*MSc in*

# Operations Management

Programme Requirement Document

Programme Code: 44092-OFM/OPM

2022-2023

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Department of LOGISTICS & MARITIME STUDIES
物流及航運學系

PolyU 理大商學院
Business School
Innovation-driven Education and Scholarship

AACSB ACCREDITED

EQUIS ACCREDITED

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**OM Programme Web Page**
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**PolyU Student Handbook Web Page**
https://www.polyu.edu.hk/ar/students-in-taught-programmes/student-handbook/

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## FOREWORD

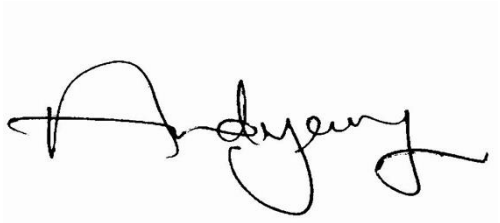
It is our pleasure to welcome you to the Master of Science in Operations Management programme offered by the Department of Logistics and Maritime Studies at The Hong Kong Polytechnic University.

This programme aims to provide you with the needed 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
## Academic Calendar 2022/23 (by Semester Week)
**(Updated on 13 July 2022)**

| Month | Week | Mon | Tue | Wed | Thurs | Fri | Sat | Sun | Sem. Week | Events | General Holidays |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Aug 2022 | 1 | **29** | 30 | 31 | 1 | 2 | 3 | 4 | 1 | **29 Aug: Sem. 1 teaching commences** | |
| Sept | 2 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 29 Aug - 10 Sept: Add/Drop Period for Sem. 1<br>10 Sept: Mid-Autumn Festival (all evening classes/exams suspended) | |
| | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 3 | | 12 Sept: The second day following Mid-Autumn Festival |
| | 4 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 4 | | |
| Oct | 5 | 26 | 27 | 28 | 29 | 30 | 1 | 2 | 5 | | 1 Oct: National Day |
| | 6 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 6 | 8 Oct: PolyU Undergraduate Info Day 2022 (all day-time and evening classes suspended) | 4 Oct: Chung Yeung Festival |
| | 7 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 7 | | |
| | 8 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 8 | | |
| | 9 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 9 | 29 Oct – 20 Nov: Twenty-eighth Congregation | |
| Nov | 10 | 31 | 1 | 2 | 3 | 4 | 5 | 6 | 10 | | |
| | 11 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 11 | | |
| | 12 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | | |
| | 13 | 21 | 22 | 23 | 24 | 25 | **26** | 27 | 13 | **26 Nov: Sem. 1 teaching ends** | |
| Dec | 14 | 28 | 29 | 30 | 1 | 2 | 3 | 4 | | 28 - 30 Nov: Revision Days for Sem. 1<br>1 - 16 Dec: Examination Period for Sem. 1 | |
| | 15 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Exam. | | |
| | 16 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | |
| | 17 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | 22 Dec: Winter Solstice (all evening classes/exams suspended)<br>24 Dec: Christmas Eve (all evening classes/exams suspended) | |
| Jan 2023 | 18 | 26 | 27 | 28 | 29 | 30 | 31 | 1 | Exam. result processing | | 26 - 27 Dec: The first and second weekday after Christmas Day |
| | 19 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | 2 Jan: The day following the first day of January |
| | 20 | **9** | 10 | 11 | 12 | 13 | 14 | 15 | 1 | **9 Jan: Sem. 2 teaching commences** | |
| | 21 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 2 | 9 - 21 Jan: Add/Drop Period for Sem. 2<br>21 Jan: Lunar New Year's Eve (all evening classes/exams suspended) | |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | Lunar New Year Break | 22 - 29 Jan: Lunar New Year Break (all day-time and evening classes suspended) | 23 - 25 Jan: Lunar New Year Holidays |
| Feb | 23 | 30 | 31 | 1 | 2 | 3 | 4 | 5 | 3 | | |
| | 24 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | | |
| | 25 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 5 | | |
| | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 6 | | |
| Mar | 27 | 27 | 28 | 1 | 2 | 3 | 4 | 5 | 7 | | |
| | 28 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 8 | | |
| | 29 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 9 | | |
| | 30 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 10 | | |
| Apr | 31 | 27 | 28 | 29 | 30 | 31 | 1 | 2 | 11 | | |
| | 32 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 12 | | 5 Apr: Ching Ming Festival |
| | 33 | 10 | 11 | 12 | 13 | 14 | **15** | 16 | 13 | **15 Apr: Sem. 2 teaching ends** | 7 - 10 Apr: Easter Holidays |
| | 34 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 17 - 19 Apr: Revision Days for Sem. 2 | |
| | 35 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Exam. | 20 Apr - 6 May: Examination Period for Sem. 2 | |
| May | 36 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | 1 May: Labour Day |
| | 37 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Exam. result processing | | |
| | 38 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | |
| | 39 | **22** | 23 | 24 | 25 | 26 | 27 | 28 | 1 | **22 May: Summer Term teaching commences**<br>22 - 27 May: Add/Drop Period for Summer Term | 26 May: The Birthday of the Buddha |
| Jun | 40 | 29 | 30 | 31 | 1 | 2 | 3 | 4 | 2 | | |
| | 41 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | | |
| | 42 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 4 | | |
| | 43 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 5 | | 22 Jun: Tuen Ng Festival |
| Jul | 44 | 26 | 27 | 28 | 29 | 30 | 1 | 2 | 6 | | 1 Jul: The HKSAR Establishment Day |
| | 45 | 3 | 4 | 5 | 6 | 7 | **8** | 9 | 7 | **8 Jul: Summer Term teaching ends** | |
| | 46 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Exam. | 10 - 15 Jul: Examination Period for Summer Term | |
| | 47 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | |
| | 48 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Exam. result processing | | |
| Aug | 49 | 31 | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| | 50 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | |
| | 51 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | |
| | 52 | 21 | 22 | 23 | 24 | 25 | 26 | **27** | | **27 Aug: Academic Year 2022/23 ends** | |

General Holidays

July 2022

Important dates on assessment:

| | Semester 1 | Semester 2 | Summer Term |
|---|---|---|---|
| Finalisation of all subject assessment results | 4-Jan | 16-May | 25-Jul |
| Finalisation of overall assessment results | 12-Jan | 24-May | 2-Aug |
| Announcement of overall assessment results | 13-Jan | 25-May | 3-Aug |

# PART I: GENERAL INFORMATION

## 1. PROGRAMME OVERVIEW

The Master of Science in 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 FEATURES

This programme provides non-business graduates with the foundation they need in the main functional areas of management, and offers graduates in all disciplines with in-depth training in operations management.

The features of the programme are:

(i) Operations management in services and manufacturing
(ii) Resources management in private and public sectors
(iii) Quantitative techniques, decision-making, quality management, resource planning, information technology, and e-commerce
(iv) Development of ability to contribute to a cross-functional, team environment
(v) Independent investigation into specific management problems

## 3. PROGRAMME LEARNING OUTCOMES

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

1. Solve business problems
   Learning objective: Demonstrate an understanding on how to apply the latest technologies to solve business management issues
   *(addressed by subject(s):*
   *AF5108 Accounting for Managers,*
   *LGT5105 Managing Operations Systems,*
   *LGT5109 International Operations Management*
   *LGT5426 Managing Innovation)*

2 Develop the specific operations management knowledge
   Learning objective: Assess the applications of specialised operations management knowledge and information technologies in one of the following streams:
   a. Operations Strategy Stream
   b. Quality Management Stream
   c. Operations Analytics Stream
   *(Addressed by subject(s):*
   - *(For Operations Strategy Stream)*
     *LGT5033 Lean Thinking and Practice,*
     *LGT5073 Risk Management in Operations,*
     *MM531 Strategic Management*

- *(For Quality Management Stream)*
  *LGT5107 Total Quality Management,*
  *LGT5157 Six Sigma and Quality Management,*
  *LGT5158 Statistical Quality Control for Manufacturing and Service*

- *(For Operations Analytics Stream)*
  *LGT5113 Enterprise Resource Planning,*
  *LGT5425 Business Analytics,*
  *MM544 E-commerce*

3. Practise business ethics
   Be attentive and responsive to ethical issues with respect to the application of the latest technologies in business context.
   *(addressed by subject(s):*
   *LGT5105 Managing Operations Systems)*

## 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, 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:
44092 Master of Science in Operations Management

Award:
Master of Science in 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 | 30 | 4 Compulsory Subjects +<br>3 Specialised Subjects +<br>1 Restricted Elective Subject +<br>2 Free Elective Subjects |
| PgD | 21 | 4 Compulsory Subjects +<br>3 Specialised Subjects |

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

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

5.3 Mode and Normal Duration for Completion of a Programme

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

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

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:

| Programme Code | 44092-OFM | | 44092-OPM | |
|---|---|---|---|---|
| Mode of Attendance | Full-time | | Part-time | |
| Award | Master of Science (MSc) | Postgraduate Diploma (PgD) | Master of Science (MSc) | Postgraduate Diploma (PgD) |
| Proposed Normal Duration | 1.5 years | 1.5 years | 2.5 years | 2.5 years |

## 5.4 Subject Offerings

| **Compulsory Subjects** | | | | | |
|---|---|---|---|---|---|
| (4 subjects – 12 credits) | | | | | |
| AF5108 | Accounting for Managers | | | | |
| LGT5105 | Managing Operations Systems | | | | |
| LGT5109 | International Operations Management | | | | |
| LGT5426 | Managing Innovation | | | | |
| **Operations Analytics Stream** | | **Quality Management Stream** | | **Operations Strategy Stream** | |
| **Specialised Subjects** | | | | | |
| (3 subjects – 9 credits)<br>(Students must fulfil 3 specialised subjects from one of the streams) | | | | | |
| LGT5113 | Enterprise Resource Planning | LGT5107 | Total Quality Management | LGT5033 | Lean Thinking and Practices |
| LGT5425 | Business Analytics | LGT5157 | Six Sigma and Quality Management Techniques | LGT5073 | Risk Management in Operations |
| MM544 | E-commerce | LGT5158 | Statistical Quality Control for Manufacturing and Service | MM531 | Strategic Management |
| **Restricted Elective Subjects** | | | | | |
| (any 1 subject – 3 credits) | | | | | |
| LGT5015 | Supply Chain Management | | | | |
| LGT5037 | Project Management | | | | |
| LGT5040 | Supplier Development | | | | |
| LGT5101 | Statistics for Management | | | | |
| MM5112 | Organization and Management | | | | |
| *Note: Students may take more restricted elective subjects than necessary, and those subjects will be counted as free electives.* | | | | | |
| **Free Elective Subjects#** | | | | | |
| (any 2 subjects – 6 credits) | | | | | |
| LGT5033 | Lean Thinking and Practice | | | | |
| LGT5073 | Risk Management in Operations | | | | |
| LGT5102 | Models for Decision Making | | | | |
| LGT5107 | Total Quality Management | | | | |
| LGT5111 | Practice of Operations Management | | | | |
| LGT5113 | Enterprise Resource Planning | | | | |
| LGT5122 | Applications of Decision Making Models | | | | |
| LGT5133 | Strategies and Technologies in Warehousing Management | | | | |
| LGT5157 | Six Sigma and Quality Management Techniques | | | | |
| LGT5158 | Statistical Quality Control for Manufacturing and Service | | | | |
| LGT5159 | Implementation and Auditing of Quality Management Systems | | | | |
| LGT5202 | Project (6 credits) | | | | |
| LGT5425 | Business Analytics | | | | |
| LGT5xxx | Coding for Management with Python (subject to approval) | | | | |
| MM531 | Strategic Management | | | | |
| MM544 | E-commerce | | | | |
| MM576 | Marketing Management | | | | |
| MM501 | Research Methods | | | | |

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

# Starting from 2006/07, students at MSc level are allowed to choose **at most 1 elective**, equivalent to 3 credits, from the Common Pool to fulfill the elective requirements of the

programme. Please visit the website https://www.polyu.edu.hk/lms/study/tpg/om/student-resources 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 Progression 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.

| **Full-time** | **Year One** | **Year Two** |
|---|---|---|
| Semester One | **2 Compulsory Subjects**<br>AF5108: Accounting for Managers<br><br>LGT5105: Managing Operations Systems<br><br>Plus other subject(s) | 3 or 4 Subjects |
| Semester Two | **2 Compulsory Subjects**<br>LGT5109 International Operations Management<br><br>LGT5426 Managing Innovation<br><br>Plus other subject(s) | / |
| Summer Term (Optional) | 0 or 1 Subject | / |

| **Part-time** | **Year One** | **Year Two** | **Year 3** |
|---|---|---|---|
| Semester One | **2 Compulsory Subjects**<br>*AF5108: Accounting for Managers*<br>*LGT5105: Managing Operations Systems* | 2 Subjects | 0 or 1 or 2 Subjects |

[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.

| | | | |
|---|---|---|---|
| Semester Two | **2 Compulsory Subjects**<br>LGT5109 International Operations Management<br><br>LGT5426 Managing Innovation | 2 Subjects | / |
| Summer Term (Optional) | 0 or 1 Subject | 0 or 1 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 learning outcomes of the MSc in Operations Management programme, as set out in Section 3 of this document.

## 6. PROGRAMME MANAGEMENT AND OPERATION

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

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

## 7. COMMUNICATIONS WITH STUDENTS

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

## 8. SUBJECT REGISTRATION

### 8.1 Add / Drop of Subjects and Change of Subject Groups

If you wish to make changes to your subject registration, you may do so through the add / drop at eStudent during the 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 the subjects in a semester, you must first seek approval from your Department for zero subject enrolment. (Please refer to Student Handbook section 4I on “Zero Subject Enrolment and Retention of Study Place”.)

