



Logistics and Maritime Management on the MOVE

2014-2015

MSc in Quality Management

Definitive Programme Document

Programme Code: 44086-QMN

We are among a small group of business schools worldwide with Triple Accreditation:



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QM Programme Web Page

<http://www.lms.polyu.edu.hk/en/>

PolyU Student Handbook Web Page

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

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FOREWORD

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

This programme aims to deepen the quality management knowledge of managers, engineers, technologists and other professionals. Our mission is to make you a competent manager or a professional consultant in quality management, at both strategic and operational levels.

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 'Andy Yeung', written in a cursive style.

Prof. Andy Yeung
Head, Department of Logistics and Maritime Studies

The Hong Kong Polytechnic University
Academic Calendar 2014-15 (by Semester Week)

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Sem. Week	Notes
Aug 2014	–	25	26	27	28	29	30	31	–	
Sep	1	1	2	3	4	5	6	7	1	Sep. 1: Sem. 1 commences (13 teaching weeks: 1 Sep - 29 Nov 2014)
	2	8	9	10	11	12	13	14	2	Sep. 1-13: Add/Drop Period for Sem. 1
	3	15	16	17	18	19	20	21	3	Sep. 8: Mid-Autumn Festival (all evening classes suspended) / Sep. 9: The day following Mid-Autumn Festival
	4	22	23	24	25	26	27	28	4	
Oct	5	29	30	1	2	3	4	5	5	Oct. 1: The National Day / Oct. 2: Chung Ying Festival
	6	6	7	8	9	10	11	12	6	
	7	13	14	15	16	17	18	19	7	
Nov	8	20	21	22	23	24	25	26	8	Oct. 25: Twentieth Congregation (with different conferment sectors up to Saturday, 15 November) (tentative)
	9	27	28	29	30	31	1	2	9	
	10	3	4	5	6	7	8	9	10	
	11	10	11	12	13	14	15	16	11	
Dec	12	17	18	19	20	21	22	23	12	
	13	24	25	26	27	28	29	30	13	Nov. 29: Sem. 1 teaching ends
	14	1	2	3	4	5	6	7	Exam.	Dec. 1-4: Revision Days for Sem. 1 / Dec. 5-20: Examination Period for Sem. 1
	15	8	9	10	11	12	13	14	Exam.	
Jan 2015	16	15	16	17	18	19	20	21	Exam.	
	17	22	23	24	25	26	27	28	Exam.	Dec. 25: Christmas Day / Dec. 26: The first weekday after Christmas Day
	18	29	30	31	1	2	3	4	Result	Jan. 1: First Day of January
	19	5	6	7	8	9	10	11	Processing	Jan. 2: All subject assessment results finalized
Feb	20	12	13	14	15	16	17	18	1	Jan. 9: Finalization of overall assessment results
	21	19	20	21	22	23	24	25	2	Jan. 10: Announcement of Sem. 1 overall assessment results
	22	26	27	28	29	30	31	1	3	Jan. 12: Sem. 2 commences (13 teaching weeks: 12 Jan - 18 Apr 2015)
	23	2	3	4	5	6	7	8	4	Jan. 12-24: Add/Drop Period for Sem. 2
Mar	24	9	10	11	12	13	14	15	5	
	25	16	17	18	19	20	21	22	Exam./New Year Break	Feb. 19-18: Lunar New Year Break (all day-time and evening classes suspended) / Feb. 19-21: Lunar New Year Holidays
	26	23	24	25	26	27	28	1	6	
	27	2	3	4	5	6	7	8	7	
Apr	28	9	10	11	12	13	14	15	8	
	29	16	17	18	19	20	21	22	9	
	30	23	24	25	26	27	28	29	10	
	31	30	31	1	2	3	4	5	11	Apr. 3-6: Easter Holidays
May	32	6	7	8	9	10	11	12	12	Apr. 7: The second day following Ching Ming Festival
	33	13	14	15	16	17	18	19	13	Apr. 18: Sem. 2 teaching ends
	34	20	21	22	23	24	25	26	Exam.	Apr. 20-22: Revision Days for Sem. 2 / Apr. 23 - May 9: Examination Period for Sem. 2
	35	27	28	29	30	1	2	3	Exam.	May 1: Labour Day
Jun	36	4	5	6	7	8	9	10	Exam.	
	37	11	12	13	14	15	16	17	Exam./Result	May 18: All subject assessment results finalized
	38	18	19	20	21	22	23	24	Processing	May 25: The Buddha's Birthday
	39	25	26	27	28	29	30	31	1	May 26: Finalization of overall assessment results
Jul	40	1	2	3	4	5	6	7	2	May 28: Summer Term commences (7 teaching weeks: 28 May - 13 Jul 2015)
	41	8	9	10	11	12	13	14	3	May 29 - Jun. 1: Add/Drop Period for Summer Term
	42	15	16	17	18	19	20	21	4	May 27: Announcement of Sem. 2 overall assessment results
	43	22	23	24	25	26	27	28	5	Jun. 20: Tuen Ng Festival
Aug	44	29	30	1	2	3	4	5	6	Jul. 1: The HKSPF Establishment Day
	45	6	7	8	9	10	11	12	7	
	46	13	14	15	16	17	18	19	Exam.	Jul. 13: Summer Term teaching ends/ Jul. 14-20: Examination Period for Summer Term
Aug 2015	47	20	21	22	23	24	25	26	Exam./	
	48	27	28	29	30	31	1	2	Exam./Result	Jul. 28: All subject assessment results finalized
	49	3	4	5	6	7	8	9	Processing	Aug. 4: Finalization of overall assessment results
	50	10	11	12	13	14	15	16	–	Aug. 5: Announcement of Summer Term overall assessment results
	51	17	18	19	20	21	22	23	–	
	52	24	25	26	27	28	29	30	–	Aug. 30: Academic Year 2014-15 ends

General Holidays (tentative for 2015)
Date of finalization of examination results
July 2013

PART I: GENERAL INFORMATION

1. PROGRAMME OVERVIEW

The Master of Science in Quality Management is a multi-disciplinary, flexible and professional programme draws on a strong teaching team consisting of academics from the Faculty of Business, as well as other departments in the University, such as Industrial and Systems Engineering and Institute of Textiles and Clothing. We aim to provide in-depth training in quality management, as reflected in specialized Elective Subjects such as Supplier Development and Risk Management in Operations. This is the only professional programme in quality management offered by a local university at the Master's degree level.

2. PROGRAMME AIMS AND OBJECTIVES

The programme aims to offer contemporary and in-depth knowledge of quality management to managers, engineers, technologists and other professionals. The programme is open to applicants from a variety of industrial sectors, including production, engineering, construction, public utilities, government departments, banking, hotel, logistics, property management, purchasing, merchandising, quality testing and certification, trading, warehousing, and other service industries. Our mission is to make students competent managers or professional consultants in quality management, at both the strategic and operational levels.

3. PROGRAMME OUTCOMES

On completion of the programme, students will be able to:

- (i) have a basic understanding of the principle and practice of Management (*addressed by LGT5107 Total Quality Management, LGT5105 Managing Operations Systems and MM511 Managing Organizations & People;*
- (ii) apply quality management knowledge and tools to improve quality performance (*addressed by LGT5157 Six Sigma and Quality Management Techniques, (LGT5158) Statistical Quality Control for Manufacturing and Service and LGT5159 Implementation and Auditing of Quality Management Systems;*
- (iii) develop additional expertise in selected aspects of Quality Management (*addressed by LGT5015 Supply Chain Management, LGT5040 Supplier Development, LGT5159 Implementation and Auditing of Quality Management Systems and [the list of elective subjects](#).*

4. ENTRANCE REQUIREMENTS

The minimum entrance requirement for this award is:

A Bachelor's degree or equivalent professional qualifications is required.

Preference will be given to applicants with at least one year of relevant working experience in quality management or quality assurance.

If you are not a native speaker of English and your Bachelor's Degree or equivalent qualification was awarded by an institution at which the medium of instruction is not

English, you are expected to fulfill the University's minimum English language requirement for admission. Please refer to the "Admissions Requirements" section of Study@PolyU for details.

5. PROGRAMME STRUCTURE

5.1 Programme Information

Programme Code and Title:
44086 Master of Science in Quality Management

Award:
Master of Science in Quality 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	5 Core Subjects + 1 Restricted Elective Subject + The subject “Research Methods” + Dissertation (9 credits)
MSc – Non-dissertation Option	30	6 Core Subjects + 4 Restricted Elective Subjects
PgD	21	5 Core Subjects + 2 Restricted Elective Subjects
PgC	12	4 Core Subjects

The programme is leading to the Master of Science in Quality 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.

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

5.3 Mode and Duration of Study

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

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

The duration of the programme is as follows:

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

5.4 Subject Offerings

Non-dissertation Option		Dissertation Option	
Core Subjects (6 subjects – 18 credits)		Core Subjects (5 subjects – 15 credits)	
LGT5105	Managing Operations Systems <i>(compulsory)</i>	LGT5105	Managing Operations Systems <i>(compulsory)</i>
LGT5107	Total Quality Management <i>(compulsory)</i>	LGT5107	Total Quality Management <i>(compulsory)</i>
LGT5015	Supply Chain Management	LGT5015	Supply Chain Management
LGT5040	Supplier Development	LGT5040	Supplier Development
LGT5157	Six Sigma and Quality Management Techniques	LGT5157	Six Sigma and Quality Management Techniques
LGT5158	Statistical Quality Control for Manufacturing and Service	LGT5158	Statistical Quality Control for Manufacturing and Service
LGT5159	Implementation and Auditing of Quality Management Systems	LGT5159	Implementation and Auditing of Quality Management Systems
MM511	Managing Organization & People	MM511	Managing Organization & People
Restricted Elective Subjects (any 4 subjects – 12 credits)		Restricted Elective Subjects (any 1 subject – 3 credits)	
AMA513	Design & Analysis of Experiments	AMA513	Design & Analysis of Experiments
AF5108	Accounting for Managers	AF5108	Accounting for Managers
AF5611	Business Environment in China	AF5611	Business Environment in China
COMP5211	Software Engineering Concepts	COMP5211	Software Engineering Concepts
ISE508	Reliability Engineering	ISE508	Reliability Engineering
ISE509	Auditing & Registration of Quality Systems	ISE509	Auditing & Registration of Quality Systems
ISE538	Process and Performance Management	ISE538	Process and Performance Management
ISE548	Risk and Crisis Management	ISE548	Risk and Crisis Management
ITC501	Industrial Quality Control	ITC501	Industrial Quality Control
ITC521	Contemporary Issues in Quality Management	ITC521	Contemporary Issues in Quality Management
ITC522	Strategic Quality Management	ITC522	Strategic Quality Management
LGT5033	Lean Thinking and Practice	LGT5033	Lean Thinking and Practice
LGT5037	Project Management	LGT5037	Project Management
LGT5073	Risk Management in Operations	LGT5073	Risk Management in Operations
LGT5101	Statistics for Management	LGT5101	Statistics for Management
LGT5102	Models for Decision Making	LGT5102	Models for Decision Making
LGT5122	Applications of Decision Making Models	LGT5122	Applications of Decision Making Models
LGT5153	Practice of Quality Management	MM521	Leading Change
MM501	Research Methods	MM531	Strategic Management
MM521	Leading Change	MM574	Managing Customers and Markets
MM531	Strategic Management		
MM574	Managing Customers and Markets		
		Dissertation Subjects (total 12 credits)	
		MM501	Research Methods (3 credits)
		LGT5213	QM 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 Core Subjects	2 Core Subjects
Semester Two	2 Core Subjects	2 Restricted Elective Subjects
Summer Term (Optional)	1 Restricted Elective Subject	1 Restricted Elective 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.

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

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.

information regarding their studies and the status of any related applications (e.g. late assessment, appeal of subject results, add/drop of subjects, deferment, etc) lodged. Failure in doing so will not constitute any grounds for appeals/complaints against consequences/decisions of the relevant matters and applications.

8. SUBJECT REGISTRATION

8.1 Add/Drop of Subjects

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

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

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

8.2 Withdrawal of Subjects

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

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

9. SUBJECT EXEMPTION AND CREDIT TRANSFER

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

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

Subject Exemption

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

Credit Transfer

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

The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the department responsible for the content of the subject (e.g. the credit was earned in 2008-09, then the validity period should count from 2009 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits. There is a limit on the maximum number of credits that could be transferred. If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award. If the credits gained are from other institutions, the total credits transferred should not exceed 50%. In cases where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred. Grades may or may not be given for the transferred credits.

