

**The Rise and Institutionalization of Management Education  
in Hong Hong**

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## Table of Contents

	Page no.
Contents	
Abstracts .....	5-6
Chapter 1	
Introduction .....	7-16
Chapter 2	
Literature Review .....	17-53
Chapter 3	
Methodological Approach .....	54-66
Chapter 4	
The Rise and Emergence of Management Education in Hong Kong .....	67-83
Chapter 5	
Institutionalization of Management Education in the Formal Educational System – An Analysis of the Curriculum of B.B.A. Program of CUHK .....	84-126
Chapter 6	
Social Effects of Management Education as a Form of Elite Knowledge – An Analysis of Hong Kong Journal of Business Management .....	127-149
Chapter 7	
Social Effects of Management Education as a form of Collective Reality – An Analysis of the <i>Hong Kong Manager</i> .....	150-167
Conclusion .....	168-172
Appendix A	
Appendix B	
Appendix C	
Appendix D	
Reference	

## List of Tables

Table 1 No. of Management Programs offered by the HKMA, 1965-95	p. 71
Table 2 No. of Management Programs offered by the HKPC, 1970-90	p. 71
Table 3 The Establishment of Management Professional Association during 60-90	p. 72
Table 4 Years of Establishment of Universities in Hong Kong	p. 74
Table 5 Table 5 Enrollment in Higher Educational Institutions (universities and colleges) to receive Management Educational Courses (full-time undergraduate)	p. 75
Table 6 B.B.A. Degree conferred by Higher Educational Institutions in Hong Kong	p. 76
Table 7 Number of Courses Offered by the CUHK 60s – 90s	p. 94
Table 8 Individual Courses increased during 1964 – 2000	p. 95
Table 9 List of Research Oriented Courses	p. 101
Table 10 List of Courses that are Incorporated with “Empirical” Nature	p. 102
Table 11 List of Courses carried International Character	p. 111
Table 12 List of Courses that are Incorporated with Social Issues and Components	p. 116
Table 13 List of Courses that are Incorporated with a “Humanistic” Approach	p. 120
Table 14 List of Courses with Liberal Pedagogical Approach	p. 121
Table 15 The Trend of Increasing Emphasis on International Linkage of the HKJBM	p. 134
Table 16 Distribution of Articles according to the Nature of Study	p. 138
Table 17 Number of Articles Written by Local/Foreign Scholars	p. 141

Abstract of thesis entitled:

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IN HONG KONG

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This study aimed at answering three questions regarding the rise and institutionalization of management education in Hong Kong. First, what are the reasons for the rise and rapid expansion of management education in Hong Kong? Second, what factor(s) shaped the present form of management education? And, third, what are the educational effects of management education in Hong Kong? Classical sociological theories such as the technical-functionalism and the conflict approach provide explanations for the above questions. However, both theories ignored the specific cultural base and the changes in this cultural base of modern management education. I argue that the rise and institutionalization of management education is built upon the project of 'modernity'. In this study, the neo-institutional approach is applied and is found to be a better explanation for the institutionalization of management education in Hong Kong. It is greatly shaped by the worldwide institutionalized force embedded in its institutional environment. The rise and expansion of management education represents the triumph of a globalized modernity project. Three sets of documentary materials form the bulk of my data source, namely, the curricula of Integrated BBA program offered by the CUHK, the *Hong Kong Journal of Business Management* and the editorial essays of *Hong Kong Manager*. These sources of materials were examined with a view to reveal and reflect on the cultural base of management education. It is concluded that the cultural elements revealed by the changing educational contents of management education in Hong Kong reflect the rationalistic cultural values of the modern society such as the emphasis of individual values, the emphasis of modern professionalism and the emphasis of humanistic and social values such as human development and social progress. The social effects of management education are also examined. Following the view of the neo-institutional approach, the effects of management education cannot be confined to socialization or selection as explanatory factors which are mostly suggested by many conventional theories. Management education also affects the society by legitimating the knowledge and personnel defined by it.

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本論文旨在探討香港管理學教育的興起及制度化過程。具體來說，本論文提出三個問題：(一)為何管理學教育在本港興起及急速發展？(二)有何因素令管理學教育以目前的形式發展？(三)管理學教育產生甚麼影響？一般主流的社會學理論如技術-功能主義及衝突理論均對上述問題提出解釋，然而，由於這兩種理論均忽略了管理學教育的特殊文化背景，即管理學教育是奠基於「現代性」之上，因此，這兩種理論均無法對管理學教育作出一個較全面的解釋。本論文嘗試從新制度主義的視角去理解香港管理學教育的發展，論述管理學教育是世界社會理性化運動的一部份，香港管理學教育的發展深受「現代性」價值觀的影響。本文檢視了有關香港管理學教育的三組文獻，分別是香港中文大學工商管理學學士的課程發展資料、香港工商管理學學報及香港管理月刊，目的是顯示出隱藏在管理學教育背後的意識形態基礎。本文的分析說明，香港的管理學教育，在不同層次中，同樣反映了「現代性」的價值觀，如對個人的重視、對科學性的強調，以及對人文價值，諸如個人發展、社會進步等的追求。本文亦同時探討了管理學教育對社會的影響。以往的理論主要集中於教育對個人「社教化」所產生的影響，本文則從新制度主義的視點出發，論述管理學教育在現代社會的知識建構和人事建構上的認受化功能。

## **Chapter 1**

### **Introduction and Research Questions**

#### **Introduction**

Hong Kong is always described as an ‘Economic Miracle’ in the Far East. Conservative politicians tend to describe Hong Kong as a mere ‘Economic City’. Nevertheless, business management as a profession has a prestigious status and is widely recognized in the society. Management education – the training of businessmen – has been developed and expanded inside and outside the formal educational system rapidly during the last forty years. Prior to 1960s, management education was rarely heard and mentioned in the Hong Kong society. There was no formal organization providing any management education or managerial training courses to the society (NG and Chan 1996). Nowadays, management education is widely recognized as an important institution in sustaining the economic life of the city. In 2000, all of the seven universities provided formal management educational programs to students. Faculties of Business Administration have been established in all universities in Hong Kong, including the University of Science and Technology. Outside the formal educational system, there are plenty of organizations providing managerial training courses.

Today, every modern and industrialized society tends to evolve and develop an educational system to support industrialization, industrial production and associated activities. Given the importance of both education and management to industrial societies, management education has become increasingly critical. What the term ‘management education’ implied is the belief that “management can be distilled into theory and taught in classrooms away from the workplace” (Crainer 2000).



The emergence of management as an object of knowledge can be traced back to the rise of Taylorism, or the so-called Scientific Management, in 1895. After that, ‘managerial knowledge’, ‘managerial theory’ and ‘management science’ were created, formalised and diffused to almost all societies through various organizations (Locke 1998). The practice of management is ancient but the rise and rapid expansion of management education is a remarkable and distinct phenomenon in the modern society.

Although the effectiveness of management education was under endless suspicions by academics and businessmen during the past 100 years (Freeman and Stumpf 1982), management education expanded rapidly in the United States and finally diffused into many national societies. After the World War II, the American-style management education expanded steadily. “Although cultural resistance to American-style management education had not disappeared, progress had been made on a broad front in transferring American abroad, resistance to Americanization seemed destined to disappear as people realized the benefits to be gained from copying the Americans” (Locke 1998). The world-wide triumph of American management education was well reflected by a popular book, *The American Challenge*. This book pointed out that the secret of American success does not lie in the pressure of surplus capital for investment outlet abroad, nor does it lie in the American plans for political domination, nor does it lie in the American scientific and technological superiority. The disparity lies rather in the ‘art of organization’ – in the mobilization of intelligence and talent to conquer not only invention but also development, production and marketing. The author thus concluded that the gap between Europe and the US was not less technological but managerial (Servan, and Jacques 1968).

Various European and Asian countries has undergone institutionalization of management education in the recent half century. Hong Kong is inevitably involved in the 'big push' of the world-wide expansion of management education. However, what are the reasons for Hong Kong being so "inevitably" to be involved in the tide of expansion of management education? Does this rapid expansion reflect a growing technical need for the US-style management all over the world at the same time? Does it reflect a world hegemonic model that influences many other educational selections? Or does it reflect a real change in the conceptions of individuals and society and the form of knowledge this institutionalisation endorses?

Within the sociological literature, there was a dearth of work on the rise and expansion of management education. A few numbers related studies in the field of business management in Hong Kong (for example, Chan 1971, Ng and Chan 1996) stated that the rise of management education in Hong Kong was due to the technical needs of the economic development. However, the general belief about the relationship between management education and economic factors held by business management academics was proposed without any empirical evidences or theoretical explanations. Actually, the development of management education in Hong Kong is a typical case of the development and institutionalization of management education in a short period after the World War II. The lesson of Hong Kong is valuable for further enquires about management education in modern societies, especially the newly developed cities in Asia.

In previous studies on educational development in Hong Kong, the field was dominated by the academics of the business management. The functionalistic explanation was generally accepted without any in-depth investigation.

In this study, I will assess different aspects of management education in Hong Kong and focus on three general questions. First, why did management education

expand so rapidly in Hong Kong, and evolve and become organized in the present form? Second, what accounts for the broadened focus of management education? Third, how have these features of management education been affected by external forces, if any? Sociological theories about the origin of education and educational effect will be reviewed, especially the neo-institutionalist perspective.

To answer these questions, I will look into the history of the development of management education of Hong Kong. In chapter 3, I will briefly review the rise and evolution of management education in Hong Kong and try to suggest a hypothesis to explain the rapid and irresistible development especially after WWII. I would suggest that the emergence of management education in Hong Kong in that period could not be explained as an historical incident. On the contrary, the emergence of management education in Hong Kong and its rapid expansion was basically determined by the route of development of the triumph of modern development project.

To this end, I will show how the institutionalized and rationalized environment affects the management educational organizations. In chapter 4, 5 and 6, I will examine the curriculum of Business Administration programme of the university, academic journal articles and the editorial essays of a popular business magazine in order to reveal the ideological elements that have been incorporated and institutionalized. It is suggested that the present form of management education can be “shaped” by some exogenous factors that can be traced back to the cultural model of modern society as Max Weber described (Weber 1978), as well as the world polity cultural model subsequently developed by the institutionalists (Frank et al. 2000).

### **A) Literature Review of Management Education**

The practice of management is ancient but the rise of the body of

management knowledge in the formal educational system is relatively new. The appearance of the 'managerial problems' and 'managerial thoughts' cannot be separated from the Industrial Revolution and the early factory system.

Early in the mid 18<sup>th</sup> century, Jean Baptiste Say (1767-1832), a French economist, was the first to recognize that 'entrepreneur' was the fourth factor of production. However, management education, the systematic study of the fourth factor has been ignored for a long period of time.

The history of management education was a little bit more than 100 years. The first business school, the Wharton School, was established in 1881 in the United States. In the 19<sup>th</sup> century, apart from some vocational schools, managers were trained exclusively on-the-job. In the 20<sup>th</sup> century, people attempted to teach management in higher education institutions. This happened because, 'until then, there was nothing to teach, no discipline or codified form of management knowledge – indeed there was no "management" (Wren 1994). The emergence of the management knowledge resulted in the creation of a particular group of experts – managers who were closer to the science of ordering this relationship than most people (Locke 1998).

After the WWII, it was generally thought that management studies entered to a 'new paradigm' by the application of mathematics and information technology. (Locke 1998) The American business schools had to be transformed from the pre-war vocational-oriented undergraduates institutions, known for having mediocre students, into graduate schools of business administration, in which the intellectual quality of the students and the research prowess of the professional stood behind science-based disciplines. The debate of management 'as an art or as a science' was then answered by the title, 'management science' of many textbooks.

After the WWII, the American-style of management and educational models

became internationalized. Business education, and within it, graduate management education expanded steadily during the first two post-war decades and even more rapidly after 1970 as the reforms took full effect. A popular publication, the *MBA Career Guide*, also began to register these programs. In 1995, the *Economist* noted that 'the United States produced over 90,000 MBAs [in 1995]... the number of business schools in Britain has risen from 20 in the early 1980's to 120s as of 1995.' (Economist 1996). In other European countries, the development of the post-war management education more or less followed the same trace (Locke 1998). A popular book, the *American Challenge*, pointed out the 'secret' of American success laid on the 'art of organization', marked the worldwide triumph of the American management education and expressed this optimism about American management.

Hong Kong was inevitably involved in the 'big push' of management education. The history of management education in Hong Kong was short. The first graduate program of management was offered by the CUHK in the mid 60's. Lingnan College offered the first MBA program in Hong Kong in 1966. Until the 70's, all higher educational institutions in Hong Kong offered management programs. In Chapter 3, the history of management education in Hong Kong will be reviewed in detail.

## **B) Sociological Doubts about Management Education**

Although the development of management education was rapid after the WWII all over the world, related theory and research in management education was scarce (Freeman and Stumpf 1979). 'The utility of management education for developing practitioners remains more an article of faith than an empirical fact. Little is known about the process underlies the education of managers. Research has emphasized the development of techniques and instruments that often are of

questionable validity or not generalized beyond the sites in which they were developed' (Freeman and Stumpf 1979). Furthermore, 'the criteria generally used in the research often are immediate measures of student satisfaction. Such measures have dubious linkages to more relevant distal measures of managerial behavior. This may explain why those who study managerial effectiveness often do not consider management education as a determinant of managerial performance. While management education generally plays a significant role in college programs, its usefulness remains a matter of conjecture (Freeman, Cooper and Stumpf 1982).

Apart from the above questions, a more fundamental question about management education draws the main concern of this study. Instead of testing the 'utility', 'effectiveness' or 'function' of management education, what I want to inquire into are questions such as 'Why did management education exist in Hong Kong in the first place?' If the primary function of management education is 'educating managers', there can be many 'forms' and 'alternatives' to achieve this goal. Then, what is/are the reason(s) for the emergence of management education and the evolvement of it into the present form? Why is (American-style educational model, the curriculum, the definition of the subject, the pedagogical philosophy, the educational ideology, etc.) this present form, that is, the most legitimate form, is adopted to train individuals as managers?

In the literature of business administration, there were many technological functionalistic explanations for the rise of management education. (For example, Chan 1972, Ng and Chan 1996) The rise of management education was explained by factors such as growing business size, separation of ownership and management in large firms, large-scale factory and mass production, globalization of product distribution and competition. All these changes could be concluded as "the result of scientific and technological developments" (Chan 1971). However, such technical

explanation presented a reductionist view and there was no empirical evidence to support the argument. Thus, in this study, the general faith of the education will be relaxed. More foundational questions will be asked. They are:-

### **Research Questions**

The objective of this research is to study the emergence and institutionalization of management education in Hong Kong. Three research questions will be investigated.

1. What is/are the reason(s) for the rise of management education in the modern societies? Instead of locating the effects of management education in the society, I want to study the factors that give rise to management education. In doing so, a historical review of the development of management education in Hong Kong was conducted.
2. An extension of the first research inquiry will be to examine the dynamic force(s) (for example, technological innovations, professionalization of managers, governmental regulations and cultural changes, etc.) that might have shaped the form of management education.
3. The third question that will be explored is the social effects of management education, that is, the effects of management education on social members. Apart from looking at the external forces affecting management education, it is intended to find out how management education affects the actors who participate in management education as well as the whole society.

The objective of this study is to investigate the rise and expansion of management education and its effects on Hong Kong with the inspirations of previous sociological theories, especially the neo-institutionalism. Major sociological perspectives have tried to answer my research inquiries with different implications. I

will review the related sociological theories and apply these perspective to the case of management education in Hong Kong. In doing so, I'll offer an alternative perspective, the neo-institutionalist perspective, as a guiding theory to investigate my major intellectual concerns regarding the expansion and institutionalization of management education.

## **Summary**

In Chapter 2, I will review the sociological perspectives that are related to my research questions. Methodological approach of this research will be introduced in Chapter 3. In Chapter 4, I will briefly review the history of management education in Hong Kong so as to offer a background for further discussion.

In Chapter 5, the curriculum of Business Administration program of the Chinese University of Hong Kong - the earliest management educational program offered by a Hong Kong university – will be analysed. It is argued that the most legitimate curriculum – the university program of management education - in Hong Kong reflects the ideological base of the world model of culture, that is, the modern conception of individual, society, progress and social justice, etc. It is proposed that the rise and expansion of management education in Hong Kong was affected by the world model of rationalized culture.

In Chapter 6 and 7, I will analyze the academic articles of Hong Kong Journal of Management Business (*HKJBM*), an academic journal of management business in Hong Kong, and the editorial essays ('Viewpoints') of a popular business magazine, the *Hong Kong Manager*, widely read by practitioners in the business circle. I will try to examine the social effects of management education in two levels: the elite and the general public, both in knowledge and in personnel. It is argued that the traditional theories which see education as a mechanism of socialization or allocation



cannot fully assess the effects of education as they ignored the basic ideological nature of management education.

## Chapter 2

### *Literature Review*

#### **Sociological Inquiry of Management Education**

In the tradition of sociology, management education may be analyzed from different perspectives. According to Kerr and others (Kerr et al. 1964), management can be firstly recognized as ‘an economic resource or factor of production. In this respect, it is analogous to capital, labor or natural resources, and it is combined with them in varying factor proportion in productive processes.’ Second, ‘management is a class into which access is limited.’ Third, ‘management can be viewed as a rule making authority over the workers’ (Kerr et al. 1964).

The existing studies about management education reflect the above sociological traditions. Most mainstreams researches study management education by aiming at accessing the educational effect of management education (Miner 1965, 1977). These studies treat management education as the investment of a kind of economic resources and evaluate its return rate. Besides, some studies concern the educational processes (Orth 1963). A number of researches study the relationship between management education and social stratification (Whitley et al. 1981).

By considering the topic of management education in the view of sociologists, the questions concerned can be concluded as follows:

1. What is the relationship between management education and social structure?  
What are the educational effects of management education on the life chance of an individual?
2. What is happening in a management educational process and how does it happen?  
How can we make sense of these symbolic shifts and changes?

In the field of sociology of education, the first question is the major concern of the functional approach and the conflict approach. The second question is a more

micro-level one. This question is always the main concern of the interpretative sociologists.

### **The Functionalistic Perspective to Management Education**

One of the common and influential approaches to education is the functionalistic approach. The functionalistic approach is not a united one, it takes many forms, such as the human capital theory of Schultz (Schultz 1968) and the technological functionalism (Burton 1962). However, the basic argument of different approaches is the same: 'that education socializes young people into the existing social order' (Collins 1977). A strong influence on the development of sociology of education, an influence that has been increasingly contested in the 1970's, was the structural functionalism of Talcott Parsons. The functionalist approach is not only directly contributed by Parsons. The research agenda of the empirical researchers such as Coleman, Blau and Duncan, Jencks, and the conflict theories can be seen as the responses to the questions that Parsons raised.

In 'The School Class as a Social System', Parsons analyzed the relationship between the structure of the school class and its functions in socialization and in the granting of social roles in the structure of status roles in American society. For example, Parsons found that the elementary school class was performing 4 functions: (1) an emancipation of the child from primary emotional attachment to his family, (2) an internalization of a level of societal values and norms that is a step higher than those he can learn in his family, (3) a differentiation of the school class in terms both of actual achievement and of differential valuation of achievement, and (4) from society's point of view, a selection and allocation of its human resources relative to the adult role system (Parsons 1961). Parsons' main theme is that education contributes to the maintenance of a 'value consensus' and maintains the social

integration. This is the major function of education. It does it through the process of 'socialization'. Education imposes the view to students that inequalities of income and status, a consequence of differences of educational attainment, are acceptable. And, 'there can then be a genuine selective process' which is based on individual achievement. Education thus helps to spread the ideology of 'equal opportunity' and 'achievement', and this ideology is one of the key elements of the 'common culture' and 'shared values' which exists in the modern society (Parsons 1961).

In 'The System of Modern Societies', Parsons argues that there has been an educational revolution as well as the democratic and industrial revolutions of the 19<sup>th</sup> and 20<sup>th</sup> century, a revolution which has begun 'to transform the whole structure of modern societies' (Parsons 1971). Parsons links the relationship between education and social stratification. He stated that the major characteristic of the educational revolution in modern society is its 'immense extension of "equality of opportunity" '. Equality of opportunity, however, brings differences arising from differences in: 1) ability; 2) family orientations and 3) individual motivations. Differences in educational attainment also introduce new forms of inequality. Thus, educational attainment now becomes a major determinant of a person's social status.

Education is also a major mechanism of social stratification. The rising role of educational system as the principal agency of selection and socialization would result in the structural differentiation of American society. By interpreting the relationship between education and modern society, Parsons links up education with the project of modernization.

To conclude, according to Parsons, education is a major socializing agency developing individuals' commitment and capacities necessary for role performance. Besides, education sustains the common culture of a society and provides the appropriate 'human material' for the social structure. It helps to maintain society as a

well co-ordinated whole. The Parsonian argument, essentially, was a type of normative argument.

The general evolutionary model of modern society outlined by Parsons influenced the direction of the later researches. In the classic article on 'Manifest and Latent Function', R. Merton outlined the basic principles of functionalist analysis as a method – as opposed to structural functionalism, thus free from any commitment to grand theory. From Merton's point of view, it is necessary to approach the structural functionalist tradition in education in relation to the types of functional explanations employed, rather than lump all such analyses together in relation to some abstract notion of 'functionalist' (Merton 1968). By applying the functional analysis on education, according to Musgrave (Musgrave 1979), there are five functions may be imputed to education. They are listed as below:

- (i) The political function: this may be looked at in two ways. There is firstly the need to provide political leaders at all levels of a democratic society and, secondly, there is the demand that education should help to preserve the present system of government by ensuring loyalty to it.
- (ii) The economic function: here the need is that all levels of the labor force should be provided with the quantity and quality of educated manpower required under the current technical conditions.
- (iii) The function of social selection: the educational system is central to the process by which the more able are sorted out of the population as a whole.
- (iv) The transmission of the culture of the society: here the need is basically the conservative one of passing on the main patterns of society through the schools.
- (v) The provision of innovators: someone must initiate the social change that is necessary for a society to survive under modern conditions. Such change may be, for example, technical, political or artistic.

Dreeben took Parsons' idea on socialization and extended its scope to the discussion of norms (Dreeben 1968). Dreeben followed the idea of Durkheim and Parsons that classrooms are 'small societies' and the most important activities of children in classroom is learning. According to Dreeben, the learning of norms is much more important than learning of knowledge since the transmission of shared values to maintain the integration of society is the crucial function of education. Dreeben showed that how do schools use the norms and regulations to make children learn the norms of cheating and living with failure. According to Dreeben, this may help the children to take the shared values of 'independence' and 'achievement' in the society.

#### *Theoretical Implications of the Functionalist Approach of Education*

- By applying the functionalist approach to the study of management education, the main concern of functionalists is the educational effects of management education upon the schooled individuals. Functionalist theorists then are interested in the question: what are the educational contents, values and attitudes that are being socialized to the students and what are the effects?
- According to Durkheim and Parsons, the main function of education is the transmission of cultural values through socialization so as to maintain social integration. Schooled individuals may accept and internalize the 'common values' of the modern society, for example, the ideology of 'equality', the ideology of 'achievement' (instead of ascription), the legitimacy of the selection and allocation of status role in the modern society. Besides, schooled students after socialization would be likely to have a larger commitment to the economic and occupational system of corporate capitalist society.
- Based on Dreeben's idea, students of Business Administration (hereinafter as

'BA students') learn the norms that are consistent with the shared values of the broader societal culture through socialization. Thus, it is suggested that the norms and learning climate of the BA school would reflect the business world and the managerial culture of the Hong Kong society. Educators will socialize the students with the mainstream managerial ideology with the use of the formal(for example, rules, regulations and pedagogical activities) and informal elements(for example, norms and cultures).

### **Methodological Empiricism: Coleman Report and other Status Attainment Studies**

The functional theory of stratification provides a rationale for a certain hierarchy of rewards and suggests a considerable rate of social mobility based on meritocracy. Efficiency and civil rights, equality of opportunity are also required grounds. The failure of functionalist educational theory stemmed therefore from an inability to fully explain problems of unequal opportunity and the role of educational process within this. The series of status attainment researches can be seen as the counteract occurred in the theoretical framework set up by Parsons. These researchers challenged Parsons by questioning the equal educational opportunity whereas some conflict theorists such as Bernstein opened the battlefield of the process of education.

Having collected information from 4,000 schools and 600,000 children, their teachers and school principals, throughout the US, Coleman concluded that, 'schools brings little influence to bear on a child's achievement that is independent of his background and general social context; this very lack of independent effect means that the inequalities imposed on children by their homes, neighborhood, and peer environment are carried along to become the inequalities with which they confront

adult life at the end of school' (Coleman 1966).

In sum, the expected differences of educational resources between schools were not found. The Coleman Report suggested that individual background differences affect the student's achievement most and this finding influenced the thinking of both policymakers and the researchers.

After the Coleman Report, works on the processes of individual status attainment continued the question of occupational mobility. Among these works, Blau and Duncan offered a more optimistic assessment of the effects of education. Using the data collected with the monthly Current Population Survey of the US Bureau of Census, they examined the relative determinants of male occupational status in the US. They concluded that there was a trend within American society where status was conferred on the basis of achieved rather than ascribed criteria so as the functionalists stated (Blau and Duncan 1967).

The imaginative use of path analysis powerfully influenced subsequent research in the sociology of education. Blau and Duncan showed that family background has no significant effect on occupational status independent of educational attainment. Thus, there is a trend from ascription to achievement in the intergeneration transmission. However, if the inheritance of status in modern societies takes place through the transmission of 'cultural capital' as Bourdieu suggested, then the distinction between ascription and achievement becomes a misleading one. As K. Hasley concluded, 'social inheritance, whether through the transmission of cultural capital, is still social inheritance' (Karabel and H.Hasley 1977).

Another important empirical study of the relationship between education and the opportunity structure was that of Jencks and colleagues' *Inequality* (Jencks et al. 1973). Jencks stated that equalizing educational opportunity would do very little to make adults more equal because a) children seem to be far more influenced by what



happens at home than what happens at school; b) the way teachers and students actually treat each other seems to be the most important aspect of school and is largely out of control of educational planners, and c) any changes which are exerted by the school are likely to diminish as the student grows older.

### *Theoretical Implications of the methodological empiricism*

- The status-attainment studies are concerned about the educational effects upon the schooled individuals. The methodological empiricism implies that education is a selective mechanism of schooled individuals to social positions. Thus, the rationale of such research agenda is built upon the functionalistic socialization model.
- According to the methodological empiricism, an education-occupational attainment survey should be conducted to test the effect of receiving management education to the attainment of managerial work roles. The methodological empiricism assumes that the main effects of education is the allocation of schooled persons to social positions. However, it provides no theoretical explanation about the nature of education and how this knowledge base can be reorganized over time, and hence affect the allocation of certain types of social positions.

### **Technological Functionalism**

Technological functionalism is a branch of the functionalist approach which especially explored the economic function of education.

Technological functionalism is a common explanation to state the importance of education in modern society (Clark 1962, Kerr et al 1960). Randall Collins had summarized the main points of the arguments of technological functionalism as

follows: (1) The skill requirements of jobs in industrial society constantly increase because of technological change. Two processes are involved: a/ the proportion of jobs requiring low skill decreases and the proportion requiring high skill increases; and b/ the same jobs are upgraded in skill requirements. (2) Formal education provides the training, either in specific skills or in general capacities, necessary for the more highly skilled jobs. (3) Therefore, educational requirements for employment constantly rise, and increasingly larger proportions of the population are required to spend longer and longer periods in schools (Collins 1971).

The technological functionalism assumes the high correlation of the economic development and education. In conjunction with the 'modernization' theory, the rapid growth of mass education in post-war period became a global phenomena. However, the policymakers were more concerned about the question that whether educational investment was worthwhile. The Nobel Prize winner and an economist, Theodore W. Schultz, proved the value of human capital in the process of economic production. As Schultz pointed out, investment in human capital not only increases individual productivity but also lays the technical base of the type of labor force necessary for rapid economic growth. The human capital theory can be viewed as a complementary of the technical functionalism from an economic aspect. Both theories stress the technical function of education and emphasize the efficient use of human resources.

#### *Theoretical Implications of the technological functionalism*

- Technical-functional theory provides a functionalistic explanation in respect of the rise of management education in the modern society.
- According to the technical-functional theory, the rise of management education in Hong Kong was merely because of a need for managers/managerial skills in

the new-born industrial society, thus, management education arised. An example was provided by Chan (1971). According to him, the development of management education in Hong Kong was due to the following reasons: (1) the growing size of business undertakings due to scientific and technological developments; (2) increasing amount and complexity of managerial problems due to the separation of management and ownership; (3) business size increase; (4) specialization; (5) social and political trends; (6) computer use; and (7) incentive reasons.

- The human capital theory was ‘consonant with the forms of technological functionalism’ (Karabel and Hasley 1977). The main argument of this theory is a simple one: the process of acquiring skills and knowledge through education is not to be viewed as a form of consumption but rather as a productive investment. As Schultz claimed, investment in human capital not only increases individual productivity, but, in doing so, also lays the technical base of the type of labor force necessary for rapid economic growth (Schultz 1968).

### **The Conflict Perspective of Management Education**

The long roots of conflict theory lie in the works of Marx and Weber, but the contemporary branches are tangled. The Weberian perspective emphasizes the power of dominant groups to shape the schools arbitrarily to their own purposes. For example, by applying the main concepts of the Weberian sociology, Randall Collins (Collins 1971) argued that, ‘the main activity of schools is to teach particular status cultures, both in and outside the classroom’ (Collins 1971). He also pointed out that ‘education may be regarded as a mark group, not a mark of technical skills or achievement.’

Meanwhile, the Marxists heavily underlay Weber's view of status as ultimately dependent on class. They look first to the character of the forces and social relations of production for a key to the analysis of educational systems. Much of the work of the Marxist sociologists is devoted to show the educational system as a critical element in the reproduction of a division of labor that is itself largely a reflection of the hegemony of the capitalist class. Although the emphases of the Weberian perspective and the Marxist perspective are different, both of them see the primary 'function' of education as elite selection. According to the conflict perspective education is also a mechanism to reproduce class inequality.

### **Marxists' Perspective of Education**

According to Marx, the capitalist society is a class-based society organized in the interest of the capitalists. Then, the problem of reproduction is: how are the relations of production, the division of labor, and social classes reproduced from generation to generation? According to the structural functionalists, the common culture and consensus of values contribute the maintenance of the social system. In the Marxist approach, this 'consensus' about the structure of society is absent, although capitalism is still the prevailing mode of production. Orthodox Marxist theorists argue that reproduction is carried out largely by capitalists in the production sector itself – by a series of tactics which keep labor fearful of any attempts to organize against employers and maintain a division of labor along class lines.

### **Direct Reproduction theories: Bowles and Gintis**

The major conflict approach on education is, of course, the Marxian approach. Marx himself did not talk much about education since mass education was still not a popular and important phenomenon at that time. By translating the Marxian theory

into the analysis of educational system, theorists had respectively developed their own interpretation of the Marxian view of education. The direct reproduction theory of education is the direct application of the Marxist theory on education.

*Schooling in Capitalist America* (Bowles and Gintis 1976) was one of the important empirical researches by applying the Marxian viewpoint. In this book, the authors present a model which analyses educational reform as a function of capitalist development of changes in the production sector. Such changes in production are the results of class conflict, determine the subsequent changes in the way that schooling is called upon to reproduce the relations of production. Bowles and Gintis argue that the relation between the economy and education must be traced through schooling effect on 'consciousness, interpersonal behavior and the personality it fosters and reinforces in students' (Blackledge and Hunt 1985).

The whole argument of *Schooling in Capitalist America*, summarized by Martin Carnoy (Apple 1982), is shown as follows:

- (1) Economic inequality and personal development are defined by market, property, and power relationships. Changes in inequality and development can occur only through the normal process of capital accumulation and economic growth and through shifts in the power among groups engaged in economic activity.
- (2) The education system is not an independent force in changing inequality or the nature of personal development. The system does this by legitimating inequality, allocating students to distinct positions in the economic hierarchy, reinforcing patterns of class, race and gender, socializing the individuals and creating surpluses of skilled labor to put downward pressure on wages.
- (3) The educational system achieves the above goals, that is, the reproduction of labor power and the relations of production.

- (4) While the school system corresponds to the social relations in the workplace and serves ‘the interests of profit and stability’, it does not achieve this perfectly – it also develops some ‘politicized egalitarian consciousness’, and some misfits and rebels.
- (5) The correspondence between school structure and job structure has ‘taken distinct and characteristic forms in different periods of US history, and has evolved in response to political and economic struggles associated with the process of capital accumulation, the extension of the wage-labor system, and the transition from an entrepreneurial to a corporate economy.

Due to the changes of the broader political and economic environments, the role of education in America had changed.

In short, Bowles and Gintis grant very little autonomy to the educational system. They emphasized the role of education in mediating class conflict in production: US educational history is developed in terms of a dominant fraction of the ruling class through the educational system to mediate class struggle in the economy.

#### *Theoretical implications from the direct reproduction theory*

- According to the direct reproduction theory, education has little autonomy except mediating class struggle. The theory can be concluded as: (1)What education does – reproduction; (2)How it does – the correspondence; (3)and the forces responsible for – primarily the economic structure.

#### **Cultural Reproduction Theories: Pierre Bourdieu**

In the book *Reproduction in Education, Society and Culture*, Bourdieu and Passeron argue that the principal function of schooling is to reproduce the hierarchical relations between different groups or classes in the society and to

legitimize those relations (Bourdieu and Passeron 1977). What differs from the points made by Bowles and Gintis is that, according to Bourdieu and Passeron, the principal means to achieve the reproduction is through the system of teaching and language is used as the basis of communication in schools – the dominant group's 'cultural arbitrary': a system of values, norms and languages.

In addition, schools impose a selection system based on examinations, and it is these examinations effectively separate dominant class children for promotion to higher grades while leaving children of the subordinate groups behind. In explaining the selection system, Bourdieu and Passeron stress the 'cultural capital' that different social classes bring to the school. According to the authors, social class not only determines how pupils will go in school, but also the kind of work they will do and the life they will lead, especially their attitudes and values. However, what different from the view of the Marxists was that, it is reproduced in the structures of school system. Social Class is the basis of division in the schools, but is not itself the sources of adult values and attitudes. For Bourdieu, the 'cultural arbitraries' of education are those of the dominant class. Thus, the dominant class determined what is within the limits of legitimate education through the domination of their culture. Thus, the criteria for judging pupils is given by the culture of the dominant class, modified to some extent by the educational system. Further, children raised in the culture of dominant class are clearly advantaged in education because they have been given 'cultural capital' which they can spend to acquire qualification.

The argument of Bourdieu and Passeron is not an Orthodox Marxist one. In their argument, social classes themselves have no meaning except as they are certified and developed by some institutions like the schools. Unlike the Marxists, Bourdieu and Passeron emphasize the relative autonomy of 'pedagogic authority' and this relative autonomy allows cultural reproduction to contribute most effectively

to the overall process of social reproduction. In short, Bourdieu and Passeron's argument should be considered in the broader theoretical context of Bourdieu's sociology. The social reproduction was masked by the cultural reproduction that took place in the relative autonomous intellectual field of education.

### *Theoretical implications from the cultural reproduction theory*

- According to the cultural reproduction theory, education is a reproduction mechanism but have relative autonomy. As Bourdieu pointed out, capital may take many forms, economic, social and cultural. And reproduction takes place in education through cultural reproduction. The dominant class has its own characteristic habitus or master pattern and this master pattern would be the 'hidden quality' of the educational selection. Schools operate within the 'habitus' of the dominant group. The language, values, assumptions and implicit models of success and failure held by teachers are those of the dominant group.
- Based on the cultural reproduction theory, the hypothesis is that students coming from the upper class families would perform better in business schools. Their academic performance, level of participation in classroom activities and extra-curriculum activities, their self-identities and self-expectations would be better than students coming from the lower class.

### **Resistance Theories**

In *Cultural and Economic Reproduction*, Michael Apple (1982) argues that 'it is too simple to think only in terms of schools reproducing the social relations of production' because it does not do justice to the 'complexity of school life', and ignores the 'struggles and contradictions' that exists in school. According to Apple, pupils, like workers in industry, possess a culture containing values and norms at odds



with those of the dominant culture of the wide society. Schools are 'sites' of 'resistance', conflict and struggle. Pupils are not mere 'bearers' of the ideology but they are 'creatively acting in ways that often contradict these expected norms and dispositions which pervade the school' (Apple 1982). Henry Giroux and Paul Willis offer similar arguments of the 'resistance' in the schools. Methodologically, the 'resistance' theorists usually adopt the interpretative approach and they pay attention to the process of schooling rather than just focus on the unequal outcome of the schooling effect.

#### *Theoretical Implications of the resistance theory*

- The resistance theory is not a unique theoretical perspective of education. It is actually an expansion of the cultural reproduction theory with the elements of the interpretative approach. The theorists (for example, Michael Apple. Paul Willis) particularly focused on the ways of 'resistance' of working class students in facing the dominant class culture in schools.

#### **Status of Conflict: Randall Collins**

Apart from the Marxist theories, Collins proposes a Weberian argument of education that emphasizes the competition of 'status groups'. In *The Credential Society*, Collins (1979) goes beyond the discussion of the reproductive function of education. He shows that the rise of credentialism in America is a later development and it did not develop as a consequence of economic changes. According to Collins, "The original intention behind the building of a mass school system was the Anglo-Protestant bourgeoisie's desire to preserve its own culture and protect its social and economic position in the face of the diversity and competition produced

by successive waves of immigration” (Collins 1979). The rise of credentialism parallels with the proliferation of professions. Thus, the major function of education was to teach particular status culture but not technical knowledge. To Collins, education is a selective mechanism in contemporary society, too. However, unlike the Marxist arguments, Collins says that the interests of the status groups but not the class interest of capitalists shaped the educational system. The control of education is the consequence of the conflict among the status groups. As Collins states, ‘education is important for elites...because it gives them the solidarity of an esoteric in-group culture’ (Collins 1979). For individuals, education is a kind of market place that social actors competed for wealth, prestige and political power.

Collins introduces the concept of ‘cultural markets’ to explain education and the structure of opportunity. As education is the selective mechanism to allocate individuals to different status groups, Collins sees education as a cultural market in which social actors simultaneously attempt to attain certain goals. He argues that cultural markets, as with all markets, require a common currency and independent sources of supply and demand for their goals. The currency in the cultural market is the certificates approved by the dominant status group, that is, the educational qualification. Moreover, there is also a tendency of ‘credential inflation’ in every society that requires higher and higher education attainment in the labor market.

#### *Theoretical Implications of Randall Collins' perspective*

- Collins offers a historical explanation about the expansion of mass education in the modern society and suggests that the rise of education is due to the conflict of different status groups and the trend of professionalization.
- Collins' argument provides an explanation of the rise of the management education. Starting from Collins' perspective, historical study of the

development of management education should be conducted to reveal the status competition in the initial phase of the management education in Hong Kong.

### **Summary of the Functionalist and the Conflict Approach**

The difference between the functionalists and the conflict theorists is about the relationship between educational outcome and the social structure, that is, the problem of schooling and inequality (Karabel and Hasley 1977). For example, functionalists may take for granted superior technical knowledge of the highly schooled in responsible for their higher earnings but the conflict theorists rejected such belief. Also, the functionalists “tended to look at the socialization process as one of those common values that holds a society together, neo-Marxists and neo-Weberians have examined the interests that underlie these values and have noted that socialization differs systematically by social class” (Meyer, Boil and Ramirez. 1985). Finally, where functionalists often viewed the educational system as offering opportunities for mobility of individuals, conflict theorists generally stressed the role of education in maintaining a system of structured social inequality.

As John Meyer points out, ‘explanations involves assumptions about the nature of people and the social world in which they act and depictions of main forces coming from the wider environment - operating within the area of action in question’ (Meyer 1986). By considering both the functionalistic perspective and the conflict perspective on education are functional in character, they parallel the system at every point, asking the sociological questions and expressing sociological skepticism about it’ (Meyer 1986). However, both of the two perspectives ‘tend to accept the assumptions and explanations built into the system itself and then question whether they are real in actual social life.’ Thus, each of the two perspectives ‘stays squarely within the functionalist paradigm, unable to escape the overwhelming legitimacy in

principle of the rational and purposive character of education as an ideal.’ While the functionalists emphasizes the rational use of education to improve and expand societal functioning, the conflict theorists reveal the function of education as maintaining and reproducing structural unequal distribution of power and status.