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

### 8.2 Withdrawal of Subjects

If you have a genuine need to withdraw from a subject after the add / drop period, you should submit an application for withdrawal of subjects to your programme offering department. Such request will first be considered by the subject teacher concerned and followed by the programme director if there are strong

justifications and when the tuition fee of the subject concerned has been settled. Deadline for requests for subject withdrawal will be specified by the teaching department and in any case, it will not be entertained after the commencement of the examination period.

For approved cases, the tuition fees paid for the withdrawn subjects will not be refunded. The withdrawn subjects will still be reported in your Assessment Result Notification and Transcript of Studies although they will not be counted in GPA calculation.

8.3 Taking Additional Subjects

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

## 9. SUBJECT EXEMPTION AND CREDIT TRANSFER

Irrespective of the extent of previous study or credits recognised, 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**.**

### Subject Exemption

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

| For application: |
| --- |
| eStudent<br>[Application Forms > Applications for Study Related Matters ><br>(AR41e) Subject Exemption] |

You will receive notification from the Department concerned normally within 14 working days if your application for a subject exemption is successful.

### 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 2018/19, then the validity period should count from 2019 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits

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

| For application: |
| --- |
| eStudent<br>[Application Forms > Applications for Study Related Matters > (AR41c) Credit Transfer] |

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

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

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

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

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

You will receive notification from the Department concerned normally within 14 working days if your application for credit transfer is successful. If you are a credit fee paying student, you will receive a debit note for settling the credit transfer fee, the nonpayment of which will nullify the approved credit transfer. A reinstatement fee will be charged if you wish to reinstate the approval for the credit transfer.

## 10. RETAKING OF FAILED SUBJECTS

Students may only retake a subject which they have failed (i.e. Grade F or S or U). After the announcement of subject results in a semester, you should check whether you have failed any subject via eStudent (please refer to Student Handbook section 6G on "Assessment Results") and arrange for retaking of the subject during subject registration.

The number of retake of each subject is restricted to **a maximum of two**. The second retake of a failed subject requires the approval of the Faculty / School Board. Students who have failed a compulsory subject after two retakes will be de-registered. Departments may impose 30 more stringent regulations on the retaking of particular types of subjects, e.g. practicum and clinical placement, and should inform students of such cases, if any.

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

| **For application, get the form from:** | **Return it to:** |
|---|---|
| 1. Students in Taught Programmes > Application Forms<br>2. Academic Registry Service Centre | Programme offering department |
| **Application period:** | |
| Preferably before the start of a new semester, or before the end of add / drop period of each semester. | |

When you retake a failed subject, only the grade obtained in the final attempt of the retake will be included in the calculation of Grade Point Average (GPA) and GPA for award classification. Although the original grade will not be included in the calculation of GPAs, it will be shown on the transcript of studies. You should refer to the Programme Requirement 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 ENROLMENT AND RETENTION OF STUDY PLACE*

If you do not wish to take any subject in a semester, you must seek approval from your Department to retain your study place* by submitting your application via eStudent before the start of the semester and in any case not later than the end of the add / drop period. Otherwise, your student status with the University will be withdrawn. Please also refer to Student Handbook section 4L(ii) on "Discontinuation of Study" for further details.

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

| For application: |
| --- |
| **eStudent**<br>[Application Forms > Applications for Study Related Matters ><br>(AR112) Retention of Study Place (Zero Subject Enrolment)] |

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 continue using campus facilities including library facilities. A fee of HK$2,105 per semester for retention of study place will be charged.

## 12. DEFERMENT OF STUDY

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

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

It is necessary for you to settle all the outstanding tuition fees and / or other fees in order to have your application for deferment processed if the application is submitted after the start of a semester. All fees paid are non-refundable. Students approved for deferment of study will normally not be eligible to access the campus facilities / services. Students can check for further details from the relevant service providing units. Alternatively, you may apply for zero subject enrolment to retain your study place.

Students who have been approved for deferment of study can retain their student identity card for use upon their resumption of study. You will be advised to settle the tuition fee and complete the subject registration procedures upon expiry of the deferment period. If you do not receive such notification one week before the commencement of the Semester, you should enquire at the Academic Registry.

| For application: |
| --- |
| **eStudent**<br>[Application Forms > Applications for Study Related Matters > (AR7) Deferment of Study]<br>*(with supporting documents. Medical certificates are required for application on medical grounds.)* |
| Deadline for application: |
| Before the commencement of the semester examination period of the programme concerned. |

## 13. WITHDRAWAL OF STUDY

13.1 Official Withdrawal

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

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

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

Upon confirmation of your official withdrawal, you will be eligible for 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.

| For application: |
| --- |
| eStudent<br>[Application Forms > Applications for Study Related Matters ><br>(AR6) Withdrawal of Study] |
| Deadline for application: |
| Before the commencement of the examination period of the semester concerned. |

13.2 Discontinuation of Study

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

13.3 De-registration

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

## 14. ASSESSMENT METHOD

Students' performance in a subject can be assessed by continuous assessment and/or examinations, at the discretion of the individual subject offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in this document. Learning outcome should be assessed by continuous assessment and/or examination appropriately, in line with the outcome-based approach.

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

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

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

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

## 15. PASSING A SUBJECT

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

## 16. ASSESSMENT OF DISSERTATION/PROJECT

16.1 General Regulations

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

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

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

16.2 Procedures for Preparing the Dissertation/Project

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

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

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

As a standalone compulsory component not directly assessed, there is a "Research Methodology" class that students taking the dissertation/project must attend, normally before the preparatory phase but can also be taken during the research phase. This taught component serves to introduce tools and techniques useful for doing research and writing up a dissertation/project.

16.3 Assessment of Dissertation/Project

The final project will be assessed by the Supervisor and a moderator. For student who opts for dissertation, an oral examination is also appraised by an

Assessment Panel consisting of the Supervisor, the moderator and a 3rd panel member appointed by the Dissertation Coordinator.

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

## 17. GRADING

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

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

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

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

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

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

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

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

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

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

## 18. PROGRESSION AND DE-REGISTRATION

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

(i) the student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension (applicable to students admitted in or after 2020/21); or

(ii) the student has reached the maximum number of retakes allowed for a failed compulsory subject; or

(iii) The student's GPA is lower than 1.70 for two consecutive semesters and his / her Semester GPA in the second semester is also below 1.70; or

(iv) The student's GPA is lower than 1.70 for three consecutive semesters.

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

Notwithstanding the above, the Board of Examiners will have the discretion to de-register students with extremely poor academic performance before the time frame specified in iii and iv above.

The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation, and is so specified in the Programme Requirement Document.

## 19. ACADEMIC PROBATION

The academic probation system is implemented to give prior warning to students who need to make improvement in order to fulfil the GPA requirement of the University. Starting from Semester One of 2020/21 academic year, you will be put on academic probation in the following semester if your GPA is below 1.70. If you are able to obtain a GPA of 1.70 or above by the end of the probation semester, the status of "academic probation" will be lifted. The status of "academic probation"

will be reflected on the web assessment results. However, this status will not be displayed in the transcript of studies.

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

## 20. ELIGIBILITY FOR AWARD

A student would be eligible for the award of Master of Science or Postgraduate Diploma in Operations Management if he/she satisfies all the conditions listed below:

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

(ii) Satisfying the residential requirement for at least one-third of the credits normally required for the award, unless the professional bodies stipulate otherwise;

(iii) satisfying all requirements as defined in the Programme Requirement Document and as specified by the University; and

(iv) Having a GPA of 1.70 or above at the end of the programme.

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

## 21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

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

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

## 22. RECORDING OF DISCIPLINARY ACTIONS IN STUDENTS' RECORDS

(i) With effect from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.

(ii) Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.

(iii) Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until their leaving the University. The disciplinary probation 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.

The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the University, or subject to disciplinary action.

## 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 Teacher concerned, in consultation with the Programme Director.

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

## 24. ACADEMIC APPEALS

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

The BoE for each programme is responsible for making a decision on the student's classification of award and on cases such as de-registration or those with extenuating circumstances. It is therefore the responsibility of students to make known to Subject Teachers / SARP / BoE / other authorized parties of the

University, in advance and through the Department concerned, the factors which they believe have detrimentally and materially affected their assessment results.

**i. Grounds for Appeal**

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

a) if a candidate has evidence to support that his / her examination performance has been adversely affected by illness or other factors beyond his / her control which he / she was unable or, for valid reasons, unwilling to divulge before the Subject Teacher / SARP / BoE / other authorized parties of the University made their decision and of which they were unaware. The request from the candidate must be supported by medical certificates or other documentary evidence.

b) if there is evidence provided by a candidate or any other person that there has been a material administrative error, or that the examinations were not conducted in accordance with the current regulations for the programme or with the academic regulations of the University, or that there was any manifest inconsistency in marking between different classes of a given programme, or that some other material irregularities had occurred.

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

**ii. Procedures for Appeal**

**a) Appeals against Decisions on Subject Results**

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

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

• the Programme Leader – for Faculty / School-hosted Undergraduate Programmes; or

• the Scheme Committee Chairman – for Postgraduate Schemes or Faculty / School-hosted Undergraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.
Departments should inform the student concerned of the appeal result within one calendar week after either the announcement of the student's overall result or receipt of the letter of appeal, whichever is later.
If the appellant is dissatisfied with the decision, he / she may then appeal in writing to the Registrar within one calendar week from the date of the Department's reply. He / She should provide the following information together with other relevant documents in support of the appeal:

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

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

**b) <u>Appeals against Decisions on De-registration</u>**

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

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

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

**c) Appeals against Decisions on Award Classification**

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

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

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

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

**iii. Decisions for Appeal**

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

## 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.

## 29. COPYRIGHT AND USAGE OF ONLINE LEARNING MATERIALS

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

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

## PART II: SUBJECT SYLLABUSES



*Website of Common Pool Electives*
https://fb.polyu.edu.hk/study/taught-postgraduate-programmes/common-pool-electives/

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.

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **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 introduces the fundamental concepts and analytical techniques on financial and managerial accounting. It contributes to the achievement by improving students' understanding on basic concepts on company's financial and managerial accounting information. Students will learn how economic transactions are recorded in accounting system and compiled into various financial statements, and students will also learn how relevant cost accounting information can be utilized in budgeting, controlling and performance evaluation. Students are expected to be able to understand the financial information provided by accounting system and apply both financial and managerial accounting information to analyse company's financial positions in a critical manner; students should also gain some preliminary insights into how entrepreneurs bring private firms into public markets through initial public offerings. Students will be able to gather both financial information and capital market information on listed companies to issue stock recommendations. They have to communicate reasoned arguments effectively, both in speech and in writing.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br><br>MSc in Operations Management<br><br>#1: Solve business problems |

| | |
|---|---|
| **Subject Learning Outcomes** | Upon completion of the subject, students will be able to:<br>**Financial Accounting (FA)**<br>a. Understand the accounting system of an organization (both profit making and non-profit making).<br>b. Record accounting information properly and communicate with accounting information effectively.<br>c. Understand the basic concepts and principles underlying the financial statements, and be able to interpret financial statements, including balance sheet, income statement and cash flow statement.<br>d. Identify the characteristics of good corporate governance and apply the knowledge in analyzing the potential governance problems.<br><br>**Managerial Accounting (MA)**<br>a. Be familiar with various managerial accounting techniques such as CVP, contribution margin concepts, relevant costing, etc.<br>b. Utilize managerial accounting information in budgeting, controlling and performance evaluation.<br>c. Be aware of the limitation of accounting information. |

<table>
<tr><td>Subject Synopsis/<br>Indicative Syllabus</td><td>
Financial Reporting Systems and Accounting Procedures<br>
Concepts and principles underlying financial statements, measuring and reporting assets and equities<br><br>
Techniques of Analyzing Financial Statements<br>
Ratio analysis, vertical analysis, horizontal analysis<br><br>
Corporate Governance<br>
Principles and issues relating to internal control<br><br>
Cost Behaviour and Decision Making<br>
Cost-volume-profit analysis, cost estimation, relevant costing<br><br>
Concept of Cost Allocation and Measurement<br><br>
Importance of cost allocation in understanding and interpreting cost information in business decisions.<br>
Management Control Process<br><br>
Responsibility accounting concepts, segment reporting, performance measures (i.e. ROI, Residual income), basic concepts and methods of investment appraisals
</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><td>Specific assessment methods/tasks</td><td>% weighting</td><td>Financial Accounting</td><td>Managerial Accounting</td></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:<br>
1. Students will be arranged to analyse real life business cases and present their analyses in groups which encourage students to apply concepts and techniques in business cases and problems.
</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">2. Mid-term test and final examination are used to test students' understanding of accounting concepts and the ability to apprehend and resolve problems.<br>3. Participation marks are given to motivate students to think and speak out in classes.<br><br>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td colspan="2">Class contact:</td></tr>
<tr><td>Lectures / Seminars</td><td>39 Hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</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.<br><br>Marshall, D.H., W.W. McManus, and D. F. Viele, Accounting: What the Numbers Mean, Latest Edition, McGraw-Hill<br><br>Warren, C., Survey of Accounting, Latest Edition, Cengage Learning.<br><br>Kimmel, P., D., J. Weygandt and D. Kieso, Accounting, Tools for Business Decision Making , Latest Edition, John Wiley & Sons, Inc.<br><br>Kimmel, P., D., J. Weygandt and D. Kieso, Accounting, Latest Edition, John Wiley & Sons, Inc.<br><br>Horngren, C., W. Harrison and L. Bamber, Accounting, Latest Edition, Prentice Hall.<br><br>Horngren, C. and W. Harrison, Financial and Managerial Accounting, Latest Edition, Prentice Hall.<br><br>Libby, P., R. Libby and D. Short, Financial Accounting, Latest Edition, McGraw-Hill.<br><br>Wild, J., Financial Accounting: Information for Decisions, Latest Edition, McGrawHill Irwin.<br><br>Williams, J., S. Haka and M. Bettner, J.V. Carcello, Financial & Managerial Accounting, Latest Edition, McGraw-Hill.<br><br>Garrison, Noreen, Brewer, Managerial Accounting, Latest Edition, McGraw-Hill.<br><br>Anthony, RN, Govindarajan, V, Management control Systems, Latest Edition, McGraw-Hill.</td></tr>
</table>

