



PolyU **MSc**

**MSc in Management
(Operations Management)
2012-2013**

Definitive Programme Document



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學
FACULTY OF BUSINESS

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

TABLE OF CONTENTS

	<u>Page No.</u>
CONTACT LIST	i
FOREWORD	ii
ACADEMIC CALENDAR FOR 2012/2013	iii
Part I: General Information	
1. Programme Overview	1
2. Programme Aims and Objectives	1
3. Programme Outcomes	1
4. Entrance Requirements	2
5. Programme Structure	
5.1 Programme Information	2
5.2 Credit Requirements	2
5.3 Mode and Duration of Study	3
5.4 Subject Offerings	4
5.5 Recommended Progress Pattern	5
6. Programme Management and Operation	5
7. Communication with Students	6
8. Subject Registration	
8.1 Add/Drop of Subjects	6
8.2 Withdrawal of Subjects	6
9. Credit Exemption and Transfer	7
10. Retaking of Subjects	7
11. Zero Subject Enrollment	8
12. Deferment of Study	8
13. Withdrawal of Study	
13.1 Official Withdrawal	9
13.2 Discontinuation of Study	9
13.3 De-registration	9
14. Assessment Methods	10
15. Passing a Subject	10
16. Assessment of Dissertation	
16.1 General Regulations	10
16.2 Procedures for Preparing the Dissertation	10
16.3 Assessment of Dissertation	11
17. Grading	12
18. Progression and De-registration	13
19. Academic Probation	13
20. Eligibility for Award	13
21. Award Classifications	14
22. Late Assessment	14
23. Procedures for Appeal	14
24. Sit-In Arrangement	15
25. Dismissal of Class	15
26. Plagiarism and Bibliographic Referencing	15
27. Prevention of Bribery Ordinance	16
Part II: Subject Syllabuses	17

CONTACT LIST

For information on programme administration, please contact:

Tel: 2766 7409 / 2766 5508
Email: mscom.lms@polyu.edu.hk

For information on academic matters, please contact:

Dr Sunny Yeung, Programme Manager
Tel: 2766 4064
Email: kwong.yeung@polyu.edu.hk

Prof Andy Yeung, Programme Director
Tel: 2766 4063
Email: andy.yeung@polyu.edu.hk

OM Programme Web Page

<http://www.polyu.edu.hk/fb/pg/omn>

PolyU Student Handbook Web Page

<http://www.polyu.edu.hk/as>

Department of Logistics and Maritime Studies (LMS)

M628, Li Ka Shing Tower
The Hong Kong Polytechnic University
Hung Hom, Kowloon
Hong Kong

Tel: 2766 4607
Fax: 2330 2704
Homepage: <http://www.lms.polyu.edu.hk>

FOREWORD

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

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

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

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




With warmest regards

A handwritten signature in black ink, appearing to read 'Chung-Lun Li', written in a cursive style.

Prof. Chung-Lun Li
Head, Department of Logistics and Maritime Studies
Chair Professor of Logistics Management

The Hong Kong Polytechnic University
 Revised Academic Calendar 2012-13 (by Semester Week)

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Sem. Week	Notes
Sep 2012	--	3	4	5	6	7	8	9	--	Sep. 3 - 14: Common Orientation Programme
	--	10	11	12	13	14	15	16	--	
	1	17	18	19	20	21	22	23	1	Sep. 17: Sem. 1 commences (14 teaching weeks: 17 Sep - 22 Dec 2012)
	2	24	25	26	27	28	29	30	2	Sep. 17 - 29: Add/Drop Period for Sem. 1
Oct	3	1	2	3	4	5	6	7	3	Oct. 1: The day following Mid-Autumn Festival / Oct. 2: The day following National Day
	4	8	9	10	11	12	13	14	4	Oct. 6: PolyU Education Info Day (all day-time and evening classes suspended)
	5	15	16	17	18	19	20	21	5	
	6	22	23	24	25	26	27	28	6	Oct. 23: Chung Yeung Festival
Nov	7	29	30	31	1	2	3	4	7	Oct. 27: Eighteenth Congregation (with different conferment sessions up to Saturday, 17 November)
	8	5	6	7	8	9	10	11	8	
	9	12	13	14	15	16	17	18	9	
	10	19	20	21	22	23	24	25	10	
Dec	11	26	27	28	29	30	1	2	11	
	12	3	4	5	6	7	8	9	12	
	13	10	11	12	13	14	15	16	13	
	14	17	18	19	20	21	22	23	14	Dec. 21: Winter Solstice (all evening classes suspended) / Dec. 22: Sem. 1 teaching ends
	15	24	25	26	27	28	29	30	15	Dec. 25: Christmas Day / Dec. 26: The first weekday after Christmas Day
Jan 2013	16	31	1	2	3	4	5	6	16	Dec. 24 - Jan. 2: Christmas and New Year Break Jan. 1: First day of January / Jan. 3-16: Examination Period for Sem. 1
	17	7	8	9	10	11	12	13	17) Exam.
	18	14	15	16	17	18	19	20	18) Exam./) Exam. Result) Processing
	19	21	22	23	24	25	26	27	19	
Feb	20	28	29	30	31	1	2	3	20	Jan. 24: All subject assessment results finalised Jan. 28: Sem. 2 commences (14 teaching weeks: 28 Jan - 11 May 2013) Jan. 28 - Feb. 9: Add/Drop Period for Sem. 2 / Jan. 31: Finalisation of overall assessment results Feb. 1: Announcement of Sem. 1 overall assessment results
	21	4	5	6	7	8	9	10	21	
	22	11	12	13	14	15	16	17	22	Feb. 11 - 13: Lunar New Year Holidays
	23	18	19	20	21	22	23	24	23	Feb. 14 - 16: Lunar New Year Break (all day-time and evening classes suspended)
Mar	24	25	26	27	28	1	2	3	24	
	25	4	5	6	7	8	9	10	25	
	26	11	12	13	14	15	16	17	26	
	27	18	19	20	21	22	23	24	27	
	28	25	26	27	28	29	30	31	28	Mar. 29 - Apr. 1: Easter Holidays
Apr	29	1	2	3	4	5	6	7	29	Apr. 4: Ching Ming Festival
	30	8	9	10	11	12	13	14	30	
	31	15	16	17	18	19	20	21	31	
	32	22	23	24	25	26	27	28	32	
May	33	29	30	1	2	3	4	5	33	May 1: Labour Day
	34	6	7	8	9	10	11	12	34	May 11: Sem. 2 teaching ends
	35	13	14	15	16	17	18	19	35	May 13-14: Revision Days for Sem. 2 / May 15 - 29: Examination Period for Sem. 2 / May 17: the Buddha's Birthday
	36	20	21	22	23	24	25	26	36) Exam.
	37	27	28	29	30	31	1	2	37) Exam./) Exam. Result) Processing
Jun	38	3	4	5	6	7	8	9	38	Jun. 6: All subject assessment results finalised Jun. 10: Summer Term commences (7 teaching weeks: 10 Jun - 27 Jul 2013) Jun. 10 - 15: Add/Drop Period for Summer Term
	39	10	11	12	13	14	15	16	39	Jun. 12: Tuen Ng Festival / Jun. 13: Finalisation of overall assessment results Jun. 14: Announcement of Sem. 2 overall assessment results
	40	17	18	19	20	21	22	23	40	
	41	24	25	26	27	28	29	30	41	
	42	1	2	3	4	5	6	7	42	Jul. 1: The HKSAR Establishment Day
Jul	43	8	9	10	11	12	13	14	43	
	44	15	16	17	18	19	20	21	44	
	45	22	23	24	25	26	27	28	45	Jul. 27: Summer Term teaching ends
	46	29	30	31	1	2	3	4	46	Jul. 29 - Aug. 3: Examination Period for Summer Term
Aug	47	5	6	7	8	9	10	11	47) Exam.) Exam. Result) Processing
	48	12	13	14	15	16	17	18	48	Aug. 12: All subject assessment results finalised / Aug. 19: Finalisation of overall assessment results Aug. 20: Announcement of Summer Term overall assessment results
	49	19	20	21	22	23	24	25	49	
	50	26	27	28	29	30	31	1	50	Aug. 31: Academic Year 2012-13 ends

 General Holidays (tentative for 2013)
 Dates of finalisation of assessment results
 Changes are highlighted in NAVY

June 2012

PART I: GENERAL INFORMATION

1. PROGRAMME OVERVIEW

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

2. PROGRAMME AIMS AND OBJECTIVES

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

It provides:

- (i) theoretical and practical knowledge relevant to practising managers in the private and public sectors;
- (ii) essential techniques and generic skills required for managerial effectiveness;
- (iii) a framework for advancing managerial competencies;
- (iv) development of students' ability to contribute effectively in a cross-functional, team environment; and
- (v) opportunities to enhance knowledge by conducting independent investigations into specific management problems.

3. PROGRAMME OUTCOMES

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

- (i) have a basic understanding of accounting, marketing, organization and management;
- (ii) apply the tools and techniques in operations management, including quantitative techniques, statistics and models for decision analysis;
- (iii) improve operations management through quality management and other related principles and techniques.

4. ENTRANCE REQUIREMENTS

The minimum entrance requirements for this award are:

- (i) A Bachelor's degree or equivalent professional qualifications, preferably with at least one year of relevant working experience.
- (ii) Applicants with other post-secondary qualifications, normally not under 27 years old, who have been employed in industry, commerce or public administration for not less than 6 years, of which 3 years in a managerial capacity, will also be considered.

5. PROGRAMME STRUCTURE

5.1 Programme Information

Programme Code and Title:

26001 Master of Science in Management (Operations Management)

Award:

Master of Science in Management (Operations Management)

Medium of Instruction:

English

5.2 Credit Requirements

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

Award	No. of Credits	No. of Required Subjects
MSc – Dissertation Option	30	4 Foundation Subjects + 2 Core Subjects + the subject “Research Methods” + Dissertation (9 credits)
MSc – Non-dissertation Option	30	4 Foundation Subjects + 3 Core Subjects + 3 Restricted Elective Subjects
PgD	21	4 Foundation Subjects + 3 Core Subjects
PgC	12	4 Foundation Subjects

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

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

5.3 Mode and Duration of Study

The academic year is organized into Semester 1 (14 weeks), Semester 2 (14 weeks) and Summer Term (7 weeks), where appropriate.

Students normally attend classes on two evenings per week, although there is some flexibility in this, with some students attending one or three evenings in a particular semester.

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 42 hours of class contact. In a regular semester, most subjects have 3 hours contact time per week. Actual number of class meetings may vary in light of certain conditions in the offering semester, such as the arrangement of public holidays; or other pedagogical needs of subject lecturers.

The duration of the programme is as follows:

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

5.4 Subject Offerings

Non-dissertation Option	Dissertation Option
Foundation Subjects (any 4 subjects – 12 credits)	
AF5108	Accounting for Managers
LGT5105	Managing Operations Systems
MM511	Managing Organizations and People
MM554	Political and Economic Environment for Management
MM574	Managing Customers and Markets
Core Subjects (3 subjects – 9 credits)	Core Subjects (2 subjects – 6 credits)
LGT5101	Statistics for Management
LGT5102	Models for Decision Making
LGT5107	Total Quality Management
Restricted Elective Subjects (any 3 subjects – 9 credits)	Dissertation Subjects (total 12 credits)
LGT5015	Supply Chain Management
LGT5073	Risk Management in Operations
LGT5103	Advanced Models for Decision Making
LGT5104	Simulation for Operations Management
LGT5108	Service Operations Management
LGT5109	International Operations Management
LGT5111	Practice of Operations Management
LGT5113	Enterprise Resource Planning
LGT5114	Special Topics in Operations Management
LGT5115	Environmental Issues in Operations Management
LGT5122	Applications of Decision Making Models
LGT5158	Statistical Quality Control for Manufacturing and Service
MM501	Research Methods (3 credits)
MM531	Strategic Management
MM544	E-commerce
MM546	Information Technology for Operations Management
	LGT5205
	OM Dissertation (9 credits)

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

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

5.5 Recommended Progress Pattern

The programme offers a structured progression pattern¹, and students are highly encouraged to follow the pattern to benefit from a cohort-based study. However, being credit-based, the programme allows you the flexibility to proceed at your own pace according to your time commitment and learning needs, while not exceeding the prescribed maximum study period.

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

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

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.

7. COMMUNICATIONS WITH STUDENTS

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

8. SUBJECT REGISTRATION

8.1 Add/Drop of Subjects

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

If you wish to change the subjects enrolled, you may do so through the online add/drop system during the 2-week add/drop period (one week for summer term). You are advised not to make any changes to the subjects pre-assigned to you by the Department without consulting your Department/Academic Advisor. In case you wish to drop all subjects for a semester, you must first seek approval from your Department for zero subject enrolment. Otherwise, you may be considered as having decided to withdraw from study on the programme concerned. Dropping of subjects after the add/drop period is not allowed. If you have a genuine need to do so, it will be handled as withdrawal of subject.

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

8.2 Withdrawal of Subjects

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

For approved cases, a handling fee will be charged. The tuition fees paid for the withdrawn subject will be forfeited. The withdrawn subjects will still be reported in your Examination Result Sheet and Transcript of Studies although they will not be counted in GPA calculation. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and you are required to attend classes of this subject and complete its assessment(s) accordingly. A reinstatement fee of HK\$400 will be charged if you wish to reinstate the approval for the withdrawn subject.

9. CREDIT EXEMPTION AND TRANSFER

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

If you consider your previous study relevant to your current programme, you may apply for credit exemption or transfer by using **Form AS41c**.

Credit Exemption

You may be granted exemption from taking certain subjects if you have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted for satisfying the credit requirements of your programme. You should consult your Department and take another subject in its place. For students whose tuition fees are charged by credits, an exemption fee will be charged.

Credit Transfer

You should submit an application for credit transfer upon your initial enrolment on the programme or before the end of the add/drop period of the first semester of your first year of study. Late applications may not be considered. For students whose tuition fees are charged by credits, a credit transfer fee will be charged.

The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the department responsible for the content of the subject (e.g. the credit was earned in 1998-99, then the validity period should count from 1999 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits. There is a limit on the maximum number of credits that could be transferred. If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award. If the credits gained are from other institutions, the total credits transferred should not exceed 50%. In cases where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred. Grades may or may not be given for the transferred credits.

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

10. RETAKING OF SUBJECTS

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

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

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

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

11. ZERO SUBJECT ENROLLMENT

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

You will receive notification from the Department normally within 2 weeks if your application is successful. Students who have been approved for zero subject enrolment are allowed to retain their student status and continue using campus facilities and library facilities. A fee of HK\$2,105 per semester for retention of study place will be charged.

12. DEFERMENT OF STUDY

You may apply for deferment of study if you have a genuine need to do so, such as illness. The deferment period will not be counted as part of the maximum period of registration.

You are required to submit an application for deferment of study via **Form AS7** to the programme offering department. You will be informed of the result of your application in writing or via e-mail by the Department normally within three weeks from the date of application.

Once you have been approved to defer your study, it is necessary for you to return your student identity card to the relevant office immediately and not later than two weeks after the approval of your application. If you do not return your student identity card by the deadline, the approval on your application will be withdrawn.

It is necessary for you to settle all the outstanding tuition fee and/or other fees in order to have your application for deferment processed if the application is submitted after the start of a semester. However, if you submit the application before the commencement of the relevant semester, the tuition fee paid after deducting a fee of HK\$5,000 will be refunded to you in cash. If the tuition fee paid is equal to or less than the above amount, no refund will be arranged. The deduction of such fee will be waived for current students. Alternatively, you may apply for zero subject enrolment to reserve your study place.

Upon expiry of the approved period of deferred study, you will be advised to settle the tuition fee and complete the subject registration procedures. If you do not receive such notification one week before the commencement of the Semester, you should enquire at the Academic Secretariat.

13. WITHDRAWAL OF STUDY

13.1 Official Withdrawal

If you wish to discontinue your study at the University before completing your programme, it is necessary for you to complete the withdrawal procedure via Form **AS6**. Fees paid for the semester which you are studying will not be refunded.

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

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

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

However, if you have paid the tuition fee for the semester concerned and your application is submitted before the commencement of that semester, the tuition fee paid after deducting a fee of HK\$5,000 will be refunded to you in cash. If the tuition fee paid is equal to or less than the above amount, no refund will be arranged. The deduction of such fee will be waived for current students.