Both sociological explanations studied education in respect of two questions: the functions of modern education and its effects. However, both sociological explanations rely on a functional paradigm to answer the above questions. On the individual level, the most extended and best developed research in the sociology of education are the status-attainment status and the mobility studies. The underlying explanatory question in this tradition is always “achievement versus ascription” in some forms. All of those arguments are deeply functionalist, no matter it points to the left or right. As John Meyer states, these sociological studies follow the research agenda of the educators who accept the rational use of education to improve ad expand society functioning without any query. “The main lines of thought in the sociology of education tend to accept the assumptions and explanations built into the system itself and then to question whether they are real in the actual social life” (John Meyer 1986).

The macro-sociological explanations of the functional approach and the conflict perspective in respect of educational institutions and their effect follow the same line of argument. In the previous sociological enquires (for example, Burton Clark 1962, Bowles and Gintes 1976, Randall Collins 1979), the rise of education in the modern society expanded because of the functional requirements of the modern state and the economy and contribute to the maintenance and ends of these enterprise. On the right, education is explained as a means of resolving the strains of complex social differentiation. On the left, it is explained as a means of legitimating the class interest of the powerful elite class.

These two sociological arguments are basically functionalist. Even the conflict theorists or the 'Marxist' view the rise of education as a result of particular functional requirements of one or more social classes to legitimize their control over the society. Besides, these explanations present a reductionist tendency that overemphasizes the importance of interest groups as the central social actors. The expansion of education that focuses on the status competition between social groups but ignores a large proportion of social members in society.

Meyer pointed out several doubts about the traditional sociological enquires (Meyer 1986). First, it is questionable that if education is simply a credentialing system as Randall Collins suggested, it can operate with no general effect on the wider social structure. Second, if education is seen as a positive legitimating force to support and expand the inequalities between social class, it should be noted that education is "simply not a convenient replacement for older forms of inequality." Rather, the ideological element of education should be paid attention. Education convinced both high and low in the society but not only operate on the lower class. Education is "a vital ingredient in sustaining and expanding the modern stratification system" (Meyer 1986).

In short, the functional approach and the conflict perspective accepted the modern ideologies of education at first and then tend to question whether they are 'real' in actual social life. 'Is the system really equal or meritocratic? Does it work? Does the educational system really link up effectively to the roles of adult life?' (Meyer 1986) However, the most fundamental ideology of education – that education system could and should work to reconstruct a rational society – was ignored.

### **Interpretative Approach of Education**

The functionalists and the conflict theorists study education by locating it

within the wider society. The everyday activities of teachers, pupils and administrators are to be dominated by the needs of society (as the functionalists said), or by the economy, class system or ideology (as the conflict theorists said).

These two macro approaches treat education as one of the social institutions. The most significant criticism has been that macro approaches often regard human beings as little more than products of socialization. Human creativity, freedom and subjectivity seem to be ignored. Besides, these macro approaches fail to grasp the reality of life in schools. At best they give us a general framework to analyze education, but they cannot account for the day-to-day classroom encounters. The macro approaches unable to capture the richness and complexity of the living world of teachers and pupils.

Interpretative paradigm of sociology has a long tradition as the other two approaches. It can be traced back to the work of George H. Mead. Generally speaking, the interpretative approach of education includes interaction theory, phenomenology and ethnomethodology. These three theories differ from functionalism and conflict theory and 'resemble one another by their focus on the micro rather than macro level, on humans as creative, active beings instead of forces external to them, on negotiation of meanings, and therefore on processes that needed to be interpreted rather than on structures' (Murphy 1979). While functionalism and conflict approach assume the relationship between social structure and education, the interpretative approach make no assumption about the nature of social structure. Instead, it directed attention to the technological factors, social class, or family structures of the larger society, these three theories promote direct observation and description of the processes and content of education in the classroom.

Interaction theory, phenomenology and ethnomethodolgy differ from one another in that interaction theory is concerned with the 'definition of the situation' of

participants whereas phenomenology and ethnomethodology concentrate on the more philosophical 'social construction of reality' with its sociology of knowledge orientation.

The interpretative paradigm of sociology is greatly influenced by the work of George H. Mead, the phenomenological writings of A.Schutz, Berger and Luckman, as well as the work of ethnomethodologists such as Garfinkel. In this review essay, the related main themes of the interpretative approach will be reviewed and some penetrative ideas will be discussed.

#### **A) David Hargreaves**

In *Interpersonal Relations and Education* (Hargreaves 1975), David Hargreaves adopts the symbolic interactionism to analyze the relationship between teachers and pupils. Hargreaves follows the ideas of G.H.Mead on the development of the self and traces the implications of these for the analysis of the teacher-pupil relationship. As Hargreaves says, 'the central idea...is that a person's self develop in relation to the reaction of other people to that person and that he tend to react to himself as he perceives other people reacting to him.' The main theme of the symbolic interactionism is about the construction of the self and the 'generalized others' as Mead suggested. Besides, it considers how people giving meaning to objects in the world, perceiving roles, interaction and other related concepts.

#### **B) Other sociological studies using interpretative approach**

After the influential work of Hargreaves, there have been many studies about teachers and pupils applied the interpretative approach. Such studies tried to elicit the teachers' definition of the situation or that of the pupils; others tried to conceptualize the interaction of teachers and pupils through the use of the concepts

of 'strategy' or 'negotiation'. There were studies about teachers' self-conception (Sharp and Green 1975, Hammersley 1977), studies about teachers' conception of pupils (Hargreaves et al. 1975, Nash 1976, Sharp and Green 1975), studies about pupils' self-conception (Woods 1983, Pollard 1984, Hammersley and Turner 1984), studies about pupils' conception of teachers (Furlong 1976) and studies about the interaction of teachers and pupils (Woods 1983).

### **C) Ethnomethodological Approach**

Turner argues that ethnomethodology is quite different from other perspectives in sociology, including interaction theory and phenomenology (Turner 1974). Other perspectives assume the existence of and seek to discover the regularities in a real and natural order out there that exists separately from people's perceptions, even when these perspectives suggest that perceptions affect such an order. And they direct interest toward the content of interaction rituals, definitions of situation, or social structure.

In contrast, ethnomethodologists are less interested in particular types of rules and definitions. They study how people negotiate the hidden rules used to construct reality. Thus, as its name literally suggests, ethnomethodology is the study of the methods people use. It is not a method but rather a theory of methods. It is concerned with the methods used to routinize and render unproblematic potentially problematic situations and values. One can gain insight into these methods by breaking the rules, that is, by rendering problematic a commonplace situation as Garfinkel has done.

Ethnomethodologists are interested in the way that actors make sense or link each interaction together to form an intelligible whole. Language is of major importance in this linking process. George Payne shows an example of an ethnomethodological analysis. Payne analyses the classroom discourses of teachers



and shows how sense may be made of the language used by teachers and pupils (Payne 1976).

### *Theoretical Implications of the Interpretative approach of education*

- Interpretative approach of education provides no well-stated hypotheses about the nature of education. If we apply the interpretative approach to the study of management education, the educational process and the everyday school life happened in classroom should be studied. ‘Definitions of situation’ of the actors, that is, the students should be studied. Besides, how the actors make their world meaningful should also be understood.
- Interpretative approach tends to study education on the individual level. However, management education will be analysed as an institution in this study. Thus, the interpretative approach will not be concerned.

### *The New Sociology of Education*

The new sociology of education developed in Britain is particularly associated with the volume *Knowledge and Control*. As a reaction to the traditional sociology, the “new” sociology of education draws upon the concepts of phenomenological sociology (especially the work of Alfred Schutz). The members of the new sociology of education argue that the traditional sociology is discussed as a ‘positivistic’ version of structural functionalism, using ‘input-output’ models and a normative paradigm. The new sociology of education identifies itself with the sociology of knowledge, that is always considered as a rather marginal field by American sociologists. The main concern of the new sociology of education is the ‘content’ of education, that is, the educational knowledge. They argue that ‘what count as educational knowledge’ is highly problematic. Thus, the structural issues

that dominated the normative paradigm should be receded into the background, and the micro-level problems of the 'curricula, pedagogic and assessment categories held by school personnel,' teacher-student interaction, and above all the curriculum become the dominant concern of educational research. As Michael Young concludes, 'the sociology of education is no longer conceived as an area of enquiry distinct from the sociology of knowledge' (Young 1971, Blackledge and Hunt 1985).

## **II) Basic argument: The Sociology of Educational Knowledge**

In the introductory chapter of *Knowledge and Control*, Michael Young tries to point out some new directions of the sociological enquiry in education. First of all, he criticizes the previous sociological studies of education. Previous studies raised questions about 'streaming', 'selection' and the unintended consequences (Young 1971).

Young thus claims that the sociologists should 'make' their own problems instead of 'taking' problems by treating educators' problems as phenomena to be explained. Sociologists should not take for granted the existing definitions of educational reality. Sociologists should provide explanations of 'how pupils, teachers and knowledge are organized' (Young 1971).

As G. Whitty states, the new sociology is 'concerned to question the prevailing taken-for-granted assumptions in the world of education' (Whitty 1977). These assumptions are about the conception of knowledge, 'truth' and 'ability'. Young and colleagues reject the 'absolutist model' of knowledge and validity, and they argue that all these concepts are 'no more than the socio-historical constructs of a particular time. They hold the notion of 'subverting absolutism' and claim that 'the direction of research for a sociology of educational knowledge becomes to explore how and why certain dominant categories persist and the nature of their possible

links to sets of interests or activities such as occupational groupings.’ Besides, by considering the ‘relativity’ of educational knowledge, the legitimacy of teachers’ control over students becomes problematic. Thus, the problems of control with the organization of knowledge and their interrelations are the core concern of the new sociology of education. In the book *Knowledge and Control*, these major areas are discussed. They are 1) curricula, teaching and learning as the organization of knowledge; 2) social definitions of knowledge; and 3) cognitive styles in comparative perspective. In the following paragraphs, some of the papers presented in the book will be reviewed.

In the article ‘On the Classification and Framing of Educational Knowledge’, Bernstein continues his work that about the social class effects on the distribution of knowledge, and the varying consequences of institutionalization of elaborated codes. According to him, formal educational knowledge can be considered to be realized through three message systems: curriculum, pedagogy and evaluation. Moreover, educational knowledge code ‘refers to the underlying principles which shape curriculum, pedagogy and evaluation.’ Bernstein divided two types of educational codes: collection codes and integrated codes.

Then Bernstein introduced two concepts: classification and frame. Classification refers to the boundary maintenance between contents. ‘Where classification strong, contents are well insulated from each other by strong boundaries.’ It means that classification focuses our attention on boundary strength as the critical distinguishing feature of the division of labor of educational knowledge. Bernstein argues that the existing class structure regulates the classification and framing of school knowledge which control the transmission of elaborated codes in the formal education. Therefore, elaborated socio-linguistic codes become middle class and they serve the function of reproducing social classes.

In the article 'Teaching and Learning as the Organization of Knowledge' (Young 1971), Geoffrey M. Esland tries to develop a theoretical framework which draws together a symbolic interactionist perspective with a phenomenological sociology of knowledge to suggest how teaching and learning might be studied as interrelated processes of organizing knowledge. Esland suggests that we shall 'conceptualize teaching and learning as the intersubjective construction of reality.' The approach of the sociology of knowledge should be applied to the study of teaching and learning and challenge the unquestioned assumptions.

#### *Theoretical Implications of the New Sociology of Education*

- The new sociology of education is not a unique theoretical perspective of education. It is actually a combination of the cultural reproduction theory, interpretative approach and sociology of knowledge. The organization of knowledge plays a key role in the analysis.
- The New Sociology of Education focuses on the educational contents – the curriculum which has been ignored in the field of sociology of education for a long time. However, most of these studies started from Marxist perspective with the same limitations as I have stated in the previous paragraphs.

#### **Summary of the Interpretative approach and the New Sociology of Education**

Both perspectives study the micro-level of education, that is, the everyday school life of the actors and the actors' conceptions. These two approaches do not offer any explanations about the nature of education, its origin and its effects. Besides, the level of analysis is different from this study. These two approaches thus will not be discussed in the later chapters.

## **An Alternative Approach: Neo-Institutional Perspective**

Originally, the neo-institutionalist perspective was mainly applied in organizational analysis (Powell and Dimaggio 1991, Meyer and Scott 1992). Later, it expanded to encompass the world-wide system of nation states and how this world system created a set of institutionalized educational, economic and political myths for nations to follow as the legitimacy in the world (Meyer and Hannan 1979). According to Paul Dimaggio and Walter Powell, the neo-institutionalism “emphasizes the ways in which action is structured and order made possible by shared systems of rules that both constrain the inclination and capacity of actors to optimize as well as privilege some groups whose interests are secured by prevailing rewards and sanctions” (Powell and Dimaggio 1991).

The neo-institutionalism was recognized in the field of sociology started in 1977 when John Meyer published two seminal papers, ‘*The effects of education as an Institution*’ and ‘*Institutionalized Organization: Formal structures as Myth and Ceremony*’. The former will be discussed later. The later was followed by a series of empirical work applying the neo-institutionalism in organizational analysis (see Dimaggio and Powell 1991, Meyer and Scott 1992).

Other neo-institutionalists apply and elaborate Meyer’s theory in the analyses. For example, Ramirez and Rubinson propose a scenario for institutionalized education called “creating members” – that education legitimates the economic and political allocation of individuals in society, and that it has the institutional mandates or charter, to confer citizenship, whether or not the content of education is relevant to becoming a citizen (Ramirez & Rubinson 1979).

The neo-institutional theory is informed greatly by the Weberian tradition and in particular by the concept of rationalization. The neo-institutional theorists adopt the Weberian idea that “the instrumental and purposive nature of Western

rationalization results in the constitution of society as a means to collective ends. And the modern worldwide society is a rational project of creating progress and millennium. Education itself as an institutions of the rationalized, universalistic worldview that developed in the modern period” (Meyer and Scott 1994). Mass education arose primarily as a means of transforming individuals to the new institutional frames. Thus, mass education is part of the effort to construct the universalistic and rationalized society, incorporating individuals and their actions (Meyer and Scott 1994).

### *Neo-institutionalism in Organizational Analysis*

In the introductory chapter of the book *Institutional Environments and Organizations*, Richard Scott and John Meyer reviewed the main themes of the institutional analysis (Meyer and Scott 1994). The core ideas of the institutional theory is that the visible structures and routines of organization are direct reflections and effects of rules and structures built into (or institutionalized within) wider environments. Organizational forms are not dependent on a purely internal technical and functional logic. “Organizational forms follow the pattern built up in wider environments” (Meyer and Scott 1994). Moreover, “the environmental patterns affect organizations in a way that they have a constitutive, or phenomenological aspect” (Meyer and Scott 1994). Wider environmental patterns affect organization as meaningful systems but not by simple direct control. The environmental patterns that create and change organizations can be described as rationalized and rationalization. The tendency of modern socio-cultural environments toward rationalization are the core elements that create ways of organizing and organizational change. Thus, institutional theory includes two parts. One part is about the origins of the worldwide, institutional order of the modern societies and its evolutionary dynamics. The other

part is about how “the every aspect of organizational life - the existence and identity of organizational populations of various types, the formal structures of organizations in these populations, and the activity routines within them - is embedded in the boarder rationalized environments.” Thus, Meyer concludes that the neo-institutional analysis is basically a cultural account (Meyer and Scott 1994).

### *Isomorphism of organizational features*

As the organizations are embedded in the institutionalized environments, there are impacts of the environments on organizations. The most important aspect on organizations is isomorphism with environmental institutions. Isomorphism will lead to some crucial consequences for organizations. The structures of organizations will change and adapt to the institutional rules. Legitimate organizations must be oriented to collectively defined secular ends. Organizations that omit environmentally legitimated elements of structures will lack acceptable legitimated accounted for their activities. These organizations are then regarded as illegitimate, irrational, and become vulnerable to survive. Thus, the theorists conclude that “rationalized institutions create myths of formal structure, which shape organizations” In institutionally elaborated environments, organizations should be sensitive to and employ external criteria of worth. It is because the external assessment criteria can legitimate organizations (Meyer and Rowan 1977, Meyer and Scott 1994).

Moreover, “the rise of an elaborated institutional environment stabilizes both external and internal organizational relationship” (Meyer and Scott 1994). Organizations become standard and stable since support is guaranteed by agreements instead of depending entirely on performance. When organizations are judged by the collective myths, organizations can be buffered by the institutionally controlled environments from turbulence.

The organizational survival and success thus depends on becoming isomorphic with wider environments. Factors like productive efficiency are independent of the organizational survival and success (Meyer and Scott 1994).

### *Structural Inconsistencies in Institutionalized Organizations - Decoupling*

Organizations must adapt to the institutionalized environment by depending on isomorphism with institutionalized rules. Then, two general problems will be faced. First, technical activities and demands for efficiency may have conflicts and inconsistencies with the ceremonial rules of production. Second, these ceremonial rules may conflict with another set of rules.

In order to solve these inconsistencies, Meyer and Rowan point out 4 partial solutions, they are, resisting ceremonial requirements, cutting off external relations, acknowledging the inconsistency between structure and work requirements, and promising reform. However, two devices can be used to resolve conflicts between ceremonial rules and efficiency satisfactorily, they are, decoupling and logic of confidence (Meyer and Rowan 1977).

The process of decoupling requires that activities are performed beyond the preview of managers (or supervisor). Besides, goals that are made for ambiguous or vague, and categorical ends are substituted for technical ends. Integration is avoided, and inspection or evaluation is ceremonialized. Finally, human relations are made very important.

According to the theorists, the advantages of decoupling is that, it enables organizations to maintain standardized and legitimating formal structures, while their activities vary in response to practical considerations. Organizations tend to be similar in formal structure - reflecting their common institutional origins - but may show much diversity in actual practice (Meyer and Rowan 1977).



## **Neo-Institutional Perspective on Modern Education**

Education is another field frequently studied using the neo-institutionalist perspective. John Meyer was the first to study education in neo-institutional perspective in the essay, 'the Effects of Education as an institution'. In this article, Meyer provided a more general macro-sociological analysis of education at an institutional level. Meyer first reviewed the previous sociological theories about the educational effects. Limitations of the traditional theories including the socialization theories and the allocation theories were stated. Meyer then suggested that education should be understood as an institution which "restructures whole populations, creating and expanding elites and redefining the rights and obligations of members" (Meyer 1977). Legitimizing effects of education as an institution were proposed. "First, institutionalized education as a theory of personnel and knowledge, affects society directly, apart from the training and allocation of students. Secondly, insitutionalized education creates and identifies the individual effects of socialization and allocation" (Meyer 1977). Meyer's analysis of educational effects went beyond the constraint of the status-attainment model of the previous studies. He first discussed the educational effects on the society as a whole but not the schooling effects upon a limited number of schooled individuals. It is because Meyer even questioned about the very foundation which modern education built upon.

The neo-institutional approach concerns about a more fundamental question of education instead of testing the position or negative relationship between education and social stratification. The neo-institutional approach aims at finding out how this relationship is constructed and the dynamics that operate in the institutionalization process.

Later, the neo-institutionalists applied the neo-institutional approach on different topics of education, for example, the rise of social science in the modern curriculum (WONG 1991), the development of psychology (Frank et al. 1995) and the rise of management as a discipline (Meyer ). One of the most important work on the sociology of education was the article '*Explaining the Origins and Expansion of Mass Education*' (Meyer et al. 1985), Meyer and his colleagues provided a macro-sociological analysis of the rise of mass education. They traced mass education to the rise of rational and universalistic individualism and citizenship in the modern system. According to Meyer and his colleagues, the traditional sociological explanations, including the technical-functionalism and the conflict perspective such as Randall Collins' argument, cannot provide satisfactory explanation to the rise of mass education. All of them ignore the universal and institutional character of mass education and tend to take for granted what most needs to be explained, that is, the fact that individuals everywhere, are being reconstituted as active, purposive members of the rational society or nation state (Meyer et al. 1985, Meyer and Jepperson 2000).

The neo-institutionalists thus suggest that mass education is produced by the social construction of the main institutions of the rationalized, universalistic worldview that developed in the modern period. "Mass education arose primarily as a means of transforming individuals into members of these new institutional frames that emerged in Europe after the Middle Ages" (Meyer et al. 1985) In the modern era, the nature of society and the nature of individual are redefined. Modern society was constructed as a rational and purposive project devoted to achieve the new secular ends such as social progress and human equality.

### **Neo-institutional perspective on Management Education**

By applying the neo-institutional approach to the development of management education in Hong Kong, the focus is different from the previous studies about management education. Mainstream studies of management education emphasized the technical factors on education. On the other hand, the neo-institutional perspective is interested in the process of “the construction over time of a social definition of reality that certain ways of acting are taken for granted as the ‘right’ if not the only way to do things” – the institutionalization of management education (Berger and Luckmann 1967; Meyer and Rowan 1977; Selznick 1957; Zucker 1977).

### *Institutional Origin of Management Education*

According to the neo-institutional perspective, management education is controlled and sustained primarily by the wider institutional environment and institutional forces. Unlike the functionalistic arguments, neo-institutionalists argue that management education is rarely supported and rewarded in response to the quality of their educational output; rather, they receive legitimacy and material resources by conforming to widely shared cultural beliefs. Concerning, for example, curriculum and instructional practices, and by meeting the requirements of regulatory structures – for example, accrediting bodies and licensing agencies.

From the viewpoint of the neo-institutionalism, the origin of management education in Hong Kong would closely followed the world cultural model which emerged in Europe since the Middle Age. Over recent centuries, countries in the world have been organized around a universal and rationalized mode of society. ‘The nature of society was redefined; society become a rational, purposive project devoted to achieving the new secular ends of progress and human equality.’ (Boli, Ramirez and Meyer 1985). Economic life of human beings and business practices are also reorganized as rationalized and scientific principles which can be learnt by

competent individuals through management education. Thus, management education is a highly ideological business which is built upon the conception of a modern 'Society' and a modern conception of 'Individual'. The rise of management education in Hong Kong was not due to the technical needs of the society as previous studies suggested. Management education arose in Hong Kong as Hong Kong entered the project of global rationalization after the WWII. It is also proposed that every aspect of management education such as the educational objectives, the curriculum and the formal structures of the educational institutions can reflect the core elements of modern management education. According to Richard Scott and John Meyer (1994), 'a key task of institutional analysis is to describe the content and coherence of the western, now worldwide institutional order and to develop a theory of its origin and evolutionary dynamics.'

### **Theoretical Implications for Research**

#### *1. The rise and expansion of Management education in Hong Kong*

When applying the neo-institutional perspective to illustrate the development and expansion of management education in Hong Kong, it is argued that the rise and rapid expansion of management education in Hong Kong in the recent decades especially after WWII was not just a historical trajectory. The rise and development of management education in Hong Kong was not due to urgent technical needs or other internal reasons. Rather, the emergence and expansion of management education was caused by the irresistible force of globalization. Besides, the present form of management education in Hong Kong was not shaped and formed by local economic forces or power structures. From the neo-institutionalist perspective, the present form was largely determined by external forces, which was the world model of culture.

## *2. Management education reflects a world model of culture*

Management education, as an institution, reflects the standard world models of culture. After the WWII, “the expansion mass education with specific scientific and ideological doctrines is a crucial element of the modern state (both in the interests of collective progress and in the interests of equality and justice for individuals) have been central in world society” (Meyer, Boil and Ramirez. 1985). Management education as a world-wide institution constructed by world cultural and associational processes, also reflects the essential elements of the cultural dimension of the world model, that is, “the cognitive and ontological models of reality that specify the nature, purpose, technology, sovereignty, control, and resources of nation states and other actors”(Meyer and Scott 1992, Meyer et al. 1985, Frank et al. 2000, Meyer et al. 1992).

### *Social effects of management education*

Unlike the previous studies, it is suggested that management education does not only affect the schooled individuals. As Meyer stated in the article ‘The effects of Education as an Institution’ (John Meyer 1977), management education affects the whole population by legitimizing the personnel and the knowledge. As a form of elite knowledge, management education legitimizes the authority of the academic managerial knowledge as well as the superiority of the academics. As a form of citizen knowledge, management education also affects the general public through the construction of the collective realities about the modern managerial practices.

To sum up, it is proposed that management education, as an ideological project, in fact operates to help to construct the rationalized modern culture by following closely to the legitimate model of management education that is stylized

around the world. Management education cannot be merely explained by local technical factors or local power structures. Management education should be understood and explained in a wider rationalized cultural environment. It is a global and modern phenomenon which is an incident of the modernity project.

### **Chapter 3 Methodological Approach**

This research aims at studying the institutionalization of management education in Hong Kong. Documentary data of different levels of management educational institutions, namely, formal tertiary educational institutions, academic communities and general businessmen will be the objects of analysis. I will study historical data such as curricula of BBA programs, articles of journals, business periodicals and enrollment data of universities and other historical documents which show the developmental history of management education in Hong Kong. As the aim of this research was to provide a full description and explanation of the institutionalization of management education in Hong Kong under the inspiration of the neo-institutional theory, content analysis of historical documents will be conducted.

It should be noted that the term 'management' is synonymous and interchangeable with the term 'business administration' and 'business management' in this study. It is because in our data source, there is no distinction between the use of these words. In higher educational institutions, the discipline is generally called as 'business administration'. However, it is generally accepted by the academics in the field of business administration that 'management education' means 'education of business administration' and the former name is widely recognized. The term 'business management' is also frequently appeared in related documents. Indeed, there are rigid rules between the use of these terms. Thus, these terms have the same meaning in this study.

#### **B) Data**

In this study, with the aim to reveal the emergence and expansion of management education in the Hong Kong society, I will study the development of management education in the formal tertiary educational system, the academic

community and the professional bodies. Thus, three major data sources are involved in this study. They are:-

- (a) The curriculum of the Integrated BBA program of the Chinese University of Hong Kong from 1963-2000

The Chinese University of Hong Kong is the first tertiary educational institution in Hong Kong offering BBA program. It is the first step that management education being institutionalized in the formal educational system. Subsequently, management education is fully institutionalized in the Hong Kong tertiary educational system. BBA program offered by university is undoubtedly the core part in understanding the cultural base of management education. Since BBA program offered by university is the most influential and legitimate form of management education, it is necessary to treat it as the major part with a view to understand the development of management education in Hong Kong. Thus, in order to study the institutionalization of management education in the formal educational institution, the curriculum of BBA program is chosen to be the object of analysis.

As the curricula are rather stable, that is, the change of curricula is gradual, a sample of the curricula is drawn. Systematic sampling method is applied. Curricula of the BBA programs in eight academic years (1964-1965, 1969-1970, 1974-1975, 1979-1980, 1984-1985, 1989-1990, 1994-1995, 1999-2000) are sampled. The change of the curricula during these years will be analysed so as to reveal the ideological elements contained in the management educational programs of the formal tertiary educational institutions in Hong Kong.

In analysing the curricula, content analysis will be conducted. The unit of analysis of the curricula is the course title. By analysing the increase and decrease of particular management courses, it is aimed at finding out the ideological elements reflected by the business management curricula.



As stated before, I will take a sample of the curricula. Systematic sampling method is used and I will sample the Integrated BBA program of CUHK in eight academic years respectively, they are: 1964-1965 (64-65), 1969-1970 (69-70), 1974-1975 (74-75), 1979-1980 (79-80), 1984-1985 (84-85), 1989-1990 (89-90), 1994-1995 (94-95), 1999-2000 (99-00). Some methodological problems should be noted. As stated before, the BBA program of Chung Chi College was selected to represent the business management program of CUHK before 1970 when the business management program was not standardized. It was because the management program offered by Chung Chi College was organized by one department but the programs offered by New Asia College and United College were organized by two departments separately. In this study, the program of Chung Chi College was selected because it was more unified. However, the content of programs offered by three different colleges was almost the same. Thus, there is no serious bias expected.

Besides, the academic year 64-65 is selected although the CUHK was set up in 1963 and the first Business Administration program in Hong Kong was offered in 1963 too. The reason is that the curriculum may not be fully formalized in the first year. Thus, the second year is selected.

It can be found that the sample of eight academic years of Business Administration curriculum can reflect the organization, expansion and changes of management education in the tertiary educational system in Hong Kong.

(b) The articles of the academic journal, Hong Kong Journal of Management Business from 1983-1997

The Hong Kong Journal of Management Business (HKJMB) was the only one academic journal of management in Hong Kong. It started from 1983 and ended in 1997. It was organized and published by the Faculty of Business Administration of

the Chinese University of Hong Kong. I will analyze its academic articles from 1983 (vol.1) to 1997 (vol. 15), totally 102 journal articles, so as to reveal how the 'academic management knowledge' is constituted by the academics. Content analysis will be conducted to examine the cultural base of the academic articles.

The academic community has a special role in the institutionalization of management education. Academic community is formed by scholars, researchers and teachers of management education. Most of them are located in management educational institutions, such as universities. Academic journals are one of the tools that the academic communities communicate themselves to the wider environment. And, the HKJMB is the only academic journal organized and published by local academic organizations. Thus, to study the role of the academics in the management education in Hong Kong, the articles of the academic journal are used as data source. The unit of analysis is the academic articles in the HKJMB.

(c) The editorial essays of the business magazine, the 'Viewpoint' of *Hong Kong Manager* from 1964-1997

The Hong Kong Manager was started from 1964 by the Hong Kong Management Association. Its main target was the members of the Hong Kong Management Association and general businessmen. From 1964 to 1976, it was a bi-monthly magazine and it changed to a monthly magazine from 1985. And in 1997, it changed to a quarterly magazine. There is an editorial ('Viewpoint') in each issue, which was published at the beginning of the magazine.

In this research, the 'Viewpoint' is chosen as the object of analysis. The 'Viewpoint' represented the standpoint of the editorial board of the Hong Kong Manager and the Hong Kong Management Association, the largest professional body of businessmen in Hong Kong. Further, it showed the cultural elements that

management education diffused to the general public. Thus, by studying the standpoint of the Hong Kong Manager, we can understand the social effects of management education to the local businessmen and the general public.

The unit of analysis is the main theme of 'Viewpoint' of each issue of the magazine. The researcher summarizes the 'Viewpoint' into a statement. And by illustrating the characteristics of the 'Viewpoint' during the decades, it aims at finding out the ideological elements of management education as reflected by the 'viewpoint'.

Apart from the above three major data sources, other existing statistics and historical documents are used as supplementary data sources.

## **Methodology**

This research is an interpretative sociological study. This study does not aim at testing hypotheses or providing causal relationship between variables. The objective I want to achieve is a humble one – to examine and explain the institutionalization of management education in Hong Kong under the inspirations of the neo-institutional theory. By analysing the historical data of the management educational institutions, I will try to outline the trend in the development and expansion of management education in Hong Kong. Also, I will try to interpret the meaning of the development of management education by the theoretical insights of the neo-institutional theory.

For interpretative sociology, Max Weber used the German term *verstehen* – 'understanding' – in reference to an essential quality to social research. He meant that the researcher must be able to take on, mentally, the circumstances, views and feelings of those being studied to interpret their actions appropriately. By the way, Albert Einstein described the foundation of science this way: "Science is the attempt

to make the chaotic diversity of our sense – experience correspond to a logical uniform system of thought. In this system, single experiences must be correlated with theoretic structure in such a way that the resulting coordination is unique and convincing.” (Einstein 1940)

Paul DiMaggio examined the forces that have shaped the institutional infrastructure created to support an organizational base for high culture in 19<sup>th</sup> century Boston (DiMaggio 1982, 1991). Fligstein’s recent study (Fligstein 1990) examined the changing structure of industrial corporations in the United States during the past century. Westney (1987) examined the events leading to the introduction into Japan during the Meiji period of three organizational models – for the police, the postal system, and newspaper (Westney 1987). The approaches of all these analysts, according to Richard Scott, although differed in some respects, were similar in their emphasis on detailed historical analyses. The institutional project is seen as working itself out through time and as being shaped by particular interests and events as well as by timing, coincidence, and circumstance. Thus, Richard Scott concluded that, “they [these researches] remain at the stage – naming and event – recounting stage and provide description rather than explanation of the generation of new forms” (Scott 1994). In this research, it is also aim at providing description of the rise and emergence of management education in Hong Kong by the theoretical insight of the neo-institutional approach.

In order to study the rise of management education and how management education becomes legitimate, the case of Hong Kong management education is chosen as a case of study. The reasons for choosing the case of Hong Kong are first, the history of management education in Hong Kong is relatively short but highly institutionalized as the American model of management education although Hong

Kong was a colony of the United Kingdom for over 150 years. Thus, the development of management education can be one of the typical examples that represents the rapid growth and expansion of the management education all over the world after the WWII. Second, during the development of management education, Hong Kong has undergone a rapid change in the economic structure and business environment. Thus, as we want to study which social force(s) shaped the form of management education, it is more advantageous to choose a case which has undergone the process of the development of management education and the economic development in the same period. Third, Hong Kong can be one of the representing case of the managerial capitalist societies after the WWII. Thus, in order to study the role of management education in the modern societies (or the advanced capitalist societies), the case of Hong Kong has a certain degree of representativeness.

The interpretative approach will be applied to study the rise of management education in Hong Kong. The development of management education in Hong Kong will be first discussed and evaluated within the framework of the existing sociological theoretical perspectives such as functionalism, technological functionalism, the conflict approach and the neo-institutional approach. There are a few higher educational institutions providing management education. Practically, we will focus on the development of the management education in the CUHK, as it is the first institutionalized management educational organization in Hong Kong.

Methodologically, documents analysis will be conducted. Historical data, documentary materials (including the change of curriculum) and descriptive statistical data will be collected.

The research method of this study is content analysis. The major data sources are organizational documents – curricula of BBA programs of universities, articles of

academic journals, editorial essays of popular business magazines and official statistics about management education. My concern is to make sociological sense of the documentary realities and hence to reconstruct the social world reflected by these organizational documents.

### *Rationale of Conducting Content Analysis*

In definition, content analysis is “a research that utilizes a set of procedures to make valid inferences from texts” (Weber 1985). It is a research method suitable for studying many types of research questions including ‘reflect cultural patterns of groups, institutions, or societies’, ‘reveal the focus of individual, group, institutions or societal attention’ and ‘describes trends in communication’ (Berelson 1952).

The application of content is closely related to drawing inferences. Content analysis is applied in research that is relating or comparing findings to some standard, norm or theory (Carney 1972). Content analysis is usually used to discover latent attributes or to infer characteristics.

This study is intended to understand the development of management education in Hong Kong with the guide of the sociological perspectives, especially the neo-institutionalist perspective. Several sociological perspectives, including the functionalist perspective, conflict perspective and the neo-institutionalist perspective will be discussed and compared in the analysis of the data. It is aimed at finding out the ideological base hidden behind BBA curricula, an academic journal and a popular business magazine. Thus, content analysis as a research method is suitable for my research.

Content analysis as a research technique is suitable for studying topic that is relatively less studied. This method always aims at comparing data extracted from some theories, so as to make conclusion. According to Carney, the major purpose of

content analysis is the “making of inferences” (Carney 1972). Unlike quantitative study, content analysis does not limit data extraction to measurement. It is especially appropriate to improve the quality of inferences derived from existing theoretical perspectives. As there are scarce studies about management education in Hong Kong, it is necessary to collect much data in the initial stage. Content analysis is an appropriate technique in this research.

Content analysis has been used to study popular art forms. Walker analysed differences and similarities in American Black and White popular song lyrics from 1962-1973 (Walker 1975). Aries also used content analysis to study differences of gender stereotypes in female, male and mixed-sex small groups.

Numerous organizations and work settings are concerned with the production and consumption of records and documentary data. Well known analyses of such processes and products include school reports (Woods 1979), medical reports (Rees 1981), classification of causes of death (Prior 1985) and health visitors case reports (Dingwell 1977). When using organizational documents including historical ones, attention should be paid to the fact that they are ‘social facts’ (Durkheim 1895), they are produced, shared and used in specially organized ways. They construct particular kinds of representation with their own conventions. According to Paul Atkinson and Amanda Coffey (Paul Atkinson and Amanda Coffey 1997), it is inappropriate to use documentary sources as surrogates for other kinds of data or learn through records alone how an organization actually operates day-by-day. However, “our recognition of their existence as social facts alerts us...for what they are and what they are used to accomplish.” (Paul Atkinson and Amanda Coffey 1997) Thus, in using these organizational documents, Atkinson and Amanda reminded us to “examine their place in organizational settings, the cultural values attached to them, their distinctive types and forms.”

The aim of this research is try to readdress the wider cultural background and the ideological elements embedded in the organizational documents I am studying. As I stated before, it is aiming at examining the cultural model reflected by these documentary data. Thus, the method of documentary data analysis is applicable in this research of the institutionalization of management education in Hong Kong.

### *Limitations of Content Analysis*

The most obvious limitation of this method is that “scientific deduction is not normally possible” and thus the inferences of content analysis are probabilistic. Besides, it is proposed that impressionistic reading and inferring will produce slipshod results. Sometimes materials involved are too flimsy or unrepresentative for analysis to have a chance for producing valid results (Carney 1972).

There is no perfect solutions to the above questions. Two methods were suggested by Carney to ‘balance’ the limitations. First, the data should be counted rigorously and hence everything is absolutely identified accurately. Second, the things being counted should be significant in theoretical sense. Typically, significant findings go with in-depth analyses and these rarely involve counting what is obvious and thus easily countable (Carney 1972).

### *Reliability and Validity*

Three types of reliability are pertinent to content analysis, they are, stability, reproducibility and accuracy (Krippendorff 1980). Stability refers to “the extent to which the results of content classification are invariant over time.” Reproducibility refers to “the extent to which content classification produces the same results when the same text is coded by more than one coder.” Finally, accuracy refers to “extent to which the classification of text corresponds to a standard or norm” (Weber 1985).



The term validity is potentially confusing because it has been used in various ways in methodology literature. Regarding content analysis, validity refers to classification scheme or variables to their causes or consequences.

In this study, there are three sets of data source involved, namely, the curricula (including course title and course description) of BBA programs, the table of content of *HKJBM* and the editorial essays of the *Hong Kong Manager*. I will discuss the problem of reliability and validity together, as the research methods applied on these three data sources are the same. In this research, no coding scheme or classification will be involved. I will illustrate the characteristics shown by the data sources and my analysis will be based on the observation of the data. Someone may argue that impressionistic reading will be inevitable. In order to balance this problem, my argument will be based on simple and obvious features contained in the data sources, for example, the number of journal articles written by foreign academics and the increase of courses about international business, etc. I will provide examples to support my argument but not depend on a conclusive or mutually exclusive coding scheme. With reference to Carney's idea, I will highlight the theoretical significance of the data in my analysis. Besides, the concept 'intertextuality' is raised to increase the reliability of my data.

### C) Intertextuality

The problem of reliability will be challenged by using content analysis as the major research method. However, the concept of 'intertextuality' is raised to increase the reliability of the analysed documentary data.

As we all know, single evidence is not be accepted in scientific study. However, the documentary data I am going to study does not stand alone – it refers to *other* documents. It is important to recognize that documents make sense because they

have relationships with other documents. They are produced and interpreted under the same cultural background and with the same historical context. Thus, in analysing the documentary realities, the intertextual relationship should be noted. In this research, there are several sources of documentary data that are separately created in organizational level. Thus, by studying different sources of documentary data, reliability of the interpretation of documentary data can be guaranteed to a certain extent.

Moreover, the problem of validity would be discussed in later empirical chapter. The rationale of choosing these kinds of data as the objects of analysis will be explained when the data source is mentioned.

### **Limitations of the study**

The objective of this study is to find out the factors affecting the rise and development of management education in Hong Kong. My strategy is to study the curriculum of BBA program, an academic journal and the editorial essays of a popular business magazine to reveal the cultural base of management education, so as to support the argument that the world-wide arising and expansion of management education after the WWII is affected by the project of rationalization. However, due to limitations in time and resource, only the case of Hong Kong will be examined in this study. It is proposed that comparative studies between nations are more preferable to show the structural and ideological isomorphism of management education at global level.

Moreover, documentary analysis is adopted to assess the ideological nature of the BBA curriculum, the academic journal and the editorial essays of Hong Kong Manager. Since this research is an initial study in this field, it aims at examining different aspects of management education in Hong Kong, for example, management

education at the elite form and as the 'popular' form. It is intended to widen our understanding in this field with the inspirations of previous sociological theories. Thus, the breath rather than the depth of management education is concerned. However, it is proposed that statistical research should be conducted in further studies. It will be theoretically and empirically valuable to assess the change of BBA curriculum, the change of HKJMB and the Hong Kong Manager during the last 40 years statistically. Quantitative research is distinctively an alternative research method in analyzing the change of the educational contents of management education. For example, a more systematic coding of the ideological claims will be useful to understand the real dynamics of changes in management education. My study will confine to providing thick description and explanations about the institutionalization of management education through which come useful hypothesis can be generated for further research.

