistics systems, operations and management, provide an insight and understanding of the concepts, theory of international logistics			
Intended Learning	Upon completion of the subject, students will be able to:			
Outcomes	 a. Appreciate the dynamic nature of the air transport logistic industry. b. Understand the basics of aviation economics, including impacts of the external forces (economic, geographic, demographic, legal, political, environmental and technological), and the internal forces (economic, competitive, operational) on the air transport logistics business. 			
	 c. Use data to conduct cost-benefit analysis and model demand in air transport markets. d. Understand the basics of air cargo operation and airport operation. e. Understand the implication and application of artificial intelligence in air transport. 			
Subject Synopsis/ Indicative Syllabus	The following topics will be covered in various extents and forms. The instructor may change the order and weights of these topics wherever fits.			
	Economic impacts and current issues in the air transport industry			
	Influential factors of aviation markets			
	Air transport demand			
	Costs and production of air transport services			
	Intermodal issues in the air transport industry			

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	Air cargo operation							
	Air freight forwarding / Express business model							
	Airport operation							
	• Low-cost ca	rriers						
	Applications	of artificial in	ntellige	nce in	air tran	sport		
Teaching/Learning Methodology	Lectures will be used to present the theoretical foundations and how alternative skills can be applied to particular cases. Mini cases shall be used to give the students an updated view on the industry practices. Students are required to use the knowledge and methodology learned in this course to conduct projects which are related to some important issues in the aviation industry.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting			ect learn			
Outcomes			a	b	c	d	e	
	Coursework	50%	√	√	√	√		
	Examination	50%	✓	✓	✓	✓	✓	
	Total	100 %						
	Explanation of the approprilearning outcomes: To reflect the significant tecoverall weighting of this su technology-related knowled	chnology conte	nt in thi	s subjec	et, 10% ((or mor	e) of the	
Student Study Effort	Class contact:							
Expected	■ Lectures / Tutorials					39 Hrs.		
	Other student study effort:							
	Self study 87 Hrs.				7 Hrs.			
	Total student study effort						12	6 Hrs.
Reading List and References	Book Button, K. and Stough, R. (2000). Air Transport Networks: Theory and Policy Implications, Cheltenham, Northampton, Mass.: Edward Elgar Pub. De Neufville, R., Odoni, A., Belobaba, P. and Reynolds, T. (2013). Airport Systems – Planning, Design and Management (2 ed.), McGraw-Hill.							

Doganis, R. (2019), Flying Off Course: The Economics of International Airlines, 5th edition, Routledge.

Morrell, P. (2019), *Moving Boxes by Air: The Economics of International Air cargo*, $2^{\rm nd}$ edition, Abingdon, Oxon: Routledge

Oum, T.H, and Yu, C. (1998) Winning Airlines: Productivity and Cost Competitiveness of the World's Major Airlines, Kluwer Academic, Boston.

Oum, T.H., Park, J. H. and Zhang, A. (2000), *Globalization and Strategic Alliances: The Case of the Airline Industry*, Pergamon for Elsevier Science.

Vasigh, B., Fleming, K. and Tacker, T. (2008), *Introduction to Air Transport Economics*, Ashgate

Wensveen, J. G. (2011). Air Transportation: A Management Perspective (7th ed.), Ashgate.

Journals

Air Cargo News Airline Business

Aviation Strategy

Flight International

Aviation Economics

Journal of Air Transport Management

The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	LGT5015
Subject Title	Supply Chain Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This course discusses the concepts, theory, models, tools, and the best practices of modern supply chain management (SCM) to help students: understand the strategic importance of SCM in improving a firm's competitive position in the marketplace with consideration of the fast-evolving economic, policy, and regulatory requirements for international trade and logistics; understand the key characteristics of successful supply chains and how they differ from the traditional approaches; gain insights into issues involved in the design, planning, and deployment of a supply chain; understand the design of international logistics networks and distribution strategies understand the impact of SCM principle on a firm's overall strategy, in particular, the impact on a firm's marketing strategy; understand the supply chain management development in the internet plus time; develop fundamental data science skills for analyzing and managing a supply chain in an organization. This subject contributes to the following Intended Learning Outcomes for the MSc programme(s): MSc/PgD in International Shipping and Transport Logistics (Mixed-mode/Full time Stream) #2 Evaluate international logistics systems, operations and management, provide an insight and understanding of the concepts, theory of international logistics MSc/PgD in Global Supply Chain Management #1 Employ supply chain management (Learning objective 1a)

	MSc in Global Business and Decision Analysis 2024/25 #2 Develop the specific operations management knowledge
Intended Learning Outcomes Subject Synopsis/ Indicative Syllabus	Upon completion of the subject, students will be able to: a. evaluate the impact of supply chain and international logistics activities on the financial performance of a firm b. identify and assess the inter-actions of inventory, time, information, and financial factors in a supply chain context c. understand basic data science and modelling approaches for supply chain design, coordination and optimization d. recognize and understand the importance of the multi-organizational nature of supply chain management e. recognize and understand the importance of logistics network design and distribution strategies and the corresponding multi-modal transportation arrangements that are essential to contemporary shipping and logistics f. recognize and understand some key issues in supply chain management and the possible approaches that can be used to tackle these issues g. understand the ethical issues in the global supply chain management • Logistics, supply chain, and competitive advantages • The role of inventory in supply chains and basic methodologies for inventory management • Uncertainty and risk, and how to deal with them through good inventory management approaches • Value of information and information sharing in supply chains • Distribution strategies • Supply chain coordination and strategic alliance • Procurement and outsourcing • Supply chain integration • Ethical issues in supply chain and logistics operations
Teaching/Learning Methodology	Lectures to introduce concepts, theories, management issues, and methodologies.
	Case studies and/or group projects: make connections of the contents from the lectures with real business practices so as to deepen the understanding of the concepts, theories, and issues of supply chain management.
	In-class exercises and take-home assignments: help students to grasp some of the key methodologies and tools; practice some basic analysis skills and access their understanding of some basic concepts and analysis skills.

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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcome be assessed (Please tick as appropriate)				nes to			
			a	b	c	d	e	f		
	1. Coursework*	50 %	✓	✓	✓	✓	✓	✓		
	2. Examination	50 %	✓	✓	✓		✓	✓		
	Total	100 %			•					
	*Coursework may inclu and class participation	de case studies	s, group	projec	ets, indi	individual assignments,				
	To reflect the significant the overall weighting of concerning technology-	this subject is	based o			,		e) of		
Student Study Effort	Class contact:									
Expected	 Lectures / Tutorials 						39 Hrs.			
	Other student study effor	ort:								
	■ Readings / Homew	ork / Projects /	Case s	tudies			8′	7 Hrs.		
	Total student study effo	rt					120	6 Hrs.		
Reading List and References	Simchi-Levi, Kaminsky and Simchi-Levi, <i>Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies</i> , 3 rd Edition, McGraw-Hill, 2008.									
	Cachon and Terwiesch, <i>Matching Supply with Demand: An Introduction to Operations Management</i> , 4 th Edition, McGraw-Hill Education, 2019.					to				
	Chopra, Supply Chain Management: Strategy, Planning, and Operation, 7 th Edition, Pearson, 2019.					7^{th}				

The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	LGT5034
-	
Subject Title	Global Sourcing and Supply
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co- requisite/ Exclusion	Nil
Objectives	This subject examines global sourcing decisions and development of supply strategy and network of firms in their integration of international value chains in changing business environments.
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):
	MSc in Global Business and Decision Analysis
	#4 Apply decision tools/models to analyse global business problems (Learning objective 4a)
	MSc/PgD in Global Supply Chain Management
	#1 Employ supply chain management (Learning objective 1b)
	#3 Manage global sourcing and procurement
Intended Learning Outcomes	Upon completion of the subject, students will be able to:
	a. outline the internationalization strategies of firms in changing global business environments,
	b. examine international purchasing & supply decisions and
	development of global sourcing, c. evaluate global sourcing functions in context of integrated
	international value chains,
	d. develop global sourcing organization and strategies for effective supply chain process management,
	e. understand the best practices and contemporary issues of global sourcing and supply
	f. analyses big data for global sourcing and supply
	g. employ entrepreneurial concepts as a strategy in global sourcing and supply

Subject Synopsis/ Global business environments and internationalization strategies of firms **Indicative Syllabus** Role of government, regional economies and business-government • relationships International competitiveness of firms, industries and nations International purchasing and governance of transactions Foreign exchange risks in international business operations Development of global supply chains and sourcing strategies of firms International R & D, technology and business network development Supplier development in foreign markets Logistics management for global supply Integration of international value-chain functions Structural and cultural control in global business Global sourcing for effective supply chain management Best (relevant) practices of global sourcing and supply management Contemporary issues of global sourcing and supply management Leadership in making changes in relation to sourcing activities Big data analytics for global sourcing and procurement Eentrepreneurial concepts as a strategy in global sourcing and supply Teaching/Learning Lectures and discussion are used to introduce to students the concept, theory Methodology and applications of the topics. Students need to participate in class, seminar like discussion of selected topics / cases in detail and exploring context-specific issues. Students are encouraged to take an active role in all seminar discussions (and to some extent, the lectures!). **Assessment Methods in** Alignment with Specific assessment % Intended subject learning outcomes to be **Intended Learning** methods/tasks weighting assessed (Please tick as appropriate) Outcomes h d a c g ✓ 1. Coursework 50% ✓ ✓ 2. Final examination 50% **√** Total 100 % Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment: The assessment will be based on two components: a) A three-hour examination will contribute to a weight of 50% in the course. The objective of the examination is for students to review all concepts covered in the course one last time. b) Class discussion of cases, participation and presentation will in total contribute to a weight of the remaining 50% in the course.

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To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

Student Study Effort Expected	Class contact:		
	 Lectures / Tutorials 	39	Hrs.
	Other student study effort:		
	 Private studies, group presentation and individual written assignment 	87	Hrs.
	Total student study effort	126	Hrs.

Reading List and References

- 1. Weele, Arjan J. Van (2014), <u>Purchasing & Supply Chain Management</u>, Cengage Learning.
- 2. Fred Sollish & John Semanik (2011), <u>Strategic Global Sourcing Best</u> Practices, Wiley.
- 3. Robert J. Trent (2007), Strategic Supply Management, Creating the Next Source of Competitive Advantage, J. Ross Publishing.
- 4. Branch, A.E. (2009), <u>Global Supply Chain Management and International Logistics</u>, Routledge.
- 5. Cheng, L.K. and Kierzkowski, H. (Eds) (2001), <u>Global Production and Trade in East Asia</u>, Kluwer.
- 6. Cattaneo, O., Gereffi, G. and Staritz, C. (Eds.) (2010), <u>Global Value</u> Chains in a Postcrisis World, The World Bank.
- 7. Daniels, J.D., Radebaugh, L.H. and Sullivan, D.P. (2011), <u>International</u> Business, Pearson.
- 8. Dicken, P. (2007), <u>Global Shift: Mapping the Changing Contours of the</u> World Economy, Guilford Press.
- 9. Kotabe, M. and Helsen, K. (2010), <u>Global Marketing Management</u>, Wiley.
- 10. Lane, C. and Probert, J. (2009), <u>National Capitalisms</u>, <u>Global Production Networks</u>, Oxford University Press.
- 11. Trent, R.J. and Roberts, L.R. (2010), <u>Managing Global Supply Chain and Risk</u>, J.Ross.
- 12. Burt, David N., Dobler, Donald W., and Starling, Stephen L. (2004), World Class Management, the Key to Supply Chain, Mc Graw Hill.

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5037			
Subject Title	Project Management			
Credit Value	3			
Level	5			
Normal Duration	1-semester			
Pre-requisite / Co- requisite/ Exclusion	Nil			
Objectives	To provide the students a comprehensive overview and the fundamental concepts of project management, and an understanding on how project management can be used as a strategic tool to deliver business performance for organizations. To provide the students key components of project management, and practical methodologies in managing projects of different natures.			
	MSc in Global Business and Decision Analysis #3 Demonstrate understanding on the concepts of common decision-making models			
Intended Learning	Upon completion of the subject, students will be able to:			
Outcomes	Obtain the fundamental principles, concepts and techniques in project management.			
	b. Understand modern project management trend and methods.			
	c. Apply project management methodologies and techniques in enhancing business performance for organizations.			
	d. Recognize issues in a realistic project scenario.			
	e. Identify and use key performance metrics for measuring project success.			
Subject Synopsis/ Indicative Syllabus	 Definition and characteristics of a project, project success criteria, project life cycle, project management trade-off, and corporate social responsibility in project management 			
	 Project selection, and project portfolio evaluation 			
	 Project defining, project budgeting, and Work Breakdown Structure (WBS) 			
	 Project planning, project network, critical path method (CPM), and Gantt 			

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	charts							
	Resource management							
	 Risk management, PERT, and critical chain project management (CCPM) 							
	 Cost and time management 							
	 Project monitoring 	 Project monitoring and control 						
	 Project closure 							
	 Managing projection, 				-			project
	■ Project managem	nent software	tools					
Teaching/Learning Methodology	Lectures are designed to techniques in project mar	•	ic grou	nding i	n princ	iples, c	oncept	s and
	Tutorials provide the env the form of class discussi games, group project, and	ons, case anal	lyses, p	oroblen				_
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks					nes to		
			a	b	c	d	e	
	1.Continous assessment	50%	V	√	√	V	√	
	2. Final examination	50%	V	V	V	√	V	
	Total 100 %							
	Explanation of the appropriate and learning outcome. Continuous assessment of which can assess the studies principles, evaluate their methodologies/technique real business environment. Final examination will as principles, evaluate their independently.	onsists of coulents' understandility to apply and their about.	rse pro anding ly proje ility to ents' ur	in theo ect man recogn	d home ories, te nageme nize and	ework a chniquent I solve	ssignmes and	ment,
Student Study Effort Expected	Class contact:							
	■ Lectures / Tutorials 39 Hrs				9 Hrs.			

MSc in Global Business and Decision Analy	rsis 2024/25

	Other student study effort:			
	■ Readings	45Hrs.		
	 Assignments 	42Hrs.		
	Total student study effort	126 Hrs.		
	Larson, E.W. and Gray, C.F. (2017), Project Management Process. 7 th Edition. McGraw-Hill.	nt: the Managerial		
Reading List and References	Brown, K.A. and Hyer, N.L. (2010), Managing Projects: A Team-Based Approach. McGraw-Hill.			
	PMI. (2017), A Guide to the Project Management Body of Knowledge (PMBOK Guide). 6 th Edition. Newton Square, PA, USA.			
	Snyder, C. (2016), Microsoft Project 2016 for Dummies. Wiley.			
	Klastorin, T. (2011), Project Management, Tools and Trade-offs. 1st Edition. Pearson Learning Solutions. Goldratt, E.M. (2002), Critical Chain. 1st Edition. The North River Press, Great Barrington, MA, USA. Meredith, J.R. and Mantel, S. (2011), Project Management: a Managerial Approach. 8th Edition. John Wiley & Sons, Inc. Thomke, S. (2007), Managing Product and Service Development: Text and Cases. McGraw-Hill.			
	Lister, A. (2005), Project Planning and Control. Elsevier	Ltd.		

The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	LGT5046					
Subject Title	Contract Management					
Credit Value	3					
Level	5					
Normal Duration	1-semester					
Pre-requisite / Co-requisite/ Exclusion	Nil					
Objectives	To equip students with the knowledge, understanding, and practical application of the forms and management of the contractual relationships between the contracting parties, with the specific emphasis on the ways to realize the purchasing objectives through legal contracting, negotiation, management, and dispute resolution arising from contract.					
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):					
	MSc/PgD in Global Supply Chain Management					
	#3 Manage global sourcing and procurement					
Intended Learning	Upon completion of the subject, students will be able to:					
Outcomes	a. Recognize the common types of contracts and different stages of typical contract life cycle, from contract negotiation to its conclusion (the inception, administration, performance, and termination or renewal of contract);					
	b. Understand the key and salient legal issues and their implications relating to contract and contract law, with special focus within the spectrum of purchasing and procurement serving the typical functional area of purchasing in global supply chain management;					
	c. Understand the basic and salient legal issues and their implications relating to the sale and purchase contract, with special attention to codification (such as the Vienna Convention on International Sales of Goods (Vienna Convention));					
	d. Develop and review hands-on knowledge, understanding, and practical application of Contract Management and Enterprise Contract Management, including but not limited to the review of the contemporary framework and practices of Contract Management;					

- e. Comprehend the practical approaches, applications, and skills that are required for managing contracts from their inception (pre-contract negotiation) to the conclusion of the contract; organizing, discharging, and executing the duties and responsibilities in Contract Management; and finally resolving disputes between the contractual parties;
- f. Examine major issues of legal risk exposure and risk management under the contract management spectrum;
- g. Familiar with contract management to a level that is adequate for continued self-enhancement of knowledge and practical applications of this subject; and
- h. Explore and understand how emerging technologies (for examples, digitalization, blockchain, smart contract etc.) impose potential and apparent issues in managing contracts, particular maintaining the contractual relationships between the contracting parties.

Subject Synopsis/ Indicative Syllabus

Legal aspects of contracting (for legal protection to the contractual party):

- the common types of contracts, and different stages of typical contract life cycle (from contract formation to its conclusion (covering the inception, administration, performance and termination or renewal));
- the key and salient legal issues and their implications on contract and contract law (with special focus within the spectrum of purchasing and procurement serving the typical functional area of global supply chain management); and
- the critical and salient legal issues and their implications relating to the sale and purchase contract (with special attention to codification, like Vienna Convention).

Management aspects of Contract Management (for relationship cultivation, development, management, and maintenance between the contractual parties):

- Overview of the management of contract: understanding and the importance
 of contract management, general guidelines for contract management, major
 threats and critical success factors of contract management, and specific roles
 and responsibilities under contract management.
- Pre-Contract Negotiation: understanding, objectives and phases of contract negotiation, contract negotiation power and skills, roles of negotiator, and negotiation tactics.
- Contract Management Framework and Practices; contract management framework and (best) practices in contexts and actions.
- **Dispute Resolution and Management:** conflict and disputes, dispute handling, alternative dispute resolution, and dispute negotiation skills.

MSc in Global Business and Decision Analysis 2024/25 Current Issues of Contract Management: legal risks and management, legal remedies, standard form contract, relationship management, enterprise contract management software solutions, and emerging technologies (for examples, digitalization, blockchain, smart contract etc.) relevant to (best) practices of managing contracts on the one hand and maintaining contractual relationships between the contracting parties on the other. Teaching/Learning The lectures cover the basic concepts and application of contract (for legal protection) and contract management (for relationship management). Tutorial Methodology sessions, if any, allow students to discuss the lectures and present the application of different methods of contracting and to manage contracts in smaller groups. **Assessment Methods** Intended subject learning outcomes to be in Alignment with Specific assessment assessed (Please tick as appropriate) **Intended Learning** methods/tasks weighting **Outcomes** a b c d f h ✓ ✓ ✓ ✓ ✓ ✓ Coursework 50% Final 50% Examination

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

100 %

Total

	MSc in Global Business and Decision Analysis 2024/25 The achievement of the intended subject learning outcomes is depended on students' knowledge to master and comprehend the precise concepts of contract management (covering legal protection and relationship management between the contractual parties) on the one hand and the abilities to digest and apply contract management practically in the business and commercial environments on the other.				
	The coursework component is effective in assessing the students' abilities in applying contract management, which is needed as the basis to assess the three intended subject learning outcomes of this subject.				
	Written final examination is effective in assessing the overall knowledge of the entire coverage of both academic and practical application of contract management.				
	Not less than 10% of the course grade will be assigned to assess the learning outcome items (d) and (i) in the forms of individual and/or group assignments or one examination question in the final examination (to be decided by the subject lecturers).				
Student Study Effort	t Study Effort Class contact:				
Expected	Lectures / Tutorials (if any)	39 hrs.			
	Other student study effort:				
	Reading and self-study	45 hrs.			
	Preparation for coursework and final examination	42 hrs.			
	Total student study effort	126 hrs.			
Reading List and References	Recommended Reference Books:				
	 Siviglia, P. (2013) Commercial Agreements: A Lawyer's Guide to and Negotiating, Part I. Drafting Commercial Agreements, Chapte ABC's of Drafting (COMAGREE § 1:1) 				
	• Burt, D., Petcavage, S. and Pinkerton, R. (2010). 'Supply management'. 8th Edition, McGraw-Hill/Irwin.				
	• Oliver, D. (2010). 'How to negotiate effectively'. 3 rd edition, Koga	an Page.			
	 Saxena, A. (2008). 'Enterprise contract management. A practical guide to successfully implementing an ECM solution'. J. Ross Publishing Inc., Florid 				
	The Chartered Institute of Purchasing and Supply (2002), Project a Management, CIPS.	and Contract			

• Fuller G. (2001). 'Purchasing contracts – A practical guide'. Chandos Publishing, Oxford

- Costintino, C.A. and Merchant, C.S. (1996). 'Designing conflict management systems: A guide to creating productive and healthy organizations'. San Francisco: Jossey-Bass.
- Yarn, D. H. (1995). 'Dictionary of conflict resolution'. San Francisco: Jossey-Bass.

