MSc in Management (Operations Management)

Definitive Programme Document

Programme Code: 44085-OMN

The Hong Kong Polytechnic University
香港理工大學

Department of Logistics & Maritime Studies
物流及航運學系

Faculty of Business
工商管理學院
Innovation-driven Education and Scholarship
Discover · Design · Deliver

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OM Programme Web Page
http://www.lms.polyu.edu.hk/en

PolyU Student Handbook Web Page
http://www.polyu.edu.hk/as

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FOREWORD

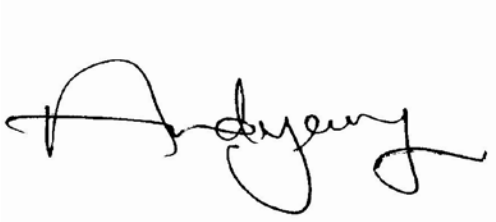
It is our pleasure to welcome you to the Master of Science in Management (Operations Management) programme offered by the Department of Logistics and Maritime Studies at The Hong Kong Polytechnic University.

This programme aims to provide you with a solid foundation in the main functional areas of management, along with in-depth training in the realm of Operations Management.

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

Revised Academic Calendar 2015-16 (by Semester Week)

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Sem. Week	Notes
Aug 2015	--	24	25	26	27	28	29	30	--	
Sep	1	31	1	2	3	4	5	6	1	**Aug. 31: Sem. 1 commences (13 teaching weeks: 31 Aug - 28 Nov 2015)** Aug. 31 - Sep. 12: Add/Drop Period for Sem. 1
	2	7	8	9	10	11	12	13	2	Sep. 3: The 70th anniversary day of the victory of the Chinese people's war of resistance against Japanese aggression
	3	14	15	16	17	18	19	20	3	
	4	21	22	23	24	25	26	27	4	Sep. 27: Mid-Autumn Festival (all evening classes suspended)
Oct	5	28	29	30	1	2	3	4	5	Sep. 28: The day following Mid-Autumn Festival / Oct. 1: National Day
	6	5	6	7	8	9	10	11	6	Oct. 10: PolyU Education Info Day (all day-time and evening classes suspended)
	7	12	13	14	15	16	17	18	7	
	8	19	20	21	22	23	24	25	8	Oct. 21: Chung Yeung Festival
Nov	9	26	27	28	29	30	31	1	9	Oct. 24: Twenty-first Congregation (First conferment session)
	10	2	3	4	5	6	7	8	10	
	11	9	10	11	12	13	14	15	11	Nov. 14: Twenty-first Congregation (Main conferment session, also last session)
	12	16	17	18	19	20	21	22	12	
	13	23	24	25	26	27	28	29	13	Nov. 28: Sem. 1 teaching ends
Dec	14	30	1	2	3	4	5	6	Exam.	Nov. 30 - Dec. 3: Revision Days for Sem. 1 **Dec. 4 - 19: Examination Period for Sem. 1**
	15	7	8	9	10	11	12	13	Exam.	
	16	14	15	16	17	18	19	20	Exam.	
	17	21	22	23	24	25	26	27	) Exam.) Result) Processing	Dec. 25: Christmas Day / Dec. 26: The first weekday after Christmas Day
Jan 2016	18	28	29	30	31	1	2	3		**Dec. 30: All subject assessment results finalised** / Jan. 1: The First Day of January
	19	4	5	6	7	8	9	10		**Jan. 8: Finalisation of overall assessment results / Jan. 9: Announcement of Sem. 1 overall assessment results**
	20	11	12	13	14	15	16	17	1	**Jan. 11: Sem. 2 commences (13 teaching weeks: 11 Jan - 16 Apr 2016)** Jan. 11 - 23: Add/Drop Period for Sem. 2
	21	18	19	20	21	22	23	24	2	
	22	25	26	27	28	29	30	31	3	
Feb	23	1	2	3	4	5	6	7	4	Feb. 7: Lunar New Year's Eve (all evening classes suspended)
	24	8	9	10	11	12	13	14	Lunar New Year Break	Feb. 8 - 10: Lunar New Year Holidays / Feb. 11 - 13: Lunar New Year Break (all day-time and evening classes suspended)
	25	15	16	17	18	19	20	21	5	
	26	22	23	24	25	26	27	28	6	
Mar	27	29	1	2	3	4	5	6	7	
	28	7	8	9	10	11	12	13	8	
	29	14	15	16	17	18	19	20	9	
	30	21	22	23	24	25	26	27	10	Mar. 25 - 28: Easter Holidays
Apr	31	28	29	30	31	1	2	3	11	
	32	4	5	6	7	8	9	10	12	Apr. 4: Ching Ming Festival
	33	11	12	13	14	15	16	17	13	Apr. 16: Sem. 2 teaching ends
	34	18	19	20	21	22	23	24	Exam.	Apr. 18 - 21: Revision Days for Sem. 2 **Apr. 22 - May 9: Examination Period for Sem. 2**
May	35	25	26	27	28	29	30	1	Exam.	
	36	2	3	4	5	6	7	8	Exam.	May 2: The day following Labour Day
	37	9	10	11	12	13	14	15	) Exam. / Exam.) Result	May 14: The Buddha's Birthday
	38	16	17	18	19	20	21	22	) Processing	**May 18: All subject assessment results finalised** **May 23: Summer Term commences (7 teaching weeks: 23 May - 9 Jul 2016)**
	39	23	24	25	26	27	28	29	1	May 23 - 28: Add/Drop Period for Summer Term **May 25: Finalisation of overall assessment results**
Jun	40	30	31	1	2	3	4	5	2	**May 26: Announcement of Sem. 2 overall assessment results**
	41	6	7	8	9	10	11	12	3	Jun. 9: Tuen Ng Festival
	42	13	14	15	16	17	18	19	4	
	43	20	21	22	23	24	25	26	5	
Jul	44	27	28	29	30	1	2	3	6	Jul. 1: HKSAR Establishment Day
	45	4	5	6	7	8	9	10	7	Jul. 9: Summer Term teaching ends
	46	11	12	13	14	15	16	17	Exam.	**Jul. 11 - 16: Examination Period for Summer Term**
	47	18	19	20	21	22	23	24	) Exam.	
	48	25	26	27	28	29	30	31	) Result) Processing	**Jul. 25: All subject assessment results finalised**
Aug	49	1	2	3	4	5	6	7		**Aug. 1: Finalisation of overall assessment results** **Aug. 2: Announcement of Summer Term overall assessment results**
	50	8	9	10	11	12	13	14	--	
	51	15	16	17	18	19	20	21	--	
	52	22	23	24	25	26	27	28	--	**Aug. 28: Academic Year 2015-16 ends**

General Holidays
Dates of finalisation of examination results

July 2015

PART I: GENERAL INFORMATION

1. PROGRAMME OVERVIEW

The Master of Science in Management (Operations Management) programme provides students with skills and knowledge in the efficient and effective management of operations, and is relevant for those working in services and manufacturing, in both private and public sectors. It introduces the concepts and tools needed for managing the resources of an organization to achieve efficient production and distribution of goods and services. The organizations involved could be factories, hospitals, the police force, airlines, airports and docks, distribution depots, hotels and restaurants, and so on. Particular subjects deal with quantitative techniques, decision-making, quality management, resource planning, information technology and e-commerce.

2. PROGRAMME AIMS AND OBJECTIVES

The programme aims to provide students with the needed foundation in the main functional areas of management, along with in-depth training in operations management.

It provides:

(i) theoretical and practical knowledge relevant to practising managers in the private and public sectors;

(ii) essential techniques and generic skills required for managerial effectiveness;

(iii) a framework for advancing managerial competencies;

(iv) development of students' ability to contribute effectively in a cross-functional, team environment; and

(v) opportunities to enhance knowledge by conducting independent investigations into specific management problems.

3. PROGRAMME OUTCOMES

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

(i) have a basic understanding of accounting, marketing, organization and management;
(addressed by subjects: Accounting for Managers(AF5108), Managing Operations Systems (LGT5105), Managing Organizations and People (MM511), Political and Economic Environment for Management(MM554) and Managing Customers and Markets (MM574))

(ii) identify the applications of Enterprise Resource Planning (ERP) systems and its role in operations management;
(addressed by subject: Enterprise Resource Planning (LGT5113))

(iii) analyse lean thinking and practice, including the ideas of Just-in-time and Value Stream Mapping;
(addressed by subject: Lean Thinking and Practice (LGT5033))

(iv) develop an understanding of supply chain management, including supply chain planning and operations;
(addressed by subject: Supply Chain Management (LGT5015))

(v) be attentive and responsive to ethical issues in business.
(addressed by subjects: Supply Chain Management (LGT5015) and Managing Operations Systems (LGT5105))

4. ENTRANCE REQUIREMENTS

The minimum entrance requirements for this award are:

(i) A Bachelor's degree or equivalent professional qualifications, preferably with at least one year of relevant working experience.

(ii) Applicants with other post-secondary qualifications, normally not under 27 years old, who have been employed in industry, commerce or public administration for not less than 6 years, of which 3 years in a managerial capacity, will also be considered.

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 fulfill 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:
44085 Master of Science in Management (Operations Management)

Award:
Master of Science in Management (Operations Management)

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 – Dissertation Option	30	4 Foundation Subjects + 2 Core Subjects + the subject "Research Methods" + Dissertation (9 credits)
MSc – Non-dissertation Option	30	4 Foundation Subjects + 3 Core Subjects + 3 Restricted Elective Subjects
PgD	21	4 Foundation Subjects + 3 Core Subjects
PgC	12	4 Foundation Subjects

The programme is leading to the Master of Science in Management (Operations Management) award. Students admitted to the MSc programme may apply for early exit with a Postgraduate Diploma (PgD) or Postgraduate Certificate (PgC), subject to meeting the specified credit requirements. The award of PgC will be PgC in Management, with no designated specialism.

Students who subsequently decide to graduate with a PgD or PgC must apply to the Department of Logistics and Maritime Studies by submitting an application for graduation Form AS84c.

5.3 Mode and Duration of Study

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 in 2 years but it is not mandatory for students.

The number of class contact hours will depend on the approach to learning and teaching adopted in the subject. While students' effort need not necessarily be defined in terms of class contact, most subjects require 39 hours of class contact. In a regular semester, most subjects have 3 hours contact time per week. 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.

The duration of the programme is as follows:

	MSc	PgD	PgC
Normal Duration	2.5 years	2 years	1 year
Maximum Duration	5 years		

5.4 Subject Offerings

Non-dissertation Option	Dissertation Option
Foundation Subjects (any 4 subjects – 12 credits) AF5108 Accounting for Managers LGT5105 Managing Operations Systems MM511 Managing Organizations and People MM554 Political and Economic Environment for Management MM574 Managing Customers and Markets	
Core Subjects (3 subjects – 9 credits) LGT5015 Supply Chain Management LGT5033 Lean Thinking and Practice LGT5113 Enterprise Resource Planning	**Core Subjects** (any 2 subjects – 6 credits) LGT5015 Supply Chain Management LGT5033 Lean Thinking and Practice LGT5113 Enterprise Resource Planning
Restricted Elective Subjects (any 3 subjects – 9 credits) LGT5037 Project Management LGT5073 Risk Management in Operations LGT5101 Statistics for Management LGT5102 Models for Decision Making LGT5104 Simulation for Operations Management LGT5107 Total Quality Management LGT5108 Service Operations Management LGT5109 International Operations Management LGT5111 Practice of Operations Management LGT5122 Applications of Decision Making Models LGT5131 Warehousing and Materials Management LGT5132 Experiments for Business Decision Making LGT5157 Six Sigma and Quality Management Techniques LGT5158 Statistical Quality Control for Manufacturing and Service LGT5159 Implementation and Auditing of Quality Management Systems MM501 Research Methods MM531 Strategic Management MM544 E-commerce	**Dissertation Subjects** (total 12 credits) MM501 Research Methods (3 credits) LGT5205 OM Dissertation (9 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 http://www.fb.polyu.edu.hk/rpss/commonpool/ 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 Recommended Progress Pattern

The programme offers a structured progression pattern[1], and students are highly encouraged to follow the pattern to benefit from a cohort-based study. However, being credit-based, the programme allows you the flexibility to proceed at your own pace according to your time commitment and learning needs, while not exceeding the prescribed maximum study period.

Semester/Year	**Year One**	**Year Two**
Semester One	2 Foundation Subjects	2 Core Subjects
Semester Two	2 Foundation Subjects	1 Core Subject 1 Restricted Subject
Summer Term (Optional)	1 Restricted Subject	1 Restricted Subject

5.6 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 MSc in Management (Operations Management) programme, as set out in Section 3 of this document.

6. PROGRAMME MANAGEMENT AND OPERATION

[1] Patterned subjects on offer are subject to change without prior notice. Students can enquire the class timetable of the semester concerned via http://www.polyu.edu.hk/student upon release of the relevant class timetable.

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. AS, 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

In addition to programme registration, students need to register for subjects at specified period after the commencement of the semester.

If you wish to change the subjects enrolled, you may do so through the online add/drop system during the 2-week add/drop period (one week for summer term). You are advised not to make any changes to the subjects pre-assigned to you by the Department without consulting your Department/Academic Advisor. In case you wish to drop all subjects for a semester, you must first seek approval from your Department for zero subject enrolment. Otherwise, you may 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.

If they have taken more credits, they will receive a second debit note on the remaining tuition fee about 5 weeks after the commencement of the semester. If they have taken less credits, a refund will be made.

8.2 Withdrawal of Subjects

If you have a genuine need to withdraw from a subject after the add/drop period, you should submit an application for withdrawal of subject to your programme offering department. Such requests will be considered by both the programme director and the subject lecturer concerned if there are strong justifications and when the tuition fee of the subject concerned has been settled. Requests for subject withdrawal will not be entertained after the commencement of the examination period for your programme.

For approved cases, a handling fee will be charged. The tuition fees paid for the withdrawn subject will be forfeited. The withdrawn subjects will still be reported in your

Assessment Result Notification and Transcript of Studies although they will not be counted in GPA calculation. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and you are required to attend classes of this subject and complete its assessment(s) accordingly. A reinstatement fee of HK$400 will be charged if you wish to reinstate the approval for the withdrawn subject.

9. SUBJECT EXEMPTION AND CREDIT TRANSFER

Irrespective of the extent of previous study or credits recognized, all students studying in PolyU 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 relevant to your current programme, you may apply for subject exemption or credit transfer by using **Form AS41c**.

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 students whose tuition fees are charged by credits, an exemption fee will be charged.