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

10. RETAKING OF SUBJECTS

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

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

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

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

11. ZERO SUBJECT ENROLLMENT

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

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

12. DEFERMENT OF STUDY

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

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

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. All fees paid are non-refundable. 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.

All fees paid are non-refundable.

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

13.2 Discontinuation of Study

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

13.3 De-registration

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

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

14. ASSESSMENT METHOD

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

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

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/PROJECT

16.1 General Regulations

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

The dissertation/project will include a "Research Methodology" class, normally before the start of dissertation/project. The normal period for completion of LGT5123 QM Dissertation is 2-semester . To ensure that students are suitably equipped before the dissertation/project is started, a minimum of 12 credits must have been achieved before registering for the dissertation/project. Students who are unable to pass the subject within the normal period would be deemed having failed the subject. The normal period for dissertation may be extended, subject to the approval of the Dissertation/Project Coordinator and based on the academic judgement of the likelihood of the student succeeding within the time granted for the extension, for a period of one semester every time. When permission is granted to extend the registration, the student will be required to pay a 3-credit course fee for each additional semester.

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

16.2 Procedures for Preparing the Dissertation/Project

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

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

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

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

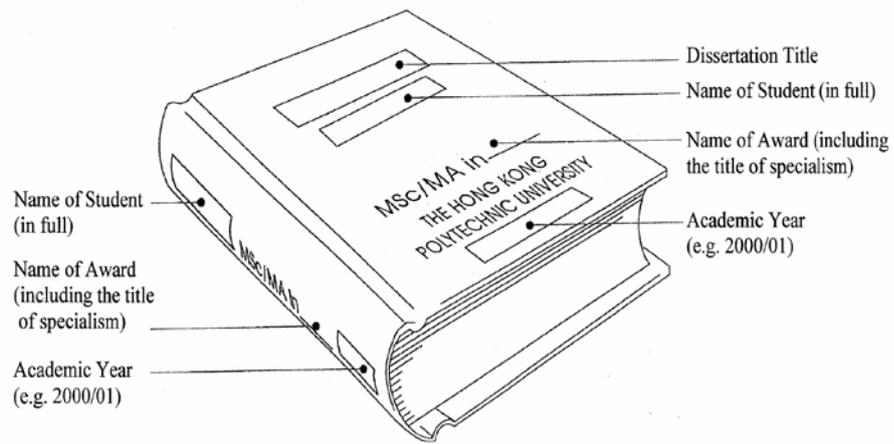
16.3 Assessment of Dissertation/Project

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

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

Students are required to submit TWO case-bound copies of the dissertation to their Dissertation Coordinator 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 Quality Management or Postgraduate Diploma in Quality Management on satisfying ALL the conditions listed below:

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

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

21. AWARD CLASSIFICATIONS

The following award classifications apply to your programme:

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

The above ranges for different classifications are subject to Board of Examiners' 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 consultation with the Programme Director.

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

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

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 examination results, i.e. the date when the results are announced to students via the web. [For 2014-15, the announcement dates for overall results are 10 January 2015 (Semester 1), 27 May 2015 (Semester 2) and 5 August 2015 (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 receipt of the letter of appeal.

If the appellant is dissatisfied with the decision, he/she may then appeal in writing to the Academic Secretary within 7 working days from the date of the post-mark of the Department's reply letter. He/She should provide the following information together with other relevant documents in support of the appeal:

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

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

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

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. Cross-taking of Subjects between MSc/PgD in Quality Management and MSc in Quality Management (Mainland) Programmes

There is provision for "cross-taking" subjects between corresponding HK and Mainland programmes. Students registered in one location may take subjects in another.

The guidelines for cross-taking of subjects from MSc in Quality Management (Mainland) are as follows:

- a. Cross-take requests should be approved by the Programme Directors of both corresponding Hong Kong and Mainland programmes; and the subject lecturers concerned before the cross-taken subject starts;
- b. Cross-taken subjects would be limited only to taught subjects carrying less than 6 credits;
- c. The maximum number of cross-taken subjects would be 4 per student;
- d. The total number of students including the cross-taken ones registered in a

- given subject must not exceed the prevailing Faculty's policy on class size limit;
- e. Students will be subject to the same assessments in the cross-taken subject, i.e. when the cross-taken subject is taught in Putonghua in the corresponding Mainland programme, students will be required to complete the assessments in Chinese, and vice versa;
- f. The subject cross-taken in the corresponding programme will be shown on the student's study record;
- g. Students will need to pay the tuition fee of the programme they enroll on, despite any difference in the fee for the corresponding programme; and
- h. Students should settle visa matters and travel arrangement, if necessary, on their own.

26. DISMISSAL OF CLASS

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

27. PLAGIARISM AND BIBLIOGRAPHIC REFERENCING

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

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

28. PREVENTION OF BRIBERY ORDINANCE

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

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

PART II: SUBJECT SYLLABUSES

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<i><u>Industrial and Systems Engineering</u></i>		
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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 1249 1401 1709"> <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	39 Hrs.
	Other student study effort:	
	▪ Assignments, projects	21 Hrs.
	▪ Revision	57 Hrs.
	Total student study effort	117 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	AF5611
Subject Title	Business Environment in China
Credit Value	3
Level	5
Normal Duration	One Semester
Pre-requisite / Co-requisite/ Exclusion	None
Role and Purposes	This subject provides students an overall view of the geographical, political, economic, legal, cultural and social environments which are relevant to the decision-making and performance of people involved in business activities in China. It contributes to the achievement of MSc in Accountancy (ACN) Programme Outcomes by enabling students to <u>analyze the impact of the rapidly changing Chinese business environment on investment decision and management of doing business in China</u> (ACN Outcome 3).
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. <u>understand the historical background and development of Chinese business environment;</u> b. <u>have a general picture of present systems (political, legal, foreign investment etc.) that are related to Chinese business environment;</u> and c. <u>evaluate and analyze various potential risks of doing business in China.</u>
Subject Synopsis/ Indicative Syllabus	<p>Political and Legal Environment Political system in China; China's intellectual property rights protection.</p> <p>Business Entry Strategy Entry mode in China; Main consideration for entry mode selection; Business alliances in China; Partner selection; Control over alliances; Conflict management.</p> <p>Production Operations Management The choice of location; Localization of sourcing; Localization of research and development.</p> <p>Marketing Management The Levitt debate; Product; Price; Promotion; Distribution.</p> <p>Human Resource Management Staffing strategy; Retaining Chinese employees; Managing</p>

	expatriates.																																																						
Teaching/Learning Methodology	This subject will be taught in both lecture and seminar formats. Students are required to do projects on topics related to business environment in China, and to participate actively in discussions in the class.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<p>Assessment components include midterm examination, course project and subject final examination. These assessment components require students to demonstrate their ability to <u>have a good knowledge on the current state of Chinese business environment and analyze the impact of the rapidly changing Chinese business environment on business decision makings</u> (ACN Outcome 3).</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 (Please tick as appropriate)</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. Midterm examination</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Course project</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Class participation</td> <td>5%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Final examination</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Midterm examination – an in-class examination. Students are required to demonstrate a good knowledge on the current state of business environment in China.</p> <p>Course project – each group has to analyze some problems in Chinese business environment. The project will be assessed by group presentations and reports.</p> <p>Class participation – students are encouraged to participate in classroom discussion.</p> <p>Final examination – 3 hours examination with essay questions. Students are required to demonstrate a good knowledge on the changes of Chinese business environment and analyze the impact of these changes on investment decision and management of doing business in China.</p> <p>Note: To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Midterm examination	25%	√	√	√				2. Course project	20%	√	√	√				3. Class participation	5%	√	√	√				4. Final examination	50%	√	√	√				Total	100 %						
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	<p>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>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures / Seminars 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Depends on their backgrounds, on average students are expected to spend around 2 more hours for each contact hour for reading subject materials, preparing discussion questions and course projects. 	<p>78 Hrs.</p>
	<p>Total student study effort</p>	<p>117 Hrs.</p>
<p>Reading List and References</p>	<ol style="list-style-type: none"> 1. Ferdinand A. Gul and H.T. Lu, Truths and Half Truths: China's Socio-economic Reforms (1979-2009) Woodhead Publishing, Cambridge, UK, 2010. 2. Cheng Li (ed.), China's Changing Political Landscape : Prospects for Democracy. Washington, D.C. : Brookings Institution Press, 2008. 3. Robert Ash, David Shambaugh and Seiichiro Takagi (eds.), China Watching : Perspectives from Europe, Japan and the United States. Abingdon ; New York : Routledge, 2007. 4. OECD, China in the World Economy, 2002. 5. Barry Naughton, The Chinese Economy: Transitions and Growth. Cambridge, Mass.: MIT Press, 2007. 6. Xiaowen Tian, Managing International Business in China. Cambridge, 2007. 	

Subject Code	AMA513
Subject Title	Design and Analysis of Experiments
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>To elaborate the principles, need and planning of experimental designs appropriate in industrial, engineering, managerial and scientific research.</p> <p>To broaden and develop the scope of analysis techniques in both response comparison and optimization.</p> <p>To address the development of efficient and quality test strategies.</p> <p>To familiarize students with advanced experimentation tools for quality improvement.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Apply the basic concepts and principles of experimental design appropriately in industrial, engineering, managerial and scientific research. (b) Formulate and identify the appropriate model for the experiment. (c) Identify the sources of errors in the design of experiments. (d) Apply the techniques of analysis of variance in both response comparison and optimization. (e) Identify and describe fixed-effects, random-effects and mixed-effects models. (f) Apply advanced experimentation tools for quality improvement. (g) Report and summarize the results of the model for the experiment.
Subject Synopsis/ Indicative Syllabus	<p>Objectives and Application: Objectives and applications of experiments, recognition of the problem, choice of factors and levels, selection of response variable, choice of design, experimentation, data analysis, recommendations.</p> <p>The principles: Randomization, replication, blocking, analysis of variance, presentation and interpretation of experimental results, hierarchal structure, random effects.</p> <p>Randomized Blocks and related Designs: randomized complete block design, Latin square, Graeco-Latin square.</p> <p>Incomplete Block Designs: Balanced designs, partially balanced designs, Youden squares.</p> <p>Multifactor Experiments: Factorial experiments, main effects and interaction effects, 2- and 3-level factorial experiments, Yates' algorithm, randomized blocks and Latin squares as multifactor designs.</p>

	<p>Confounding and Fractional Replications: Confounding in 2- and 3-level experiments, partial confounding, fractional replications of 2- and 3-level experiments.</p> <p>Response Optimization: Response surface methodology, first-order designs, second-order designs, optimal combination of factor levels, evolutionary operation.</p>																																																					
<p>Teaching/Learning Methodology</p>	<p>Both the theoretical and practical aspects of scientific experiments will be treated with equal importance. This will be reflected in the teaching approach and assessment method.</p> <p>The use of computer packages such as MINITAB, SAS, SPSS and SYSTAT will be discussed and demonstrated. Students will be required to complete assignments in the form of case studies, preferably related to their daily work. The computation involved will be done using computer packages.</p>																																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="477 943 1417 1417"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Assignments</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term test</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Continuous Assessment comprises of assignments and a mid-term test. A written examination is held at the end of the semester.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Assignments	30%	✓	✓	✓	✓	✓	✓	✓	2. Mid-term test	20%	✓	✓	✓	✓	✓	✓	✓	3. Examination	50%	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
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Reading List and References	Montgomery, D.C.	Design and analysis of experiments, 7th Edition	Wiley, 2008
	Ross, P.J.	Taguchi Techniques for quality engineering, 2nd Edition	McGraw-Hill, 1996
	Hicks, C.R.	Fundamental concepts in the design of experiments, 5th Edition	Oxford University Press, 1999
	Barker, T.B.	Engineering quality by design: Interpreting the Taguchi approach	Marcel Dekker, 1990
	Barker, T.B.	Quality by experimental design 3rd Edition	Marcel Dekker, 2005
	Moen, R.D., Nolan, T.W. and Provost, L.P.	Improving quality through planned experimentation	McGraw-Hill, 1991

COMP5211 (to be inserted, only PDF version is available, PDF to be inserted later, 2 pages)

(to be inserted)