Recommended Journals:

- The International Association for Contract & Commercial Management
- National Contract Management Association Journal of Contract Management
- Institute for Supply Management Journal of Supply Chain Management

Legislations:

- Sale of Goods Ordinance (Cap 26) (Hong Kong)
- Uniform Commercial Code (U.S.)
- Vienna Convention on International Sales of Goods (International)

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5067
Subject Title	Intermodal Transport Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co- requisite/ Exclusion	Nil
Objectives	 the methods and tools for depicting and designing effective intermodal transport chains the evolution of supply chain, impact of ecommerce, globalization and other factors and trends on the intermodal transport the operations of intermodal transport and various concepts of freight transport chains the containerization and different intermodal transport equipment in intermodal transport the economic, political, regulatory, infrastructure and technological barriers to the adoption of intermodal transport and solutions latest strategies and case studies of intermodal transport in different industries and continents
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. demonstrate relevant knowledge and understanding of the concepts of intermodal transport and the business environment in which they operated; b. understand the current developments of relevant economic, political, regulatory, infrastructure and technological issues in relation to the operations and management of intermodal transport; c. design and evaluate intermodalism in an integrated form which reflects sound business practices; d. understand the use of different load units, handling equipment and transport modes in intermodal transport.

	MSc in Global Business ar							
Subject Synopsis/ Indicative Syllabus	 Introduction of the freight transport services Transportation modes, modal competition and modal shift Concepts of freight transport chains, including multimodal, intermodal, combined modal, co-modal, synchromodal transport Depicting the performance of intermodal transport Concepts of fitness and friction Intermodal transport and containerization Intermodal transport equipment Design of intermodal transport networks Challenges to the adoption of intermodal transport Modifying the supply chain to suit intermodal transport Modelling of intermodal system 							
Teaching/Learning Methodology	Lectures supplemented by class activities such as tutorials, seminar, case discussion, and presentations. In the lectures the general principles of the syllabus will be presented and developed. Students are expected to take an active part in the learning processes.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment weighting weighting be assessed (Please tick as appropriate)			nes to				
			a	b	c	d		
	Coursework	50%	√	√	√	√		
	Examination	50%	√	√	√	√		
	Total	100 %				•	•	
Student Study Effort	Class contact:							
Expected	Lectures / Tutorials						39	9 Hrs.
	Other student study effort	t:						
	Readings / Homewo	rk / Projects /	Case s	tudies			8′	7 Hrs.
	•							
	Total student study effort						120	6 Hrs.
Reading List and References	Recommended textbooks Reis, Vasco, Macario, Rosario, Intermodal Freight Transportation, Elsevier, San Diego, 2019							

 MSc in Global Business and Decision Analysis 2024/25
Monios, Jason, Bergqvist, Rickard, Intermodal Freight Transport and
Logistics, CRC Press, London, 2017
References
Rodrigue, Jean-Paul, Fifth Edition, The Geography of Transport Systems,
Routledge, New York, 2020
Rodrigue, Jean-Paul, Port Economics, Management and Policy, Routledge, New
York, 2021

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5073			
Subject Title	Risk Management in Operations			
Credit Value	3			
Level	5			
Normal Duration	One Semester			
Pre-requisite / Co-requisite/ Exclusion	None ISE548 Risk and Crisis Management			
Objectives	This subject seeks to develop the knowledge and analytical/practical skills necessary in organizations, with strong emphasis on operations management and quality management, for making risk management decisions to ensure business continuity through the application of the principles and practices of the full spectrum of entire risk management programme, covering risk management, business continuity (contingency) planning and crisis management.			
	This subject contributes to the following Intended Learning Outcomes for MSc in Operations Management:			
	• #2: Develop the specific operations management knowledge			
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. Analyze the inherent risks in businesses and operations by applying the correct and basic principles and fundamental understanding of risk and risk management. b. Comprehend the logical and sequential approach of risk management comprising identification, assessment (analysis and measurement), selection of risk management strategies, implement appropriate risk management solutions and actions, and finally measure and evaluate risk management performances. c. Use the correct risk management concepts to devise appropriate strategies and tactics for risk management, business continuity (contingency) plans, and crisis management plan. d. Be familiar with risk management in operations to a level that is adequate for continued self-enhancement of knowledge and practical applications of risk management, business continuity (contingency) planning and crisis management. e. Explore and understand how emerging technologies (for examples, artificial intelligence, blockchain, cloud computing etc.) lead to emerging risks, crises 			

MS	Sc in Global Business and D							
	managed by risk management, business continuity (contingency) planning							
	and crisis management respectively.							
Subject Synopsis/ Indicative Syllabus	Introduction and Understanding the Correct Principles and Concepts of Risks: origin of risk, definition of risk, elements of risk, risk and uncertainty, risk perception, risk exposure, risk response, classification of risk, sources of risk, causes of risk, typical organizational risks in businesses and operations, and supply chain risks. Fundamental of Risk Management: development of risk management, understanding of risk management, contributions of risk management, roles and responsibilities for risk management, and enterprise of risk management. Risk Management Process for Negative Risks: the logical and sequential steps of risk management process covering determination of risk management objectives (aligns with corporate objective), identification of all potential and inherent risks, assessment and evaluation of risk (including risk analysis, risk measurement and the use of risk matrix), selection of risk management strategies, identification of risk management actions (the logical steps to identify risk problems and root causes (risk factors and hazards) on the basis to determine the risk management actions), implementation of risk management actions, and finally the performance measurement of the effectiveness and efficiency of risk management actions. Risk Management Strategies and Techniques: risk management strategies for negative and positive risks, the corresponding techniques to manage negative risks, and the use of derivatives to hedge and manage speculative risks. Business Continuity (Contingency) Planning and Crisis Management: the extension of the entire risk management programme to cover business continuity (contingency) planning and crisis management. Risk Culture: national culture and organizational culture, chain effect of culture, overview of organizational culture and organizational culture, risk and organizational culture, risk and organizational culture, risk culture, and revisit of risk perception and risk attitude. Supply Chain Risk and Risk Management: fundamental of supply chain							
Teaching/Learning Methodology	Lecture: Learn academic concepts and practical techniques/methods of the entire risk management programme aims at allowing students to acquire the correct understanding of the principles and concepts of risk and risk management, and then putting and applying the academic concepts and practical applications of risk management, business continuity (contingency) and crisis management approaches, techniques and methods into contexts.							
	business continuity (continge	oursework and final examination: Learn to practically apply risk management, usiness continuity (contingency) and crisis management approaches, techniques and ethods, and to study selected topics in-depth.						
Assessment Methods in Alignment with Intended Learning	Specific assessment methods/tasks	% Weighting Intended subject learning outcomes to be assessed (Please tick as appropriate)						
Outcomes			a	b	c	d	e	
	Coursework	50%	✓	✓	✓	✓	✓	

MSc in Global Business and Decision Analysis 2024/25 Final Examination 50% 100 % Total Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Since the course focuses on risk management in operations, case analysis and learning from practical and work-based experiences forms an important constituent of students' learning and assessment. The coursework assesses the abilities of students to understand, comprehend and apply the knowledge and skills in risk management, together with business continuity (contingency) planning and crisis management, to reinforce and apply the academic principles/concepts and practical applications learnt during the lectures that enable their applications in real-life operational and commercial situations. The final examination tests the abilities of the students to understand and comprehend all basic concepts, knowledge, techniques and methods of risk management, business continuity (contingency) planning and crisis management; and also their abilities of the students to apply all basic skills to resolve the case analysis and problems in risk management, business continuity (contingency) planning and crisis management. To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge. Class contact: **Student Study Effort Expected** Lectures / tutorials (if any) 39 hrs. Other student study effort: Self-study for preparing lectures, tutorials (if any) and final 45 hrs. examination Preparation of coursework 42 hrs. 126 hrs. Total student study effort **Reading List and Recommended Reference Books:** References • Blunden, T & Thirlwell, J. (2010). Mastering operational risk. Harlow, England, New York: Financial Times Prentice Hall. • Devlin, E.S. (2007) Crisis management planning and execution. Boca Raton, FL: Auerbach Publications, c2007. • Haimes, Y. Y. (2004) Risk Modeling, Assessment and Management. New York: Wiley. • Handfield, R.B. & McCormack, K. (ed.) (2008) Supply chain risk management: Minimizing disruptions in global sourcing. Boca Raton, Fla.: Auerbach Publications. • Hubbard, D.W. (2009) The failure of risk management: Why it's broken and

how to fix it. Hoboken, N.J.: J. Wiley & Sons.

- Oliver, E.C. (2011). Catastrophic disaster planning and response [electronic resource]. Boca Raton: CRC Press.
- Trim, P.R.J. & Caravelli, J. (ed.) (2009). *Strategizing resilience and reducing vulnerability*. New York: Nova Science Publishers.

Recommended Journals:

- International Journal of Risk Assessment and Management
- Journal of Risk and Financial Management
- Risk Management in Financial Institutions
- Journal of Business Continuity & Emergency Planning
- Institute of Risk Management (IRM)
- The Public Risk Management Association, US (PRIMA)
- The Public Risk Management Association, UK (ALARM)
- Association of Insurance and Risk Managers

Recommended International Standard:

ISO3100 (2018) Risk Management

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5083					
Subject Title	Digital Procurement Management and Analytics					
Credit Value	3					
Level	5					
Normal Duration	1-semester					
Pre-requisite / Co- requisite/ Exclusion	Nil					
Exclusion	LGT5032 Strategic Procurement Management					
Objectives	This course offers not only academic knowledge but also practical frameworks of procurement and supply chain management to equip supply chain practitioners with necessary skills and industry connections that are directly applicable to their future careers. The objectives of the course are:					
	1. Equip participants with essential knowledge and foundational principles that are critical in the field of supply chain and procurement.					
	2. Provide understanding of current operational and technological trends in the procurement field, enabling participants to stay ahead in a rapidly evolving microand micro-economics.					
	3. Engage participants in collaborative projects, allowing them to apply what they have learned in real-world scenarios and overcome challenges as a team.					
	4. Offer a platform for participants to engage directly with industry experts, learning from their experiences, challenges, and lessons learned.					
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):					
	MSc/PgD in Global Supply Chain Management #3 Manage global sourcing and procurement					
Intended Learning Outcomes	Upon completion of the subject, students will be able to:					
	A. Demonstrate a comprehensive understanding of the essential knowledge and foundational principles in supply chain and procurement, such as sourcing and category management, negotiation, cost management, supply chain risk management, supplier relationship management, sustainable sourcing, enabling them to effectively					

- contribute to strategic decision-making in their current/future organizations
- B. Analyze and interpret market trends and apply these insights to enhance their procurement strategies
- C. Develop the ability to leverage procurement technology advancement to make informed, data-driven decisions that optimize procurement process, reduce costs and improve overall supply chain efficiency
- D. Apply theoretical and practical knowledge and skills in collaborative projects, successfully navigating real-world challenges and developing executable solutions that can be implemented within a professional environment
- E. Start building a supply chain network with industry practitioners and integrate lessons learnt and strategic considerations into their own professional practices

Subject Synopsis/ Indicative Syllabus

The below will be taught in a combination of lectures, in-class discussions and simulation games, and guest speaker sharing (from renowned large-scale enterprises in Hong Kong).

- 1. Introduction
 - a. Procurement as a Key Component of Supply Chain
 - b. Strategic Procurement Management
 - c. Procurement Operating Model
 - d. Government and Commercial Procurement
- 2. Category Management
 - a. Category Management
 - b. Spend Analysis
 - c. Strategic Sourcing
- 3. Supplier Lifecycle Management
 - a. Supplier Lifecycle Management
 - b. Supplier Segmentation & Qualification
 - c. Supplier Performance Management
 - d. Supplier Risk Management
- 4. Cost Management
 - a. Introduction of Cost Management
 - b. Price/Cost Analysis Techniques
 - c. Collaborative Cost Management
- 5. Sustainable Procurement
 - a. Introduction of Sustainable Supply Chain
 - b. Key Considerations of a Sustainable Supply Chain
 - c. Integrate Sustainability into Procurement Cycle
 - d. Major Global requirements & Regulations
- 6. Negotiation
 - a. Introduction of Negotiation
 - b. Negotiation in Strategic Procurement
 - c. Negotiation Tactics
 - d. Negotiation Style
 - e. How to Spot a Liar
- 7. Procurement Transformation
 - a. Why Procurement Transformation
 - b. Transformation Process
 - c. Procurement Transformation Case Study

MSc in Global Business and Decision Analysis 2024/25 8. Procurement Technologies Market Players and System Implementation a. How to Kick-off the Digital Transformation Journey b. IT System Selection and Implementation c. Typical players and value proposition 9. The Future of Procurement a. Future Procurement Trend b. AI Application on Procurement 10. Resilient Supply Chain a. Supply Chain Risk Management b. Identification and Evaluation of Key Risk Domains c. Implementation Strategies **Teaching and Learning Methods:** Teaching/Learning The above course objectives will be achieved through a participative Methodology approach. Students are expected to assume a very active role in the learning process and the role of the lecturer will be one of the facilitators. Specifically, students are: 1) encouraged to think of real-life examples and discuss their management implications with peers in the class and with the lecturer; 2) expected to learn from lectures, group discussions, case studies, and interactions with the lecturer and among themselves; 3) required to review current supply management related articles to enhance their understanding of the digital procurement management; 4) given case studies to understand the important concepts and topic areas covered in the course. At the end of the course, students are expected to have a clearer understanding of how digital procurement works in real-life business scenarios. The teaching method will be a combination of lecture, class discussion and guest speaker sharing. Lectures will be delivered to introduce students into the foundation of "Digital Procurement Management and Analytics" and an analytical framework for the subject. Class discussion will be used as a vehicle to exchange experiences and ideas in the subject matters. Assigned readings and analytical case studies will be used to consolidate and develop the students' knowledge, skills, and desire in the subject. **Assessment Methods in** Alignment with Specific assessment % weighting Intended subject learning **Intended Learning** methods/tasks outcomes to be assessed (Please **Outcomes** tick as appropriate) b c d e **Course Work**

MSc in Global Business and Decision Analysis 2024/25 30% Individual assignment 20% Quizzes **√ ✓** Class performance 10% Case study (Team 40% **✓** project presentation + individual exercise) 100 % Total To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Individual assignment (30%), quizzes (20%) and class performance (10%) will in total contribute to a weight of the remaining 60% in the course. Case study with Team Project Presentation and individual exercise will contribute to a weight of 40% in the course. The objective is for students to review all concepts covered in the course one last time. Guidelines to Team Project Presentation: The objective of the team project presentation is to help students organize and apply the ideas and concepts learnt from the course in real life settings. The class is to be divided into teams of 3-5 students in each team. All members in the team are expected to be present in their presentation week for assessment purpose. The week of presentation will be informed to students on or before the 8th lecture of the new semester. Team *projects are due for submission* one week on or before the presentation week. If any individual has not contributed for the team works, s(he) should not append his/her name to the project presentation and report, but submit a separate report on their own. It will also be the team's responsibility to ensure that this happens. Each team member must contribute to the analysis leading to the assessed works in the course. **Student Study Effort** Class contact: **Expected** Lectures / Tutorials 39 Hrs.

Other student study effort:

MSc in Global Business and Decision Analysis 2024/25 87 Hrs. Revision, doing exercises and cases 126 Hrs. Total student study effort **Reading List and** Schnellbächer, Wolfgang, Weise, Daniel (2020), Jumpstart to Digital References Procurement: Pushing the Value Envelope in a New Age, Springer Authors: Schnellbächer, Wolfgang, Weise, Daniel Alexander Batran, Agnes Erben, Franziska Sperl, Ralf Schulz (2017), Procurement 4.0: A Survival Guide in a Digital, Disruptive World Hardcover, Campus Chaffey, Hemphill & Edmundson-Bird, 7th Edition (2019), Digital Business and E-Commerce Management, 7th Edition, Pearson Weele, Arjan A.J. (the latest edition), *Purchasing and Supply Chain* Management, Cengage Learning. Burt, D.N., Dobler, D.W., and Starling, S.L. (the latest edition) World Class Supply Management: The Key to Supply Chain Management, McGraw Hill. Cousins, P., Lamming, R., Lawson, B., and Squire, B. (the latest edition), Strategic Supply Management: Principles, Theories and Practices, Prentice Hall/ Financial Times, Harlow, England. Cox, A., Sanderson, J. and Watson, G. (the latest edition), *Power Regimes:* Mapping the DNA of Business and Supply Chain Relationships, Earlsgate Press. Erridge, A., Fee, R. and Mcllroy, J. (Eds.) (the latest edition), *Best Practice* Procurement: Public And Private Sector Perspectives, Gower. Lamming, R. and Cox, A. (the latest edition), Strategic Procurement Management, Earlsgate Press. Luo, Y. (the latest edition) Guanxi and Business, World Scientific, Singapore. Porter, M. (the latest edition), *Competitive Advantage*, Free Press. Saunders, M. (the latest edition), Strategic Purchasing and Supply Chain Management, Prentice Hall. Wincel, Jeffrey (2004) Lean Supply Chain Management: a handbook for

strategic procurement, New York NY: Productivity Press.

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Г						
Subject Code	LGT5101					
Subject Title	Statistics for Management					
Credit Value	3					
Level	5					
Normal Duration	1-semester					
Pre-requisite / Co-requisite/ Exclusion	Nil					
Objectives	 To introduce students to statistics as a tool for data preparation and analysis. 					
	 To impart on students the concepts, theories and techniques of a variety of statistical methods. 					
	To develop students' ability and confidence in the use of statistics for preparing and analyzing data to support management decision making.					
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):					
	MSc in Global Business and Decision Analysis					
	■ #2 Apply quantitative methods and emerging analytics tool					
	MSc in Operations Management #2 Develop the specific operations management knowledge					
Intended Learning	Upon completion of the subject, students will be able to:					
Outcomes	a. Able to use statistics for preparing and analyzing data to support management decision making					
	b. Understand the concepts, theories and techniques of a variety of managerial statistics					

	MSC III Global Business and Decision Analysis 2024/25
Subject Synopsis/ Indicative Syllabus	Data Representation Frequency distribution; histogram; other graphical methods.
	Statistical Measures Measures of central tendency; measures of variability; measures of shape.
	Probability Concepts Sample space; simple and compound events; probability laws; random variables.
	Statistical Distributions Discrete distribution; Continuous distribution; Binomial, Normal and other distributions and their characteristics.
	Sampling Theory Sampling distributions; central limit theorem.
	Estimation Point and interval estimates; confidence intervals; significance level.
	Tests of Hypothesis Null and alternative hypotheses; sample size; type I and type II errors. Inference about a population; Inference about comparing two populations; T-test.
	Analysis of Variance
	One-way analysis of variance
	Linear Regression and Correlation Least squares method; coefficient of correlation.
	Multiple Regression Applications of multiple regression equation; inferences about parameters.
Teaching/Learning Methodology	Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to solve various applied statistical problems in the form of exercise and case study. The use of relevant software such as Excel, STATA, and Python will be introduced and encouraged.

	MSc in Global Business and	d Decision Ai	nalysis	2024/2	25			
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes be assessed (Please tick as appropriate)					
			a	b				
	Continuous Assessment	50 %	✓	✓				
	Examination	50 %	✓	✓				
	Total	100 %		I				
	intended learning outcomes: Students need to do a group case study, testing whether they know how to apply the theories learnt to some real life situations. Mid-term test and examination are also required to test their understanding and familiarity with the knowledge.							tion
Student Study Effort	Class contact:							
Expected	 Lectures / Tutorials 					39 Hrs.		
	Other student study effort:							
	 Reading and doing exercises 					87 Hrs.		
	Total student study effort					126 Hrs.		

Reading List and
References

OpenIntro Statistics 3rd Edition

(https://www.google.com.hk/?gws_rd=ssl#q=OpenIntro+Statistics+(Third+Edition))

Statistics. Penn State Online.

(https://onlinecourses.science.psu.edu/statprogram/programs)

Levine, D.M., Stephan, D.F. and Szabat, K.A., *Statistics for Managers Using Microsoft Excel*, 9th edition, Pearson, 2020.

McClave, J. T., Benson, P. G. and Sincich, T.T., *Statistics for Business and Economics*, 14th edition, Pearson, 2019.

Gerald, K., *Managerial Statistics: abbreviated*, 9th edition, Australia: South-Western, 2012.

Hair, J.F. et al., Multivariate Data Analysis, 7th edition, Pearson, 2006.

