

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management Sciences  
with effect from Semester A 2022 / 2023**

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**Part I Course Overview**

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| <b>Course Title:</b>   | <u>Workshop on Global Operations and Supply Chain Management Practices</u>  |
| <b>Course Code:</b>  | <u>MS3123</u>   |
| <b>Course Duration:</b>                                      | <u>One Semester</u>   |
| <b>Credit Units:</b>   | <u>3</u>  |
| <b>Level:</b>  | <u>B3</u>   |
| <b>Proposed Area:</b><br><i>(for GE courses only)</i>        | <input type="checkbox"/> Arts and Humanities<br><input type="checkbox"/> Study of Societies, Social and Business Organisations<br><input type="checkbox"/> Science and Technology |
| <b>Medium of Instruction:</b>                                | <u>English</u>  |
| <b>Medium of Assessment:</b>                                 | <u>English</u>  |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | <u>MS3124 Global Supply Chain Management</u>  |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | <u>NIL</u>  |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | <u>NIL</u>  |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | <u>NIL</u>  |

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

- a) provide students with a way to apply conceptual material about global operations management to real-world business practices of multinational corporations.
- b) develop students' analytical ability to identify key issues related to the global operations management, and to utilize limited resources to provide alternatives and to make recommendations in order to meet customers' demands and expectations in the most efficient way.
- c) expose students in engaging with confrontational activities involving people with different points of views and more importantly, learn how to work toward consensus during decision making process.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs   | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|-------------------------------|---|----|----|
|     |   |                               | A1  | A2 | A3 |
| 1.  | Recognize the importance of operations management with respect to major functional activities, including product and service design, information systems, production planning & control, inventory management, warehouse management, forecasting, customer services and quality management. | 10%                           | ✓   |    |    |
| 2.  | Identify the underlying technical and management requirements when implementing an integrated operations management system between a company and its network of suppliers, partners and customers.  | 10%                           |   | ✓  |    |
| 3.  | Explore and determine the major operational and management challenges faced in implementing an integrated management strategy from a global perspective.  | 30%                           |   | ✓  |    |
| 4.  | Demonstrate analytical and problem-solving skills to generate workable solutions to real-world problems in operations management.   | 30%                           |   |    | ✓  |
| 5.  | Improve communications in oral and written English and be able to present their findings in a professional manner   | 20%                           |   | ✓  |    |
|     |   | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA   | Brief Description  | CILO No. |   |   |   |   | Hours/week<br>(if applicable) |
|---|--|----------|---|---|---|---|-------------------------------|
|   |  | 1        | 2 | 3 | 4 | 5 |                               |
| Background search and operational issues analysis | Students prepare for the background search and explore operational issues about the visiting global companies. Their findings are then prioritized and synthesized on an online discussion board. They are required to give alternatives to the problem and make recommendations for implementing the solution.                | ✓        | ✓ | ✓ |   |   | 2 hrs/wk                      |
| Group discussion                                  | Students work in groups to brainstorm ideas or discuss the alternatives to questions arising from the identified problems.   | ✓        | ✓ | ✓ | ✓ | ✓ | 2 hrs/wk                      |
| Discussion sharing and presentation               | Students in groups share and present conclusions of their findings and discussions to the class. Other students respond and critique the arguments / points of view.   | ✓        | ✓ | ✓ | ✓ | ✓ | 3 hrs/wk                      |
| Learning Portfolio Wiki                           | Students update the group wiki blog, which acts as their learning journal, and collect real life business scenario from the different sources to which they should apply the learned concepts and theories.  | ✓        | ✓ | ✓ | ✓ | ✓ | 3 hrs/wk                      |
| Company Visits                                    | The lecturer organizes out-of-class activities such as company visits or field trips.<br>On site, their tasks are to observe and identify ways of enhancing some aspects of the global company operation and to come up with feasible alternatives.  |          |   | ✓ | ✓ |   | N/A                           |
| Conducting Research                               | In preparation for the company visit, students are required to conduct research on the background of the company and relevant information about the industry. They must identify issues or opportunities they would like to learn more about such as logistics operations management, company development and industry trends. |          |   | ✓ | ✓ |   | 2 hrs/wk                      |
| Reflective activities                             | <ul style="list-style-type: none"> <li>▪ Students reflect and report on their overall learning experiences gained from the course.</li> <li>▪ Students write and compile the post-visit report in which they reflect on their learning from the visits, and they relate their practical experience to theory.</li> </ul>       | ✓        | ✓ | ✓ | ✓ | ✓ | 1hr/wk                        |