Subject Code	ISE508
Subject Title	Reliability Engineering
Credit Value	3
Level	5
Pre-requisite/Co-requisite/Exclusion	ISE206 Quantitative Methods or AMA1104 Introductory Probability or Equivalent
Objectives	<p>This subject provides students with</p> <ol style="list-style-type: none"> 1. the ability to use statistical tools to characterise the reliability of an item; 2. the working knowledge to determine the reliability of a system and suggest approaches to enhancing system reliability; 3. the ability to select appropriate reliability validation methods.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to</p> <ol style="list-style-type: none"> a. analyse the interference between strength and stress, or life data for estimating reliability; b. apply the appropriate methodologies and tools for enhancing the inherent and actual reliability of components and systems, taking into consideration cost aspects; c. specify life test plans for reliability validation.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. <u>Modelling of Life Distribution Functions</u> Quantification of reliability. Parameters of reliability: hazard rate and MTTF (for non-repairable items), failure rate and MTBF (for repairable items). Common failure patterns of systems and components; the bathtub curve for instantaneous failure rates. The memoryless property of items with a constant failure rate. Two- and three-parameter Weibull models. 2. <u>Failure Mechanisms</u> Stress-strength interference as a cause of failure. Approaches to minimise the chance of interference: safety margin, improving process capability, screening of items, and curtailment of load distribution. 3. <u>Modelling of System Reliability</u> Reliability block diagrams. Series and parallel configurations; use of the Bayesian approach. Use of redundancy to improve reliability. Active and standby redundancies. 4. <u>Reliability Design</u> Reliability programs. Reliability prediction in the preliminary design stage; the component count approach. Use of the component manufacturer's data and computer packages for reliability prediction. Simplification, derating, and use of

	<p>redundancy. Fault tree analysis; failure modes, effects, and criticality analysis; development testing; failure reporting and corrective action systems; reliability growth models.</p> <p>5. <u>Analysis of Life Data and Reliability Testing</u></p> <p>Non-parametric estimation of reliability functions. Parametric analysis of life data – probability plots of ungrouped and grouped data. Weibull analysis: parameter estimation, censored data, confidence limits, and Bq life. Hazard plots. Reliability validation tests, MIL-STD-781: the OC curve, discrimination ratio, producer’s and consumer’s risks. Failure truncation, time truncation, PRST. Confidence intervals for MTBF. Sudden death tests. Environmental testing. Accelerated tests.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>A mixture of lectures and group discussions (tutorials) is used to achieve the objectives of this subject. Some of the material is not taught in the classroom. Students are directed to study specified publications or e-learning materials to develop their self-learning ability. Students also have the opportunity to use computer packages for exploratory data analysis.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="496 943 1398 1413"> <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. Final examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. In-class assignments</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Quizzes and in-class assignments are administered at periodic intervals to assess students’ ability to achieve specific subject learning outcomes by applying the related knowledge introduced in the subject. Students’ performance in these tasks is evaluated individually.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c				1. Final examination	60%	✓	✓	✓				2. Quizzes	20%	✓	✓	✓				3. In-class assignments	20%	✓	✓					Total	100%						
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Student Study Effort Expected	Class contact:		
	▪ Lectures	2 hours/week for 13 weeks	26 Hrs.
	▪ Tutorials/In-class assignments/Quizzes	1 hour/week for 13 weeks	13 Hrs.
	Other student study effort:		
	▪ Self-study		51 Hrs.
	▪ Preparation for quizzes, assignments, and the final examination		30 Hrs.
	Total student study effort		120 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. Andrew K.S. Jardine and Albert H.C. Tsang, 2013, <i>Maintenance, Replacement and Reliability: Theory and Applications</i>, 2nd edition, CRC Press 2. O'Connor, D.T., 2002, <i>Practical Reliability Engineering</i>, 4th edn, Wiley 3. Elsayed, Elsayed A, 2012, <i>Reliability Engineering</i>, 2nd edition, John Wiley 		

Subject Code	ISE509
Subject Title	Auditing and Registration of Quality Systems
Credit Value	3
Level	5
Pre-requisite/Co-requisite/ Exclusion	Experience in QC, QA, quality management, or other related operational activities is desirable. Exclusion subject LGT5159 Implementation and Auditing of Management Systems
Objectives	<p>This subject provides students with</p> <ol style="list-style-type: none"> 1. managerial skills for interpreting the requirements of the ISO 9000 quality management system standards and their application, taking into account customer satisfaction and stakeholders' interest in a company for the purpose of continual improvement in effectiveness and efficiency; 2. managerial skills in the auditing and management review of quality management systems, identification of nonconformities and improvement opportunities, preventive and corrective action to rectify nonconformities, and realisation of opportunities; 3. managerial knowledge, including an understanding of the underlying processes and key success factors of assisting a company to gain and maintain third party ISO 9001 certification in an effective and efficient manner; 4. managerial knowledge, including an understanding of the underlying processes and key success factors of integrating a quality management system with the other relevant management systems of a company to achieve organisational effectiveness and efficiency.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to</p> <ol style="list-style-type: none"> a. examine various existing work and managerial situations in quality management with reference to ISO 9000 standards and organisational issues, and formulate a quality management system that will enhance customer satisfaction and firm efficiency and effectiveness; b. identify, select, and apply appropriate quality management system practices to improve existing or design new work/management methods and procedures with a wider quality perspective; c. apply quality audit and management review techniques to identify quality management system nonconformities and improvement opportunities, and apply problem-solving techniques for corrective action; d. apply ISO 9000 certification practices and managerial skills to

	<p>develop and implement a quality management system in a company that is seeking third party registration;</p> <p>e. critically examine and apply techniques to integrate a quality management system with the other management systems of a company.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. <u>Quality Management Systems</u> Evolution of approaches to quality management; ISO principles of quality management; framework for achieving TQM: the ISO 9000 series of standards, structure, and basic concepts. Process approach. 2. <u>Elements of Quality Management Systems (ISO 9000 Model)</u> Management responsibility; resource management, product realisation, contract review; design control; document control; purchasing; purchaser supplied product; product identification and traceability; process control; inspection and testing; inspecting, measuring, and testing equipment; inspection and testing status; control of nonconforming products; corrective action; quality records; internal audits; training; servicing; statistical techniques; integration with other management systems including ISO 14001. 3. <u>Quality Audits</u> Different types of audits; audit principles; preparing for an audit; conduct of an audit; identification of nonconformances; preparation of reports; follow-up action; examples. 4. <u>Registration of Quality Management Systems</u> Registration bodies and their accreditation procedures; schemes and general principles of registration; documentation of quality systems: quality manual, manufacturing operation procedures, manufacturing instructions, and quality records; audit visit preparation; post certification obligations. Typical problems in quality systems. Keys to successful registration; benefits of quality system registration.
<p>Teaching/Learning Methodology</p>	<p>A mixture of lectures, seminars, tutorial exercises, and case studies is used to deliver the various topics in this subject. Some material is covered using a problem-based format that incorporates complex organisational issues, where this advances the learning objectives. Other material is covered through directed study and discussion questions related to contemporary or cultural issues in quality management systems to enhance students' "learning to learn" ability. Seminars featuring guest speakers from registration bodies, consultants, or members of companies with registered systems are organised at which experts present their experience in audits and system registration. Some case studies, largely based on consultancy experience, are used to integrate these topics and demonstrate to students how the various elements in the system are interrelated and applied in real-life situations in a company.</p>

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References	<ol style="list-style-type: none">2. West, Jack, Ciansrani, Charles A. and Disakalf, Joseph J. 2009, <i>ISO 9001:2008</i>, 3rd edn, ASQ Press3. Tricker, Ray 2010, <i>ISO 9001:2008 for Small Business</i>, Oxford4. <i>The Quality Management Journal</i>, ASQ Press5. <i>Quality Progress</i>, ASQ Press6. Web Sites: www.iso.org
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Subject Code	ISE538
Subject Title	Process and Performance Management
Credit Value	3
Level	5
Pre-requisite/Co-requisite/Exclusion	Nil
Objectives	<p>The subject is built on the business practices in managing process and performance. Examples of business and industrial applications are provided to enhance students' understanding of implementation procedures. The primary aim of this subject is to ensure that students understand that process management does not stand alone, but is closely related to other aspects of industrial and business systems, including cost, process, and strategic management initiatives. It is of paramount importance to maintain effective process and performance management in these systems.</p> <p>This subject aims to provide students with</p> <ol style="list-style-type: none"> 1. the ability to apply performance management techniques, such as the SCOR model of the Supply Chain Council, to various systems in industry; 2. knowledge of how to establish relevant costing and performance indicators, and skills to measure success in a business environment; 3. the ability to apply such tools as the balanced scorecard and strategy maps to measure firm performance, and knowledge of how action plans can be carried out through implementing strategies, fulfilling company objectives, and measuring performance.
Intended Learning Outcomes	<p>Students will be exposed to business enablers and initiatives that are fundamental to improving operations.</p> <p>On completion of this subject, students will be able to</p> <ol style="list-style-type: none"> a. understand the process and performance management framework; b. implement real-world projects that come from or are closely related to their own business experience; c. break down the problems that they might face in their work into component elements, judge the relevance and relative merits and de-merits of various management initiatives, and give educated recommendations on which solution to use in their real-world work.

<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. <u>Measurement of Success</u> Definition of process and performance management in industrial and logistics systems; relationship between excellence and performance; different approaches to measuring the performance of industrial, business, or government processes; advantages and limitations of measuring success using performance indicators; best practices in measuring success. 2. <u>Balanced Scorecard in Performance Management</u> Basic concept of the balanced scorecard (BSC); adopting the BSC to build action plans for logistics businesses based on the corporate vision through implementing strategies, fulfilling company objectives, and measuring performance; pros and cons of adopting the BSC in ppm; BSC implementation using software packages. 3. <u>Activity-based Costing (ABC) and Modelling</u> What constitutes “true costs” in logistics systems and their importance in process and performance management; differences between traditional costing and ABC; using ABC for management decision making; identifying drivers and assigning costs; using software packages to implement ABC modelling; integrated software tools for the BSC and ABC. 4. <u>SCOR Model</u> Interface of process and performance management with other management systems. 																			
<p>Teaching/Learning Methodology</p>	<p>The subject is taught primarily through lectures and mini-projects. Students are required to apply the operational and strategic management initiatives that are taught in the lectures in group projects. Students form discussion groups in which they apply the taught techniques to specific situations that they might face on a day-to-day basis. They learn rapidly through solving real-world problems in a total of three mini-projects. Students are not evaluated on the recital of knowledge taught in classes but on the correct and intelligent application of knowledge to real-life business problems. Students are also encouraged to make use of various software tools to support their mini-projects. Through this process, they obtain a better understanding of the use of different software tools in the implementation of various management initiatives.</p> <table border="1" data-bbox="486 1668 1412 2033"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodologies</th> <th colspan="3">Intended Subject Learning Outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Tutorial</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Project</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed			a	b	c	Lecture	✓		✓	Tutorial		✓	✓	Project		✓	✓
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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c		
	1. Assignments	40%	✓		✓		
	2. Projects	30%		✓			
	3. Test	30%			✓		
	Total	100%					
<p>Assignments are given to individual students in case study form. Students use the knowledge learnt in class and their own experience to tackle problems and make suggestions.</p> <p>Students form groups to solve problems proposed by their team (projects), give presentations, and submit written reports. A test is given at the end of the course to assess their knowledge learnt in this subject.</p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures						39 Hrs.
	▪ Assignments						25 Hrs.
	▪ Mini-project						30 Hrs.
	▪ Test						18 Hrs.
	Total student study effort						112 Hrs.

Reading List and References	<ol style="list-style-type: none">1. Giertz Eric 2000, <i>Measuring Success – Identifying Performance Indicators</i>, Celemiab International AB2. Niven, Paul R 2002, <i>Balanced Scorecard Step by Step</i>, John Wiley & Sons3. Harvard Business Review Press 1998, <i>Measuring Corporate Performance</i>4. Kaplan, Bob S and Norton Paul R 1996, <i>The Balanced Scorecard</i>, HBS Press5. Kaplan, Bob S and Norton Paul R 2004, <i>Strategy Maps</i>, HBS Press6. Harvard Business Review Press 2000, <i>Managing the Value Chain</i>, HBS Press7. Kevin F., Cross, <i>Quick Hits; 10 Key Surgical Strike Actions to Improve Business Process Performance</i>, American Management Association Books8. Kaplan, Bob S and Cooper, R 1998, <i>Cost & Effect</i>, HBS Press9. SCOR Model of the Supply Chain Council (www.supply-chain.org)
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Subject Code	ISE548
Subject Title	Risk and Crisis Management
Credit Value	3
Level	5
Pre-requisite/Co-requisite/Exclusion	Nil. However, knowledge of elementary business statistics and probability, as well as information systems for supply chain management, is preferred.
Objectives	This subject enables students to <ol style="list-style-type: none"> 1. master quantitative and qualitative skills necessary to strike a balance between risk and opportunity in tailoring risk mitigation for logistics systems; 2. appreciate the importance of injecting a risk culture into the organization and of identifying critical factors for implementing an organization-wide risk and crisis management strategy; 3. advocate a customer-centric Business Continuity Plan (BCP) as a marketing tool and align it with contemporary risk mitigation strategy; 4. apply and embed best practices of information system security into logistics information systems.
Intended Learning Outcomes	Upon completion of the subject, students will be able to <ol style="list-style-type: none"> a apply risk modeling assignment methods to evaluate the level of risk of the logistics systems; b identify how logistics systems should be configured to balance risk/reward; c implement the BCP in a practical situation to mitigate risk; d apply the skills in articulating the requirement of process and procedures for building enterprise-wide risk management.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. <u>Risk Modeling and Management</u> Step-by-step approach in building qualitative and/or quantitative model for analysis, design, and evaluation of logistics system for mitigating risk; Application of hierarchical holographic modeling (HHM) for risk identification; Partition risk impact to select the best risk mitigation strategy based on multi-objective risk impact analysis. 2. <u>Crisis Management and Risk Audit</u> Logistics project risk management; Tracking and identifying the patterns and sources of risk; Principle of balancing risk/reward relationships; Establishing processes for emergency response, escalation, and preventive measures.