## **Chapter 4**

### **The Rise and Emergence of Management Education in Hong Kong**

In this chapter, I will briefly review the development and expansion of management education in Hong Kong.

During the period from 1960s to 1990s, the growth of management education was notable. Prior to the 1960s, management education was a term scarcely heard in Hong Kong. Nowadays, it becomes a widely accepted and legitimate institution. The proliferation and expansion of management education is thus a striking phenomenon that should be noticed. A recent study of management education in Hong Kong identified as many as 79 types of formal courses offered by various educational and associated institutions, excluding those of short term nature or involve offshore arrangements. (Ng and Chan 1996). A directory prepared by the Management Development Center in 1994 listed as many as 22 local and overseas universities offering MBA courses in Hong Kong, - let alone a variety of short term executive training courses, which were not credential-giving but catered to the training of managerial skills in such areas as general management, industrial management, management science, marketing, personnel management, training, communicative and interpersonal skills (Ng and Chan 1996).

In the 1960s, there was only one higher educational institution offered management educational courses. The most important agent of diffusing management education was a professional association – the Hong Kong Management Association (HKMA 香港管理專業協會). However, during the last 20 years, management education has been one of the fastest growing sectors in higher education.

The amazing growth of management education was reflected by the following indicators. First, the institutions of management education expanded in number,

especially in the higher educational institutions. Second, the rates of enrollment and the number of academic qualifications awarded were high and represented enormous financial investments by the government. The rapidity of the management education expansion in Hong Kong during this relative short period was surprising. Why have Hong Kong, a relatively peripheral area in the world in the 1960s adopted the cultural and institutional arrangements so quickly that it was so compatible with the main values of the world model of culture? The objective of this study is to understand the theoretical meaning of the institutionalization of management education in Hong Kong. In this chapter, I will first review the history of the emergence and development of management education. Despite its peripheral character, Hong Kong has rapidly implemented the kind of modern management education of metropolitan centers. I will rely on historical materials and official statistical data to illustrate the picture of management education in this city during this 40 years.

## **The institutionalization of management education in HK**

### ***Initial Phase***

The development of management education was a post-war phenomenon. Hong Kong entered the early stage of industrialization in the 1950s and 60s. At that time, “only a few of well established western business were aware of the importance of management training and executive development in the industry and provided courses designed to develop executive talents for their senior staff (Chan 1971). Although Chinese staff “were unable to be benefited from schemes for the senior executives often recruited from overseas (Ng and Chan 1996), these ‘imported’ western managers are often the ‘seed corn’ for development of indigenous

managerial talent in newly industrializing economies, for they help training local managers.” (Ng and Chan 1996)

In the first place, management was introduced to the public in the form of short-term vocational training courses. The first organization to management training programs was the Hong Kong Junior Chamber of Commerce. In 1958, Hong Kong Junior Chamber of Commerce sponsored a series of short residential courses conducted by the faculty members of the Harvard Graduate School of Business Administration. These programs were opened to a limited member of executives of 25-40 ages group. Meanwhile, Hong Kong Technical College in 1959 began to hold one-year evening courses in Business management specially provided for the commercial students. Before this, in 1956 the Department of Extra Mural Studies of the University of Hong Kong introduced courses in Economics, Law and Commerce.

Since the 1960s, management education has been undergoing institutionalization. Formal rationalized management knowledge was diffused by the professional associations, the tertiary educational system and other academic and professional communities. In the following paragraphs, the institutional expansion of management education will be required.

### **(1) Professional Bodies**

In 1960, Hong Kong Management Association (HKMA) was formed which was the first professional organization aiming at “improve the effectiveness and efficiency of management in Hong Kong.” The HKMA was opened to all people who occupied middle and higher-level management positions in businesses and industries. The establishment of HKMA was closely related to the scientific management movement which was originated from the United States. In 1960, the Federation of Hong Kong industries sponsored a small group of businessmen who

were also the members of HKMA to attend the CIOXII congress – the 12<sup>th</sup> Congress of the International Council for scientific management – held in Australia. When the delegates returned, HKMA started to conduct management training courses immediately with the Federation of Hong Kong industries. They were the co-sponsors of those courses. One of the popular management magazines, the *Hong Kong Manager*, was published by the HKMA.

Another organization aiming at of promoting management education in Hong Kong is the Hong Kong Productivity Center (HKPC 香港生產力促進局) which was formed in 1964. As its purpose is to raise productivity, training of in-service managers thus becomes an ultimate aim of the center. Courses provided by the center are highly technical in nature and practical in purpose.

It should be noted that the HKMA was admitted to the membership of CIO – the International Committee for Scientific Management and IPCCIOS – the Indo-Pacific Council of CIO. The association claimed that “[it] was significant and encouraging, and indicated to the association that it had progressed sufficiently to take its place as a full and equal partner in the world body, in spite of its short history of then, only 14 months.”

Educational courses offered by the HKMA were conducted by management leaders in Hong Kong and overseas experts. The rationale of inviting overseas experts to conduct management courses was that “it recognizes that the experience and knowledge of management education is still too young for it to be able to do this as quick and as well as local needs demand.” Thus, the aim was to “give Hong Kong managers an opportunity to come in contact with and learn from leading management educationists.” And it should be noted that the experts were invited from “two of the best known management education institutions in the in the world – the Harvard Postgraduate school of Business Administration and the Uwick

Management Center.” (No.1, 1963 *Hong Kong Manager*)

Apart from providing management training courses, the HKMA also published a popular business magazine, the *Hong Kong Manager*, which aimed at “fulfills its role as a medium of information and education, and as the reporter and watch dog of our progress.” The *Hong Kong Manger* was one of the popular business magazines played a role in the diffusion of management education into the general public. The role of the *Hong Kong Manager* in the institutionalization of management education will be discussed in Chapter 6.

Tables 1 and 2 show the number of management programs offered by the HKMA and the HKPC respectively from the 1960s to 1990s. They show that the quantity of management training programs and the number of participants had increased steadily during these 3 decades:-

Table 1. No. of Management Programs offered by the HKMA, 1965-95

	1965	1970	1975	1980	1985	1990	1995
Executive development programs	65	103	142	145	129	99	159
DMS	-	-	-	108	25	41	18
DBM					23	23	22
In-company trainings	-	-	25	17	122	134	128
Seminars conducted or attended by overseas experts	16	12	8	17	15	17	20

Source: HKMA Annual Report



Table 2. No. of Management Programs offered by the HKPC, 1970-90

	1970	1976	1980	1985	1990
Management programs	69	66	84	135	121
In-class, in company trainings and seminars	23 (only included in company trainings programs)	225	310	479	571

Source: HKPC Annual Report

Besides, the establishment of professional associations can also be an indicator of the institutional expansion of management education in Hong Kong. The expansion in the number of management courses and the number of professional associations showed that management education had become more and more legitimate in the business world. The following table shows that the number of management professional associations during 1960s to 1990s:-

Table 3. The Establishment of Management Professional Association During 60 – 90

	Before 60s	60s	70s	80s	90s
No. of professional associations established	2	1	1	4	1
Cumulative no.	2	3	4	9	10

Source: Hong Kong Management Directory 1994

## (2) The Tertiary Educational System

Nowadays, faculty of Business Administration is one of the 'hit departments' for the freshmen. However, business management as a discipline as well as a well-structured faculty in the Hong Kong universities was only a recent phenomenon

in the last two decades. Before looking into the development of management education, it would be helpful to have a brief review of the features of higher education in Hong Kong.

### *Background of Higher education in Hong Kong*

Prior to the 1970s, there were only two universities in Hong Kong, namely, the University (HKU) and the Chinese University of Hong Kong (CUHK). Both universities offered limited number of academic degree courses to the society. In the period prior to the 1970s, higher education was elite education.

Hong Kong had been the British colony since 1842. HKU was incorporated as a university in 1911 by the colonial government. HKU was widely recognized by the society as British-style university and it had a strong linkage with the colonial government. HKU was also recognized as the university with the richest history and the most prestigious university in Hong Kong. Every year, a large portion of the graduates was absorbed into the government as crown servants.

On the contrary, the Chinese University of Hong Kong (CUHK) has a peripheral position in Hong Kong. It was formed in 1963 by combining three post-secondary colleges, namely, Chung-Chi College, New Asia and United College, to be a federal university. Chung-Chi College was established by American missionaries. New Asia College was established by some Chinese scholars. All of these three colleges had been ignored by the colonial government for many years. When the HKU was recognized as a university and received financial support from the government since 1911, the above three colleges were still private colleges without any public recognition of their positions. Thus, the CUHK was a peripheral educational institution as compared with the HKU in 1960s.

In the 1970s and 1980s, three higher educational institutions were established,

namely, Baptist College, Polytechnic College, City Polytechnic College. They were postsecondary colleges originally and upgraded to universities in 1990s. In the 1990s, higher education was expanding in an unprecedented fashion. From elite institutions for minority in the 1960s, university has developed to a system of mass education. The number of universities expanded from 2 in the 1960s to 7 in the 1990s. In the early 1990s, the Hong Kong University of Science and Technology (UST) was established. Moreover, the Lingnan College was upgraded from a postsecondary college to a University in the 1990s. In this research, I will not discuss the Open University as it aims at providing adult education. It's nature is different from the other higher educational institutions. The years of the establishment of the universities was shown in Table 4:

Table 4 Years of Establishment of Universities in Hong Kong

<b>Year</b>	<b>University</b>
1911	University of Hong Kong (HKU)
1963	Chinese University of Hong Kong (CUHK)
1991	Hong Kong University of Science and Technology (USY)
1995	Baptist University (BU)
	Polytechnic University (PU)
	City Polytechnic University (CPU)
1998	Lingnan University (LU)

#### *The expansion of Management Education in Higher Education*

As I have mentioned before, the rapidity of the management education expansion was a remarkable phenomenon in the last 20 years. Such expansion in the higher educational institutions could be reflected by the statistical data of enrollment and B.B.A. degree conferred by the universities. As I have stated before, the increase in the rates of enrollment and the number of academic qualifications awarded was

high. The rapid increase could be represented by the enormous financial investments by the government, as all of the seven universities have been financially funded by the government. Moreover, the increase of enrollment in management educational courses also reflected by the fact that management education has become highly legitimate and widely accepted by the society. In tables 5 and 6, the expansion of management education is shown:

Table 5 Enrollment in Higher Educational Institutions (universities and colleges) to receive Management Educational Courses (full-time undergraduate)

<b>Year</b>	<b>No. of Enrollment</b>
1974	818
1975	1086
1976	1351
1977	1569
1978	1663
1979	1680
1980	1682
1981	1615
1982	1506
1983	1414
1984	2153
1985	2383
1986	2622
1987	2383
1988	2790
1989	3110
1990	3789
1991	4834
1992	4939
1993	8012
1994	9085
1995	11320
1996	12016
1997	12216
1998	12024

Source: Hong Kong Annual Digest of Statistics

Table 6 B.B.A. Degree conferred by Higher Educational Institutions in Hong Kong

Year	No. of BBA University Degree Conferred	No. of University awarded BBA degree
1968	79	1
1969	55	1
1970	60	1
1971	68	1
1972	87	1
1973	81	1
1974	90	1
1975	84	1
1976	111	1
1977	141	1
1978	195	1
1979	174	1
1980	235	1
1981	250	1
1982	241	1
1983	200	1
1984	212	1
1985	207	1
1986	220	1
1987	224	1
1988	255	1
1989	271	1
1990	271	1
1991	413	2
1992	415	2
1993	433	3
1994	790	3
1995	2844	6
1996	3131	6
1997	3430	6
1998	3872	7

Source: Hong Kong Annual Digest of Statistics

### *Structural Expansion of Management Education*

#### The 1960s

In the 1960s, the only one higher educational institution providing formal management educational programs was the CUHK. Although the HKU offered management courses in Economics, Law and Commerce in the Extra Mural Department as adult education, there was no management programmes offered in regular curriculum until 1976. Thus, the CUHK was the first university to set up a

Department of Business Administration which was listed parallel with the Department of Economics and Department of Account and Finance under the faculty of Commerce. Unlike the HKU, the CUHK was formed by combining a group of 'refugee colleges' found by scholars and educators from Mainland China who wanted to carry on their educational mission in Hong Kong. All these 'exile colleges' had a "very modest beginning and suffered considerable strains in the early years." Thus, it could be said that the CUHK was a marginal and peripheral tertiary educational institution in 1960s as compared with the HKU. And it was a remarkable phenomenon that management education in Hong Kong was generated in a rather peripheral educational institution at first.

In 1963, the CUHK was established as a federated university. The department of Business Administration was listed parallel with the Department of Economics and Department of Account and Finance under the Faculty of Commerce. Around the mid-1960s, the Economics Department was separated from the Commerce Faculty and shifted to the Social Science Faculty. In 1971, the Department of Account and Finance was merged into the Department of Business Administration and listed under a new Faculty – the Faculty of Commerce and Social Science. Under the new Department of Business Administration, there were four sections – Account, Finance, Production and Marketing. This change was obviously "an important turning point in management education in Hong Kong, and it is a feature that the Chinese University of Hong Kong had been and will continue to develop with the changing needs of the business community." (Chan 1971)

It would be meaningful to point out that the Master of Business administration (MBA), which marked the triumph of American style management education, was also appeared not in the HKU at first, but a rather peripheral post-secondary college, the Lingnan College. The Lingnan Institute of Business Administration was

established in September 1966, as one of the Graduate Divisions of the CUHK. Thus, the introduction of MBA degree in Hong Kong was also contributed by the CUHK.

### The 1970s and 1980s

The Baptist College was validated by the government and authorized to issue diplomas in 1971. Another post-secondary college, the Hong Kong Polytechnic was set up in 1972. City Polytechnic was formed in 1984. All these post-secondary colleges offered diplomas of management studies. In 1990s, these 3 colleges were authorized to become universities. Faculties of Business Administration were established. BBA and MBA programs are offered in all of these universities as others do in the world.

In the 1980s, the value of management education was recognized by the public policy makers. In the 1980s, the *Report on the 1<sup>st</sup> Survey of Training Needs of Managers and Supervisors* and the *Report on the 4<sup>th</sup> Survey of Training Needs of Managers and Supervisors* were published by the Committee on Management and Supervisory Training of the Vocational Training Council. The authors of the both reports found that “only a small proportion [of managers and supervisors] had attended any education/training institutions.” Thus, they recommended expanding the quantity of management education.

Furthermore, the only academic journal of business management, the Hong Kong Journal of Business Management (*HKJBM*) was started to publish in 1983 by the CUHK. The appearance of an academic journal implied that there was a mature group of local academic community of business management. The social effects implied in the publication of *HKJBM* will be discussed in chapter 5.

## The 1990s

In the 1990s, management education was highly institutionalized in higher educational institutions. In the 1990s, higher education in Hong Kong had undergone a process of rapid expansion. The growth of management education was extremely outstanding. In the 1990s, all of the seven universities in Hong Kong offered business education degrees and courses. In 1995, the HKU even created the School of Business. Similar business management programs (covering aspects including accounting, marketing, operations management, finance, international business and human resources management) were offered by universities with different backgrounds and educational objectives. It would be interesting to further inquire the structural isomorphism of BA programs in our local higher educational institutions. In this study, I want to focus on the point that management education is a necessary component of higher education. It is impossible to have a modern university in Hong Kong without a Faculty of business.

The curricula of the B.B.A programs offered by the higher educational institutions in Hong Kong is highly standardized and institutionalized in the wider cultural environment. In Chapter 4, the B.B.A. program of CUHK will be analyzed with a view to obtain a full picture of the institutionalization of management education in Hong Kong.

## The exceptional case of the University of Hong Kong

Prior to 1963, Chung-Chi College, New Asia College and United College had offered management educational courses. In 1963, these 3 colleges were incorporated to be the CUHK, which awarded BBA program to the society. In 1966, MBA degree was also awarded by the CUHK through the Lingnan Institute. In the 1970s and 1980s, three post-secondary colleges, namely, Baptist College, Polytechnic College



and City Polytechnic College, were established. Management educational courses had been provided and diplomas of management study was awarded since the establishments. In the 1990s, when they became new universities, Faculties of Business Administration were formed.

On the contrary, the most prestigious university – the University of Hong Kong had not offered management educational courses till 1976. Besides, the HKU only started to award BBA degree in 1991, while management education was well institutionalized in other higher educational institutions. In 1995, the HKU established the School of Business. The development of management education in the HKU was much later than other higher educational institutions. In the previous paragraphs, I have shown that management education became highly legitimated in the Hong Kong society from 1960s to 1990s. However, the HKU seemed to be resistant to the tide of management education expansion. As the HKU is widely recognized as the most important higher educational institution in Hong Kong, then, how to explain such phenomenon?

#### *The emergence of management education in Hong Kong – a theoretical review*

Why did management education arise in and expand so rapidly in Hong Kong? Besides, why did management education first provided by the CUHK, a peripheral university? Why did management education develop so late in the HKU? There are two kinds of argument from previous sociological works, may be used to deal with the above questions.

Firstly, the functional theories suggested that the rise of education was due to national factors, as I have stated in the previous chapter. However, the functional theories failed to explain the worldwide expansion of management education. The expansion had spanned state boundaries despite great variations in productive

capacity and social mobilization. Besides, the functionalistic arguments cannot explain why management education expanded so rapidly in the 1990s, even though industrialization started in the 1950s and 1960s. Moreover, the functional theories cannot deal with the exceptional case of the HKU in the development of management education, if there were local socio-economic factors that inevitably lead to the emergence of management education in Hong Kong.

Another viewpoint was the 'conjuncturalist' or 'historicist' argument that local combinations and conflicts of interest and status groups produced the expansion. The rise of management education is the result of historical trajectory.

A kind of historicist argument might explain the phenomenon that why management education first appeared in the CUHK, a peripheral university but not in the HKU. Historically, the Chung-Chi College was under great influence of American missionaries. Thus, management educational programs was first introduced in Chung-Chi College and later expanded to New Asia College and United College. On the contrary, the HKU was under the influence of British tradition. In Britain, there was a resistant against American management education. As Robert Locke pointed out, "a lot has been written about the shortcomings of English higher education. Deficiencies in business education have been noted...Not only did Oxford and Cambridge reject business economics but it did not really flourish in the civic universities." (Locke 1998) However, even Britain had to adopt the American-style management education later. Thus, the HKU had to award management educational degrees and establish a School of Business as other universities did in Hong Kong.

However, historicism, which focused on local factors, could not explain well a worldwide social change. As I have stated before, the expansion of management education was not a local phenomenon, but a global project. The expansion of

management education around the world was a recent phenomenon. “Formal management education has only grown up in Europe on any scale since the Second World War.” (TM Mosson 1965) Even in Britain, “which without a management education tradition in institutions of higher education, seem to have succumbed most to American pattern: business schools, MBA programmes and prestigious institutions.” Management education spread to Latin America, Asia and Africa as well. When management education was undergoing a rapid expansion in Hong Kong, the same process was happening in other Asian nations such as Japan, South Korea and Taiwan. Thus, the historicist argument could not explain this social change on a global level. Besides, it also failed to explain why the expansion of management education in a local area was highly compatible with a specific form of cultural model of a world society.

It should be pointed out that the wide expansion of management education could not be simplified as the hegemony power of the United States. It was because in the development of management education, the American-style management education had been reorganized, modified and reshaped. As Robert Locke pointed out, “Resistance to Americanization seemed destined to disappear as people realized the benefits to be gained from copying the Americans” (Locke 1998). During the 1980s, “the numerous other American and European institutes and programmes that have come into existence over the past two decades stress the cultural specificities of management in Japan, in Latin America, in Eastern Europe, in China and in other regions of the globe.” (Locke 1998) Thus, the adoption of management education in the nations was the result of the seeking of social progress and development rather than the hegemonic influence of the United States.

Then, why have Hong Kong, a peripheral area in the world adopted the cultural and institutional arrangements so quickly that it was so compatible with the main

values of the world model of society? I would suggest that the rise of management education in Hong Kong was the adoption of a cultural model of a modern society, that is, the management of education was a part of the modernization project spread over the world. Max Weber pointed out that rational management in all arenas of social life is a crucial character of the modern society (Weber 1978). The worldwide triumph of management education was based on the great tide of modernization and globalization after the WWII. Thus, in the following chapters, I will analyze the curricula of the management educational programs, the academic journal and a popular business magazine in Hong Kong, so as to assess the ideological base of the management education in Hong Kong and to find out the institutional sources of management education.

## *Chapter 5*

### **Institutionalization of Management Education in the formal educational system**

#### **- The Analysis of Curriculum of B.B.A. Program of CUHK**

In this chapter, I will study the institutionalization of management education in the formal educational system of Hong Kong by analyzing the curriculum of the Business Administration program of the CUHK.

Management education in Hong Kong has different forms such as the managerial training programs offered by the HKMA or through the publication of academic journals and popular magazines. However, the most important part of management education in Hong Kong certainly is the business administration programs (B.B.A. program, MBA program) and academic certifications offered by universities. In this chapter, I will focus on the curriculum of the B.B.A. program (Bachelor of Business Administration) offered by the CUHK, the first and major university in Hong Kong offered degree program in business administration during the period of 1960s to 2000.

The rationale of studying the curriculum of B.B.A. program is clear. Curricula is the official part of educational contents. Certainly, the full picture of an educational process cannot be reflected only by the curricula. However, curricula itself can fully represent the official and 'legitimate' goals of management education. Management education affects the individual and the society by teaching the curricula to students. Curricula of B.B.A. programs reflect the conception of modern individual and society as management education means to inform, organize and define within the arena of this modern form of knowledge base. Thus, curricula represents the standard form of management education. In view of this, the curriculum of B.B.A. program offered by the CUHK, which has the longest history of management education in

Hong Kong, is the most appropriate source for understanding the ideological base of management education. Then, by analyzing the change of the nature and emphasis of curricula during the period from the 1960s to 1990s, I will show the ideological elements contained in the curricula and find out how the formal management knowledge became organized and reorganized in the development of management education in the higher education in Hong Kong. I will also show how proper and legitimate version of management education was constructed and firmly institutionalized in the formal educational system in Hong Kong. My intention is to find out how the conception of modern managers and the meaning of management got shaped and constructed in the B.B.A. curricula. The ideological attributes reflected by the curricula will be revealed to assess whether there are any exogenous factors that might have affected the institutionalization of management education in Hong Kong.

At present, there are seven universities offering B.B.A. and MBA programs. In this chapter, I select the curriculum of B.B.A. program offered by the CUHK as the data source. The reasons for this selection are: First, the CUHK and the HKU were the only two universities that have been established for more than 30 years; Second, CUHK is the first and only university offers B.B.A. program since its establishment. Besides, the first MBA program offered by Lingnan College is assisted by the CUHK. Thus, the CUHK is the first university to provide management education in Hong Kong. Thus, it is the most appropriate case for me in analyzing the change of BA curricula within a certain period.

In this chapter, B.B.A. program instead of MBA program or other programs is selected as the data for analysis. It is because the number of students enrolled in B.B.A. programs is the highest among the B.B.A. Faculties. It is fairly to say that B.B.A. programs are the most popular and basic kind of programs of management

education provided by universities, thus, B.B.A. program is selected. However, the expansion of MBA programs on international level is also an interesting phenomenon that should be noted for further study of the development of management education.

As stated in the previous chapter, the CUHK was formed as a federated university with the integration of three colleges – New Asia College, United College and Chung Chi College. The three colleges were merged and formed the CUHK in October 1963, under a Hong Kong Ordinance to establish a university with a federal constitution. It was a self-governing corporation drawing its income mainly from grants made by the Hong Kong government. Since 1963, all the three colleges offered business management programs. New Asia College and United College offered business management through three departments: the Department of Economics, the Department of Accounting and Finance and the Department of Business Management. For Chung Chi College, all the business management programs were offered by the Department of Economics and Business Administration. From the 1960s to 1990s, there were several changes took place in the organizational structure of tertiary academic institutions and the curricula of business management.

Since the academic year of 1999-2000, the faculty of Business Administration comprising two schools and five departments offered five programs to award degrees of business administration. I will focus on full-time Integrated B.B.A. programs provided as undergraduate studies. As the change of curricula of business education can reflect the institutionalization of formal management education in Hong Kong, the full-time Integrated B.B.A. program offered by the CUHK from 1963-2000 will be my data source in studying the institutionalization of management education in Hong Kong.

Systematic sampling of the curricula will be used and I will sample the Integrated B.B.A. program of the CUHK in eight academic years, they are: 1964-1965 (64-65), 1969-1970 (69-70), 1974-1975 (74-75), 1979-1980 (79-80), 1984-1985 (84-85), 1989-1990 (89-90), 1994-1995 (94-95), 1999-2000 (99-00). Some methodological caveats should be noted. As stated before, the B.B.A. program of Chung Chi College is selected to represent the business management program of the CUHK before 1970 when the business management program had not been standardized. It was because the management program offered by Chung Chi College was organized by one department but the programs offered by New Asia College and United College were organized by two departments separately. In this study, the program of Chung Chi College is selected because it was more unified. However, the contents of the three programs offered by these colleges were almost the same. Thus, there will be no serious bias expected.

Besides, the academic year of 64-65 is selected, although the CUHK was set up in 1963 and the first Business Administration program in Hong Kong was first offered in 1963 too. The reason is that the curriculum might not be fully formalized in the first year. Thus, the second year is selected.

The sample of eight academic years of the Business Administration curriculum reflects the organization, expansion and changes of management education in the tertiary educational system in Hong Kong. But before looking into the details of the Business administration curriculum, I will first offer an analysis of the public statements from CUHK which were found in its school calendar and the web-site. The key rationale for undertaking close textual analysis is to recover and highlight the ideological background of the management education provided by the CUHK. As the aims statement and mission statement can reflect the official standpoint of the university, as well as the general expectation of the public towards business



educational institutions, and hence, the wider ideological base of management education, it will be fruitful to review these 'official statements'.

### ***Comparisons of the Aims Statements and Mission Statements of the CUHK From the 60s to 90s***

Before entering into the discussion of the curriculum of BA program of the CUHK, it will be fruitful to get an impression of the 'official goals' of the management education provided by the university. In the school calendar of the 1960s, the aim of the management education was published. In the 1990s, the website of Faculty of Business Administration of the CUHK was also stated in the mission of the Faculty. The '60s' Aim Statement' and the '90s' Mission Statement' show different ideological properties that can help us to gain a deeper understanding of the construction of management education from the 1960s to 1990s.

Full texts of the '60s' Aims Statement' of the Department of Economics and Business Administration and the '90s'-Mission Statement' published in the official website of the Faculty of Business Administration of the CUHK are shown in Appendix A.

University as modern organization must seek for legitimacy in the outer environment. The 'aims' or 'mission' statements of a university reflect the rationale for claiming legitimacy and thus reflect the ideological basis of the organization. So, by studying the 'aims' or 'mission' statements, we can see the cultural context of the society within which the organization survives and the ways to respond to the institutional environment. In the section below, I will present the comparisons of the aims of the Business Administration faculty between the 60s and 90s.

### *(1) The Emphasis of Human Competence and Social Responsibility*

First of all, if we look at the definition of students, we will find that the role of students was much widened from the 1960s to 1990s. In the aims statement in the 1960s, the students had not much responsibility but had to receive “a balanced education of liberal arts and professional courses”, so as to be capable “in the solution of problems” (1960s’ Aims Statement). However, in the Mission Statement of the 1990s, the students were equipped by “analytical, conceptual and practical skills”, so as to “assume leadership positions, to contribute effectively to the organizations they join and to sustain the future development and prosperity of Hong Kong.” In the 1990s, students were required by the university to take much more social responsibilities. It is futuristic, projective and expanding. For example, as stated in the 90s’ Mission Statement, “This is achieved by instilling in our students an increased awareness of the wider social context and the impact of business practice and a proper appreciation of social responsibility” (1990s’ Mission Statement). Thus, management education should also provide training to ‘instill’ the students with ‘awareness of social responsibilities’, ‘the impact of business practice’ and ‘a proper appreciation of social responsibilities’.

### *(2) The Emphasis of Relationship between Management Education and Human Capacity as a distinct right*

The ‘means-ends’ relationships or technologies between management education and the rationalized ends (social progress and human development, etc.) were more emphasized in the 90s’ Mission Statement.

In the 60s’ Aims Statement, the aims of the Department of Economics and Business Administration were more technical-oriented as compared with the 90s’ Mission Statement. For example, in the 1960s, the aims of the BA Faculty were to

provide education to students, to qualify graduates and to provide post-graduate education. All these aims were university-centered. Nothing was mentioned about the roles and responsibilities of the department and the students to the society. However, the objectives of the management education in the 1990s were much more focused on the contributions that management education could make to the society. For example, it is stated that “its practical contribution is evident with the enhancement of **organizational decision-making** and **problem-solving processes** (90s’ Mission Statement).” Moreover, it was also stated that “we seek to serve the business community...A key part of this activity is the provision of education and training programs to meet the needs of both local and multinational entities” (90s’ Mission Statement). It clearly placed human capacity in the center of social activities leaving out any primordial handling or belief in modern social life.

The 90s’ Mission Statement reflected the fact that management education was a widely accepted modern belief and its social functions were taken for granted even in a ‘challenging and fluid’ business environment.

### *(3) An Increasingly Expanded and Standardized Vision*

The notion and effect of globalization were brought forth in a more obvious way in the 90s’ Mission Statement than in the 60s’. In the 60s’ Aim Statements, there was definitely no discourse about the role or position of management education of Hong Kong in the global world. The only international linkage of the local education with the world was that “[the university] qualify the graduates of the Department for post-graduate work in universities abroad” (60s’ Aims Statement). However, a more expanded picture of a standardized world was described in the 90s’ Mission Statement. For example, it stated that “we seek to sustain our pioneering status and be the leading business school in Asia with **international standards and**

**attainments**...to meet the challenging and fluid demands of our commercial and institutional constituents, both within and outside of Hong Kong” (90s’ Mission Statement). The implication of this statement was further revealed in the 90s’ Mission Statement, “we aim to produce world-class local research...” and “we seek to sustain our pioneering status and be the leading business school in Asia with international standards and attainments” (90s’ Mission Statement). An expanded and standardized version of management education provision was firmly institutionalized at world level in the 1990s.

### ***Discussion***

#### *The Legitimate Ideological Base of Management Education in Hong Kong*

As discussed in previous chapter, the origins and expansion of educational system including its knowledge base will be explored. While modern functionalism (including the left and right) and the historicist emphasize the relation between modern educational system and the transformation of the economic system or the institutional differentiation or the power structure of the society, very little attention has been given to a satisfactory explanation as to why the present ideologies are adopted, or why the modern management education has evolved in such a way.

The appearance of management education constituted with rationalized ideological values can not be merely explained by the factors as technical transformation or status competition between social groups. The appearance of management education with the rationalized social values can be better explained from the neo-institutional perspective.

As Meyer stated, “modern rational organization rises with secularized society. Both purpose and nature have aspects built into human society itself. Humans have competence to act in nature and authority and responsibility to define purpose”

(Meyer 1985). It is shown that the statement of objectives of the BBA faculty presented the secularized values such as 'human competence' and 'social progress', etc. As CUHK is a modern organization, it needs to seek for the legitimacy in its rationalized environment to survive. So, it is necessary for the university to present its educational program incongruent with those 'rationalized values'.

Thus, all of the above rationalized ideologies would appear in modern organizations of all social sectors to a certain extent. However, education has a distinct role in modern society. As John Meyer stated, "educational development is directly related to the degree of national linkage to the world system"(John Meyer 1985). Education itself is a symbol and a mechanism to spread the modern secularized values. Modern education itself is built upon these rationalized values. Thus, management education, as a part of modern education, is a highly institutional and ideological entity. This business responds "to world-standard of appropriate nation-state structure, individual citizenship rights, and the need for mass education to link individuals to national purposes and goals." As management education in Hong Kong is a part of the global project of modernization, it will continue to look for the legitimate model of management education that is widely accepted and endorsed in the global environment. Thus, the BA Faculty of the CUHK, as well as the BA Faculties in other local universities will increasingly emphasize international linkage or international standard.

The changes of the mission statements represented an important shift of the ideological meaning of management education which is a highly 'rationalized' project in the modern society. However, it is not convincing to make such a conclusion at this point. In the following sections, the curriculum of the Integrated BBA program of the CUHK will be further analyzed to see whether the same 'rationalized' ideological elements is also contained in the curriculum.

## **An Analysis of the Integrated B.B.A. Program of the CUHK**

In this section, the Integrated B.B.A. program of the Business Administration Faculty of the CUHK will be analyzed, so as to reveal the ideological base and its changes in management education in Hong Kong.

However, before discussing the change of the BBA curriculum, it is beneficial to have some background knowledge about the structural development of the Faculty of Business Administration of the CUHK during the period from 1963 to 2000.

### *Background*

#### *The Structural Expansion of the Faculty of Business Administration*

The structure of the management educational institution in the CUHK had been expanding during the period from the 1960s to 1990s. As stated before, business administration was not an independent department in the 1960s. In 1963, business administration courses were offered by the 'Department of Economics and Business Administration'. At that time, business administration was co-listed with the subject of economics. Starting from 1972 the Department of Business Administration was established under the Faculty of Social Science. In 1976-77, a Faculty of Business Administration was established and listed parallel with the Faculty of Social Science. At present, there are six academic departments under the Faculty of Business Administration. In the meantime, economics is still a department under the Faculty of Social Science. The structural expansion of the management education institution grew much faster than any other institution in the CUHK. The rise of business administration from a peripheral subject to such a highly respectable and widely accepted subject is a very distinct phenomenon.

#### *Expansion and Specialization of Curriculum*

Apart from the structural expansion of the organization, the curriculum of BBA

program had been expanded and specialized. The number of courses offered by the CUHK during the 60s to 90s is shown in Table 7:

Table 7 Number of Courses Offered by the CUHK 60s – 90s

Year	BA	ACY	FIN	MGT/ OSM*	PMI/ ORM*	ITB	MKT	DSE	Total
64-65	20	-	-	-	-	-	-	-	20
69-70	19	-	-	-	-	-	-	-	19
74-75	37	-	-	-	-	-	-	-	37
79-80	-	11	9	19	9	15	11	-	74
84-85	-	18	18	22	12	13	19	-	102
89-90	4	18	7	18	15	11	8	-	81
94-95	4	17	10	17	-	12	12	21	93
99-00	4	23	17	17	-	14	14	30	119

Course Code: BA – Business Administration; ACY – Account; FIN – Finance; MGT – Management (Later changed as GBM – General Business Management); PMI – Personnel Management (Later changed as HRM - Human Resource Management); ITB- International Business Management; MKT – Marketing; DSE – Decision Sciences and Management economics; ORM – Organization and Management; OSM – Operations and Systems Management

The course title of all the individual courses increased was shown in table 8. Course lists of the academic year 64-65 and 99-00 were shown in Appendix B. It should be noted that only the course increased would be analyzed in this research. However, there were courses cancelled and courses combined during the period between the period 60s - 90s. Departmental reconstruction was another factor of affecting the structure of the BBA program. In this study, I have only focused on the courses increased but left the part of courses cancelled and course combined for further study. As courses cancelled and courses combined were not be considered, it should be noted that the number of courses increased was not matched the total number of course.

Table 8 Individual Courses Increased During 60s – 90s

Year	Courses increased	Total
64-65	Shown in Appendix B	20
69-70	Principle of management	19
74-75	Introduction to operations research Introduction to international business Production management Personnel management UK tax accounting HK accounting Financial analysis Investment analysis and management Problems in international trade International marketing environment International marketing management Legal aspects of international business Comparative management systems Method study Work measurement Quality control Production and planning and control Labor law Business communication	37
79-80	Seminar in business Financial markets and institutions Financial decision –making Money and banking Business economics Statistical analysis for business Operations research Business techniques in business studies Practice of human relations skills Small business management Industrial psychology Industrial health and safety Personal training and development Human relations in business Wage and salary administration Supervisory management Marketing management Written case analysis Marketing research Consumer behavior International market analysis Advertising Sales management Senior project Marketing policy Industrial marketing Marketing theory	74



	<p>Quantitative marketing decisions  Retailing  Service marketing  Economics of international business  International business and economic development  Import-Export business  Managing the multinational corporation  International business policy  China's foreign business operations  Asian business</p>	
84-85	<p>Electronic data processing methods  Cost and management accounting I/II  Accounting for public administration  Company law  C.P.A. review  Current issues in accounting  Tax accounting  Directed research  Advanced management accounting  Management information systems  Introduction to international trade and finance  Principles of finance  Commercial and central banking  Financial analysis for management control  Management of financial institutions I/II  Risk management and insurance I/II  Financial markets  Investment analysis and management  Financial theory  Real estate finance and analysis I/II  Seminar in financial environment  Economics for business studies  Basic techniques in business studies  Production and operations management  Managerial economics  Research and development management  Management systems  Organization theory and practice  Management control  Real estate management  Management of service operations  Work study  Selected topics in statistics  Selected topics in operations research  Employment and manpower planning  Personnel evaluation and performance appraisals  Personnel psychology  Organizational behavior  Compensation management  Communication theory and practice</p>	102

	<p>Selected topics in marketing research</p> <p>Salesmanship</p> <p>Market and sales forecasting</p> <p>Current business issues</p> <p>Seminar in transnational corporations</p> <p>Seminar in China's management</p>	
89-90	<p>Advanced financial management</p> <p>Investment analysis and portfolio</p> <p>Selected topics in finance</p> <p>Advertising and promotion management</p> <p>Sales force management</p> <p>Strategic marketing</p> <p>Seminar in marketing</p> <p>International marketing</p> <p>China trade</p> <p>International banking</p> <p>Seminar in international business</p> <p>Japanese management</p> <p>International technology transfer management</p> <p>Multinational corporations</p> <p>Current business issues (STOT courses)</p> <p>Business computer simulation</p> <p>Business forecasting</p> <p>Economic foundation for industry studies</p> <p>Operations planning and control</p> <p>Operation system management and strategy</p> <p>Computer based information systems</p>	81
94-95	<p>Issues in financial accounting</p> <p>Advanced auditing</p> <p>Advanced taxation</p> <p>Options and futures</p> <p>Innovation and product development</p> <p>Foreign exchange practices</p> <p>Human resource planning and recruitment</p> <p>Managerial skills for modern managers</p> <p>Entrepreneurship and small business management</p> <p>Organization: analysis and design</p> <p>Business policy and strategy</p> <p>Management science</p> <p>Corporate economics</p> <p>Quality management</p> <p>Economic aspects of business environment</p> <p>Business circle</p> <p>Selected topics of DSE</p>	93
99-00	<p>Accounting framework in China</p> <p>Financial statement analysis</p> <p>Computer systems auditing</p> <p>Decision support and intelligent systems for accounting</p> <p>Securities regulations</p> <p>Corporate insolvencies</p>	119

International accounting Mergers and acquisitions China finance Fixed income securities analysis Quantitative finance Cases in corporate finance Advanced corporate risk management Real estate finance and investment China marketing Social marketing Retail and channel management Organizational marketing Cross-cultural management International business ethics China business Global Chinese business network European business Principles of computer information systems Information systems development and implementation Electric commerce Data communications and networking Business allocations programming Information systems analysis and design Business process reengineering Macro-economic issues in Chinese enterprises Computer based information systems	
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When looking into the curricula of the integrated B.B.A. programs from the 60s to 90s, a trend in expansion of the number and scope of business administration courses was prevalent.

From 64-65 to 69-70, there was almost no change in the curricula. Then, from 69-70 to 74-75, the number of courses was increased greatly. As the Department of Business Administration separated into three programs. Courses became more spread and specified and thus, many courses were added into the programs.

From 74-75 to 79-80, there was another trend of increase in the number of business administration courses. Most of the increased courses were General Business Management (GBM) and Personnel Management (PMI) courses.

In the academic year of 84-85, there was a substantial increase in the number of

courses offered from 74 to 102 and most of them were Accounting and Finance courses.

In academic year of 89-90, the curricula was restructured. The Department of GBM and PMI was reorganized as Organization and Management (ORM) and Operations and Systems Management (OSM). There were two options in ORM: the General Management Option and the Human Resources Option. The OSM was a new concentrated area added. A small numbers of the courses were cancelled but most of them were combined.

In the academic year of 94-95, there were not many new courses increased. But in the academic year of 1999-2000, there occurred another effort of expanding the curriculum. Those new courses were placed in three departments, they are the Department of Decision Sciences and Management (DSE), the Department of Accounting (ACG) and the Department of Finance (FIN).