# The Hong Kong Polytechnic University

## Subject Description Form

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

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

<table>
<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>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>
*Coursework may include case studies, group projects, individual assignments, and class participation<br><br>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Readings / Homework / Projects / Case studies</td><td>87 Hrs.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Simchi-Levi, Kaminsky and Simchi-Levi, Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies, 3rd Edition, McGraw-Hill, 2008.<br><br>Cachon and Terwiesch, Matching Supply with Demand: An Introduction to Operations Management, 4th Edition, McGraw-Hill Education, 2019.<br><br>Chopra, Supply Chain Management: Strategy, Planning, and Operation, 7th Edition, Pearson, 2019.</td></tr>
</table>

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5033 |
| **Subject Title** | Lean Thinking and Practice |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | ▪ To provide students with a strategic overview of lean thinking philosophy and concepts.<br>▪ To enable the students to critically review the principles of lean thinking.<br>▪ 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.<br>▪ To equip students the technics to manage lean data<br>▪ To employ entrepreneurial concepts as a strategy in lean thinking and practice<br>▪ To prepare students to become entrepreneurs or management executives through practicing lean management<br><br>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):<br><br>MSc in Operations Management<br><br># 2 Develop the specific operations management knowledge |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Able to employ lean thinking concepts as a strategy to eliminate waste and improve organizational performance.<br>b. Able to apply lean concepts and tools to identify improvement areas and generate solutions in order to improve operational efficiency.<br>c. Able to undertake an efficiency improvement project with lean thinking concepts and tools, and present the project proposal professionally.<br>d. Able to perform lean data management<br>e. Able to perform lean techniques and management in different industries<br>f. Able to apply entrepreneurial concepts as a strategy in lean thinking and practice |

<table>
<tr><td></td><td></td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>
<ul>
<li>Philosophy and evolution of lean thinking</li>
<li>Lean principles:
<ul>
<li>Value</li>
<li>Value stream</li>
<li>Flow</li>
<li>Pull</li>
<li>Perfection</li>
</ul></li>
<li>Lean techniques
<ul>
<li>Value identification techniques</li>
<li>Value stream mapping techniques</li>
<li>Just-in-Time and Kanban systems</li>
<li>Lean data</li>
<li>Reliability and maintenance</li>
<li>Big data management</li>
<li>Entrepreneurial concept in leaning thinking</li>
<li>Current issues in lean thinking</li>
</ul></li>
</ul>
</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 39 hours<br><br>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>c</td><td>d</td><td>e</td><td>f</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>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>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.<br><br>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.
</td></tr>
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| | *To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge* | |
| **Student Study Effort Expected** | Class contact: | |
| | ▪ Lectures / Tutorials | 39 Hrs. |
| | | |
| | Other student study effort: | |
| | ▪ Preparation for lectures | 45 Hrs. |
| | ▪ Preparation for the assignment and project | 42 Hrs. |
| | Total student study effort | 126 Hrs. |
| **Reading List and References** | ***Books***<br>Womack, J., and Jones, D. (the latest edition) *Lean Thinking: Banish Waste And Create Wealth In Your Corporation*, New York, Simon and Schuster.<br>Womack, J., Jones, D., and Roos, D. (the latest edition) *The Machine That Changed The World*, New York, Rawson Associates.<br>Rich, N., Bateman, N., Esain, A., and Massey, L. (the latest edition) *Lean Evolution: Lessons from the Workplace*, Cambridge.<br>Tapping, D., and Shuker, T. (the latest edition) *Value Stream Management for the Lean Office*, Productivity Press.<br>***Journals***<br>Journal of Operations Management<br>International Journal of Service Industry Management<br>Decision Sciences<br>International Journal of Production Economics<br>International Journal of Production Research<br>International Journal of Operations and Production Management | |

# The Hong Kong Polytechnic University

## Subject Description Form

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

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

- Cost and time management
- Project monitoring and control
- Project closure
- Managing project team, stakeholder analysis, effective project communication, and ethical issues in project management
- Project management software tools

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures are designed to provide a basic grounding in principles, concepts and techniques in project management.<br><br>Tutorials provide the environment and means for student-centered learning, in the form of class discussions, case analyses, problem exercises, simulation games, group project, and experience sharing.</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.Continous assessment</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr>
<tr><td>2. 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>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>Continuous assessment consists of course project and homework assignment, which can assess the students' understanding in theories, techniques and principles, evaluate their ability to apply project management methodologies/techniques and their ability to recognize and solve problems in real business environment.<br><br>Final examination will assess the students' understanding in theories and principles, evaluate their ability to apply methods and techniques independently.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Readings</td><td>45Hrs.</td></tr>
<tr><td>▪ Assignments</td><td>42Hrs.</td></tr>
</table>
</td></tr>
</table>

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

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5040 |
| **Subject Title** | Supplier Development |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | (1) To ensure students are able to understand the rationales and approaches on supplier development and how suppliers can be involved in helping themselves and their customers to compete effectively and generate new competitiveness in their long-term supply chain development.<br>(2) To provide comprehensive strategies, tools and emerging technologies available for supplier development that are feasible the organizations to develop the capability of a sustainable supply base to meet current and future needs.<br>(3) To ensure that students are able to analyse and consider the attributes of supplier relationship options, identify their particular features, and determine what, when and how the chosen relationship can best be established and subsequently managed to achieve the desired business objective. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Realize the advantages and benefits of involving and developing suppliers through appropriate supplier development programs to generate new competitive advantages in global supply chain management.<br>b. Make use of the modern management tools and emerging technologies available to develop a supply base for meeting operations and strategic needs.<br>c. Select the most appropriate suppliers under different settings, and to determine the necessary type and level of relationships to be developed aiming to accomplish with long term business goals.<br>d. Assess the performance of suppliers and methods to improve suppliers' performance with an aim to identify improvement objectives and strategies in supplier development.<br>e. Be attentive and responsive to ethical issues, Corporate, Social Responsibility (CSR) and Environment, Social and Governance (ESG) requirements in business through determining strategic options in supplier development to meet ethical and sustainable business requirements. |

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| **Subject Synopsis/ Indicative Syllabus** | • Understand the needs and approaches to develop suppliers in pursuing a competitive global supply base to gain competitive advantage and operational sustainability.<br>• Examine the options, models, tools and techniques available for determining the size and structure of the supply base for each category of purchase requirement, identify potential suppliers, understand the strengths and weakness of suppliers, derive the criteria of ideal suppliers and determining the fit for purpose relationships and relational strategies.<br>• Understand corporate culture characteristics including ethics, and compliance on code of practices between buying firm and suppliers to build long term business relationship with harmony and mutual profitable growth.<br>• Identifying the most appropriate short term and long term supplier development strategies dependent upon whether the relationship is collaborative or arm's-length and the certainty of transactions.<br>• Adopt contemporary tools and emerging technologies such as but not limited to e-business, big-data, information platform, analytics, digitalization and automation suitable and feasible to supplier development that encourage cooperation for mutual advantage and success in global supply chain management.<br>• Understand and consider to adopt quality management models, TQM systems and tools for continuous improvement and to put in place appropriate supplier rating and performance measurement systems that recognize and incentivize performance.<br>• Understand the approaches in sharing of transference of knowledge in technological improvements and innovation in products and services development between the buying firm and the suppliers.<br>• Understand sustainability, risks analysis and mitigation, ethical issues and impacts in procurement and purchasing, and to consider suitable strategies to achieve sustainable and ethical objectives in supplier development planning and controls. |
| **Teaching/Learning Methodology** | Teaching Methodology adopted by Subject Lecturer:<br>Lecturing in accordance with the syllabus, provide supporting reference materials, articles and journals with elaboration to trigger students' strategic thinking on related subjects; experience sharing by lecturer on successful and failure cases, comments on presentations, case discussions and tutorial on key topics and group project, and feedback on coursework performance.<br><br>Learning Methodology adopted by students:<br>Classroom learning, group discussion, library visit and searching for articles and journals, group project preparation and presentation, cross learning during classroom discussion, and in-class and off-the-class Q&A with lecturer etc. |

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks (During course) | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
|---|---|---|---|---|---|---|---|
| | | a | b | c | d | e | |
| 1. Individual assignment | 20% | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2. Project report | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3. Examination | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Total | 100 % | | | | | | |

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

The individual assignment can drive the students not only studying the course materials but also searching for more readings in library and websites to enhance and enrich their learning results.

The group project can help the students to share and exchange learned techniques, and apply learned knowledge and concepts in real practice. The Group Project consists of oral presentation (15% weight) and written report (15% weight).

**Student Study Effort Expected**

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|---|---|
| Class contact: | |
| ▪ Lectures / Tutorials | 39 Hrs. |
| | |
| Other student study effort: | |
| ▪ Assignments and project | 35 Hrs. |
| ▪ Self study | 52 Hrs. |
| Total student study effort | 126 Hrs. |

**Reading List and References**

Bensaou, B. (1999) Portfolios of buyer-supplier relationships, *Sloan Management Review*, 40 (4).

Burt D.N./ Dobler D.W./ Starling L.S. (2004) *World Class Supply Management*, Seven Edition, McGraw Hill.

Cavinato, Joseph L. & Kauffman, Ralph G. (1999) *The Purchasing Handbook: a guide for the purchasing and supply professional*, National Association Of Purchasing Management.

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|---|---|
| | Chong Wu, Hubert Pun, Zhenhua Zhang (2017) *COLIN Co.: New Product Development*, Ivey Publishing.<br><br>Larry Huston, Nabil Sakkab (2006) *Connect and Develop: Inside Procter & Gamble's New Model for Innovation*, Harvard Business School Publishing – HBR.<br><br>Lee Hau, Sheila Melvin (2015) *Everything is Connected: A New Era of Sustainability at Li & Fung*, Graduation School of Stanford University<br><br>Larry Huston, Nabil Sakkab (2006) *Connect and Develop: Inside Procter & Gamble's New Model for Innovation*, Harvard Business Review.<br><br>Monczka,R.M./Handfield,R.B./Giunipero,L.C. (2009) *Purchasing and Supply Chain Management*, South-Western, Mason, OH.<br><br>Morgan L. Swink, Vincent A. Mabert (2000) Product Development Partnerships: Balancing the Needs of OEMs and Suppliers, Business Horizons/Indiana Univ.<br><br>Neale O'Connor, Anne Wu, Shannon Anderson, Yu Chen (2011) *Strategic Performance Measurement of Suppliers at HTC*, Asia Case Research Center, University of Hong Kong.<br><br>Robert S. Kaplan, David P. Norton (2003) *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*, HBS Press<br><br>Van Weele A.J. (2005) *Purchasing & Supply Chain Management: Analysis, Strategic, Planning and Practice*, Fourth Edition, Thomson. |

# The Hong Kong Polytechnic University

## Subject Description Form

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

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| | risk management, business continuity (contingency) planning and crisis management.<br><br>e. Explore and understand how emerging technologies (for examples, artificial intelligence, blockchain, cloud computing etc.) lead to emerging risks, crises and disruptive events that cause negative and positive impacts on business objectives, and how the emerging risks, crises and disruptive events are managed by risk management, business continuity (contingency) planning and crisis management respectively. |
| **Subject Synopsis/ Indicative Syllabus** | **Introduction and Understanding the Correct Principles and Concepts of Risks**: origin of risk, definition of risk, elements of risk, risk and uncertainty, risk perception, risk exposure, risk response, classification of risk, sources of risk, causes of risk, typical organizational risks in businesses and operations, and supply chain risks.<br><br>**Fundamental of Risk Management**: development of risk management, understanding of risk management, contributions of risk management, roles and responsibilities for risk management, and enterprise of risk management.<br><br>**Risk Management Process for Negative Risks**: the logical and sequential steps of risk management process covering determination of risk management objectives (aligns with corporate objective), identification of all potential and inherent risks, assessment and evaluation of risks (including risk analysis, risk measurement and the use of risk matrix), selection of risk management strategies, identification of risk management actions (the logical steps to identify risk problems and root causes (risk factors and hazards) on the basis to determine the risk management actions), implementation of risk management actions, and finally the performance measurement of the effectiveness and efficiency of risk management actions.<br><br>**Risk Management Strategies and Techniques:** risk management strategies for negative and positive risks, the corresponding techniques to manage negative risks, and the use of derivatives to hedge and manage speculative risks.<br><br>**Business Continuity (Contingency) Planning and Crisis Management**: the extension of the entire risk management programme to cover business continuity (contingency) planning and crisis management, the understanding, basis and purposes of business continuity (contingency) planning and crisis management, and the details of preparing and implementing business continuity (contingency) planning and crisis management.<br><br>**Risk Culture**: national culture and organizational culture, chain effect of culture, overview of organizational culture and its determinants, risk and organizational culture, risk culture, and revisit of risk perception and risk attitude.<br><br>**Supply Chain Risk and Risk Management**: fundamental of supply chain risks, overview and understanding of supply chain risk management, and supply chain risk management process. |