	<p>3. <u>Business Continuity Planning</u></p> <p>Strategic issues and case studies drawn from logistics service providers to highlight various topics on outsourcing and quality management issues; Disaster recovery planning; Information security management practices, including planning and audit of information systems.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>A mixture of lectures, tutorial exercises, case studies, and assignments are used to deliver the concept and application of risk and crisis management, with an emphasis on risk mitigation and balancing risk/reward. Lectures are the primary vehicle used to deliver the concept of risk and crisis management, and to teach the various quantitative and qualitative risk analysis methods. Case studies are used to integrate theories in practice and review contemporary issues and best practices of customer-centric BCP.</p> <table border="1" data-bbox="497 723 1398 1093"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodologies</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>Lecture</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Case Study</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Project</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed				a	b	c	d	Lecture	✓	✓	✓	✓	Case Study	✓	✓		✓	Project	✓		✓	✓																						
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Total	100%																																														

Student Study Effort Expected	Class contact:	
	▪ Lecture/Seminars	30 Hrs.
	▪ Tutorial/Case studies	9 Hrs.
	Other student study effort:	
	▪ Self learning and practice for project	27 Hrs.
	▪ Assignment and report writing	40 Hrs.
	Total student study effort	106 Hrs.
Reading List and References	<p><u>Textbook:</u> Haimes, Y, Y. 2011, <i>Risk Modeling, Assessment, and Management</i>, Wiley, New York</p> <p><u>Indicative Reading:</u></p> <ol style="list-style-type: none"> 1. Bastrom, N and Cirkovic, M, M. 2008, <i>Global Catastrophic Risks</i>, Oxford University Press, Oxford 2. Fraser, J and Simkins, B. 2009, <i>Enterprise Risk Management: Today's Leading Research and Best Practices for Tomorrow's Executives</i>, Wiley, New York 3. Snedaker, S. 2011, <i>Business Continuity and Disaster Recovery Planning for IT Professionals</i>, Butterworth-Heinemann 	

Subject Code	ITC501
Subject Title	Industrial Quality Control
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	nil
Objectives	To provide students with a comprehensive and in-depth understanding of the tools and techniques of applying statistical methods for controlling and improving quality in business and manufacturing
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Obtain sound theoretical understanding of models applied in statistical quality control; b. Apply statistical methods for improving quality in both manufacturing and servicing firms; c. Use statistical software packages to design experiments, analyze data and interpret the results; d. Develop innovative approaches in managing quality issues of their organizations
Subject Synopsis/ Indicative Syllabus	<p>Quality and control. Importance of statistical quality control. Identifying and selecting quality characteristics for control. Modeling process quality in business and manufacturing; distributions of quality characteristics.</p> <p>Applications of statistical quality control: analysis of sources of variation leading to process variability; analysis of process capability; design and application of control charts and other statistical tools for quality improvements.</p> <p>The experimental design, response surface and applications as active quality methods.</p> <p>Application of statistical quality control software package, Minitab, for problem solving.</p>

<p>Teaching/Learning Methodology</p>	<p>In designing the course, a combination of lectures, seminars and laboratory works are used. Lectures are designed to provide a comprehensive basic grounding in statistical theories pertaining to individual understanding of the tools and techniques in the context of achieving quality goals. Seminars and laboratory works supplement the lectures in the form of assignment, self-study, group discussion and other learning activities designed to involve the students in a self-learning and group learning experience. Project studies help sharpen analytical and problem-solving skill in the context of industrial quality control. Through the above activities, the students will develop the ability to apply the techniques of statistical quality control methods for controlling and improving quality in both business and manufacturing organizations.</p>																																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 797 1398 1391"> <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>1. Continuous Assessment -individual projects -presentation -assignment</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>50%</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </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	c	d			1. Continuous Assessment -individual projects -presentation -assignment	30%	√	√	√	√			2. Examination	50%	√	√		√			Total	100 %																								
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Reading List and References	<p><u>Essential Reading</u></p> <p>Montgomery, D.C., 2005, Introduction to Statistical Quality Control, 5th edition, N.Y. Wiley;</p> <p>Wetherill, G.B., 1991, Statistical Process Control: Theory and Practice, London, N.Y. Chapman & Hall</p> <p><u>Recommended Reading</u></p> <p>Myers, R.H. and Montgomery, D.C., 2002, Response Surface Methodology: Process and Product Optimization using Designed Experiments, 2nd edition, John Wiley & Sons</p> <p>Grant, E.L. and Leavenworth, R.S., 1996, Statistical Quality Control, 7th edition, N.Y. McGraw-Hill.</p> <p>Messina, W.S., 1987, Statistical Quality Control for Manufacturing Managers, N.Y. Wiley.</p> <p>Oakland, J.S. (ed.), 1987, Statistical Process Control: Proceedings of an International Conference, 25-26 November, IFS Conference, U.K. Leicester.</p> <p>Oakland, J.S. and Followell, R.F., 1990, Statistical Process Control: A Practical Guide, 2nd edition, Oxford, Heinemann Press</p> <p>Taguchi, G., Elsayed, E.A. and Hsiang, T.C., 1989, Quality Engineering in Production Systems, N.Y. McGraw-Hill</p> <p><u>Journals</u></p> <p>International Journal of Quality and Reliability Management</p> <p>Journal of European Organization for Quality Control</p> <p>Journal of Quality Technology</p> <p>Quality and Reliability Engineering International</p> <p>Quality Engineering</p> <p>Quality Forum</p> <p>Quality Progress</p>
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Subject Code	ITC521
Subject Title	Contemporary Issues in Quality Management
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	<p><u>Pre-requisite</u> ITC575 Principles of Total Quality Management / LGT5107 Total Quality Management</p> <p><u>Co-requisite/Exclusion</u> Nil</p>
Objectives	To provide students opportunities to integrate theory with practice while acquiring updated knowledge on quality management. Emphasis will be put on the application of theory and experience of leading countries and organizations in Hong Kong, under realistic situations.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Aware of the latest development in the field of quality management; Improve their organizations' quality policy and management through the lens of quality management theories; Select and apply the appropriate quality tools in continuous improvement; Integrate the concepts, tools and techniques learned in solving their work-related problems and making innovative decision making; Identify opportunities in strategy development for sustainable performance
Subject Synopsis/ Indicative Syllabus	<p>Based on business cases in Hong Kong and in developed countries, students will be directed to exploit the theoretical linkages and the application of quality management theory in realistic situations. The management theories and cases are mainly categorized from the following areas:</p> <p><u>Marketing Aspect of Quality Management</u> Managing customer expectations; damage control and crisis management strategy; The linkage between product quality and brand value, Issues of false advertisement</p> <p><u>Cultural Aspects of Quality Management</u> National and organizational cultures influence on the perceptions of quality; Cultural barriers in the implementation of quality management.</p>

	<p><u>Development of Quality Related Management Systems</u> Overview of management standards: ISO 9000, QS9000, SA8000, TL9000, ISO14001, OHSAS 18001, etc.; Pitfalls and benefits of the adoption of management standards; Latest research and development of the international management standard; Issues of third-party verifications</p> <p><u>Promoting Quality in Service Sectors</u> Characteristics of service sectors; Service quality and its promotional strategies; Measuring service quality (SERVQUAL) and the Gap Analysis</p> <p><u>Current Issues</u> Knowledge Management (KM); Corporate Governance; Corporate social responsibilities (CSR); Product safety and public health.</p>																										
<p>Teaching/Learning Methodology</p>	<p>Students will be required to undertake a fair portion of guided readings, and propose recommendations on how the case materials could be applied in a Hong Kong company, and comment on the difficulties that may arise during implementation. Other members of the class will be encouraged to participate in discussion after presentation, with an aim to exploiting further the applicability of the presented materials, and possibilities of application in other industries. External speakers will also be invited to give talk on local or overseas issues.</p>																										
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		a	b	c	d	e																					
1. Continuous assessment	100%	√	√	√	√	√																					
Total	100 %																										

Student Study Effort Expected	Class contact:	
	▪ Seminar	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Reading	5 Hrs.
	▪ Project	10 Hrs.
	Total student study effort	54 Hrs.
Reading List and References	<p><u>Books</u></p> <p>Want, J.H. 2007, Corporate culture: illuminating the black hole, N.Y. St. Martin's Press</p> <p>Bass, B.M. and Riggio, R.E., 2006, Transformational Leadership, Mahwah, N.J., Lawrence Erlbaum Associates</p> <p>Hanson, David, 2005, CE marking, product standards and world trade, Edward Elgar Pub.</p> <p>Morey, D., Maybury, M. & Thuraisingham, B. (ed.), 2000, Knowledge Management: Classics and Contemporary Works, The MIT Press</p> <p>Coghlan, David, et al (ed.), 2004, Managers Learning in Action: Management learning, research and education, Routledge</p> <p>Kaplan, Robert S. & Norton, David P., 2001, The strategy-focused organization : how balanced scorecard companies thrive in the new business environment, HBS Press</p> <p>Mottershead, T.(ed), 2004, Sustainable Development in Hong Kong, HKU Press</p> <p>BSI, 2004, Integrated Management Systems: continual improvement through auditing, London, BSI</p> <p>Chandra, C., 2004, Mass customization: a supply chain approach, Kluwer Academic/Plenum Publishers</p> <p>Hammer, M. & Champy, J. 2001, Re-engineering the Corporation: a manifesto for business revolution, Revised and updated edition, Nicholas Brearley.</p> <p>Juran, J.M. & Godfrey A.B. (ed), 1999, Juran's Quality Handbook, 5th edition, McGraw-Hill.</p> <p>Kumi, H., Management by Quality, 3A Corporation, 1995.</p> <p><u>Journals</u></p> <p>Journal of Operations Management</p> <p>Marketing Science</p> <p>Organization Science</p> <p>International Quality and Reliability Management</p> <p>Journal of Business Ethics</p> <p>Journal of European Organisation for Quality Control</p> <p>Managing Service Quality</p>	

Subject Code	ITC522
Subject Title	Strategic Quality Management
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject intends to provide students with an understanding of strategic management concepts, research, and theories with emphasis on the quality issue. Cases in different industries are used in class for students to expand on concepts and critical issues significant to policy formulation and strategy implementation as well as the management of strategic change in different organizations while intellectual synthesis and group leadership for students will characterize business gaming simulation sessions in seminar.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the interdisciplinary nature of quality decision making at the policy level within organisations. 2. Apply techniques gained in other parts of the course to identify, analyse and propose action dealing with quality issues related to managerial and operational problems within organisation. 3. Integrate and relate functional knowledge specific to any industry to form a foundation framework for improved organizational performance. 4. Think strategically and to act proactively as agents of organisational change with a focus on quality issues.
Subject Synopsis/ Indicative Syllabus	<p>(A) <u>The Nature of Strategic Quality Management</u></p> <p>Concept of strategic management and its role in quality management. Strategic management elements: mission, objectives, goals, strategies, and policies with emphasis on quality issues.</p> <p>(B) <u>Environmental Analysis for Quality</u></p> <p>Assessing the business environment based on quality concepts and its impact on business strategy. Industry</p>