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

13.2 Discontinuation of Study

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

13.3 De-registration

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

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

14. ASSESSMENT METHODS

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

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

15. PASSING A SUBJECT

In order to pass in a subject offered by the School/ Departments in the Faculty of Business (i.e. subjects with prefix of AF/LGT/MM/FB), all students have to obtain Grade D or above in both the continuous assessment and examination components of the subject. If a subject is assessed by only one component (either by continuous assessment or examination), then the passing grade for the subject is D.

16. ASSESSMENT OF DISSERTATION

16.1 General Regulations

Operations Management Dissertation is equivalent to 9 credits; and students must satisfy the appropriate pre-requisites before they can enrol in the dissertation. The normal period for completion is 2 semesters and the maximum period is 4 semesters from the date of registration. Break of study is normally not permitted once a student registers for dissertation and students are expected to pursue their dissertation in consecutive semesters.

Students who are unable to complete their dissertation in two semesters may apply for extension up to a maximum of two additional semesters (making a total of 4 semesters), subject to satisfactory reports on progress from the Dissertation Supervisor. Such extensions will require the approval of the Programme Director and will only be approved under exceptional circumstances.

When permission is granted to extend the dissertation registration, the student will be required to pay a 3-credit course fee for each additional semester.

16.2 Procedures for Preparing the Dissertation

Students interested in doing the dissertation should approach potential supervisors who may be interested in supervising their projects. Each student will choose his Dissertation Supervisor from the academic staff teaching the programme, on the basis of mutual agreement.

After getting matched with a Dissertation Supervisor, students should prepare a dissertation proposal together with a Dissertation Registration Form (Form AS125) for approval by the Programme Director no later than the last teaching day of the semester in which the student first registers for dissertation.

Once a dissertation proposal is approved the student shall proceed at once to carry out the work. The maximum number of dissertation proposals which a student may submit is two. Students should be aware that approval to commence a dissertation is by no means automatic.

Students are expected to submit a progress report **Form AS126** to the Programme Director via their Dissertation Supervisor at least once every semester to ensure smooth progress of the dissertation.

Under normal circumstances, with the agreement of the supervisor, students may prepare for assessment after satisfactory progress. THREE unbound copies of the dissertation together with a Dissertation Submission Form (**Form AS127**) to the supervisor and one copy shall be kept by the student one month prior to the end of the normal period.

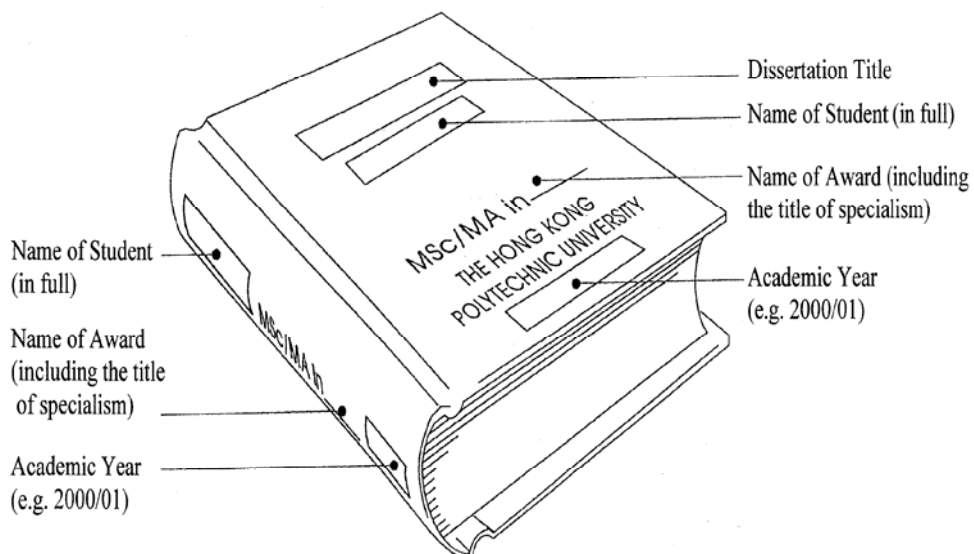
16.3 Assessment of Dissertation

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

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

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

Rough Sketch of a Bound Dissertation



17. GRADING

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

Grade	Description	Numeral Grade Point
A+	Exceptionally Outstanding	4.5
A	Outstanding	4
B+	Very Good	3.5
B	Good	3
C+	Wholly Satisfactory	2.5
C	Satisfactory	2
D+	Barely Satisfactory	1.5
D	Barely Adequate	1
F	Inadequate	0

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

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

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

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

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

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw

Subject which has been given an "S" subject code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and is capped at 4.0.

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

18. PROGRESSION AND DE-REGISTRATION

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

- (i) The student has exceeded the maximum period of registration; or
- (ii) The student's GPA is lower than 2.0 for two consecutive semesters and his/her Semester GPA in the second semester is below 2.0; or
- (iii) The student's GPA is lower than 2.0 for three consecutive semesters.

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

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

19. ACADEMIC PROBATION

The academic probation system is implemented to give prior warning to students who need to make improvement in order to fulfil the GPA requirement of the University. If your GPA is below 2.0, you will be put on academic probation in the following semester. If you are able to obtain a GPA of 2.0 or above by the end of the probation semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected on the web assessment results. However, this status will not be displayed in the transcript of studies.

20. ELIGIBILITY FOR AWARD

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

- (i) Accumulation of the requisite number of credits for the award, as defined in this document.
- (ii) Satisfying all the 'compulsory' and 'elective' requirements defined.
- (iii) Having a GPA of 2.0 or above at the end of the programme.

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

21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

Award Classification	GPA
Distinction	3.7 ⁺ – 4.0
Credit	3.2 ⁺ – 3.7 ⁻
Pass	2.0 – 3.2 ⁻

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

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

22. LATE ASSESSMENT

If you have been absent from an examination or are unable to complete all assessment components of a subject because of illness, injury or other unforeseeable reasons, you may apply for a late assessment. Application in writing should be made to the Head of Department offering the subject within five working days from the date of the examination together with any supporting documents such as a medical certificate. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Lecturer concerned.

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

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

23. PROCEDURES FOR APPEAL

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

A student should make his/her appeal in writing to his/her Head of Department no later than 7 working days upon the public announcement of his/her overall examination results, i.e. the date when the overall results are announced to students via the web. [For 2012-13, the announcement dates for overall results are 1 February 2013 (Semester 1), 14 June 2013 (Semester 2) and 20 August 2013 (Summer Term).] The Head of Department shall deal with the appeal if the student is studying in a department-based programme/scheme. If the student is studying in other types of programmes/schemes, the Head of Department shall refer the appeal to the Scheme Committee Chairman for Postgraduate Schemes.

The appeal should be accompanied by a copy of the fee receipt, for inspection by the Department concerned. The student should give a complete account of the grounds for the appeal in the letter, and provide any supporting evidence.

Departments should inform the student concerned of the appeal result within 7 working days after either the announcement of the student's overall examination 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 Academic Secretary but not later than 7 working days after receipt of the Head of Department's/authorised person'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;
- examination/subject results appealing against; and
- grounds for appeal.

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

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

24. 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**.

25. 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.

26. 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.

27. PREVENTION OF BRIBERY ORDINANCE

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

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

PART II: SUBJECT SYLLABUSES

Subject Code	Subject Title	Page No.
<u>Accounting and Finance</u>		
AF5108	Accounting for Managers	18
<u>Logistics and Maritime Studies</u>		
LGT5015	Supply Chain Management	21
LGT5073	Risk Management in Operations	24
LGT5101	Statistics for Management	28
LGT5102	Models for Decision Making	32
LGT5103	Advanced Models for Decision Making	35
LGT5104	Simulation for Operations Management	39
LGT5105	Managing Operations Systems	42
LGT5107	Total Quality Management	45
LGT5108	Service Operations Management	48
LGT5109	International Operations Management	51
LGT5111	Practice of Operations Management	54
LGT5113	Enterprise Resource Planning	57
LGT5114	Special Topics in Operations Management	61
LGT5115	Environmental Issues in Operations Management	64
LGT5122	Applications of Decision Making Models	67
LGT5158	Statistical Quality Control for Manufacturing and Service	70
LGT5205	OM Dissertation	73
<u>Management and Marketing</u>		
MM501	Research Methods	76
MM511	Managing Organizations and People	80
MM531	Strategic Management	84
MM544	E-commerce	89
MM546	Information Technology for Operations Management	93
MM554	Political and Economic Environment for Management	96
MM574	Managing Customers and Markets	101

Website of Common Pool Electives

<http://www.polyu.edu.hk/fb/pg/commonpool>

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

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

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Financial Reporting Systems and Accounting Procedures Concepts and principles underlying financial statements, measuring and reporting assets and equities</p> <p>Techniques of Analyzing Financial Statements Ratio analysis, vertical analysis, horizontal analysis</p> <p>Corporate Governance Principles and issues relating to internal control</p> <p>Cost Behaviour and Decision Making Cost-volume-profit analysis, relevant cost</p> <p>Management Control Process Responsibility accounting concepts, segment reporting, performance measures (i.e. ROI, Residual income)</p> <p>Capital Investment Decisions Methods for capital investment appraisal including payback, accounting rate of return, discounted cash flow models: net present value and internal rate of return</p>																								
<p>Teaching/Learning Methodology</p>	<p>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.</p>																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 1252 1406 1688"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighting</th> <th>Financial Accounting</th> <th>Managerial Accounting</th> </tr> </thead> <tbody> <tr> <td>1. Homework</td> <td>15%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>2. Mid-term test</td> <td>25%</td> <td>25%</td> <td>n.a.</td> </tr> <tr> <td>3. Participation</td> <td>10%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>4. Final examination</td> <td>50%</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> Individual homework assignments are given to students to encourage students to apply concepts and techniques in business cases and problems. Mid-term test and final examination are used to test students' understanding of accounting concepts and the ability to apprehend and resolve problems. 	Specific assessment methods/tasks	% weighting	Financial Accounting	Managerial Accounting	1. Homework	15%	5%	10%	2. Mid-term test	25%	25%	n.a.	3. Participation	10%	5%	5%	4. Final examination	50%	15%	35%	Total	100%	50%	50%
Specific assessment methods/tasks	% weighting	Financial Accounting	Managerial Accounting																						
1. Homework	15%	5%	10%																						
2. Mid-term test	25%	25%	n.a.																						
3. Participation	10%	5%	5%																						
4. Final examination	50%	15%	35%																						
Total	100%	50%	50%																						

	<p>3. Participation marks are given to motivate students to think and speak out in classes.</p> <p>Note: To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Examination components. In addition, the specific requirements on individual assessment components discussed above could be adjusted based on the pedagogical needs of subject lecturers.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures / Seminars	42 Hrs.
	Other student study effort:	
	▪ Assignments, projects	21 Hrs.
	▪ Revision	57 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p>Kimmel, P., D., J. Weygandt and D. Kieso, Accounting, Latest Edition, John Wiley & Sons, Inc.</p> <p>Horngren, C., W. Harrison and L. Bamber, <i>Accounting</i>, Latest Edition, Prentice Hall.</p> <p>Horngren, C. and W. Harrison, <i>Financial and Managerial Accounting</i>, Latest Edition, Prentice Hall.</p> <p>Jiambalvo, J., <i>Managerial Accounting</i>, Latest Edition, Wiley.</p> <p>Wild, J., <i>Financial Accounting: Information for Decisions</i>, Latest Edition, McGraw-Hill Irwin.</p> <p>Williams, J., S. Haka and M. Bettner, <i>Financial and Managerial Accounting: The Basis for Business Decision</i>, Latest Edition, McGraw-Hill Irwin.</p> <p>Garrison, Noreen, Brewer, <i>Managerial Accounting</i>, McGraw-Hill, 12th edition.</p> <p>Anthony, RN, Govindarajan, V, Management control Systems, McGraw-Hill.</p>	

Subject Code	LGT5015
Subject Title	Supply Chain Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<p>This course discusses the concepts, theory, models, tools, and the best practices of modern product supply chain management to help students:</p> <ul style="list-style-type: none"> ▪ understand the strategic importance of SCM in improving a firm's competitive position in the marketplace; ▪ understand the key characteristics of successful supply chains and how they differ from the traditional approaches; ▪ gain insights into issues involved in the design, planning, and deployment of a supply chain; ▪ understand the impact of SCM principle on a firm's overall strategy, in particular, the impact on a firm's marketing strategy; ▪ understand the importance of information technologies in the integration of supply chains; ▪ develop fundamental skills for analyzing and managing a supply chain in an organization.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. evaluate the impact of supply chain and logistics activities on the financial performance of a firm b. identify and assess the inter-actions of inventory, time, information, and financial factors in a supply chain context c. recognize and understand some basic modelling approaches for supply chain design and optimization d. recognize and understand the importance of the multi-organizational nature of supply chain management e. recognize and understand some key issues in supply chain management and the possible approaches that can be used to tackle these issues

<p>Subject Synopsis/ Indicative Syllabus</p>	<ul style="list-style-type: none"> ▪ Logistics, supply chain, and competitive advantages ▪ The role of inventory in supply chains and basic methodologies for inventory management ▪ Uncertainty and risk, and how to deal with them through good inventory management approaches ▪ Value of information and information sharing in supply chains ▪ Distribution strategies ▪ Supply chain coordination and strategic alliance ▪ Procurement and outsourcing ▪ Supply chain integration 																																	
<p>Teaching/Learning Methodology</p>	<p>Lectures to introduce concepts, theories, management issues, and methodologies.</p> <p>Case study and group discussion: make connections of the contents from the lectures with real business practices so as to deepen the understanding of the concepts, theories, and issues of supply chain management.</p> <p>In-class exercises and take-home assignments: help students to grasp some of the key methodologies and tools; practice some basic analysis skills and assess their understanding of some basic concepts and analysis skills.</p> <p>Group project to help students to recognize the key management issues in a complex real business context and develop systematic approaches and solutions to resolve the management problem.</p>																																	
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 1359 1406 1731"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Coursework*</td> <td>60 %</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> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>*Coursework may include case studies, group projects, and individual assignments</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Coursework*	60 %	✓	✓	✓	✓	✓	2. Examination	40 %	✓	✓	✓		✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																														
		a	b	c	d	e																												
1. Coursework*	60 %	✓	✓	✓	✓	✓																												
2. Examination	40 %	✓	✓	✓		✓																												
Total	100 %																																	

Student Study Effort Expected	Class contact:	
	▪ Lectures	28 Hrs.
	▪ Seminars/Tutorials/Exercises	14 Hrs.
	Other student study effort:	
	▪ Group discussions	12 Hrs.
	▪ Projects	42 Hrs.
	▪ Reading and homework	30 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Simchi-Levi, Kaminsky and Simchi-Levi, <i>Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies</i>, 3rd Edition, McGraw-Hill, 2007.</p> <p>Martin Christopher, <i>Logistics and Supply Chain Management</i>, 3rd Edition, Prentice Hall, 2005.</p> <p>Handout reading materials</p>	

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

	<p>Risk reduction strategies Risk reduction strategies, risk avoidance, risk acceptance, 'do nothing', risk spreading, insurance, identification, evaluation and ranking of risk reduction measures</p> <p>Risk mitigation measures / Business continuity planning Contingency planning, crisis management, responding to disasters and risk events.</p> <p>Risk management plans Cost of risk management, perceptions of risk and political factors, regulations and their effects on risk management, Security threats and insurance costs.</p> <p>Safety and Security risks Safety and security risks, human factors, security threats to logistics / shipping, piracy, terrorism, impact of disruptions in shipping, resilience and vulnerability of shipping / logistics networks.</p> <p>International Standards and Regulatory Requirements International standards and regulatory requirements for business continuity.</p>
<p>Teaching/Learning Methodology</p>	<p>Lectures introduce and explain key theoretical risk-related concepts. Lectures are followed by class discussions where concepts are linked to real events in the industry through appropriate examples and their analysis.</p> <p>Discussions are highly interactive and include discussions of current / past events, case studies, and student presentations. Students are expected to actively participate in the classes and to share their experience and learn from each other.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c	d		
	Continuous Assessment	60 %						
	1. Weekly Case Analysis / Assignments	30 %	✓	✓	✓	✓		
	2. Participation in case discussion / Attendance	30 %	✓	✓	✓	✓		
	Final Examination	40 %						
	1. Final Examination(Open Book)	40 %	✓	✓	✓	✓		
	Total	100 %						

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

Since the course focuses on risk management in operations, case analysis and learning from practical, work-based experiences forms an important constituent of student assessment. Further, assignments and class discussions reinforce theoretical concepts learnt during the lectures and enable their applications in real-life operational situations. Final examination is an open-book examination that assesses student's familiarity with theoretical concepts and the ability to apply conceptual framework in case analysis.