Journal of the American Statistical Association

Journal of the Royal Statistical Society

The Statistician

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5102
Subject Title	Models for Decision Making
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	MGT532 Deterministic Operations Research
Objectives	 To introduce students to the methodology of management science as a scientific approach to turn data into insight for managerial decision making. To impart to students the concepts, theories and techniques of a variety of management science methods. To develop students' ability and confidence in management science methods for solving management decision problems. This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):
	MSc in Global Business and Decision Analysis #3 Demonstrate understanding on the concepts of common decision-making models
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. Understand the methodology of management science as a scientific approach to turn data into insight for managerial decision making. b. Understand the concepts, theories and techniques of a variety of management science methods. c. Develop the ability and confidence in management science methods for solving management decision problems.
Subject Synopsis/ Indicative Syllabus	Introduction Applications and impact; nature of management science; history; rise of business analytics; modeling approach; useful spreadsheet tools. Linear Programming Formulation; graphical solution; simplex algorithm; sensitivity analysis; solver table; 100% rule; applications. Integer Programming

MSc in Global Business and Decision Analysis 2024/25 Formulation; Branch and Bound method; applications. **Network Models** Transportation and assignment application; network flow problems. **Queueing models** Examples of queueing systems; simulation example; performance measures; Little's law; single server models (M/M/1, M/D/1, G/G/1); multiple server models (M/M/s) and qualityefficiency regime; priority models; economic analysis. **Spreadsheet modeling in practice** Process of spreadsheet modeling; guidelines for good spreadsheet model; methods for testing spreadsheet models. **Case Study** Application of management science models in real-life managerial decision making. Teaching/ Concepts and techniques will be introduced through lectures. Students are required to apply Learning the knowledge and skills to analyse and solve various realistic management science Methodolo problems in the form of case study. The use of relevant computer package will be encouraged. gy Assessmen t Methods Alignment with Intended Learning **Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
	•	a	b	c			
Continuous Assessment*	100 %						
Attendance and class participation	10%	√	✓	✓			
2. Assignment, quiz, case study, etc.	20 %	>	√	√			
3. Term project	30%	✓	✓	✓			
4. Comprehensive test	40 %	✓	✓	✓			
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Coursework includes homework assignments, class participation, test(s), term project/group case study, etc. Through term project, students learn to apply the theories to some real life situations. Comprehensive test is also required to test their understanding and familiarity with the knowledge. *Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer. To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge. Student Class contact: Study **Effort** Lectures / Tutorials 39 Hrs. **Expected** Other student study effort: Revision, doing exercises and cases 87 Hrs. Total student study effort 126 Hrs. **Reading List and** Reading List & References References F.S. Hillier and M.S. Hillier, Introduction to Management Science, latest edition, McGraw Hill Hillier, F.S. and Liebermann, G.J., Introduction to Operations Research, latest ed., McGraw-Hill. Winston, W.L., Operations Research: Algorithms and Applications, latest ed., Duxbury Press. **Journals** Informs Journal on Applied Analytics (formerly, Interfaces) OR/MS Today

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5105						
Subject Title	Managing Operations Systems						
Credit Value	3						
Level	5						
Normal Duration	1-semester						
Pre-requisite / Co-requisite/ Exclusion	Nil						
Objectives	This subject introduces both philosophy and techniques of operations management to students. The course content is designed to help students understand basic concepts, learn about basic tools in operations management, understand the rationale behind the scientific methods used in daily management, and gain insights into designing and managing operations systems in practice.						
	This subject contributes to the following Intended Learning Outcomes for the following programme(s):						
	MSc/PgD in Global Supply Chain Management #2 Build up operations and logistics concepts						
	MSc in Operations Management #1 Solve business problems						
Intended Learning Outcomes	Upon completion of the subject, students will be able to:						
	(a) understand the terminology and basic concepts of operations management						
	(b) understand some basic data science and modelling approaches for operations management						
	(c) build basic quantitative models that can be used for decision-making in operations management; be aware of the assumptions and limitations of the models						
	 (d) apply these models to solve practical management issues and develop critical and creative thinking in analyzing and solving real-life problems (e) beware of ethical issues in business 						
	(e) beware of ethical issues in business						

Subject Synopsis/ Indicative Syllabus

Introduction to Operations System

Concepts, the operations functions and its relation with other business functions, particularly, the strategic importance of operations management.

Business Process Design and Reengineering

Process concepts; process design methods; process effectiveness and efficiency; business process reengineering.

Forecasting

Objective of forecasting; logic of forecasting; qualitative and quantitative methods for forecasting; measurement and monitoring of forecasting systems; use of machine learning techniques in forecasting.

Capacity Planning

Strategic capacity planning; equipment management; concept of total cost of ownership; volume analysis; breakeven models; decision tree analysis.

Service Processes and Queueing Systems

Characteristics of service processes, service system design, examples of queueing systems; performance measures; single/multiple servers models; priority rules; economic analysis.

Inventory Management

Functions and costs of inventory management; ABC analysis; economic ordering quantity model; vendor managed inventory system; inventory replenishment systems.

Quality Management, Quality Control, Just-in-Time and Lean Operations

Total quality management; quality measurement; quality cost; quality inspection; statistical quality control; Philosophy and concept of JIT systems; pull versus push production systems; lean operations.

Supply Chain Management

Concept of supply chain management; information coordination; cost and benefit of postponement; quick response; worldwide sourcing.

Project Management

Project and its working team; project break down; Gantt charts; project time and cost; critical tasks in projects, critical path method.

Sustainable and Socially Responsible Operations

Ethical issues in operation management; codes of ethics; worker safety; product safety; the environment and quality; employees' rights; closing facilities; socially responsible operations.

Data-driven Operations Management

Introduction of big data concepts and applications, data-driven operational decision-making, artificial intelligence and machine learning.

Industry 4.0 and Sharing Economy

MSc in Global Business and Decision Analysis 2024/25 Industry 4.0; new technologies including Blockchain in operations management; features of various sharing business models; the opportunities and challenges in these new models. Teaching/Learning Lectures are designed to provide a basic grounding in principles, concepts and Methodology techniques in operations management. Tutorials provide the environment and means for student-centered learning, in the form of class discussions, case analysis, classwork exercises, and experience sharing. Students are required to apply the knowledge and skills to analyse and solve various realistic operations management problems in assignments, case studies, and exams. **Assessment Methods in** Alignment with Specific assessment % Intended subject learning outcomes to **Intended Learning** methods/tasks weighting be assessed (Please tick as appropriate) **Outcomes** d b a c e ✓ ✓ **√** ✓ ✓ 1. Coursework 50 % ✓ ✓ 50 % 2. Examination 100 % **Total** Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Students need to do assignment(s) and a group case study/project, testing whether they know how to apply the theories learnt to some real-life situations. Mid-term test and examination are also required to test their understanding about the knowledge and their ability to apply the techniques independently. To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge. **Student Study Effort** Class contact: **Expected** Lectures / Tutorials 39 Hrs. Other student study effort: 87 Hrs. Reading and doing exercises

	MSc in Global Business and Decision Analysis 2024/25 Total student study effort	126 Hrs.					
Reading List and References	ng List and Books ences						
	Jacobs, F. R., and Chase, R. B., (2021), Operations and Supply Chamanagement, 16th ed., McGraw-Hill. Anupindi, R., et. al. (2012), Managing Business Process Flows – Principle Operations Management, 3rd ed, Prentice Hall Cachon, G. & Terwiesch, C. (2013), Matching Supply with Demand (3rd ed)						
	McGraw-Hill. Cheng, T.C.E. and Podolsky, S. (1996), Just-in-time Manufacturin Introduction, Chapman & Hall. Klassen, R. D., Menor, L. J. (2006), Cases in Operations Management publication,						
	Johnston, R. (2003), Cases in Operations Management, Hall.	Finance Times Prentice					
	Russell R.S. and Taylor B.W., <i>Operations Management</i> , latest ed., Prentice Hall. Stevenson W.J., <i>Operations Management</i> , latest ed., McGraw Hill.						
	Journals Management Science						
	Journal of Operations Management Manufacturing & Service Operations Management						

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	LGT5109				
Subject Title	International Operations Management				
Credit Value	3				
Level	5				
Normal Duration	1-semester				
Pre-requisite / Co- requisite/ Exclusion	il				
Objectives	This subject examines the impact of the international political, economic, monetary and culturalroles on the functions of operations management. For the operational aspects, special emphasis will be made on the orchestration of the business operational activities in a global value-chain for sustaining competitiveness.				
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):				
	MSc in Global Business and Decision Analysis				
	#4 Apply decision tools/models to analyse global business problems (Learning objective 4a)				
	MSc/PgD in Global Supply Chain Management				
	2 Build up operations and logistics concepts				
	MSc in Operations Management #1: Solve business problems				
Intended Learning	Upon completion of the subject, students will be able to:				
Outcomes	 a. Properly understand the operations management issues in business internationalization as well as global value-chain for sustaining competitiveness. 				
	 Understand the applications and implications of technologies in the international business environment 				
	c. Demonstrate how to solve business management issues by appropriately applying operations management theory and method to improve operations competitiveness in a global business environment.				

	MSc in Global Business and Decision Analysis 2024/25
	d. Understand how to adjust the product global supply chain management according to different regional business environments
	e. Correctly identify the operations issues when conducting production or providing service in different countries
Subject Synopsis/	International Operational Environments
Indicative Syllabus	 Globalization of industries and forms of international business
	 Political and macro-economic environments of international business and their impact on the business operation
	 Cultural and social norm and their impact on the business operation
	 Monetary and exchange rate and their impact on the business operation
	 Technology and their impact on the business operations
	Global Integration and Competitiveness
	 Global value chain view of the international operations
	 International operations strategy and firm competitiveness
	■ International market entry consideration
	Orchestrating Firm Value-chain Functions in the International Marketplace
	 International market and pricing issues
	Foreign exchange risk and international procurement
	Outsourcing and contract manufacturing services
	 Managing for quality in international operations
	Global distribution and customer service management
	Facility location for integrated global operations
	 Sustainability issues in global operations
	-
Teaching/Learning Methodology	Lectures will be used to introduce students to relevant concepts and their applications in international operations decisions. In tutorials, students will be required to produce in-depth analysis of relevant cases and take responsibility to explore context-specific knowledge in the field.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment weighting Intended subject learning outcome assessed (Please tick as appropria							
outcomes			a	b	c	d		
	Coursework*	60%	✓	√	✓	✓		
	Final exam	40%	✓	√		✓		
	Total	100 %		•	•		_	
	*Coursework may include case studies, group projects, and individual assignments To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.							
Student Study Effort Expected	Class contact:							
	Teaching and class discussion					39Hrs.		
	Class presentation and after class discussion					26Hrs.		
	Other student study eff							
	■ Reading					32Hrs.		
	■ Course work					42Hrs.		
	Total student study effort					126Hrs.		
Reading List and References	Berger, S. and Lester, R.K., Made by Hong Kong, Oxford University Press, 1997. Daniels, J.D. and Radebaugh, L.H., International Business, Prentice Hall, 2003 Ernst, R., Kouvelis, P., Domier, P-P and Fender, M., Global Operations Management and Logistics, Wiley, 1998. Flaherty, M.T., Global Operations Management, McGraw Hill, 1996. Glasse, J., Supply Chain Management in China, Financial Times Retail & Consumer, 1999. Lasserre, P. and Schütte, H., Strategy and Management in Asia Pacific, McGraw Hill, 1999. Plenert, G.J., International Operations Management, Copenhagen Business School Press, 2002.							

Trockel, G.F.W. (ed.), New Trends in Distribution Logistics, Springer-Verlag, 2000.

Yeung, H. W-C (ed.), The Globalisation of Business Firms from Emerging Economies, Elgar, 1999.

Journals

Columbia Journal of World Business

International Journal of Operations and Production Management

International Journal of Production Economics

Journal of Asian Business

Journal of International Business Studies

Journal of World Business

Long Range Planning

Management International Review

Production and Operations Management

Sloan Management Review

Strategic Management Journal

Supply Chain Management Review

The Journal of Supply Chain Management

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5122
Subject Title	Applications of Decision Making Models
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co- requisite / Exclusion	Preferably with knowledge of LGT5102 "Models for Decision Making", yet without it will not be a problem.
Role and Purposes	To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods.
	To develop students' ability and confidence in solving management decision problems, particularly paying attention to the practical considerations.
Intedned Learning	Upon completion of the subject, students will be able to:
Outcomes	a. Understand the range of practical application of management decision analysis techniques, the characteristics of successful application, and the limitations of the techniques.
	b. Develop skills in analyzing complex operations problems, using quantitative techniques as appropriate.
	c. Tackle a management decision situation from different angles of view, hence develop the creative thinking and be more critical to evaluate the outcomes of different decisions.
Subject Synopsis/	Decision scope: find out a clear scope of decision required.
Indicative Syllabus	How to evaluate different decisions: identify the objectives; there may be conflicting objectives.
	Model the situation: search for appropriate analytical or heuristic methods to solve the problem; understand the limitations of each method.
	Analysis of results: cost and benefits analysis; sensitivity analysis.
Teaching/Learning Methodology	Mainly through small group discussions. Students will be guided throughout the discussion process, particularly addressing on the following issues:
	1. How to start to tackle a complicated situation?
	2. How to understand the data given and link up the relationship among data?
	3. Point out mistakes when applying different methods.
	4. How to apply what they have learnt in other subjects to a real situation?

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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c				
	Continuous Assessment*	100%							
	Case studies	60%	✓	✓	√				
	Class participation	40%	✓	✓	✓				
	Total	100 %							
	*Weighting of assessment a	methods/tasks in o	continuo	us asses.	sment m	ay be d	ifferent, s	subject to	
	To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.								
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:								
	This subject will be deal undergoing this process. Therefore performance is and is allocated with the prepare every case befor there will also be 3 group	s, with guidance in class through e most major pare attending each	e. There participe the participe rt in the session	e is no pating in assessing the contraction of the	examin discus ment. S	nation ssion is tudents	in this most in are exp	subject. nportant ected to	
Student Study Effort Expected	Class contact:								
Zapecteu	Small group discussions					26 Hrs.			
	Lectures	• Lectures					13 Hrs.		
	Other student study effort:								
	 Preparation for lecture 	Preparation for lectures					4	45 Hrs.	
	 Preparation for assignment / group project and presentation 					42 Hrs.			
	Total student study effort 126					26Hrs.			
Reading List and References	Operations (The Ivey Ca	Cases in Operations Management: Building Customer Value Through World-Class Operations (The Ivey Casebook Series) (2005), Sage Publications, Inc. Yin, R.K. (2014), Case Study Research: Design and Methods, Sage Publishing							
	Rohlfing, I. (2012), Case Studies and Causal Inference, Palgrave.								

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Rajnikanth D. (ed.) (2009), Case Studies on Decision Making, IBS Case Development Centre.

Klassen, R. D., Menor, L. J., Cases in Operations Management, Sage publication, 2006

Journals

Asia Pacific Journal of Operational Research

Decision Sciences

European Journal of Operational Research

IIE Transactions

Interfaces

Journal of the Operational Research Society

Management Science

Naval Research Logistics

Omega - International Journal of Management Science

Operations Research

OR Insight

OR/MS Today

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5137
Subject Title	Lean Six Sigma and Quality Management Techniques
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	The objectives of this subject mainly cover the following:
	1 To comprehend and master the leading and prominent quality management technique of Lean Six Sigma, which combines two most powerful quality management techniques, namely Lean Manufacturing/Management that aims at eliminating wastes and non-value-added activities as well as Six Sigma that focuses on reducing defects.
	2 To provide students with a focused and systematic approach to adopt and apply Lean Six Sigma and other quality management techniques and methodologies to satisfy and serve the purposes and objectives of quality management.
	3 To develop students with hands-on knowledge and ability to familiarize themselves with Lean Six Sigma techniques and methodologies that cover the unique, logical, sequential, and scientific steps of Define, Measure, Analyse, Improve, and Control (DMAIC) for operational and process improvement to eliminate both waste/non-value-added activities and defects arising from operational and process problems and corresponding root causes due to inferior and sub-optimal operations and processes.
	4 To develop students with ability to identify and develop the opportunities for operational and process improvements in business, manufacturing, and service environments through adopting and applying Lean Six Sigma and other quality management techniques, such as Voice of Customer, Kaizen, etc., for quality management, customer satisfaction, organizational performance, business excellence, and continuous improvement.
	This subject contributes to the following Intended Learning Outcomes for the following programme(s):
	MSc in Operations Management #2: Develop the specific operations management knowledge.

Intended Learning Outcomes

(*Note 1*)

Upon completion of the subject, students will be able to:

- a. apply Lean Six Sigma, quality management techniques, and other relevant operational, process, and continuous improvement techniques and methodologies to identify, tackle, analyse, and resolve problems and their corresponding root causes to improve operations and processes through elimination of wates and non-value-added activities as well as reduction of defects.
- b. develop the ability to adopt and apply new techniques and methodologies to synthesise new knowledge and skills in quality management and continuous improvement focusing on operations and processes.
- c. analyse the basic business and operational data using quality management techniques and methodologies, especially in the case of Lean Six Sigma, in a systematic way.
- d. cooperate efficiently and effectively in project improvement team to apply quality management tools, techniques, and methodologies to accomplish and attain pre-determined objectives and goals in quality management, customer satisfaction, organizational performance, business excellence, and continuous improvement.
- e. identify the opportunities for operational and process improvements in business, manufacturing, and service environments through applying Lean Six Sigma and other quality management techniques, such as Voice of Customer, Kaizen, etc., to achieve continuous improvements in these areas through continuous incremental changes and breakthroughs in operations and processes.
- f. explore and understand the impacts of emerging techniques (for examples, artificial intelligence, blockchain, etc.) on quality management in Quality 4.0, and how these emerging technologies are related to the improvement projects of Lean Six Sigma and quality management techniques and methodologies.

[Note: Students who completed and passed this subject are eligible to apply for any one of the following professional qualifications with Six Sigma Institute (Hong Kong) (SSI)::

 Lean Six Sigma Green Belt Certificate (LSSGBC) and Registered Lean Six Sigma Green Belt Professional Qualification (RLSSGB), or

- 2.1. Six Sigma Green Belt Certificate (SSGBC) and Registered Six Sigma Green Belt Professional Qualification (RSSGB) and
- 2.2. Lean Leader Certificate (LLC) and Registered Lean Leader Professional Qualification (RLL), and exemption of Module 2: Lean Transformation Methods of Lean Specialist Certificate.
- 3. After student obtained the professional recognitions and qualifications of Registered Lean Six Sigma Green Belt Professional Qualification (RLSSGB) per point 1 above or Registered Six Sigma Green Belt Professional Qualification (RSSGB) per point 2 above, student is also eligible to apply for Certified Six Sigma Green Belt Professional Qualification with the China Association for Quality (CAQ) under the mutual recognition between SSI and CAQ.

Furthermore, if student also completed and passed LGT5111 Practice of Operations Management, the student is further eligible to apply for (1) Lean Six Sigma Black Belt Certificate (LSSBBC) with SSI to pursue (2) Registered Lean Six Sigma Black Belt Professional Qualification (RLSSBB) with SSI, and can further eligible for (3) Certified Six Sigma Black Belt Professional Qualification with CAQ.

Subject Synopsis/ Indicative Syllabus

(Note 2)

<u>Fundamental Concept and Application – The Foundation and Fundamental of Quality Management and Quality Management Techniques</u>

- Basic Premise of Product and Service Quality (the purpose of quality management to satisfy customer)
- Quality Management and Quality Management Framework (the trilogy covering quality management infrastructure, quality management practices, and quality management tools and techniques)
- Cost of Quality Concept (the correct and precise understanding of the cost of quality "Quality is Free")
- Kaizen Continuous Improvement for Sustainable Success (continuous operational and process improvements in daily operations, common sense, simple, straightforward, less cost, and collectively high success rate)
- Voice of Customer Relentlessly Customer-Focused by Quality Management (identification and determination of the "critical-to-quality" as the basis to identify and develop operational and process improvement projects)

<u>Lean Six Sigma Methodology – The Business Framework for Close to Perfect</u> with Minimum Wastes and Non-value-added Activities

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- Explanation, motivation, rationale, development, and understanding of Lean Six Sigma the combination of Lean and Six Sigma (the combined purposes of Lean Six Sigma to eliminating wastes and non-value-added activities on the one hand and reducing defects on the other)
- Structure and responsibilities of the martial art structure of Lean Six Sigma project team
- DMAIC methodology its unique features, steps, and techniques applied by Lean Six Sigma for process analysis and improvement (cover process mapping, problems and corresponding root causes identification and analysis, problem and corresponding root causes solving methods, customer value analysis, etc.)
- Basic statistical tools for Lean Six Sigma

<u>Quality Management Tools and Techniques of Quality Management and Lean Six Sigma – The Need for Performance Measurement System by Statistical</u>
Analysis and Teamwork

- The classical tools for quality management and Lean Six Sigma
- Measurement System Analysis
- SIPOC and Process Mapping
- Value Stream Mapping
- Process Capability
- Statistical Process Control and Control Chart

Emerging Technologies and Quality Management Techniques

Contemporary issues and quality management technology trends urged by Quality 4.0 stemming from Industry 4.0 and emerging digital technologies.