	<p>analysis for quality techniques for environmental analysis.</p> <p>(C) <u>Internal Analysis and Diagnosis of Firm Based on Quality Planning and Analysis</u></p> <p>Assessing internal strengths and weaknesses in respect of various areas of firm: Marketing, Production and Operation, Human Resources, Finance and Accounting, R&D and Engineering, etc. Techniques for internal analysis.</p> <p>(D) <u>Formation of Strategy with Specific Focus on Quality Issues</u></p> <p>Different types of strategies: expansion, stability, retrenchment and combination of strategies. Corporate-level strategies, business unit strategies, and functional strategies with focus on quality planning and analysis.</p> <p>(E) <u>Implementation of Strategy within the Framework of Quality</u></p> <p>Matching leadership and strategy based on the perspective of leadership for quality. Systems and Culture in support of strategic quality implementation. Matching strategy and structure.</p> <p>(F) <u>Strategic Quality Audit</u></p> <p>Purposes of quality control and strategic quality audits. Matching reward systems with evaluation. Control and evaluation process with quality audit perspectives. Diagnosis and corrective action with quality emphasis.</p>
<p>Teaching/Learning Methodology</p>	<p>Lectures, case studies, experiential exercises, team work in discussion and presentation, and computerised business simulations.</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			
	1. Continuous assessment		50%		√	√	√	√			
	2. Examination		50%		√	√	√	√			
	Total		100 %								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>A comprehensive case with 3 questions will be set for the Final Examination to fulfill Intended Learning Objectives: a, b, c, and d. As for the Coursework, strategic management cases across industries and countries as well as the international-business gaming simulation will be used to assess students in alignment with intended learning outcomes listed above.</p>											
Student Study Effort Expected	Class contact:										
	▪ Lecture										26 Hrs.
	▪ Seminar										13 Hrs.
	Other student study effort:										
	Total student study effort										39 Hrs.
Reading List and References	<u>Essential Reading</u>										
	Jones, Gareth R. & Hill, Charles W.L., Theory of Strategic Management with Cases, 10 th ed., Houghton Mifflin, 2013.										
	Juran, J.M., Juran on Planning for Quality, Free Press, 1988.										
	Juran, J.M., Juran on Leadership for Quality – An Executive Handbook, Free Press, 1989.										
	Juran, J.M., Managerial Breakthrough: the Classic Book on Improving Management Performance, McGraw-Hill, 1995.										
	Juran, J.M. and Gryna, F.M. 1993. Quality Planning and Analysis, 3 rd ed., McGraw-Hill.										

	<p><u>Recommended Reading</u></p> <p>Dale, B.G. 1990. Managing quality, Prentice Hall.</p> <p>Juran, J.M. 1988. Juran on Planning for Quality, Free Press.</p> <p>Madu, C.N. 1996. Strategic Total Quality Management: Corporate Performance and Product Quality, Westpoint.</p> <p>McInerney, F. and White, S. 1995. The Total Quality Corporation, Truman Tolley Books/Dutton.</p> <p>Profile of Malcolm Baldrige Award Winners, 1992. Prentice Hall.</p> <p>Wheelen, Thomas L. & Hunger, J. David, Strategic Management and Business Policy, 14th Ed., Pearson/ Prentice Hall, 2015.</p> <p><u>Journals</u></p> <p>Harvard Business Review International Quality and Reliability Management Journal of European Organization for Quality Control Long Range Planning Quality Progress Strategic Management Journal The Quality Management Journal</p>
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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

Subject Synopsis/ Indicative Syllabus	<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
Teaching/Learning Methodology	<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>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Coursework*	60 %	✓	✓	✓	✓	✓
	2. Examination	40 %	✓	✓	✓		✓
	Total	100 %					
<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>							
Student Study Effort Expected	Class contact:						
	▪ Lectures						26 Hrs.
	▪ Seminars/Tutorials/Exercises						13 Hrs.
	Other student study effort:						
	▪ Group discussions						12 Hrs.
	▪ Projects						42 Hrs.
	▪ Reading and homework						33 Hrs.
	Total student study effort						126 Hrs.
Reading List and References	Simchi-Levi, Kaminsky and Simchi-Levi, <i>Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies</i> , 3 rd Edition, McGraw-Hill, 2007.						
	Martin Christopher, <i>Logistics and Supply Chain Management</i> , 3 rd Edition, Prentice Hall, 2005.						
	Handout reading materials						

Subject Code	LGT5033
Subject Title	Lean Thinking and Practice
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<ul style="list-style-type: none"> ▪ To provide students with a strategic overview of lean thinking philosophy and concepts. ▪ To enable the students to critically review the principles of lean thinking. ▪ To introduce students to the tools and techniques involved in identifying opportunities for 'leaning' operations and supply chain management activities in order to enhance competitive advantage.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Able to employ lean thinking concepts as a strategy to eliminate waste and improve organizational performance. b. Able to apply lean concepts and tools to identify improvement areas and generate solutions in order to improve operational efficiency. c. Able to undertake an efficiency improvement project with lean thinking concepts and tools, and present the project proposal professionally.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> ▪ Philosophy and evolution of lean thinking ▪ Lean principles: <ul style="list-style-type: none"> ▪ Value ▪ Value stream ▪ Flow ▪ Pull ▪ Perfection ▪ Lean techniques <ul style="list-style-type: none"> ▪ Value identification techniques ▪ Value stream mapping techniques ▪ Just-in-Time and Kanban systems ▪ Lean Six-sigma ▪ Reliability and maintenance ▪ Current issues in lean thinking

<p>Teaching/Learning Methodology</p>	<p>Contact hours: 39 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 analyze some contemporary issues in the field.</p>																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="499 555 1362 999"> <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 (Please tick as appropriate)</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>Since learning outcomes 1 and 2 are concerned with knowledge of the subject area, they are to be assessed by both examination and continuous assessment.</p> <p>Since learning outcome 3 is concerned with the ability to undertake an improvement project, it will be assessed by the project within the continuous assessment.</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 (Please tick as appropriate)						a	b	c				Continuous Assessment	50%	✓	✓	✓				Examination	50%	✓	✓					Total	100 %						
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Reading List and References	<p>Books</p> <p>Womack, J., and Jones, D. (the latest edition) <i>Lean Thinking: Banish Waste And Create Wealth In Your Corporation</i>, New York, Simon and Schuster.</p> <p>Womack, J., Jones, D., and Roos, D. (the latest edition) <i>The Machine That Changed The World</i>, New York, Rawson Associates.</p> <p>Rich, N., Bateman, N., Esain, A., and Massey, L. (the latest edition) <i>Lean Evolution: Lessons from the Workplace</i>, Cambridge.</p> <p>Tapping, D., and Shuker, T. (the latest edition) <i>Value Stream Management for the Lean Office</i>, Productivity Press.</p> <p>Journals</p> <p>Journal of Operations Management</p> <p>International Journal of Service Industry Management</p> <p>Decision Sciences</p> <p>International Journal of Production Economics</p> <p>International Journal of Production Research</p> <p>International Journal of Operations and Production Management</p>
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Subject Code	LGT5037
Subject Title	Project Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<p>To provide the students a comprehensive overview and the fundamental concepts of project management, and an understanding on how project management can be used as a strategic tool to deliver business performance for organizations.</p> <p>To provide the students key components of project management, and practical methodologies in managing projects of different natures.</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Obtain the fundamental principles, concepts and techniques in project management. b. Understand modern project management trend and methods. c. Apply project management methodologies and techniques in enhancing business performance for organizations. d. Manage projects of different natures with sound judgment and skills.
Subject Synopsis/ Indicative Syllabus	<p>Modern project management and trends; project teams and organizational relationship; effective project communication; stakeholder analysis; project selection; project portfolio evaluation; definition and characteristics of a project; project success criteria; project management trade off; project charter; project life cycle; project plan; project scheduling; project budgeting; monitoring and progress control; risk management; project network; Work Breakdown Structure (WBS); PERT and Gantt charts; critical path analysis techniques (CPM); theory of constraint and critical chain method; resource management; cost management; contract management; project management software tools; change management; performance measurement; project closeout and project audit; management information and reporting; multiple project management.</p>

<p>Teaching/Learning Methodology</p>	<p>Lectures are designed to provide a basic grounding in principles, concepts and techniques in project management.</p> <p>Tutorials provide the environment and means for student-centered learning, in the form of class discussions, case analyses, problem exercises and experience sharing.</p>																																																					
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<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Readings ▪ Assignments <p>Total student study effort</p>							<p>26 Hrs.</p> <p>13 Hrs.</p> <p>45 Hrs.</p> <p>42 Hrs.</p> <p>126 Hrs.</p>																																														

Reading List and References	<p>Gray, C.F. and Larson, E.W. (2009), Project Management: the Managerial Process. 5th Edition. McGraw-Hill.</p> <p>Klastorin, T. (2004), Project Management, Tools and Trade-offs. John Wiley & Sons, Inc.</p> <p>Goldratt, E.M. (1997), Critical Chain. The North River Press, Great Barrington, MA, USA.</p> <p>Stevenson, N. (2004), Microsoft Project 2003 for Dummies. Wiley.</p> <p>Meredith, J.R. and Mantel, S. (2006), Project Management: a Managerial Approach. John Wiley & Sons, Inc.</p> <p>Thomke, S. (2007), Managing Product and Service Development: Text and Cases. McGraw-Hill.</p> <p>Lister, A. (2005), Project Planning and Control. Elsevier Ltd.</p> <p>PMI. (2004), A Guide to the Project Management Body of Knowledge (PMBOK Guide). Newton Square, PA, USA.</p>
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Subject Code	LGT5040
Subject Title	Supplier Development
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<p>(1) To ensure that students fully understand how suppliers can be involved in helping themselves and their customers to compete effectively in their supply chains.</p> <p>(2) To establish an awareness of the options, tools and techniques available for organisations to develop the capability of a supply base to meet current and future needs.</p> <p>(3) To ensure that students are able to consider the attributes of supplier relationship options, identify their particular features, and identify when and how the chosen relationship can best be established and subsequently managed to achieve the desired business objective.</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Realize the advantages of involving and developing suppliers to generate new competitive advantages in supply chain management. b. Able to make use of the tools available to develop a supply base for meeting operations and strategic needs. c. Able to select the most appropriate suppliers under different settings, and to determine the necessary type of relationships to be developed. d. Able to assess the performance of suppliers and methods to improve suppliers' performance.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Understand the need to have a competitive global supply base to provide competitive advantage and operational sustainability. Examine the options, tools and techniques available for determining the size and structure of the supply base for each category of purchase requirement, identifying potential suppliers, deriving the criteria of ideal suppliers and determining the fit for purpose relationships and relational strategies. Identifying the most appropriate supplier development strategy dependent upon whether the relationship is collaborative or arm's-length and the certainty of transactions. Look at tools and techniques used in supplier development that encourage cooperation for mutual advantage and success. Consider options to achieve continuous quality improvement and to put in place appropriate performance management systems that recognise and incentivise performance and the sharing of technological improvements and innovation in products and processes.</p>																																																					
<p>Teaching/Learning Methodology</p>	<p>Teaching Methodology adopted by Lecturer: Lecturing in accordance with the syllabus, experience sharing, comments on presentation, case discussions and tutorial.</p> <p>Learning Methodology adopted by students: Classroom learning, group discussion, library visit and searching for articles and journals, group project preparation and presentation etc.</p>																																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 1093 1362 1601"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks (During course)</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</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. Individual assignment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Project report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The individual assignment and group project report can both drive the students searching for more readings in library to enhance learning results.</p> <p>The group project can help the students to apply learned knowledge and concepts in real practice.</p> <p><i>To pass this subject, students are required to obtain Grade D or above in BOTH the Continuous Assessment and Exam</i></p>								Specific assessment methods/tasks (During course)	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Individual assignment	20%	✓	✓	✓	✓			2. Project report	30%	✓	✓	✓	✓			3. Examination	50%	✓	✓	✓	✓			Total	100 %						
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	<p>components.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecturing (including tutorial and project presentation) 	<p>39 Hrs.</p>
	<ul style="list-style-type: none"> ▪ 	<p>Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Assignments and project 	<p>35 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Self study 	<p>52 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p>Reading List and References</p>	<p>Bensaou, B. (1999) Portfolios of buyer-supplier relationships, <i>Sloan Management Review</i>, 40 (4).</p> <p>Monczka,R.M./Handfield,R.B./Giunipero,L.C. (2009) <i>Purchasing and Supply Chain Management</i>, South-Western, Mason, OH.</p> <p>Cousins,P. (1999) Supply base rationalisation: Myth or reality, <i>European Journal of Purchasing and Supply Management</i>, Vol.5.</p> <p>Cousins,P./Lamming,R./Lawson,B./Squire,B. (2008) <i>Strategic Supply Management: Principles, Theories and Practice</i>, Prentice Hall.</p> <p>Hines,P. (1994) <i>Creating World Class Suppliers: Unlocking Mutual Competitive Advantage</i>, London, Pitman Publishing.</p> <p>Hines,P./Rich,N./Esain,A. (1998) Creating a lean supplier network: a distribution industry case, <i>European Journal of Purchasing and Supply Management</i>, Volume 4, Number 4, pp. 235-246.</p> <p>Imai,K. (1986) <i>Kaizen</i>, New York, McGraw-Hill.</p> <p>Lamming,R. (1993) <i>Beyond Partnership: Strategies for Innovation and Lean Supply</i>, New York, Prentice Hall.</p> <p>Macbeth,D./Ferguson,N. (1994) <i>Partnership Sourcing: An</i></p>	

