Subject Code	AF6981 / LGT6981 / MM6981
Subject Title	DBM Thesis I
Credit Value	8
Level	6

Normal Duration	The normal duration of the subject is as follows:
	Full-time study option: One Semester
	Part-time study option: Two consecutive semesters (including Summer Term, where applicable)
	
	Students progressing under normal progression pattern of full-time study option
	The subject normally commences and completes in Semester One.
	
	Students who cannot adhere to the normal progression pattern of full-time study option
	  a) if they commence the subject in Semester Two, they are required to complete the subject in Semester Two (subject to thesis proposal revision period – see section "Teaching/Learning Methodology" below); or
	  b) if they commence the subject in Summer Term, they are required to complete the subject in the Summer Term (subject to thesis proposal revision period – see section "Teaching/Learning Methodology" below).
	
	Students progressing under normal progression pattern of part-time study option
	The subject normally commences in Semester Two and completes in the Summer Term that immediately follows.
	
	Students who cannot adhere to the normal progression pattern of part-time study option
	  a) if they commence the subject in Semester One, they are required to complete the subject in the Semester Two that immediately follows (subject to thesis proposal revision period – see section "Teaching/Learning Methodology" below); or
	  b) if they commence the subject in Summer Term, they are required to complete the subject in Semester One that immediately follows (subject to thesis proposal revision period – see section "Teaching/Learning Methodology" below).

Pre-requisite/ ~~**Co-requisite/**~~	Completion of the required subjects below: • Introduction to Business Research (MM6022); • 3 compulsory subjects on "frontier research" topics; • 1 core subject; AND • 3 elective subjects ---
Exclusion	DBM Thesis I (AF6981 / LGT6981 / MM6981)
Objectives	This subject contributes to the achievement of the programme outcome by sharpening students' ability to conduct applied research and innovation by critically applying knowledge and scientific skills within their academic discipline and formulating sophisticated solutions as critical thinkers (Outcome 1).

Intended Learning Outcomes	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 thesis.
Subject Synopsis/ Indicative Syllabus	This is among the most important 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.

Teaching/Learning Methodology	The student works with the supervisor on a one to one basis in the preparation of the research proposal.
	
	Assessment
	The research proposal will be assessed by a thesis proposal assessment panel, which consists of three to four academics. They will assess each thesis proposal and determine whether or not the student is eligible to continue with his/her thesis. The students will have to defend the proposal in front of the panel during the second residential workshop. After the defence, the panel will decide that the proposal:
	a. may proceed with the research (Thesis II) as proposed; or
	b. needs to make revisions within a 1-month period (for full-time students) / 2-month period (for part-time students) and these must be approved by
	  i) the thesis supervisor(s) before the student begins conducting the research (Thesis II), OR
	  ii) the thesis proposal assessment panel before the student begins conducting the research (Thesis II); or
	c. needs to revise and re-submit the proposal within a 1.5 – 3 months (for full-time students) / 3 – 6 months (part-time students) period for re-presentation consideration. The thesis proposal should be reviewed and agreed, in turn, by the thesis supervisor(s), the thesis proposal assessment panel and the Programme Director/Deputy Programme Director before another re-representation 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 the 8-credit "AF6981 / LGT6981 / MM6981 DBM Thesis I". The student needs to re-enroll "AF6981 / LGT6981 / MM6981 DBM Thesis I" 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 "AF6981 / LGT6981 / MM6981 DBM Thesis I" or will be graded "Fail" in "AF6981 / LGT6981 / MM6981 DBM Thesis I".
	
	The thesis proposal revision period should be followed (i.e. students may complete the subject before the end of normal duration of the subject).
	
	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 represent 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.
Continuous Assessment*	**100%**					
1. Research thesis proposal	50%	✓	✓	✓	✓	✓
2. Presentation	30%	✓	✓	✓	✓	✓
3. Revision of thesis proposal after presentation	20%	✓	✓	✓	✓	✓
Total	100 %					

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

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

The thesis proposal will be assessed by a thesis proposal assessment panel formed by the thesis supervisor(s) 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 panel will assess the quality and the feasibility of the student's research proposal.

To pass this subject, students are required to obtain Pass in the Continuous Assessment components.

Student Study Effort Expected	Class contact:	
	▪ Dissertation	30 Hrs.
	Other student study effort:	
	▪ Preparation for dissertation	330 Hrs.
	Total student study effort	360 Hrs.
Reading List and References	Thomas Kuhn, *The Structure of Scientific Revolutions,* University of Chicago Press, 2012.	
	Chicago Manual of Style: for authors, editors and copywriters, 13th Edition, Chicago, University of Chicago Press, 1982.	
	Madsen, D., *Successful Dissertations and Theses*, San Francisco, Jossey-Bass, 1983.	
	Publication Manual of the American Psychological Association, 3rd Edition, Washington, American Psychological Association, 1983.	
	Turabian, K.L., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th Edition, Chicago: The University of Chicago Press, 2018	
	Winkler, A.C. & McCuen, J.R., *Writing the Research Paper: A Handbook*, New York, Harcourt Brace Jovanovich, 1979.	
	Adams, D., & Chuah, K. M., *Artificial intelligence-based tools in research writing: Current trends and future potentials. Artificial intelligence in higher education*, 169-184, 2022	
	Paul, J., & Criado, A. R. (2020). *The art of writing literature review: What do we know and what do we need to know?* International business review, 29(4), 101717.	

July 2025