Teaching/Learning Methodology

(*Note 3*)

Lectures will adopt a systematic approach focusing on the use of different quality management tools, techniques, and methodologies, such as Lean Six Sigma, Kaizen, Voice of Customer, etc.

Students are expected to present their evaluation and analysis of case studies and other related project assignments during the individual assignment and group presentation assignment.

Assessment Methods in Alignment with Intended Learning Outcomes

(*Note 4*)

Specific assessment methods/tasks	% weighting	to be	ded su assess opriate	ed (Ple			mes
		a	b	c	d	e	f
Continuous Assessment – Coursework	50%	√	✓	✓	✓	✓	✓
Final Examination	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The various methods are designed to ensure that all students are able to deliver the above-mentioned outcomes/objectives upon completion of this subject, specifically the following:

- The individual assignments/cases in the continuous assessment component are used to enable students to improve their knowledge and abilities to achieve the outcomes of a − f with emphasis on the outcomes of a − c.
- The group assignment presentations/cases in the continuous assessment component are used to enable students to improve their knowledge abilities to achieve the outcomes of a − f with emphasis on the outcomes of d − f. The group assignment presentation forms the evidence and basis to apply for the professional qualification of Lean Six Sigma as a Registered Lean Six Sigma Green Belt (RLSSGB), or Six Sigma as a Registered Six Sigma Breen Belt (RSSGB), or Lean as a Registered Lean Leader (RLL) from the Six Sigma Institute (Hong Kong).
- The invigilated written final examination is used to test the knowledge and abilities of the students to master and apply all the necessary concepts and methods of quality management techniques and methodologies, including roadmaps in carrying out a quality improvement project, in a typical business environment with emphasis on the outcomes a f.

To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

	MSc in Global Business and Decision Analysis 2024/25	
Student Study Effort Expected	Class contact:	
Expected	• Lectures / tutorials (if any)	39 hrs.
	Other student study effort:	
	Preparation of coursework (in individual assignment and group assignment presentation)	43 hrs.
	• Self-study for preparing lectures, tutorials (if any) and final examination	44 hrs.
	Total student study effort	126 hrs.
Reading List and References	Recommended Reference Books:	
References	• Tarantino, A. (2022 or the latest version). Smart Manufacturing: The Lean Six Sigma Way. Hobol Jersey: Wiley.	ken, New
	Souraj, S. & Abdur, R. (2019 or the latest version Integrated Company-wide Management System: Lean Six Sigma with Process Improvement. Char	Combining
	• Erick, J.C. (2014 or the latest version). Quality M for Organizations: Using Lean Six Sigma. Boca F CRC Press.	•
	• Sheila, S. & Shahbaz, S. (2012 or the latest version Sigma. New York: McGraw-Hill.	on). Lean Six
	• George, M.L., Rowlands, D. and Kastle, B. (2010 version). New York: McGraw-Hill.	or the latest
	• Taghizadegan, S. (2006 or the latest version). Ess Lean Six Sigma. Amsterdam: Elsevier.	entials of
	• Evans, J. R. & Lindsay, W. M. (2005 or the latest Management and Control of Quality. South-West Publishing.	,
	• Lean Six Sigma and Minitab, QSB Consulting, (1	atest edition)
	Recommended Relevant Journals:	
	 Asia-Pacific Journal of Quality Management Decision Science International Journal of Quality and Reliability Management 	Ianagement
	• International Journal of Lean Six Sigma	S

- International Journal of Productivity and Quality Management
- International Journal of Six Sigma and Competitive Advantage
- International Journal of Service Industry Management
- Journal of Operations Management
- Journal of Quality Management
- Management Science
- Quality Management Journal
- Harvard Business Review

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5171
Subject Title	Contemporary Issues in Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	NIL
Objectives	This course aims to learn recent best practices in improving process and operations of organization. It helps students develop concepts and skills that are required to manage and enhance operations system for manufacturing as well as service in both public and private sectors. The subject also enables students to formulate application for managerial actions by studying different strategies in operations. This subject contributes to the following Intended Learning Outcomes for the MSc in Global Business and Decision Analysis #4 Apply decision tools/models to analyse global business problems MSc Business Management programme: • Programme Intended Learning Outcomes #1 (Objective 1a and 1b): Application of Concepts
	 Programme Intended Learning Outcomes # 2: Critical, Creative and Design Thinking
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. develop hands-on knowledge of current operations management in different cultural background and critique their applicability in different contents. b. formulate operations strategy and design operations system to fit in emerging trends in the global business environment. c. understand corporate cultural impact on the performance of operations and process. d. apply appropriate novel approach to measure, reflect and improve process performance. e. build capability to present reasoned arguments in leading and communicating changes in organization.
Subject Synopsis/ Indicative Syllabus	Process management The process view of the organization. Performance measures. Non-value-added activities.

MSc in Global Business and Decision Analysis 2024/25 **Process improvement** Business process redesign. Capacity revitalization. Total productive maintenance (TPM). Set-up and single minute exchange of dies (SMED). Kaizen and problem solving. **Operations strategy** Capacity strategy. Sourcing strategy. Supply chain strategy and coordination. **Operations philosophy** The Toyota Way. Agile manufacturing. Artificial intelligence (AI) applications in operations management Utilization of historical data. Integration of prediction and optimization. **Special topics** Project management. Information technology. New product development. Capabilities development. Concepts, theories, methodologies and management issues will be introduced to Teaching/Learning students through lectures. Case study and simulation will be used to illustrate Methodology concepts and methodologies to encourage students to participate in discussions. Group project will allow students to resolve real world operations problems by applying the knowledge learned in the class. **Assessment Methods** in Alignment with Specific assessment % Intended subject learning **Intended Learning** methods/tasks weighting outcomes to be assessed (Please **Outcomes** tick as appropriate) d a e 50% **Continuous** Assessment Participation and 10% **√** quizzes Individual assignment 20% ✓ Group project and 20% presentation 50% ✓ Examination **Total** 100%

Explanation of the appropriateness of the assessment methods in assessing the programme intended learning outcomes:

Application of concepts (MScBM Outcome 1) can be assessed by Exam. Critical, Creative and Design Thinking (MScBM Outcome 2) can be assessed by Individual assignment and Group Project.

	MSc in Global Business and Decision Analysis 2024/25 Explanation of the appropriateness of the assessment me the subject intended learning outcomes:	ethods in assessing
	Quiz, Individual Assignment, Group Project and Presentation designed to ensure that students can achieve the intended les a steady process.	
	To reflect the significant technology content in this subject, the overall weighting of this subject is based on individual a concerning technology-related knowledge.	
Student Study Effort	Class contact:	
Expected	 Lectures / Tutorials 	39 Hrs.
	Other student study effort:	
	Reading and homework	36 Hrs.
	Group work	51 Hrs.
	Total student study effort	126 Hrs.
	 Lectures / Tutorials 	39 Hrs.
	Other student study effort:	
Reading List and References	Anupindi, R., Chopra, S., Deshmukh, S.D., Van Mieghem, E. (2012), <i>Managing Business Process Flows: Princip Management</i> , 3 rd ed., Prentice Hall.	
	Beckman, S.L. (2008), Operations Strategy: Competing in Century, McGraw-Hill.	the 21st
	Brown, K.A. and Hyer, N.L. (2010), <i>Managing Projects: A Approach</i> , McGraw-Hill.	A Team-Based
	Cachon, G. and Terwiesch, C. (2013), <i>Matching Supply wi Introduction to Operations Management</i> , 3 rd ed., McC	
	Duhigg, C. (2012), <i>The Power of Habit: Why We Do What Business</i> . New York: Random House.	We Do in Lifeand
	Foster, S.T. (2013), Managing Quality: Integrating the Sup Prentice Hall.	oply Chain, 5 th ed.,
	Hammer, M. and Champy, J. (2001), Reengineering the Co	orporation: A

Manifesto for Business Revolution, rev. ed., Nicholas Brearley.

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5172
Subject Title	Managerial Thinking and Skills Workshop
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject contributes to the following Intended Learning Outcomes for the MSc Business Management programme. • Programme Intended Learning Outcomes # 2: Critical, Creative and Design Thinking • Programme Intended Learning Outcomes # 3: Effective Communication • Programme Intended Learning Outcomes # 4: Self Knowledge and Reflection
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. Evaluate themselves in respect of their approaches to learning, critical and creative thinking and cultural intelligence. b. Evoke methods for improving their critical and creative thinking. c. Make an effective presentation and be able to evaluate presentations given by others. d. Apply Design Thinking to complex issues e. Evaluate their own development over the duration of the Management Thinking and Skills Workshop. f. Perform effective business communication g. Enhance problem-solving skills h. Prepare to become global managers

MSc in Global Business and Decision Analysis 2024/25 Approaches to Learning, Conceptions of Learning and Learning Styles; **Subject Synopsis/** Cultural Intelligence and Learning in Different Cultures; Creativity **Indicative Syllabus** Measurement and Development; Design Thinking and Perspectives; **Effective Presentations and Reflection** The subject will consist of 3-hour Workshops, where the emphasis will **Teaching/Learning** be on learning through experience and reflection. Students will Methodology participate in activities which require them to demonstrate the understanding and skills under development, to evaluate their own performance, and to reflect on progress made during the semester. **Assessment Methods** in Alignment with Specific % Intended subject learning outcomes to **Intended Learning** assessment weighting be assessed (Please tick as Outcomes methods/tasks appropriate) f b d e h a g 1.In-class exercises, reflecting each of 50 the subject outcomes 2. Reflective Learning Journal, requiring 40 attention to each of the learning outcomes 3. Individual 10 Presentation 100 % Total Explanation of the appropriateness of the assessment methods in assessing the intended programme learning outcomes: Critical, Creative and Design Thinking (Outcome 2) can be assessed by method 1. Effective communication (Outcome 3) can be assessed by method 2. Self Knowledge and Reflection (Outcome 4) can be assessed by method

The in-class exercises will provide students with formative feedback as the class progresses. The Reflective Journal requires them to evaluate

Explanation of the appropriateness of the assessment methods in

assessing the intended subject learning outcomes:

MSc in Global	Rusiness	and Decision	Analysis 2024/25	
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	what they have learned in respect of each of the lear providing the basis for an individual summative ass	•
Student Study	Class contact:	
Effort Expected	Workshops	39 Hrs.
	Other student study effort:	
	Self study	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and	K. Dorst. 2015. Frame Innovation, MIT Press	
References	R. Epstein.1996. <u>Creativity Games for Trainers</u> , Mc	Graw-Hill
	J.Liedtka and T.Ogilvie 2011. <u>Designing for Growt</u> School	h, Columbia Business
	H. Mintzberg. 2004. Managers Not MBAs, Berret k	Koehler
	W. Steel. 2009. <u>Presentation Skills</u> , Outskirts Press	

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5202
Subject Title	Project
Credit Value	6
Level	5
Normal Duration	1 academic year (two 13-week semesters and one 7-week summer term)*
Exclusion	LGT5201 Dissertation LGT5111 Practice of Operations Management LGT5153 Practice of Quality Management LGT5205 OM Dissertation LGT5211 GSCM Project LGT5215 Practice of Global Supply Chain Management
Objectives	To create an opportunity for the application of concepts and techniques acquired during the taught programme, in a management practitioner environment, in order to complete the formal learning experience, and to be of use to the sponsor. Concepts and techniques: To provide a testing ground for concepts presented in the taught programme. To serve as a basis for developing new concepts not covered in the literature. Management practitioner environment: Individual students or groups are involved in the development of a practical solution to a business problem provided by the sponsor; or based on a realistic case study. To provide the opportunity to identify and explore aspects of the practice of logistics, operations management, quality management and/or supply chain management in specific organisational contexts. To relate the above to the knowledge and perspectives acquired during the course programme. Personal learning experience: To develop and test the students' ability to produce a coherent and extended account on a topic of considerable conceptual content. To provide an elective topic of interest to the student and his/her organisation, additional to the taught course subjects.

	MSc in Global Business an	u Decision Ai	iaiysis i	2024/2	5			
Intended Learning	Upon completion of the su	ubject, studen	ts will l	be able	to:			
Outcomes	a. Identify a research pro	oblem in real	world a	nd wri	te resea	arch pr	oposal	s.
	b. Conduct literature rev	iew on issues	related	to the	proble	m area	s.	
	c. Apply appropriate re interpretation research		dology	in da	ta colle	ection,	analys	sis and
	d. Deduce the solutions to the limitations.	to the identific	ed prob	lems so	cientific	cally ar	nd und	erstand
	e. Communicate the rese	earch results e	ffective	ely.				
Subject Synopsis/ Indicative Syllabus	Why do research? What is the thought process, the scientific? What can empurpose of research; Thapproaches; Variable, Paracausal-study design; Case Measurement and estimate Investigating cause and Questionnaire design; Intermeasurement – reliability Scientific Reports: Reseastatistics; Plagiarism.	e scientific a pirical resear ne ethics of ameter, Assur- e-study descr- tion; Comparis- effect; Map erview; Survey and validity;	researce researce iption, iptive son; Resping y; Samp Data an	; Wha? The ch; Qu Theory research structu pling malysis	t make necessicalitative, Mode h; Clastrying ters; E nethods and int	es an ity of ve and el, Hypssificat to find evaluati; Some terpreta	invest knowi quan oothesis ion re- relation on re- e princi- ation; V	igation ng the titative s, Ideal search; nships; search; ples of Vriting
Teaching/Learning Methodology	Guided study programme Student-centred activities review, data collection, requirements specified in these activities should be	in the form of data analysi the Guideline	f invest s and es for l	igation interp Project	al/rese retation (LGT:	arch w	ork, lit rding	erature to the
Assessment Methods in Alignment with Intended Learning	Specific assessment methods/tasks	% weighting	be ass		oject lea (Please			nes to
Outcomes			a	b	c	d	e	
	Proposal	5%	✓	√	√	✓	√	
	Reflective essay assessed by supervisor	15%	✓	✓	√	√	✓	
	Project assessed by supervisor	30%	✓	✓	√	√	✓	
	Project assessed by moderator	30%	✓	✓	√	√	✓	
	Viva Voce	20%	✓	√	√	√	√	
	Total	100 %						

MSc in Global Business and Decision Analysis 2024/25
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	[This new % weighting will be effective for students newly registered on this subject starting from Semester 1 of 2020/21.]		
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:		
	In order to have objective and comprehensive assessment on the student's research work in the form of project work, the Final Project Report will be assessed by the supervisor and by a moderator who is appointed by the Project Co-ordinator. The reflective report will be assessed by the supervisor, in which the student is expected to explain the research methodologies learnt through the lectures and seminars on research methodologies. The assessment criteria are set out in the Guidelines for Project (LGT5202).		
	Finally, all these marks are combined and the final grade for the Subject LGT5202 Project is to be determined by the Project Co-ordinator according to the assessment weighting set out in the Guidelines for Project (LGT5202).		
Student Study Effort	Class contact:		
Expected	Meeting and Discussion with Supervisor	14 Hrs.	
	 Lectures and Seminars on Research Methodologies 	6 Hrs.	
	Other student study effort:		
	 Research work 	250 Hrs.	
	•	Hrs.	
	Total student study effort	270Hrs.	
Reading List and References	Bryman, Alan. Business research methods, Oxford University Press, 2011, 3 rd Edition.		
	Cooper, D. And Schindler, P., <i>Business Research Methods</i> , latest ed., McGraw-Hill, New York.		
	Grigoroudis, Evangelos. Customer satisfaction evaluation methods for measuring and implementing service quality, SpringerLink e-books , Springer, 2010.		
	Jankowicz, A.D.: Business Research Projects, latest ed., Elearning, London.	Business Press Thomson	
	Remenyi, D., Field methods for academic research: interviews, focus groups and questionnaires in business and management studies, Academic Publishing International, 2011.		
	Stokes, Peter, Key concepts in business and management Palgrave Macmillan, 2011.	t research methods,	

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Please read the notes at the end of the table carefully before completing the form.

Subject Code	LGT5415	
Subject Title	Research Project in Global Business and Decision Analysis	
Credit Value	3	
Level	5	
Pre-requisite/ Co-requisite/ Exclusion	LGT5427 Global Business LGT5102 Models for Decision Making	
Objectives	This subject is a small-scale research project and requires students to work individually, for a systematic and guided investigation of issues related to decisions analysis in global business for a company or industry. Students are expected to collect and evaluate information from different sources, use the theoretical knowledge obtained and apply it in a practical setting. The required skills include problem solving, organising and analysing, time management and presentation.	
Intended Learning Outcomes (Note 1)	 Upon completion of the subject, students will be able to: a. Undergo the process of conducting a research study related to decision analysis in global business. b. Select a proper research topic, apply proper qualitative and quantitative tools to analyse, deduce the solutions to the identified problems scientifically and understand the limitations, and document the findings in a formal report. c. Practice time management, and communicate the research results effectively. 	
Subject Synopsis/ Indicative Syllabus (Note 2)	Each student will work individually on a project topic within the area of decision-making in global business, and identify a suitable supervisor to guide the study. The student will meet the supervisor at a time schedule suitable for both lecturer and student, to discuss the research direction and report progress. When taking this course, students are expected to interact with their counterparts from a variety of industries and find practically relevant problem to work on. For the detailed procedure, each student will first select a research topic and write a proposal. Upon approval by the supervisor, the student works on the selected topic,	

MSc in Global Business and Decision Analysis 2024/25 conducts both qualitative and quantitative analysis, and meets with the supervisor to give feedback and monitor student's progress regularly. Upon completion, the student needs to document the findings in a final report for grading. The report should be written in a logical and orderly manner. A final presentation may be conducted if needed. Students work individually under the guidance of their supervisor. Regular Teaching/Learning supervision meetings will be scheduled during the semester. Methodology (*Note 3*) Assessment Methods in **Alignment with Intended** Specific assessment % Intended subject learning outcomes **Learning Outcomes** methods/tasks weighting to be assessed (Please tick as appropriate) (*Note 4*) a b c Research Proposal 10% (assessed by supervisor) 10% Research Progress (assessed by supervisor) $\sqrt{}$ $\sqrt{}$ 80% Dissertation (assessed by both supervisor and moderator with each 40%) 100 % Total Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: It is a small-scale research project where students need to demonstrate their knowledge on global business and managerial decisions in addressing the identified issues of their selected topic. Students need to go through a learning process by studying in-depth, the chosen problem. They will seek guidance and encouragement from the supervisor. At the final stage, a project report needs to be produced discussing the findings of the study. **Student Study Effort** Class contact: **Expected** Guided Study 39 Hrs.

	•	Hrs.
	Other student study effort:	
	 Self-study 	60 Hrs.
	 Writing up the thesis 	30 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	Specific references will be recommended for each topic by supervisors. Students are also expected to conduct a thorough literature search as part of the development of the project topic.	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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The Hong Kong Polytechnic University Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	LGT5419	
Subject Title	Coding for Management with Python	
Credit Value	3	
Level	5	
Pre-requisite/ Co-requisite/ Exclusion	Nil	
Objectives	In response to the emerging trend of digitalisation and analytics in business, it has widely been recognised today that managers are required to learn how computer coding can be applied for business management. More and more coding languages, such as Python, become easier for managers to learn and use.	
	This subject introduces the basics of Python language and computer coding skills, as well as their various applications in business management, such as task automation, data analysis, and decision support. It is friendly to students who do not have coding experience.	
	The objective of this subject is to enable students to:	
	Learn basics of Python language and coding skills;	
	2. Learn how computer coding is used for business management;	
	3. Apply basic coding knowledge and skills for management applications;	
	4. Develop ability, interest, and confidence in exploiting all the benefits of computer coding for management applications.	
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):	
	MSc in Global Business and Decision Analysis	
	#2 Apply quantitative methods and emerging analytics tools	
Intended Learning	Upon completion of the subject, students will be able to:	
Outcomes	a. Establish strong ability to read and analyse Python programmes;	
(Note 1)	b. Establish strong ability to develop, test, and debug basic Python programmes;	
	c. Identify applications of computer coding for business management;	
	d. Apply the basic coding knowledge and skills studied in class to enhance real-life business management.	

Subject Synopsis/					
Indicative Syllabus	Topics	cs Sub-topics Ren			
(Note 2)		Getting Started: Python and its applications to business	Lectures and Lab Tutorials		
		Variables and Simple Data Types			
	Basics of Coding in Python	Basic Flow Control: Conditions and Iterations			
		Functions			
		Strings, Lists, and Dictionaries			
		Testing and Debugging Python Programs			
	Applications of Python for	Organizing, Reading, and Writing Working Files	Lectures, Case Study, and Lab Tutorials		
	Management: Task Automation	Working with CSV Files and Excel Spread Sheets			
	Applications of	Acquiring, Cleaning, Exploration Data	Lectures, Case		
	Python for Management: Data Analysis	Manipulating and Visualizing Data	Study, and Lab Tutorial		
	Applications of Python for Management: Decision Support	Solving optimization problems	Lectures, Case Study, and Lab Tutorial		
Teaching/Learning Methodology (Note 3)	 During lectures, basic knowledge of python language, coding skills, and their application for management will be introduced and discussed. During tutorials, students will be guided to practice the basic usages and development of Python programmes for management applications in a computer 				
	lab.Case studies with	ll be used in lectures and/or tutorials.			