	<p><i>Integrated Supply Chain Approach</i>, London, Pitman Publishing.</p> <p>Sako, M. (1992) <i>Prices, Quality and Trust: Inter-firm Relations in Britain and Japan</i>, Cambridge, Cambridge University Press.</p> <p>Watts, C./Hahn, C. (1993) Supplier development programmes: An empiric analysis, <i>International Journal of Purchasing and Supply Management</i>, Vol.29, (2).</p>
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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"> a. Analyze risks in operations, by applying basic principles and techniques of risk management. b. Comprehend risk management assessment, identify appropriate risk management solutions and to effectively implement them. c. Use risk management concepts to devise appropriate risk management and business continuity (contingency) plans. d. Be familiar with risk management in operations to a level that is adequate for continued self-enhancement of knowledge and practical applications of the subject.
Subject Synopsis/ Indicative Syllabus	<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. Identification of positive and negative risks.</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 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 management strategies: risk avoidance, risk reduction, risk acceptance, , risk transfer, insurance, identification, evaluation and ranking of risk reduction measures. Overview of risk culture and risk attitude.</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, regulatory requirements and best practices 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 (Please tick as appropriate)					
			a	b	c	d		
	Continuous Assessment	50 %						
	1. Group presentation	25 %	✓	✓	✓	✓		
	2. Group written report	25 %	✓	✓	✓	✓		
	Final Examination	50 %						
	1. Final examination	50 %	✓	✓	✓	✓		
	Total	100 %						

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

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

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

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

Student Study Effort Expected	Class contact:	
	▪ Lectures and Tutorials	39 Hrs.
	Other student study effort:	
	▪ Self study for preparing lectures, tutorials and final examination	45 Hrs.
	▪ Preparation for group assignment	42 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p><u>Main Reference Books</u></p> <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>. Roca 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>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> <p><u>Main Reference Journals</u></p> <p>Journal of Business Continuity & Emergency Planning Institute of Risk Management (IRM) The Public Risk Management Association, US (PRIMA) The Public Risk Management Association, UK (ALARM) Association of Insurance and Risk Managers</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 analyzing 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 Discrete distribution; Continuous distribution; 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. Inference about a population; Inference about comparing two populations.</p> <p>Analysis of Variance One-way analysis of variance</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>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 (Please tick as appropriate)				
			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		26 Hrs.				
	▪ Tutorials		13 Hrs.				
	Other student study effort:						
	▪ Reading and doing exercises		87 Hrs.				
	▪		Hrs.				
	Total student study effort		126 Hrs.				

Reading List and References	<p>Book</p> <p><u>Gerald Keller. Managerial Statistics, abbreviated, international edition, 9th edition. Cengage Learning. 2012.</u></p> <p><u>McClave, J. T., Benson, P. G. and Sincich, T., Statistics for Business and Economics, Prentice Hall, 2013.</u></p> <p>References:</p> <p>Levine, D.M., Berenson, M.L. & Stephan, D., Statistics for Managers Using Microsoft Excel, 3rd edition, Prentice-Hall, 2008.</p> <p>Journal of the American Statistical Association</p> <p>Journal of the Royal Statistical Society</p> <p>The Statistician</p>
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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>																																												
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Total	100 %																																												
<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Revision, doing exercises and cases ▪ <p>Total student study effort</p>						<p></p> <p>26 Hrs.</p> <p>13 Hrs.</p> <p></p> <p>87 Hrs.</p> <p>Hrs.</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>
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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	<p>Upon completion of the subject, students will be able to:</p> <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, particularly, strategic aspects of operations management and its relationship to major elements of business models.</p> <p>Quality Management, Quality Control and Lean Operations Total quality management; quality measurement; quality cost; quality inspection; statistical quality control; lean operations.</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>																																														
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2. Examination	50 %	✓	✓	✓																																											
Total	100 %																																														

	<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	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading and doing exercises	87 Hrs.
	▪	Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Books</p> <p>Anupindi, R., et. al. <i>Managing Business Process Flows – Principle of Operations Management</i>, latest ed, Prentice Hall</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>Journals</p> <p>International Journal of Operations and Production Management</p>	

	Journal of Operations Management Management Science
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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	<p>The purpose of the course is to develop hands-on knowledge and skills that are required to manage and implement any improvement projects, whether in manufacturing, service or any other opportunities. Quality management (QM) starts by taking (1) a customer focus, (2) management concepts for continual improvement, (3) analytical techniques including statistical and problem-solving methods for studying and proposing solutions to the problem, and (4) a clear improvement roadmap.</p> <p>Our goal is to provide theory, tools and experiential insight into how these aspects can be successfully applied in managing quality. Lecturer is advised to use a mixture of lectures and in-class exercises/discussions to develop a richer understanding of the material.</p> <p>Specifically, students are to learn:</p> <ul style="list-style-type: none"> ▪ The principles of TQM in both theories and practice. ▪ The major techniques in TQM adoption. ▪ Applying TQM principles and techniques through quality improvement projects/activities.
Subject Learning Outcomes	<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 assess and improve organizational and business process efficiency and effectiveness. b. Able to practice TQM to improve customer satisfaction and achieve higher strategic as well as performance goals.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The interfaces of quality of product/service, quality of process and quality of management with specific topics including:</p> <ul style="list-style-type: none"> ▪ Concepts and dimensions of quality of product and service ▪ Maintenance, Kaizen and Innovation ▪ Voice of Customer and Market ▪ Lean concepts including Value Stream and Waste Reduction ▪ Fundamental and advance tools and techniques in quality improvement ▪ Measures of Quality and Quality Management ▪ Supplier quality audit and partnership sourcing ▪ Quality Management System of ISO:9000 and related topics ▪ Current issues on TQM. 																																						
<p>Teaching/Learning Methodology</p>	<p>Contact hours: 42 hours Concepts, theories and key issues based on the literature will be introduced to students through lectures. Case studies will be used to illustrate some application aspects and to stimulate discussions leading to context-specific knowledge. Students are required to apply the knowledge to analyse some contemporary issues in the field.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 1124 1361 1565"> <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 (Please tick as appropriate)</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>Final Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <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 is effective in assessing the ability in applying techniques, both methods will be needed to assess the two outcomes of this subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b					Continuous Assessment	50%	✓	✓					Final Examination	50%	✓	✓					Total	100 %						
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		a	b																																				
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Final Examination	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:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignments	45 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>Imai, Masaaki, (the latest edition), <i>Gemba Kaizen</i>, McGraw Hill</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>Harvard Business Review</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	<ol style="list-style-type: none"> 1. To impart on students the skills in applying the concepts, theories and techniques of a variety of management science methods. 2. To develop students' ability and confidence in solving management decision problems, particularly paying attention to the practical considerations.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the range of practical application of management decision analysis techniques, the characteristics of successful application, and the limitations of the techniques. b. Develop skills in analyzing complex operations problems, using quantitative techniques as appropriate. c. Tackle a management decision situation from different angles of view, hence develop the creative thinking and be more critical to evaluate the outcomes of different decisions.
Subject Synopsis/ Indicative Syllabus	<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"> 1. How to start to tackle a complicated situation? 2. How to understand the data given and link up the relationship among data? 3. Point out mistakes when applying different methods. 4. How to apply what they have learnt in other subjects to a real

	situation?						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			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						26 Hrs.
	▪ Lectures						13 Hrs.
	Other student study effort:						
	▪ Preparation for lectures						45 Hrs.
	▪ Preparation for assignment / group project and presentation						42 Hrs.
	Total student study effort						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>
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Subject Code	LGT5153
Subject Title	Practice of Quality Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisites	LGT5157 Six Sigma and Quality Management Techniques <i>or</i> LGT5158 Statistical Quality Control for Manufacturing and Service <i>or</i> LGT 5159 Implementation and Auditing of Quality Management Systems <i>or</i> MM511 Managing Organizations and People
Exclusions	LGT 5213 QM Dissertation
Role and Purposes	This subject is a small-scale research project and requires students to work individually or in groups, for a systematic investigation of some quality management issues in a company or industry. Students have to professionally report their results through a written report and an oral presentation.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Design a project proposal for the study of a practical application topic in quality management b. Collect and analyse data and information for a systematic investigation of the topic c. Present the findings of the project in a logical and orderly manner
Subject Synopsis/ Indicative Syllabus	<p><u>Proposal</u></p> <p>Students have to submit a project proposal which should include: title of the project, statement of problems, brief literature review, study framework, methods of investigation and project schedule. The proposals have to be approved by the subject lecturer.</p> <p><u>Progress</u></p> <p>Students have to manage the progress of their projects; they have to meet the subject lecturer regularly in order to report the progress and obtain feedbacks.</p>

	<p><u>Report</u></p> <p>The project reports should be in about 5,000 words (for individual reports) or 10,000 words (for group reports), excluding references and appendices. They should be written in a logical and orderly manner. Students have to orally present the major findings and conclusion of their projects in class.</p>																														
<p>Teaching/Learning Methodology</p>	<p>Students have to do the project individually or in groups of 2 to 3 students. They have to submit project plans for the approval of the subject lecturer and monitor the progress of their projects through regular meetings with the subject lecturer.</p>																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 707 1361 1081"> <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 (Please tick as appropriate)</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>100 %</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>It is small-scale research project where students need to demonstrate their quality management knowledge in addressing the identified issues of their selected topic. There are three stages of the continuous assessment. In the first stage, students are required to design and defend a project proposal. They progress to collect and analyse data and information for a systematic investigation of the topic at the second stage under supervision of the lecturer. In the final stage, students need to present the findings of the project in a reasoned, logical, and orderly manner.</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 (Please tick as appropriate)						a	b	c				Continuous Assessment	100 %	✓	✓	✓				Total	100 %						
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		a	b	c																											
Continuous Assessment	100 %	✓	✓	✓																											
Total	100 %																														

Student Study Effort Expected	Class contact:	
	▪ Lectures	17 Hrs.
	▪ Tutorials	22 Hrs.
	Other student study effort:	
	▪ Proposal development and literature review	42 Hrs.
	▪ Data analyses and report preparation	42 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	Benchmarking Business Process Management Journal Decision Science International Journal of Operations and Production Management International Journal of Production Economics International Journal of Production Research International Journal of Quality & Reliability Management Journal of Operations Management Management Science Managing Service Quality Omega Quality Management Journal Quality Progress Total Quality Management and Business Excellence The TQM Journal	

Subject Code	LGT5157
Subject Title	Six Sigma and Quality Management Techniques
Credit Value	3
Level	5
Normal Duration	1 Semester
Pre-requisite	LGT5107 Total Quality Management
Exclusion	ITC517 Total Quality Management Techniques
Role and Purposes	<ol style="list-style-type: none"> 1. To provide students with a focused systematic approach of using Six Sigma and other operational and quality management techniques to meet the aims and objectives of total quality management; 2. To develop students with ability in applying the Six Sigma techniques to define and analyse problems in improving quality at the workplace; and 3. To develop students with ability to identify opportunities for improvement in the business, service, administrative and manufacturing environments of applying Six Sigma, Kaizen, and other continuous improvement methodologies.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Apply Six Sigma and TQM techniques to tackle and analyse problems in improving quality with particular reference to their own working environment; b. Develop the ability to adopt new techniques and synthesise new knowledge; c. Analyse basic operational and research data using TQM techniques in a systematic way; d. Cooperate efficiently and effectively in a team to apply TQM techniques and tools for accomplishing pre-determined goals; and e. Identify opportunities for improvement in the business, service, administrative and manufacturing environments of applying the methodology such as Six Sigma, Kaizen, and other appropriate tools to achieve breakthrough improvements in these processes.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Fundamental Concept</u> Overview of Six Sigma, Kaizen, Introduction of DMAIC methodology, Voice of Customer, Cost of Quality Concept, Project Identification, Project Charter Writing, Organization of project team</p> <p><u>Identification of Improvement Area and Baseline Measurement</u> SIPOC and Process Mapping, Basic Statistics for Six Sigma, Data collection, Measurement system analysis, Process Capability Calculation, Statistical Process Control, Control Charts, Sigma Level Calculation</p> <p><u>Techniques for Analyzing the Current Situation</u> Detailed process mapping, Value-added Analysis, Value Stream Mapping, Root Cause Verification, Muda Concept, Traditional Quality Tools</p> <p><u>Breakthrough Improvement</u> New Quality Tools, Quality Function Deployment, Failure Modes and Effects Analysis, Implementation of Solutions</p> <p><u>Mechanism of Continuous Improvement</u> Process Documentation, Process Control Plan, Approach to implement Six Sigma in an organization</p> <p>Selected cases of application and implementation of Kaizen, Six Sigma, in various industries.</p>
<p>Teaching/Learning Methodology</p>	<p>A systematic approach will be adopted in focusing the use of different quality management techniques, such as six sigma methodology, etc. in meeting the aims and objectives of total quality management. Such techniques will include both theoretical and practical aspects and students will be asked to use case studies developed specially for this subject aiming at integrating these two aspects with their own daily responsibilities. Students will be asked to present their evaluation and analysis of case studies and other related project assignments during seminars and presentation sessions.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
Continuous Assessment*		50%					
Group assignments/cases		25%	✓	✓	✓	✓	✓
Individual assignments/ cases		25%	✓	✓	✓	✓	✓
Examination		50%	✓	✓	✓	✓	✓
Total		100 %					

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

- The individual assignments/cases are used to enable students to improve their abilities to achieve outcomes a through e with emphasis on outcomes a through c.
- The group assignments/cases are used to enable students to improve their abilities to achieve outcomes a through e with emphasis on outcomes d through e.
- Examination is used to test if students master the necessary concepts and methods including roadmaps in carrying out a quality improvement project in a typical business environment.

