

Subject Code	AF6931 / LGT6931 / MM6995
Subject Title	DBA Thesis II
Credit Value	16
Level	6
Normal Duration	2 consecutive semesters
Pre-requisite/ Co-requisite/ Exclusion	DBA Thesis I (AF6930 / LGT6930 / MM6994) ----- DBA Thesis II (AF6931 / LGT6931 / MM6995)
Objectives	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).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. 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; b. deepen their self- and social-awareness by becoming sensitised to their dual role as researcher and manager; 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	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 should normally be around 50,000 words.
Teaching/Learning Methodology	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. 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. 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. Oral Examination

Two external examiners together with the supervisors 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.

The Thesis

In assessing the thesis, the examiners will have regard to whether it is potentially publishable by considering:

- 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.

Each examiner will provide a separate written report on the thesis prior to the oral examination.

Assessment

The Panel, following the oral examination will decide either:

- a. that the student be awarded the degree of DBA; or
- b. that the student be awarded the degree of DBA 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 DBA. 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; or
- d. that the student should not be awarded the degree of DBA, and no resubmission 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 %							

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

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

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, 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.

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.
Reading List and References	<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. & McCuen, J.R., <i>Writing the Research Paper: A Handbook</i>, New York, Harcourt Brace Jovanovich, 1979.</p>	

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