	MSc in Global Busine	ess and Decis	ION AN	aiysis z	024/2	0		
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				nes	
(Note 4)			a	b	c	d		
	1. Coursework	50%	✓	✓	✓	✓		
	2. Examination	50%	✓	✓	✓	✓		
	Total	100 %						
	To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge							
	Explanation of the appropriateness of the assessment methods in assess intended learning outcomes:				assessi	ng the		
	The coursework includes a series of written assignments to assess the subject outcomes (a) and (c), a series of tutorial exercises for practicing the development of Python programs to assess the subject outcome (b), and a course project for developing management applications of Python program for assess the subject outcome (d). The final exam is based on questions relevant to basic concepts, knowledge, and skills about Python language are its management applications, to access subject outcomes (a)-(d).					a ams		
Student Study	Class contact:							
Effort Expected					39	Hrs.		
	•						Hrs.	
	Other student study effort:							
	Self-Study, Assignment, Course Project						50 Hrs.	
	 Additional Exercises on Python Programming After Tutorials 					37 Hrs.		Hrs.
	Total student study effor	t					126	Hrs.
Reading List and References	Reference Textbook							

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Charles Russell Severance, Sue Blumenber, Elliott Hauser, and Aimee Andrion . (2016) <i>Python for Everybody: Exploring Data in Python 3</i> . CreateSpace Independent Publishing Platform.
Al Sweigart. (2019) Automate the Boring Stuff with Python, 2nd Edition: Practical Programming for Total Beginners, No Starch Press.
Wes McKinney. (2017) Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython (2 nd Edition), O'Reilly Media.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	LGT 5425
Subject Title	Business Analytics
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	
	This subject introduces the business analytical techniques by enabling students to understand business theories and frameworks. Through equipping students with a solid understanding and critical thinking mindset of business analytics, students can apply business intelligence tools to effectively address various issues faced by organizations, as well as be aware of the possible challenges and ethical issues related to business analytics.
	This subject contributes to the following Intended Learning Outcomes for the following programme(s): MSc in Global Business and Decision Analysis #2 Apply quantitative methods and emerging analytics tools MSc in Operations Management
	#2: Develop the specific operations management knowledge
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. identify and translate real-world business and operational problems into business analytics problems; b. implement efficient business analytics strategies to solve business and operational problems; c. understand, compare and contrast different business analytics techniques d. identify, evaluate, and capture business analytic opportunities that create values e. understand the current trend of business analytics and be aware of the ethical issues related to business analytics
Subject Synopsis/ Indicative Syllabus	Foundations of Business Analytics Introduction to business analytics Descriptive Analytics Statistical measures, estimation, statistical inference, hypothesis testing. Predictive Analytics Introduction to predictive modeling. Regression analysis, logistics analysis, introduction to data mining, text analytics.

Prescriptive Analytics Decision analysis, linear and integer programming, simulation and the applications. Note: Emerging technologies, e.g., Data Mining and Data Science, and their applications in Business Analytics have been included in the above. There will be a mix of lectures, discussions, and case studies. Mini-group discussion and projects will be carried out on some business cases in depth and reports are produced at the end of the term. Hands-on experiences of using business analytics tools will enhance students' understanding of the theories are concepts of Business Analytics.
applications in Business Analytics have been included in the above. There will be a mix of lectures, discussions, and case studies. Mini-group discussion and projects will be carried out on some business cases in depth and reports are produced at the end of the term. Hands-on experiences of using business analytics tools will enhance students' understanding of the theories at
Teaching/Learning Methodology discussion and projects will be carried out on some business cases in depth and reports are produced at the end of the term. Hands-on experiences of using business analytics tools will enhance students' understanding of the theories at
1 · · · · · · · · · · · · · · · · · · ·
Assessment Methods in Alignment with Intended Learning Outcomes Specific assessment methods/tasks Specific assessment weighting weighting to be assessed (Please tick as appropriate)
a b c d e
Continuous Assessment*
1. Attendance and class participation 10%
2. Individual assignment 20% ✓ ✓ ✓ ✓
3. Group project 40% ✓ ✓ ✓ ✓
4. Comprehensive Quiz 30% ✓ ✓ ✓ ✓
Total 100 %
*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that a students taking this subject to have a balanced learning experience. Individual assignment and group project will require students to apply business analytics (Outcomes 1) to handle operational problems which arise in actual organization
To reflect the significant technology content in this subject, 10% (or more) of overall weighting of this subject is based on individual assessment concerning technology-related knowledge
Student Study Effort Expected Class contact:
Lectures / tutorials 39 l
Other student study effort:

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	ASc in Global Business and Decision Analysis 2024/25	
	 Preparing for lectures 	39 Hrs
	 Preparation for individual assignment / group project / comprehensive quiz 	60 Hrs
	Total student study effort	138 Hrs
Reading List and References	Camm, J.D., Cochran, J.J., Fry, M.J. and Ohlmann, J.W. (202) Analytics (4th ed.). Cengage Learning.	1). Business
	Evans, J. (2021). Business Analytics: Methods, Models, and L. Harlow: Pearson.	Decisions (3rd ed.).
	Albright, S.C. and W.L. Winston (2020). <i>Business Analytics: Decision Making</i> (7th Ed.). Cengage Learning.	Data Analysis and
	Linoff, G.S. and Berry, M.J.A. (2011). <i>Data Mining Technique Sales, and Customer Relationship Management</i> (3rd ed.). Indepub.	2
	Provost, F. and Fawcett, T. (2013). <i>Data Science for Business Know about Data Mining and Data-Analytic Thinking</i> (1st ed O'Reilly.	
	Ragsdale, C. (2022). Spreadsheet Modeling & Decision Analy Introduction to Business Analytics (9th ed.). Stamford, CT: C	
	Shmueli, G., Patel, N.R. and Bruce, P.C. (2010). <i>Data Mining Intelligence: Concepts, Techniques, and Applications in Micrwith XLMiner</i> (2nd ed.). Hoboken, N.J. Wiley.	
	Journals (Selected papers are recommended for studer appropriate) MIS Quarterly	nts' readings where
	MIS Quarterly Executive	
	Management Science Production and Operations Management	
	Information Systems Research	

The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	LGT5426
Subject Title	Managing Innovation
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject addresses selected challenges and opportunities related to managing business innovation. It intends to discuss concepts, theorems, and tools to help students develop skills and insights for designing, evaluating, and managing business innovation. Moreover, the subject also plans to introduce various kinds of latest innovations in product, technology, operations process, and business models. The subject not only provides students with general understanding on effective management of innovation, but also provides rich practical examples to reflect the latest innovative advances, with special focus on the ones that have wide applications in supply chain and logistics related industries. This subject contributes to the following Intended Learning Outcomes for the MSc programme(s): MSc in Global Business and Decision Analysis #4 Apply decision tools/models to analyse global business problems (Learning objective 4b) MSc in Operations Management #1: Solve business problems

Intended Learning Outcomes Upon completion of the subject, students will be able to: h. understand the strategic role of innovation in organization, industry, and global market; i. understand the technological, human, economic, organizational, social, ethical, and other dimensions of innovation; j. learn and apply concepts, theorems, and tools to develop critical and analytical reasoning about business innovation in and beyond organizations; k. introduce various latest innovative advances in the areas of supply chain and logistics industries, including AI, Blockchain, Cloud Computing, Data Science, etc.

Subject Synopsis/ Indicative Syllabus	Key issues in managing innovation: concept of innovation, innovation and competitive advantage, source of innovation, framework of an innovative strategy, organizational issues of innovation, innovation in a competitive environment, effective implementation of innovation, social and ethical issues regarding innovation.
	• Innovation under uncertainty: Innovative project measurement and selection, portfolio management, resource allocation, innovation execution under uncertainty, the theory of disruptive innovation, risk management.
	 Product and technology innovation, e.g., AI, 3D printing, last-mile delivery, autonomous vehicles, blockchain technology, information security, green technology, big data analytics, etc.
	 Operation process innovation, e.g., pooling and postponement, Toyota production system, fast pass waiting line management, etc.
	Business model innovation, e.g., omni-channel retailing, sharing economy, crowdfunding, crowdsourcing, innovative supply chain financing, etc.
Teaching/Learning Methodology	Lectures: introduce concepts, theories, management issues, and latest applications of business innovation.
	Case study and group discussion: make connections of the contents from the lectures with real business practices so as to deepen the understanding of concepts, theories, and issues of innovation.
	Online simulation games: enhance the students' understanding and give them hands-on experience on managing (disruptive) innovation activities.
	Group project: provide students valuable opportunity to explore, recognize, and analyze key innovative practices of their interests.

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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				nes to	
			a	b	С	d		
	1. Coursework	60 %	√	✓	✓	✓		
	2. Examination	40 %	✓	✓	✓	✓		
	Total	100 %						
	Explanation of the approintended learning outcor		he asse	essmen	t metho	ds in a	ssessin	g the
	Coursework may which can assess ability to analyze	students' unders	standing	in the	subject a	and eval		
	Examination asserbining principles of the subusiness case analysis.	ubject and the a						
	To reflect the significant the overall weighting of concerning technology-i	this subject is	based o					e) of
Student Study Effort Expected	Class contact:							
Expected	Lectures / Tutorials					39 Hrs.		
	Other student study effo	rt:						
	Group discussions						12	2 Hrs.
	Projects						42	2 Hrs.
	 Reading and homes 	work					33	3 Hrs.
	Total student study effor	t					120	6 Hrs.
Reading List and References	Instructor's lecture notes, handouts, and reading materials							
	Karl Ulrich, Christian Terwiesch, Innovation Tournaments: Creating and Selecting Exceptional Opportunities, Harvard Business Review Press, 2009							
	Joe Tidd, John Bessant, Managing Innovation: Integrating Technological, Market and Organizational Change (5 th edition), Wiley, 2015							

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Henk Zijm, Matthias Klumpp, Uwe Clausen, Michael ten Hompel, Logistics and Supply Chain Innovation: Bridging the Gap between Theory and Practice, Springer International Publishing, 2016
Karan Girotra, Serguei Netessine, The Risk-Driven Business Model: Four Questions That Will Define Your Company, Harvard Business Review Press, 2014
Journals Management Science Manufacturing and Operations Management Production and Operations Management Journal of Operations Management

The Hong Kong Polytechnic University Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	LGT5427		
Subject Title	Global Business		
Credit Value	3		
Level	5		
Pre-requisite/ Co-requisite/ Exclusion	Nil		
Objectives	Build comprehensive knowledge frameworks of various global business areas and appreciate contemporary issues in global business		
	 Explore the way key business framework and managerial practices play out in global/regional/national business environments 		
	 Recognize key business, political, economic, social, financial and cultural characteristics in global arena in order to realize opportunities and threats by adopting relevant global business strategies 		
	 Apply business knowledge to tackle doing business in different parts of the world especially in emerging market and economies with a critical eye and cross-disciplinary approach 		
	 Equip with professional business knowledge as well as strong global business sense and an international perspective 		
	Be attentive and responsive to ethical issues in business		
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):		
	MSc in Global Business and Decision Analysis		
	#1 Develop an understanding of global business		

	Sc in Global Business and Decision Analysis 2024/25
Intended Learning Outcomes	Upon completion of the subject, students will be able to:
(Note 1)	 a) Understand how environment impacts global business decision making
	b) Apply global business knowledge in the real commercial world
	 c) Develop global business model and strategies to tackle the ever-changing global market environment, thereby maximising the international competitiveness of the company
	 d) Develop "global business sense" in the solution for practical business problems in the real-world settings
	e) Understand the best practices and contemporary issues of global business world
	f) Apply the understanding of ethical behaviour to the solution of real-world business problem.
Subject Synopsis/ Indicative Syllabus	 Evolution of international business (globalisation of business)
(Note 2)	 International competitiveness of multinational organisation in nation, industry, and firm level (Global Competitive Index, Diamond of National Advantages, Porter's Competitive Force Model, Industry Life-Cycle, Strategic Group Analysis, and Buckley's Firm Competitiveness Model)
	 International business and MNE theories (FDI Theory –
	 Regional economic integration and blocs
	 MNE in emerging countries and offshoring
	 International business challenges (trade imbalance and restrictions, trade barriers, trade wars, climate changes, sustainability, trade disputes)
	 Doing business and deal making in emerging markets and economies
	 Cross-Cultural Negotiation
	 International flow of funds and exchange rates

MSc in Global Business and Decision Analysis 2024/25 Recognise the roles and implications of information and internet technologies in global business world Leadership of global business organization Global Human Resources Management Cultural differences confluence of diversity and ethics in global managerial performance Corruption and ethics in global business Lectures and discussions are used to introduce to students the Teaching/Learning concept, theory and application of the topics. Students need to Methodology participate in class and discuss selected topics/cases of the real (*Note 3*) commercial world in detail and explore context-specific issues. Students are encouraged to take an active role in all class discussions. **Assessment Methods in Alignment with Intended** Specific assessment % Intended subject learning **Learning Outcomes** methods/tasks weighting outcomes to be assessed (Please tick as (*Note 4*) appropriate) b d f c e a 50% 1. Coursework Case discussions (15%) $\sqrt{}$ Individual assignment (15%) $\sqrt{}$ $\sqrt{}$ $\sqrt{}$ Group presentation (20%) 50% Examination 100 % Total To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

	MSc in Global Business and Decision Analysis 2024/25	
	 a) An examination carrying a weightage of 50% will be held at the end of the subject. The objective of the examination is for students to review all concepts covered in the subject one last time. b) Class discussion of cases, individual written assignment and group presentation will, in total, contribute to a weightage of the remaining 50%. 	
Student Study Effort	Class contact:	
Expected	Lectures / Tutorials	39 Hrs.
	•	Hrs.
	Other student study effort:	
	 Private studies, individual written assignment, and group presentation 	87 Hrs.
	•	Hrs.
	Total student study effort	126 Hrs.
Reading List and References	 Gaspar, Julian E, Bierman Leonard, Kolari, Arreola-Risa, Antonio, Hise, Richard T, Smi (2015), Introduction to Global Business, Cer Learning. Garten Frank (2015), The International Man Press. Camillo, Angelo A. (2015), Global Enterprise Management, New Perspectives on Challeng Development, volume I & II, Palgrave Macm Casson, M. (2020). International rivalry and business leadership: An historical perspective. Multinational Business Review. 446. Piyush Sharma, T.Y. Leung, Russel P.J. Kingshott, N Davcik, Silvio Cardinali (2020), Managing uncertain global pandemic: An international business perspection Business Research, Volume 116, 2020, Pages 188-19 2963. 	th, L. Murphy ngage ager, CRC se ges and future nillan. I global , 28(4), 429- gebojsa S. inty during a five, Journal of
	• Smirnov S.V., Avdeeva D.A. (2019) <i>BRIC Global Economy</i> . In: Smirnov S., Ozyildiri	

Picchetti P. (eds) Business Cycles in BRICS. Societies and Political Orders in Transition. Springer, Cham.

- Kerry Liu (2020) *China's Policy Response to the China US Trade War: An Initial Assessment*, The Chinese Economy, 53:2, 158-176, DOI: 10.1080/10971475.2019.1688003
- Goulard S (2020). The Impact of the US-China Trade War on the European Union. Global Journal of Emerging Market Economies.;12(1):56-68. doi:10.1177/0974910119896642
- Robert Grundke, Christoph Moser (2019), *Hidden* protectionism? Evidence from non-tariff barriers to trade in the United States, Journal of International Economics, Volume 117, 2019, Pages 143-157, ISSN 0022-1996, https://doi.org/10.1016/j.jinteco.2018.12.007.
- Wang, Y. (2020), *Causes of U.S.-China trade imbalances:* a review, Journal of Chinese Economic and Foreign Trade Studies, Vol. 13 No. 1, pp. 37-44.
- Reyes-Heroles, R., Traiberman, S. & Van Leemput, E. (2020) *Emerging Markets and the New Geography of Trade: The Effects of Rising Trade Barriers*. IMF Econ Rev **68**, 456–508.
- Ali, U., Li, Y., Yánez Morales, V., & Hussain, B. (2021).
 Dynamics of international trade, technology innovation and environmental sustainability: Evidence from Asia by accounting for cross-sectional dependence. Journal of Environmental Planning and Management., 64(10), 1864-1885.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

The Hong Kong Polytechnic University Subject Description Form

Subject Code	LGT5428		
Subject Title	International Trade and Logistics Management		
Credit Value	3		
Level	5		
Normal Duration	1-semester		
Exclusion	LGT5002 International Logistics Systems, Operations and Management LGT5061 International Logistics Management		
Objectives	This subject aims to provide students with fundamental and critical concepts in international trade and cross-national logistics management, which support international business and global operations. To familiarize students with the fundamental knowledge and skills of international trade and logistics and provide knowledge and practical skills to deal with cross-sectional business transactions and logistics arrangements. Students in this course are expected to gain both theory and practical skills in international trade and logistics. This subject contributes to the following Intended Learning Outcomes for the MSc programme(s): MSc in Global Business and Decision Analysis #1 Develop an understanding of global business		
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: h. Develop critical and important concepts of international trade. i. Develop a good understanding of trade policy, customs practice and standards. j. Develop practical skills in trade management and cross-national transactions, such as Letter of credits, INCOTERMS, bill-of ladings, trade security and standards. k. Explore the relationships between international trade practice, international business logistics, and the opportunities and challenges for companies in Hong Kong and Mainland China. l. Apply contemporary technology in the international trade and logistics context. m. Recognise social responsibility and ethics in managing international trade and logistics. 		

Subject Synopsis/ Indicative Syllabus

International Trade and Logistics

- 1. International trade and policies: globalization and trade, protectionisms, international trade theories, international trade barriers, trade policy and intervention, customs and standards, contemporary import/ export trade practices, international trade documents, shipping and trade, WTO and trade disputes, regional trade developments (EU, US-Canada-Mexico, Belt and Road, ASEAN etc), regional trading bloc systems (e.g., RCEP, TPP).
- 2. International trading in practice: Fundamental for global trade, international transactions, Letter of credits, INCOTERMS, bill-of ladings, trade security and standards.
- 3. Logistics outsourcing and the risks: IT-enabled logistics and emerging information technologies for logistics, Logistics customer services, Shipping markets and the roles of international shipping, Trends in the shipping industry, Air cargoes and intermodal freight transport.
- Application of technology in international logistics: digitalization, artificial intelligence, blockchain, and autonomous ship, Emerging topics and corporate social responsibility issues on international logistics management.

Teaching/Learning Methodology

The learning outcomes are achieved through a participative approach where students are:

- Encouraged to think critically about real business practices and discuss their management implications with peers in the class and with the lecturer.
- Required to learn from lectures, case analyses, article reviews, research papers, group discussion, and interactions with the lecturer and among themselves.
- Develop in-depth knowledge and skills in international trade and understand the dynamism of international trade and logistics in rapid changing international business environment.

Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed					
	a	b	С	d	e	f
Lecture	✓	✓	✓	✓	✓	✓
Tutorial	✓	✓	✓	✓	✓	√

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	С	d	e	f	
	1. Continuous assessment	50%							
	Midterm test (15%)		✓	✓	✓	✓	✓	✓	
	Projects (15%)		√	√	✓	√	✓	✓	
	Participation in discussions (10%)		✓	√	√	√	✓	√	-
	Attendance (10%)		√	√	✓	√	✓	✓	
	2. Final Examination	50 %	√	✓	✓	√	✓	✓	
	Total	100 %			I.				
intended learning outcomes: The objective of the final examination (50%) is for students to review all covered in the course. There are two parts in coursework: Midterm test and projects (30%) require students to answer key points frow various class topics with the aim to evaluate student learning outcomes of individual basis. Class attendance and presentation (20%) encourage student participation contributions on various class activities. Class presentation and assessme required. To reflect the significant technology content in this subject, 10% (or monoverall weighting of this subject is based on assessment concerning to related knowledge.				from s on ar on and ments	n d are				
Student Study Effort Expected	Class contact:								
	Lectures / Tutorials				39 Hrs.		9 Hrs.		
	Other student study effort:								
	Preparation for coursewo.	rk activities						42	2 Hrs.