From the above shown in table 7, we can see that the total number of courses has been increasing during the last four decades. Besides, the number of disciplines under the Faculty of Business Administration increased from one in the 1960s to three in the 1980s and finally expanded to six departments in the 1990s. There was a trend of specialization of managerial knowledge shown in the structural expansion of the Faculty of Business Administration. The subject boundary of management education was much widened. Besides, it is clear that the knowledge base of management education has become much more specialized and professional over time. The specialization of managerial knowledge in educational institutions is compatible with the professionalization nature of business management as a discipline. The theoretical meanings of the specialization trend will be discussed later.

Now, I will turn to analyse the characteristics of the courses increased, so as to

discover the ideological elements emphasized and the change happened in the business administration of the CUHK.

In the following paragraphs, I will go into the details of the curriculum of BBA program of the CUHK from the 1960s to 1990s. I will first highlight some changed features of the curriculum. Then, I will examine the ideological base behind the BBA curriculum, especially focusing on the conception of individuals and society. I will also suggest some explanations inspired by existing sociological traditions, so as to explain the meaning of ideological elements reflected by the curriculum. The purpose is to find out whether there was exogenous factor(s) and how the factor(s) might have affected the institutionalization of management education in Hong Kong.

### ***(1) An Increase in the Emphasis on the Empirical Nature of the B.B.A. Curricula.***

As shown in Table 7, we can see that there was a general trend of increase in the Integrated B.B.A. programs. Now, I'll highlight some distinct features that appeared in the curricula of the Integrated BBA programs during the 1960s to the 1990s.

First of all, there were numerous courses incorporated into the BBA curricula with empirical and scientific nature in the period from the 1960s to 1990s. These were courses that specify empirical and scientific principles, for example, the emphasis on scientific research method, empirical/quantitative data and the scientific conceptual frameworks.

#### *Increase of Research Oriented Courses*

First, I singled out the number of courses that have a distinct nature of 'research method' as an example. Table 9 demonstrates the increase in the number of research oriented subjects in the BBA programs of the CUHK during the 1960s to 1990s.

Table 9 List of Research Oriented Courses

1974-75	Business Statistics (former: Statistics) Introduction to Operations Research
1979-80	Statistical Analysis of Time Series Marketing Research
1984-85	Directed Research Introductory Business Statistics Statistical Analysis for Business Decision Selected Topics in Statistics for Management Selected Topics in Operations Research Selected Topics in Marketing Research

In the early stage of the development of management education (64-65, 69-70), there was only one course on research method: Statistics (course code: BA205-206). However, the number of research subjects was increased greatly afterwards. Different kinds of ‘research methods’ were introduced and statistical analysis was applied in different aspects. Thus, courses like: ‘Introduction to Operations Research’, ‘Method Study and Work Measurement’ (74-75), ‘Statistical Analysis of Time Series’, ‘Marketing Research’ (79-80), ‘Directed Research’, ‘Work Study’, ‘Selected topics in Statistics’ (84-85), and so on were added to the curriculum.

The increase of research subjects is definitely not a unique phenomenon in the subject area of Business Administration. When looking at the development of other subjects in higher educational institutions, especially for social science disciplines, we can also see an increase in the number of research subjects during the last decade. The functionalists may argue that the increase in research methods and statistical analysis in the BBA curricula was related to the application of statistical analysis and social research in the business world. The change of curriculum of the BBA program depended on or responded to the local socio-economic factors. However, I would suggest the increase in research subjects in the BBA curricula could not be studied

alone. We should have a full picture about the change of the BBA curricula so that the general meaning of the change of the BBA curricula could then be revealed.

*Increase of Courses that are Incorporated with an “Empirical” Nature*

Apart from the dramatic increase in research oriented subjects, the number of subjects with empirical and scientific nature was increased rapidly too. Actually, almost every subject in the BBA curricula to a certain extent, was derived from scientific and empirical principles. In table 10, I single out those courses as examples to show that courses with scientific and empirical nature had been increased during the period from the 1960s to 1990s. Some other disciplines of social sciences, especially the subjects of economics were also included. It should be reminded that the following table is not a rigid and conclusive classification of the subjects. As mentioned before, the discipline of business administration itself was derived from rational and empirical principles. The emergence of management education with clear claims from a scientific base is basically the application of human rationality and scientific principles in managerial practices. Thus, all subjects in this discipline can, to a certain extent, be classified as ‘subject with empirical and scientific nature.’ In the table below, some typical subjects are selected.

Table 10 List of Courses that are Incorporated with “Empirical” Nature

1974-75	Financial Analysis Investment Analysis and Management Method Study Work Measurement Quality Control Production Planning and Control (former: Factory Operation and Management)
1979-80	Financial Decision-Making Principles of Management Quantitative Marketing Decisions
1984-85	Market and Sales Forecasting
1989-90	Business Computer Business Forecasting Operations Control Operations Planning Business Cycle Management Control System Management Information System
1994-95	Management Science Corporate Economics Operations Planning and Control Economic Aspects of Business Macroeconomic for Managers
1999-00	Principles of Computer Information System Information Systems Development and Implementation Electronic Commerce Data Communications and Network Business Allocations Programming Information Systems Analysis and Design Business Process Reengineering

In table 10, the increase of subjects with empirical and scientific nature during the period from the 1960s to 1990s is clear. During this period, three trends can be pointed out.

#### Increase of Courses that were related to Computerial Technologies

First, there was an increase of courses related to computerial technologies or information technologies. Courses such as ‘Principles of computer information system’, ‘Information systems development and implementation’, ‘Electronic commerce’, ‘Data communications and network’, ‘Business allocations



programming' and 'Information systems analysis and design' were added into the 99-00 curriculum. The increase of courses related to IT technologies could be explained by the technological development of the economic system reflected and responded by the educational system as technical functionalists would suggest. The limitations of technical functionalists were discussed in chapter 1. However, even if the hypotheses of technical functionalists were correct that the increase of IT related courses did respond to the technical needs of the society, the legitimating effects of management education could not be ignored. Apart from the reason of technical needs of the society, I would also suggest the increase of IT related courses in the BBA curricula reflected the general conception and the shifting meaning of this conception. Education is a public good being looked upon as the major institutional building that will lead to social progress, economic development and individual improvement. However, it is not the purpose of this study to deal with the reason for the increase of IT related courses in the BBA curricula. Nevertheless, it is an interesting and important topic worth for further studies.

#### Increase of Courses related to Other Social Science Disciplines

Second, there was subjects of other social science disciplines especially economics included in the curricula of BBA program. Examples were 'Economic Aspects of Business', 'Macroeconomic for Managers' and 'Corporate Economics', etc.

The inclusion of subjects derived from other disciplines of social science in the BBA program showed legitimate management education relied on the formal knowledge adopting science as a base. The rise and development of management education in modern society is not a unique phenomenon. It emerges together with the notion of rationalization in all aspects of social life. Thus, the trend of

‘scientization’ is definitely not just appeared in the curricula of management education, but also expected in all aspects of educational institutions. The rise of social science in modern education is a part of the project of rationalization which was discussed by the neo-institutionalists (Meyer et al. 1985 ). Thus, the inclusion of other disciplines of social science in the BBA curricula, on the one hand, shows that management education is based on ‘scientific knowledge’ formally organized and empowered with a proper disciplinary foundation; on the other hand, this inclusion in return legitimizes the existence of other social science disciplines.

#### Increasing Emphasis on “Rational Thinking Model”

Third, when we look into the trend of BBA curricula, we can find that some concepts such as ‘rational thinking model’ or ‘rational decision-making process’ have been greatly emphasized in later years.

As I have stated in the previous sections, the idea of modern management was first appeared as Frederick Taylor’s Scientific Management in the late 19<sup>th</sup> century. The idea of management education implies that ‘management can be distilled into theory and taught in classrooms away from the workplace’ (Crainer 1999). In following years, management as a discipline was then developed gradually. The implication of management as a discipline is that management, a kind of human practice, can be studied, analysed, incalculated, progressed and occupy a place in the labor market. Thus, in the curriculum of BBA program, the general experience of management was systematized as ‘principles of management’ and ‘principle of finance’ and ‘principle of finance’, etc. As an example to illustrate this point, the course descriptions of ‘Principles of Management’ in 69-70 and 99-00 are shown as follows:-

BA 313-314 Principles of Management (69-70):

*“The importance of management; the definition and development of scientific management; personnel management, salary, wages and other remuneration system; job analysis; job evaluation; job classification; financial management; sales management; material management; production management, quality control; office management and enterprise relationship management.”*

BA 313-314 Principles of Management (99-00):

*“The course introduces the philosophy of business operations and the framework of decision-making process. The study in organization includes structural design, mechanics and dynamics of organization and the use of informal organization. The study in management includes functions of management: planning, organizing, staffing, direction and control.”*

In the 69-70 description, ‘Principles of Management’ was described as a series of management issues. However, in the 99-00 description, the description of the same course was changed. The course was defined as the introduction of ‘philosophy of business operation’ and ‘framework of decision-making process’. The emphasis of concepts such as ‘framework of decision-making process’ not only appeared in one subject; the same ideological elements also appeared in the course descriptions of many courses such as ‘Management Science’ (DSE3010). In the 94-95 curriculum, ‘Management Science’ was described as:

*“This course introduces the students to various quantitative models applicable to the support of business decision making. Major topics include: linear programming...Emphasis will be placed on both application modeling and solution methodology.”*

#### *The establishment of the Department of Decision Sciences and Management Economics*

In the 1980s and 1990s, the general trend of the BBA programs towards scientization and rationalization remained unchanged. However, there was a new element included in the BBA curricula, that was, the emphasis of the ‘science of decision-making’. The change was perfectly reflected by the establishment of a new department, the Department of Decision Sciences and Management Economics (DSE)

in the academic year of 87-88, which replaced the former Department of Operations and Systems Management (OSM). In the 1990s, subject codes of OSM courses were changed to DSE. And some courses were added as well.

The establishment of the Department of DSE and the replacement has important sociological meanings which should not be ignored. In the 1970s, there was a trend of applying scientific principles in different aspects of managerial practices such as the courses like 'Financial analysis', 'Investment analysis and management', 'Method study', 'Work measurement', 'Quality control', 'Production planning and control' were added in the 1970s. Courses listed in Table 5 also reflected the scientization of different aspects of the social world.

Starting from the late 1980s, even the human thinking was scientized and systemized. Decision making was highly personal in traditional business practices. It was then formalized and systemized as 'Decision Sciences'. Moreover, different types of rational and systematic thinking models were introduced. For example, the course description of 'Business Forecasting' (DSE3030) stated that: "This course provides students with principles and methods in forecasting for managerial planning. Topics include multiple regression analysis, time series analysis with emphasis on smoothing techniques, decomposition methods, and Box-Jenkins procedures, and indicator forecasting. Applications of both short term and long term forecasting to business, industries and national business trends are also emphasized."

Besides, courses like 'Operations Planning and Control'(DSE4010) and 'Business Cycle'(DSE4050) also contained a large number of 'rational decision making methods'. Thus, as the B.B.A. curriculum developed, there were increasing number of quantitative models for planning, controlling, implementing, manipulating and predicting the business world.

What are the social meanings and implications of the introduction of different

kinds of 'rational thinking model'? And, how can we explain the increase of 'scientized' subjects in the BBA curricula? There are the questions I am attempting to investigate.

### Discussion

#### *The creation of a scientized social world*

From the technical-function theory, undoubtedly, the increase of 'rationalized' and 'scientized' courses was due to the increasing technical needs of the society. The increase of IT related courses in the BBA program was a response to the technological development of the business world. The increase in 'research subject' and 'rational thinking model' was also due to the increasing complexity of the economic world (Collins 1971).

However, it is questionable that whether different kinds of 'rational thinking model', for example, 'decision-making model' or 'analysis method' were widely applied in the daily business practices of Hong Kong society. Following this line of thinking, a large scale social survey should be conducted before establishing the relationship between the technical needs of the economic system and the increase of 'scientific courses' in the BBA curricula in the higher educational institution.

Theoretically, the technical-functional theories had a fatal limitation, that was, it could not explain why the same phenomenon – the increasing scientization of management education – appeared in nations with different levels of social and economic development. As I have stated before, the expansion of management education was a world-wide phenomenon. Although only the case of Hong Kong is focused in this study, it should be noted that management education arised in the higher educational institutions all over the world after the WWII. Meanwhile, BBA programs and MBA programs had expanded from the United States to many other

countries and were highly standardized. It was not surprising that the curricula of management education of late-comers including Hong Kong adopted the existing model of BBA program. Besides, the updated academic concepts, new 'thinking models', new theories or new managerial techniques were definitely not local products, but imported from the established models. Thus, the technical functional theories failed to explain why peripheral nations, for example, Hong Kong in the 1970s, would have the same technical needs as the United States, if the change of education did correspond to the economic needs.

Besides, the technical-functional theories also failed to explain how the introduction of different kinds of 'rational thinking model' satisfied the technical needs of the society. As these kinds of 'scientific thinking models' were universally applicable, how could these universal models be applied in nations with different levels of economic development? On the contrary, why did nations with different local needs respond in a similar fashion to the 'rational thinking models' in their curricula of management education? The conflict theorists may suggest that the expansion of 'scientized knowledge' in the management education is controlled by and only beneficial to a particular social status group, probably the ruling class.

Neither technical-functional theories nor conflict theorists could provide a proper explanation for the increase in courses derived from empirical and scientific principles in BBA programs since both explanations focus on the 'functions' of these 'scientized courses' and the social structures seems to be either driving or determining for these needs. Both theoretical traditions are basically functionalistic: the 'function' of the 'scientized courses' caters for a particular social group was assumed. The form of knowledge – the empirical and scientific form of managerial knowledge – was too taken for granted. Both sides of the theorists did not query why a certain form of knowledge – the rational and scientized form of knowledge – has

emerged and became so legitimate in the modern educational system?

As the form of scientific knowledge was highly legitimized in the curricula of management educational programs all over the world, neither the functional perspective, nor the conflict perspective could provide satisfied explanation by merely looking at the local socio-economic factors. There is alternative approach that might suggest some useful explanations. The widely accepted 'scientific knowledge' was influenced by a world cultural system, as Max Weber suggested in the last century (Weber 1978).

The neo-institutionalists including Meyer and some of his colleagues emphasized cultural rather than economic factors that might have influenced the present form of education. The rapid growth of 'scientific nature of knowledge' or the 'empirical study' in the curriculum of the BBA program was not due to technical functions (however, it should not be concluded that science is technically useless). The reason for the rapid and wide expansion of empirical and scientific knowledge in management education was that, this form of knowledge was widely diffused and became the legitimate form of knowledge in modern education.

As John Meyer and his colleagues pointed out, "education has been generated by worldwide social movements in modern history, and a satisfactory explanation of its origins must take into account the very broad ideological and institutional pressures that have been at work" (Meyer et al 1985). One of the most important ideological elements of modern education is the authority of knowledge must claims from a scientific base. In modern era, the most legitimate form of argumentation involves scientific analysis. As DiMaggio and Powell pointed out, knowledge system provides an important part of the rationalized environment, "the testimony of the sciences, represented by professional consultants of all stripes, as a powerful sort of rationalization (claiming a kind of universal scope) and impulse to organizing"

(Dimaggio and Powell 1994).

The increasing number of scientized courses legitimized the status of management as a scientific and professional knowledge. Thus, it can be concluded that the increasing number of scientific courses was a remarkable phenomenon rests upon the modern project of rationalization (Weber 1978).

**(2) Internationalization of the BBA Curricula**

The second feature of the change of BBA curriculum of the CUHK from the 1960s to 1990s was the increase of courses carried an international scope and character.

Table 11 List of Courses carried International Character

1970-71	International Trade and Finance
1974-75	Legal Aspects of International Trade Comparative Management
1979-80	Introduction to International Business Economics of International Business International Business and Economic Development International Financial Management Managing the Multinational Corporation International Policy China's Foreign Business Operations Asian Business
1984-85	Seminar in Transnational Corporations Seminar in China's Management Systems
1989-90	International Marketing China Trade International Banking Seminar in International Business Japanese Management International Technology Transfer Multinational Corporations
1994-95	Foreign Exchange Practices
1999-00	International Business Ethics China Business Global Chinese Business Network European Business



From the above table, it is found that the number of courses of international business (ITB) had rapidly increased. In the 64-65 curriculum, there was only one course about international trade, it was, 'International Trade' (BA351). However, throughout the years from the 60s to 90s, different managerial cultures were introduced, such as 'European Business' and 'Japanese Management'. Besides, different scopes of international business were included in the educational program such as 'Multinational Corporation', 'International Business Ethics' and 'International Technology Transfer Management'.

In Table 11, increase in courses about international business were shown. The increase of courses about international trade is another obvious change of the BBA curricula of the CUHK. Actually, international management studies were rapidly growing in the discipline of business management (for example, Jean Claude Usunier 1998).

By focusing on the development of management educational programs, it was also shown that China was gradually included in the world model of society, such as 'Global Chinese Business Network' and 'Chinese Business'. Although China and Hong Kong had business linkage for a very long time, experience of making business with mainland China was theorized and scientized as 'rational' and professional knowledge in the university.

### *The impact of Globalization*

Certainly, the technical-functional theorists would predict the increasing need of international business faced by the Hong Kong society would lead to the change of the BBA curricula in the university. The increase of courses about international business was to fulfill the social needs of making business with foreign countries. Meanwhile, the conflict theorists also agreed that there was an international linkage

between nations in the global system. What makes it different is that the conflict theorists' view is that the 'knowledge' of international business is to legitimize the deprivation that core nations imposed onto peripheral nations.

However, both perspectives cannot provide a satisfactory explanation for the inclusion of 'international' courses in BBA programs in a global level. The technical-functional theories focused too much on local factors. However, the growth of international business was a global phenomenon that it appeared in nations with different socio-economic levels. Besides, the functional perspective assumed a correlation between education and economic development which had been proved to be questionable. Moreover, the technical-functional theories also failed to explain why there was suddenly a need for 'Japanese Management' and 'European Management' in the 1980s but not in the 1960s, the industrialization era of Hong Kong. Furthermore, it was ironic to argue that the knowledge of 'Chinese Business' was needed in the Hong Kong society in the 1990s.

The conflict perspective also cannot account for the wide expansion of international business. If the knowledge of international business is functioned as false consciousness to justify the derivative relationships between the developed countries and the undeveloped countries, then why did the knowledge of international business got diffused into the BBA programs of all of nations?

It is suggested that the neo-institutional perspective that focused on the impact of a world cultural model can provide an alternative explanation for the increase in teaching 'international business' in the curriculum of BBA program.

Management education in Hong Kong is closely connected with the world society. The management education of Hong Kong is a copy of the world model of business management. Thus, management education itself has a world character.

As John Meyer stated, "A conventional and widespread notion is that on every

side...organizations face, with globalization, markets that are much larger than before. The idea is that these expanded markets pose many new uncertainties, and require much more effective decision making, control, and activity than were needed in the old village societies” (Meyer 2001). In the course description of IMJ3101, the idea of ‘expanded markets’ was reflected. And, in the B.B.A. curricula, the ‘much more effective decision making, control and activity’ were introduced in many courses in respect to the ‘new uncertainties’ faced under the tide of ‘increased internationalization’ (90s’ Mission Statement).

Modern management education as an institution has a reciprocal relationship with the notion of rationalization. The internationalization of management education goes along with modern scientific rationalization. It does not matter whether students will involve in the businesses with Japanese or Europeans in the future, however, it is important that modern management education must incorporate the knowledge about international business. It is compatible with the Mission Statement of the 1990s presented in the website that the Faculty of Business Administration was to create students who were “with the knowledge and talent to deal effectively with the challenges posed by a constantly changing business environment” (90s’ Mission Statement in website).

Based on Meyer’s theory, under contemporary globalization, the old locals such as China and Hong Kong are now members of the world society and thus the sovereign relations between Hong Kong and China is less important than the general modernity project that they both involved in, which in this case, is the modern management system. Although the business relationship between Hong Kong and the Mainland had established, no course on ‘Chinese Management’ was offered until China had involved in the world system in the 1990s.

### *(3) The Shifting Subject Boundary of Management Education*

Another obvious features of the change of curricula of BBA programs from the 1960s to 1990s was the expanded subject boundary of Business Administration discipline.

In the process of establishing and developing management education, the scope of business curricula became wider and wider. The trend of 'scientization' of Business Administration courses had come together with another trend, which was the widened subject boundary of business administration. Actually, the scope of business administration became much widened. Many aspects of the society or the social life of people were not the subject interests of business administration before but now they were included in the curricula of management education.

Those courses shown in Table 12 also reflect the trend of expansion of business administration discipline. It is shown that starting from the 1970s, there were many new aspects of social features and components incorporated into the curricula of BBA programs. For example, there are new aspects of managerial practices such as 'Human Resource Management', 'Marketing Management' and 'Office and Administrative Management' added into the curricula. Besides, more aspects of the society or social issues were included in the BBA program such as 'Account for non-profit organization', 'Securities Regulations', 'Economic Aspects of Business Environment', 'Management of Financial Institutions', and 'Risk Management and Insurance' and 'Real Estate Finance and Investment'. Moreover, there were courses about Chinese economy or Chinese business such as 'Microeconomic Issues in Chinese economy' and 'Economic Analysis of Chinese'. Last but not the least, a wide range of human behavior was included in the business administration subjects from the 1960s to 1990s. Courses like 'Consumer behavior', 'Organizational behavior' and 'Personnel evaluation and performance' reflected this trend. The

increased courses covered a wide range of human actions and daily practices in the social world such as buying goods, selling goods, living with colleagues, etc. However, human lives of modern actors had been gradually “scientized” in the name of scientific study.

Table 12 List of Courses that are Incorporated with Social Issues and Components

1979-80	Office and Administrative Management Small Business Management Wage and Salary Administration Supervisory Management Marketing Management Consumer Behavior Advertising Sales Management Retailing Service Marketing
1984-85	Commercial and Central Banking Risk Management and Insurance Real Estate Finance and Analysis Real Estate Management Research and Development Management Organizational Behavior Compensation Management Employment and Manpower Planning Personnel Evaluation and Performance
1989-90	Advertising and Promotion Sales Force Management Strategic Marketing
1994-95	Computer Stimulation in Management Economic Aspects of Business Macroeconomic for Managers
1999-00	China Marketing Social Marketing Retail and Channel Management Microeconomic Issues in Chinese Economy Economic Analysis of Chinese

*The modern conception of ‘Society’ as a rational system*

Our explanation for the expanded and shifting subject boundary of the business administration discipline is a vital step to understand the institutionalization of management education in Hong Kong. From the existing sociological perspectives,

the phenomenon can be interpreted as follows.

From the viewpoint of the functionalists, the change of the subject boundary of business administration represented the change of the society. As modern society became highly differentiated, many new subjects were then created. The creation of new subjects was then reflected in the expansion of management education. According to the functionalist perspective, education was changed because the needs of modern, industrialized and urbanized society could no longer be fulfilled with the existing organization, content and processes of education.

The technical-functional perspective proposed that the increasing social complexity was the main factor causing the growth of subject boundary of business administration, and in return, the more specialized education led to a more differentiated society. However, the ideological base for the course increases was totally ignored. Certainly, the functionalists could explain the expansion of subject boundary to a certain extent as some course increases were resulted from the appearance of new kinds of business practices such as ‘Advertising and Promotion’ and ‘Computer Stimulation in Management’. Meanwhile, some business practices such as ‘retailing’ or ‘making business with the Mainland’ had existed in our society for a long time. If the educational curricula was correspondent with the technical needs of the society, it was predictable that courses like ‘Retail and Channel management’ and ‘Microeconomic Issues in Chinese Economy’ would be included in the BBA programs in early years such as the 1970s. However, courses like ‘Retail and Channel management’ and ‘Microeconomic Issues in Chinese Economy’ were increased in the 1990s. The late inclusion of courses related to Hong Kong – China business in the BBA programs could not be explained by the functional perspective. Moreover, the technical-functional perspective failed to explain why courses of other disciplines such as ‘Macroeconomic for Managers’ and ‘Economic

Analysis of Chinese' that had been existed already were included in the business administration programs.

According to the conflict perspective, the growth of business administration discipline represented the status competition among different social groups. No one could deny that businessmen have become increasingly influential and powerful in Hong Kong. However, was it necessary lead the expansion of business administration *to this direction*? The conflict perspective also failed to explain why courses listed in Table 12 were added as a result of the status competition between the status groups.

From the neo-institutional perspective, the development of B.B.A. curriculum represented the changing concept of 'Society.' According to the neo-institutionalists, education "arose primarily as a means of transforming individuals into members of these new institutional frames that emerged in Europe after the Middle Ages. The nature of society was redefined; society became a rational, purposive project devoted to achieving the new secular ends of progress and human equality (Meyer 1985)." Thus, in the curricula of management education as a part of modern education, a scientized picture of human society was presented. Society is to be seen as a rational system organized around general principles of a scientific sort.

The rational model of society was firmly institutionalized and reflected in the curricula of Business Administration. In Table 12, the course increases reflected a rational model of society. The subject boundary of management education expanded to all sectors of the society, such as non-profit-making organizations, economic environment and real estate. More and more social issues and human life such as selling (Retailing and channel management), living (real estate) and buying (Sales force management) were rationalized around scientific principles. Even human actions itself could be rationalized as 'organizational behavior' or 'consumer

behavior'. This is subject to analyze.

The expansion of subject boundary of business administration reflected the changing conception of 'society' held by many people in Hong Kong during the period from the 1960s to 1990s. In the last decades, Hong Kong has been continuously claimed to be a rationalized and universalistic society through active involvement in international community, and hence, the adoption of international models. It should not be ignored that the growth of subject boundary did not only appear in the discipline of business administration. The growth of 'social' subject was a remarkable phenomenon in the higher educational curricula that had been discussed by the neo-institutionalists (Frank, Wong, Meyer and Ramirez 2000).

The modern 'Society' constructed by modern education was a rationalized and standardized society organized around scientific principles. Thus, "every area of social life, from the micro details of familial and sexual life to large scale economic and environmental concerns, comes under the discipline of scientific authority." (Meyer 2001). This explained why the subject boundary expanded and more areas of social life was included in the BBA curricula. It is because in the modern era, "there are more sciences, they are found in more places, they speak to a wider range of issues, and they penetrate down further into society" (Drori, et al.2001).

However, the modern society is not only a pure scientific mechanism, it is also a society made up of individuals with the secular ends of social progress, human equality and democracy, etc. Thus, many courses grounded with humanistic values have been prevailing in the curriculum of BBA program of the CUHK since the last decades.

#### ***(4) The Increase of Courses with Humanistic Values***

When examining the change of the curriculum of BBA program of the CUHK,



there was another obvious trend that should be highlighted. During the years from the 1960s to 1990s, courses related to humanistic values such as ‘individual competence’, ‘human welfare’, ‘communication’ and ‘democracy’ have been largely incorporated into the curricula.

In Table 13, it is shown that there were courses related to the human rights and human welfare such as ‘Industrial Health and Safety’ and ‘Labor Law’. Besides, there were courses related to humanistic values with an emphasis on communication or psychological health such as ‘Industrial Psychology’ and ‘Communication Theory and Practice’. Certainly, the general expansion of courses about Human Resource Management such as ‘Personnel Training and Development’ and ‘Human Resource Planning and Recruitment’ also focused on different aspects of individuals.

Table 13 List of Courses that are Incorporated with a “Humanistic” Approach

1974-75	Personnel Management Business Communication
1979-80	Industrial Psychology Industrial Health and Safety Personnel Training and Development Human Relations in Business Industrial Relations Supervisory Management Labor Law
1984-85	Employment and Manpower Planning Personnel Evaluation and Performance Organizational Behavior Compensation Management Communication Theory and Practice
1989-90	Job Analysis and Performance
1994-95	Human Resource Planning and Recruitment Managerial Skills for Modern Managers

### *Change of Pedagogical Approach*

When examining the raw data on curricular change of the BBA programs in the CUHK, it is found that there had been an obvious change in pedagogical approach

which is presented in Table 14. The STOT (Student Oriented Tutorial) courses were increased in the 1990s. This has more important implications. The STOT courses were designed with the idea of ‘student oriented’. Active participation of the students was encouraged. It is a kind of pedagogy based on the ideas of liberating classroom activities and encouraging active participation of students. Another change of pedagogical approach that has not been shown in the following Table was the increase of tutorials and seminar courses. It was found that courses required active participation, and task-oriented approach were greatly emphasized. Seminar courses, tutorials and the STOT courses (student oriented tutorial) have all been increased since the 1980s.

Table 14 List of Courses with Liberal Pedagogical Approach

<b>Year</b>	<b>Courses</b>
64-65	-
69-70	-
74-75	-
79-80	Seminar in business
84-85	Seminar in transnational corporations Seminar in China’s Management systems Seminar in financial environment
89-90	Seminar in marketing Seminar in international business STOT course - Current business issue I, II, III, IV
94-95	-
99-00	-

The form of seminar courses was first introduced in the academic year of 79-80. The course description of the course ‘Seminar in Business’ stated that:- “This course is designed for subject related Student Orientated Teaching. Major topics include: an overview of the business environment in Hong Kong; Hong Kong’s role in the world economy; setting up a business in Hong Kong; various functions within a business enterprise; and social responsibility of business enterprises.” When looking at the course description of the course ‘Seminar in Business’, it is found that the ideological elements I have pointed out in the pervious paragraphs, such as the

international linkage of Hong Kong and the 'social responsibility' of business were mentioned again in the course description. However, the point I wanted to highlight here is the concept of 'Student Orientated Teaching' which was a new kind of pedagogical approach first got introduced in the Integrated BBA program of the CUHK. Then, seminar courses were increased in the BBA program in the subsequent years as shown in Table 14.

Notify this change of pedagogical style, what was then the educational implications of 'Student Orientated Teaching'? The STOT course was first introduced in the 89-90 curriculum in our data source. Four courses, namely, Current Business Issues I, II, III and IV were designed as STOT courses. The statement of course description of the Current business Issues I and IV are selected as examples to illustrate the ideological meaning of the STOT courses.

The course description of Current Business Issues I stated that:-

*"This course is designed to provide a chance for the students to study the political, legal, social and cultural aspects of the internal and external business environment of Hong Kong and its international trade relations and business relationship of Hong Kong and its international trade relations and business with China under the guidance of a teacher."*

The course description of Current Business Issues IV stated that:-

*"This course is designed to provide the students with a chance to pick up and study some of the issues that have a profound effect on the industry and business in Hong Kong. Through this course, students can integrate the knowledge acquired in books to solve the practical problems encountered by the Hong Kong business in the real world. Students are required to select an issue and investigate it under the supervision."*

It was well reflected that modern management education was built upon the modern conception of an individual who was rational, empowered, educable, free-will but self-controlled, self-participatory and capable of learning.

## Summary and Discussion

One of the limitations of the technical-functional perspective was that it emphasized too much on the impact of economic or technological factors while the ideological base of the modern education was ignored. It failed to explain why the present ideological outlook of management education existed and was accepted by the society as an institutional norm and, not just the educationalists and the students. The conflict perspective suggested that the change of education was due to status competition among different social groups. However, it could not provide a satisfactory explanation on why the humanistic values such as 'human equality' and 'democracy' were highlighted in management education program, which was supposed to be the product of keen competition among social groups.

The change of pedagogical style in the curriculum of BBA program is compatible with the ideologies of the conception of modern 'Society' and the conception of modern 'individual'.

By analyzing the change of the Integrated B.B.A. program of the CUHK, we can see that human communication were highly emphasized and the students are required to be more participatory (for example, 'managerial skills of modern managers' and 'communication theory and practice'). Moreover, the increase of courses on human resources management also reflected the changing conception of individual from the 1960s to 1990s. In the academic year of 64-65, there was only one course about the working individuals ('industrial relations'). However, the importance of human was rising in management education as it became a modern institution. Individuals were not just a factor of production but 'he or she' was so valuable (human resources) that should be 'trained' and 'developed'. Thus, courses like 'Personnel Training and Development' was increased. He or she was not a crew in the machine any more. He or she was a citizen as well as a worker. He or she was

entitled to be protected by law and to claim for his or her own rights. This explained why courses like 'Compensation Management' and 'Industrial Relations and Labor Law' were included. The expansion of the Integrated B.B.A. program reflected the modern definition of individual as a member of society.

Apart from the content of the BBA program of the CUHK, the application of pedagogical approach in the program also reflected the incorporation of humanistic values such as individual competence, human communication and democracy into the development of BBA program in the CUHK. The increase of STOT courses in the 1990s in the BBA curricula also reinforced the ideological base corresponding to its institutional environment.

Management education as an institution is organized around the rationalized ideologies, that is, the emphasis on individual autonomy and competency, the ideology of social justice, social justice, social equality and the myth of social progress, etc. Among these values, the expanded actorhood of modern individual is especially important. Thus, the conception of modern individual is the basic ideological base of modern education, including the modern management education.

Moreover, as the course description of 'Human Resource Planning and Staffing' (MGT3040) stated:-

*"...With the use of role play, video presentation and case studies, students will follow the more practical aspects of the study to gain a deeper insight into the course contents."* (MGT3040)

Another course 'Entrepreneurship and Small management' (MGT4040 in 99-00 curriculum) also reinforced the idea that individual was the 'core' of management education. Modern management education was student-oriented and human centered. The course description stated that:-

*"...Texts, readings, and cases are used to describe concepts of entrepreneurship,*

*business ownership, and the skills needed to start and manage a small business. Students will have the opportunity to explore how new and small ventures are planned and developed, including concepts of franchising and owner-managed family enterprises. Students will explore ...”(MGT4040)*

Then, these individuals could be educated by the modern management education to be ‘Modern Managers’ with the following managerial skills (MGT4060, 94-95,99-00):-

*“...Topics in personal skills include: career planning, time management, impression management, personal style assessment, and stress management. Topics of the interpersonal aspects include: team-building skills, managing small group and conducting effective meeting, negotiating skills, presentation and public speech skills, coaching, praising, disciplining, counseling and supportive skills.”*

By looking into the managerial skills (or personal characteristics?) that a modern manager should be ‘entitled’, it is easy for us to think of the ‘iron cage’ faced by the free-will individual under the rationalization as Max Weber suggested. As John Meyer said, “Individuals have collective standing and importance, and are assigned increasing numbers of rights and obligations... The important point here is that the individual, in the modern scheme, is not simply of private concern to persons. It is a collective good, and even modern individuals are to respect, not only their own selves, but those of others in general – commonly all others in society or even the world” (Frank et al 1995).

The conception of individual reflected in the curriculum of management education was also the conception of modern individual institutionalized in the modern society. Thus, this conception of individual was reflected everywhere in modern social institutions including education and business sectors. Also, this conception was reflected in the B.B.A. curriculum which was also a product of modernization and rationalization.

## **Conclusion**

In this chapter, the organization of the ideological base of management education for the last 4 decades was analyzed by assessing the change of statement of objectives and the curriculum of BBA program of the Business Administration program of the CUHK. By examining the change of Business Administration curricula during the 1960s to 1990s, it is found that the very nature of modern management education is the creature of the modernity project. The doctrines of modernity constitute the universalistic, scientific and professional definitions and conceptual elements that have reached a worldwide level. And the consequence is a phenomenon of global institutionalization. And this rationalized and universalistic process redefined the society and the individual as well. "Society became a rational, purposive project devoted to achieving the new secular ends of progress and human equality. The project was defined in the new institutional frame to include individual members of society as essential components – loci of sovereignty and loyalty, production and consumption, faith and obedience. Thus, the individual must be made rational, purposive, and empowered to act with autonomy and competence in the new universalistic system" (Meyer 1985). The rise, emergence and institutionalization of management education in Hong Kong is built more upon the 'rationalized myths' of a modern society but less on the technological innovations or the power struggle among social groups. The traditional functional theories and the conflict perspectives ignore the cultural aspects of management education that its legitimacy is grounded. Thus, both theoretical perspectives failed to fully explain the present features of management education in Hong Kong. Moreover, the social effects of management education were also underestimated by the traditional sociological perspectives. In the following chapters, I will attempt to examine the social effects of management education in Hong Kong on the academic communities and the general public.

## Chapter 6

### **Social Effects of Management Education as a Form of Elite Knowledge**

This chapter tries to illustrate one aspect of the expansion of management education in Hong Kong, that is, the social effects of management knowledge as a form of elite knowledge. The only academic journal of business administration – the Hong Kong Journal of Business Management (*HKJBM*) will be analyzed so as to reveal the ideological elements contained. Then, the sociological theories on educational effects will be reviewed in order to explain the social effects of management education upon the elite class in education – the academic community.

How does management education affect society? The traditional sociological theories about educational effects, as the socialization theories and the allocation theories, mainly focus on schooling effects upon individuals. However, it is suggested that the social effects of education are not limited to the schooled individuals in the society, but also affect those educated or uneducated social members. The former is the elite in the knowledge system as defined. They construct and build up the managerial knowledge base of the discipline of management. The elite class includes scholars, professors and researchers, etc. The latter is the general public living outside the school environment and their social lives are not directly related to the management educational process. In this and the following chapters, I will try to deal with this question by examining the features of two different social groups involving in the development and expansion of management education in Hong Kong, namely, the academic community and the general businessmen as well as the general public. Through studying an academic journal, the *Hong Kong Journal of Business Management (HKJBM)* and the editorial essays of a popular business magazine, the *Hong Kong Manger*, the social effects of management education upon



society will be assessed.

In this chapter, the only academic journal of management in Hong Kong, the *Hong Kong Journal of Business Management (HKJBM)*, will be analyzed as the major data source. This annual periodical was organized by the Faculty of Business Administration of the CUHK started from 1983 and ended in 1997, with a total of 15 volumes. The change of structure and format of the *HKJBM* will be analyzed. Data of the journals such as the Letter from the Editorial-in-Chief, the list of the Editorial Review Board and the list of Contents will be studied. I will analyze the list of contents which showed the title of the academic articles from 1983 (vol.1) to 1997 (vol. 15), a total of 102 journal articles, so as to examine how the ‘academic management knowledge’ was constituted by the academics.

Three aspects of the *HKJBM* will be analyzed so as to reveal the role of the managerial academic communities in the institutionalization of management education in Hong Kong. In the first place, I will analyze the cultural model that the academic journal adopted so as to find out the impact of the world model of ‘academic journal’ on the local academic communities. Second, I will analyze the ideological elements by focusing on the journal articles’ title and their abstracts. Third, I will discuss the role of this academic journal in shaping the formal establishment and institution of management education in Hong Kong.

#### *Rationale of Selecting HKJBM as the Object of Analysis*

The rationale for choosing such data source to reveal the features of the managerial academic community has been discussed in the previous data and methodology chapter. First, academics are located in the management educational institutions, for example, university. Academic journals are one of the channels that the academic communities communicate themselves to the wider environment.

Second, the *HKJBM* is the only academic journal organized and published by local academic organizations until nowadays. Last but not the least, academic articles can be said as the best source for understanding the social effect of management education as a form of elite knowledge as the academic articles themselves represent the most “elite” form of knowledge in the field of business management, that is, the authoritative form of the discipline.

### **The Analysis**

The Hong Kong Journal of Business Management (*HKJBM*) is now the only academic journal that reflects the academic concern of the management scholars in Hong Kong. This was an annual journal that started to publish articles from 1983 and ended in 1997. A total of 15 volumes has been published. Until now, it was the only one academic journal of management in Hong Kong. As the “Board members believed that *HKJBM* had fulfilled its historical mission and 1997 was an appropriate time to start reforming the journal, including changes to the title, contents, focus, format, frequency” (Letter from the editor-in-Chief 1997), the journal was temporary ended in 1997.

In this study, I will discuss the change of structure and format of the *HKJBM*. I will analyze the tables of contents in every volume of the periodicals from 1983 (vol.1) to 1997 (vol.15). The title of 102 journal articles shown in the tables of contents and the abstracts of the articles will be studied. Besides, other information shown in the table of content such as the list of the Editorial Review Board and the change of journal format will also be considered. Due to limitation of time and resource, I will not study the contents of the articles published in the journal. As the journal articles are highly academic and specialized, it is difficult to look into the content of every article. The method of analysis is to highlight the most obvious

features that shown in the titles of journal articles listed in the tables of contents.