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities                              | CILO No. |   |   |   |   | Weighting* | Remarks  |
|--|----------|---|---|---|---|------------|--|
|  | 1        | 2 | 3 | 4 | 5 |            |  |
| Continuous Assessment: <u>100</u> %                      |          |   |   |   |   |            |  |
| Presentation   | ✓        | ✓ | ✓ | ✓ | ✓ | 20%        | Students collaborate to formally present their discussion of global operation issues and their abilities to analyze and to solve global business problems  |
| In-class discussion (Online Discussion Forum)            | ✓        | ✓ | ✓ | ✓ |   | 30%        | Students own and develop an online discussion forum in which they identify, share and analyze ideas and practices based on the theories and analytical frameworks they have learned about each week.           |
| Reflective Learning Blog                                 |          |   | ✓ | ✓ | ✓ | 5%         | Towards the end of semester students write and reflect upon their learning experiences and challenges.   |
| Learning Portfolio Wiki and research assignments         | ✓        | ✓ | ✓ | ✓ |   | 25%        | Students work together to produce a collaborative learning portfolio wiki. It logs all students' learning processes and activities including the outcomes of their research; issues and solutions to problems. |
| Post Visit Reports                                       | ✓        | ✓ | ✓ | ✓ | ✓ | 20%        | Students write and compile a post-visit report in which they collect relevant industry data and discover how they can relate their practical experience to the theoretical concepts learned in the course.     |
| Examination: <u>0</u> % (duration: _____, if applicable) |          |   |   |   |   |            |  |
|  |          |   |   |   |   | 100%       |  |

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task             | Criterion | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)   | Fair<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)   |
|-----------------------------|-----------|---|---|---|--|--|
| 1. Presentation             |           | Strong evidence of knowing how to apply their knowledge in operations management.   | Evidence of knowing how to apply their knowledge in operations management.  | Some evidence of knowing how to apply their knowledge in operations management.   | Sufficient familiarity with the subject matter to enable the student to progress without repeating the assignment. | Little evidence of familiarity with the subject matter.  |
| 2. In-class discussion      |           | Strong evidence of showing familiarity with key concepts and definitions. Clearly and correctly structure most critical points and important contributions of the assigned questions or problems. Critically discuss issues and draw most relevant implications to apply daily life examples of issues. High participation and excellent presentation skills. | Evidence of showing familiarity with key concepts and definitions. Clearly and correctly state some critical points and contributions of the assigned questions or problems. Critically discuss issues and draw some relevant implications to apply daily life examples of issues. High participation and good presentation skills. | Evidence of showing adequate review of literature and key concepts. Understanding of the subject, ability to develop solutions to simple and basic problems in the assigned questions and problems. | State a few critical points and marginal contributions of the assigned questions and problems.                     | State no critical points and no contributions of the assigned questions and problems.                        |
| 3. Reflective Learning Blog |           | Strong evidence of developing an awareness of learning objectives and processes as well as the ability to   | Evidence of developing an awareness of learning objectives and processes as well as the ability to  | Some evidence of developing an awareness of learning objectives and processes as well as the ability to   | Sufficient organization of their learning which marginally enable the student to progress without                  | Little or no evidence of ability to organize the learning and overall understanding of what the class is all |