	 Self-study for course materials 	45 Hrs.	
	Total student study effort 126 H		
Reading List and References	Recommended reference materials Feenstra, Robert (2015), Advanced International Trade: Theory and Evidence: Princeton University Press, NJ, US. Verbeke, Alain, Régis Coeurderoy, and Tanja Matt (2018), "The future of international business research on corporate globalization that never was" Journal of International Business Studies 49.9: 1101-1112		
	Hult, G. Tomas M., Maria Alejandra Gonzalez-Perez, and Katarina Lagerström (2020) "The theoretical evolution and use of the Uppsala Model of internationalization in the international business ecosystem." <i>Journal of International Business Studies</i> 51.1: 38-49.		
	Lun, Y. H. V. and Lai, K. H. (2010) <i>Shipping and Logistics Management</i> , Springer, UK. (ISBN-978-1-84882-996-1)		
	Lun, Y. H. V., Lai, K. H. and Cheng, T. C. E. (2009), Container Transport Management, Shipping and Transport Logistics Book Series, Inderscience, Geneva, Switzerland. (ISBN 0-907776-40-X)		
	Lu, C.S., Wang, Y, H, Yang, C. C, and Lin, C. C. (2019), <i>International Logistics and Supply Chain Management</i> , Tsang Hai Publishing (Taiwan), Chinese Version		
	Scholarly Journals: Maritime Business Review, International Distribution and Logistics Management, Journal of Shipping	•	

The Hong Kong Polytechnic University <u>Subject Description Form</u>

Please read the notes at the end of the table carefully before completing the form.

Subject Code	LGT5429
Subject Title	Global Risk and Decision Analysis
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	To enable students to get familiar with different types of risks (political, legal, financial, operational etc.) in global business.
	To equip students with methods to identify, measure, and manage such risks.
	To enhance students' ability to identify opportunities and risks in the global marketplace and formulate successful international strategies.
	To provide the basic skills and conceptual understanding of the most widely applicable methodologies related to decision making and risk analysis.
	To develop a process for knowing when and how to conduct managerially relevant analysis under conditions of uncertainty, too many decision variables, and unstructured contexts, using both data and personal judgement.
	To develop a framework for understanding uncertainty and risk and methodologies for making decisions in the light of uncertainty and risk.
	This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):
	MSc in Global Business and Decision Analysis
	#2 2. Apply quantitative methods and emerging analytics tools
Intended Learning Outcomes	Upon completion of the subject, students will be able to:
(Note 1)	 A. Develop an understanding of global business and understand the concept of business risk. B. Use appropriate tools to identify and assess the risks that could potentially affect operations. C. Develop a conceptual understanding of commonly applied decision and risk analysis techniques in the context of global business problems.

MSc in Global Business and Decision Analysis 2024/25 D. Apply appropriate strategies and tools available to globalized companies to mitigate and manage risk. E. Understand the assumptions implicit in models, as well as limitations and risks involved when models are put into practice. Appreciate the power of technological elements in risk and decision analysis. Discuss the impact of globalisation on multinational businesses and the Subject Synopsis/ role of international organizations that affect business organizations. **Indicative Syllabus** Analyse the political, legal, economic and cultural risks of multinational companies in order to develop competitive strategies in a global (*Note 2*) environment. Understand the basic concepts of risk analysis, decision analysis, and the relationship between them. Learn how to understand and interpret the basic tools of risk analysis – fault trees, event trees, and simulation models. Introduce classical decision analysis techniques including decision structuring, decisions under uncertainty, risk attitudes, the value of information, sensitivity analysis, Monte Carlo simulation and group decisions. Discuss examples to show students how to identify risks in business operations and integrate appropriate tools and knowledge to deal with the complexity of decision making under risk and uncertainty. This subject aims to promote an understanding of the subject material Teaching/Learning and stimulate critical thinking. Students are expected to actively Methodology participate in this course and the lecturer will facilitate students' (*Note 3*) learning through lectures, discussions, and exercises. Specifically, students are: expected to learn from lectures, group discussions, case studies, and interactions with the lecturer and with other students; required to actively participate in discussions with peers and the lecturer both in class and after class on an online forum: required to read the supplementary materials for every class; 4) required to complete one short assignment individually in order to think critically about elements of the subject and to demonstrate thoughtful analysis; 5) required to perform group discussions to clarify and understand important concepts and topics in this subject. By the end of this subject, students are expected to develop a deeper understanding of global business and be able to appreciate contemporary issues in global business. The teaching method will be a combination of lectures and class discussions. Lectures will be delivered to introduce students to the basic concepts in "Global Risk and Decision Analysis" and the analytical tools for the subject. Class discussion can facilitate students' exchange of ideas and experiences regarding the subject matter and provoke their critical thinking. After-class readings can help students build comprehensive knowledge framework related to various global business areas, and the case studies will improve students' capability to apply appropriate tools to analyse the problem and make better decisions

under uncertainty.

Assessment Methods in Alignment with Intended Learning Outcomes

(*Note 4*)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			ase		
		a	b	с	d	e	f
1. Coursework	50%						
Class participation (10%)		√	√	√		√	
Individual assignment (15%)			√	√	√		√
Group project (25%)		√	√	√	√	√	√
2. Examination	50%						
Total	100 %						

To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment: The assessment will be based on two components:

- a) An examination will be 50% of the overall assessment. The objective of the examination is for students to review all concepts and analytical tools covered in the subject one last time.
- b) Class participation, individual assignment, and group project will contribute towards the remaining 50% in the assessment.

	MSc in Global Business and Decision Analysis 2024/25	_
Student Study Effort Expected	Class contact:	
•	 Lectures / Tutorials 	39 Hrs.
	•	Hrs.
	Other student study effort:	
	 Reading, doing exercises and cases 	87 Hrs.
	•	Hrs.
	Total student study effort	126 Hrs.
Reading List and References	Books: Sheffi, Yossi (2005). The Resilient Enterprise, MIT Press.	
	Savage, S. L. (2009). <i>The Flaw of Averages: Why We Underesthe Face of Uncertainty</i> , Hoboken, NJ: John Wiley & Sons, In Milanovic, B. (2016). <i>Global Inequality. A New Approach for Globalization</i> , The Belknap Press of Harvard University Press Daniel Wager, Dante Disparte. (2016). Global Risk Agility an Making: Organizational Resilience in the Era of Man-Made R Macmillan; 1st Edition.	the Age of s. d Decision
	Robert Clemen and Terence Reilly (2014). Making Hard Decident Decision Tools, 3rd Edition, South-Western Cengage Learning Bell, D. E. and A. Schleifer, Jr. (1995). Decision-Making Und Cambridge, MA: Course Technology, Inc. Vincent A. W. J. Marchau, Warren E. Walker, Pieter J.T.M. B Decision Making under Deep Uncertainty: From Theory to Proceedings of the Procedure of	g. der Uncertainty, Bloemen (2019).
	Cliff Ragsdale. (2017) Spreadsheet Modeling & Decision Ana Introduction to Business Analytics. Cengage Learning; 8 th Edi	
	Gregory S. Parnell, Terry A. Bresnick, Steven N. Tani, Eric R <i>Handbook of Decision Analysis</i> . John Wiley & Sons, Inc.	. Johnson. (2013)
	Research Articles:	

Jacob W. Ulvila, Rex V. Brown. (1982) *Decision Analysis Comes of Age*. Harvard Business Review.

Ralph L. Keeney. (1982) Feature Article - Decision Analysis: An Overview. Operations Research, 30(5): 803-838.

Martin Weber, Heiko Zuchel. (2005) *How Do Prior Outcomes Affect Risk Attitude? Comparing Escalation of Commitment and the House-Money Effect.* Decision Analysis, Vol. 2, No. 1.

Alen Nosic, Martin Weber. (2010) *How Riskily Do I Invest? The Role of Risk Attitudes, Risk Perceptions, and Overconfidence*. Decision Analysis, Vol. 7, No. 3.

Donald L. Keefer, Craig W. Kirkwood, James L. Corner. (2004) Perspective on Decision Analysis Applications, 1990-2001. Decision Analysis, Vol. 1, No. 1.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

The Hong Kong Polytechnic University Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

LGT5T21/LGT5R01
Academic Integrity and Ethics in Business
1
5
None
Raise students' awareness of the importance of adhering high standards of academic integrity in business studies
2. Enhance students' ability to critically analyse ethical issues in business and make appropriate ethical decisions.
The subject contributes to the following Intended Learning Outcomes for the MSc Programme(s):
MSc in Global Business and Decision Analysis
MSc/PgD in Global Supply Chain Management
MSc/PgD in Internation Shipping and Transport Logistics (Mixed mode/Full-time Stream)
MSc in Operations Management
#3 or #5 Practise business ethics
MSc in Quality Management (Hangzhou)
#5 Be able to advocate for academic integrity and ethics in business
Upon completion of the subject, students will be able to:
 Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours. Recognise important ethical issues and practices in a university context. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools. Identify and deal with complex ethical and professional issues in business settings, and be able to communicate effectively the issues to the stakeholders and the public.

Subject Synopsis/ What academic integrity is and why it is important **Indicative Syllabus** Academic integrity raised by the latest technology (*Note 2*) The need for ethics training and the meaning of ethical behavior Philosophy and codes of ethics and their origins Culture, religion and the law—how these relate to ethical codes of conduct Obtaining ethical approval for a research project (where appropriate): procedures and processes Ethics in business Recent ethical issues affecting Hong Kong and the society in general Ethical use of information in thesis or assignment writing: understanding copyright, plagiarism and proper citation Lecture/seminar/workshop; or case teaching approach Teaching/Learning Methodology (*Note 3*) Assessment Methods in Specific assessment % Intended subject learning Alignment with methods/tasks weighting outcomes to be assessed (Please **Intended Learning** tick as appropriate) **Outcomes** 1 2 3 4 5 (*Note 4*) $\sqrt{}$ $\sqrt{}$ 60% 1. Case study sharing on Academic Inegrity/Ethics in **Business** $\sqrt{}$ $\sqrt{}$ 25% 2. Commenting on other groups' case study $\sqrt{}$ 3. Attendance and class 15% participation Total 100 % To pass this subject, students are required to obtain Pass in the overall subject grade. Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. Business scenario/case study analysis/essay will assess ability to identify and analyze academic integrity and ethical issues in business and to present a coherent and detailed critique and plan on how these could be avoided or resolved (giving sources and written work accompanied by a Turnitin Report). The assignment will assess the student's ability to identify, discuss and analyze academic integrity and ethical principles and issues from a

following ethically acceptable behavior and practices.

wide perspective, and evaluate how individual, professions and societies benefit from

MSc in Global Business and Decision Analysis 2024/25 Oral presentations will assess the students' ability to present and argue points in support of their rationale. 3. The attendance and class participation will ensure students are present in class to absorb the core principles and concepts of the course. **Student Study** Class contact: **Effort Expected** Lecture/seminar/workshop/oral presentation 13 Hrs. Other student study effort: Self-study and group work 13 Hrs. Assignment preparation 13 Hrs. 39 Hrs. Total student study effort **Articles: Reading List and** Fanelli, D. (2009). How many scientists fabricate and falsify research? A References systematic review and meta-analysis of survey data. PloS one, 4(5), e5738. John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. Psychological science, 23(5), 524-532. Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. Journal of the Association for Information Science and Technology, 74(5), 570-581. Swazey, J. P., Anderson, M. S., Lewis, K. S., & Louis, K. S. (1993). Ethical

problems in academic research. American Scientist, 81(6), 542-553.

Tsui, A. S., & McKiernan, P. (2022). Understanding scientific freedom and scientific responsibility in business and management research. Journal of Management Studies, 59(6), 1604-1627.

Websites:

International Center for Academic Integrity (ICAI). (2021). The Fundamental Values of Academic Integrity. (3rd ed.).

https://academicintegrity.org/images/pdfs/20019 ICAI-Fundamental-Values R12.pdf

Northwestern University Principles Regarding Academic Integrity https://www.northwestern.edu/provost/policies-procedures/academic-integrity/principles.html

University of Oxford Academic Integrity in Research https://hr.admin.ox.ac.uk/academic-integrity-in-research

Hong Kong Polytechnic University Student Guide on Academic Integrity: https://www.polyu.edu.hk/ous/docdrive/Academic_Integrity/Student_Guide.pdf

Hong Kong Polytechnic University Pao Yue-Kong Library guide on Academic Integrity: https://www.lib.polyu.edu.hk/research-support/academic-integrity

Hong Kong Polytechnic University Educational Development Center: Generative AI https://teaching.cornell.edu/generative-artificial-intelligence/ai-academic-integrity

Hong Kong Polytechnic University Educational Guidelines for Students on the Use of Generative Artificial Intelligence (GenAI): https://www.polyu.edu.hk/ar/students-in-taught-programmes/use-of-genai/

Materials from the Hong Kong Business Ethics Development Centre website: https://hkbedc.icac.hk/en

Materials from EthicsWeb.ca:

http://www.ethicsweb.ca/resources/professional/issues.html

Retraction Watch:

https://retractionwatch.com/

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

(5 Dec 2023)

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	AF5104
Subject Title	International Accounting
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	None (Recommended Background Knowledge: Students should have taken courses in accounting at undergraduate level or equivalent, which cover basic knowledge in financial and managerial accounting.)
Objectives	This subject aims to provide students with knowledge about international accounting issues. It contributes to the achievement of MSc in Accountancy Programme Outcomes by enabling students to apply appropriate conceptual frameworks in the complex and diversified international dimensions of accounting. (Programme Outcome 3).
Intended Learning Outcomes	 On successful completion of this subject, students will be able to: a. Evaluate the needs for convergence of accounting standards. b. Assess the impact of cross-country variation in accounting measurement and make a comparative analysis of different accounting systems. c. Critically evaluate and apply different approaches to various international financial reporting issues. d. Develop sound analytical abilities and critical thinking on accounting issues most relevant to multinational corporations.
Subject Synopsis/ Indicative Syllabus	Global Environment of Accounting Environmental and cultural factors that influence national accounting systems and lead to accounting diversity. Magnitude of and problems caused by accounting diversity. Classifications of accounting regimes. International Convergence of Financial Reporting Reasons for and obstacles to convergence of financial reporting. The International Accounting Standard Board. The IASB's conceptual framework and standards. Convergence of IFRS and US GAAP. Examination of some major topics of financial reporting by comparing IFRS and US GAAP. Accounting principles and accounting practices in selected developed countries. Significant International Financial Accounting Issues in Reporting by Multinational Corporations

 100 III Global Busiliess and Decision Analysis 2024/20
Accounting for foreign currency transactions. Accounting for foreign operations.
International approaches to segment reporting.
international approaches to segment reporting.

	Strategic Accounting Issues in Multinational Corporations Role of accounting in formulating and implementing multinational business strategy. Multinational capital budgeting. Performance evaluation within a multinational corporation.						
Teaching/Learning Methodology	Seminar-based teaching will be supplemented by case studies, articles and inclass discussion. Students will be encouraged to develop and apply their updated international accounting and related knowledge for decision- making through a combination of research, presentations, individual and group projects.						
Assessment Methods in Alignment with Intended Learning Outcomes	Assessment components include written accounting cases / problems in the coursework and the final examination. These assessment components require students to demonstrate their ability to analyze accounting issues and apply appropriate conceptual frameworks in the international dimensions of accounting.						
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes be assessed (Please tick as appropriate)				
			a	b	С	d	
	Class participation and discussion	15%	√	√	√	√	
	Assignment (Individual basis)	15%	√	√	V	V	
	Group Project – Presentation (Group & individual basis)	20%	√	V	V	√	
	Final Examination	50%	√	V	√	√	
	Total	100 %					

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Class participation - Students are required to actively participate in class to discuss various issues, problems and cases covered in the course. Assignment – Case(s) / problem(s) on evaluation of international financial reporting issues. Group Project – Students are required to work on a group research project and present their findings in class.			
	Final examination – 3 hours examination with problems/cases that students are required to analyze accounting issues and apply appropriate conceptual frameworks in the international dimensions of accounting.			
	Note: The specific requirements on individual assessment components discussed above could be adjusted based on the pedagogical needs of subject lecturers.			
Student Study Effort Expected	Class contact:			
	Seminars	39 Hrs.		
	Other student study effort:			
	 Depends on the background of the students, on average students are expected to spend around 2 more hours for each contact hour for reading, preparing discussion questions, assignments and group project. 	78 Hrs.		
	Total student study effort	117 Hrs.		
Reading List and References	Nobes, C.W. and R.H. Parker, <i>Comparative International Accounting</i> , Latest Edition, Pearson Education Limited.			
	Doupnik, T. and H. Perera, <i>International Accounting</i> , Latest Edition, McGraw-Hill			
	Choi, F. and G. Meek, International Accounting, Latest Edition	, Prentice Hall.		

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University **Subject Description Form**

Subject Code	AF5108	AF5108			
Subject Title	Accoun	iting for Managers			
Credit Value	3				
Level	5				
Normal Duration	One Se	mester			
Pre-requisite / Co-requisite/ Exclusion	None				
Role and Purposes	and ma Admini compar econom financia informa Student account informa Outcom	This course introduces the fundamental concepts and analytical techniques on financial and managerial accounting. It contributes to the achievement of Master of Business Administration (MBA) by improving students' understanding on basic concepts on company's financial and managerial accounting information. Students will learn how economic transactions are recorded in accounting system and compiled into various financial statements, and students will also learn how relevant cost accounting information can be utilized in budgeting, controlling and performance evaluation. Students are expected to be able to understand the financial information provided by accounting system and evaluate and apply both financial and managerial accounting information to analyze company's financial positions in a critical manner (MBA Outcome 1a). They have to communicate reasoned arguments effectively, both in speech and in writing (MBA Outcome 2)			
Subject Learning	Upon c	Upon completion of the subject, students will be able to:			
Outcomes	Financ	Financial Accounting (FA)			
	a.	Understand the accounting system of an organization (both profit making and non-profit making).			
	b.	Record accounting information properly and communicate with accounting information effectively.			
	c.	Understand the basic concepts and principles underlying the financial statements, and be able to interpret financial statements, including balance sheet, income statement and cash flow statement.			
	d.	Identify the characteristics of good corporate governance and apply the knowledge in analyzing the potential governance problems.			
	Manag	Managerial Accounting (MA)			
	e.	Be familiar with various managerial accounting techniques such as CVP, contribution margin concepts, relevant costing, etc.			
	f.	Utilize managerial accounting information in budgeting, controlling and			

	MSc in Global Business and Decision Analysis 2024/25			
	g. performance evaluation.			
	h. Be aware of the limitation of accounting information.			
Subject Symonois/	Einancial Departing Systems and Associating Decodures			
Subject Synopsis/	Financial Reporting Systems and Accounting Procedures			
Indicative Syllabus	Concepts and principles underlying financial statements, measuring and reporting assets and equities			
	Techniques of Analyzing Financial Statements			
	Ratio analysis, vertical analysis, horizontal analysis			
	Corporate Governance			
	Principles and issues relating to internal control			
	Cost Behaviour and Decision Making			
	Cost-volume-profit analysis, cost estimation, relevant costing			
	Concept of Cost Allocation and Measurement Importance of cost allocation in understanding and interpreting cost information in business decisions.			
	Management Control Process Responsibility accounting concepts, segment reporting, performance measures (i.e. ROI, Residual income), basic concepts and methods of investment appraisals			

Teaching/Learning Methodology

Concepts and issues in the Indicative Contents are discussed in seminars. Exercises, problems and short cases are used to illustrate the concepts and issues so as to enhance students' understanding of the materials discussed. Students are expected to be interactive in classes to maximize the exchange of knowledge and opinions.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Financial Accounting	Managerial Accounting
1. Case presentations and discussions	15%	V	V
2. Mid-term test	25%	√	n.a.
3. Participation	10%	√	√
4. Final examination	50%	V	√
Total	100%	V	V

Explanation of the appropriateness of the assessment methods in assessing the intended programme learning outcomes:

Application of concepts (MBA outcome 1a) can be assessed by Final Subject Grade (FSG).

Effective communication (MBA outcome 2) can be assessed by Final Subject Grade (FSG).