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

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

Student Study Effort Expected	Class contact:	
	▪ Lecture Tutorials	42 Hrs.
	Other student study effort:	
	▪ Self study	42 Hrs.
	▪ Homework	42 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Blunden, T & John Thirlwell. (2010). <i>Mastering operational risk</i>. Harlow, England ; New York : Financial Times Prentice Hall</p> <p>Devlin, E.S. (2007) <i>Crisis management planning and execution</i>. Boca Raton, FL: Auerbach Publications, c2007.</p> <p>Haimes, Y. Y. (2004) <i>Risk Modeling, Assessment and Management</i>. New York: Wiley.</p> <p>Handfield, R.B. & Kevin McCormack (ed.) (2008) <i>Supply chain risk management: minimizing disruptions in global sourcing</i>. Boca Raton, Fla.: Auerbach Publications.</p> <p>Hubbard, D.W. (2009) <i>The failure of risk management: why it's broken and how to fix it</i>. Hoboken, N.J.: J. Wiley & Sons.</p> <p>Journal of business continuity & emergency planning. London: Henry Stewart Publications.</p> <p>Oliver, E. Clifford. (2011) <i>Catastrophic disaster planning and response [electronic resource]</i>. Boca Raton: CRC Press.</p> <p>Trim, Peter R.J & Jack Caravelli (ed.) (2009). <i>Strategizing resilience and reducing vulnerability</i>. New York: Nova Science Publishers, c2009.</p>	

Subject Code	LGT5101
Subject Title	Statistics for Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<ul style="list-style-type: none"> ▪ To introduce students to statistics as a tool for data preparation and analysis. ▪ To impart on students the concepts, theories and techniques of a variety of statistical methods. ▪ To develop students' ability and confidence in the use of statistics for preparing and analysing data to support management decision making.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Able to use statistics for preparing and analyzing data to support management decision making b. Understand the concepts, theories and techniques of a variety of managerial statistics

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Data Representation Frequency distribution; histogram; stem and leaf display; other graphical methods.</p> <p>Statistical Measures Measures of central tendency; measures of variability; measures of shape.</p> <p>Probability Concepts Sample space; simple and compound events; probability laws; Bayes' theorem; random variables.</p> <p>Statistical Distributions Binomial; Poisson; Normal and other distributions and their characteristics.</p> <p>Sampling Theory Sampling distributions; central limit theorem.</p> <p>Estimation Point and interval estimates; confidence intervals; significance level.</p> <p>Tests of Hypothesis Null and alternative hypotheses; sample size; type I and type II errors.</p> <p>Linear Regression and Correlation Least squares method; coefficient of correlation.</p> <p>Multiple Regression Applications of multiple regression equation; inferences about parameters.</p> <p>Time Series Time series analysis; exponential smoothing; measurement of error.</p>
<p>Teaching/Learning Methodology</p>	<p>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to solve various applied statistical problems in the form of exercise and case study. The use of relevant computer package will be encouraged.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b				
	Continuous Assessment	50 %	✓	✓				
	Examination	50 %	✓	✓				
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures		28 Hrs.					
	▪ Tutorials		14 Hrs.					
	Other student study effort:							
	▪ Reading and doing exercises		84 Hrs.					
	▪		Hrs.					
	Total student study effort		126 Hrs.					

Reading List and References	<p>Books</p> <p>Levine, D.M., Berenson, M.L. & Stephan, D., Statistics for Managers Using Microsoft Excel, 3rd edition, Prentice-Hall, 2008.</p> <p>McClave, J. T., Benson, P. G. and Sincich, T., Statistics for Business and Economics, Prentice Hall, 2008.</p> <p>Selected Articles</p> <p>Cheng, T.C.E. and Boom, H.J., 'Correlation Study on Job Satisfaction of Personal Secretaries in Hong Kong', Asia Pacific International Management Forum, Vol.16, pp. 21-35, 1990.</p> <p>Cheng, T.C.E., Lo, Y.K. and Ma, K.W., 'Forecasting Stock Price Index by Multiple Regression', Managerial Finance, Vol.16, pp.27-31, 1990.</p> <p>Fildes, R. and Hastings, R., 'The Organization and Improvement of Market Forecasting', Journal of Operational Research Society, Vol.45, pp.1-16, 1994.</p> <p>Journals</p> <p>Journal of the American Statistical Association</p> <p>Journal of the Royal Statistical Society</p> <p>The Statistician</p>
------------------------------------	---

Subject Code	LGT5102
Subject Title	Models for Decision Making
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	MGT532 Deterministic Operations Research
Role and Purposes	<ul style="list-style-type: none"> ▪ To introduce students to the methodology of management science as a scientific approach to managerial decision making. ▪ To impart on students the concepts, theories and techniques of a variety of management science methods. ▪ To develop students' ability and confidence in the use of management science methods for solving management decision problems.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the methodology of management science as a scientific approach to managerial decision making. b. Understand the concepts, theories and techniques of a variety of management science methods. c. Develop the ability and confidence in the use of management science methods for solving management decision problems.
Subject Synopsis/ Indicative Syllabus	<p>Introduction Management science methodology; problem solving approaches: analytic solutions, algorithms and heuristics.</p> <p>Linear Programming Formulation; graphical solution; simplex algorithm; sensitivity analysis; applications.</p> <p>Transportation and Assignment Problems Modified simplex method; Hungarian method.</p> <p>Goal Programming Model formulations; minimising weighted sum of under and overages; pre-emptive goals; applications.</p> <p>Integer Programming Formulation; Branch and Bound method; applications.</p> <p>Network Models Minimum spanning tree problems; shortest path problems; network flow problems.</p>

	<p>Dynamic Programming Resource allocation problems; inventory problems; formulation; applications.</p> <p>Case Study Application of management science models in real-life managerial decision making.</p>																																													
<p>Teaching/Learning Methodology</p>	<p>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.</p>																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 712 1410 1120"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c				Continuous Assessment	50 %	✓	✓	✓				Examination	50 %	✓	✓	✓				Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																												
		a	b	c																																										
Continuous Assessment	50 %	✓	✓	✓																																										
Examination	50 %	✓	✓	✓																																										
Total	100 %																																													
<p>Student Study Effort Expected</p>	<p>Class contact:</p>																																													
<ul style="list-style-type: none"> ▪ Lectures 		<p>28 Hrs.</p>																																												
<ul style="list-style-type: none"> ▪ Tutorials 		<p>14 Hrs.</p>																																												
<p>Other student study effort:</p>																																														
<ul style="list-style-type: none"> ▪ Revision, doing exercises and cases 		<p>84 Hrs.</p>																																												
<ul style="list-style-type: none"> ▪ 		<p>Hrs.</p>																																												
<p>Total student study effort</p>								<p>126 Hrs.</p>																																						

<p>Reading List and References</p>	<p>Reading List & References</p> <p>Anderson, D.R., Sweeney, D.J. and Williams, T.A., <i>An Introduction to Management Science: Quantitative Approaches to Decision Making</i>, latest ed., West Publishing Company.</p> <p>Assad, A.A., Wasil, E.A. and Lilien, G.L., <i>Excellence in Management Science Practice</i>, Eaglewood, Prentice-Hall, latest ed.</p> <p>Hillier, F.S. and Liebermann, G.J., <i>Introduction to Operations Research</i>, latest ed., McGraw-Hill.</p> <p>Lapin, L.L., <i>Quantitative Methods for Business Decisions with Cases</i>, latest ed., Dryden.</p> <p>Ravindran, A., Phillips, D.T. and Solberg, J.J., <i>Operations Research: principles and practice</i>, latest ed., John Wiley & Sons.</p> <p>Render, B., Stair, R.M.Jr. and Greenberg, I., <i>Cases and Readings in Management Science</i>, latest ed., Allyn and Bacon.</p> <p>Shogan, A.W., <i>Management Science</i>, Prentice-Hall, latest ed..</p> <p>Taha, H.A., <i>Introduction to Operations Research</i>, latest ed., New York, Macmillan.</p> <p>Winston, W.L., <i>Operations Research: Algorithms and Applications</i>, latest ed., Duxbury Press.</p> <p>Journals</p> <p>Asia Pacific Journal of Operational Research Decision Sciences European Journal of Operational Research IIE Transactions Interfaces Journal of the Operational Research Society Management Science Naval Research Logistics Omega - International Journal of Management Science Operations Research OR Insight OR/MS Today</p>
---	---

Subject Code	LGT5103
Subject Title	Advanced Models for Decision Making
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisites	Basic probability, matrix algebra and linear programming
Exclusion	MGT533 Stochastic Operations Research
Role and Purposes	<p>Uncertainty and complexity make many decisions difficult. This elective subject provides an introduction to decision analysis, together with advance models and analysis of stochastic processes. Decision analysis is the systematic evaluation of decision problems that has to be addressed in the immediate future and that involves uncertainty. Stochastic process analysis, on the other hand, focuses on decision problems occurring in processes that evolve in a probabilistic manner over time. In this subject, we will discuss methods for structuring and modelling decision problems and apply these methods in a variety of managerial and personal decision making contexts. The objective of this subject is to enable students to develop and analyse probabilistic models for handling the uncertainty encountered in a wide variety of settings.</p> <p>Specifically, this subject will help students to:</p> <ul style="list-style-type: none"> ▪ understand the differences between deterministic and uncertain environments; ▪ understand the nature of problems that they will encounter in uncertain environments; ▪ adopt the decision making framework for addressing decisions; ▪ develop some skills in using the framework; ▪ gain some familiarity with basic decision making tools; and ▪ gain insight into their personal approach to decision making.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Able to use different probabilistic tools to model problems that occur in uncertain environments; and b. Able to analyse models of discrete- and continuous-time Markov chains, some queuing systems, and sequential decision making.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Fundamentals of Decision-Making Problem formulation; decision trees; Bayes' rule; the value of information.</p> <p>Bayesian Approaches Bayes' theorem; prior probabilities; the likelihood principle.</p> <p>Utility Theory Axioms for preference; certainty equivalents and risk aversion.</p> <p>Decision Analysis Applications</p> <p>Discrete Time Markov Chains Definition and formulation of a Markov chain; classification of states; first passage times; stationary distributions.</p> <p>Continuous Time Markov Chains Birth and death processes; stationary distributions.</p> <p>Markov Chain Applications</p> <p>Queueing Models M/M/1, M/M/s, M/M/1/k, M/G/1 models; waiting-cost functions; decision models based on waiting-cost functions.</p> <p>Queueing Model Applications</p>																																						
<p>Teaching/Learning Methodology</p>	<p>This elective subject provides an opportunity for students trained in Operations Management to apply their knowledge in decision making under uncertainty. The subject is taught with a mixture of lectures, discussion, group work, cases, a variety of exercises and other materials. The goal of this subject is to impart basic knowledge in terms of tools, techniques and skills needed to make decisions in real world management problems that usually occur under uncertain conditions. In doing so, a student-centred, autonomous approach to learning will be adopted so that students accept some responsibility for their own learning.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 1568 1409 1973"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b					Continuous Assessment	50 %	✓	✓					Examination	50 %	✓	✓					Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																			
		a	b																																				
Continuous Assessment	50 %	✓	✓																																				
Examination	50 %	✓	✓																																				
Total	100 %																																						

	<p>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.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	28 Hrs.
	▪ Tutorials	14 Hrs.
	Other student study effort:	
	▪ Revision, doing exercises and cases	84 Hrs.
	▪	Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Bell, D. E. and A. Schleifer, Jr., Decision Making Under Uncertainty, ITP, 1995.</p> <p>Clemen, R. T., Making Hard Decisions: An Introduction to Decision Analysis, PWS-Kent Publishing Company, 1990.</p> <p>Heyman, D. P and M. J. Sobel, Stochastic Models in Operations Research, Vol.I and II, McGraw-Hill, latest ed.</p> <p>Hillier, F. S., M. S. Hillier, and G. J. Lieberman, Introduction to Management Science, latest edition, McGraw-Hill.</p> <p>Hillier, F. S. and G. J. Lieberman, Introduction to Operations Research, latest edition, McGraw-Hill.</p> <p>Ross, S. M., Introduction to Probability Models, 4th edition, Academic Press, 1989.</p> <p>Ross, S. M., Stochastic Processes, 2nd edition, John Wiley & Sons Inc.</p> <p>Stevenson, W. J., Introduction to Management Science, latest edition, Irwin.</p> <p>Taylor, H.M. and S. Karlin, An Introduction to Stochastic Modeling, Academic Press, 1994.</p> <p>Tijms, H. C., Stochastic Modelling and Analysis, Wiley, 1986.</p> <p>Winston, W. L., Operations Research: Applications and Algorithms, latest edition, ITP.</p> <p>Wolff, R. W., Stochastic Modelling and the Theory of Queues, Prentice-Hall, 1989.</p>	

	<p>Journals</p> <p>Decision Sciences</p> <p>European Journal of Operational Research</p> <p>IIE Transactions</p> <p>Interfaces</p> <p>Journal of the Operational Research Society</p> <p>Management Science</p> <p>Operations Research</p>
--	--

Subject Code	LGT5104
Subject Title	Simulation for Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	MGT521/LGT5105 Managing Operations System MGT581/LGT5101 Statistics for Management Either MGT532 Deterministic Operations Research and MGT533 Stochastic Operations Research or MGT5321/LGT5102 Models for Decision Making
Role and Purposes	Simulation is one of the main techniques of Operations Management and is widely used in the analysis of practical problems, both in manufacturing and servicing industries. As such, it demands a complete subject to itself. It complements the Operations Research subjects and links in with many of the topics covered in Operations Management, e.g., queuing theory, inventory management, manpower planning, scheduling, machine maintenance, etc. As practical problems are usually very complicated, the use of simulation in practice seems to be inevitable. The subject will help students think more clearly about the nature of the problem phenomena and learn practical ways of investigating them together with the theory that underpins this practice.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) Understand the basic concepts of simulation. (b) Use a simulation software package to simulate and analyse a practical problem. (c) Analyse the results of a simulation and hence recommend appropriate solutions to the problem owner(s). <p>Studying this subject will help develop students' critical and creative thinking, and arouse their interest in life-long learning to keep abreast of modern computer simulation technology.</p>
Subject Synopsis/ Indicative Syllabus	Introduction to Simulation Rationale for simulation; deterministic and stochastic systems; continuous and discrete event simulation; importance of simulation in practice. Basic Concepts of Simulation Life Cycle Diagram; event scheduling and the process method; random number generation and sampling from distributions; model testing and validation; designing simulation experiments.