Credit Transfer

You should submit an application for credit transfer upon your initial enrolment on 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. For students whose tuition fees are charged by credits, a credit transfer fee will be charged.

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 2008-09, then the validity period should count from 2009 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits. There is a limit on the maximum number of credits that could 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 cases 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.

All credits transferred will be counted for satisfying the award requirements. Transferred credits may be counted for meeting the requirements of more than one award.

10. RETAKING OF SUBJECTS

After the announcement of subject results in a semester, you should check whether you have failed any subject via the eStudent and arrange for retaking of the subject during subject registration.

In addition to retaking a subject due to failure, you may retake any subject for the purpose of improving your grades. These students will be accorded a lower priority for taking the concerned subjects and can only do so if places are available. Students concerned can register for such subjects during the last 2 days of the add/drop period.

When you retake a subject, only the final subject grade after the retake will be included in

the calculation of the Grade Point Average (GPA) and the Grade Point Average for award classification. Although the original grade will not be included in the calculation of GPAs, it will be shown on the transcript of studies. You should refer to this document to ascertain the requirements, in particular for subjects offered in consecutive semesters, for retaking failed subjects or seek advice from the department concerned.

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

11. ZERO SUBJECT ENROLLMENT

If you do not wish to take any subject in a semester (including the compulsory summer term specified in this document), you must seek approval from your Department to retain your study place by submitting **Form AS112** before the start of the semester and in any case not later than the end of the add/drop period. Otherwise, your registration and student status with the University will be removed. The semesters during which you are allowed to take zero subject will be counted towards the maximum period of registration for the programme.

You will receive notification from the Department normally within 2 weeks if your application is successful. Students who have been approved for zero subject enrolment are allowed to retain their student status and continue using campus facilities and 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 illness. The deferment period will not be counted as part of the maximum period of registration.

You are required to submit an application for deferment of study via **Form AS7** 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 fee and/or other fees in order to have your application for deferment processed if the application is submitted after the start of a semester. All fees paid are non-refundable. Alternatively, you may apply for zero subject enrolment to reserve your 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 Secretariat.

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 Form **AS6**. Fees paid for the semester which you are studying will not be refunded.

Your application will not be processed if you have not returned your student identity

card with the application form or 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 Centre STARS.

The relevant Faculty/School Board Office will inform you in writing or via e-mail of the result of your application, normally within three weeks from the date of application.

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

All fees paid are non-refundable.

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.

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 such cases, you will not be eligible for the refund of caution money and shall not be considered for re-admission to the same programme/stream in the following academic year.

13.3 De-registration

If you are de-registered on grounds of academic failure, you must return your student identity card to the Academic Secretariat within 3 weeks upon the official release of assessment result. Failure to return the student identity card may render you not eligible for any certification of your study nor for admission in subsequent years. The caution money paid will also be confiscated. Any subsequent request for the refund of caution money by returning the student identity card after the original deadline will not be entertained.

Students who have been de-registered shall not be considered for re-admission to the same programme/stream in the following academic year.

14. ASSESSMENT METHODS

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. 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.

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 both the continuous assessment and examination components of the subject. If a subject is assessed by only one component (either by continuous assessment or examination), then the passing grade for the subject is D.

16. ASSESSMENT OF DISSERTATION

16.1 General Regulations

Operations Management Dissertation is equivalent to 9 credits; and students must satisfy the appropriate pre-requisites before they can enrol in the dissertation. The normal period for completion is 2 semesters and the maximum period is 4 semesters from the date of registration.

Students who are unable to pass the subject within the normal period of 2 semesters would be deemed having failed the subject. The normal period for dissertation may be extended up to a maximum of two additional semesters, making a total of 4 semesters from the date of registration, 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

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.

16.3 Assessment of Dissertation

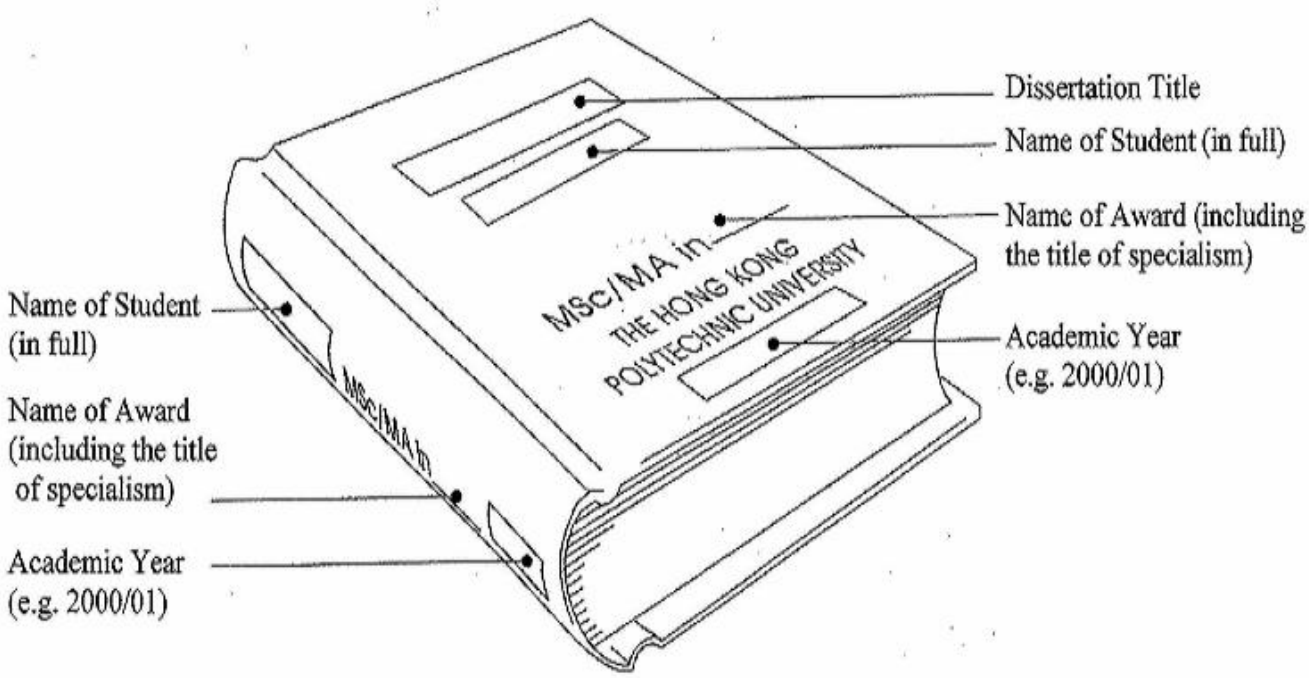
The dissertation will be assessed by an Assessment Panel consisting of Dissertation Supervisor and two other faculty members (a second assessor and a moderator) nominated by the Programme Director.

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

unbound copies of the dissertation.

Students are required to submit TWO bound copies of the dissertation to their Programme Director via their Dissertation Supervisor within one month after the completion of the dissertation (i.e. the announcement of the assessment grade).

Rough Sketch of a Bound Dissertation



17. GRADING

Assessment grades shall be awarded on a criterion-reference basis. Students' overall performance in a subject shall be graded as follows:

Grade	Description	Numeral Grade Point
A+	Exceptionally Outstanding	4.5
A	Outstanding	4
B+	Very Good	3.5
B	Good	3
C+	Wholly Satisfactory	2.5
C	Satisfactory	2
D+	Barely Satisfactory	1.5
D	Barely Adequate	1
F	Inadequate	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 numeral grade point of all the subjects:

$$\text{GPA} = \frac{\sum_{n} \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_{n} \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term, but 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 without any grade assigned
(v) Subjects from which a student has been allowed to withdraw

Subject which has been given an "S" subject code, i.e. absent from examination, 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 is capped at 4.0.

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 the following categories, any one of which may be regarded as grounds for de-registration from the Programme:

(i) The student has exceeded the maximum period of registration; or

(ii) The student’s GPA is lower than 2.0 for two consecutive semesters and his/her Semester GPA in the second semester is below 2.0; or

(iii) The student’s GPA is lower than 2.0 for three consecutive semesters.

Notwithstanding the above, the Board of Examiners will have the discretion to de-register students with extremely poor academic performance before the time specified in (ii) and (iii) above. If there are good reasons, the Board of Examiners has the discretion to recommend, for approval by the respective Faculty/School Board, that students who fall into categories (ii) or (iii) be allowed to stay on the programme.

The progression of students to the following academic year will not be affected by the GPA obtained in an optional Summer Term and that the Summer Term study does not constitute a substantial requirement for graduation.

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 2.0, you will be put on academic probation in the following semester. If you are able to obtain a GPA of 2.0 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 on the web assessment results and the Official Assessment Result Notifications. However, this status will not be displayed in the transcript of studies.

20. ELIGIBILITY FOR AWARD

A student would be eligible for the award of Master of Science in Management (Operations Management) or Postgraduate Diploma in Management (Operations Management) or Postgraduate Certificate in Management on satisfying ALL the conditions listed below:

(i) Accumulation of the requisite number of credits for the award, as defined in this document.

(ii) Satisfying all the ‘compulsory’ and ‘elective’ requirements defined.

(iii) Having a GPA of 2.0 or above at the end of the programme.

A student is required to graduate as soon as he/she satisfies all the conditions stated above. A student may take more credits than he/she needs to graduate on top of the prescribed credit requirements for his/her award in or before the semester within which he/she becomes eligible for award.

21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

Award Classification	GPA
Distinction	3.7^{+} – 4.0
Credit	3.2^{+} – 3.7^{-}
Pass	2.0 – 3.2^{-}

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

Note: "+" sign denotes 'equal to and more than'; "–" sign denotes 'less than'.

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 as well as the assessment result notification, transcript of studies and testimonial during the probation period, which is normally 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.

23. 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 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 Lecturer concerned, in consultation with the Programme Director.

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

You are required to settle a late assessment fee before taking/completing the late assessment. If you fail to settle the fee, the result of your late assessment would be invalidated.

24. PROCEDURES FOR APPEAL

Students appealing against the decision on their assessment results shall pay a fee of HK$125. Payment forms are obtainable from the Academic Secretariat Service Centre. If more than one examination paper is involved, an extra fee of HK$125 shall be charged for each additional paper. This fee shall be refunded if the appeal is upheld.

A student should make his/her appeal in writing to his/her Head of Department no later than 7 working days upon the public announcement of his/her examination results, i.e. the date when the results are announced to students via the web. [For 2015-16, the announcement dates for overall results are 9 January 2016(Semester 1), 26 May 2016 (Semester 2) and 2 August 2016 (Summer Term).] 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 Scheme Committee Chairman for Postgraduate 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.

Departments should inform the student concerned of the appeal result within 7 working days either the announcement of the student's overall results 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 Academic Secretary within 7 working days from the date of the post-mark of the Department's reply letter. 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;
- examination/subject results appealing against; and
- grounds for appeal.

The Academic Secretary shall then refer the case to the Academic Appeals Committee, who shall determine whether there are prima facie grounds for a reconsideration of the Subject Lecturer's/SARP's/BoE's decision.

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

25. 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**.

26. 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.

27. 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

28. 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.

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

PART II: SUBJECT SYLLABUSES

Website of Common Pool Electives
http://www.fb.polyu.edu.hk/rpss/commonpool/

The subject syllabuses contained in this Definitive Programme Document are subject to review and change from time to time. The Department of Logistics and Maritime Studies / 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.

Subject Code	AF5108
Subject Title	Accounting for Managers
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	None
Role and Purposes	This course is to introduce students the fundamental concepts and analytical techniques for financial and managerial accounting. It contributes to the achievement of MSc in Management programme Outcome by enabling students to have the basic concepts on company's financial and managerial accounting information and be able to use both financial and managerial accounting techniques to analyze company's financial positions, resolve management problems or facilitate decision making processes (Outcome 1). More specifically, students will learn how economic transactions are recorded and translated into accounting information useful in the decision-making process of managers and others (such as investors, creditors, etc.). Students will also learn how relevant cost and other accounting data can be used to aid managers in planning, control and decision making.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: **Financial Accounting (FA)** a. Understand the accounting function of an organization (both profit making and non-profit making) so as to interact effectively with the accounting function of an organization, as well as recognize the challenges and issues facing the organization. b. Understand and apply principles of good corporate governance. c. Identify, record and communicate accounting information. d. Understand the basic concepts and principles underlying financial statements, and be able to interpret financial statements, including balance sheet, income statement and cash flow statement, as well as evaluate a firm's performance. **Managerial Accounting (MA)** e. Understand various managerial accounting techniques such as CVP, contribution margin concepts, relevant costing …etc. f. Understand the use of accounting information for management control and decision making, as well as their constraints.

<table>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>
Financial Reporting Systems and Accounting Procedures
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
[h1]
</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>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.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><th>Specific assessment methods/tasks</th><th>% weighting</th><th>Financial Accounting</th><th>Managerial Accounting</th></tr>
<tr><td>1. Case presentations and discussions</td><td>15%</td><td>√</td><td>√</td></tr>
<tr><td>2. Mid-term test</td><td>25%</td><td>√</td><td>n.a.</td></tr>
<tr><td>3. Participation</td><td>10%</td><td>√</td><td>√</td></tr>
<tr><td>4. Final examination</td><td>50%</td><td>√</td><td>√</td></tr>
<tr><td>Total</td><td>100%</td><td>√</td><td>√</td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
1. 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.
2. Mid-term test and final examination are used to test students'
</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">understanding of accounting concepts and the ability to apprehend and resolve problems.
3. Participation marks are given to motivate students to think and speak out in classes.
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.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Seminars</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Assignments, projects</td><td>21 Hrs.</td></tr>
<tr><td>▪ Revision</td><td>57 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>117 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Edmonds, T.P., C.T. Edmonds, P.R. Olds, F.M. McNair, and B. Tsay, Survey of Accounting, Latest Edition, McGraw-Hill.
Kimmel, P., D., J. Weygandt and D. Kieso, Accounting, Latest Edition, John Wiley & Sons, Inc.
Horngren, C., W. Harrison and L. Bamber, Accounting, Latest Edition, Prentice Hall.
Horngren, C. and W. Harrison, Financial and Managerial Accounting, Latest Edition, Prentice Hall.
Jiambalvo, J., Managerial Accounting, Latest Edition, Wiley.
Wild, J., Financial Accounting: Information for Decisions, Latest Edition, McGraw-Hill Irwin.
Williams, J., S. Haka and M. Bettner, J.V. Carcello, N.C.Y. Lam, and P.T.Y. Lau, Financial Accounting, Asia Global Edition, McGraw-Hill.
Garrison, Noreen, Brewer, Managerial Accounting, Latest Edition, McGraw-Hill.
Anthony, RN, Govindarajan, V, Management control Systems, Latest Edition, McGraw-Hill.</td></tr>
</table>

Subject Code	LGT5015
Subject Title	Supply Chain Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This course discusses the concepts, theory, models, tools, and the best practices of modern product supply chain management to help students: ▪ understand the strategic importance of SCM in improving a firm's competitive position in the marketplace; ▪ 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 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 skills for analyzing and managing a supply chain in an organization.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. evaluate the impact of supply chain and 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. recognize and understand some basic modelling approaches for supply chain design and optimization d. recognize and understand the importance of the multi-organizational nature of supply chain management e. recognize and understand some key issues in supply chain management and the possible approaches that can be used to tackle these issues f. understand the ethical issues in the global supply chain management

<table>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>

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

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>
Lectures to introduce concepts, theories, management issues, and methodologies.