<table>
<tr><td></td><td>Entire Risk Management Programme and Emerging Technologies: negative and positive risks (technology risks) arising from emerging technologies (for examples, artificial intelligence, blockchain, cloud computing etc.) Business continuity (contingency) planning and crisis management to manage disruptive event and social media crisis respectively arising from emerging technologies.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lecture: Learn academic concepts and practical techniques/methods of the entire risk management programme aims at allowing students to acquire the correct understanding of the principles and concepts of risk and risk management, and then putting and applying the academic concepts and practical applications of risk management, business continuity (contingency) and crisis management approaches, techniques and methods into contexts.<br><br>Coursework and final examination: Learn to practically apply risk management, business continuity (contingency) and crisis management approaches, techniques and methods, and to study selected topics in-depth.</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>Coursework</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:<br><br>Since the course focuses on risk management in operations, case analysis and learning from practical and work-based experiences forms an important constituent of students' learning and assessment.<br><br>The coursework assesses the abilities of students to understand, comprehend and apply the knowledge and skills in risk management, together with business continuity (contingency) planning and crisis management, to reinforce and apply the academic principles/concepts and practical applications learnt during the lectures that enable their applications in real-life operational and commercial situations.<br><br>The final examination tests the abilities of the students to understand and comprehend all basic concepts, knowledge, techniques and methods of risk management, business continuity (contingency) planning and crisis management; and also their abilities of the students to apply all basic skills to resolve the case analysis and problems in risk management, business continuity (contingency) planning and crisis management.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Not less than 10% of the course grade will be assigned to assess the learning outcome item (e) in the coursework or one examination question in the final examination (to be decided by the subject lecturer).</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td colspan="2">Class contact:</td></tr>
<tr><td>Lectures / tutorials (if any)</td><td>39 hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>Self-study for preparing lectures, tutorials (if any) and final examination</td><td>45 hrs.</td></tr>
<tr><td>Preparation of coursework</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"><u>Main Reference Books</u><br>Blunden, T & John Thirlwell. (2010). Mastering operational risk. Harlow, England ; New York : Financial Times Prentice Hall<br>Devlin, E.S. (2007) Crisis management planning and execution. Boca Raton, FL: Auerbach Publications, c2007.<br>Haimes, Y. Y. (2004) Risk Modeling, Assessment and Management. New York: Wiley.<br>Handfield, R.B. & Kevin McCormack (ed.) (2008) Supply chain risk management: minimizing disruptions in global sourcing. Roca Raton, Fla.: Auerbach Publications.<br>Hubbard, D.W. (2009) The failure of risk management: why it's broken and how to fix it. Hoboken, N.J.: J. Wiley & Sons.<br>Oliver, E. Clifford. (2011) Catastrophic disaster planning and response [electronic resource].Boca Raton: CRC Press.<br>Trim, Peter R.J & Jack Caravelli (ed.) (2009). Strategizing resilience and reducing vulnerability. New York: Nova Science Publishers, c2009.<br><u>Main Reference Journals</u><br>Journal of Business Continuity & Emergency Planning<br>Institute of Risk Management (IRM)<br>The Public Risk Management Association, US (PRIMA)<br>The Public Risk Management Association, UK (ALARM)<br>Association of Insurance and Risk Managers<br><u>International Standard</u><br>ISO3100 (2018) Risk Management</td></tr>
</table>

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5101 |
| **Subject Title** | Statistics for Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | ▪ To introduce students to statistics as a tool for data preparation and analysis.<br>▪ To impart on students the concepts, theories and techniques of a variety of statistical methods.<br>▪ To develop students' ability and confidence in the use of statistics for preparing and analyzing data to support management decision making. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Able to use statistics for preparing and analyzing data to support management decision making<br>b. Understand the concepts, theories and techniques of a variety of managerial statistics |

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

<table>
<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>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>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.
</td>
</tr>
<tr>
<td>Student Study Effort Expected</td>
<td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></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>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td>
</tr>
</table>

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|---|---|
| **Reading List and References** | OpenIntro Statistics 3rd Edition (https://www.google.com.hk/?gws_rd=ssl#q=OpenIntro+Statistics+(Third+Edition))<br><br>Statistics. Penn State Online. (https://onlinecourses.science.psu.edu/statprogram/programs)<br><br>Levine, D.M., Stephan, D.F. and Szabat, K.A., *Statistics for Managers Using Microsoft Excel*, 7th edition, Pearson, 2014.<br><br>McClave, J. T., Benson, P. G. and Sincich, T.T., *Statistics for Business and Economics*, 12th edition, Pearson, 2014.<br><br>Gerald, K., *Managerial Statistics: abbreviated*, 9th edition, Australia: South-Western, 2012.<br><br>Hair, J.F. *et al.*, *Multivariate Data Analysis*, 7th edition, Pearson, 2006.<br><br>Journal of the American Statistical Association<br><br>Journal of the Royal Statistical Society<br><br>The Statistician |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5102 |
| **Subject Title** | Models for Decision Making |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Exclusion** | MGT532 Deterministic Operations Research |
| **Objectives** | ▪ To introduce students to the methodology of management science as a scientific approach to managerial decision making.<br>▪ To impart on students the concepts, theories and techniques of a variety of management science methods.<br>▪ To develop students' ability and confidence in the use of management science methods for solving management decision problems.<br>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s): |
| **Subject Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Understand the methodology of management science as a scientific approach to turn data into insight for managerial decision making.<br>b. Understand the concepts, theories and techniques of a variety of management science methods.<br>c. Develop the ability and confidence in the use of management science methods for solving management decision problems. |
| **Subject Synopsis/ Indicative Syllabus** | **Introduction**<br>Applications and impact; history; rise of business analytics; management science modeling approach; useful spreadsheet tools.<br><br>**Linear Programming**<br>Formulation; graphical solution; simplex algorithm; sensitivity analysis; applications.<br><br>**Integer Programming**<br>Formulation; Branch and Bound method; applications.<br><br>**Network Models**<br>Transportation and assignment application; network flow problems.<br><br>**Queueing models**<br>Examples of queueing systems; simulation example; performance measures; Little's law; single/multiple servers models; priority models; economic analysis. |

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**Dynamic Programming**
Resource allocation problems; inventory problems; formulation; applications.

**Spreadsheet modeling in practice**
Process of spreadsheet modeling; guidelines for good spreadsheet model; methods for testing spreadsheet models.

**Case Study**
Application of management science models in real-life managerial decision making.

</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>100 %</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance and class participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>2. Assignment, quiz, case study, etc.</td><td>20 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>3. Term project</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>4. Comprehensive test</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>

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

Coursework includes homework assignments, class participation, test(s), term project/group case study, etc. Through term project, students learn to apply the theories to some real life situations. Examination are also required to test their understanding and familiarity with the knowledge.

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

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</table>

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| | To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge. | |
| **Student Study Effort Expected** | Class contact: | |
| | ▪ Lectures / Tutorials | 39 Hrs. |
| | | |
| | Other student study effort: | |
| | ▪ Revision, doing exercises and cases | 87 Hrs. |
| | | |
| | Total student study effort | 126 Hrs. |

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|---|---|
| **Reading List and References** | ***Reading List & References***<br><br>F.S. Hillier and M.S. Hillier, Introduction to Management Science, latest edition, McGraw Hill<br><br>Hillier, F.S. and Liebermann, G.J., *Introduction to Operations Research*, latest ed., McGraw-Hill.<br><br>Winston, W.L., *Operations Research: Algorithms and Applications*, latest ed., Duxbury Press.<br><br>***Journals***<br><br>Informs Journal on Applied Analytics (formerly, Interfaces)<br>OR/MS Today |

# The Hong Kong Polytechnic University

## Subject Description Form

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

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| | (e) beware of ethical issues in business |
| **Subject Synopsis/ Indicative Syllabus** | **Introduction to Operations System**<br>Concepts, the operations functions and its relation with other business functions, particularly, the strategic importance of operations management.<br><br>**Business Process Design and Reengineering**<br>Process concepts; process design methods; process effectiveness and efficiency; business process reengineering.<br><br>**Forecasting**<br>Objective of forecasting; logic of forecasting; qualitative and quantitative methods for forecasting; measurement and monitoring of forecasting systems; use of machine learning techniques in forecasting.<br><br>**Capacity Planning**<br>Strategic capacity planning; equipment management; concept of total cost of ownership; volume analysis; breakeven models; decision tree analysis.<br><br>**Service Processes and Queueing Systems**<br>Characteristics of service processes, service system design, examples of queueing systems; performance measures; single/multiple servers models; priority rules; economic analysis.<br><br>**Inventory Management**<br>Functions and costs of inventory management; ABC analysis; economic ordering quantity model; vendor managed inventory system; inventory replenishment systems.<br><br>**Quality Management, Quality Control, Just-in-Time and Lean Operations**<br>Total quality management; quality measurement; quality cost; quality inspection; statistical quality control; Philosophy and concept of JIT systems; pull versus push production systems; lean operations.<br><br>**Supply Chain Management**<br>Concept of supply chain management; information coordination; cost and benefit of postponement; quick response; worldwide sourcing.<br><br>**Project Management**<br>Project and its working team; project break down; Gantt charts; project time and cost; critical tasks in projects, critical path method.<br><br>**Sustainable and Socially Responsible Operations**<br>Ethical issues in operation management; codes of ethics; worker safety; product safety; the environment and quality; employees' right; closing facilities; socially responsible operations.<br><br>**Data-driven Operations Management**<br>Introduction of big data concepts and applications, data-driven operational decision-making, artificial intelligence and machine learning. |

<table>
<tr><td></td><td>Industry 4.0 and Sharing Economy<br>Industry 4.0; new technologies including Blockchain in operations management; features of various sharing business models; the opportunities and challenges in these new models.</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 assignments, case studies, and exams.</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>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>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br>Students need to do assignment(s) and 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.<br><br>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></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></td></tr>
<tr><td>Total student study effort</td><td>126 Hrs.</td></tr>
</table>
</td></tr>
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| | |
|---|---|
| **Reading List and References** | ***Books***<br><br>Jacobs, F. R., and Chase, R. B., (2021), *Operations and Supply Chain Management*, 16th ed., McGraw-Hill.<br><br>Anupindi, R., et. al. (2012), *Managing Business Process Flows – Principle of Operations Management*, 3rd ed, Prentice Hall<br><br>Cachon, G. & Terwiesch, C. (2013), *Matching Supply with Demand* (3rd ed.), McGraw-Hill.<br><br>Cheng, T.C.E. and Podolsky, S. (1996), *Just-in-time Manufacturing: An Introduction*, Chapman & Hall.<br><br>Klassen, R. D., Menor, L. J. (2006), *Cases in Operations Management*, Sage publication,<br><br>Johnston, R. (2003), *Cases in Operations Management*, Finance Times Prentice Hall.<br><br>Russell R.S. and Taylor B.W., *Operations Management*, latest ed., Prentice Hall.<br><br>Stevenson W.J., *Operations Management*, latest ed., McGraw Hill.<br><br>***Journals***<br><br>Management Science<br>Journal of Operations Management<br>Manufacturing & Service Operations Management |

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5107 |
| **Subject Title** | Total Quality Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | One Semester |
| **Exclusion** | ITC575 Principles of Total Quality Management |
| **Objectives** | 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.<br><br>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.<br><br>Specifically, students are to learn:<br><br>▪ The principles of TQM in both theories and practice.<br>▪ The major techniques in TQM adoption.<br>▪ Applying TQM principles and techniques through quality improvement projects/activities.<br>▪ Latest technological development in the following five dimensions: Artificial Intelligence, Blockchain, Cloud computing, Data science and Entrepreneurship and their impact on TQM applications.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br><br>MSc in Operations Management<br><br>#2: Develop the specific operations management knowledge |

<table>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:<br>a. Able to apply TQM principles and techniques to assess and improve organizational and business process efficiency and effectiveness.<br>b. Able to practice TQM to improve customer satisfaction and achieve operational as well as strategic goals.<br>c. Able to use TQM as a strategy to achieve organizational and business objectives</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>This subject covers the operational and/or strategic aspects of the following topics/areas:<br>▪ Principles of Quality<br>▪ Theoretical Background and Framework of Total Quality Management<br>▪ Quality Management Guru's Philosophies and Principles<br>▪ Principles of Quality Management<br>▪ Dimensions of Total Quality Management and Organizational Performance<br>▪ The Business Excellence Models<br>▪ Quality Management Dimensions in Action<br>▪ Quality Management Tools and Techniques<br>▪ Contemporary Issues of Total Quality Management</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Contact hours: 39 hours<br>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>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>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:<br>The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply quality management techniques.<br>Since examination is effective in assessing the knowledge level in conceptual</td></tr>
</table>

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

<table>
<tr><td rowspan="6">Student Study Effort Expected</td><td colspan="2">Class contact:</td></tr>
<tr><td>Lectures / tutorials</td><td>39 Hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>Preparing lectures,</td><td>42 Hrs.</td></tr>
<tr><td>Preparation group assignment</td><td>45 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<br><br>Foster, S.T. (the latest edition), Managing Quality: Integrating The Supply Chain, Pearson Education.<br><br>Besterfield, D.H., Besterfield-Michna, C., Besterfield, G.H. and Besterfield-Sacre, M. (the latest edition), Total Quality Management, Prentice-Hall.<br><br>Goetsch, D.L. and Davis, S.B. (the latest edition), Quality Management for Organizational Excellence: Introduction to Total Quality, Pearson Education<br><br>Imai, Masaaki, (the latest edition), Gemba Kaizen, McGraw Hill<br><br>Journals<br><br>Asia-Pacific Journal of Quality Management<br><br>International Journal of Quality and Reliability Management<br><br>International Journal of Service Industry Management<br><br>Journal of Operations Management<br><br>Harvard Business Review</td></tr>
</table>

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5109 |
| **Subject Title** | International Operations Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | This subject examines the impact of the international political, economic, monetary and culturalroles on the functions of operations management. For the operational aspects, special emphasis will be made on the orchestration of the business operational activities in a global value-chain for sustaining competitiveness.<br><br>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):<br><br>MSc/PgD in Global Supply Chain Management<br><br>2 Build up operations and logistics concepts<br><br>MSc in Operations Management<br>#1: Solve business problems |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>a. Properly understand the operations management issues in business internationalization as well as global value-chain for sustaining competitiveness.<br><br>b. Understand the applications and implications of technologies in the international business environment<br><br>c. Demonstrate how to solve business management issues by appropriately applying operations management theory and method to improve operations competitiveness in a global business environment.<br><br>d. Understand how to adjust the product global supply chain management according to different regional business environments<br><br>e. Correctly identify the operations issues when conducting production or providing service in different countries |