	<p>Use of Simulation in Practice Practical examples of using simulation in practice.</p> <p>Computer and Simulation The use of computer in simulation; use of standard commercial software.</p>																																															
<p>Teaching/Learning Methodology</p>	<p>Contact hours: 42 hours</p> <p>The lectures will present basic theoretical materials and their practical usage. Emphasis will be on the application of simulation in Operations Management areas. A wide range of examples will be used in the lectures to illustrate the usage of simulation in practice. Computer based simulation package(s) will be taught to supplement the theoretical materials, as simulation will usually involve the application of simulation packages. The main computer package to be used will be comparable to packages such as WITNESS and ProModel.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 831 1407 1272"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Coursework</td> <td>100%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Lab coursework, midterm examination, and final project are designed to ensure all the learning outcomes are achieved.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</i></p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e		1. Coursework	100%	✓	✓	✓																				Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																														
		a	b	c	d	e																																										
1. Coursework	100%	✓	✓	✓																																												
Total	100 %																																															
<p>Student Study Effort Expected</p>	<table border="1" data-bbox="481 1536 1423 1998"> <tr> <td colspan="2">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lectures</td> <td></td> <td>42Hrs.</td> </tr> <tr> <td>▪</td> <td></td> <td>Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Homework</td> <td></td> <td>42Hrs.</td> </tr> <tr> <td>▪ Project</td> <td></td> <td>42Hrs.</td> </tr> <tr> <td colspan="2">Total student study effort</td> <td>126Hrs.</td> </tr> </table>		Class contact:			▪ Lectures		42Hrs.	▪		Hrs.	Other student study effort:			▪ Homework		42Hrs.	▪ Project		42Hrs.	Total student study effort		126Hrs.																									
Class contact:																																																
▪ Lectures		42Hrs.																																														
▪		Hrs.																																														
Other student study effort:																																																
▪ Homework		42Hrs.																																														
▪ Project		42Hrs.																																														
Total student study effort		126Hrs.																																														

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

Subject Code	LGT5105
Subject Title	Managing Operations Systems
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This module introduces students to both the philosophy and the techniques of operations management. Students will understand the basic concepts and basic tools in operations management, and become familiar with the scientific methods used in daily management.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) understand the terminology of operations management. (b) understand basic concepts of various areas of operations management. (c) build up basic quantitative models that are used for decision-making in operations management, including assumptions and limitations of the models.
Subject Synopsis/ Indicative Syllabus	<p>Introduction to Operations System The concepts, the operations functions and its relation with other business functions.</p> <p>Quality Management and Quality Control Total quality management; quality measurement; quality cost; quality inspection; statistical quality control.</p> <p>Business Process Design and Reengineering Process concept; process design method; process effectiveness and efficiency; business process reengineering.</p> <p>Forecasting Objective of forecasting; logic of forecasting; qualitative and quantitative methods for forecasting; measurement and monitoring of forecasting systems.</p> <p>Capacity Planning Strategic capacity planning; equipment management; concept of total cost of ownership; volume analysis; breakeven models; decision tree analysis.</p>

	<p>Facility Location and Layout Factors affecting location decisions; methods for analysing location problems; facility layout problems and decision analysis in manufacturing and service sectors.</p> <p>Inventory Management Functions and costs of inventory management; ABC analysis; economic ordering quantity model; vendor managed inventory system; inventory replenishment systems.</p> <p>Just-in-Time Systems Philosophy and concept of JIT systems; pulling versus pushing production system; JIT in service industry.</p> <p>Supply Chain Management Concept of supply chain management; information coordination; cost and benefit of postponement; quick response; worldwide sourcing.</p> <p>Project Management Project and its working team; project break down; Gantt charts; project time and cost; critical tasks in projects.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>Concepts and techniques will be introduced through lectures. Students are required to apply the knowledge and skills to analyse and solve various realistic operations management problems in the form of case studies.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 1196 1409 1637"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c				1. Coursework	50 %	✓	✓	✓				2. Examination	50 %	✓	✓	✓												Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																											
		a	b	c																																											
1. Coursework	50 %	✓	✓	✓																																											
2. Examination	50 %	✓	✓	✓																																											
Total	100 %																																														

Student Study Effort Expected	Class contact:	
	▪ Lectures	28 Hrs.
	▪ Tutorials	14 Hrs.
	Other student study effort:	
	▪ Reading and doing exercises	84 Hrs.
	▪	Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p><i>Books</i></p> <p>Jacobs F.R., Chase, R.B. and Aquilano, N.J., <i>Operations & Supply Chain</i>, latest ed., McGraw Hill.</p> <p>Cheng, T.C.E. and Podolsky, S. (1996), <i>Just-in-time manufacturing: An introduction</i>, Chapman & Hall.</p> <p>Davis M.M., Aquilano N.J. and Chase R.B., <i>Fundamentals of Operations Management</i>, latest ed., McGraw Hill.</p> <p>Heyl, J. E., Bushnell, J.L. and Stone, L.A. (1994), <i>Cases in operations management</i>, Addison-Wesley.</p> <p>Johnston, R. (2003), <i>Cases in operations management</i>, Finance Times Prentice Hall.</p> <p>Russell R.S. and Taylor B.W., <i>Operations Management</i>, latest ed., Prentice Hall.</p> <p>Shafer, S.M. and Meredith, J.R. (1997), <i>Operations management</i>, Willy.</p> <p>Stevenson W.J., <i>Operations Management</i>, latest ed., McGraw Hill.</p> <p>Whybark, D.C. (1989), <i>International Operations management</i>, Irwin.</p> <p><i>Journals</i></p> <p>International Journal of Operations and Production Management Journal of Operations Management Management Science</p>	

Subject Code	LGT5107
Subject Title	Total Quality Management
Credit Value	3
Level	5
Normal Duration	1-semester
Exclusion	ITC575 Principles of Total Quality Management
Role and Purposes	<ul style="list-style-type: none"> ▪ To introduce students to a total quality management (TQM) framework that integrates quality of product, quality of process and quality of management. ▪ To discuss in details the principles of TQM in both theories and practice. ▪ To learn the major techniques in TQM adoption. ▪ To learn applying TQM principles and techniques through a quality improvement project.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Able to apply TQM principles and techniques to improve organizational efficiency and effectiveness. b. Able to practice TQM to improve customer satisfaction and achieve different strategic organizational goals.
Subject Synopsis/ Indicative Syllabus	<p>The interfaces of quality of product, quality of process and quality of management with specific topics including:</p> <ul style="list-style-type: none"> ▪ Multiple concepts and dimensions of quality ▪ Technical and functional aspects of service quality ▪ Customer contribution to quality ▪ Quality Function Deployment methodology in product / service design ▪ Supplier quality audit and partnership sourcing ▪ Integration of statistical process control into a business system ▪ Quality performance measurement ▪ Quality Management System of ISO:9000 ▪ Current issues on TQM.
Teaching/Learning Methodology	<p>Contact hours: 42 hours</p> <p>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.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b				
	Continuous Assessment	50%	✓	✓				
	Exam	50%	✓	✓				
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The achievement of the two learning outcomes will be dependent on students' knowledge in conceptual theories and ability to apply quality management techniques.</p> <p>Since examination is effective in assessing the knowledge level in conceptual theories and continuous assessment (including assignments and projects) is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures		42 Hrs.					
	▪		Hrs.					
	Other student study effort:							
	▪ Preparation for lectures		42 Hrs.					
	▪ Preparation for assignments/mini-projects		42 Hrs.					
	Total student study effort		126Hrs.					

Reading List and References	<p>Books</p> <p>Foster, S.T. (the latest edition), <i>Managing Quality: Integrating The Supply Chain</i>, Pearson Education.</p> <p>Besterfield, D.H., Besterfield-Michna, C., Besterfield, G.H. and Besterfield-Sacre, M. (the latest edition), <i>Total Quality Management</i>, Prentice-Hall.</p> <p>Goetsch, D.L. and Davis, S.B. (the latest edition), <i>Quality Management: Introduction to Quality Management for Production, Processing and Services</i>, Prentice Hall.</p> <p>Journals</p> <p>Asia-Pacific Journal of Quality Management</p> <p>International Journal of Quality and Reliability Management</p> <p>International Journal of Service Industry Management</p> <p>Journal of Operations Management</p> <p>Managing Service Quality</p> <p>Total Quality Management & Business Excellence</p>
------------------------------------	--

Subject Code	LGT5108
Subject Title	Service Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	Deterministic operations research knowledge, such as linear programming, networks, dynamic programming, is a must. Stochastic modeling knowledge is a plus, but not compulsory.
Role and Purposes	<p>This elective subject will look at the operations in a service organization and will consider decisions that managers have to make to increase profit. These decisions range from strategic (where to locate, what to sell, etc) to operational (how to schedule the workforce on a weekly basis, how to reduce the waiting time of the customers, etc.). This subject will emphasise realistic business projects by use of case studies. It will also provide a basis to discuss problems encountered in the organizations that students work in. In general, the subject is intended to enable students to better anticipate, recognise, analyse, and improve some of the more influential characteristics and decision making processes of service operations they are likely to encounter. Fundamental to these skills is the ability to observe and understand systems.</p> <p>These objectives may be summarised as follows:</p> <ul style="list-style-type: none"> ▪ Apply fundamental concepts of operations management to service operations; ▪ Analyse service operations to identify key processes, critical success factors, limitations and opportunities; ▪ Synthesise effective and achievable plans of action to maximise achievement of the organization's goals. <p>By the end of this elective subject, students will have:</p> <ul style="list-style-type: none"> ▪ developed their understanding of those aspects of management particularly important to service-providing as opposed to goods-producing organizations; ▪ been encouraged to think analytically about services; ▪ acquired a number of conceptual and empirical tools for enhancing the performance of service-providing organizations; ▪ an understanding of the nature of service quality and how organizations might go about improving the quality of their service. <p>Apart from the main aim of the course, which is content-related, the course is also designed to give students an opportunity to practice and develop their skills in a number of important areas. These areas are report writing, presentation technique, teamwork, and the ability to communicate ideas clearly, logically and enthusiastically.</p>

<p>Subject Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a. Able to understand the nature of service operations b. Able to improve Service Operational efficiency by applying OM theories 																																														
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Understanding Services The role of services; service quality; service strategy.</p> <p>Understanding Customers Customer satisfaction; customer relationship management.</p> <p>Designing the Service Enterprise Design of the service process; supporting facility; service facility location; service encounter.</p> <p>Managing Service Operations Forecasting demand; managing waiting lines; capacity planning; managing facilitating goods; service supply chain management.</p> <p>Toward World-Class Service Growth and expansion.</p> <p>Case Studies</p>																																														
<p>Teaching/Learning Methodology</p>	<p>Contact hours: 3 hours per week</p> <p>This elective subject provides an opportunity for students trained in Operations Management to apply their knowledge in service organizations. The subject is heavily based on discussion, group work, cases, a variety of exercises and other materials. The basic knowledge necessary for these activities will be previewed during the first couple of weeks during the lectures. Students are expected to have the necessary background for this preview (please see the pre-requisite subject knowledge above). For the rest of the lectures, a student-centred, independent approach to learning will be adopted so that students accept some responsibility for their own learning.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Case Studies</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Test</td> <td>30%</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Project Assignments</td> <td>40%</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b					Case Studies	30%	✓	✓					Test	30%	✓						Project Assignments	40%		✓					Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																											
		a	b																																												
Case Studies	30%	✓	✓																																												
Test	30%	✓																																													
Project Assignments	40%		✓																																												
Total	100 %																																														

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments are mainly based on case studies and project assignments. However, a test is needed to ensure a basic understanding of the key topics of students.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</i></p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>42 Hrs.</p>
	<ul style="list-style-type: none"> ▪ 	<p>Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Self Study 	<p>84 Hrs.</p>
	<ul style="list-style-type: none"> ▪ 	<p>Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p>Reading List and References</p>	<p><u>Books</u></p> <p>Fitzsimmons, J.A. and M.J. Fitzsimmons, <i>Service Management: Operations, Strategy, and Information Technology</i>, 4th Edition, McGraw Hill, 2008.</p> <p>Glynn, W.J. and J.G. Barnes, <i>Understanding Service Management</i>, John Wiley, 1995.</p> <p>Haksever, C., B.Render, R.S. Russell and R.G. Murdick, <i>Service Management and Operations</i>, 2nd Edition, Prentice Hall, 2000.</p> <p>Johnston, R. and G. Clark, <i>Service Operations Management</i>, Prentice Hall, 2001.</p> <p>Schmenner, R.W., <i>Service Operations Management</i>, Prentice Hall, 1995.</p> <p>Schroeder, R.G., <i>Operations Management: Decision Making in the Operations Function</i>, 4th edition, McGraw-Hill, 2007.</p> <p><u>Journals</u></p> <p>European Journal of Operational Research</p> <p>Interfaces</p> <p>Journal of the Operational Research Society</p> <p>Management Science</p> <p>Manufacturing and Service Operations Management</p> <p>Operations Research</p>	

Subject Code	LGT5109
Subject Title	International Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This subject examines the impact of the international cultural and political roles on the functions of operations management. Special emphasis will be made on the business duplication and relocation in a global value-chain for sustaining competitiveness.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Properly understand the operations management issues in business internationalization as well as global value-chain for sustaining competitiveness b. Appropriately apply operations management theory and method to improve operations efficiency and economies of scale in a global business environment c. Understand how to adjust the product global supply chain management according to different regional business environments d. Correctly identify the operations issues when conducting production or providing service in different countries
Subject Synopsis/ Indicative Syllabus	<p>International Business Environments</p> <ul style="list-style-type: none"> ▪ Macro-economic environments of international business ▪ Globalization of industries and forms of international business ▪ Some strategic issues of international operations, marketing and logistics <p>Value-chain Functions in the International Marketplace</p> <ul style="list-style-type: none"> ▪ International research and development ▪ Foreign exchange risk and international procurement ▪ Outsourcing and contract manufacturing services ▪ Global distribution and customer service management ▪ Facility location for integrated global operations

	<p>Global Integration and Competitiveness</p> <ul style="list-style-type: none"> ▪ Managing for quality in multi-location operations ▪ Strategic alliances and international joint venture management ▪ Information management in a global supply chain ▪ International competitiveness and operations system of Hong Kong-China businesses <p>Structural and Cultural Control of International Operations</p> <ul style="list-style-type: none"> ▪ Evolution of organizational structure for international business ▪ Shared values, leadership and cultural control ▪ Best practices in international operations management 																																																						
<p>Teaching/Learning Methodology</p>	<p>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.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 931 1410 1440"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Individual work</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Group study</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Performance</td> <td>10%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Final exam</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> </tbody> </table> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d			Individual work	20%	✓	✓		✓			Group study	20%	✓	✓	✓	✓			Performance	10%	✓	✓					Final exam	50%	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																																			
		a	b	c	d																																																		
Individual work	20%	✓	✓		✓																																																		
Group study	20%	✓	✓	✓	✓																																																		
Performance	10%	✓	✓																																																				
Final exam	50%	✓	✓	✓	✓																																																		
Total	100 %																																																						
<p>Student Study Effort Expected</p>	<table border="1" data-bbox="496 1576 1410 2033"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ teaching and class discussion</td> <td>28Hrs.</td> </tr> <tr> <td>▪ class presentation and after class discussion</td> <td>14Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Reading</td> <td>42Hrs.</td> </tr> <tr> <td>▪ Course work</td> <td>42Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>126Hrs.</td> </tr> </table>	Class contact:		▪ teaching and class discussion	28Hrs.	▪ class presentation and after class discussion	14Hrs.	Other student study effort:		▪ Reading	42Hrs.	▪ Course work	42Hrs.	Total student study effort	126Hrs.																																								
Class contact:																																																							
▪ teaching and class discussion	28Hrs.																																																						
▪ class presentation and after class discussion	14Hrs.																																																						
Other student study effort:																																																							
▪ Reading	42Hrs.																																																						
▪ Course work	42Hrs.																																																						
Total student study effort	126Hrs.																																																						

Reading List and References	<p><u>Books</u></p> <p>Berger, S. and Lester, R.K., Made by Hong Kong, Oxford University Press, 1997.</p> <p>Daniels, J.D. and Radebaugh, L.H., International Business, Prentice Hall, 2003.</p> <p>Ernst, R., Kouvelis, P., Domier, P-P and Fender, M., Global Operations Management and Logistics, Wiley, 1998.</p> <p>Flaherty, M.T., Global Operations Management, McGraw Hill, 1996.</p> <p>Glasse, J., Supply Chain Management in China, Financial Times Retail & Consumer, 1999.</p> <p>Lasserre, P. and Schütte, H., Strategy and Management in Asia Pacific, McGraw Hill, 1999.</p> <p>Plenert, G.J., International Operations Management, Copenhagen Business School Press, 2002.</p> <p>Timmer, M.P., The Dynamics of Asian Manufacturing, Edward Elgar, 2000.</p> <p>Trockel, G.F.W. (ed.), New Trends in Distribution Logistics, Springer-Verlag, 2000.</p> <p>Yeung, H. W-C (ed.), The Globalisation of Business Firms from Emerging Economies, Elgar, 1999.</p> <p><u>Journals</u></p> <p>Columbia Journal of World Business</p> <p>International Journal of Operations and Production Management</p> <p>International Journal of Production Economics</p> <p>Journal of Asian Business</p> <p>Journal of International Business Studies</p> <p>Journal of World Business</p> <p>Long Range Planning</p> <p>Management International Review</p> <p>Production and Operations Management</p> <p>Sloan Management Review</p> <p>Strategic Management Journal</p> <p>Supply Chain Management Review</p> <p>The Journal of Supply Chain Management</p>
------------------------------------	---

Subject Code	LGT5111
Subject Title	Practice of Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite	All foundation and core subjects for the student's award.
Exclusion	MGT519/LGT5205 OM Dissertation
Role and Purposes	<p>This is essentially a project-based subject. The objectives are to enable students to:</p> <ol style="list-style-type: none"> a. bring together skills and knowledge acquired through the taught subjects and to apply them in analysing a real management problem; b. develop their skills in information specification, gathering, analysis, and interpretation in the context of a problem-solving project; and c. develop their project management and presentation/writing skills in conducting the project and preparing a final project report.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> • Able to carry out a management research project independently • Able to select and apply appropriate OM principles and techniques to improve the operational performance of an organization • Able to apply basic research methods
Subject Synopsis/ Indicative Syllabus	<p>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.</p> <p>Students must submit the following for assessment:</p>

	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Does the report provide a clear definition of the problem or issue to be studied? Is this sufficiently within the scope of the student's award? • Is there a sufficient review of prior knowledge and research in the field? Is this review accurate, sufficiently critical, and of sufficient depth and breadth to provide a sound basis for the student's own work? • Has an appropriate methodology been used? Here the concern is with methods of data and information gathering, and analytical techniques. • Have appropriate conclusions been drawn? • To what extent does the project provide clear and actionable recommendations for management (either managers in a specific organization or managers at large)? • Overall, does the project demonstrate an effective application of knowledge in the field of study? <p>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.</p>
<p>Teaching/Learning Methodology</p>	<p>Students work individually under the guidance of the subject leader. Regular supervision will be scheduled throughout the semester.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	e
	1. Development of Research Proposal	10%		✓	✓		
	2. Assessment of thesis	90%	✓	✓	✓		
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessment is mainly based on the thesis.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>							
Student Study Effort Expected	Class contact:						
	▪ Lecture						42 Hrs.
	▪						Hrs.
	Other student study effort:						
	▪ Self Study						84 Hrs.
	▪						Hrs.
	Total student study effort						126 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.						