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

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

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	45 Hrs.
	▪ Preparation for assignments / group projects and presentations	42 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Lean Six Sigma and Minitab, QSB Consulting, (latest edition)</p> <p>Matt Barney & Tom McCarty (2003) <i>The new Six Sigma: a leader's guide to achieving rapid business improvement and sustainable results</i>, Upper Saddle River, N.J. : Prentice Hall PTR.</p> <p>Theodore T. Allen, (2006) <i>Introduction to engineering statistics and six sigma: statistical quality control and design of experiment</i>, London: Springer.</p> <p>Salman Taghizadegan, (2006) <i>Essentials of lean six sigma</i>, Amsterdam: Elsevier.</p> <p>Loon Ching Tang (2006) <i>Six sigma : advanced tools for black belts and master black belts</i>, Chichester, West Sussex, England ; Hoboken, NJ : John Wiley & Sons.</p> <p>David L. Goetsch and Stanley B. Davis, (2006) <i>Introduction to TQM for Production, Processing and Service</i>, 5th edition, Prentice-Hall.</p> <p>Samuel K.M. (editor) Ho, <i>Proceedings of the 14th International Conference on ISO9000 & TQM, Taking ISO 9000 to a Higher Level Through Integration, Lean, and Six Sigma</i>, March 6-7 2006, Hong Kong; and previous issues.</p> <p>Case Studies of the Implementation of TQM in Textiles & Clothing Industries (1992-1995), Institute of Textiles & Clothing, The Hong Kong Polytechnic University</p> <p>Lou Cohen, (1995) <i>Quality Function Deployment: how to make QFD work for you</i>, Engineering Process Improvement Series, Addison-Wesley.</p> <p>Yashio, Kondo, (1989) <i>Human Motivation: a key factor for management</i>, 3A Corporation.</p> <p>Hiroyuki, Hirano, (1994) <i>Poka-yoke: mistake-proofing for zero defects</i>, PHP Institute.</p>	

	<p>Yoshinobu, Nayatani, (1994) The Seven New QC Tools: practical applications for managers, 3A Corporation,.</p> <p>T.C. Edwin Cheng and Walter W. O. Willborn, (1994) Global Management of Quality Assurance Systems, McGraw-Hill.</p> <p>UNSO, 1993, Handbook of Industrial Statistics, UNIDO.</p> <p>Hitoshi, Kume, (1985) Statistical Methods for Quality Improvement, AOTS.</p> <p>Shigeru Mizuno, (1988) Company-Wide Total Quality Control, Asian Productivity Organization.</p> <p>Kaoru Ishikawa, (1984) Quality Control Circles at Work: cases from Japan's manufacturing and service sectors, Asian Productivity Organization.</p> <p>John S. Oakland, (2003) Total Quality Management, Heinemann, 3rd edition, Butterworth-Heinemann.</p>
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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 computer software 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.</p>																																									
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="497 826 1361 1335"> <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 (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Continuous assessment</td> <td>50%</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> </tr> <tr> <td></td> <td></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>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <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 (Please tick as appropriate)					a	b	c	d	e	1. Continuous assessment	50%	✓	✓	✓	✓		2. Examination	50%		✓	✓	✓									Total	100 %					
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	Total student study effort	126 Hrs.
Reading List and References	<p><i>References</i></p> <p>Mitra, Amitava (2008). Fundamentals of Quality Control and Improvement, 3rd ed. Hoboken, N.J.: John Wiley & Sons.</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	LGT 5159
Subject Title	Implementation and Auditing of Quality Management Systems
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/Co-requisite/ Exclusion	ISE509 Auditing & Registration of Quality Systems
Role and Purposes	The course introduces students to the principles and techniques of implementing and auditing several popular management systems with respect to concerns on compliance and organizations' improvement needs.
Subject Learning Outcomes	Upon completion of the subject, students will be able to a. understand the principles and requirements of management systems including ISO 9000, ISO 14000 and OHSAS 18000. b. understand the auditing and management review techniques to identify the nonconformities of different systems. c. develop an integrated management system that can incorporate various management systems into an ISO 9000 system. d. understand the basic principles of other management systems including ISO 13485:2003, SA 8000, ISO 26000 and FSC:CoC.
Subject Synopsis/ Indicative Syllabus	<p>Integrated Management Systems Principle of management systems, process and plan-do-check-act cycle.</p> <p>ISO 9000 Standard Approaches to quality management; ISO 9000 series of standards, structure, and basic concepts; process approach; its relationship with TQM.</p> <p>ISO 14001 Standard Principles of ISO 14001; preparatory environmental review, environmental policy, planning, implementation and operation; checking and corrective actions; management review.</p> <p>OHSAS 18000 Standard Principles of ISO 18001; OH&S management system model; OH&S policy; planning, implementation and operation, management reviews.</p> <p>Management System Audits Principles of auditing; managing an audit program; performing an audit; competence and evaluation of auditors.</p> <p>Registration of Management systems Principles of certification registration; post certification obligations;</p>

	<p>typical problems and factors of successful registration and continuous implementation.</p> <p>Introduction of Other Management Systems ISO 13485:2003; SA 8000; ISO 26000; FSC:CoC.</p>																																														
Teaching/Learning Methodology	<p>Concepts and techniques will be introduced through lectures. Professional seminars featuring guest speakers from registration bodies, consultants, or QM practitioners will be organized. Students are required to apply the knowledge and skills to solve the implementation and auditing problems in the form of case studies or exercises.</p>																																														
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Reading List and References	<ol style="list-style-type: none">1. ISO 9000: 2008, ISO 14000: 2004, OHSAS 18000:2007, ISO 19011: 2011 (Latest revision)2. Smith, D. (2001). IMS: The Framework, Integrated Management Systems Series, BSi Business Information3. Smith, D. (2002). IMS: Implementing and Operating, Integrated Management Systems Series, BSi Business Information.4. Hoyle, D. (2009). ISO 9000 Quality Systems Handbook, 6th Editions, Butterworth-Heinemann, Oxford.5. Tricker, R. (2010). ISO 9001:2008 for Small Business, Oxford6. Web Sites: www.iso.org; http://www.bsigroup.hk; www.fsc.org; http://www.fda.gov/Training/
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Subject Code	LGT5213
Subject Title	QM Dissertation
Credit Value	9
Level	5
Normal Duration	2-semester
Pre-requisite	MM501 Research Methods
Exclusion	LGT5153 Practice of Quality Management ITC524 ITC590 ITC5901
Role and Purposes	This subject requires students to undertake an individual research project by relating academic concepts and theories with professional practice in quality management.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. define the objectives, scope and study framework of a research project in the quality management field based on extant theories and empirical studies around the topic b. choose a methodology for the project, undertake a systematic process of investigation using defined methods of analysis, drawing inferences, and identifying limitations as well as further research issues c. present the dissertation report in an orderly and logical form, and with high accuracy of written expression
Subject Synopsis/ Indicative Syllabus	<p><u>Proposal</u></p> <p>The initial research proposal should contain the following details of the research project: title, objectives, scope, brief literature review, management questions, research questions, study framework, methodology, methods of investigation and a time schedule for the work. The proposal will be refined after the student's discussion with his / her supervisor.</p> <p><u>Progress</u></p> <p>The supervisor shall assess the progress of the student's work through discussion of readings with the student and evaluation of the student's comprehension of the tasks involved. The student must provide evidence of effort and thoughtfulness in the overall planning, investigational work as well as analysis of findings during different stages of the project.</p>