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| **Subject Synopsis/ Indicative Syllabus** | **International Operational Environments**<br>▪ Globalization of industries and forms of international business<br>▪ Political and macro-economic environments of international business and their impact on the business operation<br>▪ Cultural and social norm and their impact on the business operation<br>▪ Monetary and exchange rate and their impact on the business operation<br>▪ Technology and their impact on the business operations<br>▪<br><br>**Global Integration and Competitiveness**<br>▪ Global value chain view of the international operations<br>▪ International operations strategy and firm competitiveness<br>▪ International market entry consideration<br><br>**Orchestrating Firm Value-chain Functions in the International Marketplace**<br>▪ International market and pricing issues<br>▪ Foreign exchange risk and international procurement<br>▪ Outsourcing and contract manufacturing services<br>▪ Managing for quality in international operations<br>▪ Global distribution and customer service management<br>▪ Facility location for integrated global operations<br>▪ Sustainability issues in global operations<br><br>▪ |
| **Teaching/Learning Methodology** | Lectures will be used to introduce students to relevant concepts and their applications in international operations decisions. In tutorials, students will be required to produce in-depth analysis of relevant cases and take responsibility to explore context-specific knowledge in the field. |

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
|---|---|---|---|---|---|---|---|
| | | a | b | c | d | | |
| Coursework* | 60% | ✓ | ✓ | ✓ | ✓ | | |
| Final exam | 40% | ✓ | ✓ | | ✓ | | |
| Total | 100 % | | | | | | |

*Coursework may include case studies, group projects, and individual assignments

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

**Student Study Effort Expected**

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|---|---|
| Class contact: | |
| ▪ Teaching and class discussion | 39Hrs. |
| ▪ Class presentation and after class discussion | 26Hrs. |
| Other student study effort: | |
| ▪ Reading | 32Hrs. |
| ▪ Course work | 42Hrs. |
| Total student study effort | 126Hrs. |

**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.

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|---|---|
| | Yeung, H. W-C (ed.), The Globalisation of Business Firms from Emerging Economies, Elgar, 1999.<br><br>***Journals***<br>Columbia Journal of World Business<br>International Journal of Operations and Production Management<br>International Journal of Production Economics<br>Journal of Asian Business<br>Journal of International Business Studies<br>Journal of World Business<br>Long Range Planning<br>Management International Review<br>Production and Operations Management<br>Sloan Management Review<br>Strategic Management Journal<br>Supply Chain Management Review<br>The Journal of Supply Chain Management |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **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 |
| **Objectives** | This is essentially a project-based subject. The objectives are to enable students to:<br><br>a. bring together skills and knowledge acquired through the taught subjects and to apply them in analysing a real management problem;<br>b. develop their skills in information specification, gathering, analysis, and interpretation in the context of a problem-solving project; and<br>c. develop their project management and presentation/writing skills in conducting the project and preparing a final project report. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>• Able to carry out a management research project independently<br>• Able to select and apply appropriate OM principles and techniques to improve the operational performance of an organization<br>• 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.<br><br>Students must submit the following for assessment:<br><br>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:<br><br>• 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?<br>• 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?<br>• Has an appropriate methodology been used? Here the concern is with methods of data and information gathering, and analytical techniques.<br>• Have appropriate conclusions been drawn?<br>• To what extent does the project provide clear and actionable recommendations for management (either managers in a specific organization or managers at large)?<br>• Overall, does the project demonstrate an effective application of knowledge in the field of study?<br><br>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></td><td></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>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessment is mainly based on the thesis.</td></tr>
<tr><td>Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td></td><td>▪ Guided Study</td><td>39 Hrs.</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

| | | |
|---|---|---|
| | Other student study effort: | |
| | ▪ Self Study | 87 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. | |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5113 |
| **Subject Title** | Enterprise Resource Planning |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | One Semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | To enable students to:<br>• Understand the basic concepts and technologies behind ERP systems;<br>• Become familiar with the basic usages of ERP systems, such as SAP;<br>• Be able to analyse important issues involved in a firm's adopting an ERP system;<br>• Develop the ability to take advantage of all the benefits of using ERP systems and/or other information technology in business situations.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br>MSc in Operations Management<br>#2: Develop the specific operations management knowledge |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Demonstrate a clear understanding of the relevant definitions, importance, potential business values and technologies of ERP systems;<br>b. Demonstrate a strong ability to learn the various applications of ERP systems and/or other information technologies in business;<br>c. Demonstrate a clear understanding of the life-cycle model of the process that a company goes through using ERP systems;<br>d. Put together the concepts and tools studied in class so as to develop best practices in using ERP systems to enhance real-life businesses. |

<table>
<tr><td rowspan="12">Subject Synopsis/ Indicative Syllabus</td><td colspan="3"></td></tr>
<tr><td>Topics</td><td>Sub-topics</td><td>Tutorial Topics</td></tr>
<tr><td rowspan="2">Introduction to ERP, and System and Technology Background</td><td>Introduction to Course<br>Introduction to ERP<br>Introduction to ERP Life Cycle</td><td>Tutorial 1:<br>SAP Demonstration, UAC Registration, Business Process and Business Functions</td></tr>
<tr><td>ERP Technology Background: IT Infrastructure, SOA, and Cloud Computing<br>ERP Market Awareness and Future Trends</td><td>Tutorial 2: SAP Startup and Navigation</td></tr>
<tr><td rowspan="2">Management with ERP systems (Part 1)</td><td>Business Data Management in ERP</td><td>Tutorial 3: Master Data in SAP</td></tr>
<tr><td>Sales and marketing management with ERP</td><td>Tutorials 4: Sales and Distribution 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>
<tr><td rowspan="2">Management with ERP systems (Part 2)</td><td>Procurement management with ERP</td><td>Tutorial 5: Material Management in SAP</td></tr>
<tr><td>Production Management and Planning with ERP<br>ERP for Business Analytics</td><td>Tutorial 6: Production Planning in SAP</td></tr>
<tr><td rowspan="2">ERP Life Cycle (Part 2)</td><td>ERP Implementation</td><td></td></tr>
<tr><td>ERP After-Implementation</td><td></td></tr>
<tr><td>Project Presentation and Course Review</td><td>Course Review</td><td></td></tr>
<tr><td>Teaching/Learning Methodology</td><td colspan="3">▪ During lectures, basic concepts of ERP and ERP systems will be introduced, and case studies will be discussed.</td></tr>
</table>

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

- During tutorials, students will be guided to practice applications and usages of ERP systems in a computer lab.

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

</td></tr>
<tr><td>Student Study Effort Expected</td><td>

<table>
<tr><td colspan="2">Class contact:</td></tr>
<tr><td>Lectures / tutorials</td><td>39 Hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>Group Project</td><td>45 Hrs</td></tr>
<tr><td>Self-Study</td><td>42 Hrs</td></tr>
<tr><td>Total student study effort</td><td>126 Hrs</td></tr>
</table>

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

Monk, Ellen and Wagner, Bret J. (2014) Concepts in Enterprise Resource Planning, 4rd Edition, Course Technology Cengage Learning (recommended)

O'Leary, Daniel E. (2000) Enterprise Resource Planning Systems: Systems, Life cycle, Electronic Commerce, and Risk, Cambridge University Press (recommended)

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

| | |
|---|---|
| | Bradford, Marianne. (2015) Modern ERP: Select, Implement & Use: Today's Advanced Business Systems, Third Edition, Lulu<br><br>Simon, Phil. (2011) Why New Systems Fail, Revised Edition, Course Technology Cengage Learning<br><br>Hamilton, Scott (2003) Maximizing Your ERP Systems: a practical guide for managers, Mc Graw Hill<br><br>Ptak, Carol A. (2004) ERP: Tools, techniques, and Applications for Integrating the Supply Chain, 2nd Edition, St. Lucie Press |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5122 |
| **Subject Title** | Applications of Decision Making Models |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite / Exclusion** | Preferably with knowledge of LGT5102 "Models for Decision Making", yet without it will not be a problem. |
| **Role and Purposes** | 1. To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods.<br>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:<br>a. Understand the range of practical application of management decision analysis techniques, the characteristics of successful application, and the limitations of the techniques.<br>b. Develop skills in analyzing complex operations problems, using quantitative techniques as appropriate.<br>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.<br>How to evaluate different decisions: identify the objectives; there may be conflicting objectives.<br>Model the situation: search for appropriate analytical or heuristic methods to solve the problem; understand the limitations of each method.<br>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:<br>1. How to start to tackle a complicated situation? |

<table>
<tr><td></td><td>2. How to understand the data given and link up the relationship among data?<br>3. Point out mistakes when applying different methods.<br>4. How to apply what they have learnt in other subjects to a real situation?</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>100%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Case studies</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Class participation</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>
*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, with guidance. 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. Students are expected to prepare every case before attending each session. Other than participation component, there will also be 3 group case studies to be assessed.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Small group discussions</td><td>26 Hrs.</td></tr>
<tr><td>▪ Lectures</td><td>13 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 assignment / group project and presentation</td><td>42 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>126Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and</td><td>Cases in Operations Management: Building Customer Value Through World-Class</td></tr>
</table>

| | |
|---|---|
| **References** | *Operations* (The Ivey Casebook Series) (2005), Sage Publications, Inc.<br><br>Yin, R.K. (2014), *Case Study Research: Design and Methods*, Sage Publishing<br><br>Rohlfing, I. (2012), *Case Studies and Causal Inference*, Palgrave.<br><br>Rajnikanth D. (ed.) (2009), Case Studies on Decision Making, IBS Case Development Centre.<br>Klassen, R. D., Menor, L. J., Cases in Operations Management, Sage publication, 2006<br><br>*Journals*<br>Asia Pacific Journal of Operational Research<br>Decision Sciences<br>European Journal of Operational Research<br>IIE Transactions<br>Interfaces<br>Journal of the Operational Research Society<br>Management Science<br>Naval Research Logistics<br>Omega - International Journal of Management Science<br>Operations Research<br>OR Insight<br>OR/MS Today |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5133 |
| **Subject Title** | Strategies and Technologies in Warehousing Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Exclusion** | ISE512 Warehousing and Material Handling Systems<br>LGT5131 Warehousing and Materials Management |
| **Objectives** | To provide students with the strategies and technologies necessary for the design and management of warehousing, materials handling systems, and inventory control. In particular, this subject emphasizes the applications and implications of the latest technologies in logistics and supply chain management in warehousing, the handling of products, and control of inventories. On completion students will be able to both analyse existing systems and recommend improvement solutions. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Design and manage warehousing, material handling and inventory control systems.<br>b. Improve existing warehousing, material handling and inventory control systems.<br>c. Apply the latest technologies and understand their implications in the relevant design, management, and improvement activities. |
| **Subject Synopsis/ Indicative Syllabus** | • Introduction to warehousing management and strategies<br>• Warehouse location, layout and design: Qualitative and quantitative techniques<br>• Materials handling systems: Technologies, equipment, and packaging<br>• Warehousing management systems and the relevant IT applications<br>• Warehouse quality management<br>• Warehouse performance management, measurement, and databases<br>• Warehouse safety and security<br>• 3PL and warehousing management<br>• Advanced technologies: AI, analytics for warehousing decisions, warehousing automation, blockchain applications in materials management, etc.<br>• Inventory management and control: Tools, methods, and strategies |
| **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 analyse 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 | c | | | |
| Continuous Assessment | 50% | ✓ | ✓ | ✓ | | | |
| Examination | 50% | ✓ | ✓ | ✓ | | | |
| Total | 100 % | | | | | | |

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

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

The achievement of the 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 outcomes of this subject.

**Student Study Effort Expected**

| | |
|---|---|
| Class contact: | |
| ▪ Lectures / Tutorials | 39 Hrs. |
| | |
| 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<br><br>Stephens, M.P., Meyers, F.E., (the latest edition) *Manufacturing Facilities Design and Material Handling*, Prentice Hall.<br><br>**Example Articles**<br><br>Anthony, S.D., Cobban, P., Nair., R., Painchaud, N. 2019. Breaking Down the Barriers to Innovation, *Harvard Business Review,* November-December.<br><br>Earley, S., Bernoff, J. 2020. Is Your Data Infrastructure Ready for AI? *Harvard Business Review,* April.<br><br>Gaur, V., Gaiha, A. 2020. Building a Transparent Supply Chain: Blockchain can Enhance Trust, Efficiency, and Speed, *Harvard Business Review*, May-June.<br><br>Kress, G., Posner, B. 2016. Internet of Things in Motion: Analytics and Transportation. *MIT Sloan Management Review*, May.<br><br>McGrath R.G., McManus, R. 2020. Discovery-Driven Digital Transformation, *Harvard Business Review*, May-June. |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT5157 |
| **Subject Title** | Six Sigma and Quality Management Techniques |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | One Semester |
| **Pre-requisite Exclusion** | Nil |
| **Objectives** | 1 To provide students with a focused and systematic approach to use and apply Six Sigma and other operational and quality management techniques and methodologies to meet the aims and objectives of total quality management;<br><br>2 To develop students with ability to apply Six Sigma techniques to define, measure and analyze problems in improving quality at the workplaces; and<br><br>3 To develop students with ability to identify the opportunities for improvement in business, operations, manufacturing and servicing environments through applying Six Sigma, Kaizen and other continuous improvement techniques and methodologies.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br><br>MSc in Operations Management<br><br>#2: Develop the specific operations management knowledge |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>a. Apply Six Sigma, total quality management techniques and other relevant continuous improvement methodologies to tackle, analyse and resolve problems in improving quality and quality management with particular reference to the workplaces;<br><br>b. Develop the ability to adopt new techniques and methodologies to synthesise new knowledge in quality management and continuous improvement; |

| | |
|---|---|
| | c. Analyse the basic business and operational data using total quality management techniques and methodologies, especially in the case of Six Sigma, in a systematic way;<br><br>d. Cooperate efficiently and effectively in a team to apply total quality management tools, techniques and methodologies to accomplish and attain pre-determined objectives and goals in quality management;<br><br>e. Identify the opportunities for improvement in business, operations, manufacturing and servicing environments through applying Six Sigma, Kaizen and other continuous improvement techniques and methodologies to achieve breakthrough and/or continuous improvements in these areas; and<br><br>f. Explore and understand the impacts of emerging techniques (for examples, artificial intelligence, blockchain, cloud computing, entrepreneurship etc.) on quality management, and how these emerging technologies are relating to improvement projects of Six Sigma and total quality management techniques and methodologies.<br><br>[Note: Students completed and passed this subject are eligible to apply for the professional qualification of Registered Six Sigma Green Belt (RSSGB) with Six Sigma Institute (Hong Kong) and China Association for Quality under their mutual recognition.] |
| **Subject Synopsis/ Indicative Syllabus** | <u>Fundamental Concept</u><br><br>Overview of Six Sigma, Kaizen, Introduction of DMAIC methodology, Voice of Customer, Cost of Quality Concept, Project Identification, Project Charter Writing, and Organization and Structure of Six Sigma project team.<br><br><u>Identification of Improvement Area and Baseline Measurement</u><br><br>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.<br><br><u>Techniques for Analyzing Current Situation</u><br><br>Detailed process mapping, Value-added analysis, Value stream mapping, Root cause identification and verification, Muda concept, and Traditional quality tools and techniques.<br><br><u>Breakthrough Improvement</u><br><br>Process documentation, Process control plan, Implementation of Six Sigma processes. |