Case study and group discussion: 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.

Group project to help students to recognize the key management issues in a complex real business context and develop systematic approaches and solutions to resolve the management problem .
</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>1. Coursework*</td><td>60 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Examination</td><td>40 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
*Coursework may include case studies, group projects, and individual assignments

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars/Tutorials/Exercises	13 Hrs.
	Other student study effort:	
	▪ Group discussions	12 Hrs.
	▪ Projects	42 Hrs.
	▪ Reading and homework	33 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	Simchi-Levi, Kaminsky and Simchi-Levi, *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies*, 3rd Edition, McGraw-Hill, 2007. Martin Christopher, *Logistics and Supply Chain Management*, 3rd Edition, Prentice Hall, 2005. Handout reading materials	

Subject Code	LGT5033
Subject Title	Lean Thinking and Practice
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	▪ To provide students with a strategic overview of lean thinking philosophy and concepts. ▪ To enable the students to critically review the principles of lean thinking. ▪ To introduce students to the tools and techniques involved in identifying opportunities for 'leaning' operations and supply chain management activities in order to enhance competitive advantage.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Able to employ lean thinking concepts as a strategy to eliminate waste and improve organizational performance. b. Able to apply lean concepts and tools to identify improvement areas and generate solutions in order to improve operational efficiency. c. Able to undertake an efficiency improvement project with lean thinking concepts and tools, and present the project proposal professionally.
Subject Synopsis/ Indicative Syllabus	▪ Philosophy and evolution of lean thinking ▪ Lean principles: • Value • Value stream • Flow • Pull • Perfection ▪ Lean techniques • Value identification techniques • Value stream mapping techniques • Just-in-Time and Kanban systems • Lean Six-sigma • Reliability and maintenance ▪ Current issues in lean thinking

<table>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 39 hours

Concepts, theories and key issues based on the literature will be introduced to students through lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyze some contemporary issues in the field.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

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

Since learning outcomes 1 and 2 are concerned with knowledge of the subject area, they are to be assessed by both examination and continuous assessment.

Since learning outcome 3 is concerned with the ability to undertake an improvement project, it will be assessed by the project within the continuous assessment.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>45 Hrs.</td></tr>
<tr><td>▪ Preparation for the assignment and project</td><td>42 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
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</td></tr>
</table>

Reading List and References	***Books*** Womack, J., and Jones, D. (the latest edition) *Lean Thinking: Banish Waste And Create Wealth In Your Corporation*, New York, Simon and Schuster. Womack, J., Jones, D., and Roos, D. (the latest edition) *The Machine That Changed The World*, New York, Rawson Associates. Rich, N., Bateman, N., Esain, A., and Massey, L. (the latest edition) *Lean Evolution: Lessons from the Workplace*, Cambridge. Tapping, D., and Shuker, T. (the latest edition) *Value Stream Management for the Lean Office*, Productivity Press. ***Journals*** Journal of Operations Management International Journal of Service Industry Management Decision Sciences International Journal of Production Economics International Journal of Production Research International Journal of Operations and Production Management

Subject Code	LGT5037
Subject Title	Project Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	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.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. 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. Manage projects of different natures with sound judgment and skills.
Subject Synopsis/ Indicative Syllabus	Modern project management and trends; project teams and organizational relationship; effective project communication; stakeholder analysis; project selection; project portfolio evaluation; definition and characteristics of a project; project success criteria; project management trade off; project charter; project life cycle; project plan; project scheduling; project budgeting; monitoring and progress control; risk management; project network; Work Breakdown Structure (WBS); PERT and Gantt charts; critical path analysis techniques (CPM); theory of constraint and critical chain method; resource management; cost management; contract management; project management software tools; change management; performance measurement; project closeout and project audit; management information and reporting; multiple project management.
Teaching/Learning Methodology	Lectures are designed to provide a basic grounding in principles, concepts and techniques in project management. Tutorials provide the environment and means for student-centered learning, in the form of class discussions, case analyses, problem exercises and experience sharing.

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	
1.Continous assessment	50%	√	√	√	√		
2. Final examination	50%	√	√	√	√		
Total	100 %						

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

Continuous assessment consists of case study, course project and homework assignment, which can assess the students' understanding in theories, techniques and principles, evaluate their ability to solve problems in real business environment.

Final examination will assess the students' understanding in theories and principles, evaluate their ability to apply methods and techniques independently.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.

Student Study Effort Expected

Class contact:	
▪ Lectures	26 Hrs.
▪ Tutorials	13 Hrs.
Other student study effort:	
▪ Readings	45Hrs.
▪ Assignments	42Hrs.
Total student study effort	126 Hrs.

Reading List and References

Brown, K.A. and Hyer, N.L. (2010), Managing Projects: A Team-Based Approach. McGraw-Hill.

Gray, C.F. and Larson, E.W. (2009), Project Management: the Managerial Process. 5th Edition. McGraw-Hill.

Klastorin, T. (2004), Project Management, Tools and Trade-offs. John Wiley & Sons, Inc.

Goldratt, E.M. (1997), Critical Chain. The North River Press, Great Barrington, MA, USA.

	Stevenson, N. (2004), Microsoft Project 2003 for Dummies. Wiley. Meredith, J.R. and Mantel, S. (2006), Project Management: a Managerial Approach. 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. PMI. (2004), A Guide to the Project Management Body of Knowledge (PMBOK Guide). Newton Square, PA, USA.

Subject Code	LGT5073
Subject Title	Risk Management in Operations
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/	None, but knowledge of elementary business statistics and probability will be advantageous.
Exclusion	ISE548 Risk and Crisis Management
Role and Purposes	This subject seeks to develop the knowledge and analytical skills necessary in organizations related to logistics, maritime trade or those with a strong emphasis on operations and quality management, for making risk management decisions and ensuring business continuity, through the application of risk management principles.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Analyze risks in operations, by applying basic principles and techniques of risk management. b. Comprehend risk management assessment, identify appropriate risk management solutions and to effectively implement them. c. Use risk management concepts to devise appropriate risk management and business continuity (contingency) plans. d. Be familiar with risk management in operations to a level that is adequate for continued self-enhancement of knowledge and practical applications of the subject.
Subject Synopsis/ Indicative Syllabus	**Introduction and Concepts in Risk Management** Definitions of risk, concepts in risk management, identifying assets that need risk management, responsibility for risk management. Identification of positive and negative risks. **Identifying and Managing risks** Business process risks, market risks, organizational risks, socio-economic and environmental risks. Controllable and uncontrollable risks, low-frequency and random risks, management of risks. **Assessing Risks** Perceptions of risks, strategic and tactical approaches to risks, assessing various types of risks, Limitations of qualitative and quantitative risk assessments and the considerations for selection.

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<tr><td></td><td>

Risk reduction strategies

Risk management strategies: risk avoidance, risk reduction, risk acceptance, risk transfer, insurance, identification, evaluation and ranking of risk reduction measures. Overview of risk culture and risk attitude.

Risk mitigation measures / Business continuity planning

Contingency planning, crisis management, responding to disasters and risk events.

Risk management plans

Cost of risk management, perceptions of risk and political factors, regulations and their effects on risk management, Security threats and insurance costs.

Safety and Security risks

Safety and security risks, human factors, security threats to logistics / shipping, piracy, terrorism, impact of disruptions in shipping, resilience and vulnerability of shipping / logistics networks.

International Standards and Regulatory Requirements

International standards, regulatory requirements and best practices for business continuity.

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>

Lectures introduce and explain key theoretical risk-related concepts. Lectures are followed by class discussions where concepts are linked to real events in the industry through appropriate examples and their analysis.

Discussions 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.

</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50 %</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Group presentation</td><td>25 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Group written report</td><td>25 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
</table>

</td></tr>
</table>

	Final Examination	**50 %**						
	1. Final examination	50 %	✓	✓	✓	✓		
	Total	**100 %**						

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, work-based experiences forms an important constituent of student assessment. Further, assignments and class discussions reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Final examination is to assess student's familiarity with theoretical concepts and the ability to apply conceptual framework in case analysis.

Students would be given regular feedback on their performance, by email or as comments on assignments submitted.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.

Student Study Effort Expected		
	Class contact:	
	▪ Lectures and Tutorials	39 Hrs.
	Other student study effort:	
	▪ Self study for preparing lectures, tutorials and final examination	45 Hrs.
	▪ Preparation for group assignment	42 Hrs.
	Total student study effort	126 Hrs.

Reading List and References

<u>Main Reference Books</u>

Blunden, T & John Thirlwell. (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. & Kevin McCormack (ed.) (2008) *Supply chain risk management: minimizing disruptions in global sourcing*. Roca 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. Clifford. (2011) Catastrophic disaster planning and response [electronic resource].Boca Raton: CRC Press. Trim, Peter R.J & Jack Caravelli (ed.) (2009). *Strategizing resilience and reducing vulnerability*. New York: Nova Science Publishers, c2009. **Main Reference Journals** 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

Subject Code	LGT5101
Subject Title	Statistics for Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	▪ 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.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: 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
Subject Synopsis/ Indicative Syllabus	**Data Representation** Frequency distribution; histogram; stem and leaf display; 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; Bayes' theorem; random variables. **Statistical Distributions** Discrete distribution; Continuous distribution; Binomial, Poisson, 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. **Analysis of Variance**

<table>
<tr><td></td><td>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.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>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 computer package will be encouraged.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50 %</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Examination</td><td>50 %</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the 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.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorials</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Reading and doing exercises</td><td>87 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	Levine, D.M., Stephan, D.F. and Szabat, K.A., *Statistics for Managers Using Microsoft Excel*, 7th edition, Pearson, 2014. McClave, J. T., Benson, P. G. and Sincich, T.T., *Statistics for Business and Economics*, 12th edition, Pearson, 2014. 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

Subject Code	LGT5102
Subject Title	Models for Decision Making
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	MGT532 Deterministic Operations Research
Role and Purposes	a. To introduce students to the methodology of management science as a scientific approach to managerial decision making. b. To impart on students the concepts, theories and techniques of a variety of management science methods. c. To develop students' ability and confidence in the use of management science methods for solving management decision problems.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Understand the methodology of management science as a scientific approach to managerial decision making. b. Understand the concepts, theories and techniques of a variety of management science methods. c. Develop the ability and confidence in the use of management science methods for solving management decision problems.
Subject Synopsis/ Indicative Syllabus	**Introduction** Applications and impact; history; rise of business analytics; management science modeling approach. **Linear Programming** Formulation; graphical solution; simplex algorithm; sensitivity analysis; applications; trasportation and assignment application, goal programming. **Transportation and Assignment Problems** Modified simplex method; Hungarian method. **Integer Programming** Formulation; Branch and Bound method; applications. **Network Models** Minimum spanning tree problems; shortest path problems; network flow problems. **Queueing models** Examples of queueing systems; performance measures; Little's law; single/multiple servers models; priority models; economic analysis. **Dynamic Programming** Resource allocation problems; inventory problems; formulation;

<table>
<tr><td></td><td>applications.

Case Study
Application of management science models in real-life managerial decision making.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to analyse and solve various realistic management science problems in the form of case study. The use of relevant computer package will be encouraged.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Examination</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the 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.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorials</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Revision, doing exercises and cases</td><td>87 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	***Reading List & 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. Lapin, L.L., *Quantitative Methods for Business Decisions with Cases*, latest ed., Dryden. Render, B., Stair, R.M.Jr. and Greenberg, I., *Cases and Readings in Management Science*, latest ed., Allyn and Bacon. Winston, W.L., *Operations Research: Algorithms and Applications*, latest ed., Duxbury Press. ***Journals*** Interfaces OR/MS Today

Subject Code	LGT5104
Subject Title	Simulation for Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	MGT521/LGT5105 Managing Operations System MGT581/LGT5101 Statistics for Management **Either** MGT532 Deterministic Operations Research and MGT533 Stochastic Operations Research **or** MGT5321/LGT5102 Models for Decision Making
Role and Purposes	Simulation is one of the main techniques of Operations Management and is widely used in the analysis of practical problems, both in manufacturing and servicing industries. As such, it demands a complete subject to itself. It complements the Operations Research subjects and links in with many of the topics covered in Operations Management, e.g., queuing theory, inventory management, manpower planning, scheduling, machine maintenance, etc. As practical problems are usually very complicated, the use of simulation in practice seems to be inevitable. The subject will help students think more clearly about the nature of the problem phenomena and learn practical ways of investigating them together with the theory that underpins this practice.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: (a) Understand the basic concepts of simulation. (b) Use a simulation software package to simulate and analyse a practical problem. (c) Analyse the results of a simulation and hence recommend appropriate solutions to the problem owner(s). Studying this subject will help develop students' critical and creative thinking, and arouse their interest in life-long learning to keep abreast of modern computer simulation technology.
Subject Synopsis/ Indicative Syllabus	**Introduction to Simulation** Rationale for simulation; deterministic and stochastic systems; continuous and discrete event simulation; importance of simulation in practice. **Basic Concepts of Simulation** Life Cycle Diagram; event scheduling and the process method; random number generation and sampling from distributions; model testing and validation; designing simulation experiments. **Use of Simulation in Practice** Practical examples of using simulation in practice.

<table>
<tr><td></td><td>Computer and Simulation
The use of computer in simulation; use of standard commercial software.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 39 hours

The lectures will present basic theoretical materials and their practical usage. Emphasis will be on the application of simulation in Operations Management areas. A wide range of examples will be used in the lectures to illustrate the usage of simulation in practice. Computer based simulation package(s) will be taught to supplement the theoretical materials, as simulation will usually involve the application of simulation packages. The main computer package to be used will be comparable to packages such as WITNESS and ProModel.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Coursework</td><td>100%</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

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

Lab coursework, midterm examination, and final project are designed to ensure all the learning outcomes are achieved.