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

	MSc in Global Business and Decision Analysis 2024/25			
	 Students will be arranged to analyze real life business cases and present their analyses in groups which encourage students to apply concepts and techniques in business cases and problems. Mid-term test and final examination are used to test students' understanding of accounting concepts and the ability to apprehend and resolve problems. 			
	Participation marks are given to motivate student classes.	s to think and speak out in		
Student Study Effort	Class contact:			
Expected	Lectures / Seminars	39 Hrs.		
	Other student study effort:			
	Assignments, projects			
	■ Revision	57 Hrs.		
	Total student study effort	117 Hrs.		
Reading List and References	Edmonds, T.P., C.T. Edmonds, P.R. Olds, F.M. McNair, and B. Tsay, Survey of Accounting, Latest Edition, McGraw-Hill.			
	Marshall, D.H., W.W. McManus, and D. F. Viele, <i>Accounting: What the Numbers Mean</i> , Latest Edition, McGraw-Hill			
	Warren, C., Survey of Accounting, Latest Edition, Cengage Learning.			
	Kimmel, P., D., J. Weygandt and D. Kieso, <i>Accounting, Tools for Business Decision Making</i> , Latest Edition, John Wiley & Sons, Inc.			
	Kimmel, P., D., J. Weygandt and D. Kieso, <i>Accounting</i> , Latest Edition, John Wiley & Sons, Inc.			
	Horngren, C., W. Harrison and L. Bamber, Accounting, Latest Edition, Prentice Hall.			
	Horngren, C. and W. Harrison, <i>Financial and Managerial Accounting</i> , Latest Edition, Prentice Hall.			
	Libby, P., R. Libby and D. Short, Financial Accounting, Latest Edition, McGraw-Hill.			
	Wild, J., Financial Accounting: Information for Decisions, Latest Edition, McGraw-Hill Irwin.			
	Williams, J., S. Haka and M. Bettner, J.V. Carcello, <i>Financial & Managerial Accounting</i> , Latest Edition, McGraw-Hill.			
	Garrison, Noreen, Brewer, Managerial Accounting, Latest Edition, McGraw-Hill.			
	Anthony, RN, Govindarajan, V, <i>Management control Systems</i> , Latest Edition, McGraw-Hill.			

The Hong Kong Polytechnic University Subject Description Form

Subject Code	AF5326
Subject Title	Managerial Finance
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	Exclusion: Financial Management (AF5318) / Corporate Finance for Executives (AF5331)
Role and Purposes	This subject aims to provide students with a set of basic concepts and theories of modern corporate finance, with special emphasis on the link between theory and practice. It contributes to the achievement of the PgDPA / MPA Programme Outcomes by enabling students to acquire up- to-date knowledge, concepts and theories, tools and analytical frameworks of financial management for making financial decisions and to apply them in solving practical financial problems (Programme Outcome 2).
Subject Learning Outcomes	 Upon completion of the subject, students will be able to: a. use the basic principles of valuation and the basic concepts and techniques of capital investment appraisal; b. apply the principles of portfolio theory and Capital Asset Pricing Model to determine the risk-return tradeoff and the cost of capital; c. evaluate the dividend policy and capital structure irrelevancy arguments and the conditions under which they are relevant; and d. apply the concepts, tools and analytical frameworks of financial decision-making to solve practical financial problems.
Subject Synopsis/ Indicative Syllabus	Objectives and Functions of Corporate Finance Corporate goals and financial objectives. Agency theory. Management compensation. Corporate governance. Value of the firm expressed as contingency claims. Principles of Valuation Time value of money. Compounding and discounting. Short-cuts of present value calculation. Valuation of shares and bonds. Investment Appraisal Techniques and the Limitations Payback period. Average Accounting Return. Internal rate of return. Net present value. Profitability Index. Incremental cash flows and Capital Budgeting. Investments of unequal lives.

Capital Investment Appraisals

Real interest versus nominal interest. Cash flow and discounted cash flow. Capital budgeting techniques. Separating investment decision from financing decision. Replacement decisions. Risk analysis and real option.

Portfolio Theory and Capital Asset Pricing Model

Concept and benefits of portfolio diversification. Systematic and diversifiable risk. Efficient portfolios. Two-Fund Separation Theorem. CAPM. Determinants and estimation of beta.

Cost of Capital

Beta. Cost of Equity. Cost of Debt. Weighted Average Cost of Capital.

Net Working Capital Management

Short-term Finance and Planning. Cash Management. Credit Management

Efficient Market Hypothesis

Competition as a driving force behind information efficiency. Weak-form, semistrong form and strong form Efficient Market Hypothesis. Empirical evidence.

Long-term Financing

Basic features of equity and debt financing. Initial public offering: mechanism and pricing. Rights offering. Bond rating, call provisions and pricing. Types of securities issued and traded in financial markets in Hong Kong.

Capital Structure and Dividend Decisions

Issues of controversy. MM propositions, implications and limitations. Pecking Order Theory. Information content of capital structure and dividend decisions.

Valuation and Capital Budgeting for the Levered Firm

NPV analysis for financing transactions, the APV approach, the Flow to Equity approach, the WACC approach.

Corporate Finance and Hedging Risk

Forward contracts, futures contracts, swaps, valuation of derivative instruments and derivative hedging.

Teaching/Learning Methodology

The subject will be structured around seminars where concepts and key issues will be discussed. Apart from participating in class discussions students will utilize group synergies by forming learning groups among themselves. Coursework will require students to apply the concepts and techniques they learn in the seminars to solve practical problems.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				nes	
		a	b	c	d		
Participation	10%	√	V	√	V		
Project	15%	V		√	√		
Midterm test	25%	√	V		√		
Final examination	50%	V	$\sqrt{}$	V	√		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Participation – In-class discussions and participations show whether students can apply the financial methods to analyze business problems and apply the basic financial theories and present in English effectively.

Project (Group Essay Writing) – Write an essay (theoretical and/or empirical) on how HK-listed companies determine their dividend policy and/or capital structure; OR conduct a risk-return analysis of HK-listed companies; OR conduct an analysis of the efficiency of the Hong Kong (or Chinese) stock market; OR conduct an analysis of the information content of corporate financial reporting in Hong Kong.

Mid-term test -1.5 hour closed-book mid-term test with MC questions and/or short questions/cases on the valuation of bonds and stocks; alternative investment rules; capital budgeting.

Final examination – 3-hour closed-book examination with MC questions and/or long questions/cases about valuation of bond and stock, capital budgeting, stock risk-return analysis, cost of capital, capital structure and dividend policy etc.

Note: To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Examination components. In addition, the specific requirements on individual assessment components discussed above could be adjusted based on the pedagogical needs of subject lecturers.

C4do4 C4d Effort	Class contact:				
Student Study Effort Expected	Class contact:				
амрестей	■ 13 weeks of three-hour seminar 39				
	Other student study effort:				
	 Class preparations, reading subject materials/textbook, assignments and group discussions 78 Hr 				
	Total student study effort 1				
Reading List and					
References	Ross, S.A., R.W. Westerfield, J.F. Jaffe and B.D. Jordan, <i>Modern Financial Management</i> , latest edition, McGraw-Hill.				
	References				
	Brealey, R. A. and S. C. Myers, <i>Principles of Corporate Finance</i> , latest edition, McGraw-Hill.				
	Chew, D. H., <i>The New Corporate Finance: Where Theory Meets Practice</i> , latest edition, McGraw-Hill.				
	Ho, S.S.M., R.H. Scott and K.A. Wong, <i>The Hong Kong Financial System - A New Age</i> , latest edition, Oxford University Press.				
	McGuinness, P. A Guide to the Equity Markets of Hong Kor Oxford University Press.				
	Bernstein, P.L. Capital Ideas: The Improbable Origins of Mode latest edition, Maxwell Macmillan International.				
	Bernstein, P.L., Capital Ideas Evolving, latest edition, Jo	hn Wiley & Sons.			

The Hong Kong Polytechnic University Subject Description Form

Subject Code	AF5362
Subject Title	International Financial Management
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Principles of Corporate Finance (AF5312) <i>AND</i> Investments (AF5344) OR Financial Management (AF5318) <i>AND</i> Investments (AF5344)
Role and Purposes	This subject contributes to the achievement of the Programme Outcome by developing students' ability to solve international financial problems as they present themselves in real-life situations, and to formulate international financial strategies and envision their outcomes.
Subject Learning Outcomes	 Upon completion of this subject, students will be able to: a. Understand the structure and characteristics of various international financial markets and instruments; b. Understand how different exchange rate systems (especially Hong Kong's currency board system) function and how they affect an economy's business environment; c. Identify the sources of risks in international transactions and understand how these risks can be managed; d. Identify and analyze the international dimensions of the debt and equity markets, and understand their implications for a company's financing decisions and investment policies.

Subject Synopsis/ Indicative Syllabus	The Foreign Exchange Market Exchange rate defined. Spot and forward markets. Interest rate parity relationships.
	Exchange Rate Systems Fixed vs. Floating exchange rates. How a fixed exchange rate is maintained? Pros and cons of fixed exchange rates. How does Hong Kong's currency board work?
	Exchange Rate Determination Using the interest rate parity relationship. Purchasing Power Parity considerations. Current account considerations. Fundamental approach. Technical approach. Forecasting performance of professional forecasters.
	Foreign Exchange Risk Management The Instruments: Foreign exchange futures and options. Transaction exposure. Economic exposure. Long-term interest rate and currency risk management. The use of swaps.
	International Financial Markets: The Manager's Perspective International capital structure and the cost of capital. International corporate governance.
	International Financial Markets: The Investor's Perspective International portfolio investments. The benefits of international diversification. The effects of exchange rate movements. Home bias in portfolio holdings.
Teaching/Learning Methodology	In the first part of most classes, the instructor will provide students with a lecture on the underlying concepts and their application in practical settings. Students will be required to participate in the lectures and class discussions, to solve analytical problems and case studies, to make presentations, and to submit written reports.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				o be	
		a	b	c	d		
1. Midterm Exam	20%	√	√				
2. Group Presentation*	7%	√	V	√	V		
3. Individual Written Report*	13%	V	V	V	V		
4. Class Participation	5%	V	V	V	V		
5. Final Exam	55%	V	V	√	√		
Total	100 %				•	•	•

^{*}Different presentations/reports may address different outcomes.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students will be required to solve problems that test their understanding of how exchange rates are determined, the relationship between exchange rates and interest rates, the characteristics of international financial instruments, the impact of different exchange rate systems on the business and economic environment, and of what the sources of risks are in international financial transactions.

There will also be cases and problems that test if students can make use of financial instruments and/or operational hedges to manage risks in international financial transactions, and understand the implications of the international nature of the debt and equity markets for corporate financial decisions.

Student Study Effort	Class contact:			
Required	 Lectures / Seminars 	39 Hrs.		
	Other student study effort:			
	Problems / Cases	24 Hrs.		
	Midterm & Final Examinations	35 Hrs.		
	Preparation for presentation and written report			
	Total student study effort 123			
Reading List and References	Textbook Eun, C.S. and B.G. Resnick, International Financial Moderaw-Hill, 2018. Supplementary Readings Shapiro, A.C., Multinational Financial Management, 19 Eiteman, D.K., A.I. Stonehill, and M.H. Moffet, Multinat 15th Edition, Pearson, 2019. Bodie, Z., A. Kane, and A.J. Marcus, Essentials of Invest McGraw-Hill, 2019.	Oth Edition, Wiley, 2014. tional Business Finance,		

The Hong Kong Polytechnic University Subject Description Form

Subject Code	AF5618
Subject Title	Global Economic Environment for Management
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	None
Role and Purpose	This subject contributes to the achievement of the learning outcomes by enabling students to understand how firms operate in a global economic environment (MScBM Outcome 5/MBA Outcome 4) by applying concepts (MScBM Outcome 1/MBA Outcome 1a) from Economics.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) conduct basic economic analysis of the global economy. b) understand the driving forces of globalization. c) evaluate the effects of institutional differences on international business. d) analyze the trends of trade and investment in the global economy. e) assess the strategies and behaviors of multinational companies.
Subject Synopsis/ Indicative Syllabus	Basic economic tools for global business Demand and supply analysis; market structures, measures of global economic activities. Globalization and country differences Drivers of globalization; Firms' response to globalization; Differences in institutions across countries; Economic development. Cross-Border Trade and Investments International trade and comparative advantages; Balance of Payment and exchange rate; Trade policy; Foreign direct investment. Government Policies in a Global Setting Central banks; Fiscal and monetary policies in a global setting; International financial system; Financial crises.
Teaching/Learning Methodology	This subject will be taught in both lecture and seminar formats. Lectures will focus on analysis of globalization and related issues using basic economic tools while seminars are designed to provide the environment for discussions and critical analysis of the subject materials.

Assessment Methods in Alignment with	Specific assessment						
Intended Learning Outcomes	methods/tasks	% weighting	a	b	С	d	e
Outcomes	1. Assignment	15	٧			٧	٧
	2. Presentation*	15	٧	٧	٧	٧	٧
	3. Mid-term quiz	15	٧			٧	
	4. Exam	50	٧	٧	٧	٧	٧
	5. Participation	5					
	Total	100 %			•		
Student Study Effort Expected	Explanation of the appropriateness of the assessment methods in asses programme intended learning outcomes: Application of concepts (MScBM Outcome 1/MBA Outcome 1a) can be assequiz and Exam. Global outlook (MScBM Outcome 5/MBA Outcome 4) can be assessed by A & Presentation. Explanation of the appropriateness of the assessment methods in asses subject intended learning outcomes: Assessment methods 1 to 4 are designed to ensure that students can achieve intended learning outcomes in a steady process. t Class contact:				y Assig	d by gnment the	
	Lecture and in-class work						39 Hrs.
	Other student study effort:						70.11
	Self-study		78 Hrs				
	Total student study effort		117 Hrs				
Reading List and References	Robert H. Frank, Ben S. Bernanke, Kate Antonovics, and Ori Heffetz, <i>Principles of Economics</i> , latest version. Articles in mass media, such as BBC News, South China Morning Post, Finan Times, etc. Articles in academic journals, such as American Economic Review, Journal of Finan Journal of Economic Literature, Journal of International Business Studies etc.					inancial	

The Hong Kong Polytechnic University <u>Subject Description Form</u>

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Subject Code	AF5627
Subject Title	Managerial Economics with an Application to China Business
Credit Value	3
Level	5
Normal Duration	One semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject provides basic knowledge and tools in managerial economics, industrial organization and business strategy, so as to develop students' abilityto apply economic analysis to business decision-making in the case of China.
	This subject contributes towards the achievement of MSc in China Business Studies program outcomes by applying the framework of managerial economics and business strategy to the evaluation of market environment, assessment of relevant pricing and business strategy and their impacts on business organizations (MSc in CBS Outcome 1a), and by applying data science in the business analysis in the Chinese business environment (MSc in CBS Outcome 1b)
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Apply supply and demand analysis to determine equilibrium market outcomes and to analyse consumer and producer behavior.
	b. Understand the use of data-science in consumer demand estimation.
	c. Evaluate various pricing strategies; and
	d. Apply game theory to access business strategy.
Subject Synopsis/ Indicative Syllabus	Understanding the Functioning of Market Market Demand and Supply; Changes in Supply and Demand; Market Equilibrium; Application to markets in China.
	Consumer and Producer Behavior Data-science in Demand Estimation; Consumer Surplus; Demand; Elasticity of Demand; Production Function; Costs; Profit Maximization; Producer Surplus; Returns to Scale; Law of Diminishing Return.
	Value Capture and Pricing Strategy From Value Creation to Value Capture; Monopoly and MonopolisticCompetition; Pricing Strategy; Application to China Business.
	Game Theory and Business Strategy Prisoner's Dilemma; Dominant Strategy; Price War; Repeated Game; Game of Coordination; Application to China Business. Economics and Business Strategy in the Digital Age

	Network Economy; Pricing of Information; Lockin; Electronic markets; Application to China Business.						Application	
Teaching/Learning Methodology	This subject will be taught in both lecture and seminar formats, emphasizing key is in managerial economics and business strategy with applications to decision-mal in China business.							
Assessment Methods in	Specific assessment % weighting		Intended subject learning outcomes to be assessed					
Alignment with Intended Learning			a	b	c	d		
Outcomes	1. Class Participation	10%	√	√	√	√		
	2. Group Presentation and Written Report	30%	V	V	√	V		
	3. Final Examination	60%	V	V	$\sqrt{}$	√		
	Total	100 %					1	
	Class Participation – Stude and participate actively in the knowledge and tools for Group Presentation and W working on an assigned presentation and associated read This process helps develop outcomes. Final Exam – Through the effectiveness of their common To reflect the significant to the overall weighting of the concerning technology-relation.	class discussion business deciritten Report - oblem by applyings, presenting students' abilities and of the subschnology comiss subject is basings.	on, which ision an Through ying the ng it to the ity to ar s are accepted tent in the ased on i	h helps alysis. gh group knowle he class nalyze k ressed in arning o	developed developed developed and writer developed	o theskills ssion, stud d tools lea iting it up es related to of the ove s. 6 (or more	ents rned in the as a report. to learning	
Student Study Effort Expected	Class contact: Lectures / Presentatio	n and discussi	on				39 Hrs.	
	Other student study effort:						<i>57</i> 1115.	
	 Preparation for lecture 		scussion	1			39 Hrs.	
	 Preparation for assign presentation 	ment / project	and				39 Hrs.	
	Total student study effort						117 Hrs.	

Reading List and
References

- Baye, Michael and Jeffrey Prince, Managerial Economics and Business Strategy, latest edition, McGraw Hill.
- Mankiw, Gregory. Principles of Microeconomics, latest edition. South-Western Cengage Learning.
- Shapiro, Carl and Varian, Hal. Information Rules: A Strategic Guide to the Network Economy. Harvard Business School Press. 1998.
- The Economist.
- The Wall Street Journal.
- Financial Times.

The Hong Kong Polytechnic University Subject Description Form

Subject Code	MM539
Subject Title	International Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject contributes to the achievement of the following outcomes: (1) compare and contrast the modes of entry available to a firm evolving into a multinational enterprise; (2) apply knowledge to write an internationalisation project report; (3) explain why "national culture" should or should not be the driving force in designing management and organisation programs such as performance management or compensation systems; (4) work effectively with and through others; (5) describe methods used to analyse and assess political risk and to explain how multinational corporations (MNCs) apply those methods as they attempt to manage the level of political risk in less developed countries.
Intended Learning Outcomes	 Upon completion of the subject, students will be able to: a. to examine the present economic status in the major regions of the global community; b. to analyse some of the major developments and issues in the various regions of the world; c. to apply theories and analytic frameworks and to convert into knowledge about a particular issue or condition facing a global manager, typically as it relates to the firm's strategy or operations; d. to develop an analytical framework for assisting in the decision-making process of global managers; e. work effectively with others to complete a project in International Management.

Subject Synopsis/ Indicative Syllabus

Theories of international business and internationalisation of firms

Drivers and theories of internationalisation; international exchange and markets-asnetwork; common forms of international business activities in Hong Kong, China and the region.

Comparative environmental frameworks & international management issues

Classification of national economies and macroeconomic issues confronting international business; the role of government and management of political risks; Economic integration: trend and implications; Ownership and financial risk in international operations; Competitive advantages of nations and strategic performance of firms.

Strategy and management of international business

International market analysis: economic and socio-cultural aspects; import/export strategy of Asian developing countries; licensing and international technology transfer; international joint venture management in Hong Kong and China context; strategic alliances: formation and relationship management for synergy; management of global sourcing, production and logistics.

Coordination and control of trans-national inter-firm networks

Configuration and coordination of value and support activities for international competitiveness; an organic form of the organisational structure of global firms; management development and shared values; portfolio analysis and international corporate planning.

Teaching/Learning Methodology

In the first part of each class, the instructor will give students a structured lecture on the underlying theoretical framework and highlight the importance of each topical area exemplified by real-world cases. Students will be required to participate in discussion in the lectures, and undertake guided reading and case analyses, which will form the basis for student presentations in the later part of each class.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a.	b.	c.	d.	e.	
Continuous Assessment*	100%						
1. Group project	30%	✓	✓	✓	✓	✓	
2. Peer appraisal	10%					✓	
3. Participation	10%	✓	✓	✓	✓		
4. Formative video assessment	20%	✓	√	√			
5. Individual essay#	30%	✓	✓	✓	✓		
Total	100 %						

^{*}Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to form teams to prepare an international business plan and give a 15-minute presentation. The assessment will enable students to develop practical, analytical, communication and interpersonal skills. Peer appraisal will be conducted on the group project.

For participation, besides assessing students' level of involvement during class activities, students will post and comment on international issues on Personalized Learning Environment and Network (PLE&N), which is a participation-driven element.

On the formative video assessment, students prepare news reporting videos to analyse international issues in-depth through video production and get peer feedback.

Each student is required to submit an individual reflective essay on international business. It will need students to demonstrate critical thinking and the application of concepts.

[#] Individual essay topics may address different outcomes

Student Study Effort	Class contact:	
Expected	• Lectures	39 Hrs.
	Other student study efforts:	
	■ Self-study	78 Hrs.
	The total student study effort	117 Hrs.
Reading List and References	 Textbook Hill, C. (2022).International Business: Competing in the ged.). New York, NY: McGraw-Hill Education. Academic References Luthans & Doh (2012). International Management: Culture (8th ed.). McGraw Hill. Baldwin, R.E. and Martin, P. (1999) Two Waves of Global Similarities, Fundamental Differences, National Bureau Cambridge, MA, NBER Working Paper No. 6904. Buckley, P.J. (2002) 'Is the international business agendal Journal of International Business Studies 33(2): 365-372. Micklethwait, J. and Wooldridge, A. (2000) A Future Pert Hidden Promise of Globalization, Crown Business: New World Economic Forum, Global Competitiveness Report General References Asian Wall Street Journal. Dow Jones & Company (Daily) The Economist, London, The Economist Newspaper Limit available. (Weekly magazine). The Financial Times, Jones Pub. Co. (Asia), Inc.(Daily new Far East Economic Review (Weekly magazine). 	are, Strategy and Behavior alization: Superficial of Economic Research: running out of steam', 3. fect: The Challenge and w York (various issues).