<table>
<tr><td></td><td>Emerging Technologies and Quality Management Techniques<br><br>Quality management technology trends. The challenges and opportunities of quality management arising from emerging technologies. Emerging technologies and Six Sigma/quality improvement projects.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>A systematic approach will be adopted in focusing the use of different quality management techniques and methodologies, such as Six Sigma methodology. Students are expected to present their evaluation and analysis of case studies and other related project assignments during the group presentation assignment 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>f</td></tr>
<tr><td>Continuous Assessment</td><td>50%</td><td colspan="6"></td></tr>
<tr><td>Group Assignment</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Individual Assignment</td><td>25%</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:<br><br>The various methods are designed to ensure that all students are able to deliver the above-mentioned outcomes/objectives upon completion of this subject. Specifically,<br><br>• The individual assignments/cases are used to enable students to improve their abilities to achieve the outcomes of a – f with emphasis on the outcomes of a – c.<br><br>• The group assignments/cases are used to enable students to improve their abilities to achieve the outcomes of a – f with emphasis on the outcomes of d – f. The group presentation forms the evidence and basis to apply for the professional qualification of Six Sigma as a Registered Six Sigma Green Belt (RSSGB) from the Six Sigma Institute (Hong Kong) and China Association for Quality under their mutual recognition.<br><br>• The final examination is used to test the abilities of the students to master and apply all the necessary concepts and methods of total quality management techniques and methodologies, including roadmaps in carrying</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">out a quality improvement project, in a typical business environment with emphasis on the outcomes a – f.<br><br>Not less than 10% of the course grade will be assigned to assess the learning outcome item (f) in the coursework or one examination question in the final examination (to be decided by the subject lecturer).</td></tr>
<tr><td rowspan="6">Student Study Effort Expected</td><td colspan="2">Class contact:</td></tr>
<tr><td>Lectures / tutorials (if any)</td><td>39 hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>Preparation of coursework (individual assignment and group assignment)</td><td>43 hrs.</td></tr>
<tr><td>Self-study for preparing lectures, tutorials (if any) and final examination</td><td>44 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 and Minitab, QSB Consulting, (latest edition)<br><br>Barney, M & McCarty, T. (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.<br><br>Allen, T.T. (2006). Introduction to engineering statistics and Six Sigma: Statistical quality control and design of experiment, London: Springer.<br><br>Taghizadegan, S. (2006). Essentials of Lean Six Sigma, Amsterdam: Elsevier.<br><br>Tang, L.C. (2006). Six Sigma: Advanced tools for black belts and master black belts, Chichester, West Sussex, England ; Hoboken, NJ : John Wiley & Sons.<br><br>Goetsch, D.L. and Davis, S.B. (2006). Introduction to TQM for production, processing and service, 5th edition, Prentice-Hall.<br><br>Ho, S.K.M. (editor) 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.<br><br>Case Studies of the Implementation of TQM in Textiles & Clothing Industries (1992-1995), Institute of Textiles & Clothing, The Hong Kong Polytechnic University<br><br>Cohen, L. (1995). Quality function deployment: How to make QFD work for you, Engineering Process Improvement Series, Addison-Wesley.</td></tr>
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|---|---|
| | Kondo, Y. (1989). Human motivation: A key factor for management, 3A Corporation.<br><br>Hirano, H. (1994). Poka-yoke: Mistake-proofing for zero defects, PHP Institute.<br><br>Nayatani, Y. (1994). The seven new QC tools: Practical applications for managers, 3A Corporation.<br><br>Cheng, T.C.E and Willborn, W.W.O. (1994). Global management of quality assurance systems, McGraw-Hill.<br><br>UNSO, 1993, Handbook of Industrial Statistics, UNIDO.<br><br>Kume, H. (1985). Statistical methods for quality improvement, AOTS.<br><br>Mizuno, S. (1988). Company-wide Total Quality Control, Asian Productivity Organization.<br><br>Ishikawa, K. (1984). Quality control circles at work: Cases from Japan's manufacturing and service sectors, Asian Productivity Organization.<br><br>Oakland, J.S. (2003). Total quality management, Heinemann, 3rd ed. |

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5158 |
| **Subject Title** | Statistical Quality Control for Manufacturing and Service |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | One Semester |
| **Exclusion** | ITC501 Industrial Quality Control |
| **Objectives** | 1 To develop students with a practitioner-oriented statistical thinking for quality management in both manufacturing and service industries;<br>2 To provide students with the methodology of establishing and managing an effective SPC program in manufacturing and service organizations;<br>3 To help students improve the performance of operations process consistently and predictably over time.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br>MSc in Operations Management<br><br>#2: Develop the specific operations management knowledge |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. Understand the role of statistics in quality management;<br>b. Design and manage SPC in both manufacturing and service sectors;<br>c. Understand the concept of acceptance sampling and be familiar with different sampling plans;<br>d. Make use of statistical methods and tools to improve process quality. |
| **Subject Synopsis/ Indicative Syllabus** | <u>Fundamental Concept</u><br>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.<br><br><u>Management of process variation</u> |

<table>
<tr><td></td><td>Deming circle, SPC strategy analyzing, and framework for monitoring controlling, and improving process performance; key quality characteristics to identify and measure in production and service industries; principles of SPC implementation.<br><br><u>Statistical process control</u><br>Univariate and multivariate control charts; short run SPC; process capacity analysis; control charts for non-manufacturing applications.<br><br><u>Acceptance sampling</u><br>Operating curve; lot-by-lot attribute sampling plans; characteristic continuous sampling plan; sampling plans for variables.<br><br><u>Information technology (IT) and software applications</u><br>The concepts and applications of IT and improving quality and software in the related processes. Latest technological development in the following five dimensions: Artificial Intelligence, Blockchain, Cloud computing, Data science and Entrepreneurship and their impact on quality management.</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="5">Intended subject 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></tr>
<tr><td>Continuous Assessment</td><td>50%</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></tr>
<tr><td>Total</td><td>100 %</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
<br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</td></tr>
</table>

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| | To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge | |
| **Student Study Effort Expected** | Class contact: | |
| | Lectures / tutorials | 39 Hrs |
| | Other student study effort: | |
| | Preparing for lectures, | 45 Hrs |
| | Assignment and project | 42 Hrs |
| | Total student study effort | 126 Hrs |
| **Reading List and References** | *References*<br><br>Mitra, Amitava (the latest edition). Fundamentals of Quality Control and Improvement, Hoboken, N.J.: John Wiley & Sons.<br><br>Aikens, C. Harold (the latest edition). *Quality Inspired Management: The Key to Sustainability*. Upper Saddle River, N.J.: Prentice Hall.<br><br>Grant, Eugene L. and Leavenworth, R.S. (the latest edition). *Statistical Quality Control*, New York: McGraw-Hill Co. Inc.<br><br>Montgomery, C. Douglas (the latest edition). *Introduction to Statistical Quality Control*, Hoboken, N.J.: John Wiley & Sons.<br><br>Ryan, P. Thomas (the latest edition). *Statistical Methods for Quality Improvement*, Hoboken, N.J.: John Wiley & Sons.<br><br>DeVor, E. Richard, Chang, T.H. and Sutherland, J.W. (the latest edition). *Statistical Quality Design and Control: Contemporary Concepts and Methods*, Upper Saddle River, NJ: Pearson/Prentice Hall.<br><br>George, Michael L. (the latest edition). *Lean Six Sigma for Service: How to Use Lean Speed and Six Sigma Quality to improve Services and Transactions*, New York: McGraw-Hill.<br><br>Kenett, Ron and Zacks, S. (the latest edition). *Modern Industrial Statistics: Design and Control of Quality and Reliability*, Pacific Grove, Calif.: Duxbury Press.<br><br>Fuchs, Camil and Kenett, R.S. (the latest edition). *Multivariate Quality Control: Theory and Applications*, New York: M. Dekker.<br>Casella, George and Berger, L. (the latest edition) *Statistical Inference,* Pacific Grove, Calif.: Duxbury/Thomson Learning. | |

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|---|---|
| **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 |
| **Objectives** | 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. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to<br>a. understand the principles and requirements of management systems including ISO 9000, ISO 14000 and ISO 45000.<br>b. understand the auditing and management review techniques to identify the nonconformities of different systems.<br>c. understand the implementation strategy and methods of new quality management systems. |
| **Subject Synopsis/ Indicative Syllabus** | **Integrated Management Systems**<br>Principle of management systems, process and plan-do-check-act cycle.<br><br>**ISO 9000 Standard**<br>Approaches to quality management; ISO 9000 series of standards, structure, and basic concepts; process approach; its relationship with TQM.<br><br>**ISO 14000 Standard**<br>Principles of ISO 14001; preparatory environmental review, environmental policy, planning, implementation and operation; checking and corrective actions; management review.<br><br>**ISO 45000 Standards**<br>Principles of ISO 45001; OH&S management system model; OH&S policy; planning, implementation and operation, management reviews.<br><br>**Risk-based Thinking**<br>Principles, methods and tools of ISO 31000; risk assessment and management in quality, environment, and occupational health and safety.<br><br>**ISO 19011 Standards Management System Audits**<br>Principles of auditing; managing an audit program; performing an audit; competence and evaluation of auditors. |

<table>
<tr><td></td><td>Certification of Management systems<br>ISO 17021-1 Conformity assessment requirements; Principles of certification/registration; certification process; post certification obligations; typical problems and factors of successful certification and continuous implementation.</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></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>
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></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>
<tr><td>Reading List and References</td><td>1. ISO 9001: 2015, ISO 14001: 2015, ISO45001: 2018, ISO 19011: 2018, ISO 31000:2018, ISO 17021-1: 2015<br><br>2. Dentch, M.P. (2016). The ISO 9001:2015 Implementation Handbook: Using the Process Approach to Build a Quality Management System, ASQ Quality Press.<br><br>3. Dentch, M.P. (2016). The ISO 14001:2015 Implementation Handbook: Using the Process Approach to Build an Environmental Management System, ASQ Quality Press.</td></tr>
</table>

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|---|---|
| | 4. Hoyle, D. (2018). ISO 9000 Quality Systems Handbook, 7th Editions, Routledge.<br><br>5. Merrill, P. (2009). Do it Right the Second Time: Benchmarking Best Practices in the Quality Change Process, 2nd ed., ASQ Quality Press.<br><br>6. Tricker, R. (2017). ISO 9001:2015 for Small Business, Routledge.<br><br>7. Web Sites: www.iso.org; http://www.bsigroup.hk |

# The Hong Kong Polytechnic University

## Subject Description Form

| | |
|---|---|
| **Subject Code** | LGT 5425 |
| **Subject Title** | Business Analytics |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | One Semester |
| **Pre-requisite/ Co-requisite/ Exclusion** | Nil |
| **Objectives** | This subject introduces the business analytical techniques by enabling students to understand business theories and frameworks. Through equipping students with a solid understanding and critical thinking mindset of business analytics, students can apply business intelligence tools to effectively address various issues faced by organizations, as well as be aware of the possible challenges and ethical issues related to business analytics.<br><br>This subject contributes to the following Intended Learning Outcomes for the following programme(s):<br><br>MSc in Operations Management<br><br>#2: Develop the specific operations management knowledge |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>a. identify and translate real-world business and operational problems into business analytics problems;<br><br>b. implement efficient business analytics strategies to solve business and operational problems;<br><br>c. understand, compare and contrast different business analytics techniques<br><br>d. identify, evaluate, and capture business analytic opportunities that create values |

<table>
<tr><td></td><td>e. understand the current trend of business analytics and be aware of the ethical issues related to business analytics</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td><u>Foundations of Business Analytics</u><br>Introduction to business analytics<br><u>Descriptive Analytics</u><br>Statistical measures, estimation, statistical inference, hypothesis testing.<br><u>Predictive Analytics</u><br>Introduction to predictive modeling. Regression analysis, logistics analysis, introduction to data mining, text analytics.<br><u>Prescriptive Analytics</u><br>Decision analysis, linear and integer programming, simulation and the applications.<br><br>Note: Emerging technologies, e.g., Data Mining and Data Science, and their applications in Business Analytics have been included in the above.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>There will be a mix of lectures, discussions, and case studies. Mini-group discussion and projects will be carried out on some business cases in depth and reports are produced at the end of the term. Hands-on experiences of using business analytics tools will enhance students' understanding of the theories and concepts of Business Analytics.</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>100%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance and class participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Individual assignment</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Group project</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
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| | 4. Comprehensive Quiz | 30% | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | 100 % | | | | | |

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

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject to have a balanced learning experience. Individual assignment and group project will require students to apply business analytics (Outcomes 1) to handle operational problems which arise in actual organizations.