	<p><u>Oral examination</u></p> <p>Examiners will hold viva voce examination and the student has to present his / her research findings. The main purpose of the presentation is to satisfy the examiners that the student's work is his / her own. During the oral examination, the student has to answer queries related to the dissertation satisfactorily.</p> <p><u>Research report</u></p> <p>The examiners will assess the final research project report mainly based on the extent to which the objectives of the study has been met, as well as the validity and managerial implications of the research findings.</p>																																																						
<p>Teaching/Learning Methodology</p>	<p>The student has to submit an initial research proposal and will be assigned a project supervisor. Thereafter, the student has to work closely with the supervisor in refining the proposal and carrying out investigational work in line with selected and approved methodology. Continued interactions between the student and supervisor are essential to maintain and ensure satisfactory progress of the project.</p>																																																						
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	<p>proposal. They progress to collect and analyse data and information for a systematic investigation of the topic at the second stage under supervision of the advisor. In the final stage, students need to submit a dissertation report and attend an oral examination.</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:	
	▪ by advisor	28 Hrs.
	Other student study effort:	
	▪ Proposal development and literature review	84 Hrs.
	▪ Data analyses and report preparation	84 Hrs.
	Total student study effort	252 Hrs.
Reading List and References	<p>Barbour, R.S. (2008), <i>Introducing Qualitative Research: A Student's Guide to the Craft of Doing Qualitative Research</i>, Sage.</p> <p>Lunenburg, F.C. and Irby, B.J. (2008), <i>Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in Social and Behavioral Sciences</i>, Corwin Press.</p> <p>Manuch, J.E. and Park, N. (2003), <i>Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty</i>, M.Dekker.</p> <p>Turabian, K.T. (2007), <i>A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers</i>, The University of Chicago Press.</p> <p>Vogt, W.P. (2007), <i>Quantitative Research Methods for Professionals</i>, Pearson.</p> <p>Winkler, A.C. and McCuen-Metherell, J.R. (2008), <i>Writing the Research Paper: A Handbook</i>, Thomson Higher Education.</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.
Subject Synopsis/ Indicative Syllabus	<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>
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<p>Teaching/Learning Methodology</p>	<p>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.</p>																																																																																																
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="499 488 1414 1227"> <thead> <tr> <th data-bbox="499 488 831 689" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="831 488 983 689" rowspan="2">% weighting</th> <th colspan="8" data-bbox="983 488 1414 622">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="983 622 1038 689">a.</th> <th data-bbox="1038 622 1094 689">b.</th> <th data-bbox="1094 622 1150 689">c.</th> <th data-bbox="1150 622 1206 689">d.</th> <th data-bbox="1206 622 1262 689">e.</th> <th data-bbox="1262 622 1318 689">f.</th> <th data-bbox="1318 622 1374 689">g.</th> <th data-bbox="1374 622 1414 689">h.</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 689 831 790">Continuous Assessment*</td> <td data-bbox="831 689 983 790">100%</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="499 790 831 891">1. Individual assignment</td> <td data-bbox="831 790 983 891">20%</td> <td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="499 891 831 969">2. Group reports</td> <td data-bbox="831 891 983 969">50%</td> <td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> <tr> <td data-bbox="499 969 831 1025">3. Presentation</td> <td data-bbox="831 969 983 1025">10%</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> <tr> <td data-bbox="499 1025 831 1081">4. Peer assessment</td> <td data-bbox="831 1025 983 1081">10%</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> <tr> <td data-bbox="499 1081 831 1160">5. Class participation</td> <td data-bbox="831 1081 983 1160">10%</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td> </tr> <tr> <td data-bbox="499 1160 831 1227">Total</td> <td data-bbox="831 1160 983 1227">100 %</td> <td colspan="8"></td> </tr> </tbody> </table> <p data-bbox="499 1249 1414 1317"><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p data-bbox="499 1328 1414 1395">To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p data-bbox="499 1417 1414 1899">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 (Please tick as appropriate)								a.	b.	c.	d.	e.	f.	g.	h.	Continuous Assessment*	100%									1. Individual assignment	20%		✓							2. Group reports	50%		✓	✓	✓	✓	✓	✓	✓	3. Presentation	10%								✓	4. Peer assessment	10%								✓	5. Class participation	10%						✓			Total	100 %								
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Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	39 Hrs.
	▪ Preparation for assignment / group project and presentation	78 Hrs.
	Total student study effort	156 Hrs.
Reading List and References	<p><u>Recommended Textbooks</u></p> <p>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. (2013). <i>Research Methods for Business – A Skill Building Approach</i> (6th edition). NY: John Wiley & Sons.</p> <p><u>Suggested Readings</u></p> <p>Bowerman, B. L., O'Connell, R. T. and Murphree, E. S. (2014). <i>Business Statistics in Practice</i> (7th 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., Huberman, A. M. and Saldaña, J. (2013). <i>Qualitative Data Analysis: A Methods Sourcebook</i> (3rd 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. (2013). <i>Case Study Research: Design and Methods</i> (5th 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 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="497 667 1409 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 (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</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>1. Individual paper</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation / project</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></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> <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> <ol 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; and 3. take a closed-book exam to demonstrate conceptual and analytical skills by presenting arguments for and/or against certain topics based on theories, and if and when appropriate, taking circumstantial practicalities into consideration. <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 (Please tick as appropriate)						a.	b.	c.	d.			Continuous Assessment*	50%							1. Individual paper	25%	✓	✓	✓	✓			2. Group presentation / project	25%	✓	✓	✓	✓			Examination	50%	✓	✓	✓	✓			Total	100 %						
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Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	39 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	78 Hrs.
	Total student study effort	156 Hrs.
Reading List and References	<p>Recommended Textbooks</p> <p>Bartol, Kathryn, Tein, Margaret, Matthews, Graham and Sharma, Hishnu (2011). <i>Management: A Pacific rim focus</i> (6th ed.). North Ryde, NSW: McGraw-Hill Australia.</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. (2014). <i>New era of management</i> (11th 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>References</p> <p>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. (2014). <i>International management: Managing across borders and cultures</i> (8th ed.). Boston: Pearson.</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>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. (2010), <i>Management and Organizational Behaviour</i> (9th ed.). Harlow: Financial Times Prentice Hall.</p> <p>Pugh, D.S. and Hickson, D.J. (2007). <i>Writers on organizations</i> (6th ed.). Thousand Oaks, CA: Sage.</p> <p>Robbins, Stephen P. (2007). <i>Organizational behavior</i> (12th ed.). Upper Saddle River: Prentice-Hall.</p> <p>Journals</p> <p>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>
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Subject Code	MM521
Subject Title	Leading Change
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	<p>Managing Organizations and People (MM511)</p> <p>-----</p> <p>-----</p> <p>Managing Change (MM5211)</p>
Role and Purposes	<p>The objective of this subject is to assist senior management to develop a change mindset for managing their organizations in a changing environment. Students will learn the competencies of change agents in order to implement change initiatives in their organizations.</p>
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> develop a mindset for managing and leading organizational change; facilitate their organizations to learn faster and better; expand their competencies as change agents; and formulate organizational strategies to compete for the future.
Subject Synopsis/ Indicative Syllabus	<p>The Nature of Organizational Change Barriers to Change, Mobilizing for Change, Change as a Process through Time, The Three States of Change, Types and Paths of Change, The Change Style, Analyzing the Change Context, Exercising Change Judgment.</p> <p>Change Agent The Senior Management as Change Agent, Personal Competencies and Managerial Skills for Change Agent.</p> <p>The Implementation Path The Cultural Web of an Organization, Change Levers and Interventions, Communication during Change, Planning, Monitoring and Resourcing, Middle Managers as Change Intermediaries.</p> <p>Competing for the Future Building the Learning Company, Facilitating Organizational Learning, Improving Productivity and Quality, Embracing Chaos and Complexity.</p>
Teaching/Learning Methodology	<p>The class will help students to acquire a theoretical and practical orientation to manage and lead change in organizations through a series of experiential exercises and case studies. Students are expected to participate actively in class discussion. □</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a.	b.	c.	d.		
	Continuous Assessment*	50%						
	1. Individual assignment	30%	✓		✓			
	2. Group assignment	20%		✓		✓		
	Examination	50%	✓	✓	✓	✓		
	Total	100 %						
<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"> • The Individual Assignment is used to enable students to improve a change initiative introduced in their own organizations. • The Group Assignment is designed to help students to learn as a group and apply the concepts learned in real life practice. • Examination is used to test if students master the basic concepts of leading change explained in the lectures and seminars. <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures		39 Hrs.					
	Other student study effort:							
	▪ Self-study		81 Hrs.					
	Total student study effort		120 Hrs.					
Reading List and References	<p><i>Recommended Textbook</i> Balogun, J. and Hailey, V.C. (2008). <i>Exploring Strategic Change</i>, Third Edition, Prentice Hall, London.</p>							

Reading & References

Books

- Blanchard, K., Britt, J., Hoekstra, J. and Zigarmi, P. (2009). *Who Killed Change? Solving the Mystery of Leading People Through Change*, William Morrow, New York.
- Collins, J. (2001). *Good To Great: Why Some Companies make the Leap ... and Others Don't*, Random House Business Books, London.
- Goddard, J. and Eccles, T. (2012). *Uncommon Sense, Common Nonsense: Why Some Organizations Consistently Outperform Others*, Profile Books, London.
- Hamel, G. and Prahalad, C.K. (1994). *Competing for the Future*. HBS Press, Boston.
- Hammer, M. (2001). *The Agenda: What Every Business Must Do to Dominate the Decade*, Crown Business, New York.
- Johnson, S. (1998). *Who Moved My Cheese?* G.P. Putnam's Sons, New York.
- Kotter, J.P. (1996). *Leading Change*, HBS Press, Boston.
- Kotter, J.P. and Rathgeber, H. (2005). *Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions*, St. Martins Press, New York.
- Latham, G.P. (2009). *Becoming the Evidence-Based Manager: Making the Science of Management Work for You*, Davies-Black, Boston.
- McGoff, C. (2012). *The Primes: How Any Group Can Solve Any Problem*, Wiley, Hoboken, New Jersey.
- Pedler, M., Burgoyne, J. and Boydell, T. (1997). *The Learning Company: A Strategy for Sustainable Development*, 2nd Ed, McGraw-Hill, Maidenhead.
- Roam, D. (2009). *Unfolding the Napkin*, Porfolio, New York.
- Robertson, D.C. (2013). *Brick by Brick: How Lego Rewrote the Rules of Innovation and Conquered the Global Toy Industry*, Crown Business, New York.
- Senge, P.M. (1990). *The Fifth Discipline*, Doubleday/Currency, New York.
- Sibbet, D. (2013). *Visual Leaders: New Tools for Visioning, Management and Organization Change*, Wiley, Hoboken, New Jersey.
- Swisher, V.V. (2012). *Becoming an Agile Leader*, Korn/Ferry International.
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Selected Articles

- Berg, T. and Pooley, R. (2013). Contemporary iconography for rich picture construction, *Systems Research and Behavioral Science*, vol. 30, no. 1, 31-42.
- Berg, T. and Pooley, R. (2013). Rich pictures: Collaborative communication through icons, *Systems Practice and Action Research*, vol. 26, No. 4, pp. 361-376.
- Collins, J.C. and Porras, J.I. (1995). 'Building a visionary company', *California Management Review*, Vol. 37, No. 2, pp. 80-100.
- De Geus, A. (1997). 'The living company', *Harvard Business Review*, Vol. 75, No. 2, pp. 51-59.
- Jackson, M.C. (1995). 'Beyond the fads: Systems thinking for managers', *System Research*, Vol. 12, No. 1, pp. 25-42.
- Lissack, M.R. (1997). 'Of chaos and complexity: Managerial insights from a new science', *Management Decision*, Vol. 35, No. 3, pp. 205-218.
- Mak, W.M. (1995). 'The 5'S: The foundation of total quality management', in G. K. Kanji, ed., *Total Quality Management: Proceedings of the First World*

	<p>Congress, London, Chapman and Hall. pp. 603-606.</p> <p>Mak, W.M. (1999). 'Cultivating a quality mind-set', <i>Total Quality Management</i>, Vol. 10, no. 4/5, pp. 622-626.</p> <p>Mak, W.M. (2002). 'Rethinking business strategy with complexity theory', in G. Ragsdell and J. Wilby, eds., <i>Systems Theory and Practice in the Knowledge Age</i>, New York, Kluwer Academic/Plenum Publishers. pp. 321-328.</p> <p>Nonaka, I. (1991). 'The knowledge-creating company', <i>Harvard Business Review</i>, Vol. 69, No. 6, pp. 6-104.</p> <p>Schein, E.H. (1993). 'How can organizations learn faster: The problem of entering the greenroom', <i>Sloan Management Review</i>, Vol. 34, No. 2, pp. 85-92.</p> <p>Schyns, B., Tymon, A., Kiefer, T. and Kerschreiter, R. (2012). New ways to leadership development: A picture paints a thousand words, <i>Management Learning</i>, vol. 44, no. 1, pp. 11-24.</p> <p>Strebler, P. (1996). 'Why do employees resist change?', <i>Harvard Business Review</i>, Vol. 74, No. 3, pp. 86-92.</p>
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Subject Code	MM531
Subject Title	Strategic Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Managing Organizations and People (MM511) and Managing Customers and Markets (MM574) and Accounting for Managers (AF5108) ----- Strategic Quality Management (ITC522)
Role and Purposes	The main objective of the course is to provide students with a sound knowledge about the strategy making process from the perspective of how organizations strategize to achieve sustain competitive advantage. Through 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: a. appraise the different perspectives from which strategy may be analyzed and understand how each contributes to a fuller understanding of the essence of strategic thinking; b. apply and evaluate different management theories / methods / tools used to analyze a firm's strategy making for dealing with strategic organizational challenges; c. demonstrate strategic thinking through an analysis of the environment (e.g. competition and customers, political and economic), set strategic direction, and lead change (MSc Program Outcome 2); d. discuss and explain how strategy research can help managers make better (ethical) decisions.
Subject Synopsis/ Indicative Syllabus	<u>Understanding Strategic Management</u> <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 <u>Environmental Analysis and Diagnosis</u> <ul style="list-style-type: none"> • Environmental scanning and influencing environmental factors • Techniques for environmental analysis • Industry and competitive analysis; competitive and co-operative

	<p>dimensions</p> <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	a.	b.	c.	d.
			Continuous Assessment*	60%		
1. Individual Write-up	10%	✓			✓	
2. Individual Write-up	10%	✓			✓	
3. Individual class participation	20%	✓	✓	✓	✓	
4. Group (Individual) peer appraisal	5%	✓	✓	✓	✓	
5. Group report	15%	✓	✓	✓	✓	
Examination	40%	✓	✓	✓	✓	
Total	100%					
<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"> • 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. <p>Feedback is given to students immediately following the presentations and all students are invited to join this discussion.</p>						

Student Study Effort Expected	Class contact:	
	▪ Lectures and seminars	39 Hrs.
	Other student study effort:	
	▪ Preparation for discussions	39 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p><u>Suggested Textbook</u> Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. 2014. <i>Exploring strategy</i>. 10th Edition. Pearson. (without cases)</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>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><i>Harvard Business Review</i> (2011). Special Issue: What great companies do differently. November.</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>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>Rumelt, R. P. (2011). Good strategy / bad strategy: The difference and why it matters. 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>Wright, R. P., Paroutis, S. E., & Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? <i>Journal of</i></p>	

	<p><i>Management Studies</i>, 50(1): 92-125.</p> <p><u>Journals</u> Academy of Management Review Administrative Science Quarterly Harvard Business Review Journal of Management Journal of Management Studies Strategic Management Journal</p>
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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="497 622 1409 1299"> <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 (Please tick as appropriate)</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 (Please tick as appropriate)				a.	b.	c.	d.	Continuous Assessment*	50%					1. Individual project / homework / quiz / class participation	35%			✓	✓	2. Group presentation / project	15 %	✓	✓	✓	✓	Examination	50%	✓	✓		✓	Total	100 %				
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Total	100 %																																								

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	39 Hrs.
	▪ Preparation for assignment / group project and presentation / examination	79 Hrs.
	Total student study effort	157 Hrs.
Reading List and References	<p>Cravens & Piercy, <i>Strategic Marketing</i>, 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>	