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Homework</td><td>45Hrs.</td></tr>
<tr><td>▪ Project</td><td>42Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	Law, A.M. *Simulation Modelling and Analysis*, 4th edition, McGraw-Hill, 2007. Harrell, Ghosen and Bowden, Simulation using ProModel, 2nd Edition, McGraw-Hill, 2003. Paul, R.J. and Balmer, D., Simulation Modelling, Chartwell-Bratt, 1992. Pidd, M., Computer Simulation in Management Science, 3rd edition, Wiley, 1992. *Journals* Current issues of related journals.

Subject Code	LGT5105
Subject Title	Managing Operations Systems
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This module introduces students to both the philosophy and the techniques of operations management. Students will understand the basic concepts and basic tools in operations management, and become familiar with the scientific methods used in daily management.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: (a) Understand the terminology of operations management. (b) Understand basic concepts of various areas of operations management. (c) Build up basic quantitative models that are used for decision-making in operations management, including assumptions and limitations of the models. (d) Beware of ethical issues in business.
Subject Synopsis/ Indicative Syllabus	**Introduction to Operations System** The concepts, the operations functions and its relation with other business functions, particularly, strategic aspects of operations management and its relationship to major elements of business models. **Quality Management, Quality Control and Lean Operations** Total quality management; quality measurement; quality cost; quality inspection; statistical quality control; lean operations. **Business Process Design and Reengineering** Process concept; process design method; 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. **Capacity Planning** Strategic capacity planning; equipment management; concept of total cost of ownership; volume analysis; breakeven models; decision tree analysis.

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Facility Location and Layout
Factors affecting location decisions; methods for analysing location problems; facility layout problems and decision analysis in manufacturing and service sectors.

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

Just-in-Time Systems
Philosophy and concept of JIT systems; pulling versus pushing production system; JIT in service industry.

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.

Ethics

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

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to analyse and solve various realistic operations management problems in the form of case studies.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>

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<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>1. Coursework</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Examination</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the 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.

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<table>
<tr><td></td><td colspan="2">To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td rowspan="7">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorials</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Reading and doing exercises</td><td>87 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Books

Anupindi, R., et. al. Managing Business Process Flows – Principle of Operations Management, latest ed, Prentice Hall

Jacobs F.R., Chase, R.B. and Aquilano, N.J., Operations & Supply Chain, latest ed., McGraw Hill.

Cheng, T.C.E. and Podolsky, S. (1996), Just-in-time Manufacturing: An Introduction, Chapman & Hall.

Davis M.M., Aquilano N.J. and Chase R.B., Fundamentals of Operations Management, latest ed., McGraw Hill.

Heyl, J. E., Bushnell, J.L. and Stone, L.A. (1994), Cases in Operations Management, Addison-Wesley.

Johnston, R. (2003), Cases in Operations Management, Finance Times Prentice Hall.

Russell R.S. and Taylor B.W., Operations Management, latest ed., Prentice Hall.

Shafer, S.M. and Meredith, J.R. (1997), Operations Management, Willy.

Stevenson W.J., Operations Management, latest ed., McGraw Hill.

Whybark, D.C. (1989), International Operations Management, Irwin.

Journals

International Journal of Operations and Production Management
Journal of Operations Management
Management Science</td></tr>
</table>

Subject Code	LGT5107
Subject Title	Total Quality Management
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	ITC575 Principles of Total Quality Management
Role and Purposes	The purpose of the course is to develop hands-on knowledge and skills that are required to manage and implement any improvement projects, whether in manufacturing, service or any other opportunities. Quality management (QM) starts by taking (1) a customer focus, (2) management concepts for continual improvement, (3) analytical techniques including statistical and problem-solving methods for studying and proposing solutions to the problem, and (4) a clear improvement roadmap. Our goal is to provide theory, tools and experiential insight into how these aspects can be successfully applied in managing quality. Lecturer is advised to use a mixture of lectures and in-class exercises/discussions to develop a richer understanding of the material. Specifically, students are to learn: ▪ The principles of TQM in both theories and practice. ▪ The major techniques in TQM adoption. ▪ Applying TQM principles and techniques through quality improvement projects/activities.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Able to apply TQM principles and techniques to assess and improve organizational and business process efficiency and effectiveness. b. Able to practice TQM to improve customer satisfaction and achieve higher strategic as well as performance goals.
Subject Synopsis/ Indicative Syllabus	The interfaces of quality of product/service, quality of process and quality of management with specific topics including: ▪ Concepts and dimensions of quality of product and service ▪ Maintenance, Kaizen and Innovation ▪ Voice of Customer and Market ▪ Lean concepts including Value Stream and Waste Reduction ▪ Fundamental and advance tools and techniques in quality improvement ▪ Measures of Quality and Quality Management ▪ Supplier quality audit and partnership sourcing ▪ Quality Management System of ISO:9000 and related topics ▪ Current issues on TQM.

<table>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 39 hours

Concepts, theories and key issues based on the literature will be introduced to students through lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyse some contemporary issues in the field.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Final Examination</td><td>50%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

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

The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply quality management techniques.

Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>42 Hrs.</td></tr>
<tr><td>▪ Preparation for assignments</td><td>45 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	***Books*** Foster, S.T. (the latest edition), *Managing Quality: Integrating The Supply Chain*, Pearson Education. Besterfield, D.H., Besterfield-Michna, C., Besterfield, G.H. and Besterfield-Sacre, M. (the latest edition), *Total Quality Management*, Prentice-Hall. Goetsch, D.L. and Davis, S.B. (the latest edition), *Quality Management: Introduction to Quality Management for Production, Processing and Services*, Prentice Hall. Imai, Masaaki, (the latest edition), Gemba Kaizen, McGraw Hill ***Journals*** Asia-Pacific Journal of Quality Management International Journal of Quality and Reliability Management International Journal of Service Industry Management Journal of Operations Management Harvard Business Review

Subject Code	LGT5108
Subject Title	Service Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	Deterministic operations research knowledge, such as linear programming, networks, dynamic programming, is a must. Stochastic modeling knowledge is a plus, but not compulsory.
Role and Purposes	This elective subject will look at the operations in a service organization and will consider decisions that managers have to make to increase profit. These decisions range from strategic (where to locate, what to sell, etc) to operational (how to schedule the workforce on a weekly basis, how to reduce the waiting time of the customers, etc.). This subject will emphasise realistic business projects by use of case studies. It will also provide a basis to discuss problems encountered in the organizations that students work in. In general, the subject is intended to enable students to better anticipate, recognise, analyse, and improve some of the more influential characteristics and decision making processes of service operations they are likely to encounter. Fundamental to these skills is the ability to observe and understand systems. These objectives may be summarised as follows: ▪ Apply fundamental concepts of operations management to service operations; ▪ Analyse service operations to identify key processes, critical success factors, limitations and opportunities; ▪ Synthesise effective and achievable plans of action to maximise achievement of the organization's goals. By the end of this elective subject, students will have: ▪ developed their understanding of those aspects of management particularly important to service-providing as opposed to goods-producing organizations; ▪ been encouraged to think analytically about services; ▪ acquired a number of conceptual and empirical tools for enhancing the performance of service-providing organizations; ▪ an understanding of the nature of service quality and how organizations might go about improving the quality of their service. Apart from the main aim of the course, which is content-related, the course is also designed to give students an opportunity to practice and develop their skills in a number of important areas. These areas are report writing, presentation technique, teamwork, and the ability to communicate ideas clearly, logically and enthusiastically.

<table>
<tr><td>Subject Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

a. Able to understand the nature of service operations
b. Able to improve Service Operational efficiency by applying OM theories</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>Understanding Services
The role of services; service quality; service strategy.

Understanding Customers
Customer satisfaction; customer relationship management.

Designing the Service Enterprise
Design of the service process; supporting facility; service facility location; service encounter.

Managing Service Operations
Forecasting demand; managing waiting lines; capacity planning; managing facilitating goods; service supply chain management.

Toward World-Class Service
Growth and expansion.

Case Studies</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 3 hours per week

This elective subject provides an opportunity for students trained in Operations Management to apply their knowledge in service organizations. The subject is heavily based on discussion, group work, cases, a variety of exercises and other materials. The basic knowledge necessary for these activities will be previewed during the first couple of weeks during the lectures. Students are expected to have the necessary background for this preview (please see the pre-requisite subject knowledge above). For the rest of the lectures, a student-centred, independent approach to learning will be adopted so that students accept some responsibility for their own learning.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Case Studies</td><td>30%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Test</td><td>30%</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Project Assignments</td><td>40%</td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments are mainly based on case studies and project assignments. However, a test is needed to ensure a basic understanding of the key topics of students.

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</td></tr>
<tr><td rowspan="7">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self Study</td><td>87 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Books</u>

Fitzsimmons, J.A. and M.J. Fitzsimmons, Service Management: Operations, Strategy, and Information Technology, 4th Edition, McGraw Hill, 2008.

Glynn, W.J. and J.G. Barnes, Understanding Service Management, John Wiley, 1995.

Haksever, C., B.Render, R.S. Russell and R.G. Murdick, Service Management and Operations, 2nd Edition, Prentice Hall, 2000.

Johnston, R. and G. Clark, Service Operations Management, Prentice Hall, 2001.

Schmenner, R.W., Service Operations Management, Prentice Hall, 1995.

Schroeder, R.G., Operations Management: Decision Making in the Operations Function, 4th edition, McGraw-Hill, 2007.

<u>Journals</u>

European Journal of Operational Research

Interfaces

Journal of the Operational Research Society

Management Science

Manufacturing and Service Operations Management

Operations Research</td></tr>
</table>

Subject Code	LGT5109
Subject Title	International Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This subject examines the impact of the international cultural and political roles on the functions of operations management. Special emphasis will be made on the business duplication and relocation in a global value-chain for sustaining competitiveness.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Properly understand the operations management issues in business internationalization as well as global value-chain for sustaining competitiveness b. Appropriately apply operations management theory and method to improve operations efficiency and economies of scale in a global business environment c. Understand how to adjust the product global supply chain management according to different regional business environments d. Correctly identify the operations issues when conducting production or providing service in different countries
Subject Synopsis/ Indicative Syllabus	**International Business Environments** ▪ Macro-economic environments of international business ▪ Globalization of industries and forms of international business ▪ Some strategic issues of international operations, marketing and logistics **Value-chain Functions in the International Marketplace** ▪ International research and development ▪ Foreign exchange risk and international procurement ▪ Outsourcing and contract manufacturing services ▪ Global distribution and customer service management ▪ Facility location for integrated global operations **Global Integration and Competitiveness** ▪ Managing for quality in multi-location operations ▪ Strategic alliances and international joint venture management ▪ Information management in a global supply chain ▪ International competitiveness and operations system of Hong Kong-China businesses

<table>
<tr><td></td><td>

Structural and Cultural Control of International Operations

- Evolution of organizational structure for international business
- Shared values, leadership and cultural control
- Best practices in international operations management

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>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.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>Coursework*</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Final exam</td><td>40%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
*Coursework may include case studies, group projects, and individual assignments

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ teaching and class discussion</td><td>26Hrs.</td></tr>
<tr><td>▪ class presentation and after class discussion</td><td>13Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Reading</td><td>45Hrs.</td></tr>
<tr><td>▪ Course work</td><td>42Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	***Books*** - 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. - Timmer, M.P., The Dynamics of Asian Manufacturing, Edward Elgar, 2000. - 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

Subject Code	LGT5111
Subject Title	Practice of Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	All foundation and core subjects for the student's award.
Exclusion	MGT519/LGT5205 OM Dissertation
Role and Purposes	This is essentially a project-based subject. The objectives are to enable students to: a. bring together skills and knowledge acquired through the taught subjects and to apply them in analysing a real management problem; b. develop their skills in information specification, gathering, analysis, and interpretation in the context of a problem-solving project; and c. develop their project management and presentation/writing skills in conducting the project and preparing a final project report.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: • Able to carry out a management research project independently • Able to select and apply appropriate OM principles and techniques to improve the operational performance of an organization • Able to apply basic research methods
Subject Synopsis/ Indicative Syllabus	Students work individually on a project topic within the area of OM assigned or approved by the subject leader. The subject leader will be responsible for allocating supervisors for individual students. The supervisor, who is a member of academic staff, will provide students under his/her supervision with guidance on topic, reading, methodology and project management. Where necessary, other academic staff may be called upon to provide technical guidance on particular areas of literature. The supervisor will monitor progress through regular progress meetings. Students must submit the following for assessment: Project proposal – submitted in week 5. The proposal should constitute a firm plan of work and should clearly identify the problem or issue to be investigated, along with a clear methodology for the project. The subject leader must be satisfied that the project is within the scope of the award and that the proposal has a clear management problem-solving focus.

<table>
<tr><td></td><td>Project report – submitted at the end of the semester (normally week 14). This should normally be not more than 5,000 words for an individual project and 10,000 words for a group project (excluding appendices, where necessary). Project reports will be assessed according to the following criteria:

• Does the report provide a clear definition of the problem or issue to be studied? Is this sufficiently within the scope of the student's award?
• Is there a sufficient review of prior knowledge and research in the field? Is this review accurate, sufficiently critical, and of sufficient depth and breadth to provide a sound basis for the student’s own work?
• Has an appropriate methodology been used? Here the concern is with methods of data and information gathering, and analytical techniques.
• Have appropriate conclusions been drawn?
• To what extent does the project provide clear and actionable recommendations for management (either managers in a specific organization or managers at large)?
• Overall, does the project demonstrate an effective application of knowledge in the field of study?

The supervisor will mark both the proposal and the project report. Where deemed necessary because of the technical nature of the project, a second member of academic staff may be asked to act as a second marker.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Students work individually under the guidance of the subject leader. Regular supervision will be scheduled throughout the semester.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Development of Research Proposal</td><td>10%</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>2. Assessment of thesis</td><td>90%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessment is mainly based on the thesis.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Guided Study	39 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Self Study	87 Hrs.
	▪	Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Specific references will be recommended for each topic by the subject leader or the supervisor. Students are also expected to conduct a thorough literature search as part of the development of the project topic.	