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

| **Student Study Effort Expected** | | |
|---|---|---|
| | Class contact: | |
| | ▪ Lectures / tutorials | 39 Hrs. |
| | Other student study effort: | |
| | ▪ Preparing for lectures | 39 Hrs |
| | ▪ Preparation for individual assignment / group project / comprehensive quiz | 60 Hrs |
| | Total student study effort | 138 Hrs |

**Reading List and References**

Camm, J.D., Cochran, J.J., Fry, M.J., Ohlmann, J.W., Anderson, D.R., Sweendy, D.J. and Williams, T.A. (2019). *Business Analytics* (3rd ed.). Cengage Learning.

Evans, J. (2021). *Business Analytics: Methods, Models, and Decisions* (3rd ed.). Harlow: Pearson.

Albright, S.C. and W.L. Winston (2019). *Business Analytics: Data Analysis and Decision Making* (7th Ed.). Cengage Learning.

Linoff, G.S. and Berry, M.J.A. (2011). *Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management* (3rd ed.). Indianapolis, Ind: Wiley Pub.

Provost, F. and Fawcett, T. (2013). *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking* (1st ed.). Sebastopol, Calif: O'Reilly.

Ragsdale, C. (2018). *Spreadsheet Modeling & Decision Analysis: A Practical Introduction to Business Analytics* (8th ed.). Stamford, CT: Cengage Learning.

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| | Shmueli, G., Patel, N.R. and Bruce, P.C. (2010). *Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner* (2nd ed.). Hoboken, N.J: Wiley.<br><br>***Journals*** **(Selected papers are recommended for students' readings where appropriate)**<br><br>MIS Quarterly<br>MIS Quarterly Executive<br>Management Science<br>Production and Operations Management<br>Information Systems Research |

# The Hong Kong Polytechnic University

## Subject Description Form

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|---|---|
| **Subject Code** | LGT5426 |
| **Subject Title** | Managing Innovation |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | This subject addresses selected challenges and opportunities related to managing business innovation. It intends to discuss concepts, theorems, and tools to help students develop skills and insights for designing, evaluating, and managing business innovation. Moreover, the subject also plans to introduce various kinds of latest innovations in product, technology, operations process, and business models. The subject not only provides students with general understanding on effective management of innovation, but also provides rich practical examples to reflect the latest innovative advances, with special focus on the ones that have wide applications in supply chain and logistics related industries.<br><br>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):<br><br>MSc in Operations Management<br><br>#1: Solve business problems |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. understand the strategic role of innovation in organization, industry, and global market;<br>b. understand the technological, human, economic, organizational, social, ethical, and other dimensions of innovation;<br>c. learn and apply concepts, theorems, and tools to develop critical and analytical reasoning about business innovation in and beyond organizations;<br>d. introduce various latest innovative advances in the areas of supply chain and logistics industries, including AI, Blockchain, Cloud Computing, Data Science, etc. |

<table>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>
<ul>
<li>Key issues in managing innovation: concept of innovation, innovation and competitive advantage, source of innovation, framework of an innovative strategy, organizational issues of innovation, innovation in a competitive environment, effective implementation of innovation, social and ethical issues regarding innovation.</li>
<li>Innovation under uncertainty: Innovative project measurement and selection, portfolio management, resource allocation, innovation execution under uncertainty, the theory of disruptive innovation, risk management.</li>
<li>Product and technology innovation, e.g., AI, 3D printing, last-mile delivery, autonomous vehicles, blockchain technology, information security, green technology, big data analytics, etc.</li>
<li>Operation process innovation, e.g., pooling and postponement, Toyota production system, fast pass waiting line management, etc.</li>
<li>Business model innovation, e.g., omni-channel retailing, sharing economy, crowdfunding, crowdsourcing, innovative supply chain financing, etc.</li>
</ul>
</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>
Lectures: introduce concepts, theories, management issues, and latest applications of business innovation.<br><br>
Case study and group discussion: make connections of the contents from the lectures with real business practices so as to deepen the understanding of concepts, theories, and issues of innovation.<br><br>
Online simulation games: enhance the students' understanding and give them hands-on experience on managing (disruptive) innovation activities.<br><br>
Group project: provide students valuable opportunity to explore, recognize, and analyse key innovative practices of their interests.
</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>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>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>
1. Coursework may consist of case study, course final project and presentation, which can assess students' understanding in the subject and evaluate their ability to analyse problems in real business environment.
</td></tr>
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<table>
<tr><td></td><td colspan="2">2. Examination assesses student's in-depth understanding on the theoretical principles of the subject and the ability to apply conceptual framework in real business case analysis.<br><br>To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.</td></tr>
<tr><td rowspan="8">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures / Tutorials</td><td>39 Hrs.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Group discussions</td><td>12 Hrs.</td></tr>
<tr><td>▪ Projects</td><td>42 Hrs.</td></tr>
<tr><td>▪ Reading and homework</td><td>33 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">Instructor's lecture notes, handouts, and reading materials<br><br>Karl Ulrich, Christian Terwiesch, Innovation Tournaments: Creating and Selecting Exceptional Opportunities, Harvard Business Review Press, 2009<br><br>Joe Tidd, John Bessant, Managing Innovation: Integrating Technological, Market and Organizational Change (5th edition), Wiley, 2015<br><br>Henk Zijm, Matthias Klumpp, Uwe Clausen, Michael ten Hompel, Logistics and Supply Chain Innovation: Bridging the Gap between Theory and Practice, Springer International Publishing, 2016<br><br>Karan Girotra, Serguei Netessine, The Risk-Driven Business Model: Four Questions That Will Define Your Company, Harvard Business Review Press, 2014<br><br>Journals<br>Management Science<br>Manufacturing and Operations Management<br>Production and Operations Management<br>Journal of Operations Management</td></tr>
</table>

# The Hong Kong Polytechnic University

## Subject Description Form

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

<table>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:<br><br>a. Identify a research problem in real world and write research proposals.<br><br>b. Conduct literature review on issues related to the problem areas.<br><br>c. Apply appropriate research methodology in data collection, analysis and interpretation research findings.<br><br>d. Deduce the solutions to the identified problems scientifically and understand the limitations.<br><br>e. Communicate the research results effectively.</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>Why do research? What is good research? Scientific thinking – styles of thinking, the thought process, the scientific attitude; What makes an investigation scientific? What can empirical research do? The necessity of knowing the purpose of research; The ethics of research; Qualitative and quantitative approaches; Variable, Parameter, Assumption, Theory, Model, Hypothesis, Ideal causal-study design; Case-study descriptive research; Classification research; Measurement and estimation; Comparison; Research trying to find relationships; Investigating cause and effect; Mapping structures; Evaluation research; Questionnaire design; Interview; Survey; Sampling methods; Some principles of measurement – reliability and validity; Data analysis and interpretation; Writing Scientific Reports: Research report components and structure; Presentation of statistics; Plagiarism.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Guided study programme on research methodology equivalent to 1 credit value.<br><br>Student-centred activities in the form of investigational/research work, literature review, data collection, data analysis and interpretation according to the requirements specified in the Guidelines for Project (LGT5202). The effort of these activities should be equivalent to 5 credit values.</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>Proposal</td><td>5%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Reflective essay assessed by supervisor</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Project assessed by supervisor</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Project assessed by moderator</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Viva Voce</td><td>20%</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>
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| | | |
|---|---|---|
| | ***[This new % weighting will be effective for students newly registered on this subject starting from Semester 1 of 2020/21.]***<br><br>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>In order to have objective and comprehensive assessment on the student's research work in the form of project work, the Final Project Report will be assessed by the supervisor and by a moderator who is appointed by the Project Co-ordinator. The reflective report will be assessed by the supervisor, in which the student is expected to explain the research methodologies learnt through the lectures and seminars on research methodologies. The assessement criteria are set out in the Guidelines for Project (LGT5202).<br><br>Finally, all these marks are combined and the final grade for the Subject LGT5202 Project is to be determined by the Project Co-ordinator according to the assessment weighting set out in the Guidelines for Project (LGT5202). | |
| **Student Study Effort Expected** | Class contact: | |
| | ▪ Meeting and Discussion with Supervisor | 14 Hrs. |
| | ▪ Lectures and Seminars on Research Methodologies | 6 Hrs. |
| | Other student study effort: | |
| | ▪ Research work | 250 Hrs. |
| | | |
| | Total student study effort | 270Hrs. |
| **Reading List and References** | Bryman, Alan. Business research methods, Oxford University Press, 2011, 3rd Edition.<br><br>Cooper, D. And Schindler, P., *Business Research Methods,* latest ed., McGraw-Hill, New York.<br><br>Grigoroudis, Evangelos. Customer satisfaction evaluation methods for measuring and implementing service quality, SpringerLink e-books, Springer, 2010.<br><br>Jankowicz, A.D.: Business Research Projects, latest ed., Business Press Thomson Learning, London.<br><br>Remenyi, D., Field methods for academic research: interviews, focus groups and questionnaires in business and management studies, Academic Publishing International, 2011.<br><br>Stokes, Peter, Key concepts in business and management research methods, Palgrave Macmillan , 2011. | |

| | |
|---|---|
| **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<br>Business Research Methods (MM5011) and<br>Marketing Research (MM586) |
| **Objectives** | 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:<br>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;<br>2. To critically review published material and other research and consultancy reports;<br>3. To equip with the necessary skills required to undertake a substantial supervised research project at a Master's degree level;<br>4. To experience the process of preparing a properly constructed proposal for a research project. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. appreciate different research paradigms;<br>b. formulate theoretically grounded research questions;<br>c. exhibit skills essential to the planning and conduct of rigorous research;<br>d. demonstrate familiarity with the concepts of validity and reliability in research;<br>e. design appropriate sampling strategies, as well as collect, analyse and interpret data in diverse research settings;<br>f. demonstrate a systematic understanding of the range of advanced and latest research techniques, be able to critically evaluate these techniques and apply them appropriately;<br>g. appraise the ethical implications of implementing research programmes;<br>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**<br>Overview of management research: basic, applied and action research. Exploratory, descriptive and causal research. Evaluations studies.<br><br>Basic research paradigms: positivism and the scientific method; phenomenology and qualitative methodologies.<br><br>**The Research Process**<br>The research process. The research proposal.<br><br>**Research Problems and Literature Review**<br>Identifying and defining a research topic: the literature review.<br><br>**Theoretical Framework and Hypothesis Development**<br>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; data science; outline of the use of some multivariate statistics.

**The Research Report**
Purposes; audience; characteristics of a well-written report; integral parts of the report.

**Research Ethics**
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.

**Teaching/Learning Methodology**

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.

**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. | f. | g. | h. |
| **Continuous Assessment*** | **100%** | | | | | | | | |
| 1. Individual assignment | 20% | ✓ | ✓ | | | ✓ | | | |
| 2. Group reports | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. Presentation | 10% | | | | | | | | ✓ |
| 4. Peer assessment | 10% | | | | | | | | ✓ |
| 5. Class participation | 10% | | | | | | ✓ | | |
| Total | 100 % | | | | | | | | |

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

<table>
<tr><td></td><td colspan="2">To reflect the significant technology content in this subject, 10% (or more) of the overall weighting of this subject is based on individual assessment concerning technology-related knowledge.<br><br>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.<br><br>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 –<br><br>Individual assignment – Students are required to submit an individual work by addressing the core principles and concepts of the subject syllabus.<br><br>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.<br><br>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>39 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">Recommended Textbook<br><br>Bougie, R., & Sekaran, U. (2020). Research Methods for Business – A Skill Building Approach. NY: John Wiley & Sons.<br><br>References<br><br>Bowerman, B. L., Drougas, A. M., Duckworth, W. M., Froelich, A. G., Hummel, R. M., Moninger, K. B., & Schur, P. J. (2019). Business Statistics and Analytics in Practice. NY: McGraw-Hill.<br><br>Ghauri, P., Gronhaug, K., & Strange, R. (2020). Research Methods in Business Studies. UK: Cambridge University Press.<br><br>Schindler, P. S. (2019). Business Research Methods. NY: McGraw-Hill.<br><br>Yin, R. K. (2018). Case Study Research and Applications: Design and Methods. Thousand Oaks, CA: SAGE.</td></tr>
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| | |
|---|---|
| **Subject Code** | MM531 |
| **Subject Title** | Strategic Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite/ ~~Co-requisite/~~**<br><br>**Exclusion** | **Pre-requisite:** Managing Organizations and People (MM511) or Organization and Management (MM5112)<br><br><u>For BM</u><br>All MSc BM compulsory subjects in Semester One.<br>---<br>**Exclusion:** Strategic Quality Management (ITC522) |
| **Objectives** | 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. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>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;<br>b. apply and evaluate different management theories / methods / tools used to analyse a firm's strategy making for dealing with strategic organizational challenges;<br>c. demonstrate strategic thinking /entrepreneurship & innovation through an analysis of the environment (e.g. competition and customers, political and economic), set strategic direction, and lead change;<br>d. discuss and explain how strategy research can help managers make better (ethical) decisions. |
| **Subject Synopsis/ Indicative Syllabus** | **<u>Understanding Strategic Management</u>**<br>• The strategic management process<br>• Formulating the mission, vision, value, and purpose to meet the needs of stakeholders<br>• Corporate governance and challenges facing Boards of Directors<br>• Entrepreneurship & innovation a strategic perspective<br><br>**<u>Environmental Analysis and Diagnosis</u>**<br>• Environmental scanning and influencing environmental factors<br>• Techniques for environmental analysis<br>• Industry and competitive analysis; competitive and co-operative dimensions<br><br>**<u>Internal Scanning and Analysis</u>**<br>• Approaches to internal scanning and analysis of the competitive value of resources<br>• Scanning the internal environment with functional analysis - using the value chain<br>• Making sense of assets, capabilities and competencies |

**Strategy Formulation**

- Corporate strategy analysis - means and forms of diversification
- Business strategy analysis - 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

**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.

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | |
|---|---|---|---|---|---|
| | | a. Different perspectives of strategizing | b. Application of different frameworks | c. Demonstrate strategic thinking / ENT & innovation | d. Use of research for better ethical decisions |
| **Continuous Assessment*** | **100%** | | | | |
| 1. Individual Write-ups | 40% | ✓ | | ✓ | ✓ |
| 2. Individual Class Contribution | 20% | ✓ | ✓ | ✓ | ✓ |
| 3. Group Project | 40% | ✓ | ✓ | ✓ | ✓ |
| Total | **100%** | | | | |

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

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

For our MM531 course this will be on Entrepreneurship & Innovation (ie.: "E" in the Faculty's ABCDE scope for technology inclusion).