Subject Code	LGT5113
Subject Title	Enterprise Resource Planning
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<p>To enable students to:</p> <ul style="list-style-type: none"> • Understand the basic concepts and issues of ERP systems; • be able to discuss issues in the current IT environment for ERP systems; and • Develop students' ability and confidence in planning and executing ERP projects. • Be familiar with the basic usage of ERP systems
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. A grasp of basic concepts and issues of ERP systems b. A basic understanding of the adoption of ERP systems to enhance operational efficiency c. A basic understanding of ERP planning and implementation d. A grasp of basic functions and usages of ERP systems

Subject Synopsis/ Indicative Syllabus	Topics	Sub-topics	Tutorial Topics
		Introduction to ERP, and System and Technology Background	Introduction to the course Introduction to ERP and ERP Life Cycle
ERP Market Awareness- History, Present, and Future			Tutorial 3: SAP Startup and Navigation
Business Process Management and ERP		Business Functions and Business Process Business Process Modelling	Tutorial 2: Business Process Modeling
Management with ERP systems (Part 1)		Business Data Management in ERP	Tutorial 4: Master Data in SAP
		Sales and marketing management with ERP	Tutorials 5&6: Sales and Distribution in SAP (1)(2)
		Accounting and finance management with ERP	Tutorial 6: Accounting and Controlling in SAP
ERP Life Cycle (Part 1)		ERP Initiatives	
		ERP Selection	
Management with ERP systems (Part 2)		Procurement management with ERP	Tutorial 7: Material Management in SAP
		Production Management with ERP	Tutorial 8: Production Planning in SAP
ERP Life Cycle (Part 2)		ERP Implementation	
Project Presentation and Course Review		ERP After-Implementation	
		Course Review	
Teaching/Learning Methodology		<ul style="list-style-type: none"> ▪ During lectures, basic concepts of ERP and ERP systems will be introduced, and case studies will be discussed. ▪ During tutorials, students will be guided to practice applications and usages of ERP systems in a computer lab. 	

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						
			a	b	c	d			
	1. Coursework	50%		✓	✓	✓			
	2. Examination	50%	✓	✓	✓				
	Total	100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>									
Student Study Effort Expected	Class contact:								
	▪ Lecture							28 Hrs.	
	▪ Tutorials							14 Hrs.	
	Other student study effort:								
	▪ Group Project							42 Hrs.	
	▪ Self-Study							42 Hrs.	
	Total student study effort								126 Hrs.

Reading List and References	<p>Monk, Ellen and Wagner, Bret J., <i>Concepts in Enterprise Resource Planning</i>, 3rd Edition, Course Technology Cengage Learning, 2009</p> <p>O'Leary, Daniel E., <i>Enterprise Resource Planning Systems: Systems, Life cycle, Electronic Commerce, and Risk</i>, Cambridge University Press, 2000</p> <p>Buck-Emden, R., <i>The SAP R/3 System, An Introduction to ERP and Business Software Technology</i>, Addison-Wesley, 2000.</p> <p>Curran, T. A. Ladd, A., <i>Business Blueprint: Understanding Enterprise Supply Chain Management</i>, Prentice Hall, 2000.</p> <p>Curran, T. A., Ladd, A. and Ladd, D., <i>SAP R/3, Reporting & eBusiness Intelligence</i>, Prentice Hall, 2000.</p> <p>Norris G., Hurley, J., Hartley, K. Dunleavy, J. Balls, J., <i>E-Business and ERP: Transforming the Enterprise</i>, New York: John Wiley, 2000.</p> <p>Wyzalek, J., <i>Enterprise Systems Integration</i>, Auerbach Publications, 2000.</p>
------------------------------------	--

Subject Code	LGT5114
Subject Title	Special Topics in Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisites	MGT521/LGT5105 Managing Operations System <i>Either</i> MGT532 Deterministic Operations Research <i>and</i> MGT533 Stochastic Operations Research <i>or</i> MGT5321/LGT5102 Models for Decision Making
Exclusion	MGT536 Selected Topics of Management Science
Role and Purposes	The purpose of this subject is for the lecturer and guest speakers to present special topics to students, which need less than a full semester to give a satisfactory and sensible coverage. These topics are likely to be concerned with the current research interests of the lecturer or the guest speakers. It might not be appropriate to develop a full subject for such topics, but students should be aware of some of the current research and applications of Operations Management. It is likely that three sub-subjects, each of four to five weeks duration, will make up the full subject.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Understand emerging techniques in operations management b. Able to apply special OM techniques to improve operational efficiency
Subject Synopsis/ Indicative Syllabus	Due to the special nature of this subject, the topics to be included will depend on the individual lecturers and the guest speakers.
Teaching/Learning Methodology	The teaching and learning approach will depend on individual lecturers. Some may prefer to use the traditional lecture/seminar method, and some may prefer to use seminars with directed reading. The nature of this subject precludes this to be prescriptive.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b			
	Continuous Assessment	50 %	✓	✓			
	Examination	50 %	✓	✓			
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Project assignment and case studies are needed for this subject for continuous assessment. There is an examination at the end of the course.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures	28 Hrs.					
	▪ Tutorials	14 Hrs.					
	Other student study effort:						
	▪ Self Study	84 Hrs.					
	▪	Hrs.					
	Total student study effort						
126 Hrs.							
Reading List and References	<p>Fitzsimmons, J. A. and Fitzsimmons, M. J., Service Management, Operations, Strategy, Information Technology, McGraw Hill, 2006.</p> <p>Solomon, M. R., Consumer Behavior, Buying Having and Being, Prentice Hall, 2007.</p> <p>Cheng, T.C.E. and Podolsky, S., <i>Just-in-Time Manufacturing: An Introduction</i>, Chapman and Hall, London, 1993.</p> <p>Burgelman, R.A. and Maidique, M.A., <i>Strategic Management of Technology and Innovation</i>, Irwin, New York, 1988.</p> <p>Willborn, W. and Cheng, T.C.E., <i>Global Management of Quality Assurance Systems</i>, McGraw-Hill, New York, 1994.</p>						

	<p>Journals</p> <ul style="list-style-type: none">Decision SciencesEuropean Journal of Operational ResearchHarvard Business ReviewIEEE Transactions on Engineering ManagementIIE TransactionsInternational Journal of Operations and Production ManagementInternational Journal of Production Planning and ControlInternational Journal of Production ResearchInternational Journal of Quality and Reliability ManagementJournal of the Operational Research SocietyManagement ScienceNaval Research LogisticsOmegaOperations ResearchProduction and Operations Management JournalSloan Management Review
--	---

Subject Code	LGT5115
Subject Title	Environmental Issues in Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	This module is designed to introduce both philosophy and methods of operations management in environmental management. It aims to discuss environmental issues in product/service manufacturing and distribution, to provide frameworks of considering and analyzing the environmental problem related benefits and costs, and to reveal basic tools and techniques for the environmental issue related problem modeling and solving. The module helps students to rethink and re-examine their management practice from a new point of view.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Able to analyze environmental issues critically that are relevant to operations managers Understand the tools and techniques to improve environmental issues of a firm Understand that innovation in technology is the essential way for green production or service Properly evaluate the relationship between operations efficiency and the economics of scale in the green production and service
Subject Synopsis/ Indicative Syllabus	<p>Introduction to Environmental Issues in Operations Management</p> <p>Manufacturing and distribution pollution is made in the production operation, not simply monitored or identified after it. Environmental management of operations does, but not always, imply additional cost. The related investment often has room to be reduced or more properly used. It is needed to balance the short-term gain and the long-term strategy for development.</p> <p>Product Life Cycle Implications and Design for the Environment</p> <p>A product carries all environmental implications, including product packages, its transportation modes, warehouse keeping, energy consumption, recycling and recovery, through its life cycle. The concern on the environment adds an important dimension for product design. Design for the environment (DfE) is to coordinate product designers and operations managers to ensure that the negative impact on environment during the product life cycle be minimized.</p>

	<p>Clean Production Process and Material Management</p> <p>The clean production process involves energy efficiency, pollution prevention, material selection and waste minimization. Conventional time and cost minimization production process is adjusted according to environmental performance requirement. New products have higher requirement on raw materials to meet the acceptable environmental standard.</p> <p>ISO 14000 Standard and its Implementation</p> <p>ISO 14000 is a series of standards that cover a number of areas, including environmental management system, environmental performance evaluation, environmental labeling and life-cycle assessment. The process of planning, pursuing and implementing ISO 14000 certification involves rearranging the production and distribution, changing the cooperation cultural, and adjusting the management philosophy.</p> <p>Location and Layout</p> <p>Facility location and configuration of production facilities frequently affect and are affected by the external natural environment. The productivity and other benefits can be enhanced directly by the effective location decision with proper environmental concern.</p> <p>Inventory Policy and Decision Making under Environmental Concerns</p> <p>In addition to the conventional criteria, such as time, cost and customer demand requirement, decision on inventory of materials, parts, semi-products and finished goods also need to give attention to environmental issues caused.</p> <p>Environmental Impacts in Supply Chain Management</p> <p><u>Green supply chain management mainly deals with the global benefit of minimisation of environmental impact of production network through cooperation and information sharing among the parties on the supply network. Reverse logistics.</u></p> <p>TQM Principles and the Application in Environmental Management</p> <p>TQM is more a management philosophy rather than a technique. The TQM principles, such as customer satisfaction, all employee involvement, and continuous improvement, give strong foundation of quality management. Environmental management shares the same principles.</p>
<p>Teaching/Learning Methodology</p>	<p>As a major and fundamental tool for teaching and learning, a series of lectures will cover the most updated development and applications in environmental management in the production and logistics process. Local and international case analysis and business reports will be recommended for reading, discussion and exercise. Students are required to bring in their experience and problems from the management practice for discussion and rethinking. They will also be able to obtain and share the course-related information through WebPages and other electronic channels.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c	d		
	Individual work	20%	✓	✓	✓	✓		
	Group study	20%	✓	✓	✓	✓		
	Performance	10%	✓					
	Final exam	50%	✓	✓	✓	✓		
	Total	100 %						
<i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i>								
Student Study Effort Expected	Class contact:							
	▪ Teaching and class discussion							28Hrs.
	▪ Class presentation and after class discussion							14Hrs.
	Other student study effort:							
	▪ Reading							42Hrs.
	▪ Course work							42Hrs.
	Total student study effort							126Hrs.
Reading List and References	<p><u>Journals</u></p> <p>Interfaces</p> <p>Management Science</p> <p>Production and Operations Management</p> <p>Journal of Production Economics</p> <p>Journal of Production Research</p> <p>Journal of Purchasing and Materials Management</p> <p><i>Related cases will be distributed in class.</i></p>							

Subject Code	LGT5122
Subject Title	Applications of Decision Making Models
Credit Value	3
Level	5
Normal Duration	1-semester
Co-requisite	Models for Decision Making (LGT5102)
Role and Purposes	<p>To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods.</p> <p>To develop students' ability and confidence in solving management decision problems, particularly paying attention to the practical considerations.</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Understand the range of practical application of management decision analysis techniques, the characteristics of successful application, and the limitations of the techniques. Develop skills in analyzing complex operations problems, using quantitative techniques as appropriate. 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	<p>Decision scope: find out a clear scope of decision required.</p> <p>How to evaluate different decisions: identify the objectives; there may be conflicting objectives.</p> <p>Model the situation: search for appropriate analytical or heuristic methods to solve the problem; understand the limitations of each method.</p> <p>Analysis of results: cost and benefits analysis; sensitivity analysis.</p>
Teaching/Learning Methodology	<p>Mainly through small group discussions. Students will be guided throughout the discussion process, particularly addressing on the following issues:</p> <ol style="list-style-type: none"> How to start to tackle a complicated situation? How to understand the data given and link up the relationship among data? Point out mistakes when applying different methods. How to apply what they have learnt in other subjects to a real situation?

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c			
	Continuous Assessment*	100%						
	2 Group cases	40%	✓	✓	✓			
	1 Individual case	30%	✓	✓	✓			
	Class participation	30%	✓	✓	✓			
	Total	100 %						
<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p><i>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</i></p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>This subject will be dealing with cases in every session and students will learn through undergoing this process. There is no examination in this subject. Therefore performance in class through participating in discussion is most important and is allocated with the most major part in the assessment. There will also be 2 group case studies to be assessed. But in order to distinguish more on the individual effort, there is another individual case study.</p>								
Student Study Effort Expected	Class contact:							
	▪ Small group discussions		28 Hrs.					
	▪ Lectures		14 Hrs.					
	Other student study effort:							
	▪ Preparation for lectures		42 Hrs.					
	▪ Preparation for assignment / group project and presentation		42 Hrs.					
	Total student study effort		126 Hrs.					

