A study on employees retraining programmes in Hong Kong

Mei Ling, May WONG
Lingnan University, Hong Kong, wongml@ln.edu.hk

Follow this and additional works at: http://commons.ln.edu.hk/hkibswp

Recommended Citation
A Study on Employees Retraining Programmes in Hong Kong

May M. L. Wong
Department of Management
Lingnan College
**Disclaimer**

The responsibility for facts, languages and opinions expressed in this publication rests exclusively with the authors and their interpretations do not necessarily reflect the views or the policy of the Hong Kong Institute of Business Studies and the Faculty of Business.
A Study on
Employees Retraining Programmes
in Hong Kong

May M L WONG
Department of Management
Lingnan College

*Forthcoming in the Employee Relations

Hong Kong Institute of Business Studies
Lingnan College
Tuen Mun
New Territories
Hong Kong
Tel: (852) 2616 8373
Fax: (852) 2572 4171
A Study on Employees Retraining Programmes in Hong Kong

May M L WONG
Department of Management
Lingnan College

Tuen Mun, Hong Kong
Telephone: (852) 2616 8318
Fax: (852) 2467 0982
A STUDY ON EMPLOYEES
RETRAINING PROGRAMMES IN HONG KONG

ABSTRACT

Hong Kong has experienced an economic transformation from a manufacturing-based to a service-based economy which has impacted on the demand for manual labour. In 1992, Employee Retraining Board was set up to provide employees retraining programmes to the unemployed manual workers. This study focuses on evaluating the effectiveness of the programmes in helping the unemployed manual workers to acquire and develop knowledge, skills and abilities so that they can re-enter the labour market. The evaluation is based on assessment of training needs, course design in terms of programme structure and content, course evaluation, and follow-up services conducted by the selected training bodies. It is found that the overall effectiveness of the overall programme is low. The official indicators – participation rate and job placement rate - used by the training bodies tend to provide misleading evaluation results.
INTRODUCTION

Human resources are considered as one of the impetuses to Hong Kong economic success. The former Hong Kong government under the British rule employed a *lesseiz-faire* economic policy, and did little to stabilise the aggregate demand and supply for labour. In the past few years, as a result of the continual structural change in the economy, and the relocation of processing work to the mainland China, many jobs were lost in the manufacturing sector. Between 1987 and 1996, employment in the manufacturing sector had decreased 62.6 percent (Census and Statistics Department, 1993 - 1997). Unemployment problem was particularly severe among the manual labour. During the period of 1989 to 1993, the demand of manual production workers declined from 39.4 percent to 31.9 percent (Hong Kong Labour Department, 1993). Some manual workforce took up non-manual jobs. However, many middle-aged or older workers between the age 30 to 49 who had limited social and technological skills encountered difficulties in finding jobs. In 1993, there were 16,200 manual workers in the 30-39 age group, and 11,400 manual workers in the 40-49 age group became unemployed (Hong Kong Labour Department, 1993).

In regard to this labour market situation in Hong Kong, the Employee Retraining Board (hereafter will be called the Board) was set up in the early 1992. It is an independent statutory body aiming to provide retraining to local workers so that they can adjust to changes in the economic environment as a result of Hong Kong’s economic transformation. The Board consists of a governing body comprising representatives from employers, employees, the government, training institutions and manpower practitioners. It appoints a network of training bodies which provide employees retraining programmes through the subsidy from the Employee Retraining Fund (Employees Retraining Board, 1997a).

Nevertheless, the situation of "jobs without workers, workers without jobs" appears to sustain even after the retraining programmes had been introduced. In 1995, the total number of unemployment reached 108,000, representing 3.6 percent of Hong Kong’s total workforce. It was the highest jobless rate in the past decade.
Paradoxically, at the same time, there were 50,000 vacancies which could not be filled (Employee Retraining Board, 1995/96). Therefore, the retraining programmes have become one of the hot topics for debate among local labour union leaders and politicians since employees retraining is one of the important human resource management issues faced by the Self Administrative Region (SAR) government in Hong Kong. Notwithstanding the importance of the programmes issue, neither the Board nor its training bodies have committed to standardise and define the evaluation method for the examining their effectiveness. Thus, it is difficult to see whether the ERP has any impacts on alleviating the situation of “jobs without workers, workers without jobs” in Hong Kong.

This study is to select a number of training bodies for examining their retraining processes – such as assessment of training needs, training objectives, design of the retraining programmes in terms of their structure and contents, and follow-up services and the methods used in evaluating the effectiveness of the programmes.