### **i. Objectives of the HKJBM**

The *HKJBM* was published by the editorial board for Faculty Publications, Faculty of Business Administration of the CUHK, “and is dedicated to the advancement of knowledge in all fields of business management with a regional focus on Hong Kong, China and other Asian countries” (Letter from the editor-in-Chief 1997). In volume 1 (1983) of the *HKJBM*, it is stated that the aims of this academic journal was to:-

*“The Hong Kong Journal of Business Administration is written for business practitioners and educators with the objectives of (1) sharing current knowledge and understanding of business practices in South East Asia and the Pacific Basin Area, (2) advancing theory, and research design in domestic and international business, and (3) promoting a closer cooperation between practitioners and academicians. These goals will be accomplished by providing articles which focus on the state of the art of managerial practices, case studies of enterprise operations, empirical research studies, literature reviews and theoretical, conceptual frameworks. It is the purpose of the Hong Kong Journal of Business Administration to advance the science and art of business towards a more **professional and human understanding of the interdependency of international life.**” (Bolded words are highlighted by the author) (HKJBM vol.1)*

From the above statement of objectives, several features could be identified. First, the academics tried to locate themselves in a global knowledge system (“sharing knowledge...in South East Asia and the Pacific Basin Area”). Second, this academic journal focused on the diffusion and discussion of managerial knowledge in an elite form (“advancing theory and research design”), which was quite decoupled with the daily managerial practices. However, the academics journal aimed at “promoting a closer cooperation between practitioners and academicians.”

To give further analysis, cultural elements implied in the above statement could

be delineated. (1) Knowledge of management is global and universal which can be studied, transformed and shared in a specific form. (2) This kind of specific form is “theory and research design”, namely, “articles which focus on one state of the art of managerial practices, case studies of enterprise operations, empirical research studies, literature reviews and theoretical, conceptual frameworks.” And, all of these articles are written by academics. (3) There would be ‘cooperation’ between academics and practitioners in advancing the “science and art of business”. Practitioners are certainly the performers of the ‘art of business’, while the ‘science’ part must be defined and produced by the academics. And we will discover that the proportion of ‘science’ is overwhelmingly larger than ‘art’ in the *HKJBM*. (4) The ultimate goal of the academic journal is highly institutionalized in the wider cultural environment, that is, “to advance the *science* and *art of business* towards a more *professional* and *human understanding* of the *interdependency of international life*.” The keywords such as ‘science’, ‘professional’, ‘human understanding’, ‘international life’ are the main themes that are echoed elsewhere in every aspects of modern management education.

What are the theoretical implications of the statement of objectives of the *HKJBM*? I will try to focus on the ideological elements contained in the objectives statement. It is obvious that the *HKJBM* is organized around an internationally standardized model. When considering the structure and knowledge frame of the *HKJBM* as well as the articles published in the *HKJBM*, the impact of a world cultural model upon it – a local academic journal of business administration – is clear.

## **General Features of the HKJBM**

The *HKJBM* was an annual academic periodical publishing academic articles written by local or foreign academics. There was a total of fifteen volumes from 1983 to 1997. The format of the *HKJBM* was similar to other academic journals which included 'Table of Content' and 'Letter from Editor-in Chief'. As the *HKJBM* was an academic journal, an Editorial Review Board was also included. The table of content of every volume listed out the format of every volume of the *HKJBM*. Besides, the list of Editorial Review Board and the Letter from Editor-in-Chief published in every volume of the *HKJBM* also carried important information for my analysis. My analysis of the *HKJBM* is to identify several distinct features.

### *Trends Towards a Standardized and Internationalized Academic Journal*

Anthony MY Chan (1986) tried to find out the academic concern of Hong Kong's managerial scholars by analyzing three journals, namely, the *Hong Kong Manager*, *The Hong Kong Journal of Business Management* and the *Economic Journal Monthly*. The objective of his study has to verify the hypothesis that Hong Kong's management academics had made relevant efforts to contribute to the economic development and miraculous business of the city in the past decades. The contribution drawn from his study was that "Hong Kong's academics basically choose a role of followers of the 'academic market' " However, according to the author, "the social responsibility of academics is not only to follow trends but also to influence trends to a better direction." Thus, the author advised that the Hong Kong academics "need to reemphasize this advising function." The importance of Chan's finding is that the most important reference of the local academics is the 'academic market' of business administration which is globally oriented. Actually, the *HKJBM* also aimed at becoming an academic journal with an international status. As stated in

the statement of objectives, “(1) sharing current knowledge and understanding of business of business practices in South East Asia and the Pacific Basin Area and (2) advancing theory, and research design in domestic and international business.” The development of the *HKJBM* from 1983 (volume 1) to 1997 (volume 15) showed that the *HKJBM* did try to present itself as a scientific, professional and internationally recognized academic journal.

It is suggested that during the year from 1983 to 1997, the *HKJBM* became more and more corporated with the legitimate model of academic journal. The change of format of the academic journal is shown below:-

Year	Change of format
1986	Establishment of International Review Board Increase of section, ‘Book Reviews’
1995	Increase of section, ‘Notes Section’ Increase of section, ‘PhD Thesis Abstracts’

First of all, since an international review board was established in 1986, the majority of reviewers were foreign scholars, especially the US scholars, although most of the articles were about local and Asian business issues. The special meaning of such establishment was fully described by the Editor-in-Chief, “The Editorial Review Board is the soul of an academic journal. We are pleased to have fifteen *internationally renowned scholars* in various business disciplines to serve on the Board” (Letter from Editor-in-Chief, 1986).

After establishing an Editorial Review Board, the “blind review procedure” could be carried out which was “a well tested method for the fair screening of articles” (Letter from Editor-in-Chief, 1986).

Second, the part of Book Reviews was also established in 1986. The purpose of establishing such part was that, “In line with the mission of our journal, the books reviewed are, in one way or another, related to business management issues in Hong

Kong, China and Asia” (Letter from Editor-in-Chief, 1986). Thus, it was a platform to let the scholars to review academic books in the journal.

Starting from 1995, the Notes Section was added. It “allows researchers to contribute shorter and less rigorous articles.” Moreover, the PhD Thesis Abstracts section was added which “contains abstracts of selected theses in business management which have strong regional focus and relevance.”

### *The Emphasis of International Linkage*

As shown in Table 15, the number of articles presented in each volume was decreasing throughout the years from 1983 to 1997. Starting from 1995, the articles were divided into two items: main articles and notes. The main articles were all empirical research studies. The importance of empirical research in a legitimate academic journal will be discussed later.

Table 15. The Trend of Increasing Emphasis on International Linkage of the HKJBM

Year	No. of articles	No. of members in Editorial review board*	No. of book reviews
1983	13 (11)*	13 (11)**	0
1984	7 (7)	11 (9)	0
1985	13 (10)	10 (8)	0
1986	8 (2)	15 (15)	3
1987	7 (7)	17 (17)	3
1988	6 (6)	19 (19)	2
1989	6 (6)	24 (24)	4
1990	6 (6)	25 (25)	4
1991	6 (6)	23 (23)	2
1992	5 (4)	23 (23)	3
1993	5 (5)	22 (22)	4
1994	4 (3)	22 (19)	4
1995	5 (5)	30 (27)	2
1996	6 (6)	30 (27) one PRC	2
1997	5 (4)	30 (27) one PRC	0

\*Number in blanket – Number of articles written in English

\*\*Number in Blanket – Number of foreign scholars as members of Editorial Review Board

Besides, throughout the years from 1983 to 1997, most of the articles were

written in English, although one of the purposes of the journal was “promoting a closer cooperation between practitioners and academics.”

Actually, starting from vol.1, the *HKJBM* tried to define itself as an ‘internationalized’ academic journal. In the statement of objectives, it is clear that the *HKJBM* “is written for business practitioners and educators with the objectives of sharing current knowledge and understanding of business practices in South East Asian and the Pacific Basin Area” (vol.1). In Letter from the editor-in-Chief 1994, it is told that the “*HKJBM* will continue to strive to be an internationalized, international-level refereed journal with a regional focus on Hong Kong, China, and other Asian countries.” Finally, in the last volume published in 1997, it is concluded that the “*HKJBM* has been widely regarded as a significant reference for people who are interested in business management issues concerning this region. Over these years, *HKJBM* has become a model for some new management journals in the region.”

The establishment of an Editorial Review Board consisted of famous international scholars, the establishment of sections of books review and the inclusion of abstracts of PhD theses... What’s the meaning of these rapid changes of this academic journal in only a few years (1983-1997)? Here, I suggest two answers. First, the *HKJBM* was keen on adopting a world model of academic journal. Second, the *HKJBM* emphasized its ‘international character’ so as to legitimize its presence.

How can we explain this emphasis on ‘standardization’ and ‘international linkage’ of the *HKJBM* - a local academic journal in Hong Kong? Lars Engwell’s analysis of the managerial journal may provide an answer here.

Lars Engwell’s historical study about the expansion of managerial journals after the WWII was an illusive example of the neo-institutional analysis. Engwell studied selected academic managerial journals of the US and Europe. He found that there



was a strong tendency “to the early moves in the USA followed by similar moves in Europe.” According to him, “the observed tendency of the North Americans to be front runners is also natural, since the US academic system is characterized to a greater extent than the European by the tradition of publishing journal articles. This in turn is the result of a career system, sometimes dubbed ‘publish or perish’, which puts heavy pressure on academics to publish in referred journals in order to get promotion” (Engwell 1998). Moreover, Lars Engwell noted that “the very existence of established journals will have a definitive impact on new entrants too. They exert considerable influence on the writing of articles and papers by scholars in other countries as well. If Americans are recruited as members of the editorial board and as reviewers, because of their expertise and their prestige in the field, this impact will be even stronger. Likewise the acceptance of American papers will work in the same direction” (Engwell 1998).

Consequently, Engwell concluded that a journal in a particular field cannot differ too much from the front runner, because the one which differs from the ‘standard’ would not then be considered as a ‘real’ journal, that is, a journal that can claim its legitimate status in the international community.

In his research, Engwell studied the US influence on the development of managerial academic journals in Europe. However, if we note the widespread nature of this similar format of academic journals publications, we will see that it was a model of scientific academic product that most academic journals would claim especially after WWII – not the US alone specialized and professional. Thus, it can explain why the *HKJBM* finally became “a model for some new management journals in the region.”

As shown in Table 15, the development the *HKJBM* was greatly influenced by international scholars. It is found that in the composition of the editorial board, most

of the reviewers were foreign scholars. It was because the journal needed to legitimize itself as a standardized and internationalized academic journal, .

Lars Engwell also discovered that, “in research, publication in scientific journals is increasingly becoming a necessity. And among the journals and selection process that take place, whereby some become to set the standard” (Engwell 1998). Similar phenomenon is also found in the case of the *HKJBM*. In the following sections, I will look into the contents of the journal articles published in the *HKJBM* and reveal the ideological elements contained so as to find out the social effects of management education on the academic community.

### **An Analysis of the Ideological Elements of the Journal Articles of the *HKJBM***

In this part, I will analyze the content and the ideological elements contained in the articles presented in the academic journal, the *HKJBM*, so as to understand the role of the academic communities in the institutionalization of management education in Hong Kong. My starting point is that the universalistic (transnational and global) level of cultural and organizational formation operates as a constitutive and directive environment for states, business enterprises, groups and individuals. By analyzing the contents of the journal articles of the *HKJBM*, we will see how this universalistic cultural model shapes the outlook of the academic journal of the *HKJBM*.

From the above quoted objectives of the *HKJBM*, the readers were told that this academic journal would achieve its goals of “providing articles which focus on the state of the art managerial practices, case studies of enterprise operations, empirical research studies, literature reviews and theoretical, conceptual frameworks.” I try to classify the 102 articles of the *HKJBM* from vol.1 to vol. 15 into 4 categories it stated.

Table 16 Distribution of Articles according to the Nature of Study

Year	Empirical study	Case study	Conceptual framework and Literature review	Art of management practices	Total
1983	4	4	5	0	13
1984	3	0	4	0	7
1985	4	3	6	0	13
1986	3	3	2	0	8
1987	3	3	1	0	7
1988	3	2	1	0	6
1989	4	1	1	0	6
1990	4	0	2	0	6
1991	3	3	0	0	6
1992	1	2	2	0	5
1993	4	0	1	0	5
1994	3	1	0	0	4
1995	2	1	2	0	5
1996	4	1	1	0	6
1997	3	2	0	0	5
Total	48	26	28	0	102

By analyzing the titles and abstracts of the journal articles during the 15 years together with other data including Letter of Editorial-in-Chief, Table of content and other information presented, several obvious features can be delineated as follows. The full list of the titles of the journal articles published in the *HKJBM* is listed in Appendix C.

**(1) *The Scientization of Business Knowledge***

The majority of the journal articles published in the *HKJBM* were research papers. In table 16, it is found that there were 48 out of 102 articles could be classified as empirical study. Unlike the articles presented in the *Hong Kong Manager* which I will present in the next chapter, the articles published in the *HKJBM* were mostly scientific research papers. Most of the journal articles were structured as “formal scientific research”: to analyze, control and predict the

association between variables and seek for the scientific results.

These kinds of research articles were full of jargons, specific terms and different kinds of analyzing models. For examples, there were methodologies such as “spectral analysis”, “financial investment approach”, “multidimensional scaling analysis”, “vector co-integration approach”, “hedonic approach”, “learning curve model”. Besides, there were professional jargons such as “weekend effect” (1985), “January effect”, “strategic export marketing”, “Interdaily return efficiency” and “Intraday market return series.” which separate the academic world to the local business world. However, it can also be interpreted that the academic communities defined managerial knowledge as formal and professional so as to legitimize the existence of management as a kind of science, that is, a ‘kind of rationalized and universalistic modern discipline’.

When considering together with the objectives of the *HKJBM* stated in the previous paragraphs, it is found that the ‘managerial knowledge’ defined and diffused by the academics were really referring to ‘scientific knowledge’ including ‘advancing theory and research design in domestic and international business’ (Statement of objectives listed in vol.1). Besides, in Table 16, it is shown that there was no article about ‘art of managerial practices’. In fact, there was even no single article on daily practices of business in the 102 articles published on the *HKJBM* from 1983 to 1997. The knowledge defined and diffused by the academics was the elite form of knowledge which was created and shared by a limited number of academics or people received academic training. This elite form of managerial knowledge was detached from the daily operation of business. However, “quite apart from the immediate efficacy of these bodies of knowledge, they are authoritative and must take into account by actors at the risk of being judged negligent or irrational” (Meyer 1977).

## (2) *The Impact of Globalization*

As stated before, business management is worldwide in character. It can be accurately predicted that academic journals as the *HKJBM* must include articles with “global and international perspective”. Namely, there were two kinds of articles with “global and international perspective”.

First, articles such as ‘Long-term Japanese Stagnation: a Lesson for Hong Kong’ and ‘A Cross-Cultural Comparison of Information Processing in Consumer Food Choice’. As we have discussed before, being ‘international’ is one of the ideological elements of a rationalized and universalistic modern science. Thus, articles with global/international perspective are a ‘must’ in modern academic journals.

In this category, comparison studies such as ‘Retailing Selling Methods in Twelve Selected Countries’ (1984), ‘Reconceptualization of Supervisory Roles in Contemporary Organizations: a Pilot Study with Australian and Hong Kong Business Students’ will be included. Besides, articles studied foreign experience as the reference for local practices will also be included, for example, ‘Long Term Japanese Stagnation: a Lesson for Hong Kong’ (1983) and ‘Country-of-Origin’ Perceptions among Apparel Retailers in the Northwest US’ (1991) are classified in this category.

Table 17 shows that there was a large proportion of journal articles got published by foreign contributors and co-authorship. Why did a local academic journal include so many articles written by foreign contributors with topics of economic issues in foreign countries?

This phenomenon could not be explained solely by the technical factors. Indeed, the highly specialized economic issues in foreign countries were unlikely related to the managerial practices of local businessmen. However, publishing these articles represented that the *HKJBM* was an academic journal with an international

perspective which was necessary for the *HKJBM* to maintain its academic and professional status in the academic communities. Besides, publishing articles about foreign economic issues and comparative studies also represented that the knowledge of scientific management could be universally utilized, that is, comparable and applicable in any area of the world.

Table 17 Number of Articles Written by Local/Foreign Scholars

Year	No. of articles got published by foreign contributors	No. of articles got published by local contributors	Co-authorship publication
1983	3	8	2
1984	2	4	1
1985	5	6 (+1China)	1
1986	2	4 (+2China)	0
1987	5	1	1
1988	1	4	1
1989	2	4	0
1990	2	4	0
1991	3	2	1
1992	1	3 (+1China)	0
1993	1	4	0
1994	1	1	2
1995	1	3	1
1996	0	4 (+1Taiwan)	1
1997	2	2 (+1Taiwan)	0

### (3) *The Emphasis on Modern Actorhood and Humanistic Aspects.*

Another obvious feature of the journal articles of the *HKJBM* was the emphasis on modern actorhood. By analyzing the contents of the journal articles, it is found that the model of a modern individual was emphasized frequently. Articles like ‘The Effect of Males and Females in Working Experience with Women on Their Attitudes towards Women in Management’ (1983), ‘Creativity in Administration: a Conceptual Analysis’ (1984) and ‘Organizational Commitment and Job Characteristics: Some Exploratory Evidence in Hong Kong’, it is found that modern men were frequently described as innovative, creative, autonomy and competent. Besides, the cultural

model of a modern society with the milieu of modernity such as social equality or social progress, gender equality, and so forth were emphasized too.

It can also be seen that there were many articles about 'humanism and social values' in the *HKJBM*. There were articles about gender issue ('The effect of males and females working experience with women on other attitudes towards women in management' is a typical example), job motivation and job satisfaction ('Predicting creativity of potential managers with weighted biographical data', 'Managerial Motivation: a Comparison of Hong Kong, PRC and US managers') and ethical perception ('An Exploration of Ethical Perceptions of Hong Kong International Marketing Managers: Their Attitudes Toward the Organization, Industry and Country').

As I have stated before, management education is a highly institutionalized modern by-product, the "fundamental part of all this is the construction of the modern individual, citizen, person, and/or human: modern societies, in one way or another, all celebrate and regulate the individual" (Thomas et al. 1987). Individuals have collective standing and importance, and are assigned increasing numbers of rights and obligations. Their capacities are seen as central to social and economic progress, and such progress is seen as properly benefiting them as a main goal and outcome. The conception of a modern individual and the universalistic social values of rationalization appeared elsewhere in the academic journal of business management.

### **Social Effects of Management Education**

In previous sections, it is shown that the local academic community was greatly influenced by the world cultural model which emphasized the 'authority of science'

and the conception of modern 'Society' and modern 'Individual' through the analysis of the ideological elements contained in the *HKJBM*. Then, how can we understand the educational effects of management education in Hong Kong upon the academic community?

### **Classical Sociological Theories about Educational Effects**

According to the functionalist perspective, the major function of education is primarily the socialization of individuals. The socialization theories states that schools provide experiences which instill knowledge, skills, attitudes and values in their students. Students then have a revised and expanded set of personal qualities enabling them to take the social positions in the society. Thus, the expansion of the number of schooled adults expands the complexity and wealth of society and social institutions.

Traditional socialization theories define education as an organized set of socializing experiences. However, it treats as peripheral the fact that modern education system is society-wide and state controlled institutions. Besides, the hypothesis of the socialization theories is empirically weak. Many empirical studies suggested that personal qualities schooling socializes do not effectively determine occupation and success, once occupational entry has been obtained (Berg 1971).

Due to the empirical weakness of the socialization model, some sociologists suggested that the major effect of education is the allocation of students to social positions. There are different kinds of allocation models suggested by the Marxists and the Weberians. Allocation theories argued that people in modern societies are allocated to adult roles on the basis of years and types of education, apart from anything they have learned in schools. Education is thus more a selector which allocates the students rather than socialize them (Blackledge and Barry 1985).



However, the allocation theories and the socialization theories, both defined only a few consequences of the educational system and consider education effects merely on the individuals being allocated. The functionalists focused on the schooled individuals who are socialized. The conflict theorists paid more attention on students being allocated by education. Meanwhile, a large proportion of social members who are not staying in schools or who are uneducated are totally ignored by both theoretical perspectives.

### **Legitimizing Effects of Education as an Institution**

As the socialization theories and the allocation theories focused on the educational effects upon schooled individuals, the role of academic community had never been considered, as the academics are not schooled. Thus, it is suggested that the social effects of management education should be considered with the inspiration of another sociological perspective – the neo-institutional perspective.

In the essay “The effect of Education as an Institution”, Meyer discussed the legitimating effects of education to society. According to him, education is “a system of institutionalized rites transforming social roles through powerful initiation ceremonies and as agent transforming society by creating new class of personnel with new types of authoritative knowledge” (Meyer 1977).

Meyer first examined education’s legitimating function as theory of knowledge and theory of personnel respectively. For theory of knowledge, it means that “education defined certain types of knowledge as extant and as authoritative.” For theory of personnel, it means education “defines categories of person who are to be treated as processing these bodies of knowledge and forms of authority.” Apart from this classification, education validates both élites and citizens. Thus, four general categories created by two dichotomies (theory of knowledge – theory of personnel;

elites - citizen) are formed, they are:-

1. The Authority of Specialized Competence;
2. Elite definition and Certification;
3. The Universality of Collective Reality; and
4. The extension of Membership: Nation-building and Citizenship (Meyer 1977).

### **The role of Academic Community**

From the perspective of neo-institutionalists, the expansion of management education throughout the world reflects the cultural domination of the model of world society. By legitimizing the world society, as Meyer pointed out, “the knowledge system provides another important part of the rationalizing environment. The modern society, built overall as an account of rational project in a demystified nature, develops scores of occupational growth with authority to speak to the collective good in the nature of truths about nature: the nature of the physical world, of human individuals and their psyches, and of the natural workings of the social system itself. The testimony of the sciences, represented by professional consultants of all stripes, is a powerful sort of rationalization (claiming a kind of universal scope) and impulse to organizing” (Meyer 1977).

There were several sociologists studied the role of managerial scholars in expanding and diffusing managerial knowledge (Kedia and Bhagat 1988, Badaracco 1991, Mahajan and Peterson 1985). Some scholars have argued that the non-western world, in order to modernize – and differing from what has occurred in European societies – needs exogenous stimulus imported through mechanisms of diffusion (Lerner 1958).

Then, what’s the role of academic communities? Although the academic

status of management studies and the normative characteristics of management research have frequently been disputed, there exists a community of management scholars. It started after the first business schools were founded in the USA at the turn of the century and rapidly expanded after the WWII.

The different social groups, namely, scholars, intellectuals, politicians and business people are involved in the diffusion and institutionalization of the managerial knowledge. The academic community is the producer, mediator as well as the consumer of the managerial knowledge. They define (and redefine) and organize (and reorganize) the academic managerial knowledge. Meanwhile, the local business people are required to view their existence as 'technical professionals' to legitimate the professional base of knowledge.

### **The social effects of management education**

The general format of the *HKJBM* and the details of the journal articles has been reviewed. Now, I will offer a general discussion about the social affects of management education reflected in the above materials that we have gone through.

#### *1. The Creation of Scientific Managerial Knowledge*

The most obvious social effects of the expansion of management education presented in this chapter are the creation and definition of "managerial knowledge". The *HKJBM* itself is the product of the "elite form" of managerial knowledge. As John Meyer stated, "education expands the authoritative culture and the set of specialized social positions entailed by this culture...The creation of academic programs in business management brings arenas of decision making from personnel judgement, or luck, to the jurisdiction of rationalized knowledge." Thus, the knowledge categories of the education enter authoritative into daily life (Meyer 1979).

I have shown that the most of the academic articles published in the *HKJBM* were empirical research. Besides, other articles were about literature review and conceptual frameworks. On the contrary, none of the articles was about any “art of management” or “experience of businessmen”. It is pointed out in this chapter that the *HKJBM* frequently defined managerial knowledge as “scientific” and “empirical”. This “science” form of knowledge should be studied by trained academics and ultimately become the guidelines of the practitioners living in actual business world.

The elite form of managerial knowledge taking the form of “scientific knowledge” is not arbitrary. The neo-institutionalists stated that, “the knowledge system provides another important part of rationalizing environment....The testimony of the sciences, represented by professional consultants of all stripes, is a powerful sort of rationalization (claiming a kind of universal scope) and impulse to organizing” (Meyer 1994).

Thus, in order to establish the legitimacy of management, it should be ‘scientific’ and borne with it the claim of ‘universal applicable.’ If we compare the articles of this academic journal, the *HKJBM* and a public magazine, the *Hong Kong Manager*, we will find that the academics tried to define knowledge as ‘rational, universal and scientific’ by adopting the research logic of natural and empirical science but landing on a professional ground.

## *2. The Creation of Professional Academics*

The development and expansion of management education in Hong Kong gave rise to managerial academics, researchers and scholars. Education as an institution creates and defines particular categories of elite personnel. Education also defines the nature and authority of the elite roles themselves – helping to create the categories of personnel as well as to designate the particular occupants of these categories. Thus, it

is said that management education creates the role of academics, and justifies academics' authority claims to the society, and defines who are academics. (John Meyer 1979)

The *HKJBM* was published by the Faculty of the Business Administration of the CUHK during 1983 to 1997, the period management education was highly institutionalized in the tertiary educational system in Hong Kong. It is found that the *HKJBM* itself was a platform for the academics to “show off” and to exercise their impact on the society. All of the participants including the articles' authors, the reviewers and the organizers of the journal, were holders of BBA degrees or PhD in BA, and they were all managerial academics. It can be said that the development of management education led to the appearance of the *HKJBM*. Meanwhile, it is more appropriate to say that the expansion of management education created a number of managerial academics and scholars who then, created the *HKJBM* to legitimize themselves and exercise their social impacts.

Thus, it can be seen that while management education became more institutionalized, the academics would have more opportunities to legitimize its existence. For example, there were the establishment of the “Editorial Board of Review” and the increase of “Note Section”, “Book review section” and “Abstracts of PhD Theses”. All these changes can be interpreted as the trends towards standardization and internationalization that the *HKJBM* adopted. On the other hand, it can be interpreted that such changes facilitated more academics and scholars to join the project, that is, to establish the “academic position” of the *HKJBM* and to legitimize the existence of “managerial academics” in modern society.

## **Conclusion**

In this chapter, the social effects of management education on the academic

communities were assessed. Through the analysis of the format and the titles of journal articles published in the *Hong Kong Journal of Business Administration*, it is suggested that the social effects of management education including the definition of the elite class in the knowledge system as well as the authority of elite form of knowledge. It showed the limitations of the traditional theories on educational effects that they focused too much on the schooling effects upon individuals. In this chapter, the legitimating effects of management education on the academic communities and the elite form of managerial knowledge were analyzed. It is argued that the institutionalist perspective offers a more adequate explanation to the formalization of management knowledge as well as its authoritative personnel.

## Chapter 7

### **The Social Effects of Management Education as a form of Collective Reality – An Analysis of the *Hong Kong Manager***

The social effects of management education on the academic communities were discussed in the previous chapter. In this chapter, the social effects of management education on the general public, without experienced the educational process in universities, will be discussed. According to the traditional sociological theories on educational effects such as the socialization theories and the allocation theories, only the schooled individuals are concerned. The traditional sociological enquiry of educational effects is to assess the correlation between the allocations of social positions and the schooled individuals. However, large proportion of social members living outside the educational process are usually ignored. Does education really have no effect upon these unschooled social members? The neo-institutional perspective suggested that the effects of education is not only limited on the schooled individuals. In this chapter, the social effects of management education to the general public will be assessed through the analysis of the editorial essays of a popular business magazine – *The Hong Kong Manager*.

In this chapter, I will analyze the editorial essays – the ‘Viewpoints’ of the *Hong Kong Manager*, one of the most popular managerial magazines in Hong Kong, with a view to examine the social effects of management education on the general public. The *Hong Kong Manager* was started in 1964. It was published by the Hong Kong Management Association (HKMA), which is the largest and the most historied management professional association in Hong Kong. Its main target was the members of the Hong Kong Management Association (HKMA) and the general businessmen. From 1964 to 1976, it was a bi-monthly magazine and was changed to a monthly magazine from 1985. And in 1997, it was changed again to a quarterly

magazine.

In this research, I choose the editorial essay – the ‘viewpoint’ of the magazine to be my object of analysis. The viewpoint of the *Hong Kong Manager* could represent the standpoint of the editorial board of the magazine itself and the HKMA. The HKMA is now the largest professional body of businessmen in Hong Kong. Thus, by studying the main themes of the editorial essays of the *Hong Kong Manager* in every period, a better understanding about the features of the local businessmen can be obtained, so as to assess the social effects of management education on them. As the targets of the *Hong Kong Manager* were the local businessmen and the general public, thus, the editorial essays of the *Hong Kong Manager* is selected to be the data source to assess the social effects of the development of management education on the general public.

### **Background of the Hong Kong Manager**

The Hong Kong Manger started in 1964 and it was published by the Hong Kong Management Association (HKMA). In chapter 3, I have mentioned that the HKMA was the first professional association to provide training program of management education. In the 1960s, while management education was not incorporated into the formal educational system, there were only two organizations providing management education. One was the CUHK which aimed at educating students. The other one was the HKMA, its’ target were the businessmen and the general public.

Apart from providing training programs to the businessmen, the HKMA published the magazine *Hong Kong Manager*. The objectives of this magazine as stated in No.1, 1964 were:-

*“It is our intention that ‘The Hong Kong Manager ’ fulfills its role as a medium of information and education, and as the reporter and watch dog of our progress.”*



The *Hong Kong Manager* itself was a medium of education to educate the public about the updated managerial knowledge and information. The magazine itself was a form of management education. It can be said that the appearance of the *Hong Kong Manager* was a symbol of the expansion of management education. On the one hand, the magazine itself can be seen as the influence of the management education on the general public. On the other hand, the magazine further legitimized the existence of management education. In the previous chapters, I have reviewed the management education in the formal educational system and the academic community. In this chapter, I will study how management education affects the general public.

In the following sections, I will briefly review the contents of the viewpoints of the *Hong Kong Manager* for the period from 1964 to 1997. Then, I will point out the ideological elements contained in the editorial essays which were indicators of the social effects of management education on the business group as well as the general public.

### ***Contents of the 'Viewpoint' of the Hong Kong Manager 1964-1997***

Main themes of the 'Viewpoint' of the *Hong Kong Manager* in every period were listed in Appendix D. The main themes of the viewpoint from 1964 to 1997 included the following topics:-

1. *The importance / effectiveness of scientific management.* The majority of the viewpoint essays was about the introduction of the managerial concepts (for example, marketing, personnel management, quality control, financial management, 'time' management and waste management, etc.) and managerial techniques. This main theme was frequently repeated in the period from 1964 to 1997. There were articles about the importance of modern managerial methods in different aspects, such as the

importance of scientific management, marketing, human resource management and financial management, etc. (No.4, 1965; No.4, 1968; No. 5, 1969; No.4, 1973; No.6, 1985; No.4, 1987; No.2, 1992; No.2, 1994). Besides, there were articles pointing out 'the importance of increasing productivity' (No.2, 1964; No.11, 1981), 'the emergency of management education in Hong Kong' (No.3, 1965; No.2, 1967), and the introduction of other managerial concepts and managerial techniques.

2. *Problems-Solving Approach.* This topic often appeared in the viewpoint too. For example, the viewpoint had discussed about the problem of 'friction' (No.2 1969) and 'Managerial obsolescence' (No. 4, 1973), etc.

3. *Establishing of Norms for managerial practices.* There were several viewpoint essays talking about the good and bad managerial practices. For example, 'Five successful companies in America' (No.3, 1975).

4. *Local economic situations and economic issues.* As a local business magazine, the editorial essays of the *Hong Kong Manager* certainly included topics about the present situations and the forecast of Hong Kong economy.

5. *International economic situations and economic issues* There were some essays talking about the topics of international business and international economic issues such as 'trading blocs' (No.2&3, 1991)

6. *Introduction of local industries.* Introduction of different local industries were also one of the main themes repeated in the viewpoint. Different local industries (for example, toy industries, textile and garment industry, insurance and fur business, etc.) were discussed in the viewpoint.

7. *Discussion of different social phenomena.* Another main theme repeatedly appeared in the viewpoint was the discussion of social issues. Different kinds of social issues had been discussed by the viewpoint, namely, environmental protection (No. 4, 1970), fire prevention (No.1, 1972), gender inequality (No. 5, 1975), child

labor (No.6, 1977), festival of Asian Arts (No. 10, 1977), summer youth program (No. 7, 1978), trade union (No. 8, 1978), employee benefits (No. 3, 1980), health of executives (No. 7, 1981), sexual harassment and retirement provision (No. 2, 1995), etc.

8. *News about the HKMA and the Hong Kong Manager*. As the *Hong Kong Manager* was published by the HKMA, the editorial essays of the magazine, of course, would talk about the news of the magazine and the HKMA.

### **Ideological Elements reflected by the Viewpoint of the *Hong Kong Manager***

The editorial essays of the magazine from 1964-1997 were analyzed. The following features are noted, which point to some implications of the effects of management education processed on the public.

#### ***(1) Construction of the Conception of a Modern Manager***

In the viewpoint of the *Hong Kong Manager*, the image of a modern manager was frequently emphasized. “The managers of Hong Kong must cast off the ‘shackles of traditional thinking’” (No. 1, 1964). It was told that, “Tremendous strides are made in science and technology, and the pace of change is faster and more rapid now than at any time in the history of mankind” (No.1, 1964). Traditional values and practices can no longer remain its legitimacy in the irresistible tide of modernization, thus, “new time demands new measures” and “our managers must keep up with these changes and developments, and adapt them to fit the conditions of Hong Kong” (1/64).

A modern manager must be empowered with autonomy and competency. That means ‘he/she’ can learn and study and, of course, he/she is a ‘rational man’ who can purposely take his action. He/she is an actor with a rational mind and his own capacity. “The modern manager who undertakes to manage for the future is called on

to utilize his intelligence and his imagination in such a way that these qualities do not cancel each other out” (No.1, 1967).

A modern manager must be equipped with scientific managerial knowledge and humanistic social knowledge. “Such a manager needs to study the sciences to discipline his mind, the humanities to discipline his emotions, and the social sciences to discipline his attitudes” (No.1, 1967).

A modern manager must always be rational and self-disciplined. “Their psychological makeup is such that they do not play for play’s sake but to win, using a combination of agility, skill and brains; so should he plan his activities to keep himself healthy – to win – as he would plan his investment portfolio” (No.4, 1972).

A modern manager is not just an employee of an enterprise. ‘He/she’ is responsible for the economic development and social progress of the Hong Kong society. He should continuously upgrade his managerial skills, “for the individual a want, for countries a need, and for firms a must” because “in societies which are growing more democratic, the individuals feel that they have the moral right to utilize their natural abilities and to continuously develop their latent talents.” “A manager cannot only satisfy his own need for continuous growth and satisfaction but also better utilize the abilities of people working under him” (No.3, 1968). By expanding his own influence, a modern manager should be an active participator and contributor of the progress of the Hong Kong society.

It should be pointed out that, the conception of a modern manager, is fully compatible with the conception of a modern individual suggested by the neo-institutionalists (Meyer, Boil and Ramirez. 1985). According to John Meyer, the construction of a modern individual, a modern ‘man ’ must be “rational, purposive, and empowered to act with autonomy and competence in the new universalistic.”

This kind of conception of individual is organized in the rationalized world

model. In the project of rationalization, “society was held to be essentially a collection of individuals, the success or failure of its effort to realize progress and justice was dependent on the nature of the socialization encountered by the individual” (Meyer 1985). Thus, the individual must be available to be socialized to spontaneously discipline his mind, emotions and attitudes so as to transform the society.

## ***(2) Collective Goals of a Modern Society***

As I have mentioned in the above, one of the main themes frequently appeared in the viewpoint was the discussion of social problems and social phenomena. As the *Hong Kong Manager* was a popular magazine, there were certainly some topics about the social issues attract public concern. However, the conception of a ‘good’ society could be reflected in the discussion of various social issues.

It was frequently emphasized that enterprises and managers should take up social responsibilities. It was because “a company cannot survive in the long run without executing its social responsibilities to its shareholders who are members of that community” (No. 2, 1972).

As the magazine mentioned, the management’s ultimate goal towards the community is to “improve its quality of life both materially and psychologically. Namely, the social responsibilities of management includes “social welfare schemes; providing employee benefits and better working conditions; eliminating pollution; keeping costs down; employing the handicapped and other social good works inside and outside the firm...It is providing the opportunity and the encouragement for people to “self-actualize”, to use behavioral jargon” (No. 2, 1972).

Enterprises, as well as the HKMA itself, were responsible to take active roles in the society. The “*Hong Kong Manager* have an added responsibility in that they fill

the shoes of full time advisers and counselors. Many businessmen sit on government advisory boards, watchdog committees, Legislative, Executives and Urban Councils” (No. 6, 1975).

There were social responsibilities that managers should take up. One of them was environmental protection: “*Hong Kong Manager* in chemical, manufacturing and service industries must pay special attention to the pollutants and to the effect of their decisions on the life of the community” (No. 6, 1975). Besides, “Companies and their managers have the responsibilities, if not a moral one, of providing the best environment in which their worker can feel at ease and be a part of. Companies cannot continually take from society without giving back, and one form of return is improving the city’s and the company’s environment, for the company too has to live, work and play in the same area” (No. 4, 1970).

Gender equality was also discussed in the viewpoint. In the 1970s, Hong Kong was a relatively traditional society that women’s social status was definitely lower than men. As the magazine pointed out, there were only 150 female managers in the 3000 members of the HKMA. However, in the viewpoint, the concept of gender equality was highly promoted:-

“Ask these...women whether the going has been tough, whether they have had to ‘claw’ their way to the top, whether they have had to use their femininity. Surprisingly, the answer will most likely be a unanimous ‘no’...The qualities these top women managers have in common above all others are their strength of character and consciousness of being a ‘person’ other than a ‘women’” (No. 5, 1975).

These discourses about female managers also reflected the image of modern individual. Females were given equal opportunity as their human right, and civil entitlements to be as excellent as male managers through education. On the contrary, the current situation was that top female managers in Hong Kong were exceptional.

When discussing the phenomenon that there was only a small number of top female managers in Hong Kong in the 1970s, the editor of the *Hong Kong Manager* stated that:-

“The real reason lies probably more in education...It is only in the last decade or so that girls taking science and technical subjects at school had general been encouraged by parents. Business studies are still not yet universally accepted as appropriate” (No. 5, 1975).

Thus, equal opportunity of education should be provided and the level of education should be expanded. Then, the goal of gender equality would be achieved. “However, as more and more women enter the business world and show themselves to be able and competent administrators and managers besides being business-women, male prejudice against the emancipation of woman will disappear and the community will be the more wealthier for the additional professional intellect and talent wife become available to contribute towards the well-being and higher standard of living of the community as a whole” (No.6, 1972).

From the above quotation, there are two points that should be noted. First, it is found that the notion of citizenship with social responsibilities was highly emphasized. The *Hong Kong Manager* constructed the model of a modern manager and the model of a modern management, which should be legitimated in the wider environment. Thus, the promotion of the conception of a modern manager is also the expansion of citizenship in a modern society.

Second, the collective goals of the modern society such as social progress, equality and environmental protection, etc., was also reflected in the discussion of various social issues. The incorporation of all members and groups among which some used to be socially deprived, was the triumph of modern citizenry. I have quoted above the discourses about gender equality and environmental protection as

examples. Then, what are the social meaning and implications of these discourses? I will suggest that all of them represented the collective goals of the world society. The expansion of management education was compatible with the world model of society. Thus, the world model of a modern society was reflected in the editorial essays of the *Hong Kong Manger*.

### **(3) *The Emphasis of Humanistic Values***

In the discussion of the topics like modern manager or modern management, humanistic values such as ‘communication’ and ‘human resource’ were frequently emphasized in the viewpoint of the *Hong Kong Manager*.

For example, the viewpoint had mentioned that a manager should “emphasis on human values or humanism.” He must be “the leader of his work team” and beware of “their emotional and physical well-being” (No. 1, 1970). Also, “he should maintain good communication with his colleagues” (No. 3, 1970). Communication is also important that “one can argue that communications is the most essential part of management for, without it, you cannot manage, and achieve a given task through other people”, even in the computer era (No. 4, 1980, No. 2, 1984).

The following quotation may fully represent the emphasis of humanistic ideology in the ‘modern’ management:

“The people in it constitute a business’s most important asset. Their creativity dedication skills and enthusiasm will be deciding factor in whether or not a company can achieve and maintain a leading position....The complexity of modern business organization means that the old concepts of management (top-down decisions, multi-layered structures, knowledge carefully guarded to preserve status) cannot hope to remain efficient. They were slow, cumbersome and wasteful of talents” (No. 5, 1995).