Reading List and References	<p>Hillier F.S. & Hillier M.S., Introduction to Management Science: A Modeling And Case Studies Approach With Spreadsheets, latest ed.</p> <p>Klassen, R. D., Menor, L. J., Cases in Operations Management, Sage publication, 2006</p> <p>Lapin L.L. and Whisler W.D., <i>Cases in Management Science</i>, Duxbury, 1996</p> <p>Journals Asia Pacific Journal of Operational Research Decision Sciences European Journal of Operational Research IIE Transactions Interfaces Journal of the Operational Research Society Management Science Naval Research Logistics Omega - International Journal of Management Science Operations Research OR Insight OR/MS Today</p>
------------------------------------	--

Subject Code	LGT5158
Subject Title	Statistical Quality Control for Manufacturing and Service
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	ITC501 Industrial Quality Control
Role and Purposes	<ol style="list-style-type: none"> 1. To develop students with a comprehensive and in-depth statistical thinking for quality management in both manufacturing and service industries; 2. To provide students with methodology of establishing and managing an effective SPC program in manufacturing and service organizations; 3. To help students improve the performance of operations process consistently and predictably over time.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the role of statistics in quality management; b. Design and manage SPC in both manufacturing and service sectors; c. Understand the concept of acceptance sampling and be familiar with different sampling plans; d. Make use of statistical methods and tools to improve process quality.
Subject Synopsis/ Indicative Syllabus	<p><u>Fundamental concepts</u> Specifications and tolerances; the gap model of service quality; process variation; foundations of statistical concepts in quality control and management; quality and data characteristics; sampling distribution and statistical inference.</p> <p><u>Management of process variation</u> Deming circle; SPC strategy and framework for monitoring, controlling, analyzing, and improving process performance; key quality characteristics to identify and measure in production and service industries; principles of SPC implementation.</p> <p><u>Statistical process control</u> Univariate and multivariate control charts; short runs SPC; process capacity analysis; control charts for non-manufacturing applications.</p> <p><u>Acceptance sampling</u> Operating characteristic curve; lot-by-lot attribute sampling plans; continuous sampling plan; sampling plans for variables.</p>

	<p><u>Statistical quality control software applications</u> Apply Minitab to construct and analyze control charts, process capacity, etc.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>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. Students will be arranged to work in small groups to design and implement SPC programs for improving both product and service quality in which a statistical software, Minitab will be used.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 891 1410 1368"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Continuous assessment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>50%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam components.</i></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e		1. Continuous assessment	50%	✓	✓	✓	✓			2. Examination	50%		✓	✓	✓											Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																											
		a	b	c	d	e																																									
1. Continuous assessment	50%	✓	✓	✓	✓																																										
2. Examination	50%		✓	✓	✓																																										
Total	100 %																																														

Student Study Effort Expected	Class contact:	
	▪ Lectures	42 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Assignments and project	42 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p><i>Textbook</i></p> <p>Mitra, Amitava (2008). Fundamentals of Quality Control and Improvement, 3rd ed. Hoboken, N.J.: John Wiley & Sons.</p> <p><i>References</i></p> <p>Aikens, C. Harold (2011). Quality Inspired Management: The Key to Sustainability. Upper Saddle River, N.J.: Prentice Hall.</p> <p>Grant, Eugene L. and Leavenworth, R.S. (1996). Statistical quality control, 7th ed. New York: McGraw-Hill Co. Inc.</p> <p>Montgomery, C. Douglas (2009). Introduction to Statistical Quality Control, 6th ed. Hoboken, N.J.: John Wiley & Sons.</p> <p>Ryan, P. Thomas (2011). Statistical Methods for Quality Improvement, 3rd ed. Hoboken, N.J.: John Wiley & Sons.</p> <p>DeVor, E. Richard, Chang, T.H. and Sutherland, J.W. (2007). Statistical Quality Design and Control: Contemporary Concepts and Methods, 2nd ed. Upper Saddle River, NJ: Pearson/Prentice Hall.</p> <p>George, Michael L. (2003). Lean Six Sigma for Service: How to Use Lean Speed and Six Sigma Quality to improve Services and Transactions. New York: McGraw-Hill.</p> <p>Kenett, Ron and Zacks, S. (1998). Modern Industrial Statistics: Design and Control of Quality and Reliability. Pacific Grove, Calif.: Duxbury Press.</p> <p>Fuchs, Camil and Kenett, R.S. (1998). Multivariate Quality Control: Theory and Applications. New York: M. Dekker.</p> <p>Casella, George and Berger, L. (2002) Statistical inference, 2nd ed. Pacific Grove, Calif.: Duxbury/Thomson Learning.</p>	

Subject Code	LGT5205
Subject Title	OM Dissertation
Credit Value	9
Level	5
Normal Duration	2-semester
Pre-requisite	MGT582/MM501 Research Methods
Exclusion	LGT5111 Practice of Operations Management
Role and Purposes	<p>To enable participants:</p> <ul style="list-style-type: none"> ▪ To make integrative linkages among various subjects as well as between learning and their work experience; ▪ To examine critically and in-depth a topic of interest arising from their chosen area of study; ▪ To deepen their self- and social-awareness by sensitising them to their dual role as researcher and manager; ▪ To pursue a research-based topic of local interest and importance in the field of business or management; ▪ To demonstrate an understanding of relevant literature in the topic area selected; ▪ To analyse basic research data in a systematic way and to a professional standard; and ▪ To demonstrate an ability to set the topic in its wider context, to sustain argument, and to present conclusions related to policy and practice implications in business and management in Hong Kong.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Able to carry out an independent academic research project at a Master's level b. Able to apply basic research methods to solve an OM problem c. An appreciation of academic studies in area of operations management
Subject Synopsis/ Indicative Syllabus	<p>In preparing their dissertations, students have an opportunity to draw upon particular themes of the programme, showing the extent to which they have been able to integrate what for them have been some of the dominant themes and interest areas. Students are expected to identify an area of study, explore this area in depth, collect and analyse data.</p> <p>Process There are four elements in the completion of the dissertation:</p>

	<p><u>Research Proposal</u> In consultation with the dissertation supervisor, the student works out a proposed research plan, which must show evidence of sound background research and state in specific terms:</p> <ul style="list-style-type: none"> ▪ Aims and objectives; ▪ Review of literature and definition of the theoretical concepts to be used; ▪ The basis for the research problem with reference to other such research; ▪ Methodology of the study, i.e. the ways in which data are to be collected, analysed and reported; ▪ A research schedule. <p>The research plan is not a static model that needs to be followed rigidly.</p> <p><u>Progress</u> After the initial research proposal, students are encouraged to seek advice from thesis supervisors on a regular basis and whenever necessary. The supervisor monitors and evaluates the student's performance, for example through verbal presentation and discussion of assigned readings; submitted draft chapters; annotated bibliographies; comprehension of the task in hand, planning, initiative, and thoroughness of investigation.</p> <p><u>The Research Report</u> This is the written dissertation. In assessing the research report, the examiners will have regard to:</p> <ul style="list-style-type: none"> ▪ The extent to which the student has been able to meet the broad criteria laid down in the objectives of the dissertation subject; ▪ The degree of originality; ▪ The significance of the findings; ▪ The way in which the student has drawn upon and integrated theories and techniques; ▪ The overall quality of the written presentation. <p><u>Oral Examination</u> Examiners will hold viva voce examinations. One purpose of the oral examination is to satisfy the panel of examiners that the work is the student's own. During these oral presentations, students will be required to answer queries relating to the dissertation and identify applications and future directions.</p> <p>The mark for the oral examination will take into consideration:</p> <ul style="list-style-type: none"> ▪ The student's grasp of the problem, ▪ The ability to answer queries, and ▪ The student's presentation and communication skills.
<p>Teaching/Learning Methodology</p>	<p>The teaching methods will be based on an MSc level of research studies under the supervision of an academic staff member. The student develops a research topic jointly with the supervisor and carries out an individual research study under the guidance of the supervisor. Performance is monitored continuously.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c		
	Assessment of Research Proposal	10%			✓		
	Assessment of Thesis	90%	✓	✓	✓		
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: A significant portion of self-studies is required. Students are encouraged to take an initiation in carrying out the study, while the supervisor provides guidance.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</i></p>							
Student Study Effort Expected	Class contact:						
	▪ Meeting and Discussion with Supervisor		16 Hrs.				
	▪ Research Studies		362 Hrs.				
	Other student study effort:						
	▪		Hrs.				
	▪		Hrs.				
	Total student study effort		378 Hrs.				
Reading List and References	<p>References for research methodology are as per the subject MM501 Research Methods. For example:</p> <p>Sekaran, U Research Methods for Business: A Skill-Building Approach, 3rd edition, New York: Wiley, chapter 13 'The research report', 2000.</p> <p>In addition, students may find it useful to refer to one of the standard style guides, for example:</p> <p><i>Publication Manual of the American Psychological Association</i>, 4th edition, Washington: American Psychological Association.</p> <p>Supervisors will provide guidance on reading in the substantive field of research.</p>						

Subject Code	MM501
Subject Title	Research Methods
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Research and Consultancy Techniques for CRE (BRE501) and Business Research Methods (MM5011)
Role and Purposes	<p>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:</p> <ol style="list-style-type: none"> 1. To understand the processes of research in the management and operation of the public and private sectors, and the various approaches that are used in that research; 2. To critically review published material and other research and consultancy reports; 3. To equip with the necessary skills required to undertake a substantial supervised research project at a Master's degree level; 4. To experience the process of preparing a properly constructed proposal for a research project.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. appreciate different research paradigms; b. formulate theoretically grounded research questions; c. exhibit skills essential to the planning and conduct of rigorous research; d. demonstrate familiarity with the concepts of validity and reliability in research; e. design appropriate sampling strategies, as well as collect, analyze and interpret data in diverse research settings; f. demonstrate a systematic understanding of the range of advanced research techniques, be able to critically evaluate these techniques and apply them appropriately; g. appraise the ethical implications of implementing research programmes; h. identify the range of channels for disseminating research and demonstrate the ability to communicate research findings effectively, both orally and in written form, to the business research and practitioner communities.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Introduction to Research</u> Overview of management research: basic, applied and action research. Exploratory, descriptive and causal research. Evaluations studies.</p> <p>Basic research paradigms: positivism and the scientific method; phenomenology and qualitative methodologies.</p> <p><u>The Research Process</u> The research process. The research proposal.</p> <p><u>Research Problems and Literature Review</u> Identifying and defining a research topic: the literature review.</p> <p><u>Theoretical Framework and Hypothesis Development</u> 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.</p> <p><u>Measurement</u> Measurement: types of scales; concepts and their dimensions; variables; Likert and other scales; validity and reliability; use of existing scales.</p> <p><u>Data Collection Methods and Sampling</u> 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.</p> <p>Exploratory research: reasons for and methods.</p> <p>Qualitative research: ethnography; grounded theory; problems of data collection and analysis; analytical versus statistical generalizability.</p> <p>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.</p> <p><u>Data Analysis and Interpretation</u> Data analysis and interpretation; basic concepts involved in statistical analysis; outline of the use of some multivariate statistics.</p> <p><u>The Research Report</u> Purposes; audience; characteristics of a well-written report; integral parts of the report.</p> <p><u>Research Ethics</u> The politics of management research; stakeholders; access to information</p> <p>The ethics of management research; the PolyU's requirements.</p> <p>Plagiarism in academic writing and how to avoid it.</p>
---	--

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	<table border="1" data-bbox="496 454 1406 1160"> <thead> <tr> <th data-bbox="496 454 826 622" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="826 454 979 622" rowspan="2">% weighting</th> <th colspan="8" data-bbox="979 454 1406 555">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="979 555 1034 622">a.</th> <th data-bbox="1034 555 1088 622">b.</th> <th data-bbox="1088 555 1142 622">c.</th> <th data-bbox="1142 555 1197 622">d.</th> <th data-bbox="1197 555 1251 622">e.</th> <th data-bbox="1251 555 1305 622">f.</th> <th data-bbox="1305 555 1359 622">g.</th> <th data-bbox="1359 555 1406 622">h.</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 622 826 723">Continuous Assessment*</td> <td data-bbox="826 622 979 723">100%</td> <td data-bbox="979 622 1034 723"></td> <td data-bbox="1034 622 1088 723"></td> <td data-bbox="1088 622 1142 723"></td> <td data-bbox="1142 622 1197 723"></td> <td data-bbox="1197 622 1251 723"></td> <td data-bbox="1251 622 1305 723"></td> <td data-bbox="1305 622 1359 723"></td> <td data-bbox="1359 622 1406 723"></td> </tr> <tr> <td data-bbox="496 723 826 824">1. Individual assignment</td> <td data-bbox="826 723 979 824">20%</td> <td data-bbox="979 723 1034 824"></td> <td data-bbox="1034 723 1088 824">✓</td> <td data-bbox="1088 723 1142 824"></td> <td data-bbox="1142 723 1197 824"></td> <td data-bbox="1197 723 1251 824"></td> <td data-bbox="1251 723 1305 824"></td> <td data-bbox="1305 723 1359 824"></td> <td data-bbox="1359 723 1406 824"></td> </tr> <tr> <td data-bbox="496 824 826 902">2. Group reports</td> <td data-bbox="826 824 979 902">50%</td> <td data-bbox="979 824 1034 902"></td> <td data-bbox="1034 824 1088 902">✓</td> <td data-bbox="1088 824 1142 902">✓</td> <td data-bbox="1142 824 1197 902">✓</td> <td data-bbox="1197 824 1251 902">✓</td> <td data-bbox="1251 824 1305 902">✓</td> <td data-bbox="1305 824 1359 902">✓</td> <td data-bbox="1359 824 1406 902">✓</td> </tr> <tr> <td data-bbox="496 902 826 981">3. Presentation</td> <td data-bbox="826 902 979 981">10%</td> <td data-bbox="979 902 1034 981"></td> <td data-bbox="1034 902 1088 981"></td> <td data-bbox="1088 902 1142 981"></td> <td data-bbox="1142 902 1197 981"></td> <td data-bbox="1197 902 1251 981"></td> <td data-bbox="1251 902 1305 981"></td> <td data-bbox="1305 902 1359 981"></td> <td data-bbox="1359 902 1406 981">✓</td> </tr> <tr> <td data-bbox="496 981 826 1059">4. Peer assessment</td> <td data-bbox="826 981 979 1059">10%</td> <td data-bbox="979 981 1034 1059"></td> <td data-bbox="1034 981 1088 1059"></td> <td data-bbox="1088 981 1142 1059"></td> <td data-bbox="1142 981 1197 1059"></td> <td data-bbox="1197 981 1251 1059"></td> <td data-bbox="1251 981 1305 1059"></td> <td data-bbox="1305 981 1359 1059"></td> <td data-bbox="1359 981 1406 1059">✓</td> </tr> <tr> <td data-bbox="496 1059 826 1137">5. Class participation</td> <td data-bbox="826 1059 979 1137">10%</td> <td data-bbox="979 1059 1034 1137"></td> <td data-bbox="1034 1059 1088 1137"></td> <td data-bbox="1088 1059 1142 1137"></td> <td data-bbox="1142 1059 1197 1137"></td> <td data-bbox="1197 1059 1251 1137">✓</td> <td data-bbox="1251 1059 1305 1137"></td> <td data-bbox="1305 1059 1359 1137"></td> <td data-bbox="1359 1059 1406 1137"></td> </tr> <tr> <td data-bbox="496 1137 826 1160">Total</td> <td data-bbox="826 1137 979 1160">100 %</td> <td colspan="8" data-bbox="979 1137 1406 1160"></td> </tr> </tbody> </table> <p data-bbox="496 1182 1406 1249"><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p data-bbox="496 1272 1406 1339">To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p data-bbox="496 1350 1406 1832">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 – Individual assignment – Students are required to submit an individual work by addressing the core principles and concepts of the subject syllabus. Group reports and presentation – Students are required to prepare two interim reports, a final report, and present their work by applying their subject knowledge and demonstrating their research skills. Class participation – Feedback is given to students immediately following the presentations. All students are invited to join this discussion to demonstrate their understandings of the core principles and concepts of the subject syllabus.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								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 %								
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																																																														
		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 %																																																																																															

Student Study Effort Expected	Class contact:	
	▪ Lectures	42 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignment / group project and presentation	84 Hrs.
	Total student study effort	168 Hrs.
Reading List and References	<p><u>Recommended Textbooks</u> Ghauri, P. and Gronhaug, K. (2010). <i>Research Methods in Business Studies</i> (4th edition). London: Financial Times Prentice Hall.</p> <p>Sekaran, U. and Bougie, R. (2010). <i>Research Methods for Business – A Skill Building Approach</i> (5th edition). NY: John Wiley & Sons.</p> <p><u>Suggested Readings</u> Bowerman, B. L., O'Connell, R. T. and Murphree, E. S. (2011). <i>Business Statistics in Practice</i> (6th edition). NY: McGraw-Hill.</p> <p>Cooper, D. R. and Schindler, P. S. (2011). <i>Business Research Methods</i> (11th edition). NY: McGraw-Hill.</p> <p>Dillman, D. A., Smyth, J. D. and Christian, L. M. (2009). <i>Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method</i> (3rd edition). Hoboken, NJ: John Wiley & Sons.</p> <p>Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E. (2010). <i>Multivariate Data Analysis</i> (7th edition). Upper Saddle River, NJ: Prentice Hall.</p> <p>Miles, M. B. and Huberman, A. M. (1994). <i>Qualitative Data Analysis: An Expanded Sourcebook</i> (2nd edition). Thousand Oaks, CA: Sage.</p> <p>Norušis, M. J. (2012). <i>IBM SPSS Statistics 19 Guide to Data Analysis</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Yin, R. K. (2009). <i>Case Study Research: Design and Methods</i> (4th edition). Thousand Oaks, CA: Sage.</p>	

