

Subject Code	AF6982 / LGT6982 / MM6982
Subject Title	DBM Thesis II
Credit Value	16
Level	6
Normal Duration	<p>The normal duration of the subject is as follows: Full-time study option: Two consecutive semesters (including Summer Term, where applicable) Part-time study option: Three consecutive semesters (including Summer Term)</p> <p><i>Students progressing under normal progression pattern of full-time study option</i> The subject normally commences in Semester Two and completes in Summer Term that immediately follows.</p> <p><i>Students who cannot adhere to the normal progression pattern of full-time study option</i></p> <ol style="list-style-type: none"> if they commence the subject in Semester One, they are required to complete the subject in the Semester Two that immediately follows; or if they commence the subject in Summer Term, they are required to complete the subject in Semester One that immediately follows. <p><i>Students progressing under normal progression pattern of part-time study option</i> The subject normally commences in Semester One and completes in Summer Term in the same academic year (i.e., Semester One + Semester Two + Summer Term in the same academic year).</p> <p><i>Students who cannot adhere to the normal progression pattern of part-time study option</i></p> <ol style="list-style-type: none"> if they commence the subject in Summer Term, they are required to complete the subject in Semester Two in the following academic year (i.e., Summer Term + Semester One + Semester Two in the following academic year); or if they commence the subject in Semester Two, they are required to complete the subject in Semester One in the following academic year (i.e., Semester Two + Summer Term + Semester One in the following academic year).
Pre-requisite/ Co-requisite/ Exclusion	DBM Thesis I (AF6981 / LGT6981 / MM6981) ----- DBM Thesis II (AF6982 / LGT6982 / MM6982)
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: <ol style="list-style-type: none"> examine a topic of interest (including the thesis (research) objective(s), question(s) and problem(s)) arising from their chosen area in a critically and logically manner; deepen their self- and social-awareness by becoming sensitised to their dual role as researcher and manager;

	<ul style="list-style-type: none"> c. pursue and conduct a research-based thesis in the topic area that is important and contribute to the real-world practice; d. demonstrate an in-depth understanding of relevant literature in the selected topic area e. Development the research model, framework and hypotheses relevant and appropriate to the thesis (research). f. Collect and analyse research data in a systematic way and to a professional standard; g. demonstrate an ability to set the topic in its wider context, to sustain argument, and to present conclusions and contributions related to both the academics and real-world practice.
Subject Synopsis/ Indicative Syllabus	<p>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 should normally be around 50,000 words.</p>
Teaching/ Learning Methodology	<p>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 II represents the third and fourth stages of the thesis process.</p> <p>After the approval of the research proposal, students monitor their own progress throughout the preparation of the thesis. They will seek advice from thesis supervisors whenever necessary.</p> <p>Continuous monitoring is made on students' performance during tutorials such as: verbal presentation and discussion of assigned readings; quality of submitted written assignments such as literature review; annotated bibliographies; comprehension of the task in hand; planning, initiative, and thoroughness of investigation.</p> <p>Oral Examination</p> <p>Two external examiners together with the supervisor(s) and a Chairman of the Board of Examiners will hold the viva voce examination. The main purpose of the oral examination is to satisfy the panel examiners that the student's work is his/her own and of high professional quality. During these oral presentations, students will be required to answer queries relating to the thesis and identify applications and future directions.</p> <p>The Thesis</p> <p>In assessing the thesis, the examiners will have regard to whether it is potentially publishable by considering:</p> <ul style="list-style-type: none"> a. the extent to which the student has been able to meet the broad criteria laid down in the research aims and objectives of thesis; b. the degree of originality; c. the significance of the findings to the theory and practice; d. the way in which the student has drawn upon and integrated theories and techniques; e. the overall quality of the written presentation. <p>Each examiner will provide a separate written report on the thesis prior to the oral examination.</p>

	Assessment The Panel, following the oral examination will decide either: a. that the student be awarded the degree of DBM; or b. that the student be awarded the degree of DBM subject to required amendments/ corrections being made to the thesis. The amendments/ corrections have to be submitted to supervisor(s) or Chairman of the BoE and supervisor(s) or viva panel; or c. that the student should revise and re-submit the thesis for re-examination for the degree of DBM. The thesis should be reviewed and agreed by supervisor(s), and the Programme Director/ Deputy Programme Director, and then finally submitted for viva panel members' approval before another session of viva is arranged. The student is limited to one opportunity of re-examination within 12 months; or d. that the student should not be awarded the degree of DBM, and no re-submission will be permitted.									
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.	f.	g.	
	Continuous Assessment*	100%								
	1. Thesis	70%	✓	✓	✓	✓	✓	✓	✓	
	2. Oral Examination	30%	✓	✓	✓	✓	✓	✓	✓	
	Total	100 %								
	<i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i>									
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The thesis defense will be assessed by a Board of Examiners formed by the supervisor(s), the Chairman from PolyU FB, and two external examiners who are university professors outside PolyU and are experts in the area of the student's thesis topic. They jointly assess the quality of the student's thesis to determine if it is up to the standard of a doctoral thesis. 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 / presentation						690 Hrs.				
Total student study effort						720 Hrs.				

<p>Reading List and References</p>	<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 of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers</i>, 9th Edition, Chicago: The University of Chicago Press, 2018</p> <p>Winkler, A.C. & McCuen, J.R., <i>Writing the Research Paper: A Handbook</i>, New York, Harcourt Brace Jovanovich, 1979.</p> <p>Paul, J., & Criado, A. R. (2020). <i>The art of writing literature review: What do we know and what do we need to know?</i> International business review, 29(4), 101717.</p>
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