“This involves building morale and ensuring a fair, open and democratic system within the organization, particular in an educated and open society where people voice their opinions without fear and have something constructive to contribute to the workings of the organizations” (No. 5, 1995).

In the editorial essays of the *Hong Kong Manager*, ‘scientific management’ was repeatedly emphasized. However, it is interesting to find that the topics discussed in the editorial essays were usually around local social issues and daily managerial practices. When discussing these topics, the *Hong Kong Manager* frequently presented humanistic values such as ‘human rights’, ‘human equality’ or ‘social welfare’. Actually, the *Hong Kong Manager* did not present itself as a ‘empirical and scientific’ magazine. Rather, it discussed several social issues with distinct value judgement. The values presented by the *Hong Kong Manager* was highly compatible with the secularized ends of the conception of modern society. Indeed, it was not a ‘scientific iron cage’ promoted by the *Hong Kong Manager* (Weber 1978). On the contrary, the ‘ideal’ society described by the *Hong Kong Manager* was a rationalized society with secularized values such as ‘human equality’ and ‘social progress’ (Meyer 1985).

#### ***(4) The Construction of a Hong Kong Story – the Triumph of Rationalization***

The most interesting feature of the *Hong Kong Manager* during the period from 1964 to 1997 was that it constructed the history of Hong Kong which happened under the melody of ‘change’, ‘progress’ and ‘development’, etc. For example, it is told that “we are entering a new time that is full of ‘change’...and the pace is faster and more rapid now than at any time in the history of man kind” (No. 1, 1964).

To a traditional society, ‘change’ is not desirable. ‘Change’ always implies danger. However, the *Hong Kong Manager* stated that change is a good, it is even a

must in the new era.

“Industrial growth rests on change...And change is synonymous to progress” (No. 4, 1967).

The idea of ‘change’ and ‘progress’ were always emphasized during the 60s to 90s. For example, “...But entering the arena of advance technology requires, not the skill of the craftsman, but the knowledge of the technologist...The basis of modern management then is planning, projecting and controlling” (No. 2, 1974).

Moreover, the purpose of such ‘change’ and ‘progress’ was matched with the rationalized social values like equality, human welfare and human rights. For example, “Everyone would agree that an improved standard of living and a better quality of life should be universal in Hong Kong.” As for the term welfare, the author referred to “public housing, education, hospitals and social security program” (No. 1, 1978).

The discourse of the Hong Kong story constructed by the *Hong Kong Manager* was a typical story of rationalization, that was, an ‘island society’ adopted ‘modern structures and purposes and was naturally sharing similar cultural frameworks of the world society’, and as a result, it successfully became a modern society in a globalizing world.

### ***(5) The International Linkage of Modern Management***

In the above sections, it has been stated that one of the main themes of the viewpoint is the international economics issues. Besides, when the viewpoint constructs the Hong Kong story, the author have never forgotten to highlight that Hong Kong is an international city. For example, Hong Kong became an international financial center (No. 5, 1976) and an international shipping center (No. 1, 1977). Besides, it is an international air service centre. “By any international

standard these figures are respectable for the size of airport that Hong Kong has” (No. 5, 1980), an international toy industry centre, “In recent years Hong Kong has become world renowned as a center for the manufacture and supply of quality toys and is a leading exports of toys” (No. 9, 1980), and an international accounting service centre with international standard, “Accounting standards in Hong Kong follows much in line with British and Australian standards” (No. 6, 1987).

The character of being ‘international’ if not an “imagined” one (Anderson ), is another obvious ideological element of the model of world society. A rationalized modern state must be an international society and management knowledge is universally applicable. The issues mentioned in the viewpoint were considered from a global perspective.

### ***Social Effects of Management Education as a Form of Citizen Knowledge***

I have highlighted the ideological elements contained in the viewpoint of the *Hong Kong Manger*. However, how can we make sense of the present ideological outlook presented by the Hong Kong Manager? What are the meanings and implications of the ideological elements contained in the Hong Kong Manager – a popular magazine aimed at promoting management education in Hong Kong? Does it contribute to the understanding of the effects of management education on the society?

In the previous sociological studies on educational effects, few researchers had noticed the role of the general public, most of them concentrated on the schooling effects upon the schooled individuals. However, it is suggested that the effects of management education was not so limited. Now, I will examine the effects of management education on the general public with the implications derived from the study of the *Hong Kong Manager*.

In the essay “The Effects of Education as an Institution”, Meyer proposed the legitimating effects of education as a form of citizen knowledge. According to him, one of the effects of the expansion of mass education is to expand the meanings of citizenship, personhood, individual and other modern ideas, by creating “a whole series of social assumptions about the common culture of society” (Meyer 1979). Besides, mass education in modern society helps to create a national language, reifies a given national history and constructs a common civic order. In addition, mass education constructs a myth of a common culture intimately linked to a world society by validating the existence of a common natural reality. Finally, mass education constructs a broad definitions of citizen and human rights (Meyer 1979).

Meyer’s discussion focuses on the legitimating effects of mass education. By applying this theoretical perspective on the case of management education, it is proposed that the management education has the following social effects: (1) it constructs a broad definitions of business world including the conception of a manager and the conception of an enterprise, etc. (2) It constructs a series of cultural assumptions about individuals and society that is compatible with the mass education. (3) It reifies a common history of Hong Kong which is the result of the development of management education.

#### *(1) The Construction of a Broad Definitions of Business World*

The social effects of the construction of a collective reality has been largely ignored by traditional sociological theories which only concentrated on the schooling effects upon schooled individuals. However, if only the schooled individuals adopt a set of personal qualities, attitudes, values, how could he/she be accepted and respected in the society which is out of the schooling effects? It may be partly correct that education socializes a person with a series of ideas, values and conceptions.

Then, the same set of ideas, values and conceptions should also be recognized and adopted by the general society.

Thus, no one could deny that management education teaches students knowledge, skills, attitudes and values about doing business in Hong Kong. Meanwhile, management education also informs the whole society what a business world is. One social effect of management education is also to construct the collective realities of the business world: what is a modern manager? How should he/she behave? What are proper managerial practices? What is a modern enterprise? A cultural model of business world is created which is compatible with the educational contents taught in university.

In this constructed business world, scientific management is an effective tool to deal with different kinds of managerial problems. Even the definition of 'problem' is based on the rationalized values. Thus, there are problems mentioned such as 'environmental pollution', 'gender inequality' and 'poor (inhuman) working environment', etc. The construction of the collective realities of a business world contributes to legitimizing the existence of scientific management and the existence of management education in higher education and the authority of the academic communities as well. It does so by organizing the business world as a more equalitarian, participatory and yet highly specialized (but attainable through training) sovereign entity. Actually, the role of the *Hong Kong Manager* was a promoter or an introducer to popularize the importance of scientific management. It did not directly deal with complex academic questions as the HKJMB did, or it did not provide systematic educational programs as the universities did. However, the works of the *Hong Kong Manager* consolidated the legitimacy and authority of the formal educational programs and the academic communities. In the conflict theories, it is ironic that formal education and academics, as the product of status competition, are

widely respected in the society. From the viewpoint of the technical-functional theories, no explanation was provided in respect of the cultural base of management education. From the neo-institutional perspective, the social effects of education include the construction of collective realities which in return legitimize the existence of itself in the general public.

## *(2) The Construction of the Individual and Society in the name of "Modern"*

Apart from the construction of the conception of a business world, management education also creates a broad definitions of individual and society. As a part of modern education, management education defines the individual as competent, free-will and an autonomous participator of the society. Meanwhile, the modern society is a rational system organized around a series of scientific principles with rationalized ends such as 'human equality' and 'social progress', etc.

In the viewpoint of the Hong Kong Manager, there were articles about the image of manager and the conception of modern society with the collective goals as 'progress' and 'equality'.

Following the line of thoughts of the neo-institutionalists, legitimating effects of mass education include defining and building the nation and citizenship. Mass education expands the meaning of citizenship in two ways. First, "it opens up new possibilities for citizens – in particular, new claims for equality which can be made on society." Secondly, it "defines individuals as responsible subordinate members (and agents) of the state organization, and opens them to new avenues of control and manipulation" (Meyer 1977).

Hong Kong definitely is not a nation. Thus, the legitimating effects of nation-building is relatively weak either in mass education or management education in the colonial period. However, it is proposed that the management education has an

effect of expanding the meaning of an individual as a citizen in the scientific managerial order. Management education expands the meaning of an individual that an individual can be an active-participator in modern management (either act as a manager or managed). Furthermore, a participator of modern management is also a contributor of the success of the Hong Kong society. Thus, it is suggested that the management education widens the membership of modern management. Every citizen can be trained as a good manager by formal learning. Good managerial practices can be taught, shared and introduced and thus every person can be an active-participator of the progress of the Hong Kong society. In the above example, I have pointed out that the notion of citizenship was always emphasized in the viewpoint. The *Hong Kong Manager* expands the meaning of citizenship which is compatible with the institutionalization of management education in the Hong Kong society.

### (3) *The Construction of a Common History of Hong Kong as a Triumph of Progress*

I have pointed out that during the period from 1964 to 1997, a story of the success of Hong Kong was constructed in the *Hong Kong Manager*. The magazine constructed the Hong Kong story with the melody of 'change and progress'. The development of Hong Kong was described in a formula as:

*Traditional society facing 'change' + rationalization (including the introduction of modern management) = Social progress.*

It does not matter whether it is the true history of Hong Kong in the past years. The *Hong Kong Manager* reified a common history of Hong Kong to the general public which in return consolidated the legitimacy of the survival and expansion of management education. It further reinforced the general belief upon which the project of rationalization and the secularized ends were firmly rooted. The social

effect of management education as a form of citizen knowledge was the re-construction of a social world and the social history with rationalized myths. The aggregate effect was to consolidate the general belief of the global project of rationalization.

## **Conclusion**

In this chapter, the social effects of management education on the general public were assessed. By analyzing the editorial essays of the *Hong Kong Manager*, it is found that a series of collective cultural assumptions about the business world and the modern society were created. Besides, a common history of Hong Kong as a triumph of modernization was also placed. Thus, it is suggested that management education does not only have effect of socialization or allocation to the schooled individuals, but it also affects the society by creating collective realities for the social members living inside.



## Conclusion

My major attempt in this study is to investigate the development and institutionalization of management education in Hong Kong during the past forty years. This study aims at answering three questions. First, what are the reasons for the rise and rapid expansion of management education in Hong Kong? Second, what are factor(s) that have shaped the present form of management education? Third, what are the educational effects of management education in Hong Kong? In order to answer these questions, the organization of management education over time was studied. Specially, the ideological base which management education is built upon was examined. Three sets of documentary materials form the bulk of my data source, namely, the curricula of Integrated BBA program offered by the CUHK, the *Hong Kong Journal of Business Management* and the editorial essays of *Hong Kong Manager* were examined with a view to reveal the cultural base of management education. The data showed that different levels of management education in Hong Kong shared the same ideological elements. For example, the 'empirical and scientific nature', 'international character' and 'humanistic values' are homogeneously emphasized in the contents of management education. Furthermore, conceptions of 'modern manager' and 'modern society' are consistently reflected in the contents of management education.

Major sociological perspectives such as the technical-functionalism, the conflict perspective and the neo-institutionalist perspective were examined so as to account for the distinctiveness of management education in Hong Kong. The functionalist and the conflict perspectives focused too much on the local factors while the impact of the universal culture upon management education was ignored. It is found that the neo-institutional perspective offers a better explanation of the phenomena of the institutionalization of management education in Hong Kong. Following the line of

thoughts of the neo-institutionalism, management education was highly ideological based that was organized around a series of modern ideologies (human competence, human equality and social progress, etc.) The rise and rapid growth of management education in Hong Kong cannot be merely explained by local factors such as technical needs, social complexity or status competition among powerful social groups. Rather, the expansion of management education is a world-wide phenomenon and the contents of management education was greatly influenced by a world model of culture in many aspects. Thus, it is proposed that the development of management education in Hong Kong is the extension of the project of rationalization prevalent in almost all societies especially after World War II. The rise of management education in this city implies that Hong Kong is no longer a traditional society but is a member tightly incorporated into the world system. Thus, the managerial practices and the managerial concepts should be compatible with the global standard. It is this major reason that gives rise to the triumph of management education in Hong Kong after the WWII as examined in this thesis.

In this study, the educational effects of management education were also assessed. Classical sociological theories on educational effects pay almost all attention to the schooling effects upon students or those who are socialized by the system. However, the social effects of education beyond the system were largely ignored. Following the line of thought of the neo-institutionalism, I examined the legitimating effects of management education on the construction of personnel and the knowledge base respectively. The analysis of the only academic journal of business administration in Hong Kong, the *HKJBM*, suggested that management education did play a role in establishing the authority of business administration as an elite form of knowledge as well as the authority of the academics. The study of the editorial essays of the *Hong Kong Manager* revealed that management education

did play a role in constructing a collective reality about what a legitimate business world in modern society should be like. Thus, management education does not only affect schooled persons but also the whole society.

### ***Further Research Agenda suggested***

In this study, it is shown that organization and expansion of management education in Hong Kong are affected by cultural models that are generated stylized and diffused in the global environment. My argument is that management education in Hong Kong follows a world cultural model of a commonly held modernity project. The finding representing different forms of organization of management education (formal education, elite form of management education and the 'popular' form of management education) illustrates the argument.

In order to further explore and refine the argument, cross-national longitude studies are suggested.

### ***Curriculum of Management Educational program***

In the field of sociology of education, the study of curriculum is relatively scarce (Meyer 1986). In further enquires about management education, it is suggested that the educational contents – the curriculum of management educational program – should be systematically analysed across time. Due to the limitation of resources, this study confines its focus to the case in Hong Kong. However, a cross-national longitude studies on the change of BBA program and MBA program is highly recommended to examine the impact of a universal cultural model upon the development of management education in nations with different historical backgrounds and different local situations. Indeed, there is an absence of studies on management educational program in the field of sociology of education. Although

there are cross-national studies on the expansion of social sciences existed (for example, Wong 1991, Frank et al. 2000), the nature of program of business administration is rather different. As management educational program is claimed to correspond with the daily business practices, it is theoretically meaningful to assess the change of management educational programs in nations with different level of economic development. Cross-national studies of management educational program can assess the impact of an universal cultural model upon management education. Meanwhile, the expansion of isomorphic management education might affect the construction of 'business practice' around the world (Powell and Dimaggio 1991). In what ways public discourses and vocabularies have been shifted, adopted and internalized as legitimate norms and practices among businessmen at the local or grass root level should be another interesting sociological phenomenon to be inquired.

### *Cross-National Historical Studies*

In this study, it is proposed that the rise of management education is a world-wide phenomenon that should be explained in a global cultural context. In further study of the same topic, cross-national historical studies about the expansion of management education is also worth inquire into. The development of management education in many nations after the Second World War is a remarkable social phenomenon which has not yet been explored. It is suggested that studying the 'mode' of development of management education (for example, the rise of academic communities, the diffusion of managerial knowledge to public) in these nations longitudinally would give a more complete picture of the world cultural revolution in management education. According to the neo-institutionalist perspective, it is predicted that nations with different socio-economic background will take similar

path of institutionalization of management education, however, the deviant cases might shed light on alternative paths that these nations opt for the other tail end of the mass cultural distribution. It is equally important to inquire into the dynamics of cultural incorporation and resistance.

The study will contribute to further consolidate and expand our frontier of research inquires within which meaningful hypothesis may begin to take shape in the field of sociology of education.

## **Appendix A**

### **AIM Statement of BA Faculty of Chung Chi College (64-65)**

- (1) To impart to the students a balanced education of liberal arts and professional courses.
- (2) To train the students in the solution of problems.
- (3) To make the graduates of the Department professionally efficiently.
- (4) To qualify the graduates of the Department for post-graduate work in universities abroad.
- (5) To give the graduates of the department the necessary foundations for continued study and improvement through their own efforts.

### **Mission of the Faculty of Business Administration presented in the website in 1999**

“The faculty of Business Administration at the Chinese University of Hong Kong is dedicated to the pursuit of excellence in business education and research. We seek to sustain our pioneering status and be the leading business school in Asia with international standard and attainments. To achieve this we strive to be the number one provider of managerial and administrative talent to meet the challenging and fluid demands of our commercial and institutional constituents, both within and outside of Hong Kong.

Our goals are threefold and interdependent. The first is to equip our students with the necessary analytical, conceptual and practical skills to enable them to assume leadership positions, to contribute effectively to the organizations they join and to sustain the future development and prosperity of Hong Kong. To this end we cultivate our students with the knowledge and talent to deal effectively with the challenges posed by a constantly changing business environment. We encourage proactively in

recognition of the need to anticipate and facilitate changes where others are resigned to merely responding to them. This is achieved by instilling in our students an increased awareness of the wider social context and the impact of business practice and a proper appreciation of social responsibilities.

Secondly, we aim to produce world-class local research and to disseminate the outcomes through publication, in leading journals. Such research adds to the body of knowledge and enriches our understanding of business and management issues. Its practical contribution is evident with the enhancement of organizational decision-making and problem-solving processes. In addition, our research feeds back into our teaching, ensuring that our students are up-to-date with relevant, leading-edge knowledge and applications.

Thirdly, we seek to serve the business community with quality consultancy and advisory services. A key part of this activity is the provision of education and training programs to meet the needs of both local and multinational entities. The diversity of our Faculty members allows us to offer custom designed programs that are tailored to address the specific needs of the client. This has led us to form strong and dynamics bonds with business communities in both Hong Kong and Mainland China. Such a mutually fruitful relationship puts us in good stead with industry leaders and further consolidates our position as one of the premier business schools in the region.”

the stages of economic growth. Emphasis is placed on the application to under-developed countries. The nature, the causes and the theories of business cycle will also be discussed. An examination will be made at the end of the course of the role of public policy in economic change and growth.

**Econ. 599-600 Seminar:**

2 terms: 6 units.

This course deals with the methods of research, and each student is required to do some research work on a special economic or business problem, and to write up the results of his study in the form of a thesis.

**BUSINESS ADMINISTRATION**

**B.A. 101-102 Elementary Accounting:**

2 lectures, 2 hours practical; 2 terms: 6 units.

A study of the basic concepts, principles of analysis, and primary techniques, applied to the analyzing and recording of transactions. The course includes the fundamentals of proprietorship, simple transactions, principles of debits and credits, general ledger accounts, books of original entry, adjusting entries, closing process, trial balance, financial statements, and controlling accounts. A brief survey of the problems of partnership, corporation, departmental accounts, branch accounts, consignments and manufacturing accounts is included.

**B.A. 201-202 Second Year Accounting:**

2 lectures, 2 hours practical; 2 terms: 6 units.

The course begins with a review of the nature and form of basic financial reports, and the processes that are involved in the compilation of data. This is followed by accounting problems relating to the valuation and presentation of assets, liabilities and corporate capital, as well as the related problems of measurement of profit and loss. The study also includes a consideration of analysis of financial statements and a statement of the application of funds.

**B.A. 203-204\* Money and Banking:**

2 terms: 6 units.

In the first term this course includes: development of money, nature and problems of different kinds of money, creation of money, monetary standards, value of money, management of money, credit instruments and money markets, foreign exchange, exchange control, monetary areas and the International Monetary Fund.

\* Non-cumulative year course.

In the second term this course includes: development of banking, kinds of banks, economic functions of banks, bank organization, deposits, loans and discounts, foreign exchange business, investments, savings and trust departments, central banks, banking systems and international banking.

**B.A. 205-206 Statistics:**

2 lectures, 2 hours practical; 2 terms: 6 units.

The course deals first with the methods of collecting numerical data from library sources and sample surveys and the effective methods of presenting data in tables and charts, then with the applications of statistical analysis to frequency distributions and time series, including averages, dispersion, skewness, probability and normal curve, correlation, index numbers and methods of analysing secular trends, seasonal movements and cyclical fluctuations. It minimizes mathematical, and emphasizes the logic of the statistical treatment of data.

**B.A. 301-302 Advanced Accounting:**

2 lectures, 2 hours practical; 2 terms: 6 units.

An intensive study of the principles and procedures of accounting for partnerships, corporations, ventures, consignments, instalment sales, home office and branch operations, and parent and subsidiary relationships, as well as the preparation of consolidated statements of affiliated corporations. Consideration is also given to special problems in connection with receivership and trust accounting.

**B.A. 303-304\* Business Organization and Management:**

2 terms: 6 units.

Enterprise organization and general concept of management; scientific management; the characteristics, legal aspects, and business significance of the different forms of business organization; forms of combination and their economic significance; principles and control of organization; military, functional, line and staff organization.

Foundation of enterprise management, simplification, diversification and standardization; enterprise coordination; production management; material management; quality control; enterprise relationship management; personnel management; business management; financial management and office management.

**B.A. 305-306 Cost Accounting:**

2 lectures, 2 hours practical; 2 terms: 6 units.

A study of the objectives of cost accounting and cost principles. The course includes the systems in common use for ascertaining costs with

\* Non-cumulative year course.

64-65



particular attention to the methods of allocating costs to departments, processes, jobs, and classes of product for the purposes of efficiency measurement and cost control. Attention is given to the administration of materials, payrolls, and plant overhead, and the use of budgetary control. The general principles and procedures in job order costs, process costs, standard costs, estimate costs, by-product costs and joint costs are considered.

**B.A. 307-308 Marketing:**

2 terms: 4 units.

This course deals with the principles of marketing. The following topics are discussed: the evolution of markets and marketing; market structure, organization and behaviour; marketing functions; marketing problems of raw materials, agricultural products, manufactured goods, wholesalers and retailers; large scale retail establishments; cooperative marketing; marketing costs and efficiency; transportation, storage and standardization; financing and marketing risks; marketing policies and practices.

**B.A. 309-310 Business English:**

2 terms: 4 units.

This course teaches the students to write properly in English: (1) letters in connection with purchases, sales, credits collections and applications; (2) minutes of various kinds of meetings; (3) reports; and (4) contracts and agreements. Emphasis is to be laid on the proper forms of each kind of writing and the effective ways of expressing the idea.

**B.A. 351 International Trade:**

1 term: 3 units.

This course deals mainly with the principles of international trade. It includes: the nature of international trade; historical background of international trade; theories of international trade; international trade policies; international finance; foreign investment; the balance of international payments; foreign exchange and international trade; trade barriers; tariff systems and classification of duties; barter systems; link systems; quota systems; international trade agreements.

**B.A. 352 Foreign Exchange:**

1 term: 3 units.

Functions and theories of foreign exchange; bills of exchange; international bank balances; comparison of foreign and domestic exchange operations and problems; foreign exchange and trade; the purchase and sale of foreign exchange; exchange rates and causes of fluctuation; elimination of exchange risks; forward exchange; arbitration of exchange control; international cooperation toward exchange liberalization; Hong Kong exchange regulations.

**B.A. 401-402 Auditing:**

2 terms: 6 units.

A study of the fundamental concepts and principles of auditing. The course includes the study of auditing objectives, standards, procedures and evidence. The nature and purposes of internal control, and the means designed to accomplish these purposes. Audit programme for cash, receivable, investments, property, plant and equipments, short and long term liabilities, owners' equities, revenues and expenses. Attention is given to statement standards for various accounts and the preparation of audit reports.

**B.A. 403-404 Corporation Finance:**

2 terms: 6 units.

This course is a study of the working principles of corporation finance, and includes: the field of corporation finance; the formation and control of the corporation; stocks; bonds; capitalization and capital structure; promotion; security buyers and regulation of issue of securities; working capital; financing current operation; financial statement analysis; income and dividends; surpluses and reserves; expansion and consolidation; failure and reorganization; bankruptcy and dissolution.

**B.A. 405-406 Bank Operation and Management:**

2 terms: 6 units.

This course is designed to give the students a working knowledge of banking operation and management. The following topics are discussed: bank organization; deposits, receiving and paying; loans and discounts; investments; remittances; collections; financing of imports and exports; foreign exchange; inter-bank relations; clearing; accounts and bank internal affairs; types of savings and their characteristics; trust business concerning security investments; real estate, warehouses, custody, and insurance.

**B.A. 407-408 Business Law:**

2 terms: 4 units.

The course is planned to give a general conception of the principles of law underlying day-to-day mercantile activities and the part it plays in the functioning of a free competitive economy. The course also serves as an introduction to students who need a basic knowledge of the legal aspects of business under the English legal system. Frequent references are made to the provisions of the Chinese Civil Law (Chapters on Obligations and on Things, the Law of Companies and of Negotiable Instruments) for comparison with legal doctrines postulated under the English system.

Contents of the course: (1) Law in general, (2) Contracts, (3) Agency, (4) Partnership, (5) Companies, (6) Sale of Goods, (7) Negotiable Instruments and (8) Insurance.

**B.A. 409-410 Factory Operation and Management:**

2 terms: 6 units.

This course provides an introductory study of the general principles of Production Management and the closely related fields of knowledge. A review of the economics of production is followed by a detailed study of the factors of production. Wherever possible, the student is encouraged to do case study and to discuss his findings in the classroom. The second term begins with a comprehensive study of Manpower Management or Industrial Relations. It includes the three aspects of Employer, Labour and Public Relations. This treatment gives emphasis to the human factor in modern industry. Finally, the student is made to acquaint himself with the principles of Office Management Distributive Functions together with a critical forecast of Management Trends. Inspection trips to local industries are arranged to illustrate the theories in practice.

**B.A. 411-412 Accounting Systems:**

2 terms: 6 units.

This course begins with a study of the nature of accounting systems and procedures, followed by a discussion of the methods of making system surveys, and of designing and installing an accounting system. The systems and procedures of handling Sales, Accounts Receivable, Purchases, Accounts Payable, Cash Transactions, Employment and Payrolls are considered. The principles and methods of punch card accounting are included. Reference is made to the accounts and procedures in different types of business.

**B.A. 413-414 Industrial Relations:**

2 terms: 4 units.

This course deals mainly with the problems of workers in modern industries, including (a) the nature and evolution of the problem, (b) the role of labour and management, (c) population and labour, (d) wages and working hours, (e) labour organization and movement, and (f) social security with an inquiry into the nature and effect of labour legislation.

The purpose of the course is to survey the broad field of human relations in industry with a view to introducing the student to the nature, importance, and intricacies of those relations.

**B.A. 415-416 Investment:**

2 terms: 6 units.

A study of the sources of, and demand for, investment capital; types of investments; principles of investment; the operation of the investment

market; the instruments of investment; determinants of investment policy; the return on investment; financial analysis and selection of the security; foreign investment; investment policy and practice for financial institutions, trust funds and individuals; Hongkong Stock Exchange Market.

**B.A. 417-418 Business Policy:**

2 terms: 6 units.

This is a course in policy formulation and the solving of general management problems that involve several fields such as finance, marketing, production, personnel and organization in a single problem. Efforts shall be made to make it a case course supported by text readings.

**DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE**

**Eng. 101-102\* First Year English Course:**

6 hours a week; 2 terms: 6 units.

(See Aims and Scope, Paragraph I, A.I.)

**Eng. 103-104\* Cultural Backgrounds to English Literature:**

2 hours a week; 2 terms: 2 units.

A course designed to acquaint students with the works of Homer and Vergil (in English translation) and with the stories and names of the chief Greek and Roman gods and heroes, to supply them with a knowledge of the commonest of the European fairy tales and those of Aesop's Fables which have passed into proverbial sayings in English. They are also required to read the passages in the Bible which are most commonly referred to in English literature. In the second term they are guided in recognizing and appreciating masterpieces of the various periods of sculpture and architecture from the times of Ancient Greece and Rome to the present day and of European painters and famous paintings from the Renaissance to modern times.

**Eng. 105-106\* Phonetics of English and Speech Training:**

2 hours a week; 2 terms: 2 units.

An intensive practical course in the recognition and production of the sounds and intonation patterns of English. The International Phonetic Alphabet (I.P.A.) is taught as representing the sounds of English. At all points, the phonemes of English are compared and contrasted with those of Cantonese and Mandarin. The theoretical part of the course is inseparable from individual practice in the sounds, the intonation and the speech-rhythms

\* Cumulative year course.

## Integrated BBA Programme

Students of the Integrated BBA Programme will be required to take the required courses and STOT courses, and will have the flexibility of choosing their own area of concentration.

### Course List

Code	Course Title	Unit
<b>Required courses</b>		
ACY 1111	Introductory Accounting I	3
ACY 1112	Introductory Accounting II	3
ACY 2151	Business Law	3
BBA 2050	Basic Business Research	2
DSE 1030	Economics for Business Studies I	3
DSE 1040	Economics for Business Studies II	3
DSE 2010	Statistical Analysis for Business Decisions I	3
DSE 2020	Statistical Analysis for Business Decisions II	3
DSE 2030	Operations Management	3
DSE 3050	Computer Based Information Systems	3
ELT 1110	Communication for Business Studies	3
FIN 2010	Financial Management	3
ITB 2010	Introduction to International Business	3
MGT 1010	Introduction to Business (Not for Majors)	3
MGT 1020	Principles of Management	3
MGT 2040	Human Resource Management	3
MGT 4010	Business Policy and Strategy	3
MKT 2010	Marketing Management	3

### Concentration courses

#### Accountancy (ACY)

ACY 2111	Intermediate Accounting I	3
ACY 2112	Intermediate Accounting II	3
ACY 2121	Cost and Management Accounting	3
ACY 2122	Advanced Management Accounting	3
ACY 2141	Accounting Information Systems	3
ACY 2211	Accounting for Not-for-Profit Organizations	3
ACY 3111	Advanced Accounting	3
ACY 3131	Auditing	3
ACY 3151	Company Law	3
ACY 3161	Taxation	3
ACY 3211	Issues in Financial Accounting	3
ACY 3212	International Accounting	3
ACY 3213	Accounting Framework in China	3
ACY 3214	Financial Statement Analysis	3
ACY 3231	Advanced Auditing	3
ACY 3232	Computer Systems Auditing	3
ACY 3241	Decision Support and Intelligent Systems for Accounting	3

#### (3) Summer Industry Practicum

Hotel Management Majors are required to participate in industry-related projects during the summers of their first and second years of attendance. The primary objective of the projects is to provide an opportunity for the students to apply what they have learned in the classroom to solving real-world business problems. Students are required to form a project team, under the supervision of a faculty member. The project must be sponsored by a company in the hospitality and tourism industries in Hong Kong and approved by the Director. Part of the requirement of this practicum includes a final report submitted to the supervising faculty member and an oral presentation to the management of the sponsored company.

#### (4) Language Requirement

Hotel Management Majors with Grade 'E' in HKALE\* AS 'Use of English' are required to take ELT 1110 Communication for Business Studies in their first year of attendance.

\* Only applicable to students admitted on the strength of HKALE results. Their HKALE results to be deemed necessary for language requirement must be obtained in that particular sitting of HKALE which the University has used to assess the admission qualification of the student concerned.

ACY 3251	Securities Regulation	3
ACY 3252	Corporate Insolvencies	3
ACY 3261	Advanced Taxation	3
<i>Decision Sciences and Managerial Economics (DSE)</i>		
DSE 2040	Principles of Computer Information Systems	3
DSE 3010	Management Science	3
DSE 3020	Computer Simulation in Management	3
DSE 3030	Business Forecasting	3
DSE 3040	Corporate Economics	3
DSE 3060	Quality Management	3
DSE 3070	Economic Aspects of Business Environment	3
DSE 3080	Macroeconomics for Managers	3
DSE 4010	Operations Planning and Control	3
DSE 4020	Management of Service Operations	3
DSE 4030	Operations System Management and Strategy	3
DSE 4040	Managerial Economics	3
DSE 4050	Business Cycle	3
DSE 4060	Management Control Systems	3
DSE 4070	Database Systems and Management	3
DSE 4080	Economic Analysis of Chinese Enterprises	3
DSE 4090	Macroeconomic Issues in Chinese Economy	3
DSE 4100	Selected Topics of DSE	3
DSE 4110	Business Process Reengineering	3
DSE 4120	Information Systems Analysis and Design	3
DSE 4130	Business Applications Programming	3
DSE 4140	Data Communications and Networking	3
DSE 4150	Electronic Commerce	3
DSE 4160	Information Systems Development and Implementation	3

International Business (ITB)		
*IKJ 3102	International Marketing	3
*IMJ 3101	Cross-Cultural Management	3
ITB 3110	Import-Export Business	3
ITB 3130	International Financial Management	3
ITB 3140	International Banking	3
ITB 3150	Foreign Exchange Practices	3
ITB 3170	International Business Ethics	3
ITB 4110	China Business	3
ITB 4120	Global Chinese Business Network	3
ITB 4130	Japanese Business	3
ITB 4140	Asian Business	3
ITB 4150	European Business	3
ITB 4160	Multinational Corporations	3
ITB 4170	Seminar in International Business	3
<i>Management (MGT)</i>		
*IMJ 3101	Cross-Cultural Management	3
MGT 3010	Organizational Behaviour	3
MGT 3040	Human Resource Planning and Staffing	3
MGT 3060	Training and Development	3
MGT 4030	Organization Analysis and Design	3
MGT 4040	Entrepreneurship and Small Business Management	3
MGT 4050	Performance and Compensation Management	3
MGT 4060	Managing Employment Relations	3
MGT 4080	Managerial Skills for Modern Managers	3
MGT 4090	Creativity and Innovation in Organizations	3
MGT 4100	Managing Strategic Change	3
MGT 4110	Selected Topics in Management	3
MGT 4120	Management of Chinese Firms	3

<i>Finance (FIN)</i>		
FIN 3010	Financial Markets	3
FIN 3020	International Finance	3
FIN 3030	Management of Financial Institutions	3
FIN 3040	Commercial and Central Banking	3
FIN 3050	Risk Management and Insurance	3
FIN 3060	Real Estate Finance and Investment	3
FIN 3080(4020)	Investment Analysis and Portfolio Management	3
FIN 4010	Advanced Financial Management	3
FIN 4030	Selected Topics in Finance	3
FIN 4040	Options and Futures	3
FIN 4040	Mergers and Acquisitions	3
FIN 4050	China Finance	3
FIN 4060	Fixed Income Securities Analysis	3
FIN 4070	Quantitative Finance	3
FIN 4072(3070)	Cases in Corporate Finance	3
FIN 4080	Advanced Corporate Risk Management	3
FIN 4090		3

<i>Marketing (MKT)</i>		
*IKJ 3102	International Marketing	3
MKT 3010	Marketing Research	3
MKT 3020	Consumer Behaviour	3
MKT 3030	Advertising and Promotion Management	3
MKT 3040	Sales Force Management	3
MKT 4010	Organizational Marketing	3
MKT 4020	Retail and Channel Management	3
MKT 4030	Service Marketing	3
MKT 4040	Strategic Marketing	3
MKT 4050	Seminar in Marketing	3
MKT 4060	Innovation and Product Development	3
MKT 4070	China Marketing	3
MKT 4080	Social Marketing	3
<i>STOT course</i>		
BBA 0310	Issues in Business	2

<i>Finance (FIN)</i>		
FIN 3010	Financial Markets	3
FIN 3020	International Finance	3
FIN 3030	Management of Financial Institutions	3
FIN 3040	Commercial and Central Banking	3
FIN 3050	Risk Management and Insurance	3
FIN 3060	Real Estate Finance and Investment	3
FIN 3080(4020)	Investment Analysis and Portfolio Management	3
FIN 4010	Advanced Financial Management	3
FIN 4030	Selected Topics in Finance	3
FIN 4040	Options and Futures	3
FIN 4040	Mergers and Acquisitions	3
FIN 4050	China Finance	3
FIN 4060	Fixed Income Securities Analysis	3
FIN 4070	Quantitative Finance	3
FIN 4072(3070)	Cases in Corporate Finance	3
FIN 4080	Advanced Corporate Risk Management	3
FIN 4090		3

( ) Old course codes used in 1998-99 and before are included in brackets.  
 4 Jointly offered by the Department of International Business and Department of Marketing.  
 + Jointly offered by the Department of International Business and Department of Management.

## Course Description

(For the course descriptions of all Accountancy (ACY) and English Language (ELT) courses, please refer to the Professional Accountancy Programme and English Language. Unless otherwise specified, all are 3-unit term courses of three hours of lecture per week.)

### Required courses

BBA 2050

Basic Business Research

2 U; 2 Lect.; 1st and/or 2nd term

This course is designed to let students appreciate and to have exposure to different aspects of business research. The topics include different types and philosophy of research, research process (identification of problem, research design, collection and interpretation of data), writing of research proposal and report. Both behavioural and economic/financial research in business will be discussed.

DSE 1030

Economics for Business Studies I

1st term

This course is a general introduction to the theory of price in a market economy. Topics include basic economic concepts, the theory of demand, production and cost, the operation of firms in competitive, oligopolistic and monopolistic markets, costs and benefits of government intervention in market economy, and introductory issues to game theory and informational economics. Analytical approach is used whenever appropriate. Applications on practical business problems are emphasized. (Not for Systems Engineering and Engineering Management or Economics Majors.)

DSE 1040

Economics for Business Studies II

2nd term

This course is a general introduction to the theory of the determination of national income and aggregate economic behaviour. Topics include national income accounting, employment theory, inflation, monetary and fiscal policies for economic stabilization, and international economic issues. Applications of basic macroeconomic principles to contemporary business issues are emphasized. (Not for Economics Majors.)

DSE 2010

Statistical Analysis for Business Decisions I

1st term

This course deals with the fundamentals of statistical methods including descriptive statistics, probability, statistical inference from both large and small samples, F test for equality of variances, tests using Chi-square in categorical data analysis, and simple correlation. Application of statistical methods to problems pertaining to business will be emphasized throughout this course. (Not for Systems Engineering and Engineering Management Majors, Economics Majors and students who have taken GEE 244N, 247N, 248N or STA 2103.)

DSE 2020

Statistical Analysis for Business Decisions II

2nd term

This course introduces to students selected topics in applied statistics which are useful

to business decisions and research. Analysis of variance (ANOVA) and regression analysis are stressed. Topics include one-factor ANOVA, two-factor ANOVA, simple linear regression, multiple regression models, and some special topics in regression analysis. Applications to business and economic problems will be emphasized throughout this course. Prerequisite: DSE 2010. (Not for Economics Majors.)

DSE 2030

Operations Management

Both terms

This course primarily aims at providing the students with production and operations management skills and methods of policy formulation at the introductory level. Major topics include: product design and process selection; design of the forecasting system; capacity planning and facility location; layout of the physical system; quality control system and related problems; job design and work measurement; production planning and scheduling systems; inventory management, etc. Prerequisite: MGT 1010 or 1020.

DSE 3050

Computer Based Information Systems

Both terms

This course aims to survey information system technology with an emphasis on the development of computer-based information systems. Major topics include: Impact of CBIS on Management, Computer hardware and software, elements of System Development Life Cycle, Data Management, Transaction Processing System, Office Automation Systems, Decision Support Systems, Expert Systems, Telecommunications and Information Resources Management, etc. Prerequisite: MGT 1010 or 1020 or HMG 1010. (Not for Systems Engineering and Engineering Management Majors.)

FTN 2010

Financial Management

Both terms

This course identifies and provides a framework for analyzing the major financial decisions by a firm. Issues addressed include valuation, investment decision-making, analysis of risk, financial planning, dividend policy, working capital management, and the financing mix for the firm. Prerequisites: ACY 1111 and DSE 1030 or 1031.

ITB 2010

Introduction to International Business

Both terms

This course studies the nature, form and scope of international business. Topics include foreign environment and major international business activities, such as exporting, direct investment, licensing and other contractual arrangements. Management strategies concerning production, marketing, human resource, and finance in an international context will also be discussed.

MGT 1010

Introduction to Business

Both terms

This course aims at providing an introduction to the general concepts of business. It describes the economic, political, social and cultural environment in which managers and organizations function. Major topics include: the framework of business, the basic business functions, managerial functions and other selected business considerations. (Not for Integrated BBA Programme Majors.)

about computer and information systems, as well as equips them with end-user computing skills to meet the needs of modern organizations and societies. Specifically, this course includes the following main topics: basic concept of information and data processing; impacts of computer information systems on modern organizations and societies; introduction to computer hardware and software; data management and communication; Internet and Intranet, and various commonly used information systems in organizations such as office automation systems (OAS), management information systems (MIS), decision support systems (DSS) and knowledge based systems (KBS). Computer laboratory sessions are also included to provide students hands-on experience on popular application software. (Not for Faculty of Business Administration and Faculty of Engineering Majors.)