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

| | | |
|---|---|---|
| | overall subject grade.<br><br>**Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:**<br><br>The various methods are designed to ensure that all students taking this subject –<br>• Consider and analyse the issues and concepts which are presented in the lectures/seminars;<br>• 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);<br>• Appreciate that there are alternative approaches, perspectives and theories to deal with the strategic issues;<br>• 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.<br><br>Multiple individual write-ups will be assigned to assess students' grasp on different concepts.<br><br>Group projects can be in the format of a case analysis or business proposal. The assessment dimensions may include report, presentation, peer evaluation, or a combination of the above. | |
| **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. |

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|---|---|
| **Reading List and References** | *Selected Suggested Reading*<br><br>Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. ***Harvard Business Review,*** 81(9): 66-74.<br><br>Dushnitsky, G., & Matusik, S. F. (2019). A fresh look at patterns and assumptions in the field of entrepreneurship: What can we learn? ***Strategic Entrepreneurship Journal,*** 13: 437–447.<br><br>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.<br><br>Whittington, R., Regner, P., Angwin, D., Johnson, G., & Scholes, K. 2020. Exploring strategy. 12th Edition. Pearson Education Limited. (Text and Cases).<br><br>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.<br><br>*Sample Journals*<br>Academy of Management Review<br>Harvard Business Review<br>Journal of Management<br>Journal of Management Studies<br>Strategic Entrepreneurship Journal<br>Strategic Management Journal |

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|---|---|
| **Subject Code** | MM544 |
| **Subject Title** | E-Commerce |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite/ Co-requisite/ Exclusion** | None |
| **Objectives** | 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. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. comprehend the underlying economic mechanisms and driving forces of E-Commerce;<br>b. understand the critical building blocks of E-Commerce and different types of prevailing business models employed by leading industrial leaders;<br>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;<br>d. formulate E-Commerce strategies that lever firms' core competencies, facilitate organizational transformation, and foster innovation;<br>e. undertake planning, organizing, and implementing of E-Commerce initiatives to effectively respond to of dynamic market environments, understand cloud computing and acquire skills related to data science. |
| **Subject Synopsis/ Indicative Syllabus[#]** | • Introduction of e-Commerce<br>• E-commerce Framework<br>• B2C, B2B, C2C,<br>• E-commerce Supply Chain Management<br>• Payment System, Internet Banking and Supporting Systems<br>• Mobile Commerce<br>• Social Media and e-Commerce<br>• Shared Economy<br>• Cloud Computing and Data Science<br>• Legal, ethical and societal issues of e-Commerce<br><br>*[#]The above syllabus may be modified and updated by each subject lecturer without prior notice.* |
| **Teaching/Learning Methodology** | 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:<br>1. General announcement and an opportunity for students to ask question to address any unfinished thoughts from the previous class;<br>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. |

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | |
|---|---|---|---|---|---|---|
| | | a. | b. | c. | d. | e. |
| **Continuous Assessment*** | **50%** | | | | | |
| 1. Attendance and class participation | 15% | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Individual assignment | 15% | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. Group assignment | 20% | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Examination** | **50%** | ✓ | ✓ | ✓ | ✓ | ✓ |
| Total | 100 % | | | | | |

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

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

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

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

| **Student Study Effort Expected** | | |
|---|---|---|
| | Class contact: | |
| | ▪ Lectures | 39 Hrs. |
| | Other student study effort: | |
| | ▪ Preparation for lectures | 39 Hrs. |
| | ▪ Preparation for assignment / group project and presentation / examination | 57 Hrs. |
| | Total student study effort | 135 Hrs. |

**Reading List and References**

<u>*Textbook*</u>

Gary P. Schneider, 2017. *Electronic Commerce*, 12th Edition, Cengage Learning US

Laudon, K. C. and Traver, C. G. *E-Commerce 2021: Business, Technology, Society*, 2021, 16th edition

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|---|---|
| | *References*<br><br>Phillips, J. 2016. *Ecommerce Analytics: Analyze and Improve the Impact of Your Digital Strategy*. FT Press.<br><br>Angwin, J. 2014. *Dragnet Nation: A Quest for Privacy, Security, and Freedom in a World of Relentless Surveillance*. Times Books.<br><br>Liebana-Cabanillas, 2014. *Electronic Payment Systems for Competitive Advantage in E-Commerce.* Business Science Reference<br><br>Schmidt E, and Cohen, J 2014. *The New Digital Age: Transforming Nations, Businesses, and Our Lives.* Vintage<br><br>Stone, B. 2014. *The Everything Store: Jeff Bezos and the Age of Amazon*. Random House<br><br>Swilley, E, 2014. *Mobile Commerce: How It Contrasts, Challenges and Enhances Electronic Commerce*<br><br>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** | MM576 |
| **Subject Title** | Marketing Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite/ Co-requisite/ Exclusion** | None |
| **Objectives** | This subject provides an introduction to the theory and practice of Marketing at a post-graduate level. The idea is to give students who may have little previous exposure to Marketing a basic working knowledge of the typical marketing environment and marketing mix: product, price, promotion and distribution. The subject is also designed to introduce students to a wide range of current topics, such as customer relationship management (CRM), brand equity management, service marketing, digital marketing, and database marketing, etc. A broad range of marketing topics is conducted with an emphasis on the concepts, which a marketing manager needs to understand in order to make effective decisions. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. design marketing activities in an organization, and assess their impact on marketing performance in a global setting;<br>b. develop strategies to achieve marketing objectives;<br>c. apply market segmentation, targeting and positioning with optimal marketing mix;<br>d. appreciate the use of latest technology in designing and implementing marketing programs<br>e. evaluate the ethical issues that relate to marketing. |
| **Subject Synopsis/ Indicative Syllabus** | **The Scope of Marketing**<br>Exchange and transactions, company orientations towards the marketplace and the fundamental marketing concepts, trends and task. Marketing ethics and social responsibilities.<br><br>**Developing Marketing Strategies and Plans**<br>A Holistic Marketing Orientation and Customer Value. The role of marketing in strategic planning.<br><br>**Gathering Information and Scanning the Environment**<br>Analyzing the marketing environment. The Marketing Information System.<br><br>**Creating Customer Value**<br>Building customer value, satisfaction and loyalty and cultivating customer relationship.<br><br>**Analyzing Consumer and Business Markets**<br>Segmentation, market targeting and positioning. Building a strong branding strategy.<br><br>**Developing the Marketing Mix**<br>Setting the product, price, place and promotion strategies.<br>**Technology and Marketing**<br>The impacts of technology on marketing |

**Teaching/Learning Methodology**

The format for the course will be class lectures, followed by case discussion and/or group presentation sessions. Besides the textbook specified in this course outline, selected journal articles will be provided to students that cover a wide range of marketing topics. The intention is to allow students to absorb viewpoints from various scholars and learn to appreciate academic research studies. Students are expected to review the articles beforehand and share their views during class discussions. Active participation is fully encouraged.

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | |
|---|---|---|---|---|---|---|
| | | a. | b. | c. | d. | e. |
| **Continuous Assessment*** | **50%** | | | | | |
| 1. Class participation and contribution | 10% | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Individual assignment | 15% | ✓ | ✓ | ✓ | ✓ | |
| 3. Group project/case presentation | 25% | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Examination** | **50%** | ✓ | ✓ | ✓ | | |
| Total | 100 % | | | | | |

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

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

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

**Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:**
To help students understand both the principles and practices of marketing, the students will be required to analyse and write reports based on group projects and/or case studies. The presentations, the reports and other written assignments will improve their critical and creative thinking and effective communication. The class discussionwill also require students to demonstrate a global outlook and identify the ethical issues which arise in respect of marketing activities.

**Student Study Effort Expected**

| | |
|---|---|
| Class contact: | |
| ▪ Lectures | 39 Hrs. |
| Other student study effort: | |
| ▪ Preparation for lectures | 42 Hrs. |

| | | |
|---|---|---|
| | ▪ Preparation for assignment / group project and presentation / examination | 54 Hrs. |
| | Total student study effort | 135 Hrs. |
| **Reading List and References** | *Main References*<br>Kotler, P., Keller, K. L., Ang, S. H., Leong, S. M. and Tan, C. T., *Marketing Management: An Asian Perspective,* Pearson, the latest edition.<br><br>Kotler, P., Armstrong, G., Ang, S. H., Tan, C. T., Yau, O. H-M., and Leong, S. M., *Principles of Marketing: An Asian Perspective*, Pearson, the latest edition.<br><br>Kotlet, P., Keller, K. L. and Chernev A. *Marketing Management*, Pearson, Global edition<br><br>*Other References*<br>Ries, Al and Trout, Jack (1986). *Positioning*, McGraw-Hill, Inc.<br><br>Various marketing journal articles, magazine and newspaper clippings, and web information will be referenced. | |

| | |
|---|---|
| **Subject Code** | MM5112 |
| **Subject Title** | Organization and Management |
| **Credit Value** | 3 |
| **Level** | 5 |
| **Normal Duration** | 1-semester |
| **Pre-requisite/ Co-requisite/ Exclusion** | **Exclusion**: Managing Organizations and People (MM511 or MM5117 or MM5119) |
| **Objectives** | 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 specialised management subjects, and to apply theories to practice in becoming more effective managers. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br>a. practice the four basic management functions of planning, organizing, leading and controlling, and managerial ethics;<br>b. apply theories to diagnose and solve organisational issues;<br>c. synthesize new ideas from various sources, such as professional and academic books and journals. |
| **Subject Synopsis/ Indicative Syllabus** | **Managing Organizations and People: An Overview**<br>Definitions of management, organization and organizational behaviour. History of management. The organization environment. International management. Contemporary management issues.<br><br>**Decision Making**<br>Models of management decision making. Managerial ethics and social responsibility.<br><br>**Management Functions**<br>The planning process and strategic planning. The organizing process and organizational structures. The leading process and people management. The controlling process and controlling techniques.<br><br>**People Management Skills**<br>Group and team dynamics. Leadership models. Communication models. Conflict resolution models. The management of corporate values and culture. Management of change and organizational development. |
| **Teaching/Learning Methodology** | 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. |

**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*** | **50%** | | | | |
| 1. Individual paper | 25% | ✓ | | ✓ | |
| 2. Group presentation / project | 25% | ✓ | ✓ | | |
| **Examination** | **50%** | ✓ | ✓ | ✓ | |
| Total | 100 % | | | | |

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

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

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

1. engage in a case-study group project to apply theories to practice;
2. write an individual paper that explores a certain topic/area of management in greater depth; and
3. 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.

**Student Study Effort Expected**

| | |
|---|---|
| Class contact: | |
| ▪ Lectures | 39 Hrs. |
| Other student study effort: | |
| ▪ Preparation for lectures | 39 Hrs. |
| ▪ Preparation for assignment / group project and presentation / examination | 39 Hrs. |
| Total student study effort | 117 Hrs. |

**Reading List and References**

**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., Snell, Scott and Konopaske, Robert (2019). *Management: Leading & collaborating in a competitive world* (13th ed.). New York: McGraw-Hill Education.

Griffin, Ricky W. (2017). *Management* (12th ed.). Boston, MA: Cengage Learning.

Daft, Richard L. (2018). *Management* (13th ed.). Singapore: Cengage Learning.

Robbins, Stephen P. and Coulter, Mary (2018). *Management* (14th ed.). NY: Pearson.

Williams, Chuck (2016). *Effective management* (7th ed.). Boston: Cengage Learning.

**References**

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

Deresky, Helen (2017). *International management: Managing across borders and cultures, text and cases* (9th 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.

Gulati, Ranjay, Mayo, Anthony J. and Nohria, Nitin (2017). *Management: An integrated approach* (2nd ed.). Boston: Cengage Learning.

Hellriegel, Don, Jackson, Susan E. and Slocum, John W., Jr. (2008). *Management: A competency-based approach* (11th ed.). Mason, Ohio: South-Western.

Hitt, Michael A., Black, J. Stewart and Porter, Lyman W. (2012). *Management* (3rd ed.). Upper Saddle River, NJ: Pearson.

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**Journals**

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Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Harvard Business Review
Human Relations
Journal of Applied Psychology
Journal of General Management

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| | Journal of International Business Studies<br>Journal of Management<br>Journal of Management Studies<br>Journal of Organizational Behaviour<br>Management Review<br>Organization Science<br>Organization Dynamics<br>Organization Studies<br>Personnel Psychology |

This Programme Requirement Document is subject to review and changes, which the programme offering Faculty/ Department/School/College may decide to make from time to time. Students will be informed of the changes as and when appropriate.

*The information in this document is correct at the time of production (October 2022), and is subject to review and change.*

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