July 2023

MSc in Global Business and Decision Analysis 2024/25 The Hong Kong Polytechnic University <u>Subject Description Form</u>

Subject Code	MM5712
Subject Title	Marketing Management in China
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite / Exclusion	Managing Customers and Markets (MM574) or Marketing Management (MM576) or Essential Business Theories and Concepts (MM5001)
Objectives	This subject is designed to develop the students' understanding of China's marketing environments, and their impacts on marketing in China. The uniqueness of China's marketing environments mainly lies in its economic, political, and cultural dimensions. A comparative approach will be employed wherever appropriate, comparing marketing in China and in the West, especially the United States. A cultural perspective will be taken to explain the reasons for the differences of marketing in China and the West. Specifically, it aims to: • improve the students' understanding of the political, economic, and cultural environments in the Chinese market; • understand the Chinese consumers and organizational customers and their buying behavior; • understand the key issues of managing the Chinese markets; • formulate and evaluate marketing strategies for companies doing business in China. The overall aim of this subject is to provide a comprehensive, in-depth treatment of the planning of marketing at both strategic and operational levels. At the operational level, students will be able to plan day-to-day activities. At the strategic level, they will be able to determine long-range goals and objectives, commit the firm to courses of action, and allocate resources to accomplish brand, organizational, or divisional goals. This subject contributes to the achievement of the MSc MM Programme Outcome 4 (Develop additional expertise in selected aspects of marketing management, chosen from: International Management; Business Analytics; E-Commerce; MM MSc Career Workshop; Marketing Management Dissertation; Marketing Management in China; Marketing Strategy; Services Marketing; Business to Business Marketing; Sales Management; Brand Management; Practice of Marketing Management; Promotion and Advertising; Technology Innovation and Management; and Social Media Marketing).

market economy. This subject will address the unique political, economic, and convironments as the factors that have profound impacts on marketing practices in A comparative approach is used to contrast the cultures in China and the U.S. The in of culture, being manifested in various aspects of marketing, will also be contrasted following sections: 1. Understand the marketing environments in China and the environmental important marketing concept and marketing orientation; 2. Consumer and organizational buying behavior;	dealing ing, and nels of ships in ons and em to a cultural china. impacts d in the					
b. appreciate the theories of culture and national culture and their applications in with customers, both individual and organizational, in Chinese markets; c. formulate and evaluate marketing strategies (targeting, segmentation, positioning differentiation) and marketing mix strategies (product, pricing, channed distribution, and promotions) in China; d. evaluate and propose relationship marketing strategies for inter-firm relations China; e. develop logical and critical thinking capabilities, and abilities in communicationabilities in Chinese markets. Subject Synopsis/ Indicative Syllabus China is undergoing economic reform, transforming from a central planning systemarket economy. This subject will address the unique political, economic, and cenvironments as the factors that have profound impacts on marketing practices in A comparative approach is used to contrast the cultures in China and the U.S. The inforculture, being manifested in various aspects of marketing, will also be contrasted following sections: 1. Understand the marketing environments in China and the environmental imparketing concept and marketing orientation; 2. Consumer and organizational buying behavior;	dealing ing, and nels of ships in ons and em to a cultural china. impacts d in the					
Indicative Syllabus China is undergoing economic reform, transforming from a central planning system market economy. This subject will address the unique political, economic, and converge environments as the factors that have profound impacts on marketing practices in A comparative approach is used to contrast the cultures in China and the U.S. The interpolation of culture, being manifested in various aspects of marketing, will also be contrasted following sections: 1. Understand the marketing environments in China and the environmental impact marketing concept and marketing orientation; 2. Consumer and organizational buying behavior;	cultural China. impacts d in the					
with Chinese counterparts;	 Understand the marketing environments in China and the environmental impacts on marketing concept and marketing orientation; Consumer and organizational buying behavior; Relationship marketing and interpersonal relations (guanxi) in China & negotiations with Chinese counterparts; Product, new product/brand management and innovations & promotion practice in China; 					
Teaching/Learning Methodology To facilitate experiential learning, case studies in China and real-life discussion emphasized in teaching. This approach also involves the use of case reports, appl	To facilitate experiential learning, case studies in China and real-life discussion will be emphasized in teaching. This approach also involves the use of case reports, application exercises, and group project to engage students in an interactive and experiential learning.					
Assessment Methods in Alignment with Intended Learning Specific assessment methods/tasks Specific assessment weighting weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting be assessed (Please tick as appropriate to the specific assessment weighting to the specific assessment weighting the specific assessm						
Outcomes a. b. c. d.	e.					
Continuous Assessment* 100%						
1. Class participation 15% ✓ ✓ ✓ ✓	✓					
2. Individual reflection 10% ✓ ✓ ✓ ✓	✓					
3. Individual case report 25% ✓ ✓ ✓ ✓	✓					
4. Application exercise 15% ✓ ✓ ✓	✓					
5. Group presentation 35% ✓ ✓ ✓	✓					
Total 100 %						

	*Weighting of assessment methods/tasks in continuous as to each subject lecturer. To pass this subject, students are required to ob overall subject grade. Explanation of the appropriateness of the assess intended learning outcomes: the various methods are darking this subject to have a balanced learning experience.	tain Grade D or above in the ment methods in assessing the lesigned to ensure that all students
Student Study Effort Expected	Class contact:	
Enort Expected	 Lectures 	39 Hrs.
	Other student study effort:	
	 Preparation for lectures 	39 Hrs.
	 Preparation for assignment / group project and presentation 	81 Hrs.
	Total student study effort	159 Hrs.
Reading List and References	Reference Books: Tom Doctoroff, What Chinese Want: Culture, Conconsumer, Palgrave MacMillan, 2012. Philip Kotler, Kevin Lane Keller, Mairead Brady, M. Hansen, Marketing Management, Pearson Education, 2012. Philip Kotler, Kevin Lane Keller, and Taihong Lu, M. Pearson Education South Asia, 2009.	alcolm Goodman, and Torben 009.

July 2023

The Hong Kong Polytechnic University Subject Description Form

Subject Code	MM576
Subject Title	Marketing Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	This subject provides an introduction to the theory and practice of Marketing at a post-graduate level. The idea is to give students who may have little previous exposure to Marketing a basic working knowledge of the typical marketing environment and marketing mix: product, price, promotion and distribution. The subject is also designed to introduce students to a wide range of current topics, such as customer relationship management (CRM), brand equity management, service marketing, digital marketing, and database marketing, etc. A broad range of marketing topics is conducted with an emphasis on the concepts, which a marketing manager needs to understand in order to make effective decisions.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. design marketing activities in an organization, and assess their impact on marketing performance in a global setting; b. develop strategies to achieve marketing objectives; c. apply market segmentation, targeting and positioning with optimal marketing mix; d. appreciate the use of latest technology in designing and implementing marketing programs e. evaluate the ethical issues that relate to marketing.
Subject Synopsis/ Indicative Syllabus	The Scope of Marketing Exchange and transactions, company orientations towards the marketplace and the fundamental marketing concepts, trends and task. Marketing ethics and social responsibilities. Developing Marketing Strategies and Plans A Holistic Marketing Orientation and Customer Value. The role of marketing in strategic planning. Gathering Information and Scanning the Environment Analyzing the marketing environment. The Marketing Information System. Creating Customer Value Building customer value, satisfaction and loyalty and cultivating customer relationship.

	MSc in Global Business and De Analyzing Consumer and Busine		sis 2024	/25			
	Segmentation, market targeting and		Buildin	g a stron	ıg brandi	ing strate	egy.
	Dayslaning the Marketing Mix						
	Developing the Marketing Mix Setting the product, price, place and promotion strategies.						
	Technology and Marketing						
	The impacts of technology on mark	ceting					
Teaching/Learning Methodology	The format for the course will be or presentation sessions. Besides the trarticles will be provided to stude intention is to allow students to appreciate academic research students beforehand and share their views encouraged.	extbook spec nts that cove absorb viewp udies. Stude	ified in ter a wid points fr nts are	this cour e range om vari expecte	se outlin of mark ous scho d to re	e, select keting to olars and view th	ed journa opics. The d learn to le article
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				mes to
			a.	b.	c.	d.	e.
	Continuous Assessment*	50%					
	Class participation and contribution	10%	✓	✓	✓	✓	~
	2. Individual assignment	15%	✓	✓	✓	✓	
	Group project/case presentation	25%	✓	✓	✓	✓	✓

Examination

Total

*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.

50%

100 %

To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

	Explanation of the appropriateness of the assessment	ent methods in assessing the			
	intended learning outcomes:				
	To help students understand both the principles and practices of marketing, the students				
	will be required to <u>analyze and write reports based on group projects and/or case studies</u> .				
	The presentations, the reports and other written assignments will improve their <u>critical and</u>				
	<u>creative thinking</u> and <u>effective communication</u> . The class discussionwill also require				
	students to demonstrate a global outlook and identify to	he ethical issues which arise in			
	respect of marketing activities.				
Ctr. don't Ctr. dr. Effort					
Student Study Effort Expected	Class contact:				
	 Lectures 	39 Hrs.			
	Other student study effort:				
	 Preparation for lectures 	42 Hrs.			
	 Preparation for assignment / group project and presentation / examination 	54 Hrs.			
	Total student study effort	135 Hrs.			
Reading List and References	Main References Kotler, P., Keller, K. L., Ang, S. H., Leong, S. M. and Tan An Asian Perspective, Pearson, the latest edition.	, C. T., Marketing Management:			
	Kotler, P., Armstrong, G., Ang, S. H., Tan, C. T., Yau <i>Principles of Marketing: An Asian Perspective</i> , Pearson, t				
	Kotlet, P., Keller, K. L. and Chernev A. Marketing Management, Pearson, Global edition				
	Other References Ries, Al and Trout, Jack (1986). Positioning, McGraw-Hi	ll, Inc.			
	Various marketing journal articles, magazine and ne information will be referenced.	wspaper clippings, and web			

The Hong Kong Polytechnic University Subject Description Form

Subject Code	MM5791
Subject Title	Global Marketing in Cross-Cultural Perspectives
Credit Value	3
Level	5
Normal Duration	1 semester
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	The first objective of this class is to develop competence that is relevant to the understanding and practice of Cross-Cultural Management such as Challenges to Cross-Cultural Psychology; Difficulties of Cross-Cultural Expansion; Environmental Challenge; Collaborative Challenge and train students to become a "Global Manager" for working in an Asia Firm. The second objective is to facilitate students' understanding of the nature, structure, and distinct characteristics of Global Marketing in Asia. Further, through case studies and group projects, the course should develop students' ability to adapt global marketing strategies to specific national market needs and constraints. This subject contributes to the achievement of the MSc MM Programme Outcome 1 (Understand the principles and practices of management, marketing, and ethics, and develop entrepreneurship to apply theories to solve business issues that are increasingly affected by technologies).

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

- a) Have the ability to analyse information in order to identify the core marketing problems facing a global firm. And also, identify potential solutions to the challenges for management raised by the need to manage effectively across contemporary cultural circumstances.
- b) Develop the ability to apply Global Marketing Theories (with an emphasis on the Global Versus Local Issue. i.e. Standardised Versus Localized Marketing) to a practical marketing situation. And also, apply appropriate concepts and tools for the analysis of cultural differences and their potential impact on individual business behaviours, interpersonal processes, and team performance.
- c) Enable to develop and evaluate alternative global marketing strategies designed to solve these core marketing problems. And also, understand and act on the implications of cultural differences for decision-making, negotiation, team functioning, and leadership.
- d) Have a basic knowledge of global marketing and the global marketing management. And also, evaluate how cultural factors impact ethical issues in management.

Subject Synopsis/ Indicative Syllabus

Global Marketing Concepts included: Glocalization by Gurcharan Das (Harvard Business School); Ohmae Theory of Globalization by Kenichi Ohmae (UCLA); R. Wayne Walvoord Model – "Application to US Agricultural Tractor to Asia" Country" by David Ko (PolyU); International Chain Production Cycle Theory (ICPC) by Kenneth Simmonds (London Business School); The "Flying Geese" Model of Asian Economic Development by Kiyoshi Kojima (Tokyo University) and Asian Miracle by Paul Krugman (MIT; 2008 Nobel Prize Winner); Repositioning Asia - From Bubble to Sustainable Economy by Philip Kotler, Father of Global Marketing (Kellogg School of Management); Joelle Choy (Sorbonne University – Major in Culture & Communication/CUHK & INVESTHK – Special Project (Asia) & Ines Huynh (French Vietnamese – Major in Psychology, HKU) Cross-Cultural Management Concepts included: What is culture? Challenges to Cross- Cultural Psychology? Difficulties of Cross-Cultural Expansion. Annam (Vietnam + Cambodia + Laos, French colonies, Speaking French); Brunei + Malaysia + Singapore, British colonies, Speaking English); Philippines, Spanish colony and under Catholic Regions Influence but speaking English); Thailand and Myanmar; under Buddhism Influence). Global Marketing & Culture Cases from different Universities and details, please refer to the reading lists—

Digital Innovation in DBS Bank: **Singapore** (NTU, 2015)

Unilever: Soap Suds for Social Good: Myanmar (SMU, 2016)

Indonesia Maids in **Brunei** (Institute of Asian studies, 2015)

Red Bull: **Thailand** (London Business School, 2022)

Coats **Indonesia:** Challenges in an Unfamiliar Culture (Indian Institute of

Management, Bangalore, 2020)

The Lao's coffee: Global Marketing (Vertical Integration) – HKU, 2011 High-End

Chocolate: **Vietnam** Market (HEC, 2019)

SUNTON Manufacturing in Cambodia: Exit or Remain? (Ivey, 2020) Going Plastic Neutral: The Nestle **Philippines** (A) (International Institute for Management

Development, IMD 2021)

Malaysia: People First (Harvard Business School, 2011)

Teaching/Learning Methodology

We have 90 mins for the lecture to cover the relevant topic before we go to have an in-class case study for the next 90 mins, including a team presentation for each lecture. An Advanced Exercise is designed by David Ko through the use of the Internet to search Primary Data in a virtual Cross-Cultural Team Market Entry Exercise. All the students must bring calculators to compute the Market Entry Modelling. Guest Speakers will be invited to address cross-cultural issues in a global firm as a seminar in the lecture room.

Written Assignments

Each class member will participate in a virtual Cross-Cultural Team Project. This project has participants from different nations and cultures. The Cross-Cultural Instructor will inform class members of their lucky draw that contains information for this project later in class. Examples of these assignments include building a team Totem (refers to "Mekong Culture" & "King Power" including Vietnam, Laos, Thailand, Cambodia, China & Myanmar) and working with members from other Culture. The virtual Cross-Cultural team project has two components: (a) short written assignments that constitute 15% of the final grade; and (b) an Oral team presentation (no written requirement) that constitutes 20% of the final grade.

*** Use of GenAI in assessment (Including Individual or Group as shown below)*** – "The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions.

Oral Presentation

The theme of this project is to analyse how to manage a Cross-Cultural team successfully. You may utilize what you have learnt throughout the virtual Cross-Cultural team project as key materials for this presentation. To make this a meaningful and substantive project, it is best for the team to focus on some specific issues to analyse. The key is to present to your classmates something that they should learn about the management of Cross-Cultural teams. To do this successfully, you should find an issue and then discuss the issue in both practical and theoretical terms. Focusing only on the practical aspect will render the presentation rather mundane. The audience would be left wondering whether they may apply what you have presented to their own situation. Focusing only on the Theoretical aspect will render the presentation rather abstract. The audience may have a difficult time relating your presentation to business contexts. There are many different issues relating to Cross-Cultural team management. For one issue is the management of Crossmisunderstandings. Do not simply describe some of the Cross- Cultural misunderstandings that have occurred during your involvement in the virtual Cross-Cultural team exercise. Instead, talk about why these misunderstandings occur and how they may be managed. Better yet, talk about how your management can be applied to teams with Cultural backgrounds or company backgrounds (e.g. MNC) that are different from your own team. Discuss what kind of misunderstandings is easy to deal with (e.g. semantic differences) and what kind is difficult to deal with (e.g. substantive differences). Another example is to analyse how to build trust between team members with different cultural backgrounds. A third example is the proper alignment of company mission, value, and control mechanisms between different cultural groups.

The project should represent an integrated project. That is, the sections of the presentation, rather than being independent of one another, should be mutually supportive. This requires that the team not "contract out" the sections to be developed by various team members and then collate the transparencies together. Rather, this should be a team project in every sense of the word.

Give a descriptive title to your project

The team will present the project orally to the class. No written form is required. Since a specific date of presentation will be scheduled for each team, no late presentation is accepted.

Typically, unless all the other team members agree that a particular member has not performed satisfactorily, the same project grade will be assigned to each team member. If there is consensus that a member has not performed satisfactorily on the project, that member will receive a grade lower than the project grade.

If a team finds that is dysfunctional because of a lack of cooperation of any team member(s), that team may, after a meeting of the entire team with the instructor, disband and reform as smaller teams (or attempt to seek membership in another existing team). A single individual who did not cooperate with his or her team (or who had an uncooperative team) may find himself or herself a member of a one-person team.

Students may form their own teams if they so choose. For those students who prefer or who do not know others in the class, the instructor will assist in making team assignments.

Each team should analyse a different issue or topic. The choice of issue or topic will be determined on a first-come, first-serve basis. A group registration form will be handed out in class later.

An Individual Academic Writing Exercise

An individual, take-home essay will be submitted a week after the last lecture of this term. This essay will be an 800-word (Maximum) written report on a topic in cross-cultural management in a global firm provided by the teacher a week or more before it is due for submission over Blackboard.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	learn be as	ded su ing ou sessed opriate	tcome: (ticke	
		a.	b.	c.	d.
Continuous Assessment*	100%				
1. R. Wayne Walvoord Model	15%	✓	✓	✓	✓
2. Reading Synopsis: Students are required to turn in a one or two pages reading synopsis for the assigned readings for each class	20%	√	√	√	✓
. Team Project: Students will e graded on their nvolvement in the discussion f the assigned readings in ach class	35% (a: 15% + b: 20%)	√	>		
4. Individual, take-home assignment – 800-word essay on topic involving Cross- Cultural & Marketing Issue Writing	30%	√	√	√	√
otal	100 %				

^{*}Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- a) The various learning methods to be used are designed to ensure that all students taking this subject improve their capacity to:
- b) Engage with each other and with the teacher in cross-culturally effective ways;
- c) Participate energetically and efficiently in their various class activities across the term;
- d) Cooperate fairly and harmoniously with their culturally diverse team members in completing two group assignments that require them to discover cultural differences in imaginary but realistic settings and submit an informative and insightful written report on these differences and how they may be better managed.

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The individual, take-home assignment at the end of the course provides students with the opportunity to integrate all these learning experiences in a written format addressing the core topics of the course, viz., cross- cultural aspects of decision-making, negotiation, teamwork, and leadership as applied to cross-cultural management settings in a global firm.

Note that cross-cultural management settings include the class teams and the whole class, so that each student comes to realize that the course experience itself is a case study in learning to manage more effectively across settings of embedded cultural diversity.

Student Study Effort Expected

diversity.	
Class contact:	
Lectures and classwork	39 Hrs.
Other student study effort:	
Group and self-study work outside of class	78 Hrs.
Total student study effort:	117 Hrs.

Reading List and References

Required Reading for Cross-Cultural Study:

Cross-Cultural Marketing (e-version) by Dawn Burton, Routledge (This text is required reading and students are recommended to purchase this book at the campus bookstore or over the web; it is also available at the PolyU library)

Cross-Cultural Management Reading Lists:

Challenges to Cross-Cultural Psychology – Bridging Western Vs Eastern Thinking: "Global Strategy Requires a Meeting of Minds) – Expert Insight 2022

Cultural effects on the Marketing Process in South-east Asia by Sir Gordon Redding's internal paper from Oxford University

Language as a Window into Culture, Sameer B. Srivastava and Amir Goldberg (2017), California Management Review, Haas School of Business from University of California Berkeley.

Popular Culture Co-Productions and Collaborations in East and South- east Asia by Professor Nissim Otmazgin, published by: NUS and Kyoto University 2023

Required Reading for Global Marketing Study:

Kate Gillespie and H. David Hennessey – 4th edition (Routledge). *The Textbook is for reference only.*

Global Marketing Reading Lists:

David Ko (2018), "Economic Success in East Asia and in Hong Kong", Asia Business Research, Vol 3. No 2, 2018.

Philip Kotler & Hermawan Kartajaya – e version (John Wiley). Repositioning Asia – From Bubble to Sustainable Economy.

Oct 2023

The information in this document is correct at the time of production (September 20243), and is subject to review and change.