#### DSE 3010

Management Science  
1st or 2nd term

This course introduces the students to the various quantitative models applicable to the support of business decision making. Major topics include: linear programming, transportation and assignment models, dynamic programming, integer programming, Markov processes, queuing models, games and decision analysis. Emphasis will be placed on both applications modeling and solution methodology. Prerequisite: DSE 2010.

#### DSE 3020

Computer Simulation in Management  
1st or 2nd term

This course teaches the use of simulation as an analysis and decision-making tool in business management environment. Various managerial issues, such as production planning and control, will be investigated to improve the operational efficiency by using computer simulation. A computer simulation software package will be used to build a "logical model" of business management process. Topics include concept of simulation, learning of the simulation software package (model design and building, execution, output analysis), random number generator, model verification/validation, and the relevant management concepts. Prerequisites: DSE 2010 and 2030.

#### DSE 3030

Business Forecasting  
1st or 2nd term

This course provides students with principles and methods in forecasting for managerial planning. Major topics include multiple regression analysis, time series analysis with emphasis on smoothing techniques, decomposition methods, and Box-Jenkins procedures, and indicator forecasting. Applications of the methods to both short-term and long-term forecasting to business, industries and national business trends are also emphasized. Prerequisites: DSE 2010 and 2020.

#### DSE 3040

Corporate Economics  
1st or 2nd term

This course provides economic views on the operations of enterprises in a market environment for corporate decision-making and strategy formulation. Students will learn how to analyze market structure and performance, how firms seek competitive advantage, and how industries change. Emphasis will be on the application of economic principles to major business decisions, including pricing, product mix, market entry, mergers, and adoption of new technologies. Industrial policy and its implications will also be discussed. Prerequisites: DSE 1030, 1040 and MGT 1020.

#### MGT 1020

Principles of Management

Both terms

This course introduces the philosophy of business operations and the framework of decision-making process. The study in organization includes structural design, mechanics and dynamics of organization and the use of informal organization. The study in management includes functions of management: planning, organizing, staffing, direction and control. (Not for Systems Engineering and Engineering Management Majors.)

#### MGT 2040

Human Resource Management

Both terms

This course deals with the study of optimum utilization of human resource within a working organization. The primary focus is on the application of behavioural science concepts to analyse the human resource problems which affect organizational performance. Major topics include manpower planning, job analysis, recruitment, training and development, motivation and maintenance of work force, communication, and performance evaluation, compensation, employee relations, quality of work life and career management. Prerequisite: MGT 1010 or 1020 or HMG 1010.

#### MGT 4010

Business Policy and Strategy

Both terms

This integrating course is concerned with the formulation, implementation and evaluation of business strategies. Topics include: selection of objectives, analysis and diagnosis of business environment, evaluation of strengths and weaknesses, selection of strategies, the creation of corporate identity and structure, the acquisition and development of resource, and strategy review, evaluation and control. (By bringing together a number of business disciplines and functions, this course enables students to come to grip with building and maintaining a consistent and effective policy framework for a business enterprise. Prerequisites: MGT 1020 and at least two 3000/4000 level courses offered by the Faculty of Business Administration, or permission from the instructor(s).)

#### MKT 2010

Marketing Management

Both terms

This course is devoted to the study of the management of marketing functions, the analysis of external forces affecting marketing decision making, the implementation and control of marketing activities, and an examination of the global impact of marketing. Course objectives include the development of students' understanding of the fundamental concepts underlying the selection and assessment of markets and the development and delivery of products, an investigation of the role and contribution of marketing to the conduct of successful business operation and to society, and to develop student abilities in identifying marketing opportunities and viable marketing strategies.

#### Concentration courses

*Decision Sciences and Managerial Economics*

#### DSE 2040

Principles of Computer Information Systems

3 U; 2 Lect. 1 Lab.; 1st or 2nd term

This course aims to provide university students with fundamental and essential knowledge

**DSE 3060****Quality Management**

1st or 2nd term

This course is designed to provide knowledge and techniques related to the management of quality in service/manufacturing organizations. The major topics include modern practice and theories in design, process planning and control for quality. Recent development and cases in statistical Q.C., Taguchi Method, quality circles, and total quality management will also be discussed. The coverage of international quality standards such as ISO 9000 Series will also be emphasized. Prerequisites: DSE 2010 and 2030, or permission from instructor.

**DSE 3070****Economic Aspects of Business Environment**

1st or 2nd term

This course aims at providing students with an economic perspective of the business environment and equipping them with a more solid grounding in business economics required for management studies at the University level. The major topics include: economic views of government and business; public choice and regulation; philosophy of Hong Kong Government with respect to fiscal, monetary, trade, and development policies; economic reforms in the PRC since 1979; and international environment; Asian NIEs, their competitive advantage and trade and industrial policy. Students are expected to exercise initiative in identifying aspects of special interest for in-depth reading. Empirical aspects of economic studies will be stressed through lecturing and case study. Prerequisites: DSE 1030 and 1040, or equivalent courses.

**DSE 3080****Macroeconomics for Managers**

1st or 2nd term

This course aims at equipping potential managers with an application oriented intermediate level macroeconomics on the topics as: contemporary aggregate demand and aggregate supply models; money, fiscal and monetary policies on the macro economy and business environments; models on investments; real versus financial investments and evaluation; business cycle theory and sectorial forecasts; and the international linkage and different exchange rate systems. Managerial strategies to the changing business and macroeconomic environments will be emphasized. Prerequisites: DSE 1030 and 1040, or equivalent courses.

**DSE 4010****Operations Planning and Control**

1st or 2nd term

This course provides students with a thorough understanding of the functions of operations planning and operations control. Major topics include: forecasting; capacity planning; facility location and layout; line balancing; operations scheduling; project control; quality control; inventory control; material requirements planning; just-in-time systems; and flexible manufacturing. Prerequisite: DSE 2030.

**DSE 4020****Management of Service Operations**

1st or 2nd term

This course focuses upon operational problems in service firms, with emphasis on problem identification, problem analysis and decision making. This course uses a case study approach to cover the service operations in banking, public utility, transportation,

etc., to present the ever-present problems of complexity, insufficient information, and various degree of uncertainty in achieving organizational objectives. Prerequisite: DSE 2030.

**DSE 4030****Operations System Management and Strategy**

1st or 2nd term

This course is concerned about the strategic management of operations function. A major focus is on how to develop the strategic alignment of operations function with regard to corporate strategy as well as the other functional strategies such as marketing. Included in the content are the frameworks for strategy analysis and development, and discussions on such issues as product quality policy, choice of process, production scale and vertical integration, purchasing policy such as OEM/subcontracting, facility composition and location policy, and coalition and joint venturing. Prerequisite: DSE 2030.

**DSE 4040****Managerial Economics**

1st or 2nd term

This course focuses on the application of economic theory to management problems and the economic foundations of marketing, finance and production. Attention is given to the following topics: risk analysis, demand analysis, production and cost theory, pricing practices and capital budgeting. Prerequisites: DSE 1030 and 1040.

**DSE 4050****Business Cycle**

1st or 2nd term

This course aims at providing the background needed to understand and analyse the ups and downs of business activities. It will cover the major topics as patterns in business cycle, national income analysis, business cycle theories, international business cycle and business cycle forecasting. Applications with empirical data are emphasized. Prerequisites: DSE 1030, 1040 (or its equivalent course) and 2010.

**DSE 4060****Management Control Systems**

1st or 2nd term

This course aims at providing students with an understanding of the management control systems and management control techniques in business and non-profit organizations. Major topics include the design of management control systems, responsibility centers, budgetary and non-budgetary controls, measures of performance and management control under special situations. Prerequisites: ACY 1111 and MGT 1020.

**DSE 4070****Database Systems and Management**

1st or 2nd term

This course aims to help students establish basic knowledge of database design, processing, and management. Various database models such as relational model, entity-relationship model, and object-oriented model are discussed. Topics such as normalization, integrity control, query languages (SQL), CASE tool, distributed database systems, and concurrency control are also emphasized. Prerequisite: DSE 3050.

**DSE 4080****Economic Analysis of Chinese Enterprises**

1st or 2nd term

This course applies economic analysis to the study of development and characteristics of Chinese enterprises of various ownership structures, including state-owned, collective-owned, foreign-invested and private enterprises. Topics covered include: internal organization, strategic interactions among enterprises, employment practices, and technology management. Applications of Chinese microeconomics models to business decisions are emphasized. Prerequisites: DSE 1030 and 1040, or equivalent courses or permission from instructor.

## DSE 4090

## Macroeconomic Issues in Chinese Economy

1st or 2nd term

This course studies macroeconomic problems in the Chinese Economy in transition. Topics covered include: inflation, unemployment, fiscal and monetary policy, regional inequality, and special economic zones. Applications of Chinese macroeconomic models to business decisions are stressed. Prerequisites: DSE 1030 and 1040, or equivalent courses or permission from instructor.

## DSE 4100

## Selected Topics of DSE

1st or 2nd term

This course is designed to investigate and to discuss selected topics of current interests in the area of business/managerial economics analysis and/or decision sciences. Prerequisite: permission from instructor.

## DSE 4110

## Business Process Reengineering

1st or 2nd term

This course focuses on business processes. It requires fundamental rethinking of the design of the process, and takes radical measures to change the process to achieve dramatic performance improvement in quality and productivity. This course covers systems fundamentals, process flow analyses, information technology as an enabler, critical factors for implementing BPR, reengineering procedures, successful and failed cases, and BPR practices in small companies. Prerequisite: DSE 2030 or permission from instructor.

## DSE 4120

## Information Systems Analysis and Design

1st or 2nd term

The aim of this course is to introduce various activities associated with the development of business information systems. Students learn the basic processes to analyze information requirements, and to design appropriate solutions that lead to business process and other improvements. Conceptual understanding — sources of error and inefficiency in human-computer interaction; system development life cycle and user roles; information system design options, criteria and tradeoffs; as well as data collection methods and interviewing techniques will be discussed. Students are also exposed to CASE tools, prototyping, and other alternative approaches, in particular object-oriented techniques. Prerequisite: DSE 3050.

## DSE 4130

## Business Applications Programming

1st or 2nd term

This course introduces the fundamental concepts of program design and development with the use of a procedural language. Emphasis will be on structured design and programming

through analysis of problems common to business applications of computers. Topics covered may include structured programming techniques; top-down design; program testing; structured and recursive data types; pointers, records, and information structures.

## DSE 4140

## Data Communications and Networking

1st or 2nd term

This course introduces data communications concepts, components, architecture, protocols, and standards for message movement within an information network. Both the technical and managerial aspects of designing, controlling, and managing networks in the distributed environment will be emphasized. Prerequisite: DSE 3050.

## DSE 4150

## Electronic Commerce

1st or 2nd term

This course focuses on the emerging Internet technologies and its use in electronic commerce. Topics include electronic commerce development in Hong Kong and world wide, electronic data interchange, Internet open system standards and protocols, web server management and security, electronic money, and business applications using HTML, databases, and Java. Prerequisite: DSE 3050.

## DSE 4160

## Information Systems Development and Implementation

1st or 2nd term

Information systems development and implementation is best thought as a bridge between systems design and utilization. This course focuses on the critical knowledge and skills required to facilitate the successful implementation of information systems into organizational functions and decision processes. In developing the conceptual foundation students will study topics in project management, software engineering, process reengineering and maturity, and systems evaluation, etc. Hands on software development experience is also an emphasis in this course. Students will work in a group to develop and implement a sizable information system as the term project. Prerequisites: DSE 4120 and 4130.

## Finance

## FIN 3010

## Financial Markets

1st and/or 2nd term

This course deals with a number of financial instruments traded in the markets for securities, foreign exchange, options and futures. Discussions include intersectoral flow-of-funds analysis, determination of interest rates and analysis of money and capital markets. Prerequisite: FIN 2010 or permission from instructor.

## FIN 3020

## International Finance

1st and/or 2nd term

This course aims to analyze international monetary relations and problems. Major areas of discussion include basic concepts and analysis of the balance of payments, the foreign exchange market, determination of spot and forward exchange rates, international capital flows, the payments adjustment mechanism, international monetary problems and arrangements, and international debt and its development. Prerequisites: DSE 1030 and 1040, or permission from instructor. (Not for Economics Majors.)



**FIN 3030****Management of Financial Institutions**

1st and/or 2nd term

This course discusses the economic and environmental problems in the acquisition and use of funds by financial institutions. The emphasis is on the fundamental principles underlying the organization and management of a commercial bank. Considerations are given to recent developments in banking regulations, electronic banking, asset and liability management, various major policy areas and their interrelationships. Prerequisite: FIN 2010.

**FIN 3040****Commercial and Central Banking**

1st and/or 2nd term

This course deals with the structure and operations of commercial and central banks. It examines supply of money, process of deposit creation in commercial banks, the tools and impact of monetary policy and the role of central banking in the banking industry. It also considers banking practices in an international context. Prerequisite: FIN 2010 or permission from instructor.

**FIN 3050****Risk Management and Insurance**

1st and/or 2nd term

This course covers risk management concepts; risk identification and measurement; property, net income, and liability loss exposures; analysis of life, property, and liability insurance contracts; methods and problems of insurance pricing; and insurance regulation and public policy. In this course, insurance is treated as a major tool of risk management. Prerequisite: FIN 2010.

**FIN 3060****Real Estate Finance and Investment**

1st and/or 2nd term

In this course, attention will focus on the following issues: the relationship between economic growth and real estate investment, the appraisal of property investment and leasing, the sources and availability of financing for property investment, the legal and regulatory framework underpinning property contracts and mortgage arrangements in Hong Kong (and the People's Republic of China), the inter-relationships between property rentals, real estate values and stock market growth and, finally, recent developments and trends in the field of property financing and investment. Prerequisite: FIN 2010.

**FIN 3080****Investment Analysis and Portfolio Management**

1st and/or 2nd term

This course discusses basic security valuation theories and portfolio management. Emphasis is placed on fundamental common stock analysis, capital market theory, analysis of portfolio performance, market efficiency, and behaviour of stock prices. Prerequisite: FIN 2010 or permission from instructor.

**FIN 4010****Advanced Financial Management**

1st and/or 2nd term

This course builds on the concepts introduced in FIN 2010 and aims to provide students with advanced study of corporate investment and financing decisions. Major topics covered

include working capital management, capital budgeting, capital structure, sources of financing, dividend policy, leasing, and mergers and acquisitions. Prerequisite: FIN 2010.

**FIN 4030****Selected Topics in Finance**

1st and/or 2nd term

This course will focus on special issues selected by the finance faculty. Students are advised to contact the department for current offerings and necessary prerequisites.

**FIN 4040****Options and Futures**

1st and/or 2nd term

This course aims to discuss the basic operations of the options and futures markets. It analyzes option pricing models, investment strategies involving options and futures, and the roles of hedgers and investors in these markets. Other major topics include comparisons of options and futures contracts issued by different exchanges and their trading regulations. Prerequisite: FIN 3080.

**FIN 4050****Mergers and Acquisitions**

1st and/or 2nd term

This course is designed to provide an overview of current issues and recent developments in the area of acquisition/merger policy, performance and analysis. This course will focus on the following areas: (i) forms of takeover mechanism and their historical incidence in HK, (ii) causes and motivations for acquisition/merger, (iii) the impact on the stock prices of the corporate raider and its target, (iv) the Hong Kong regulations relating to mergers and, finally, (v) a consideration of the general effect of mergers/acquisitions upon national economic performance. Prerequisite: FIN 2010.

**FIN 4060****China Finance**

1st and/or 2nd term

This course provides students with a basic understanding of China finance. It covers the following areas: China's markets for securities and foreign exchange, their regulatory framework, price behaviour and efficiency, recent developments and trends; the ownership structure, capital structure, dividend policy, and project financing of state-owned as well as privately-owned corporations. Important current issues will also be discussed. Prerequisite: FIN 2010.

**FIN 4070****Fixed Income Securities Analysis**

1st and/or 2nd term

The focus of this course is on the valuation of fixed-income securities and investment techniques in managing fixed-income portfolios. Topics include the term structures of interest rates and forward rates; bond pricing, interest rate and reinvestment risks; risk and hedging in bond portfolio management; duration, convexity and portfolio immunization; corporate bonds, emerging-market bonds and default risks; fixed-income securities with embedded options; callable and convertible bonds, mortgage-backed securities; interest rate derivatives; and interest rate futures, swaps, caps and floors. Prerequisite: FIN 3080.

**FIN 4072****Quantitative Finance**

1st and/or 2nd term

This course is designed to apply mathematical and statistical/econometric techniques to financial issues. Topics include mean-variance portfolio analysis; regression and time series analysis of financial data; forecasting and simulations in financial applications. This course involves extensive usage of computers and relevant software packages. Prerequisite: FIN 3080.

#### FIN 4080

##### Cases in Corporate Finance

1st and/or 2nd term

This course is designed to apply the materials learned in financial management to study cases in corporate finance. The cases include capital budgeting under uncertainty with emphasis on the net present value rule, internal rate of return rule and (discounted) payback rule, replacement of old equipment by new equipment, estimation of cost of equity, cost of debt and weighted average cost of capital, the implications of the capital asset pricing model and the arbitrage pricing model, the dividend discount model, optimal capital structure and the free cash flow model. Prerequisite: FIN 2010.

#### FIN 4090

##### Advanced Corporate Risk Management

1st and/or 2nd term

This course examines risk management and operations of buyers and sellers of insurance. Basic principles and methods for assessing risks facing a non-insurance company and for selecting an optimal risk management programme are discussed in a broad insurance, finance, and statistical context. Because insurance is an important component of a risk management programme, the functional areas of providers of insurance (particularly property and casualty insurers) and the regulatory and market environment in which they operate are also discussed.

#### International Business

##### IKJ 3102

##### International Marketing

1st and/or 2nd term

This course is designed to expose students to the complexities and challenges related to international marketing activities. Topics include an analysis of the underlying forces in international trade, opportunities and threats in the world market, estimation of market potential, formulation of international marketing strategies, organization and coordination of global marketing activities. Prerequisites: MKT 2010 and ITB 2010.

##### IMJ 3101

##### Cross-Cultural Management

1st and/or 2nd term

For course description, please refer to Management courses.

##### ITB 3110

##### Import-Export Business

1st and/or 2nd term

This course is designed to help students understand the motivations for exportation and importation: sales factors, cost factors and risk factors. Major topics include: industrial policy and trade, major private and government actors, evaluating foreign market opportunity, pricing, distribution, promotion, credit investigation, payment methods, foreign traffic and shipping functions, and the environment of Hong Kong's export-import business. Prerequisite: ITB 2010.

##### ITB 3130

##### International Financial Management

1st and/or 2nd term

This course is designed to touch upon several important aspects related to international financial decision making. The major topics include: international financial systems, determination of global financing mix, determination of exchange rates, foreign exchange risk management, working capital management, and capital budgeting. It will help students understand the key decision areas in international financial management and the importance of international financial management towards a company's success in international business operations. Prerequisite: ITB 2010.

##### ITB 3140

##### International Banking

1st and/or 2nd term

The purpose of this course is to help students understand the changes in international banking environment and the ways to manage international banking business operations. After addressing international banking structure, characteristics and development, it discusses several important aspects: operational targets and co-ordination, credit analysis, asset and liability businesses and management, bank investment and risk management, bank capital structure and dividend management, Eurocurrency market and US multinational banking, lending to LDCs and international debt crises. Prerequisite: ITB 2010.

##### ITB 3150

##### Foreign Exchange Practices

1st and/or 2nd term

This course studies the business and strategy issues of investing in the global foreign exchange market. The objective is to develop the students' capability in reading the minds of the market psychology studies. Topics include assessing global political, economic and social conditions, globalization of national economic policies, ascertaining market focus, strategy of surrendering to market trend, assessing the value of technical analysis, psychology of speculation, money management rules, etc. Prerequisites: ITB 2010 and FIN 2010.

##### ITB 3170

##### International Business Ethics

1st and/or 2nd term

Discussions in international business ethics have drawn much attention with the increasing influence of MNCs and the opening up of new markets. The fundamental differences in how business ethics is viewed created tension among business and governments. In this course, the following topics will be discussed: moral issues related to multinational corporation operating in various systems; ethical issues related to the various functions (e.g. accounting, worker's rights, marketing, computer and data base management, and corporate disclosure); and, strategic issues related to locating and transferring high-risk activities to other countries (e.g. environmental protection, depletion of natural resources).

##### ITB 4110

##### China Business

1st and/or 2nd term

This course aims to provide basic familiarity of China's foreign business operations and strategic issues related to these activities. Major topics include: the business and investment environments of China; China's foreign trade policy; the foreign business

operations and system of China; business negotiation and dispute settlement; the development and future prospects of the China market and special economic zones; the service industry in China. Prerequisite: ITB 2010.

## ITB 4120

## Global Chinese Business Network

1st and/or 2nd term

This course aims at analysing the business operations of firms owned and managed by the ethnic Chinese in both interpersonal and interorganizational levels-of-analysis. The emphasis is on examining the network-based structure and system of this large and growing group of companies. This course is designed as a seminar and involves substantial field exercises. Prerequisite: ITB 2010.

## ITB 4130

## Japanese Business

1st and/or 2nd term

The objective of this course is to study Japanese business in the context of fast-changing domestic and international environment. Major topics include: Japan's post-war economic development, strategies for market development, evolution of management practices, and internationalization of business. Prerequisite: ITB 2010.

## ITB 4140

## Asian Business

1st and/or 2nd term

This course examines the technical, economic, political and social environments of Asian countries. The cultural and historical factors leading to these conditions. Their government-business tie-up and management systems. Prerequisite: ITB 2010.

## ITB 4150

## European Business

1st and/or 2nd term

This course examines the economic, political and cultural environments of Europe to understand how to conduct business in and with member countries of the European Union (EU). Major topics include: Euroconsumers, labor unions, environmental protection, comparison and integration of national business systems. Prerequisite: ITB 2010.

## ITB 4160

## Multinational Corporations

1st and/or 2nd term

This course analyses the economic, cultural and governmental environments that multinational corporations face and studies the development, management theory and strategy of multinational corporations. This course studies renowned multinational corporations as case studies. Prerequisite: ITB 2010.

## ITB 4170

## Seminar in International Business

1st and/or 2nd term

This course aims at discussing current issues in international business. It includes the relationship between government and international business, the effects of the international economic conditions on the business, etc. Prerequisite: ITB 2010.

## Management

## IMJ 3101

## Cross-Cultural Management

1st and/or 2nd term

Increased internationalisation of business means more frequent and intensive engagement between businesses and persons from different national backgrounds. It is, therefore, essential to have a clear understanding of the differences in approaches to business and management. This course will examine these differences and explore what gives rise to them, and their consequences and implications. Specific aspects of management, such as leadership, motivation, communication, conflict handling and negotiation will be investigated from a cross-cultural perspective to see how and why they are handled differently around the world. Although this course will take a global view, there will be some emphasis on a comparative analysis of Asian management systems and a chance to consider the management style and system of Hong Kong. Prerequisite: MGT 1020.

## MGT 3010

## Organizational Behaviour

1st and/or 2nd term

This course provides an in-depth study in the understanding and modification of human behaviour in organizations. Major topics include framework of organizational behaviour, concepts of human behaviour, group dynamics, techniques of behavioural sciences as applied to organizational behaviour and future perspectives of organizational behaviour within the context of management. Prerequisite: MGT 1020.

## MGT 3040

## Human Resource Planning and Staffing

1st and/or 2nd term

This course aims to provide students with useful knowledge and understanding of the very important and fundamental aspects of human resource management — Human Resource Planning and Staffing. Students will be introduced to the human resource management concepts and practice by examining the following major aspects: job analysis, human resource planning, recruitment, selection and placement. With the use of role play, video presentation and case studies, students will follow the more practical aspects of the study to gain a deeper insight into the course contents. Prerequisite: MGT 2040.

## MGT 3060

## Training and Development

1st and/or 2nd term

This course explores the theories and skills in personnel training and development from the management point of view. The formulation and implementation of effective policies, systems and programmes for the training and development of manpower at all levels of an organization are stressed. Major topics include the objectives of training and development, formulation and implementation of training and development policies and plans, training methods, evaluation of the effectiveness of the training and development function, etc. Prerequisite: MGT 2040 or permission from instructor.

## MGT 4030

## Organization Analysis and Design

1st and/or 2nd term

This course focuses on the macro aspect of organization. It draws on classical and contemporary theories to examine the following issues. The nature, form and function of organization as a distinctive social system. Interrelationships between organizations

and the environment, other social systems, and other organizations. The contribution of contextual factors, such as technology, culture, size and strategy, to the structure of organization; the dynamic interrelationship between organizational forms and critical processes such as decision making, control, power and politics, and change. The design, configurations and conditions that relate to organizational effectiveness. Prerequisite: MGT 1020.

#### MGT 4040 Entrepreneurship and Small Business Management

1st and/or 2nd term  
This course is designed to introduce students to the creation of new ventures and management of small business enterprises. Text, readings, and cases are used to describe concepts of entrepreneurship, business ownership, and the skills needed to start and manage a small business. Students will have the opportunity to explore how new and small ventures are planned and developed, including concepts of franchising and owner-managed family enterprises. Students will explore product development, new services, marketing, staffing, and financing new and small ventures from an owner's perspective. Prerequisite: MGT 1020.

#### MGT 4050 Performance and Compensation Management

1st and/or 2nd term  
In this course students are exposed to compensation theories and their relations to compensation policies within business firms. Behavioural effects of compensation plans and how to make compensation plans more effective will be discussed. Topics covered in this course include nature of financial motivation, job analysis and job evaluation, compensable factors, compensation survey, compensation structure, performance appraisal, designing of a compensation package, pay and organizational effectiveness. Prerequisite: MGT 2040 or permission from instructor.

#### MGT 4060 Managing Employment Relations

1st and/or 2nd term  
This course provides an in-depth analysis of the development and practices of labour-management relations in the private sector of Hong Kong. Major topics to be discussed include: economic, political and socio-cultural background; the development of trade unionism; wage determination; the legal regulation on employment, hours, working conditions, health and safety, and worker's compensation; system for settlements of industrial conflict; labour market and employment issues and employer-employee cooperation. Comparative studies of employment relations and legal issues among selected countries will also be discussed. Prerequisite: MGT 2040.

#### MGT 4080 Managerial Skills for Modern Managers

1st and/or 2nd term  
This course develops students for various managerial skills necessary in the work place through simulated exercises and real-world case discussion. Skills to be developed include those in the personal and interpersonal aspects. Topics in personal skills include: career planning, time management, impression management, personal style assessment, and stress management. Topics of the interpersonal aspects include: team-building skills, managing small group and conducting effective meeting, negotiation skills, presentation and public speech skills, coaching, praising, disciplining, counselling and supportive skills. Prerequisite: MGT 1020.

#### MGT 4090

##### Creativity and Innovation in Organizations

1st and/or 2nd term

Today's uncertain, ambiguous and fast changing business environment means that managers must be able to find creative solutions to problems and implement them effectively. This course is concerned with developing insights and skills related to that vital task. It will examine the creative process in organisations and introduce students to methods for developing creativity at the individual, group and organisational levels. It will examine the complementary process of innovation, which is the process of putting creative ideas into practice. Finally, it will consider the organizational context — in terms of structure, culture, and management style — which can either inhibit or facilitate creativity and innovation. Prerequisite: MGT 1020.

#### MGT 4100

##### Managing Strategic Change

1st and/or 2nd term

This course focuses on the managerial issues involved in the implementation of strategies and organizational changes. Topics discussed include strategic orientation, strategy and structure, strategic control system, strategic leadership, power and politics, corporate entrepreneurship, cultural change, and other behavioural problems leading to successful strategic management. The Asia-Pacific cultural and socio-economic environment will be emphasized. (For students in their final year of attendance only.)

#### MGT 4110

##### Selected Topics in Management

1st and/or 2nd term

This course focuses on special issues in the field of management. It includes, but is not limited to current discussion of human resource management, strategic management, organisation theory and behaviour, and entrepreneurship. Prerequisite: MGT 2040.

#### MGT 4120

##### Management of Chinese Firms

1st and/or 2nd term

This course is designed for students to gain an in-depth knowledge of human resource and strategic issues of managing Chinese enterprises under economic reform. The topics include the social, economic, and cultural context of management, human resource management system, leadership, and strategic management in a socialist market economy. Prerequisite: MGT 1020.

#### Marketing

##### IKJ 3102

##### International Marketing

1st and/or 2nd term

For course description, please refer to International Business courses.

#### MKT 3010

##### Marketing Research

1st and/or 2nd term

A practical survey of contemporary systematic procedures and tools of research available to the marketing researcher, as well as the uses of such information in managerial decision making. Prerequisite: DSE 2010.

**MKT 3020****Consumer Behaviour**

1st and/or 2nd term

This course is designed to focus on the behavioural concepts and theories that have been found useful for understanding consumer behaviour and their potential applications in the development of marketing strategy. Concepts and theories in the social sciences, particularly social psychology, cognitive psychology, sociology and cultural anthropology will be emphasized throughout this course with special reference to selected consumer topics. These topics include attitude formation and change, information processing, learning, group influences, choice behaviour and cross-cultural consumer behaviour. Prerequisite: MKT 2010.

**MKT 3030****Advertising and Promotion Management**

1st and/or 2nd term

Of the basic "P"s of Marketing (Product, Place, Price, Promotion), it is the last that usually offers the greatest opportunity to differentiate one marketer's offering from another. The two components of the "Promotion-mix" — advertising and sales promotion — will be explored in terms of objectives, strategies and tactics ... and in terms of carrying-out successful advertising and sales promotion via the right blend of message, market, media, money and measurement. Special attention will be focused on the "creative" and "business" aspects of advertising, to try to better understand how they can work together effectively in the context of the total marketing process. Prerequisite: MKT 2010.

**MKT 3040****Sales Force Management**

1st and/or 2nd term

This course covers the nature of personal selling, determination of the amount and allocation of personal sales effort, methods of organization, evaluation and control. Evaluation of current practices in selecting, training, compensating, and supervision of salesmen will be included. Another purpose of this course is to familiarize students with principles and practices of effective personal selling. Prerequisite: MKT 2010.

**MKT 4010****Organizational Marketing**

1st and/or 2nd term

The major objectives of this course are to develop an understanding of the unique features, behaviour and problems of organizational marketing as compared to consumer marketing, and to show how to apply the marketing managerial process (e.g. market segmentation, target market selection, development of the marketing mix) to the field of organizational marketing. This course is concerned with the application of modern marketing principles to organizational customers, including profit and non-profit organizations such as industrial buyers, government and social service institutions. Prerequisite: MKT 2010.

**MKT 4020****Retail and Channel Management**

1st and/or 2nd term

The major objective of this course is to enable students to become a good decision maker in retail and channel management. It focuses on the highly dynamic nature of the sector and emphasizes on its adaptation ability to changes. Apart from introducing students to the evolution pattern of major retail institutions, this course also discusses in depth the general retail and channel management concepts and practices such as trading areas,

locational and site analysis, merchandising, store positioning and transfer of retail technology. Prerequisite: MKT 2010.

**MKT 4030****Service Marketing**

1st and/or 2nd term

This course reviews the important concepts in service marketing. It addresses the issues involved in the effective marketing of services taking into account the unique characteristics of services. The issues which are covered include: the interactive nature of the service provider, the consumer and the physical environment in the service provision process; the importance to maintain high quality; and special problems related to the growth and internationalization of services. Prerequisite: MKT 2010.

**MKT 4040****Strategic Marketing**

1st and/or 2nd term

The purpose of this course is to reinforce and build upon previous studies of marketing and develop a comprehensive and integrated framework for the direction and management of the marketing function in a company. The approach of this course is broad, with marketing being examined from the viewpoint of the enterprise rather than using a business perspective. While this course necessarily includes reference to strategic management issues, major emphasis is placed upon the distinctive conceptual perspectives that are wholly within the domain of the firm's marketing strategy. This course will build skills in such areas as: market opportunity analysis, the assessment of competitive advantages, forecasting patterns of market evolution, and developing marketing strategies consistent with these assessments. In addition, through case studies and other means, understanding is enhanced of the methods and concepts of marketing strategy analysis and how these can be applied in practice. Prerequisite: MKT 2010.

**MKT 4050****Seminar in Marketing**

1st and/or 2nd term

Discussion of current marketing thought, the rationale associated with contemporary marketing strategies, and issues and problems drawing current attention in the marketing literature. Thus, specific topics will vary from term to term. Prerequisite: MKT 2010.

**MKT 4060****Innovation and Product Development**

1st and/or 2nd term

A study of the underlying creative and strategic factors that drive successful and continuous product innovation. Innovative techniques and systematic processes for creating, assessing and pursuing product opportunities are discussed. Other topics include effective market research, competitive strategy and product development, the generation and evaluation of creative new product ideas, risk management and commercialization of product research, and the formulation and implementation of innovative marketing strategy. Prerequisite: MKT 2010.

**MKT 4070****China Marketing**

1st and/or 2nd term

The major objective of this course is to prepare students to become a good decision maker

in China marketing. Students will become aware of the strategies, skills and attitudes that are essential for effective and efficient marketing practices in China. Topics include: analyzing the marketing environment in China; understanding Chinese consumer behaviour; conducting marketing research in China; developing and implementing marketing strategies in China. Prerequisite: MKT 2010.

#### MKT 4080

##### Social Marketing

1st and/or 2nd term

This course is to apply commercial marketing technology to change attitudes, beliefs and behaviours of individuals/organizations for the social benefit of the individuals/organizations and other individuals/organizations in the society. The social change is the primary (rather than a secondary) purpose of the marketing programme. This course will enable marketing students to master the science and art of social change. This course will also enable social science students to make use of marketing concepts and practices to advocate social change. Prerequisite: MKT 2010.

#### STOT course

##### BBA 0310

##### Issues in Business

2 U; 2 STOT; 1st and/or 2nd term

This course provides an opportunity for students to integrate knowledge acquired from their business studies in generating a project/research study with the guidance of a teacher.

### Study Scheme

#### (1) Major Programme

Students are required to complete a minimum of 67 to 70 units as required by the individual concentration area.

- |     |  |             |
|-----|--|-------------|
| (A) | Required courses:<br>ACY 1111, 1112, 2151, BBA 2050, DSE 1030, 1040, 2010, 2020, 2030, 3050, ELT 1110, FIN 2010, ITB 2010, MGT 1020, 2040, 4010, MKT 2010  | 50 units    |
| (B) | 5 to 6 concentration courses from one of the following concentration areas:<br>a. Accountancy<br>4 from the following list of courses and 1 from any concentration area: ACY 2111, 2112, 2121, 2122, 2141, 2211, 3111, 3131, 3151, 3161, 3211, 3212, 3213, 3214, 3231, 3232, 3241, 3251, 3252, 3261<br>b. Decision Sciences and Managerial Economics<br>i. Business Economics Option:<br>4 from the following list of courses and 1 from any concentration area: DSE 3030, 3040, 3070, 3080, 4040, 4050, 4080, 4090<br>ii. Operations Management Option:<br>DSE 3010, 3020, 3060, 4010 plus 1 from the following list of courses: DSE 3030, 4020, 4030, 4110 | 15-18 units |

#### iii. Management Information Systems Option:

DSE 4070, 4120, 4130, 4140 plus 1 from the following list of courses: DSE 3020, 4100 (in MIS area), 4150, 4160

#### iv. Quality and Productivity Management Option:

DSE 3060, 4110, 4120 plus 1 from DSE 4010, 4020, 4030, 4070 and 1 from MGT 3010, 4030, 4100, MKT 4030

#### v. General DSE Option:

4 from the following list of courses and 1 from any concentration area: DSE 3010, 3020, 3030, 3040, 3060, 3070, 3080, 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4080, 4090, 4100, 4110, 4120, 4130, 4140, 4150, 4160

#### c. Finance

##### i. General Finance Option:

6 from the following list of courses: FIN 3010, 3020, 3030, 3040, 3050, 3060, 3080, 4010, 4030, 4040, 4050, 4060, 4070, 4072, 4080, 4090

##### ii. Financial Engineering Option:

5 from the following list of courses plus 1 course coded 3000 or above in Finance: FIN 3010, 3080, 4010, 4040, 4070, 4072

#### d. International Business

ITB 4160 plus 3 from the following list of courses and 1 from any concentration area: IKJ 3102, IMJ 3101, ITB 3110, 3130, 3140, 3150, 3170, 4110, 4120, 4130, 4140, 4150, 4170

#### e. Management

##### i. General Business Management Option:

MGT 3010 plus 3 courses from the following list of courses and 1 from the Human Resource Management Option: IMJ 3101, MGT 4030, 4040, 4080, 4090, 4100, 4110, 4120

##### ii. Human Resource Management Option:

MGT 3010 plus 3 courses from the following list of courses and 1 from the General Business Management Option: MGT 3040, 3060, 4050, 4060, 4080, 4110

#### f. Marketing

MKT 3010 plus 4 from the following list of courses: IKJ 3102, MKT 3020, 3030, 3040, 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4080

#### g. General Business

5 courses coded 2000 or above selected from at least three of the above six concentration areas (a - f)

#### h. China Business

5 from the following list of courses: ACY 3213, DSE 4080, 4090, FIN 4060, IMJ 3101, ITB 4110, 4120, MGT 4120, MKT 4070

- (C) STOT course: 2 units  
BBA 0310
- Total: 67-70 units

**Recommended course pattern**

- First Year of Attendance* 24 units  
ACY 1111, 1112, DSE 1030, 1040, 2010, 2020, ELT 1110, MGT 1020
- Second Year of Attendance* 23 units  
ACY 2151, BBA 2050, DSE 2030, 3050, FIN 2010, ITB 2010, MGT 2040, MKT 2010
- Third Year of Attendance* 20-23 units  
BBA 0310, MGT 4010 and 5-6 concentration courses
- Total: 67-70 units

(2) *Minor Programme*

Requirements for registration in Minor:

1. Previous year's GPA not lower than 2.7; and
2. Students entering the third year of attendance must have taken at least 2 courses offered by the Faculty of Business Administration.

Students' performance in the courses offered by the Faculty of Business Administration [both the number of courses taken and the grades obtained] will be taken into consideration.

Students are required to complete a minimum of 18 units as follows:

- (A) 2 required courses: 6 units  
MGT 1010 and 1020
- (B) 3 courses from the following 5 elective courses: 9 units  
DSE 2030, FIN 2010, ITB 2010, MGT 2040, MKT 2010
- (C) 1 course from any concentration area except Accountancy. 3 units  
See concentration areas under Major Programme above.

Total: 18 units

(3) *Major GPA Calculation*

All ACY, BBA, DSE, FIN, IKJ, IMJ, ITB, MGT and MKT courses coded 2000 or above (for STOT courses, coded 0200 or above), regardless of concentration, will be included in the calculation of the Major GPA for honours classification.

- (4) In addition to the units taken by students to fulfil their Major, General Education and Physical Education requirements, at least 6 units of courses (including Minor Programme courses and extra General Education and Physical Education courses) must be taken outside the Faculty of Business Administration.

- (5) i. With effect from the academic year 1995-96, the courses in Columns A and B are considered by the Committee on Undergraduate Studies in Business (CUSB) to be equivalent courses. All Integrated BBA Major students are

not allowed to take courses in Column B without the approval of CUSB. If students have repeatedly taken the corresponding equivalent courses without the approval of CUSB, the units of the courses will not be counted towards any requirements for graduation. Transfer students would be exempted automatically from taking the corresponding equivalent courses and the corresponding units in Column A if they had taken the courses in Column B and obtained a grade of 'D' or above before transferring to the Integrated BBA Programme. If they fail to get any exemption, they must take the courses in Column A in order to fulfil the graduation requirements. If transfer students have taken the courses in Columns A and B before transferring to the Integrated BBA Programme, both units of the courses in Columns A and B will be counted towards the graduation requirements. The courses in Column B taken by students, in any case, will not be counted towards the Major GPA calculation for honours classification.

Column A	Column B
ACY 2151	LAW 2090
DSE 1030	ECO 1011
DSE 1040	ECO 1021
DSE 2010	COM 3110
	ECO 2121
	GEO 2102
	SEG 2430
	SOC 2042
	STA 2102*
DSE 3050	SEG 3490
MGT 1020	SEG 1020

\* For students *minoring in Statistics*, the units gained from STA 2102 will be counted towards the *Minor Programme*, and these students will be exempted from taking DSE 2010 and the corresponding Major units.

ii. With effect from the academic year 1995-96, the contents of the courses in Column B are considered by CUSB to overlap with the corresponding courses of the Integrated BBA Programme in Column A. All Integrated BBA Major students are not allowed to take the courses in Column B. If students have repeatedly taken the corresponding overlapping courses without the approval of CUSB, the units of the courses will not be counted towards any requirements for graduation. Transfer students who have taken courses in Column B before transferring to the Integrated BBA Programme will not be recommended for exemption from taking corresponding courses in Column A. They must take the courses in Column A in order to fulfil the graduation requirements. Both units of the courses in Columns A and B taken by transfer students will be counted towards the graduation requirements.