Subject Code	MM511
Subject Title	Managing Organizations and People
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Managing Organizations and People (MM5117 or MM5119)
Role and Purposes	This course aims to introduce students to concepts and practices of the four basic management functions of planning, organizing, leading and controlling. It aims to facilitate students to acquire a good grounding for further studies in more specialized management subjects, and to apply theories to practice in becoming more effective managers.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. learn theories about the four basic management functions of planning, organizing, leading and controlling, as well as the skills needed to perform these functions; b. have a better understanding of the evolution of management theories, how to deal with ethical issues and globalization, and general management functions and activities; c. apply some of the management theories to diagnose the practical management problems in the workplace and come up with proper solutions to deal with these problems; d. synthesize and digest new ideas, discoveries, and cutting-edge theories from various sources, such as popular management books, professional management magazines, and scientific journals.
Subject Synopsis/ Indicative Syllabus	<p>Managing Organizations and People: An Overview</p> <p>Definitions of management, organization and organizational behaviour. History of management. The organization environment. International management. Contemporary management issues.</p> <p>Decision Making</p> <p>Models of management decision making. Managerial ethics and social responsibility.</p> <p>Management Functions</p> <p>The planning process and strategic planning. The organising process and organising structure. The leading process and people management. The controlling process and controlling techniques.</p> <p>People Management Skills</p> <p>Group and team dynamics. Leadership models. Communication models. Conflict resolution models. The management of corporate values and culture. Management of change and organizational development.</p>

<p>Teaching/Learning Methodology</p>	<p>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.</p>																																																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 495 1410 1070"> <thead> <tr> <th data-bbox="496 495 836 663" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="836 495 991 663" rowspan="2">% weighting</th> <th colspan="6" data-bbox="991 495 1410 595">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="991 595 1062 663">a.</th> <th data-bbox="1062 595 1134 663">b.</th> <th data-bbox="1134 595 1206 663">c.</th> <th data-bbox="1206 595 1278 663">d.</th> <th data-bbox="1278 595 1350 663"></th> <th data-bbox="1350 595 1410 663"></th> </tr> </thead> <tbody> <tr> <td data-bbox="496 663 836 763">Continuous Assessment*</td> <td data-bbox="836 663 991 763">50%</td> <td data-bbox="991 663 1062 763"></td> <td data-bbox="1062 663 1134 763"></td> <td data-bbox="1134 663 1206 763"></td> <td data-bbox="1206 663 1278 763"></td> <td data-bbox="1278 663 1350 763"></td> <td data-bbox="1350 663 1410 763"></td> </tr> <tr> <td data-bbox="496 763 836 831">1. Individual paper</td> <td data-bbox="836 763 991 831">25%</td> <td data-bbox="991 763 1062 831">✓</td> <td data-bbox="1062 763 1134 831">✓</td> <td data-bbox="1134 763 1206 831">✓</td> <td data-bbox="1206 763 1278 831">✓</td> <td data-bbox="1278 763 1350 831"></td> <td data-bbox="1350 763 1410 831"></td> </tr> <tr> <td data-bbox="496 831 836 931">2. Group presentation / project</td> <td data-bbox="836 831 991 931">25%</td> <td data-bbox="991 831 1062 931">✓</td> <td data-bbox="1062 831 1134 931">✓</td> <td data-bbox="1134 831 1206 931">✓</td> <td data-bbox="1206 831 1278 931">✓</td> <td data-bbox="1278 831 1350 931"></td> <td data-bbox="1350 831 1410 931"></td> </tr> <tr> <td data-bbox="496 931 836 999">Examination</td> <td data-bbox="836 931 991 999">50%</td> <td data-bbox="991 931 1062 999">✓</td> <td data-bbox="1062 931 1134 999">✓</td> <td data-bbox="1134 931 1206 999">✓</td> <td data-bbox="1206 931 1278 999">✓</td> <td data-bbox="1278 931 1350 999"></td> <td data-bbox="1350 931 1410 999"></td> </tr> <tr> <td data-bbox="496 999 836 1070">Total</td> <td data-bbox="836 999 991 1070">100 %</td> <td colspan="6" data-bbox="991 999 1410 1070"></td> </tr> </tbody> </table> <p data-bbox="496 1088 1410 1155"><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p data-bbox="496 1189 1410 1290">To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p> <p data-bbox="496 1323 1410 1424">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 –</p> <ol data-bbox="544 1435 1410 1738" style="list-style-type: none"> 1. Engage in a case-study group project to apply theories to practice. 2. Write an individual research paper that explores a certain topic/area of management in greater depth. 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. <p data-bbox="496 1760 1410 1832">Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a.	b.	c.	d.			Continuous Assessment*	50%							1. Individual paper	25%	✓	✓	✓	✓			2. Group presentation / project	25%	✓	✓	✓	✓			Examination	50%	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																											
		a.	b.	c.	d.																																																								
Continuous Assessment*	50%																																																												
1. Individual paper	25%	✓	✓	✓	✓																																																								
2. Group presentation / project	25%	✓	✓	✓	✓																																																								
Examination	50%	✓	✓	✓	✓																																																								
Total	100 %																																																												

Student Study Effort Expected	Class contact:	
	▪ Lectures	42 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	84 Hrs.
	Total student study effort	168 Hrs.
Reading List and References	<p><u>Recommended Textbooks</u> Bartol, Kathryn, Tein, Margaret, Matthews, Graham and Sharma, Hishnu (2011). <i>Management: A Pacific rim focus</i> (6th ed.). Roseville, Australia: Irwin/McGraw-Hill.</p> <p>Bateman, Thomas S. and Snell, Scott A. (2011). <i>Management: Leading & collaborating in a competitive World</i> (9th ed.). New York: McGraw-Hill/Irwin.</p> <p>Daft, Richard L. (2012). <i>New era of management</i> (10th ed.). International: South-Western Cengage Learning.</p> <p>Griffin, Ricky W. (2011). <i>Management</i> (10th ed.). China: South-Western, Cengage Learning.</p> <p>Robbins, Stephen P. and Coulter, Mary (2009). <i>Management</i> (10th ed.). USA: Prentice-Hall.</p> <p>Williams, Chuck (2012). <i>Effective management: A multimedia approach</i> (5th ed.). International Edition: South-Western/Cengage Learning.</p> <p><u>References</u> Buchanan, D. & Huczynski, A. (2007). <i>Organisation Behaviour- an Introductory Text</i>, Prentice Hall: London.</p> <p>Craimer, S. (2000). <i>The Management Century, a Critical Review of 20th Century Thought and Practice</i>, Jossey-Bass: San Francisco.</p> <p>Dawson, Sandra. (1996). <i>Analyzing organizations</i> (3rd ed.). Basingstoke: Macmillan.</p> <p>Deresky, Helen. (2011). <i>International management: Managing across borders and cultures</i> (7th ed.). Upper Saddle River, New Jersey: Prentice Hall.</p> <p>Francesco, A. M. & Gold, B. A. (2005). <i>International Organizational Behavior</i> (7th ed.), Pearson: Upper Saddle River, NJ.</p> <p>George, Claude S., Jr. (1972). <i>The history of management thought</i> (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.</p>	

	<p>Handy, Charles. (1993). <i>Understanding Organizations</i> (4th ed.), London: Penguin.</p> <p>Hellriegel, Don, Jackson, Susan E. and Slocum, John W., Jr. (2005). <i>Management: A competency-based approach</i> (10th ed.). Singapore: South-Western.</p> <p>Hitt, Michael A., Black, J. Stewart and Porter, Lyman W. (2009). <i>Management</i> (2nd ed.). Upper Saddle River, NJ: Pearson.</p> <p>Hofstede, Geert. (2010). <i>Cultures and organizations: Software of the mind – Intercultural cooperation and its importance for survival</i> (3rd ed.). New York: McGraw-Hill.</p> <p>Kennedy, Carol. (1991). <i>Guide to the management gurus: Shortcuts to the ideas of leading management thinkers</i>. London: Business Books.</p> <p>Luthans, Fred. (2005). <i>Organizational behavior</i> (10th ed.). Boston, MA: McGraw-Hill Irwin.</p> <p>Mintzberg, Henry. (1983). <i>Structure in fives: Designing effective organizations</i>. Englewood Cliffs, NJ: Prentice-Hall.</p> <p>Mullins, Laurie. (2005), <i>Management and Organizational Behaviour</i> (7th ed.). London: Financial Times/Pitman.</p> <p>Parker, Martin (Ed.). (1998). <i>Ethics & organizations</i>. London: Sage.</p> <p>Pugh, D.S. and Hickson, D.J. (2007). <i>Writers on organizations</i> (6th ed.). Cornwall: Ashgate.</p> <p>Robbins, Stephen P. (2007). <i>Organizational behavior</i> (12th ed.). Upper Saddle River: Prentice-Hall.</p> <p><u>Journals</u> Academy of Management Executive Academy of Management Journal Academy of Management Review Administrative Science Quarterly Harvard Business Review Human Relations Journal of Applied Psychology Journal of General Management Journal of International Business Studies Journal of Management Journal of Management Studies Journal of Organizational Behavior Management Review Organization Science Organization Dynamics Organization Studies Personnel Psychology</p>
--	--

Subject Code	MM531
Subject Title	Strategic Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/	Managing Organizations and People (MM511) and Managing Customers and Markets (MM574) and Accounting for Managers (AF5108)
Exclusion	Strategic Quality Management (ITC522)
Role and Purposes	The main objective of the course is to provide students with a sound knowledge about the strategy making process from the perspective of how organizations strategize to achieve sustain competitive advantage. Through the application of the strategic tools and techniques to facilitate the strategic decision making process, students will have a command on how to perform a strategic audit of an organization in relations to its contextual environment and be able to make sound and creative recommendations for success. The backbone of the course is on developing the students' "strategic thinking" skills through the use of examples, case studies and knowledge building exercises.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. appraise the different perspectives from which strategy may be analyzed and understand how each contributes to a fuller understanding of the essence of strategic thinking; b. apply and evaluate different management theories / methods / tools used to analyze a firm's strategy making for dealing with strategic organizational challenges (MSc Program Outcome 1); c. demonstrate strategic thinking by indentifying the impact of environmental forces in order to help organizations craft winning strategies and manage change (MSc Program Outcome 2); d. discuss and explain how strategy research can help managers make better (ethical) decisions; e. understand the factors which facilitate or impede cross-functional team work.
Subject Synopsis/ Indicative Syllabus	<u>Understanding Strategic Management</u> <ul style="list-style-type: none"> • The 10 schools of strategic management • The strategic management process • Formulating the mission and vision statement to meet the needs of stakeholders • Corporate governance and challenges facing Boards of Directors

	<p><u>Environmental Analysis and Diagnosis</u></p> <ul style="list-style-type: none"> • Environmental scanning and influencing environmental factors • Techniques for environmental analysis • Industry and competitive analysis; competitive and co-operative dimensions <p><u>Internal Scanning and Analysis</u></p> <ul style="list-style-type: none"> • Approaches to internal scanning and analysis of the competitive value of resources • Scanning the internal environment with functional analysis - using the value chain • Making sense of assets, capabilities and competencies <p><u>Strategy Formulation</u></p> <ul style="list-style-type: none"> • Corporate strategy analysis - means and forms of diversification • Business strategy analysis: Porter's generic competitive strategies for competitive advantage • Strategic choice <p><u>Strategy Implementation</u></p> <ul style="list-style-type: none"> • The implementation process - complexity and interconnectedness • Strategic leadership - to manage change and learning; encouraging self leadership • Analyzing organizational culture - impact on experimentation and discovery <p><u>Strategic Evaluation and Control</u></p> <ul style="list-style-type: none"> • Evaluation and control in strategic management - impact of action on outcomes • Measuring organizational performance, compare organizational performance to goals • Balanced Score Card approach to strategic control
<p>Teaching/Learning Methodology</p>	<p>As this is a Masters Level program, the course is designed in a <i>highly interactive seminar style</i> 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 will be discussed with students before engaging the class in more strategic knowledge building exercises to stimulate strategic thinking. Where possible, Guest Speakers will be brought in to bring new insights to the study and practice of strategic management as it is applied in organizations.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a.	b.	c.	d.	e.
	Continuous Assessment*	60%					
	1. Individual attendance at Library Literacy Workshop	10%				✓	
	2. Individual class participation	20%	✓	✓	✓	✓	✓
	3. Individual peer appraisal	5%	✓	✓	✓	✓	✓
	4. Group worksheets / or presentation	10%	✓		✓	✓	✓
	5. Group report	15%	✓	✓	✓	✓	✓
	Examination	40%	✓	✓	✓	✓	
	Total	100 %					

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

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

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

- Consider and analyse the issues and concepts which are presented in the lectures;
- Read relevant chapters of the recommended text book and other support learning material including articles and cases;
- Discuss the strategic issues in the cases and questions in the recommended text book;
- Appreciate that there are alternative approaches, perspectives and theories to deal with the strategic issues;
- Participate in presenting the study group’s views on the case or question to be discussed.

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

Student Study Effort Expected	Class contact:	
	▪ Lectures and seminars	42 Hrs.
	Other student study effort:	
	▪ Preparation for discussions	42 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	84 Hrs.
	Total student study effort	168 Hrs.
Reading List and References	<p><u>Suggested Textbook</u> Johnson, G., Scholes, K. & Whittington, R. (2011). <i>Exploring Corporate Strategy</i> (9th ed.). London: Prentice Hall.</p> <p><u>Selected Suggested Reading</u> Andriopoulos, C., & Lewis, M. (2009). Exploitation-exploration tensions and organizational ambidexterity: Managing paradoxes of innovation. <i>Organization Science</i>, 20(4): 696-717.</p> <p>Antonacopoulou, E. P. (2010). 'Making the business school more 'critical': Reflexive critique based on phronesis as a foundation for impact'. <i>British Journal of Management</i>, 21, S6-S25.</p> <p>Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. <i>Harvard Business Review</i>, 81(9): 66-74.</p> <p>Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: What constitutes a theoretical contribution. <i>Academy of Management Review</i>, 36(1), 12-32.</p> <p>Ghoshal, S. (2005). Bad management theories are destroying good management practices. <i>Academy of Management Learning & Education</i>, 4: 75-91.</p> <p>Golsorkhi, D., Rouleau, L., Seidl, D., & Vaara, E. (2010). Introduction: What is strategy as practice? In Golsorkhi, D., Rouleau, L., Seidl, D., and Vaara, E. (Eds), <i>Cambridge Handbook of Strategy as Practice</i>. pp. 1-20 Cambridge, GBR: Cambridge University Press.</p> <p><i>Harvard Business Review</i> (2011). Special Issue: What great companies do differently. November.</p> <p>Hodgkinson, G. P., & Healey, M. P. (2011). Psychological foundations of dynamic capabilities: Reflexion and reflection in strategic management'. <i>Strategic Management Journal</i>, 32, 1500-1516.</p> <p>Jayachandran, S., & Varadarajan, R. (2006). Does success diminish competitive responsiveness? Reconciling conflicting perspectives. <i>Journal of the Academy of Marketing Science</i>, 34(3): 284-294.</p>	

	<p>Kiechel, W. (2010). <i>The lords of strategy: The secret intellectual history of the new corporate world</i>. Boston: Harvard Business School Press.</p> <p>Kim, W. C., & Mauborgne, R. (2005). <i>Blue ocean strategy: How to create uncontested market space and make the competition irrelevant</i>. Boston: Harvard Business School Press.</p> <p>Mintzberg, H., Ahlstrand, B., & Lampel, J. (1989). <i>Strategy safari: The complete guide through the wilds of strategic management</i>. London: Prentice Hall.</p> <p>Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78.</p> <p>Pugliese, A., P-J Bezemer, A. Zattoni, M. Huse, F. A. J. Van den Bosch, & H. W. Volberda (2009). Boards of directors' contribution to strategy: A literature review and research agenda. <i>Corporate Governance: An International Review</i>, 17(3): 292-306.</p> <p>Rumelt, R. P. (2011). <i>Good strategy / bad strategy: The difference and why it matters</i>. New York: Crown Business.</p> <p>Sandberg, J., & Tsoukas, H. (2011). 'Grasping the logic of practice: Theorizing through practical rationality'. <i>Academy of Management Review</i>, 36(2), 338-360.</p> <p><u>Journals</u> Academy of Management Executive Academy of Management Review Administrative Science Quarterly British Journal of Management Harvard Business Review Journal of Management Journal of Management Studies Strategic Management Journal</p>
--	--

Subject Code	MM544
Subject Title	E-Commerce
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	<p>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.</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> comprehend the underlying economic mechanisms and driving forces of E-Commerce; understand the critical building blocks of E-Commerce and different types of prevailing business models employed by leading industrial leaders; 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; formulate E-Commerce strategies that lever firms' core competencies, facilitate organizational transformation, and foster innovation; undertake planning, organizing, and implementing of E-Commerce initiatives to effectively respond to of dynamic market environments.