<table>
<tr><td>Subject Code</td><td>LGT5113</td></tr>
<tr><td>Subject Title</td><td>Enterprise Resource Planning</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>5</td></tr>
<tr><td>Normal Duration</td><td>1-semester</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>Nil</td></tr>
<tr><td>Role and Purposes</td><td>To enable students to:
Understand the basic concepts and issues of ERP systems;
be able to discuss issues in the current IT environment for ERP systems; and
Develop students' ability and confidence in planning and executing ERP projects.
Be familiar with the basic usage of ERP systems</td></tr>
<tr><td>Subject Learning Outcomes</td><td>Upon completion of the subject, students will be able to:

a. A grasp of basic concepts and issues of ERP systems
b. A basic understanding of the adoption of ERP systems to enhance operational efficiency
c. A basic understanding of ERP planning and implementation
d. A grasp of basic functions and usages of ERP systems</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>
<table>
<tr><th>Topics</th><th>Sub-topics</th><th>Tutorial Topics</th></tr>
<tr><td rowspan="2">Introduction to ERP, and System and Technology Background</td><td>Introduction to the course
Introduction to ERP and ERP Life Cycle</td><td>Tutorial 1:
SAP Demonstration, UAC Registration, Opening Survey</td></tr>
<tr><td>ERP Market Awareness- History, Present, and Future</td><td>Tutorial 3: SAP Startup and Navigation</td></tr>
<tr><td>Business Process Management and ERP</td><td>Business Functions and Business Process
Business Process Modelling</td><td>Tutorial 2: Business Process Modeling</td></tr>
<tr><td rowspan="3">Management with ERP systems (Part 1)</td><td>Business Data Management in ERP</td><td>Tutorial 4: Master Data in SAP</td></tr>
<tr><td>Sales and marketing management with ERP</td><td>Tutorials 5&6: Sales and Distribution in SAP (1)(2)</td></tr>
<tr><td>Accounting and finance management with ERP</td><td>Tutorial 6: Accounting and Controlling in SAP</td></tr>
<tr><td rowspan="2">ERP Life Cycle (Part 1)</td><td>ERP Initiatives</td><td></td></tr>
<tr><td>ERP Selection</td><td></td></tr>
</table>
</td></tr>
</table>

	<table><tr><td rowspan="2">Management with ERP systems (Part 2)</td><td>Procurement management with ERP</td><td>Tutorial 7: Material Management in SAP</td></tr><tr><td>Production Management with ERP</td><td>Tutorial 8: Production Planning in SAP</td></tr><tr><td>ERP Life Cycle (Part 2)</td><td>ERP Implementation</td><td></td></tr><tr><td rowspan="2">Project Presentation and Course Review</td><td>ERP After-Implementation</td><td></td></tr><tr><td>Course Review</td><td></td></tr></table>
Teaching/Learning Methodology	▪ During lectures, basic concepts of ERP and ERP systems will be introduced, and case studies will be discussed. ▪ During tutorials, students will be guided to practice applications and usages of ERP systems in a computer lab.
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr><tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr><tr><td>1. Coursework</td><td>50%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>2. Examination</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The coursework includes a series of tutorial exercises of using ERP systems, assignments and case studies, and a group project about ERP implementation in real business. They are used to assess the intended outcomes 1-4. The final exam is based on questions relevant to basic concepts of ERP and a case study about the ERP life cycle, which are relevant to intended outcomes 1-3. *To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components*.

Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Group Project	45 Hrs.
	▪ Self-Study	42 Hrs.
	Total student study effort	126Hrs.
Reading List and References	- Monk, Ellen and Wagner, Bret J., *Concepts in Enterprise Resource Planning*, 4th Edition, Course Technology Cengage Learning, 2013 - O'Leary, Daniel E., *Enterprise Resource Planning Systems: Systems, Life cycle, Electronic Commerce, and Risk*, Cambridge University Press, 2000 - Buck-Emden, R., *The SAP R/3 System, An Introduction to ERP and Business Software Technology*, Addison-Wesley, 2000. - Curran, T. A. Ladd, A., *Business Blueprint: Understanding Enterprise Supply Chain Management,* Prentice Hall, 2000. - Curran, T. A., Ladd, A. and Ladd, D., *SAP R/3, Reporting & eBusiness Intelligence*, Prentice Hall, 2000. - Norris G., Hurley, J., Hartley, K. Dunleavy, J. Balls, J., *E-Business and ERP: Transforming the Enterprise*, New York: John Wiley, 2000. - Wyzalek, J., *Enterprise Systems Integration*, Auerbach Publications, 2000.	

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”
Role and Purposes	1. To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods. 2. To develop students’ ability and confidence in solving management decision problems, particularly paying attention to the practical considerations.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: 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/ Indicative Syllabus	Decision scope: find out a clear scope of decision required. 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?

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%**						
2 Group cases	40%	✓	✓	✓			
1 Individual case	30%	✓	✓	✓			
Class participation	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 Continuous Assessment components.

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

This subject will be dealing with cases in every session and students will learn through undergoing this process. There is no examination in this subject. Therefore performance in class through participating in discussion is most important and is allocated with the most major part in the assessment. There will also be 2 group case studies to be assessed. But in order to distinguish more on the individual effort, there is another individual case study.

Student Study Effort Expected

Class contact:	
▪ Small group discussions	26 Hrs.
▪ Lectures	13 Hrs.
Other student study effort:	
▪ Preparation for lectures	45 Hrs.
▪ Preparation for assignment / group project and presentation	42 Hrs.
Total student study effort	126Hrs.

Reading List and References	Hillier F.S. & Hillier M.S., Introduction to Management Science: A Modeling And Case Studies Approach With Spreadsheets, latest ed. Klassen, R. D., Menor, L. J., Cases in Operations Management, Sage publication, 2006 Lapin L.L. and Whisler W.D., *Cases in Management Science*, Duxbury, 1996 ***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

Subject Code	LGT5131
Subject Title	Warehousing and Materials Management
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	ISE512 Warehousing and Material Handling Systems
Role and Purposes	To provide students with the methods and tools necessary for the design and management of warehousing, materials handling systems, and inventory control. In particular, this subject emphasizes aspects of logistics and supply chain management in warehousing, the handling of products, and control of inventories. On completion students will be able to both analyze existing systems and recommend improvement solutions.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Design and manage warehousing, material handling and inventory control systems. b. Improve existing warehousing, material handling and inventory control systems.
Subject Synopsis/ Indicative Syllabus	Materials handling systems and their objectives: cost reduction, increased productive capacity and better working conditions. Types of handling equipment in manufacturing and warehousing: conveyors, cranes, hoists, and trucks. Their advantages and limitations. Advanced computer aided storage and picking systems. Critical analysis and measurement on the efficiency of warehousing systems. The unit load concept. Selection of the most appropriate equipment in particular situations. Integration with warehousing systems. Economic analysis of different systems. Planning, layout and design of different types of warehouses. Automation and IT systems in warehouses and materials handling processes. Inventory planning and control. Advanced EOQ models and safety stock. Fixed order quantity inventory control. Fixed order cycle inventory control. Just-in-time scheduling. Warehouse quality system and management. Warehouse safety and security system design and implementation.
Teaching/Learning Methodology	Concepts, theories and key issues will be introduced to students in lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyze some contemporary issues.

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				
Continuous Assessment	50%	✓	✓				
Examination	50%	✓	✓				
Total	100 %						

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

The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply certain quantitative techniques.

Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment (including assignments and projects) is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.

Student Study Effort Expected

Class contact:	
▪ Lectures	26Hrs.
▪ Seminars	13Hrs.
Other student study effort:	
▪ Preparation for lectures and seminars	45 Hrs.
▪ Preparation for assignments/projects	42 Hrs.
Total student study effort	126 Hrs.

Reading List and References	Wood, D.F., Wardlow, D.L., Murphy, P.R., Johnson, J.C., (the latest edition) *Contemporary Logistics*, Prentice Hall, Upper Saddle River, N.J. Frazelle, E., (the latest edition) *World-Class Warehousing and Material Handling*, McGraw-Hill, Boston. Render, B., Stair, R.M. Jr., (the latest edition) *Quantitative Analysis for Management*, Prentice-Hall. Francis, R.L., McGinnis, L., and White, J.A., (the latest edition) *Facility Layout and Location: An analytical Approach*, Prentice-Hall, Englewood Cliffs, NJ. Mulcahy, D., (the latest edition) *Warehouse Distribution & Operations Handbook*, McGraw-Hill, Boston. Ackerman, K.B., (the latest edition) *Practical Handbook of Warehousing*, Chapman & Hall, New York Stephens, M.P., Meyers, F.E., (the latest edition) *Manufacturing Facilities Design and Material Handling*, Prentice Hall.

Subject Code	LGT5132
Subject Title	Experiments for Business Decision Making
Credit Value	3
Level	5
Normal Duration	1-semester
~~**Pre-requisite / Co-requisite/**~~ **Exclusion**	AMA513 Design and Analysis of Experiments
Role and Purposes	▪ Introduce students to experimental design and analysis as a tool for business decision making. ▪ Understand basic concepts, theories and techniques of experimental design and analysis methods ▪ Become familiar with the basic usage of computer software for experimental design and analysis ▪ Develop ability and confidence in using experimental design and analysis methods for business decision making.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: c. Understand the concepts, theories and techniques of experimental design and analysis methods with business applications d. Apply experimental design and analysis methods to enhance business decision making
Subject Synopsis/ Indicative Syllabus	**Basic Statistics for Experimental Design** Frequency distribution; mean; confidence intervals; normal distribution. graphical tests. **Testing Differences of Means** F-tests; source of variations; completely randomized and randomized complete block experiments; **Two-Level Factorial Experiments** Two-level factorial design and examples; plot and interpret interactions; Analysis of Variance (ANOVA); modeling responses; diagnosing residuals to validate assumptions; Dealing with non-normality; **Two-Level Fractional Factorial Designs** Fractional factorial design and examples; resolution factorials; Plackett-Burman designs; irregular fractions; **Getting the Most from Minimal-Run Designs** Minimal-resolution design and examples; complete foldover; single foldover; aliasing problems; analysis of unreplicated general factorials; **Experiments with Factors at Three or More Levels** General 2-factor factorial design and examples; three level fractional factorial designs and examples;

<table>
<tr><td></td><td>Response Surface Methods for Optimizing Decision Makings
Center points; central composite design (CCD); multiple responses
Computer Software for Design Construction and Data Anslysis
Minitab and R.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Concepts, theories, and techniques of experimental design and analysis methods will be introduced through lectures.
Case studies on business applications will be discussed through lectures.
Students will be guided to practice applications and usages of computer software of experimental design and analysis through tutorials</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Continuous Assessment</td><td>50 %</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Examination</td><td>50 %</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
The coursework includes a series of tutorial exercises of using computer software for experimental design and analysis, assignments, case studies, and/or a group project for real business applications. Mid-term test and/or examination are also required. They are used to assess the intended outcomes a and b.
To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorials</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Reading/exercises/group project</td><td>81 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Total student study effort</td><td>120 Hrs.</td></tr>
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</td></tr>
</table>

Reading List and References	***Textbook*** Mark J. Anderson and Patric J. Whitecomb. *DOE Simplified, 2nd Edition*. Productivity Press, New York, 2007. Johannes Ledolter and Arthur J. Swersey. *Testing 1-2-3: Experimental Design with Applications in Marketing and Service Operations*. Stanford University Press. 2007. ***References:*** Douglas C. Montgomery. *Design and Analysis of Experiments, 8th Edition.* Wiley, 2012.

Subject Code	LGT5157
Subject Title	Six Sigma and Quality Management Techniques
Credit Value	3
Level	5
Normal Duration	1 Semester
Pre-requisite	LGT5107 Total Quality Management
Exclusion	ITC517 Total Quality Management Techniques
Role and Purposes	1. To provide students with a focused systematic approach of using Six Sigma and other operational and quality management techniques to meet the aims and objectives of total quality management; 2. To develop students with ability in applying the Six Sigma techniques to define and analyse problems in improving quality at the workplace; and 3. To develop students with ability to identify opportunities for improvement in the business, service, administrative and manufacturing environments of applying Six Sigma, Kaizen, and other continuous improvement methodologies.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Apply Six Sigma and TQM techniques to tackle and analyse problems in improving quality with particular reference to their own working environment; b. Develop the ability to adopt new techniques and synthesise new knowledge; c. Analyse basic operational and research data using TQM techniques in a systematic way; d. Cooperate efficiently and effectively in a team to apply TQM techniques and tools for accomplishing pre-determined goals; and e. Identify opportunities for improvement in the business, service, administrative and manufacturing environments of applying the methodology such as Six Sigma, Kaizen, and other appropriate tools to achieve breakthrough improvements in these processes.
Subject Synopsis/ Indicative Syllabus	<u>Fundamental Concept</u> Overview of Six Sigma, Kaizen, Introduction of DMAIC methodology, Voice of Customer, Cost of Quality Concept, Project Identification, Project Charter Writing, Organization of project team <u>Identification of Improvement Area and Baseline Measurement</u> SIPOC and Process Mapping, Basic Statistics for Six Sigma, Data collection, Measurement system analysis, Process Capability Calculation, Statistical Process Control, Control Charts, Sigma Level Calculation <u>Techniques for Analyzing the Current Situation</u> Detailed process mapping, Value-added Analysis, Value Stream Mapping, Root Cause Verification, Muda Concept, Traditional Quality Tools

<table>
<tr><td></td><td>
<u>Breakthrough Improvement</u>
New Quality Tools, Quality Function Deployment, Failure Modes and Effects Analysis, Implementation of Solutions

<u>Mechanism of Continuous Improvement</u>
Process Documentation, Process Control Plan, Approach to implement Six Sigma in an organization

Selected cases of application and implementation of Kaizen, Six Sigma, in various industries.
</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>A systematic approach will be adopted in focusing the use of different quality management techniques, such as six sigma methodology, etc. in meeting the aims and objectives of total quality management. Such techniques will include both theoretical and practical aspects and students will be asked to use case studies developed specially for this subject aiming at integrating these two aspects with their own daily responsibilities. Students will be asked to present their evaluation and analysis of case studies and other related project assignments during seminars and presentation sessions.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>Continuous Assessment*</td><td>50%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Group assignments/cases</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Individual assignments/ cases</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject will be able to deliver the above mentioned outcomes/ objectives. Specifically,

The individual assignments/cases are used to enable students to improve their abilities to achieve outcomes a through e with emphasis on outcomes a through c.
The group assignments/cases are used to enable students to improve their abilities to achieve outcomes a through e with emphasis on outcomes d through e.

</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">• Examination is used to test if students master the necessary concepts and methods including roadmaps in carrying out a quality improvement project in a typical business environment.