The courses in Column B taken by students, in any case, will not be counted towards the Major GPA calculation for honours classification.

Column A	Column B
ACY 1111*	ECO 1131*
ACY 1112 <sup>Δ</sup>	SEG 4460 <sup>Δ</sup>
DSE 1030	SEG 2440
DSE 1040	GEE 251Q
	ECO 1010
DSE 2010	GEE 244N/247N/248N/STA 2103
	GEO 2103
	PSY 1010
	STA 2101

\* With effect from 1998-99

Δ With effect from 1996-97

## Professional Accountancy Programme

### Course List

Code	Course Title	Unit
<b>Required Courses</b>		
ACY 1111	Introductory Accounting I	3
ACY 1112	Introductory Accounting II	3
ACY 2151	Business Law	3
DSE 1030	Economics for Business Studies I	3
DSE 1040	Economics for Business Studies II	3
DSE 2010	Statistical Analysis for Business Decisions I	3
ELT 1110	Communication for Business Studies	3
FIN 2010	Financial Management	3
MGT 1020	Principles of Management	3
MGT 4010	Business Policy and Strategy	3
MKT 2010	Marketing Management	3

### Required Accountancy Courses

ACY 1141	Computer Applications in Accounting	3
ACY 2111	Intermediate Accounting I	3
ACY 2112	Intermediate Accounting II	3
ACY 2121	Cost and Management Accounting	3
ACY 2122	Advanced Management Accounting	3
ACY 2141	Accounting Information Systems	3
ACY 3111	Advanced Accounting	3
ACY 3131	Auditing	3
ACY 3151	Company Law	3
ACY 3161	Taxation	3

### Elective Accountancy Courses

ACY 2211	Accounting for Not-for-Profit Organizations	3
ACY 3211	Issues in Financial Accounting	3
ACY 3212	International Accounting	3
ACY 3213	Accounting Framework in China	3
ACY 3214	Financial Statement Analysis	3
ACY 3231	Advanced Auditing	3
ACY 3232	Computer Systems Auditing	3
ACY 3241	Decision Support and Intelligent Systems for Accounting	3
ACY 3251	Securities Regulation	3
ACY 3252	Corporate Insolvencies	3
ACY 3261	Advanced Taxation	3

### STOT Courses

ACY 0201/0202

Current Business Issues I/II



HONG KONG JOURNAL OF BUSINESS MANAGEMENT

1983

Volume I

CONTENTS

Articles

Long-term Japanese Stagnation: A Lesson for Hong Kong . . . . .	Richard N. Farmer & Tsang-sing Chan	1
Change of Value Orientation and Its Influence on Gift-giving Behaviour 香港社會價值變遷與送禮的行為 . . . . .	Yang Chung-fang	7
Notes on Decision-Making in Organizations: Lindblom Revisited . . . . .	A. L. Minkes	27
Wage and Productivity Analysis in Hong Kong's Manufacturing Sector: A Survey on Textile and Clothing Industries (1973-1978) . . . . .	Linda F. Y. Ng & Andrew S. K. Chan	33
The Effect of Males' and Females' Working Experience with Women on Their Attitudes towards Women in Management . . . . .	Anne Marie Francesco & Anita Leung Yee-sheung	49
Unsatisfactory Satisfaction Theories and A Suggested integrative Approach. . . . .	J. P. Cragin	57
The Development of Managerial Thinking in a University Business Curriculum. . . . .	Steven A. Scherling	69
Economic Development and The Market Mechanism . . . . .	Alfred R. Oxenfeldt	81
A Partial Theory of Chinese Consumer Behaviour: Marketing Strategy Implications . . . . .	Thomas I. Kindel	97
EPS Forecast Errors: Additional Evidence . . . . .	Patrick S. T. Chan	111
A Production Economic Analysis of Traditional Service Industries in Hong Kong — Their Productivity and Aggregate Production Functions, 1977, 1979 香港傳統服務業的生產與生產函數分析 . . . . .	Chyau Tuan	121
Money Supply and Equity Prices in Hong Kong. . . . .	Yan-ki Ho	141
Survey Profile		
A Profile of the Language Training Background and On-the-job Usage of English by Marketing Executive Trainees from China . . . . .	Susan B. Yuan	153
Contributors. . . . .		157

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HONG KONG JOURNAL OF BUSINESS MANAGEMENT  
VOLUME II  
1984

Contents

3 in 1 Marketing .....	M.J. Baker	1
Random Walk and Hong Kong Gold Prices: A Spectral Analysis .....	Lawrence S.T. Tai	11
Project Evaluation As A Capital Asset Pricing Decision: An Exposition .....	James C.T. Mao	19
Occupational Stress and Coronary Disease Implications for North American Managers .....	Steven H. Appelbaum	31
Comparison of Job Preferences of a Group of Male and Female Students: What Makes a Job Good or Bad? .....	Irene Hau Siu Chow & Warren S. Blumenfeld	55
The Role and Relevance of Marketing Research to Economic Development of Less-Developed Countries .....	Erdener Kaynak	63
Administrative Size and Organizational Performance in Government-Funded Human Service Organizations: A Financial Investment Approach .....	John P. Cragin	75
Contributors .....		90

## VOLUME III

Panel of Advisors and Reviewers  
(in alphabetical order)

- Yuk-shee Chan  
Assistant Professor, J.L. Kellogg Graduate School of Management, Northwestern University, U.S.A.
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## CONTENTS

Strategic Export Marketing of Hong Kong Products . . . . .	John R. Darling	1
Retail Selling Methods in Twelve Selected Countries . . . . .	Laurence Jacobs, Charles Keown, & Reginald Worthley	17
A Cross-Cultural Comparison of Information Processing in Consumer Food Choice . . . . .	T. S. Chan	25
從廣州地區的調查看個體經濟的發展 . . . . .	葉春生	35
目標視調滿足過程的初步研究 . . . . .	陳繼揚	45
Hong Kong and American CEOs: Are They Oceans Apart in Their Use of Time? . . . . .	Robert H. Doktor, S. Gordon Redding & Josie Bidgood	57
Creativity in Administration: A Conceptual Analysis . . . . .	Miron Mushkat	63
Predicting Creativity of Potential Managers with Weighted Biographical Data . . . . .	W. S. Blumenfeld, I. H. Chow & G. H. Russell	79
Organization Size, Work Context, and Employee Satisfaction with the Worker-Task Relationship . . . . .	John P. Cragin	91
The Image of U. S. Business Schools in Japan . . . . .	Paul Marer & Thomas W. Sharkey	105
本港企業應多採用零基預算法 . . . . .	張澤霖	111
Selling Unseasoned New Shares in Hong Kong and Japan, A Test of Primary Market Efficiency and Underpricing . . . . .	Steven M. Dawson & Takato Hiraki	125
Disclosure Without Cost: A Review of Corporate Reporting's Contribution to Economic Development . . . . .	G. D. Donleavy	135
Contributors . . . . .		150

目 錄

致讀者

英文論文 ( 附中文摘要 )

香港施行聯繫匯率制前後外幣匯率特性的實証分析.....	呂汝漢	1
週末對新加坡股市收益的影響.....	I. 啟安、何賢忠	31
一九七九年至一九八五年香港新股發行的價格趨向.....	Steven M. Dawson	51
比較式廣告在香港——論點與問題.....	何淑貞、冼日明	67
近二十年香港學術工作對工商業問題及社會發展的關切.....	陳孟賢	89
重要性的概念：近期概念的檢討與評價.....	John P. Cragin	115

中文論文 ( 附英文摘要 )

成本—效益分析在中國之實用初探.....	王劍琴	137
中國深圳合資企業組織結構：一項實証性研究.....	饒美蛟、林功實	167

書評 ( 見英文目錄 )

稿約 ( 英文及中文 )

CONTENTS

Letter from the Editor-in-Chief

Articles in English (With Summaries in Chinese)

Empirical Properties of Foreign Exchange Rates Before and After the Linked Exchange Rate System in Hong Kong .....	Yu-Hon Lui	1
The Weekend Effect on Stock Returns in Singapore .....	Kie-Ann Wong & Hin-Dong D. Ho	31
Price Trends for New Stock Issues in Hong Kong: 1979-1985.....	Steven M. Dawson	51
Comparative Advertising in Hong Kong: Issues and Problems .....	Suk-Ching Ho & Yat-Ming Sin	67
Academic Concerns Reflect Business Issues and Economic Developments—The Case of Hong Kong from 1965 to 1986.....	Anthony M. Y. Chan	89
The Importance Construct: A Review and Evaluation of Current Conceptualizations.....	John P. Cragin	115

Articles in Chinese (With Summaries in English)

Cost-Benefit Analysis in the People's Republic of China—An Initial Application Experience .....	Jian-Qin Wang	137
The Organization Structure of Joint Ventures in Shenzhen, China: An Empirical Study .....	Mee-Kau Nyaw & Gong-Shi Lin	167

Book Reviews

Robert Haney Scott, K.A. Wong, and Yan-Ki Ho (Eds.): Hong Kong's Financial Institutions and Markets .....	Y.C. Jao	187
Joseph Y.S. Cheng (Ed.): Hong Kong in Transition .....	King W. Chow	190
Y.C. Jao and C.K. Leung (Eds.): China's Special Economic Zones: Policies, Problems and Prospects .....	Bruce Taylor	192

目 錄

致讀者

鳴謝

英文論文 (附中文摘要)

香港獨家代理商對打擊「水貨」的對策的見解.....Charles F. Keown 1  
 香港公司財務結構.....葉耀強、Michael H. Hopewell 17

吉隆坡股票交易所的股票「一月效果」的實證  
 分析.....Annur Md. Nassir & Shamsheer Mohammad 33

香港人力資源管理之實行.....Sudhir K. Saha 51

香港、中國大陸及美國管理激勵的比較研究.....C. Aaron Kelley & Timothy M. Singleton 69

從香港女童軍總會個案探討非金錢之激勵  
 因素.....呂蘇綺麗 83

拍賣中的分配問題.....H. A. Eiselt 101

書評 (見英文目錄)

稿約 (英文及中文)

CONTENTS

Letter from the Editor-in-Chief

Acknowledgement

Articles in English (With Summaries in Chinese)

Perception of Strategies to Combat Parallel Importing: A Study of Sole Agents in Hong Kong . . . . Charles F. Keown 1

Corporate Financial Structure in Hong Kong . . . . Yiu-Keung Ip & Michael H. Hopewell 17

The January Effect on Stocks Traded on the Kuala Lumpur Stock Exchange: An Empirical Analysis. . . . . Annur Md. Nassir & Shamsheer Mohammad 33

Human Resource Management Practices in Hong Kong . . . . . Sudhir K. Saha 51

Managerial Motivation: A Comparison of Hong Kong, People's Republic of China, and the U.S. . . . C. Aaron Kelley & Timothy M. Singleton 69

Non-financial Incentives in Human Motivation—A Case Study of the Hong Kong Girl Guides Association . . . . . Alice Y.L. Lui 83

An Allocation Problem Arising in Auctioning . . . . . H.A. Eiselt 101

Book Reviews

T.K. Ghose: The Banking System of Hong Kong . . . . . Y.K. Ho 125

Bela Balassa and John Williamson: Adjusting To Success: Balance of Payments Policy in the East Asian NICs . . . . . Y.C. Shih 128

Stewart R. Clegg, Dexter C. Dunphy, & S. Gordon Redding (Eds.): The Enterprise and Management in East Asia . . . . Nathan Rosenberg and L.E. Birdzell: How the West Grew . . . . . A.L. Minkes 131

目錄

CONTENTS

Letter from the Editor-in-Chief

Articles in English (with Summaries in Chinese)

Marketing Research Needs of Marketing Decision Making: The Case of Airline Marketing in the Asia-Pacific Region . . . . .

Eduardo L. Roberto 1

Cognitive and Attributional Analysis of Consumers' Reactions to Retailers' Unfair Selling Practices: The Case of Television Set and Refrigerator . . . . .

Chau-Kiu Cheung 27

An Analysis of the Hong Kong Stock Return Seasonality and Firm Size Anomalies for the Period 1977 to 1986 . . . . .

Queenie Kun-Lai Pang 69

Interdaily Return Efficiency in Hong Kong's Stock Market in Recent Years . . . . .

Henry M. K. Mok 91

A Note on the Volatility of Returns Subsequent to Stock Splits . . . . .

Joseph K. Cheung, Evan Kwai-Ming Chan, Ada Wai-Chu Chan, Stanley Kam-Po Chu, Heidi Fung-Wing Lau & Victor Hing-Sing Ma 113

Business Cycles and Investment: The Case of Hong Kong, 1966-1986 . . . . .

Hak Choi & Linda F. Y. Ng 121

Book Reviews

David Flux: Hong Kong Taxation: Law and Practice . . . . .  
E. E. Bauer: China Takes Off: Technology Transfer and Modernization . . . . .

P. K. Au Yeung 141

John F. Hulpke 144

致讀者

英文論文 (附中文摘要)

市場決策的市場研究需要：亞太區

航運業之案例 . . . . . Eduardo L. Roberto 1

從認知及歸因原理分析消費者對零售商的不良

銷售手法之反應：涉及電視機和雪櫃的事例 . . . . . 張宙橋 27

分析一九七七至一九八六年香港股票市場兩個

異常現象——投資回報率的季節性和公司規

模效果 . . . . . 彭君麗 69

香港股市近年的週日收益效率性 . . . . . 莫文光 91

股票拆細後收益波動性的改變 . . . . . 張國標、陳季明、陳惠珠

朱鑑邦、劉鳳詠、馬慶誠 113

經濟循環與投資：香港一九六六至一九八六年 . . . . . 蔡克、伍鳳儀 121

書評 (見英文目錄)

141

高約 (英文及中文)

158

丁閱表格

163

目錄

致讀者

鳴謝

英文論文 (附中文摘要)

香港在處理技術轉移的一個方向.....Martha S. Albert  
Donald F. Taylor 1

利用股票市場之月份週期性來擬定有利可圖之  
股票操作法則——香港市場之模擬.....陳帝富 19

紐約每日股價變動對香港股市的影響.....莫文光 35

香港管理會計實務之成熟程度：上市公司的情况.....Murray Lynn 49

女性就業狀況：亞洲四小龍之比較.....敖恒宇 71

從政治嘉許到股份制看中國工資改革.....周巧笑、Oded Shenkar 85

書評 (見英文目錄)

稿約 (英文及中文)

訂閱表格

CONTENTS

Letter from the Editor-in-Chief

Acknowledgment

Articles in English (with Summaries in Chinese)

A Technology Transfer Management Approach for  
Hong Kong ..... Martha S. Albert  
Donald F. Taylor 1

The Month-of-the-Year Effect as a Profitable  
Trading Rule in the Hong Kong Common Stock  
Market..... Jimmy D.F. Chen 19

The Influence of the New York Daily Share Market  
Returns on Hong Kong's Market..... Henry M.K. Mok 35

Management Accounting Maturity in Hong Kong:  
Evidence from Publicly-listed Companies..... Murray Lynn 49

The Situation of Women's Employment: A Com-  
parison of H.K., S. Korea, Singapore, and  
Taiwan ..... Ngo Hang-Yue 71

From Political Praise to Stock Options: Reforming  
Compensation Systems in the People's Republic  
of China ..... Irene Hau-Siu Chow  
Oded Shenkar 85

Book Reviews:

Gavin Young: Beyond Lion Rock: The Story of Cathay  
Pacific Airways..... John F. Hulpke  
Wong Siu-Lun: Emigrant Entrepreneurs: Shanghai In-  
dustrialists in Hong Kong ..... David H. Holt  
US Joint Ventures in China: A Progress Report..... R.I. Westwood  
Tan Jing Hee & You Poh Seng with Emily Ding: Develop-  
ing Managers in Asia ..... W.K. Poon

Manuscript Guidelines (English and Chinese)

目 錄

致讀者	
鳴謝	
英文論文 (附中文摘要)	
測試香港股市收益率之非錢性特質 .....	陳偉森 1
比較不同認股證估價模式在香港市場的表現 .....	Paul McGuinness 陳文錦、鍾桂英 馮寶熙 13
有關在港的外國附屬機構及其管理人員的評核 .....	Murray Lynn 31
語言對泛文化工商管理研究的影響： 能操兩種語言者的案例 .....	John R. Schermerhorn, Jr. 57
香港住宅樓宇租金之預測及 預測方法的一些問題 .....	梅克允、林敏儀 67
香港核數師與財務報告表用者期望分歧的 實驗研究 .....	李淑儀 77

書評 (見英文目錄)

稿約 (英文及中文)

訂閱表格

CONTENTS

Letter from the Editor-in-Chief	
Acknowledgment	
Articles in English (With Summaries in Chinese)	
On Tests for Nonlinearity in Hong Kong Stock Returns	Wai-Sum Chan 1
The Comparative Performance of Warrant Valuation Models in Hong Kong .....	Paul McGuinness Man-Kam Chan Kwai-Ying Chung Po-Hei Fung 13
Evaluation of Foreign Subsidiaries and Their Managers in Hong Kong .....	Murray Lynn 31
An Empirical Reminder About Language Effects in Cross-Cultural Business and Management Research: The Case of Bilingual Subjects .....	John R. Schermerhorn, Jr. 57
Forecasting Residential Rental Prices in Hong Kong: Methodological Considerations .....	H.W. Mui Joanne M.Y. Lam 67
An Empirical Study of the Expectation Gap Between Hong Kong Auditors and Financial Statement Users	Dominica Suk-Yee Lee 77

Book Reviews

Gavin Peebles: Hong Kong's Economy: An Introductory Macro- economic Analysis .....	George W.L. Hui
James Fallows: More Like Us: Making America Great Again .....	Neil Holbert
Larry E. Greiner & Virginia E. Schein: Power and Organization Development: Mobilizing Power to Implement Change .....	Wai K. Poon
John K. Shank & Vijay Govindarajan: Strategic Cost Analysis: The Evolution from Management to Strategic Accounting .....	Gladie Lui

Manuscript Guidelines (English and Chinese)

Subscription Order Form



目 錄

致讀者	
鳴 謝	
英文論文 (附中文摘要)	
香港新一代經理對企業精神的看法.....	David H. Holt Andre Mailer 1
美國西北部成衣零售商對原產國的看法.....	Sing-Young Lee Mark Speece Chip E. Miller 17
香港執業會計師對大學會計課程的看法.....	Ferdinand A. Gul 陳榮耀、唐吳友箴 33
組織忠誠及工作特質：香港的一些初步證據.....	黃熾森 47
香港製造業的轉變：見解和批評.....	F. C. 'Ted' Weston, Jr. 59
香港國際市場經理對道德問題的 的看法——機構、行業與國家層面.....	Robert W. Armstrong 陳志輝 Neil Bruce Holbert Tony Pecotich 75
書評 (見英文目錄)	91
稿約 (英文及中文)	102
訂閱表格	107

CONTENTS

Letter from the Editor-in-Chief	
Acknowledgement	
Articles in English (With Summaries in Chinese)	
Entrepreneurial Perceptions Among Hong Kong's Emerging Managers .....	David H. Holt Andre Mailer 1
Country-of-Origin Perceptions Among Apparel Retailers in the Northwest United States .....	Sing-Young Lee Mark Speece Chip E. Miller 17
Practicing Accountants' Perceptions of the Undergraduate Accounting Curriculum: A Hong Kong Study .....	Ferdinand A. Gul Paul W.Y. Chan Marian Y.J. Tong 33
Organizational Commitment and Job Characteristics: Some Exploratory Evidence in Hong Kong .....	Chi-Sum Wong 47
The Changing Tide of Hong Kong Manufacturing: Thoughts and Comments .....	F.C. 'Ted' Weston, Jr. 59
An Exploration of Ethical Perceptions of Hong Kong International Marketing Managers: Their Attitudes Toward the Organization, Industry and Country .....	Robert W. Armstrong Chi-Fai Chan Neil Bruce Holbert Tony Pecotich 75
Book Reviews	
Richard Yan-Ki Ho, Robert Haney Scott and Kie-Ann Wong: The Hong Kong Financial System .....	Lawrence S. Tai 91
Charles K. Kao: A Choice Fulfilled: The Business of High Technology .....	Neil Bruce Holbert 95

CONTENTS

目 錄

致讀者		Letter from the Editor-in-Chief	
鳴 謝		Acknowledgement	
英文論文 (附中文摘要)		Articles in English (With Summaries in Chinese)	
推廣數量方法在管理上應用時需考慮的因素.....	Boon-Wan Tan	Factors to Consider when Promoting the Managerial Use of Quantitative Techniques .....	Boon-Wan Tan
中國大陸員工的工作動機：外資企業與國營企業員工之間工作目標的比較.....	王譽龍	The Motivation of Workers in the People's Republic of China: A Comparison of Work Goals of Employees in Foreign-owned and State-owned Enterprises .....	Denis Yu-Long Wang
數據庫系統之推行及使用：實務與困難.....	何順文	Database Systems Implementation and Usage: Practices and Problems .....	Simon S.M. Ho
香港的貨幣供應量增長對股價和利率的影響：向量共積計量方法之研究.....	張偉華、洪雲星	The Impact of Money Growth on Stock Returns and Interest Rates in Hong Kong: A Vector Co-integration Approach .....	Daniel Wai-Wah Cheung Bill Wan-Sing Hung
中文論文 (附英文摘要)		Article in Chinese (With Summary in English)	
超級市場在中國——機會、問題、對策.....	沙振權、厲以京	Supermarkets in China: Opportunities, Problems and Their Solutions .....	Zhen-Quan Sha Yi-Jing Li
書評 (見英文目錄)		Book Reviews	
稿約 (中文及英文)		Michael E. Porter: The Competitive Advantage of Nations ...	Neil Bruce Holbert
訂閱表格		Robert I. Westwood (ed.): Organizational Behavior: Southeast Asian Perspectives .....	Chung-Ming Lau
		Nigel Holloway (ed.): Japan in Asia: The Economic Impact on the Region .....	Rudy Hung

目 錄

致讀者	
鳴 謝	
英文論文 (附中文摘要)	
直銷在香港：衝擊、重要性及一些策略性的建議	David M. Reid Yuk-Chi Fung 1
香港製造業之本地資源成本及競爭力在八二至九零年期間之轉變	梅克允 25
現金流量表：不同國家的比較與制表者及用表者的反應	吳奕敏 39
當代組織機構督導角色概念之重整：澳洲及香港商科學生之試探研究	S.R. Chatterjee C.A.L. Pearson 53
工作特質、工作滿足、組織忠誠及離職的關係：一個香港的縱向研究	黃熾森、周素玲 67
書評 (見英文目錄)	79
稿約 (中文及英文)	94
訂閱表格	99

CONTENTS

Letter from the Editor-in-Chief	
Acknowledgement	
Articles in English (With Summaries in Chinese)	
Direct Marketing in Hong Kong, Its Impact and Importance: Some Strategic Recommendations	David M. Reid Yuk-Chi Fung 1
Domestic Resource Costs and Competitiveness of Hong Kong's Manufacturing Industries, 1982-90	H.W. Mui 25
Cash Flow Statements: A Multi-country Comparison and Some Feedback on Their Attractiveness	Andy Y.M. Ng 39
Reconceptualization of Supervisory Roles in Contemporary Organizations: A Pilot Study with Australian and Hong Kong Business Students	S.R. Chatterjee C.A.L. Pearson 53
F	
Relationships Among Job Characteristics, Job Satisfaction, Organizational Commitment, and Turnover in Hong Kong: A Longitudinal Investigation	Chi-Sum Wong So-Ling Chau 67
Book Reviews	
Kazuo John Fukuda: Japanese Management in East Asia and Beyond	Neil Bruce Holbert 79
Lane Kelley and Oded Shenkar (eds.): International Business in China	Kitty Y. Young 83
Tzong Biau Lin and Chyau Tuan (eds): The Asian NIEs: Success and Challenge	Lane Kelley 86
Robert E. Allinson: Global Disasters: Inquires Into Management Ethics	S.G. (Mike) Goldstein 90

## INTERNATIONAL REVIEW BOARD

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## HONG KONG JOURNAL OF BUSINESS MANAGEMENT

### VOLUME XII

1994

### CONTENTS

#### Letter from the Editor-in-Chief

#### Articles in English (With Summaries in Chinese)

- The Behaviour of the Intraday Market Return Series of the Hong Kong Stock Market .....  
Joseph W. Cheng  
Dennis K. Fan 1
- Information Ethics: A Comparison Among College Students from Mainland China, Hong Kong and Taiwan .....  
Grace Meina Lee  
Martha M. Eining  
Chang Pao Long 17
- Forecasting Hong Kong FAX Installations with a New Product Diffusion Model .....  
Mark W. Speece  
Douglas L. MacLachlan 37

#### Article in Chinese (With Summary in English)

- Economic Reform and Enterprise Effectiveness: The Experience of Hubei Province .....  
Hang-Yue Ngo  
Chung-Ming Lau  
Lap-Kei Chow 57

#### Book Reviews

- Alchemy of a Leader: Combining Western and Japanese Management Skills to Transform Your Company .....  
Neil Bruce Holbert 71
- Hong Kong Business Law (Second Edition) .....  
C.K. Low 74
- Business Systems in East Asia: Firms, Markets, and Societies .....  
Steven A. Scherling 78
- Crisis and Change: The Maturing of Hong Kong's Financial Markets, 1981-1989 .....  
George W.L. Hui 83

#### Manuscript Submission Guidelines (Chinese and English)

#### Subscription Order Form

86

91

- Richard Bagozzi (Marketing & Behavioral Science)  
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*Columbia University, U.S.A.*
- Kie-Ann Wong (Finance)  
*National University of Singapore, Singapore*

## CONTENTS

## Letter from the Editor-in-Chief

## Main Articles

- A Hedonic Approach to Pricing of Residential Properties in Hong Kong ..... Henry M.K. Mok 1
- Reciprocal Relationships of Organization Climate and Personal Needs: A Study of Taiwan's Workers ..... Steven Arvid Scherling  
Chau-Kiu Cheung 17
- Notes
- The Optimal Portfolio of Blue-Chip Stocks in Thailand: A Test for Stability ..... T. Chotigeat  
Wayne E. Boyet  
Skon Varanyuwatana 43
- Using a Learning Curve Model as a Tool to Estimate Product Warranty Service Costs ..... Koon Hung Chan  
Woody Liao 57
- Job Motivation of Non-practising Accountants in Hong Kong ..... Simon Tak-wing Leung  
Samuel Yin-sum Chan  
Joseph Shiu-wing Yau 67
- Book Reviews
- The Transformation of South Korea: Reform and Reconstruction in the Sixth Republic under Roh Tae Woo, 1987-1992 ..... Seung-Chul Kim 79
- Japan's Winning Margins: Management, Training, and Education ..... Kazuo John Fukuda 82

- Everett E. Adam, Jr (Management)  
*University of Missouri, U.S.A.*
- Richard Bagozzi (Marketing & Behavioral Science)  
*The University of Michigan, U.S.A.*
- Michael J. Baker (Marketing & Int'l Business)  
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*Peking University, P.R.C.*
- Thomas W. Lin (Accounting)  
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- Vance F. Mitchell (Organization & Management)  
*Embry-Riddle Aeronautical University, U.S.A.  
& The University of British Columbia, Canada*
- Kaz Miyagiwa (Economics)  
*Louisiana State University, U.S.A.*
- Christian Pinson (Marketing)  
*INSEAD, France*
- David H. Pyle (Finance)  
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- John R. Schermerhorn, Jr. (Organization & Management)  
*Ohio University, U.S.A.*
- Kenneth Simmonds (Marketing & Int'l Business)  
*London Business School, U.K.*
- Rene Stulz (Finance)  
*Ohio State University, U.S.A.*
- Kwei Tang (Quantitative Business Analysis)  
*Louisiana State University, U.S.A.*
- David Tse (Marketing)  
*City University of Hong Kong, H.K.*
- Ilan Vertinsky (Int'l Business)  
*The University of British Columbia, Canada*
- N.T. Wang (Applied Economics & China)  
*Columbia University, U.S.A.*
- Kie-Ann Wong (Finance)  
*National University of Singapore, Singapore*

## CONTENTS

## Letter from the Editor-in-Chief

## Main Articles

- Dynamic Interactions of Capital Flows, Stock Prices,  
Exchange Rates, and Interest Rates: The Case of Hong  
Kong.....

Bill W.S. Hung  
Christopher S.P. Tong 1

- Organizational Structure of Insurance Companies in Hong  
Kong.....

Hang-Yue Ngo 21

- The Use of Factor Analysis in Management Research:  
Sample Size Consideration.....

Ryh-Song Yeh  
John J. Lawrence 35

- Ownership Structure Reform and Corporate Performance:  
An Empirical Evaluation of Chinese Shareholding  
Companies.....

Y. Woody Wu  
Bing Xiang  
Guochang Zhang 53

## Notes

- Auditors' Liability for Client Fraud, Other Irregularities and  
Errors: A Legal and Empirical Note.....

Abdul Majid  
Marian Tong 69

- A Comparison of Alternative Dividend Forecasting  
Techniques in Taiwan: A Research Note.....

David Shyu 81

- Everett E. Adam, Jr (Management)  
*University of Missouri, U.S.A.*
- Richard Bagozzi (Marketing & Behavioral Science)  
*The University of Michigan, U.S.A.*
- Michael J. Baker (Marketing & Int'l Business)  
*University of Strathclyde, U.K.*
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*San Diego State University, U.S.A.*
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- Charles A. Ingene (Marketing & Int'l Business)  
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*University of Chicago, U.S.A.*
- Phillip Kotler (Marketing)  
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- Amy Lau (Accounting)  
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*National Sun Yat-sen University, Taiwan*
- Justin Yi Fu Lin (Economics & China)  
*Peking University, P.R.C.*
- Thomas W. Lin (Accounting)  
*University of Southern California, U.S.A.*
- Vance F. Mitchell (Organization & Management)  
*Embry-Riddle Aeronautical University, U.S.A.  
& The University of British Columbia, Canada*
- Kaz Miyagiwa (Economics)  
*Louisiana State University, U.S.A.*
- Christian Pinson (Marketing)  
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*University of California, Berkeley, U.S.A.*
- John R. Schermerhorn, Jr. (Organization & Management)  
*Ohio University, U.S.A.*
- Kenneth Simmonds (Marketing & Int'l Business)  
*London Business School, U.K.*
- Rene Stulz (Finance)  
*Ohio State University, U.S.A.*
- Kwei Tang (Quantitative Business Analysis)  
*Louisiana State University, U.S.A.*
- David Tse (Marketing)  
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- N.T. Wang (Applied Economics & China)  
*Columbia University, U.S.A.*
- Kie-Ann Wong (Finance)  
*National University of Singapore, Singapore*

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## CONTENTS

## Letter from the Editor-in-Chief

## Main Articles

## Articles in English (With Summaries in Chinese)

Size Anomaly in China's Share Markets: Preliminary Evidence.....

Swee-Sum Lam  
Mun-Hing Lim

1

Multidimensional Scaling Analysis of "Blue Chip" Characteristics.....

Hian Chye Koh  
Seet Meng Chan  
Pranjal S. Gupta  
Sujata Ramakrishna

23

Ex-Ante Risk and Underpricing of IPOs in Shenzhen, China.....

Henry M.K. Mok  
Y.V. Hui

41

Organizational Climate and its Relationship with Organization Performance in Hong Kong Companies.....

Dominica Suk-ye Lee  
Jin-Pang Leung

63

## Article in Chinese (With Summary in English)

The Impact of Human Resource Management Strategy on Organizational Performance: An Examination of Contingent Theory in Taiwanese Enterprises.....

Tung-Chun Huang

79

## Ph.D. Thesis Abstracts

## Subscription Order Form

101

113

## Appendix D

### Description of the Viewpoint of *Hong Kong Manager* 1964 – 1997

No.	Description
1/64	Mission of HKMA – to promote scientific management and to assist managers to keep pace with developments and progress in this field.
2	The need of increasing productivity
3	HK was chosen to be the HQ of IPCCIOS
4	Lending library of HKMA
5	Ill manners of HK shop assistants.
6	The reasons of resisting new management techniques
1/65	Lack of variety of firms to participate the courses offered by HKMA
2	Shipping industry in HK
3	The emergency of management education in HK
4	The emergency of ‘marketing’ and trade promotion in HK
5	The meaning of ‘Productivity Revolution’ and the emergency of increasing productivity.
6	The emergency of advertising and its meaning
1/67	The need of managers with scientific knowledge in modern industrial society.
2	The emergency management education in HK
3	Management and labor relationship
4	The importance of change and progress
5	The work of IPCCIOS
6	The importance of time management
1/68	The emergency of good management to society
2	How to deal with young executives?
3	The importance of ‘continuous upgrading of managerial skills’
4	The emergency of formalized marketing planning.
5	Summary of programs and activities that HK served as the custodian of IPCCIOS in the past 3 years
6	The essence and importance of ‘judgement’
1/69	Keeping company image – treat it as a management problem
2	How to deal with friction
3	How to assimilate young executives into new business environment
4	An introduction of the ex-chairman
5	The importance of decision making
6	Introduction of CIOS (International Council for Scientific Management) and its relation with HKMA
1/70	The importance of humanism to a modern manager
2	Introduction of new chairman of HKMA
3	The importance of communication
4	Environmental values should be attended
5	Containerization and its related problems
6	Greetings to the new year
1/71	Develop trade relationship with Japan. Understand the Japanese
2	Problems faced that firm employing university graduates.
3	The requirement of annual reports. What should be contained in annual reports



4	The importance of management information system
5	A response to the tariff issue and a reflection of HK's comparative advantages and disadvantages In the world economy
6	Government are taking a more active role in business activities since HK intend to expand its export into socialist countries
1/72	The importance of fire prevention
2	The social responsibility of management
3	New awareness of HK's potential as a major financial center.
4	The health of managers
5	The importance of building
6	HK women's role in economic activities
1/73	The importance of managerial talent in new market
2	The shortcomings of the present educational system
3	Current phenomenon about unstable price conditions of the past months
4	The importance of personal function
5	Managerial obsolescence – the emergency of adult-reeducation and manpower planning
6	The present situation of small business in the oil and energy shortage period
1/74	Social phenomenon: rising price and inflation
2	The coming of advanced technologies and knowledge society
3	The role of management in small commercial enterprise
4	The need of change in modern society
5	Young managers today – its characteristics
6	Planning – the scope of planning
1/75	Present economic difficulties in HK
2	Manpower development
3	5 successful companies in America
4	Present economic situation in HK – recovery
5	Women in management professional
6	Managers' social responsibility
1/76	Problems faced by modern managers
2	Issues about improper payments – loyalty of an employee
3	Learning – its importance and characteristics in modern management
4	Issues about tax and shipping business
5	Governor's statement: HK as an international financial center
6	Present economic situation of HK
1/77	A new page of shipping industry – HK as an international shipping center
2	Forecast of economic situation of HK
3	HK's economic role and status in the world
4	The importance of change and the role of managers
5	Issues about high bank interest
6	Issues about child labor
7	The importance of manpower – planning of a society
8	MTR financing issues
9	Issues about standard time or summer time – standard time is better
10	Festival of Asian Arts

11	The process of diversification of HK
12	HK's economic performance in the last year
1/78	HK's philosophy of finance / review of public service
2	Modernization of skill craftsmanship
3	HK as an international financial center and related issues: legislation and insurance
4	Tourism and related issues
5	Textile and garment industries
6	Issues about Industrial Estate
7	The need of summer youth program
8	Issues about the devaluation of HK dollar
9	The role of HK trade unionism
10	Internal transport and congestion problems
11	Issues about construction boom
12	Economic performance of HK in last year
1/79	The present economic situation of HK
2	Issues about small business
3	Issues and reasons about inflation in HK
4	The performance and importance of shipping industry
5	Fast food business
6	How to deal with 'misfortune' and uncertainty
7	Facilities for long-term borrowing
8	HK workforce – HK's workers – its characteristics
9	Issues about advertising and the law related
10	MTR system began – its problems and benefits
11	Manager's social responsibility to the environment and society
12	Economic performance of the last year in HK
1/80	Investment strategy – how to keep life security
2	Forecast of economic performance in this year in HK
3	Employee's benefit
4	Communication in the computer era
5	HK's air service industry
6	(Lack)
7	Issues about protectionism, trade barriers and political issues
8	Inflation
9	Toy industry – forecast of its development
10	Office automation / electronic facilities in office
11	Chairman's statement: the foreword of HKMA
12	Reflection in festival – from food management to undeveloped countries' people
1/81	Forecast of economic performance in HK this year
2	Inflation – HK's present economic situation
3	Issues about immigrants and population pressure
4	Fur business – its importance in HK's export
5	The present situation of real estate market
6	Jewelry business in HK
7	Health issues of executives: exercise and good health
8	Changing life sales and habits in HK – new family formation,

	supermarket
9	The emergency of building a conference center and its benefits
10	The present situation of property market
11	The emergency of upgrading technological capacity of HK. Educational system must be updated
12	HK's performance of economic recovery
1/82	Current economic performance of HK
2	The importance of diversification, upgrading and education (training) in HK economy.
3	Insurance business in HK
4	A review of garment industry in HK
5	Information transmission in modern office
6	HK's advertising industry
7	Keeping fit of executives
8	Leisure industry in tourism
9	Printing industry – old industry in HK
10	Toy industry in HK – its performance, direction and development (diversification)
11	Entrepreneur – as an individual and its function
12	Economic performance of HK in this year
1/83	Review of economic performance in the last yr. – the lesson learned
2	The adv. of modern learning method
3	Common factors of successful managers
4	New editorial board – new editorial aim – more 'academic'
5	Investment markets in HK
6	Technological development
7	Accounting in HK
8	The role of a general manager in a firm
9	Automation and computerization in modern firm
10	The current situation of retail industry in HK
11	Issues about energy and health
12	The present economic recovery in HK and problems related
1/84	HK people's saving and bank industry
2	The importance of communication – an age of electronic office
3	Managerial ideas from ancient Chinese scholars
4	How world HK people keep ahead? Work hard
5	Good corporate citizenship
6	HK's export activities and related issues
7	Issues about succession
8	Invest in people – invest in markets and environment
9	Management reshuffle – its need and benefits
10	Franchising – its advantages and disadvantages
11	Chairman's statement – management – development and change – the opening of 1997 issue
12	Economic recovery and current issues
1/85	Change in HK - review of HK's economic life
2	Changing format of the magazine
3	New editorial aim – more 'academic'

4	The thirst of China for modern management
5	Technological development – new problem
6	The importance of financial management
1/86	Functions of executives in corporate
2	Be flexible – flexible attitude – adapt change
3	Marketing – its function and definition
4	Pricing – its function and importance
5	Distribution channel
6	Personnel management – its function
1/87	Problems faced by shop-keepers – marketing concern
2	Marketing of luxury goods
3	Sensitive to workforce and colleagues
4	The importance of financial management
5	Two legs of HK's economic foundation – finance is the third leg
6	Issues about accounting standard
May/Jun 1988	Nil
Jul/Aug 1988	Nil
1/89	3 <sup>rd</sup> change of editorial board
2	Introduction of articles
3	New editorial aim
4	Japanese management
5	Finance
6	HK's manufacturing industry
1/90	Introduction of articles
2	Labor shortage situation
3	Office automation
4	Staff shortage and employ situation
5	HKMA's role in HK
6	The role of HK manager
1/91	Introduction
2	Trading blocs in the world market
3	Trading blocs
4	mid yr. review of Chinese economy
5	The characteristics of HK market
1/92	Pollution
2	Human resource management
3	HK as an international financial center
4	Issues about quality
5	Information technology
6	Various issues about operation management
1/93	Human resource management
2	Customer service
3	Financial issues in China
4	Planning
5	Waste management
6	Community spirit of corporation

1/94	Information technology
2	Human resource management
3	Quality
4	Consumer oriented
5	Legal issues and the importance of law
6	Marketing in PRC
1/95	Issues about IT
2	3 current concerns
3	China's infrastructure: its impact on trade
4	Quality
5	Human service and modern management
6	Marketing
1/96	Issues about information explosion
2	Exhibitions and conference
3	Competition
4	Quality
5	Financial instruments
6	Challenges faced by HK
1/97	Theory and practice; academic and business
2	Introduction of articles
3	Economic prediction
4	Successful stories of marketing programs

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