<p>Subject Synopsis/ Indicative Syllabus[#]</p>	<ul style="list-style-type: none"> • Introduction of e-Commerce • E-commerce Framework • B2C, B2B, C2C, G2C, G2B • E-commerce Supply Chain Management • Payment System, Internet Banking and Supporting Systems • E-Government • Mobile Commerce • Legal, ethical and societal issues of e-Commerce • E-commerce strategy • Social Media and e-Commerce <p><i>[#]The above syllabus may be modified and updated by each subject lecturer without prior notice.</i></p>																																																																				
<p>Teaching/Learning Methodology</p>	<p>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:</p> <ol style="list-style-type: none"> 1. General announcement and an opportunity for students to ask question to address any unfinished thoughts from the previous class; 2. Overview of the current class agenda and its relationships to past discussion; 3. Extended period of students- or instructor-lead discussion of the key issues in the assigned case or readings. Collaborative learning strategies (learning via discussion in a small group) may be employed during part of this time. 																																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 1149 1410 1856"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> <th>e.</th> <th></th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Attendance and class participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Individual assignment</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Group assignment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						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 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																																			
		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 %																																																																				

	<p>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.</p> <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>42 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for lectures 	<p>42 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for assignment / group project and presentation / examination 	<p>84 Hrs.</p>
	<p>Total student study effort</p>	<p>168 Hrs.</p>
<p>Reading List and References</p>	<p><u>Textbook</u> Turban E., King, D., Viehland, D., and Lee, J. (2010) <i>Electronic Commerce: A Managerial Perspective</i>, Upper Saddle River, New Jersey, Person Prentice Hall. (6th ed.)</p> <p><u>References</u> <u>Freakonomics: A Rogue Economist Explores the Hidden Side of Everything (P.S.)</u> by <u>Steven D. Levitt</u> and <u>Stephen J. Dubner</u> (Aug 25, 2009)</p> <p><u>Outliers: The Story of Success</u> by <u>Malcolm Gladwell</u> 2008.</p> <p>A Whole New Mind: Moving From the Information Age to the Conceptual Age, by Pink, Daniel H. Publisher: Putnam Pub Group 2005.</p> <p>The Profit Zone : How Strategic Business Design Will Lead You to Tomorrow's Profits, by <u>Adrian Slywotzky</u>, <u>David J. Morrison</u>, <u>Bob Andelman</u>, Publisher: Three Rivers Press (2002)</p> <p>The Search: How Google and Its Rivals Rewrote the Rules of Business and Transformed Our Culture, by <u>John Battelle</u>, Publisher: Portfolio Hardcover (2005)</p> <p>Chen, S. (2004) <i>Strategic Management of E-Business</i>, 2nd ed. Chichester, England: John Wiley & Sons.</p> <p>Holden. (1999) <i>Starting an Online Business for Dummies</i>, IDG.</p> <p>Kalakota & Robinson. (1999) <i>E-Business: Roadmap for Success</i>, Addison-Wesley.</p>	

	<p>Laudon, K. C. and Traver, C. G., (2006) <i>E-commerce: Business, Technology and Society</i>, Upper Saddle River, New Jersey, Person Prentice Hall.</p> <p>Schneider, Gary P. & Perry, James T. (2000) <i>Electronic Commerce</i>, Thomson Learning.</p> <p>Westland, Chris & Clark, Ted, (1999) <i>Global Electronic Commerce</i>, MIT Press.</p> <p>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.</p>
--	---

Subject Code	MM546
Subject Title	Information Technology for Operations Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	The central goal of this course is to develop an integrative knowledge of the information technologies for operation management. It focuses on the information technologies that are applied by organizations to support such operation processes as production, distribution, tracking, monitoring, warehousing, cataloguing and so forth. This course looks into the IT-enabled operation and the influence of information technologies in shaping modern organizational operation.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand currently available technologies for organizational operations; b. review operational information systems and how such systems improve the operation management; c. understand the information needs of an organization; d. participate effectively in the information technology planning process within a corporate strategic plan.
Subject Synopsis/ Indicative Syllabus	<p>Information technology – foundation of information systems Computer hardware; information system software; managing data resources; communications and networks.</p> <p>Information systems in organizations Challenges and opportunities; strategic role of information systems; types of information systems: management information systems, decision support systems, expert systems.</p> <p>Approaches to the development of an information system Systems development cycles; systems development tools; information technology support; systems implementation choices; role of end-user computing.</p> <p>Operations management support systems Production and distribution process, data acquisition, tracking and monitoring, electronic warehouse, electronic catalogues and directories for web sourcing.</p>

	<p>Management of information resources Models of information resource management; system effectiveness evaluation; vendor evaluation and supplier policies; outsourcing; quality assurance.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>Keynote lectures will be used to introduce techniques and conceptual models. Case studies and readings will form the basis of class seminars in which the applicability of various techniques, models and methodologies will be discussed. Some sessions will be devoted to more in-depth studies of specific problems by small groups, which will form the basis for further class discussion.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 640 1409 1317"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Attendance and class participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual assignment</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group assignment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p> <p>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.</p> <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a.	b.	c.	d.	Continuous Assessment*	50%					1. Attendance and class participation	15%	✓	✓	✓	✓	2. Individual assignment	15%	✓	✓	✓	✓	3. Group assignment	20%	✓	✓	✓	✓	Examination	50%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																											
		a.	b.	c.	d.																																										
Continuous Assessment*	50%																																														
1. Attendance and class participation	15%	✓	✓	✓	✓																																										
2. Individual assignment	15%	✓	✓	✓	✓																																										
3. Group assignment	20%	✓	✓	✓	✓																																										
Examination	50%	✓	✓	✓	✓																																										
Total	100 %																																														

Student Study Effort Expected	Class contact:	
	▪ Lectures	42 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	84 Hrs.
	Total student study effort	168 Hrs.
Reading List and References	<p><u>Textbook</u> R.M. Stair and G.W. Reynolds, Principles of Information Systems, ITP, 9th ed. 2009.</p> <p><u>Reference Books</u> Laudon, Kenneth C., Laudon, Jane P. And Brabston M. E. (2012), Management Information Systems: Managing the digital firm, 6th Ed., Pearson Education. Oz, E., <i>Management Information Systems</i>, Course Technology; 5th ed., 2008. <u>John Battelle</u>, <i>The Search: How Google and Its Rivals Rewrote the Rules of Business and Transformed Our Culture</i>, Portfolio Hardcover (September 8, 2005), ISBN: 1591840880. Roger G. Schroeder, <i>Operations Management Contemporary Concepts and Cases</i>, Irwin McGraw Hill, 2010.</p> <p><u>Journals</u> Information and Management International Journal of Information Management International Journal of Project Management Journal of Information Technology Journal of Systems Management MIS Quarterly</p>	

Subject Code	MM554
Subject Title	Political and Economic Environment for Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	The purpose of this course is to provide students with an overview of the dynamic political and economic environment within which both private and public sector management takes place. The course will help develop participants' abilities to appreciate, analyze the impact of changing political and economic orders on organization management. Taking a systemic approach, the course focuses on the local and national context of management. The systems approach to political and economic environment will first be examined. This will be followed by a close look at the changing political and economic environment of Hong Kong and China.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> get an in-depth understanding of the political and economic environment in Hong Kong; appreciate the nature and theoretical significance of individual political and economic forces in shaping public and business management; acquire problem solving skills based on current theories in a case study approach; develop the ability to think analytically, critically and independently in managing individual political and economic forces which affect organization management in a systematic, effective, and creative manner; analyze the economic perspective of public issues in Hong Kong, such as minimum wage rate, price control, outsourcing and the consequence of government interventions.

<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. A systems approach to political environment 2. Hong Kong political system in consolidation 3. The Executive-led government: from Tung Chee-Hwa to Donald Tsang 4. The ascendancy of the Legislative Council 5. The development of party politics in Hong Kong 6. The proliferation of interest groups in Hong Kong 7. Changing popular political culture: from political apathy to political awakening. 8. HKSAR – Central relations 9. National income accounting 10. Operation of a free market 11. Economic system and laissez-faire in Hong Kong 12. Industrialisation and development strategy 13. HK as an international financial centre 14. Competition policy 15. Monetary system 16. Labour market 																																																											
<p>Teaching/Learning Methodology</p>	<p>On the basis of the theoretical knowledge on political and economic environment students acquired through lectures, they are required to present their views on conducting effective management in changing political and economic order in both business and public sectors. Current political and economic issues will be used extensively in order to cultivate students' management awareness in respect to political and economic factors. Seminars and seminar papers will give students the opportunities to develop their own analytical ability and hence a proficient application of theories to appreciate the manner that politics and economics will affect organization management.</p>																																																											
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th style="width: 8%;">a.</th> <th style="width: 8%;">b.</th> <th style="width: 8%;">c.</th> <th style="width: 8%;">d.</th> <th style="width: 8%;">e.</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td style="text-align: center;">50%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Group presentation and outline</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Class participation and attendance</td> <td style="text-align: center;">10%</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>3. Individual assignment / quiz</td> <td style="text-align: center;">20%</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">50%</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a.	b.	c.	d.	e.	Continuous Assessment*	50%						1. Group presentation and outline	20%	✓	✓	✓	✓	✓	2. Class participation and attendance	10%		✓		✓		3. Individual assignment / quiz	20%		✓	✓	✓	✓	Examination	50%		✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																										
		a.	b.	c.	d.	e.																																																						
Continuous Assessment*	50%																																																											
1. Group presentation and outline	20%	✓	✓	✓	✓	✓																																																						
2. Class participation and attendance	10%		✓		✓																																																							
3. Individual assignment / quiz	20%		✓	✓	✓	✓																																																						
Examination	50%		✓	✓	✓	✓																																																						
Total	100 %																																																											

	<p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Classroom performance including attendance and participation, would be able to assess students' understanding of the course's content. 2. Group presentation enables the students to work as a team to do a more in-depth study of a selected topic on public sector management in Hong Kong to assess their knowledge as well as their research, presentation and written skills. 3. The short essay of 1500 words in the form of case analysis will be used to assess individual students' critical thinking, analytical ability and written skill. 4. The 3-hour examination is a good tool to test students' capability to formulate coherent and insightful answers on some questions in those topics they are well prepared. <p>Feedback in written form will be given to students two days after presentation and all students are invited to join the discussion.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>42 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for lectures 	<p>42 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for assignment / group project and presentation / examination 	<p>84 Hrs.</p>
	<p>Total student study effort</p>	<p>168 Hrs.</p>
<p>Reading List and References</p>	<p>Books</p> <p>Almond, G.A., Powell, G.B. Jr. and Mundt, R.J. <i>Comparative Politics: A Theoretical Framework</i>, New York, Harper Collins College Publishers, 2002.</p> <p>Ash, R., Ferdinand, P., Hook, B. and Porter, R. Eds. <i>Hong Kong in Transition: One Country, Two Systems</i>. Routledge, 2003.</p> <p>Berger, Suzanne and Lester, Richard K., <i>Made by Hong Kong</i>, Hong Kong: Oxford University Press, 1997.</p> <p>Blondel, J. <i>Comparative Government</i>, 2nd Edition, London, Prentice-Hall, 1995.</p> <p>Enright, Michael J., <i>The Hong Kong Advantage</i>, Oxford; New York: Oxford University Press, 1997.</p> <p>Friedman, Thomas L., <i>The World is Flat</i>, Farrar, Straus and Giroux, 2005.</p>	

	<p>Heywood, A. 2002. <i>Politics</i>, Malaysia, Macmillan Foundations, 1997.</p> <p>Lau, S.K., ed. 2002. <i>The First Tung Chee-hwa Administration: The First Years of the Hong Kong Special Administrative Region</i>, Hong Kong: Chinese University Press, 2000.</p> <p>Loh, C. <i>At the Epicentre: Hong Kong and the SARS Outbreak</i>, Hong Kong, Hong Kong University Press, 2004.</p> <p>Mankiw, N. Gregory, <i>Principles of Economics</i>, 5th edition, Thomson Learning, 2009.</p> <p>Ng Sek Hong and Lethbridge, David G. Eds. <i>The Business Environment in Hong Kong</i>, Fourth Ed, New York: Oxford University Press, 2000.</p> <p>Paul Samuelson and William Nordhaus, <i>Economics</i>, 18th Edition, McGraw-Hill, 2006.</p> <p>Ranney, <i>Governing: An Introduction to Political Science</i>, 7th edition, New Jersey, Prentice-Hall, 1996.</p> <p>Schiffer, J.R. <i>Anatomy of a Laissez-faire Government: the Hong Kong Growth Model Reconsidered</i>, Hong Kong: Centre of Urban Studies and Urban Planning, University of HK, 1983.</p> <p>Sloman, John and Mark Sutcliffe, <i>Economics for Business</i>, Prentice-Hall, 3rd edition, 2004.</p> <p>Stiglitz Joseph, <i>Making Globalization Work</i>, New York: W.W. Norton & Company, 2006.</p> <p>Articles</p> <p>Brown, D.A. '“One Country, Two Systems”: The Hong Kong Experience', <i>American Asian Review</i>, Vol. XX, No. 4, pp. 83- 138, 2003.</p> <p>Kwok, R. 'From Administrative State to Ministerial System: the Quest for Accountability in Hong Kong', <i>Commonwealth and Comparative Politics</i>, Vol. 41, No. 1, pp. 101-128, 2003.</p> <p>Lam, N.M.K. 'Government Intervention in the Economy: A Comparative Analysis of Hong Kong and Singapore'. <i>Public Administration and Development</i>, Vol. 20, No. 5, pp. 397-421, 2000.</p> <p>Lam, W.M. 'An Alternative Understanding of Political Participation: Challenging the Myth of Political Indifference in Hong Kong', <i>International Journal of Public Administration</i>, Vol. 26, No. 5, pp. 473-496, 2003.</p> <p>Lau, S.K. and Kuan, H.C. 'Hong Kong's Stunted Political Party System', <i>The China Quarterly</i>, 172, December, pp. 1011-1028, 2002.</p>
--	---

	<p>Lo, S.H., 'The Changing Dimensions of Executive-Legislative Relations: The Case of Hong Kong', <i>Public Administration and Policy</i>, Vol.7, No.2, September, pp.73-130, 1998.</p> <p>Yu, T.F.L. 2002. A Pro-Business Government and the Economic Development of Hong Kong', <i>Public Administration and Policy</i>, Vol. 11, No. 2, pp. 101-122, 2002.</p> <p>Journals Asian Survey Asian Journal of Public Administration China Information China Journal The China Quarterly Columbia Journal of Asian Law Foreign Affairs International Review of Administrative Science Issues & Studies Journal of Contemporary China Pacific Affairs Pacific Review Public Administration and Policy Public Administration Review</p>
--	---

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

	<p>Analyzing Consumer and Business Markets Segmentation, market targeting and positioning. Building a strong branding strategy.</p> <p>Developing the Marketing Mix Setting the product, price, promotion and place strategies.</p>																																								
<p>Teaching/Learning Methodology</p>	<p>The teaching/learning approach includes lectures, tutorials, video-based study materials, class discussion, and student presentations.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 555 1409 1198"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Individual project / homework / quiz / class participation</td> <td>35%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group presentation / project</td> <td>15 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p> <p>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 –</p> <ul style="list-style-type: none"> • Read the recommended material; • Discuss the issues brought up in the lectures/seminars; • Appreciate the different approaches that may be adopted in solving marketing problems; • Participate in presenting the group's views on a case/marketing situation. <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a.	b.	c.	d.	Continuous Assessment*	50%					1. Individual project / homework / quiz / class participation	35%			✓	✓	2. Group presentation / project	15 %	✓	✓	✓	✓	Examination	50%	✓	✓		✓	Total	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																					
		a.	b.	c.	d.																																				
Continuous Assessment*	50%																																								
1. Individual project / homework / quiz / class participation	35%			✓	✓																																				
2. Group presentation / project	15 %	✓	✓	✓	✓																																				
Examination	50%	✓	✓		✓																																				
Total	100 %																																								

Student Study Effort Expected	Class contact:	
	▪ Lectures	42 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	84 Hrs.
	Total student study effort	168 Hrs.
Reading List and References	<p>Cravens & Piercy, Strategic Marketing, 9th edition, McGraw-Hill Book Company, 2009.</p> <p>Kotler et al, <i>Marketing Management – An Asian Perspective</i>, 5th edition, Prentice Hall, 2009.</p> <p>Kotler and Keller, <i>A Framework for Marketing Management</i>, 4th edition, Pearson Prentice Hall, 2009.</p>	

The information in this document is correct at the time of production (August 2012), and is subject to review and change.