|   |  | reflect on learning progress.   | reflect on learning progress.  | reflect on learning progress.   | repeating the assignment.  | about.   |
|---|--|---|--|---|--|--|
| 4. Learning Portfolio Wiki and research assignments |  | Strong evidence of knowing how to conduct problem-driven research and apply problem solving skills and critical thinking skills with their group members. High participation and engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability. | Evidence of knowing how to conduct problem-driven research and apply problem solving skills and critical thinking skills with their group members. High participation and engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability. | Some evidence of knowing how to conduct problem-driven research and apply problem solving skills and critical thinking skills with their group members. High participation and engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the assessment. Low participation and engagement in the assigned activities and fair presentation skills. Able to apply marginal level of communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability. | Little or no evidence of familiarity with the subject matter. No or low participation and engagement in the assigned activities and poor presentation skills. No evidence to demonstrate communication and reflective learning skills to pursue new knowledge and new skills to achieve lifelong learning and employability. |
| 5. Post Visit Reports                               |  | Strong evidence of original thinking; good organization, capacity to relate the learning from company visits to the subject / content knowledge; strong   | Evidence of original thinking; good organization, capacity to relate the learning from company visits to the subject / content knowledge; strong   | Some evidence of original thinking; good organization, capacity to relate the learning from company visits to the subject / content knowledge; strong   | Marginal evidence of original thinking; good organization, capacity to relate the learning from company visits to the subject / content knowledge; strong  | Little evidence of original thinking; good organization, capacity to relate the learning from company visits to the subject / content knowledge; strong  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company visits as a university student, future professional and global citizen. | evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company visits as a university student, future professional and global citizen. | evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company visits as a university student, future professional and global citizen. | evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company visits as a university student, future professional and global citizen. | evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company visits as a university student, future professional and global citizen. |
|--|--|--|--|--|--|--|

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Resource planning and control, fulfillment of customer demand for products and services.

Process design and product layout, process technology and design of jobs.

Supply chain goal incongruence, aligning incentives for supply chain efficiency, overcoming goal incongruence, cracking the bullwhip effect.

Supply network design and interconnected network of other businesses, organizations, and multinational corporations.

Use of IT to gain competitive advantages in the intensely competitive global marketplace. Evaluate the strategic considerations as it plans to transform its business.

Delivering services: Various channels providing customer services, Fundamental principles of good customer services, Operations of customer services, Service recovery, Ten Deadly Sins of Customer Service.

Managing the services: Find and Retain Quality People, Understanding the customers, Focus on Purposes, Make the service delivery system easy to operate, Training, support, empowerment, reward and leadership.

Supplier integration into new product development. Buyer-supplier relationship: co-operative versus confrontational, short-term versus long-term, one-off deal versus repetitive deals, etc.

Strategic role of IT in shaping companies for the evolution of virtual supply chain management. How the supply chain of various companies is being integrated through inter-organization systems and how the Internet results are in benefits of virtual integration without ownership.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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| 1. | William Stevenson, <i>Operations Management</i> , 11/e, McGraw-Hill, 2011. |
|----|--|

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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|----|---|
| 1. | Roger Schroeder, Susan Goldstein and M. Johnny Rungsusanatham, <i>Operations Management: Contemporary Concepts and Cases</i> , McGraw-Hill), 2010 |
| 2. | Roberta S. Russell and Bernard W. Taylor, <i>Operations Management: Creating Value Along the Supply Chain</i> , McGraw-Hill 2010.                 |

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|----|--|
| 3. | Robert Palevich, <i>Lean Sustainable Supply Chain: How to Create a Green Infrastructure with Lean Technologies</i> , 1/E, Pearson 2012 |
| 4. | Kristin Anderson, <i>Delivering Knock Your Socks Off Service</i> , 2013  |
| 5. | Boyer, K., & Verma, R. (2009). <i>Operations and Supply Chain Management for the 21st Century (Book Only)</i> . Cengage Learning.      |
| 6. | De Toni, A. F. (2011). <i>International operations management: lessons in global business</i> . Gower Publishing, Ltd.                 |