

<b>Subject Code</b>	AF6930 / LGT6930 / MM6994
<b>Subject Title</b>	DBA Thesis I
<b>Credit Value</b>	8
<b>Level</b>	6
<b>Normal Duration</b>	1-semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Completion of at least 6 of the required taught subjects (including 1 compulsory, 2 core and 3 elective subjects) ----- DBA Thesis I (AF6930 / LGT6930 / MM6994)
<b>Objectives</b>	This subject contributes to the achievement of the DBA outcome by sharpening students' ability to conduct original applied research and ethical awareness in business administration (Outcome 3).
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: a. examine a topic of interest arising from their chosen area in a critically manner; b. deepen their self- and social-awareness by becoming sensitised to their dual role as researcher and manager; c. pursue a research-based topic that is important to the real world practice; d. demonstrate an in-depth understanding of relevant literature in the selected topic area; e. prepare an extended research proposal appropriate for the DBA thesis.
<b>Subject Synopsis/ Indicative Syllabus</b>	This is among the most important DBA learning activities. In preparing their theses, students have an opportunity to draw upon particular themes to illustrate the extent to which they have been able to integrate what have been some of the dominant themes and interesting areas in their programme. Students are expected to apply state-of-the-art research methodologies to study some important issues arising from their real world management experience. It is a requirement that the thesis will make important contributions and/or provide innovative insights to the practice of the profession. The thesis proposal should normally be around 10,000 – 15,000 words.
<b>Teaching/Learning Methodology</b>	The student works with the supervisor on a one to one basis in the preparation of the research proposal.  <b>Assessment</b> The research proposal will be assessed by a panel of three to four academics. The students will have to defend the proposal in front of the panel during the second residential workshop. After the defense, the panel will decide that the proposal: a. may proceed with the research as proposed; or b. needs to make revisions within a 3-month period and these must be approved by i) the supervisor(s) before the student begins conducting the research, OR ii) the academic review panel before the student begins conducting the research, OR c. needs to revise and re-submit the proposal within a 3 to 6 months period for re-presentation consideration. The thesis proposal should be reviewed and agreed by supervisor(s), and the Programme Director/Deputy Programme Director first, and then finally submitted for panel members' approval before another session of thesis proposal presentation is arranged. If they do not approve the student's thesis proposal for a re-presentation, the student will fail in the 2-credit MM692 "DBA Residential 2" and will need to withdraw from the 8-credit AF6930/ LGT6930/ MM6994 "DBA Thesis I". The student needs to re-enroll MM692 and AF6930/ LGT6930/ MM6994 and pay the relevant tuition fees later.

If they approve the student’s thesis proposal for a re-presentation and the re-presentation is carried out, there will be two outcomes: the student will be graded “Pass” for both MM692 and AF6930/ LGT6930/ MM6994 or will be graded “Fail” in both MM692 and AF6930/ LGT6930/ MM6994. In the latter case, the student will be asked to withdraw from the DBA programme.

There are four stages in the preparation of the thesis: (i) approval of the topic by the supervisor; (ii) approval of the outline of the proposed research plan; (iii) approval of the completed draft; and (iv) completion and submission. Thesis I represents the first two stages of the thesis process.

**Research Proposal**

In consultation with the thesis supervisor, the student works out a proposed research plan which must show evidence of sound background research and state in the following specific terms:

- a. research aims and objectives;
- b. review of literature and definition of the theoretical concepts to be used;
- c. the basis for the research problem with reference to other such research;
- d. the conceptual framework for the research;
- e. the methodology of the study, i.e. the ways in which data are to be collected, analyzed and reported;
- f. the tentative research schedule;
- g. references.

**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.
<b>Continuous Assessment*</b>	<b>100%</b>					
1. Research thesis proposal	50%	✓	✓	✓	✓	✓
2. Presentation	30%	✓	✓	✓	✓	✓
3. Revision of thesis proposal after presentation	20%	✓	✓	✓	✓	✓
<b>Total</b>	<b>100 %</b>					

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

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

The thesis proposal will be assessed by a Board of Examiners formed by the supervisor with two FB colleagues who are experts in the area of the student’s thesis topic. One of the two FB colleagues will also serve as the Chairman. The three review panel members will jointly assess the quality and the feasibility of the student’s research proposal.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Dissertation	30 Hrs.
	Other student study effort:	
	▪ Preparation for dissertation	330 Hrs.
	Total student study effort	360 Hrs.
<b>Reading List and References</b>	<p>Thomas Kuhn, <i>The Structure of Scientific Revolutions</i>, University of Chicago Press, 2012.</p> <p><i>Chicago Manual of Style: for authors, editors and copywriters</i>, 13th Edition, Chicago, University of Chicago Press, 1982.</p> <p>Madsen, D., <i>Successful Dissertations and Theses</i>, San Francisco, Jossey-Bass, 1983.</p> <p><i>Publication Manual of the American Psychological Association</i>, 3rd Edition, Washington, American Psychological Association, 1983.</p> <p>Turabian, K.L., <i>A Manual for Writers on Term Papers, Theses, and Dissertation</i>, 6th Edition, Chicago: The University of Chicago Press, 1996.</p> <p>Winkler, A.C. &amp; McCuen, J.R., <i>Writing the Research Paper: A Handbook</i>, New York, Harcourt Brace Jovanovich, 1979.</p>	

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