Feedback is given to students immediately following their case/assignment presentations and all students are invited to join in this discussion.

To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>45 Hrs.</td></tr>
<tr><td>▪ Preparation for assignments / group projects and presentations</td><td>42 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">- Lean Six Sigma andMinitab, QSB Consulting, (latest edition)

- Matt Barney & Tom McCarty (2003) The new Six Sigma: a leader's guide to achieving rapid business improvement and sustainable results, Upper Saddle River, N.J. : Prentice Hall PTR.

- Theodore T. Allen, (2006) Introduction to engineering statistics and six sigma: statistical quality control and design of experiment, London: Springer.

- Salman Taghizadegan, (2006) Essentials of lean six sigma, Amsterdam: Elsevier.

- Loon Ching Tang (2006) Six sigma : advanced tools for black belts and master black belts, Chichester, West Sussex, England ; Hoboken, NJ : John Wiley & Sons.

- David L. Goetsch and Stanley B. Davis, (2006) Introduction to TQM for Production, Processing and Service, 5th edition, Prentice-Hall.

- Samuel K.M. (editor) Ho, Proceedings of the 14th International Conference on ISO9000 & TQM, Taking ISO 9000 to a Higher Level Through Integration, Lean, and Six Sigma, March 6-7 2006, Hong Kong; and previous issues.

- Case Studies of the Implementation of TQM in Textiles & Clothing Industries (1992-1995),
- Institute of Textiles & Clothing, The Hong Kong Polytechnic University</td></tr>
</table>

	- Lou Cohen, (1995) Quality Function Deployment: how to make QFD work for you, Engineering Process Improvement Series, Addison-Wesley. - Yashio, Kondo, (1989) Human Motivation: a key factor for management, 3A Corporation. - Hiroyuki, Hirano, (1994) Poka-yoke: mistake-proofing for zero defects, PHP Institute. - Yoshinobul, Nayatani, (1994) The Seven New QC Tools: practical applications for managers, 3A Corporation,. - T.C. Edwin Cheng and Walter W. O. Willborn, (1994) Global Management of Quality Assurance Systems, McGraw-Hill. - UNSO, 1993, Handbook of Industrial Statistics, UNIDO. - Hitoshi, Kume, (1985) Statistical Methods for Quality Improvement, AOTS. - Shigeru Mizuno, (1988) Company-Wide Total Quality Control, Asian Productivity Organization. - Kaoru Ishikawa, (1984) Quality Control Circles at Work: cases from Japan's manufacturing and service sectors, Asian Productivity Organization. - John S. Oakland, (2003) Total Quality Management, Heinemann, 3rd edition, Butterworth-Heinemann.

Subject Code	LGT5158
Subject Title	Statistical Quality Control for Manufacturing and Service
Credit Value	3
Level	5
Normal Duration	1-semester
~~Pre-requisite~~ / ~~Co-requisite~~/ Exclusion	ITC501 Industrial Quality Control
Role and Purposes	1. To develop students with a comprehensive and in-depth statistical thinking for quality management in both manufacturing and service industries; 2. To provide students with methodology of establishing and managing an effective SPC program in manufacturing and service organizations; 3. To help students improve the performance of operations process consistently and predictably over time.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Understand the role of statistics in quality management; b. Design and manage SPC in both manufacturing and service sectors; c. Understand the concept of acceptance sampling and be familiar with different sampling plans; d. Make use of statistical methods and tools to improve process quality.
Subject Synopsis/ Indicative Syllabus	<u>Fundamental concepts</u> Specifications and tolerances; the gap model of service quality; process variation; foundations of statistical concepts in quality control and management; quality and data characteristics; sampling distribution and statistical inference. <u>Management of process variation</u> Deming circle; SPC strategy and framework for monitoring, controlling, analyzing, and improving process performance; key quality characteristics to identify and measure in production and service industries; principles of SPC implementation. <u>Statistical process control</u> Univariate and multivariate control charts; short runs SPC; process capacity analysis; control charts for non-manufacturing applications. <u>Acceptance sampling</u> Operating characteristic curve; lot-by-lot attribute sampling plans; continuous sampling plan; sampling plans for variables.

<table>
<tr><td></td><td><u>Statistical quality control software applications</u>
Apply computer software to construct and analyze control charts, process capacity, etc.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>This subject develops knowledge in students for managing process variations in both manufacturing and service industries. Theories and case studies are provided in the lectures to illustrate the concepts and applications of statistical process control (SPC) and acceptance sampling plan. This course adopts Deming's PDCA continuous improvement cycle principles to implement SPC for quality control and enhancement. Simulation of an actual business environment is used to demonstrate challenges in executing SPC by role playing and to strengthen students' management skills in applying related theories and tools in the real world.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1.Continuous assessment</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Examination</td><td>50%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪</td><td>Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>45 Hrs.</td></tr>
<tr><td>▪ Assignments and project</td><td>42 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	***References*** - Mitra, Amitava (2008). Fundamentals of Quality Control and Improvement, 3rd ed. Hoboken, N.J.: John Wiley & Sons. - Aikens, C. Harold (2011). Quality Inspired Management: The Key to Sustainability. Upper Saddle River, N.J.: Prentice Hall. - Grant, Eugene L. and Leavenworth, R.S. (1996). Statistical quality control, 7th ed. New York: McGraw-Hill Co. Inc. - Montgomery, C. Douglas (2009). Introduction to Statistical Quality Control, 6th ed. Hoboken, N.J.: John Wiley & Sons. - Ryan, P. Thomas (2011). Statistical Methods for Quality Improvement, 3rd ed. Hoboken, N.J.: John Wiley & Sons. - DeVor, E. Richard, Chang, T.H. and Sutherland, J.W. (2007). Statistical Quality Design and Control: Contemporary Concepts and Methods, 2nd ed. Upper Saddle River, NJ: Pearson/Prentice Hall. - George, Michael L. (2003). Lean Six Sigma for Service: How to Use Lean Speed and Six Sigma Quality to improve Services and Transactions. New York: McGraw-Hill. - Kenett, Ron and Zacks, S. (1998). Modern Industrial Statistics: Design and Control of Quality and Reliability. Pacific Grove, Calif.: Duxbury Press. - Fuchs, Camil and Kenett, R.S. (1998). Multivariate Quality Control: Theory and Applications. New York: M. Dekker. - Casella, George and Berger, L. (2002) Statistical inference, 2nd ed. Pacific Grove, Calif.: Duxbury/Thomson Learning.

Subject Code	LGT5159
Subject Title	Implementation and Auditing of Quality Management Systems
Credit Value	3
Level	5
Normal Duration	1-semester
~~**Pre-requisite/Co-requisite/**~~ **Exclusion**	ISE509 Auditing & Registration of Quality Systems
Role and Purposes	The course introduces students to the principles and techniques of implementing and auditing several popular management systems with respect to concerns on compliance and organizations' improvement needs.
Subject Learning Outcomes	Upon completion of the subject, students will be able to a. understand the principles and requirements of management systems including ISO 9000, ISO 14000 and OHSAS 18000. b. understand the auditing and management review techniques to identify the nonconformities of different systems. c. develop an integrated management system that can incorporate various management systems into an ISO 9000 system. d. understand the basic principles of other management systems including ISO 13485:2003, SA 8000, ISO 26000 and FSC:CoC.
Subject Synopsis/ Indicative Syllabus	**Integrated Management Systems** Principle of management systems, process and plan-do-check-act cycle. **ISO 9000 Standard** Approaches to quality management; ISO 9000 series of standards, structure, and basic concepts; process approach; its relationship with TQM. **ISO 14001 Standard** Principles of ISO 14001; preparatory environmental review, environmental policy, planning, implementation and operation; checking and corrective actions; management review. **OHSAS 18000 Standard** Principles of ISO 18001; OH&S management system model; OH&S policy; planning, implementation and operation, management reviews. **Management System Audits** Principles of auditing; managing an audit program; performing an audit; competence and evaluation of auditors. **Registration of Management systems** Principles of certification registration; post certification obligations; typical problems and factors of successful registration and continuous implementation.

<table>
<tr><td></td><td>Introduction of Other Management Systems
ISO 13485:2003; SA 8000; ISO 26000; FSC:CoC.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Concepts and techniques will be introduced through lectures. Professional seminars featuring guest speakers from registration bodies, consultants, or QM practitioners will be organized. Students are required to apply the knowledge and skills to solve the implementation and auditing problems in the form of case studies or exercises.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>1. Individual assignment</td><td>25%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Group project</td><td>25%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>3. Examination</td><td>50%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>Total</td><td>100%</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The individual assignment assesses whether students know how to apply the theories learnt to implement, audit and report a management system in their working environment. The group project examines whether they know how to apply the theories learnt to develop and integrate management systems in a company. The examination tests their understanding and familiarity with the knowledge.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorials/Seminars</td><td>13 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Reading and doing assignment and group project</td><td>87 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
</table>

Reading List and References	1. ISO 9000: 2008, ISO 14000: 2004, OHSAS 18000:2007, ISO 19011: 2011 (Latest revision) 2. Smith, D. (2001). IMS: The Framework, Integrated Management Systems Series, BSi Business Information 3. Smith, D. (2002). IMS: Implementing and Operating, Integrated Management Systems Series, BSi Business Information. 4. Hoyle, D. (2009). ISO 9000 Quality Systems Handbook, 6th Editions, Butterworth-Heinemann, Oxford. 5. Tricker, R. (2010). ISO 9001:2008 for Small Business, Oxford 6. Web Sites: www.iso.org; http://www.bsigroup.hk; www.fsc.org; http://www.fda.gov/Training/

Subject Code	LGT5205
Subject Title	OM Dissertation
Credit Value	9
Level	5
Normal Duration	2-semester
Pre-requisite	MGT582/MM501 Research Methods
Exclusion	LGT5111 Practice of Operations Management
Role and Purposes	To enable participants: ▪ To make integrative linkages among various subjects as well as between learning and their work experience; ▪ To examine critically and in-depth a topic of interest arising from their chosen area of study; ▪ To deepen their self- and social-awareness by sensitising them to their dual role as researcher and manager; ▪ To pursue a research-based topic of local interest and importance in the field of business or management; ▪ To demonstrate an understanding of relevant literature in the topic area selected; ▪ To analyse basic research data in a systematic way and to a professional standard; and ▪ To demonstrate an ability to set the topic in its wider context, to sustain argument, and to present conclusions related to policy and practice implications in business and management in Hong Kong.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. Able to carry out an independent academic research project at a Master's level b. Able to apply basic research methods to solve an OM problem c. An appreciation of academic studies in area of operations management
Subject Synopsis/ Indicative Syllabus	In preparing their dissertations, students have an opportunity to draw upon particular themes of the programme, showing the extent to which they have been able to integrate what for them have been some of the dominant themes and interest areas. Students are expected to identify an area ofstudy, explore this area in depth, collect and analyse data. **Process** There are four elements in the completion of the dissertation: <u>Research Proposal</u> In consultation with the dissertation supervisor, the student works out a proposed research plan, which must show evidence of sound background research and state in specific terms:

	▪ Aims and objectives; ▪ Review of literature and definition of the theoretical concepts to be used; ▪ The basis for the research problem with reference to other such research; ▪ Methodology of the study, i.e. the ways in which data are to be collected, analysed and reported; ▪ A research schedule. The research plan is not a static model that needs to be followed rigidly. <u>Progress</u> After the initial research proposal, students are encouraged to seek advice from thesis supervisors on a regular basis and whenever necessary. The supervisor monitors and evaluates the student's performance, for example though verbal presentation and discussion of assigned readings; submitted draft chapters; annotated bibliographies; comprehension of the task in hand, planning, initiative, and thoroughness of investigation. <u>The Research Report</u> This is the written dissertation. In assessing the research report, the examiners will have regard to: ▪ The extent to which the student has been able to meet the broad criteria laid down in the objectives of the dissertation subject; ▪ The degree of originality; ▪ The significance of the findings; ▪ The way in which the student has drawn upon and integrated theories and techniques; ▪ The overall quality of the written presentation. <u>Oral Examination</u> Examiners will hold viva voce examinations. One purpose of the oral examination is to satisfy the panel of examiners that the work is the student's own. During these oral presentations, students will be required to answer queries relating to the dissertation and identify applications and future directions. The mark for the oral examination will take into consideration: ▪ The student's grasp of the problem, ▪ The ability to answer queries, and ▪ The student's presentation and communication skills.
Teaching/Learning Methodology	The teaching methods will be based on an MSc level of research studies under the supervision of an academic staff member. The student develops a research topic jointly with the supervisor and carries out an individual research study under the guidance of the supervisor. Performance is monitored continuously.

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			
Assessment of Research Proposal	10%			✓			
Assessment of Thesis	90%	✓	✓	✓			
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: A significant portion of self-studies is required. Students are encouraged to take an initiation in carrying out the study, while the supervisor provides guidance.

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

Student Study Effort Expected

Class contact:	
▪ Meeting and Discussion with Supervisor	28 Hrs.
▪ Research Studies	362 Hrs.
Other student study effort:	
▪	Hrs.
▪	Hrs.
Total student study effort	378 Hrs.

Reading List and References

References for research methodology are as per the subject MM501 Research Methods. For example:

Sekaran, U Research Methods for Business: A Skill-Building Approach, 3rd edition, New York: Wiley, chapter 13 'The research report', 2000.

In addition, students may find it useful to refer to one of the standard style guides, for example:

Publication Manual of the American Psychological Association, 4th edition, Washington: American Psychological Association.

Supervisors will provide guidance on reading in the substantive field of research.

Subject Code	MM501
Subject Title	Research Methods
Credit Value	3
Level	5
Normal Duration	1-semester
~~Pre-requisite/~~ ~~Co-requisite/~~ Exclusion	Research and Consultancy Techniques for CRE (BRE501) and Business Research Methods (MM5011)
Role and Purposes	This subject provides students with an opportunity to learn about the use of scientific research as a problem solving tool, and enables them to equip with the adequate knowledge and practical skills that are often required to conduct independent research in business and management fields. Specifically, this subject enables students: 1. To understand the processes of research in the management and operation of the public and private sectors, and the various approaches that are used in that research; 2. To critically review published material and other research and consultancy reports; 3. To equip with the necessary skills required to undertake a substantial supervised research project at a Master's degree level; 4. To experience the process of preparing a properly constructed proposal for a research project.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. appreciate different research paradigms; b. formulate theoretically grounded research questions; c. exhibit skills essential to the planning and conduct of rigorous research; d. demonstrate familiarity with the concepts of validity and reliability in research; e. design appropriate sampling strategies, as well as collect, analyze and interpret data in diverse research settings; f. demonstrate a systematic understanding of the range of advanced research techniques, be able to critically evaluate these techniques and apply them appropriately; g. appraise the ethical implications of implementing research programmes; h. identify the range of channels for disseminating research and demonstrate the ability to communicate research findings effectively, both orally and in written form, to the business research and practitioner communities.

Subject Synopsis/ Indicative Syllabus	**Introduction to Research** Overview of management research: basic, applied and action research. Exploratory, descriptive and causal research. Evaluations studies. Basic research paradigms: positivism and the scientific method; phenomenology and qualitative methodologies. **The Research Process** The research process. The research proposal. **Research Problems and Literature Review** Identifying and defining a research topic: the literature review. **Theoretical Framework and Hypothesis Development** The nature of theory: concepts, variables, the theoretical framework, hypotheses; deduction and induction; the nature of causality in the social sciences; dependent and independent variables. **Measurement** Measurement: types of scales; concepts and their dimensions; variables; Likert and other scales; validity and reliability; use of existing scales. **Data Collection Methods and Sampling** Questionnaire design; ways of administering questionnaires; survey and sampling methods; causes of bias in surveys; causal and correlational studies; experimental designs; internal and external validity; quasi experiments. Exploratory research: reasons for and methods. Qualitative research: ethnography; grounded theory; problems of data collection and analysis; analytical versus statistical generalizability. Case study research: the study questions, propositions, units of analysis, criteria for interpreting the findings; qualitative and quantitative aspects; evaluation as an example of case studies. **Data Analysis and Interpretation** Data analysis and interpretation; basic concepts involved in statistical analysis; outline of the use of some multivariate statistics. **The Research Report** Purposes; audience; characteristics of a well-written report; integral parts of the report.

<table>
<tr><td></td><td>

<u>Research Ethics</u>
The politics of management research; stakeholders; access to information.

The ethics of management research; the PolyU's requirements.

Plagiarism in academic writing and how to avoid it.

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures cover the core principles and concepts of the subject syllabus. Seminars are structured to enhance students' understanding of relevant concepts through various kinds of activities, including presentation and discussion. Occasionally various staff members will visit the class to discuss on-going research projects with which they are involved.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a.</td><td>b.</td><td>c.</td><td>d.</td><td>e.</td><td>f.</td><td>g.</td><td>h.</td></tr>
<tr><td>Continuous Assessment*</td><td>100%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Individual assignment</td><td>20%</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Group reports</td><td>50%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Presentation</td><td>10%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr>
<tr><td>4. Peer assessment</td><td>10%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr>
<tr><td>5. Class participation</td><td>10%</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="8"></td></tr>
</table>

**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 Continuous Assessment components.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –

</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Individual assignment – Students are required to submit an individual work by addressing the core principles and concepts of the subject syllabus.

Group reports and presentation – Students are required to prepare two interim reports, a final report, and present their work by applying their subject knowledge and demonstrating their research skills.

Class participation – Feedback is given to students immediately following the presentations. All students are invited to join this discussion to demonstrate their understandings of the core principles and concepts of the subject syllabus.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪ Preparation for assignment / group project and presentation</td><td>78 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>156 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Recommended Textbooks</u>

Ghauri, P. and Gronhaug, K. (2010). Research Methods in Business Studies (4th edition). London: Financial Times Prentice Hall.

Sekaran, U. and Bougie, R. (2013). Research Methods for Business – A Skill Building Approach (6th edition). NY: John Wiley & Sons.

<u>Suggested Readings</u>

Bowerman, B. L., O'Connell, R. T. and Murphree, E. S. (2014). Business Statistics in Practice (7th edition). NY: McGraw-Hill.

Cooper, D. R. and Schindler, P. S. (2014). Business Research Methods (12th edition). NY: McGraw-Hill.

Dillman, D. A., Smyth, J. D. and Christian, L. M. (2014). Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (4th edition). Hoboken, NJ: John Wiley & Sons.

Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E. (2010). Multivariate Data Analysis (7th edition). Upper Saddle River, NJ: Prentice Hall.

Miles, M. B., Huberman, A. M. and Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd edition). Thousand Oaks, CA: Sage.</td></tr>
</table>

	Norušis, M. J. (2012). *IBM SPSS Statistics 19 Guide to Data Analysis.* Upper Saddle River, NJ: Prentice Hall. Yin, R. K. (2013). *Case Study Research: Design and Methods* (5th edition). Thousand Oaks, CA: Sage.

Subject Code	MM511
Subject Title	Managing Organizations and People
Credit Value	3
Level	5
Normal Duration	1-semester
~~**Pre-requisite/ Co-requisite/**~~ **Exclusion**	Managing Organizations and People (MM5117 or MM5119)
Role and Purposes	This course aims to introduce students to concepts and practices of the four basic management functions of planning, organizing, leading and controlling. It aims to facilitate students to acquire a good grounding for further studies in more specialized management subjects, and to apply theories to practice in becoming more effective managers.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. learn theories about the four basic management functions of planning, organizing, leading and controlling, as well as the skills needed to perform these functions; b. have a better understanding of the evolution of management theories, how to deal with ethical issues and globalization, and general management functions and activities; c. apply some of the management theories to diagnose the practical management problems in the workplace and come up with proper solutions to deal with these problems; d. synthesize and digest new ideas, discoveries, and cutting-edge theories from various sources, such as popular management books, professional management magazines, and scientific journals.
Subject Synopsis/ Indicative Syllabus	**Managing Organizations and People: An Overview** Definitions of management, organization and organizational behaviour. History of management. The organization environment. International management. Contemporary management issues. **Decision Making** Models of management decision making. Managerial ethics and social responsibility. **Management Functions** The planning process and strategic planning. The organising process and organising structure. The leading process and people management. The controlling process and controlling techniques. **People Management Skills** Group and team dynamics. Leadership models. Communication models. Conflict resolution models. The management of corporate values and culture. Management of change and organizational development.

<table>
<tr><td>Teaching/Learning Methodology</td><td>Lectures are used to impart management and organizational concepts which are explored in greater detail via case studies. Students will learn management skills through participative experiential class exercises. Synthesis and application of knowledge are assessed by means of presentation, essays and examination.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a.</td><td>b.</td><td>c.</td><td>d.</td><td></td><td></td></tr>
<tr><td>Continuous Assessment*</td><td>50%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Individual paper</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Group presentation / project</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
*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 <u>both</u> the Continuous Assessment and Examination components.
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –

engage in a case-study group project to apply theories to practice;
write an individual research paper that explores a certain topic/area of management in greater depth; and
take a closed-book exam to demonstrate conceptual and analytical skills by presenting arguments for and/or against certain topics based on theories, and if and when appropriate, taking circumstantial practicalities into consideration.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.
</td></tr>
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<table>
<tr><td rowspan="6">Student Study Effort Expected</td><td colspan="2">Class contact:</td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>▪ Preparation for lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪ Preparation for assignment / group project and presentation / examination</td><td>78 Hrs.</td></tr>
<tr><td colspan="2">Total student study effort</td><td>156 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Recommended Textbooks

Bartol, Kathryn, Tein, Margaret, Matthews, Graham and Sharma, Hishnu (2011). Management: A Pacific rim focus (6th ed.). North Ryde, NSW: McGraw-Hill Australia.

Bateman, Thomas S. and Snell, Scott A. (2011). Management: Leading & collaborating in a competitive World (9th ed.). New York: McGraw-Hill/Irwin.

Daft, Richard L. (2014). New era of management (11th ed.). International: South-Western Cengage Learning.

Griffin, Ricky W. (2011). Management (10th ed.). China: South-Western, Cengage Learning.

Robbins, Stephen P. and Coulter, Mary (2009). Management (10th ed.). USA: Prentice-Hall.

Williams, Chuck (2012). Effective management: A multimedia approach (5th ed.). International Edition: South-Western/Cengage Learning.

References

Buchanan, D. & Huczynski, A. (2007). Organisation Behaviour- an Introductory Text, Prentice Hall: London.

Crainer, S. (2000). The Management Century, a Critical Review of 20th Century Thought and Practice, Jossey-Bass: San Francisco.

Dawson, Sandra. (1996). Analyzing organizations (3rd ed.). Basingstoke: Macmillan.

Deresky, Helen. (2014). International management: Managing across borders and cultures (8th ed.). Boston: Pearson.

Francesco, A. M. & Gold, B. A. (2005). International Organizational Behavior (7th ed.), Pearson: Upper Saddle River, NJ.

George, Claude S., Jr. (1972). The history of management thought (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.</td></tr>
</table>

Hellriegel, Don, Jackson, Susan E. and Slocum, John W., Jr. (2005). *Management: A competency-based approach* (10th ed.). Singapore: South-Western.

Hitt, Michael A., Black, J. Stewart and Porter, Lyman W. (2009). *Management* (2nd ed.). Upper Saddle River, NJ: Pearson.

Hofstede, Geert. (2010). *Cultures and organizations: Software of the mind – Intercultural cooperation and its importance for survival* (3rd ed.). New York: McGraw-Hill.

Kennedy, Carol. (1991). *Guide to the management gurus: Shortcuts to the ideas of leading management thinkers*. London: Business Books.

Luthans, Fred. (2005). *Organizational behavior* (10th ed.). Boston, MA: McGraw-Hill Irwin.

Mintzberg, Henry. (1983). *Structure in fives: Designing effective organizations.* Englewood Cliffs, NJ: Prentice-Hall.

Mullins, Laurie. (2010), *Management and Organizational Behaviour* (9th ed.). Harlow: Financial Times Prentice Hall.

Pugh, D.S. and Hickson, D.J. (2007). *Writers on organizations* (6th ed.). Thousand Oaks, CA: Sage.

Robbins, Stephen P. (2007). *Organizational behavior* (12th ed.). Upper Saddle River: Prentice-Hall.

Journals

Academy of Management Executive
Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Harvard Business Review
Human Relations
Journal of Applied Psychology
Journal of General Management
Journal of International Business Studies
Journal of Management
Journal of Management Studies
Journal of Organizational Behavior
Management Review
Organization Science
Organization Dynamics
Organization Studies
Personnel Psychology

Subject Code	MM531
Subject Title	Strategic Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ ~~Co-requisite/~~ **Exclusion**	Managing Organizations and People (MM511) and Managing Customers and Markets (MM574) and Accounting for Managers (AF5108) --- Strategic Quality Management (ITC522)
Role and Purposes	The main objective of the course is to provide students with a sound knowledge about the strategy making process from the perspective of how organizations strategize to achieve sustain competitive advantage through value (co)creation. Through the application of the strategic tools and techniques to facilitate the strategic decision making process, students will have a command on how to perform a strategic audit of an organization in relations to its contextual environment and be able to make sound and creative recommendations for success. The backbone of the course is on developing the students' "strategic thinking" capabilities through the use of examples, case studies and knowledge building exercises.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. appraise the different perspectives from which strategy may be analyzed and understand how each contributes to a fuller understanding of the essence of strategic thinking; b. apply and evaluate different management theories / methods / tools used to analyze a firm's strategy making for dealing with strategic organizational challenges; c. demonstrate strategic thinking through an analysis of the environment (e.g. competition and customers, political and economic), set strategic direction, and lead change (**MSc Program Outcome 2**); d. discuss and explain how strategy research can help managers make better (ethical) decisions.
Subject Synopsis/ Indicative Syllabus	**<u>Understanding Strategic Management</u>** • The 10 schools of strategic management • The strategic management process • Formulating the mission and vision statement to meet the needs of stakeholders • Corporate governance and challenges facing Boards of Directors **<u>Environmental Analysis and Diagnosis</u>** • Environmental scanning and influencing environmental factors • Techniques for environmental analysis • Industry and competitive analysis; competitive and co-operative dimensions

	Internal Scanning and Analysis • Approaches to internal scanning and analysis of the competitive value of resources • Scanning the internal environment with functional analysis - using the value chain • Making sense of assets, capabilities and competencies **Strategy Formulation** • Corporate strategy analysis - means and forms of diversification • Business strategy analysis: Porter's generic competitive strategies for competitive advantage • Strategic choice **Strategy Implementation** • The implementation process - complexity and interconnectedness • Strategic leadership - to manage change and learning; encouraging self leadership • Analyzing organizational culture - impact on experimentation and discovery **Strategic Evaluation and Control** • Evaluation and control in strategic management - impact of action on outcomes • Measuring organizational performance, compare organizational performance to goals • Balanced Score Card approach to strategic control
Teaching / Learning Methodology	As this is a Masters Level program, the course is designed in a ***highly interactive seminar style*** requiring students to take an active part in class discussions and experiential exercises. Facilitation of knowledge and experiences between the teacher and classmates will form an important ingredient in the success of the learning engagement. Key concepts, theories and research findings about the strategy-making process are presented from multiple angles and students are encouraged to make connections between them as a way to build knowledge and stimulate strategic thinking. Where possible, Guest Speakers will be brought in to bring new insights to the study and practice of strategic management as it is applied in organizations.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	a.	b.	c.	d.
Continuous Assessment*	**60%**				
1. Individual Write-up	10%	✓			✓
2. Individual Write-up	10%	✓			✓
3. Individual class participation	20%	✓	✓	✓	✓
4. Group (Individual) peer appraisal	5%	✓	✓	✓	✓
5. Group report	15%	✓	✓	✓	✓
Examination	**40%**	✓	✓	✓	✓
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 **both** the Continuous Assessment and Examination components.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –

- Consider and analyse the issues and concepts which are presented in the lectures/seminars;
- Read and discuss relevant chapters of the recommended text book and other supporting learning material including research journal articles, cases, newspapers, industry reports and our online course web site (inter alia);
- Appreciate that there are alternative approaches, perspectives and theories to deal with the strategic issues;
- Develop a "complicated understanding" by opening their thinking in ways that differentiate as well as integrate multiple and competing alternatives and explanations to any given phenomena of interest.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.

Student Study Effort Expected

Class contact:	
▪ Lectures and seminars	39 Hrs.
Other student study effort:	
▪ Preparation for discussions	39 Hrs.

	▪ Preparation for assignment / group project and presentation / examination	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	***Suggested Textbook*** Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. 2014. *Exploring strategy*. 10th Edition. Pearson. (without cases) ***Selected Suggested Reading*** Andriopoulos, C., & Lewis, M. (2009). Exploitation-exploration tensions and organizational ambidexterity: Managing paradoxes of innovation. *Organization Science, 20(4):* 696-717. Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review, 81(9):* 66-74. *Harvard Business Review* (2011). Special Issue: What great companies do differently. November. Jayachandran, S., & Varadarajan, R. (2006). Does success diminish competitive responsiveness? Reconciling conflicting perspectives. *Journal of the Academy of Marketing Science, 34(3):* 284-294. Kim, W. C., & Mauborgne, R. (2005). *Blue ocean strategy: How to create uncontested market space and make the competition irrelevant.* Boston: Harvard Business School Press. Mintzberg, H., Ahlstrand, B., & Lampel, J. (1989). *Strategy safari: The complete guide through the wilds of strategic management*. London: Prentice Hall. Porter, M. E. (1996). What is strategy? *Harvard Business Review, 74(6):* 61-78. Rumelt, R. P. (2011). Good strategy / bad strategy: The difference and why it matters. New York: Crown Business. Sandberg, J., & Tsoukas, H. (2011). 'Grasping the logic of practice: Theorizing through practical rationality'. *Academy of Management Review*, 36(2), 338-360. Wright, R. P., Paroutis, S. E., & Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? *Journal of Management Studies, 50*(1): 92-125. ***Journals*** Academy of Management Review Administrative Science Quarterly Harvard Business Review Journal of Management Journal of Management Studies Strategic Management Journal	

Subject Code	MM544
Subject Title	E-Commerce
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	The central goal of this course is to develop an integrative knowledge of the digital economy. It focuses on the information superhighway as the technological enabler that has dramatically changed the way in which companies orchestrate their value creation. This course, with a strategic perspective in mind, looks into the knowledge-enabled enterprises and the influence of electronic commerce in shaping the rules of modern business environments. From a managerial point of view, the course will delineate the skills and knowledge required in the digital world. Finally, this course also offers a technology perspective that touches upon the underlying IT mechanisms for electronic commerce.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. comprehend the underlying economic mechanisms and driving forces of E-Commerce; b. understand the critical building blocks of E-Commerce and different types of prevailing business models employed by leading industrial leaders; c. appraise the opportunities and potential to apply and synthesize a variety of E-Commerce concepts and solutions to create business value for organizations, customers, and business partners; d. formulate E-Commerce strategies that lever firms' core competencies, facilitate organizational transformation, and foster innovation; e. undertake planning, organizing, and implementing of E-Commerce initiatives to effectively respond to of dynamic market environments.
Subject Synopsis/ Indicative Syllabus[#]	• Introduction of e-Commerce • E-commerce Framework • B2C, B2B, C2C, G2C, G2B • E-commerce Supply Chain Management • Payment System, Internet Banking and Supporting Systems • Mobile Commerce • Social Media and e-Commerce • E-commerce strategy • Legal, ethical and societal issues of e-Commerce *[#]The above syllabus may be modified and updated by each subject lecturer without prior notice.*

<table>
<tr><td>Teaching/Learning Methodology</td><td>The course will use a variety of methods as its pedagogy to help students achieve the above learning outcomes. Each class will roughly take the following format:
1. General announcement and an opportunity for students to ask question to address any unfinished thoughts from the previous class;
2. Overview of the current class agenda and its relationships to past discussion;
3. Extended period of students- or instructor-lead discussion of the key issues in the assigned case or readings. Collaborative learning strategies (learning via discussion in a small group) may be employed during part of this time.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a.</td><td>b.</td><td>c.</td><td>d.</td><td>e.</td><td></td></tr>
<tr><td>Continuous Assessment*</td><td>50%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance and class participation</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>2. Individual assignment</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>3. Group assignment</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
*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 <u>both</u> the Continuous Assessment and Examination components.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject to have a balanced learning experience.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>39 Hrs.</td></tr>
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</td></tr>
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	▪ Preparation for assignment / group project and presentation / examination	57 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	**<u>Textbook</u>** Bharat Bhasker. (2013) *Electronic Commerce: Framework, Technologies and Applications*, McGraw Hill **<u>References</u>** Angwin, J. 2014. *Dragnet Nation: A Quest for Privacy, Security, and Freedom in a World of Relentless Surveillance*. Times Books. Liebana-Cabanillas, 2014. *Electronic Payment Systems for Competitive Advantage in E-Commerce.* Business Science Reference Schmidt E, and Cohen, J 2014. *The New Digital Age: Transforming Nations, Businesses, and Our Lives.* Vintage Stone, B. 2014. *The Everything Store: Jeff Bezos and the Age of Amazon*. Random House Swilley, E, 2014. *Mobile Commerce: How It Contrasts, Challenges and Enhances Electronic Commerce* Recent articles from Journal of Management Information Systems, Harvard Business Review, Internet Research, MIS Quarterly, Marketing Intelligence and Planning, Decision Support Systems, MIT Sloan Management Review, California Management Review, MISQ Executive, Academy of Management Perspectives, Long Range Planning, Gartner Research, Forrester Research, McKinsey Quarterly, and others.	

Subject Code	MM554
Subject Title	Political and Economic Environment for Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	The purpose of this course is to provide students with an overview of the dynamic political and economic environment within which both private and public sector management takes place. The course will help develop participants' abilities to appreciate, analyze the impact of changing political and economic orders on organization management. Taking a systemic approach, the course focuses on the local and national context of management. The systems approach to political and economic environment will first be examined. This will followed by a close look at the changing political and economic environment of Hong Kong and China.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. get an in-depth understanding of the political and economic environment in Hong Kong; b. appreciate the nature and theoretical significant of individual political and economic forces in shaping public and business management; c. acquire problem solving skills based on current theories in a case study approach; d. develop the ability to think analytically, critically and independently in managing individual political and economic forces which affect organization management in a systematic, effective, and creative manner; e. analyze the economic perspective of public issues in Hong Kong, such as minimum wage rate, price control, outsourcing and the consequence of government interventions.
Subject Synopsis/ Indicative Syllabus	1. A systems approach to political environment 2. Hong Kong political system in consolidation 3. The Executive-led government: from Tung Chee-Hwa to Donald Tsang 4. The ascendancy of the Legislative Council 5. The development of party politics in Hong Kong 6. The proliferation of interest groups in Hong Kong 7. Changing popular political culture: from political apathy to political awakening. 8. HKSAR – Central relations 9. National income accounting 10. Operation of a free market 11. Economic system and laissez-faire in Hong Kong 12. Industrialisation and development strategy 13. HK as an international financial centre

<table>
<tr><td></td><td>14. Competition policy
15. Monetary system
16. Labour market</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>On the basis of the theoretical knowledge on political and economic environment students acquired through lectures, they are required to present their views on conducting effective management in changing political and economic order in both business and public sectors. Current political and economic issues will be used extensively in order to cultivate students' management awareness in respect to political and economic factors. Seminars and seminar papers will give students the opportunities to develop their own analytical ability and hence a proficient application of theories to appreciate the manner that politics and economics will affect organization management.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a.</td><td>b.</td><td>c.</td><td>d.</td><td>e.</td></tr>
<tr><td>Continuous Assessment*</td><td>50%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Group presentation and outline</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Class participation and attendance</td><td>10%</td><td></td><td>✓</td><td></td><td>✓</td><td></td></tr>
<tr><td>3. Individual assignment / quiz</td><td>20%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Examination</td><td>50%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr>
</table>
*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 <u>both</u> the Continuous Assessment and Examination components.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
1. Classroom performance including attendance and participation, would be able to assess students' understanding of the course's content.
2. Group presentation enables the students to work as a team to do a more in-depth study of a selected topic on public sector management in Hong Kong to assess their knowledge as well as their research, presentation and written skills.
3. The short essay of 1500 words in the form of case analysis will be used to assess individual students' critical thinking, analytical ability and written skill.
</td></tr>
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<table>
<tr><td></td><td colspan="2">4. The 3-hour examination is a good tool to test students' capability to formulate coherent and insightful answers on some questions in those topics they are well prepared.

Feedback in written form will be given to students two days after presentation and all students are invited to join the discussion.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>39 Hrs.</td></tr>
<tr><td>▪ Preparation for assignment / group project and presentation / examination</td><td>78 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>156 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2"><u>Books</u>

Almond, G.A., Powell, G.B. Jr. and Mundt, R.J. Comparative Politics: A Theoretical Framework, New York, Harper Collins College Publishers, 2002.

Ash, R., Ferdinand, P., Hook, B. and Porter, R. Eds. Hong Kong in Transition: One Country, Two Systems. Routledge, 2003.

Berger, Suzanne and Lester, Richard K., Made by Hong Kong, Hong Kong: Oxford University Press, 1997.

Blondel, J. Comparative Government, 2nd Edition, London, Prentice-Hall, 1995.

Enright, Michael J., The Hong Kong Advantage, Oxford; New York: Oxford University Press, 1997.

Friedman, Thomas L., The World is Flat, Farrar, Straus and Giroux, 2005.

Heywood, A. 2002. Politics, Malaysis, Macmillan Foundations, 1997.

Lau, S.K., ed. 2002. The First Tung Chee-hwa Administration: The First Years of the Hong Kong Special Administrative Region, Hong Kong: Chinese University Press, 2000.</td></tr>
</table>

Loh, C. *At the Epicentre: Hong Kong and the SARS Outbreak*, Hong Kong, Hong Kong University Press, 2004.

Mankiw, N. Gregory, *Principles of Economics*, 5th edition, Thomason Learning, 2009.

Ng Sek Hong and Lethbridge, David G. Eds. *The Business Environment in Hong Kong*, Fourth Ed, New York: Oxford University Press, 2000.

Paul Samuelson and William Nordhaus, *Economics*, 18th Edition, McGraw-Hill, 2006.

Ranney, *Governing: An Introduction to Political Science*, 7th edition, New Jersey, Prentice-Hall, 1996.

Schiffer, J.R. *Anatomy of a Laissez-faire Government: the Hong Kong Growth Model Reconsidered*, Hong Kong: Centre of Urban Studies and Urban Planning, University of HK, 1983.

Sloman, John and Mark Sutcliffe, *Economics for Business*, Prentice-Hall, 3rd edition, 2004.

Stiglitz Joseph, *Making Globalization Work*, New York: W.W. Norton & Company, 2006.

Articles

Brown, D.A. '"One Country, Two Systems": The Hong Kong Experience', *American Asian Review*, Vol. XX, No. 4, pp. 83- 138, 2003.

Kwok, R. 'From Administrative State to Ministerial System: the Quest for Accountability in Hong Kong', *Commonwealth and Comparative Politics*, Vol. 41, No. 1, pp. 101-128, 2003.

Lam, N.M.K. 'Government Intervention in the Economy: A Comparative Analysis of Hong Kong and Singapore'. *Public Administration and Development*, Vol. 20, No. 5, pp. 397-421, 2000.

Lam, W.M. 'An Alternative Understanding of Political Participation: Challenging the Myth of Political Indifference in Hong Kong', *International Journal of Public Administration*, Vol. 26, No. 5, pp. 473-496, 2003.

	Lau, S.K. and Kuan, H.C. 'Hong Kong's Stunted Political Party System', *The China Quarterly*, 172, December, pp. 1011-1028, 2002. Lo, S.H., 'The Changing Dimensions of Executive-Legislative Relations: The Case of Hong Kong', *Public Administration and Policy*, Vol.7, No.2, September, pp.73-130, 1998. Yu, T.F.L. 2002. A Pro-Business Government and the Economic Development of Hong Kong', *Public Administration and Policy*, Vol. 11, No. 2, pp. 101-122, 2002. ***Journals*** Asian Survey Asian Journal of Public Administration China Information China Journal The China Quarterly Columbia Journal of Asian Law Foreign Affairs International Review of Administrative Science Issues & Studies Journal of Contemporary China Pacific Affairs Pacific Review Public Administration and Policy Public Administration Review

Subject Code	MM574
Subject Title	Managing Customers and Markets
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	This subject provides an understanding of the theory and practice of Marketing at a post-graduate level. The idea is to give students who have had little previous exposure to Marketing a basic working knowledge of the typical marketing environment and marketing's strategic tools: product, price, promotion and distribution. The subject is also designed to introduce students to marketing institutions, and to an array of current topics such as customer satisfaction, brand equity and Internet marketing. A broad survey of marketing topics is carried out with an emphasis on the concepts, which a Marketing manager needs to understand in order to make effective decisions.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: a. identify and critically analyze the nature of marketing activities in an organization, and assess the external and internal environment impacts on the marketing personnel; b. plan and resolve issues at strategic and operational levels; c. understand and reflect on the basic strategies to achieve marketing objectives; d. have achieved a basic understanding and integration of the concepts of market segmentation, targeting and positioning and the application of an optimal marketing mix.
Subject Synopsis/ Indicative Syllabus	**The Concept 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** The value creation process and chain. Core competencies. A Holistic Marketing Orientation and Customer Value. The central role of planning. **Gathering Information and Scanning the Environment** Analyzing the macro environment. The Marketing Information System. Conducting marketing research and forecasting demand. **Creating Customer Value** Building customer value, satisfaction and loyalty and cultivating customer relationship.

<table>
<tr><td></td><td>Analyzing Consumer and Business Markets
Segmentation, market targeting and positioning. Building a strong branding strategy.

Developing the Marketing Mix
Setting the product, price, promotion and place strategies.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The teaching/learning approach includes lectures, tutorials, video-based study materials, class discussion, and student presentations.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a.</td><td>b.</td><td>c.</td><td>d.</td></tr>
<tr><td>Continuous Assessment*</td><td>50%</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Individual project / homework / quiz / class participation</td><td>35%</td><td></td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>2. Group presentation / project</td><td>15 %</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr>
</table>
*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 <u>both</u> the Continuous Assessment and Examination components.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –
• Read the recommended material;
• Discuss the issues brought up in the lectures/seminars;
• Appreciate the different approaches that may be adopted in solving marketing problems;
• Participate in presenting the group’s views on a case/marketing situation.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures</td><td>39 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Preparation for lectures</td><td>39 Hrs.</td></tr>
</table>
</td></tr>
</table>

	▪ Preparation for assignment / group project and presentation / examination	79 Hrs.
	Total student study effort	157 Hrs.
Reading List and References	Cravens & Piercy, Strategic Marketing, 9th edition, McGraw-Hill Book Company, 2009. Kotler et al, *Marketing Management – An Asian Perspective*, 5th edition, Prentice Hall, 2009. Kotler and Keller, *A Framework for Marketing Management*, 4th edition, Pearson Prentice Hall, 2009.	

The information in this document is correct at the time of production (August 2015), and is subject to review and change.