**RESEARCH METHOD**

According to the Employees Retraining Ordinance, the original objective of the retraining programmes is to provide retraining courses to the unemployed manual workers so that they can adjust to changes in the employment market by acquiring new or enhanced vocational skills (Hong Kong Government, 1991). To examine their effectiveness in fulfilling this objective, the definition of programme evaluation has to be defined. Programme evaluation is the process which determines the effectiveness of the training activities, and the results of those activities. It should be a continuous process, begins in the design phase and concludes with follow-up studies (Boyle, 1996; Laird, 1989; Nadler, 1985). The heart of programme evaluations is to judge the value or worth of a training programme (Caffarella, 1988).

Furthermore, effectiveness refers to the extent to which the programme objectives have been achieved. It can be indicated by both input resources and output services (Theobald, 1985). Therefore, this study aims to evaluate the value of the
programmes to meet the objective of providing retraining courses to the unemployed manual workers so that they can adjust to changes in the employment market by acquiring new or enhanced vocational skills.

Retraining programmes consist of two major modes - full-time and part-time - of retraining courses. Since most re-trainees who take up full-time courses are unemployed (personal communication), the full-time courses were chosen for the examination in this study since they identified the extent the retraining courses could help the unemployed manual workers to re-enter the labour market. According to Employee Retraining Board (1997), there were 58 training bodies with 133 training centres. Out of the 58 training bodies, 17 provided full-time courses. All these 17 training bodies were requested to conduct research, and 10 of them granted permission for this research. Interviews were conducted during April and May, 1997.

This research employed a qualitative approach by intensive interviews. Since the evaluation of training programme is a continual process which follows these said steps - assessment of training needs, design of training programme, selection of instruction methods, the conduct of training and evaluation of training programme (Wexley and Latham, 1991), an interview schedule was prepared to include five main domains of interview questions. They included (1) assessment of training needs, (2) course structure and content design, (3) methods to prevent "non-needy" from taking up courses, (4) course evaluation, and (5) follow-up services.

**EMPLOYEES RETRAINING PROGRAMMES**

Since the establishment of the Employees Retraining Board, the retraining programmes have been going through many changes and adaptations to the changing environment in Hong Kong. In the early 1992, it was initially focused on providing retraining courses to the unemployed workers who had experienced difficulties in finding alternative employment as a result of economic transformation. In the early 1993, the programmes were extended to cover housewives wishing to re-enter the job market. In the late 1993, it was further extended to cover the elderly, disabled and
industrial accident victims. Besides, it also covered employees who need to acquire new skills in order to stay in their existing jobs. In the early 1997, they were extended to include new immigrants from China. The development of the programmes during the past five years shows that the Board has extended its objectives in order to adapt to the rapidly changing economic situations in Hong Kong.

A great variety (approximately 240 types) of courses – full-time, part-time day and evening – are offered under the programmes. They can be broadly divided into eight categories: core course on job search skills, job specific skills course, general skill (mainly language and computer) course, skill upgrading course, course for the elderly, course for the people with disability, tailor-made course with individual employers of real job vacancies, and induction course for new immigrants. Apart from the skill upgrading course, all the courses are free and re-trainees receive a retraining allowance for attending full-time course.

THE ASSESSMENT OF TRAINING NEEDS

Among the 10 training bodies, a majority (70 percent) of them assessed training needs on the basis of market-orientation, only one (10 percent) was on the basis of skills required after economic restructuring, and only two were on the basis of skills needed by the organisation and the Board’s objective. It indicates that a majority of the training bodies aim to provide retraining course which are adaptive to the market needs and changing economic conditions in Hong Kong. Initially, they provided in-house job-specific skill courses, then general skills courses, and recently job placement courses specific to employers’ needs. The effectiveness of programmes depends on the training bodies’ flexibility to respond to the changing economic and market needs.
COURSE DESIGN

When the respondents of the selected training bodies were asked what problems they had encountered when they designed retraining courses, three (30 percent) traced the problem to low education level of the unemployed manual workers. Another three respondents attributed the problem to the difficulty of the re-trainees to study and learn new skills in older age. However, when asked how they resolved the problems, only two (20 percent) training bodies had set a lower entry requirement standard at the primary educational level. On the other hand, half of them set the entry level at lower secondary level which was too high for the unemployed manual workers to attend. Therefore, most of the applicants who had needs in attending the courses found it difficult to be admitted into the courses.

Another problem faced by the training bodies in designing courses was related to the psychological and physiological problems of the re-trainees due to their age. Three respondents said that they had difficulty in teaching the re-trainees who were over 30 years old as a result of the physiological problem of decreasing memory. Furthermore, the most difficult problem was related to their psychological problem. Even though they had received retraining, the re-trainees found it difficult to find new jobs because most employers preferred to recruit younger workers. The difficulty of re-trainees to find new jobs had made most of them lost self-confidence of their ability. In this respect, a majority (60 percent) of training bodies provided counselling services before and during the courses so as to ease the re-trainees' psychological barriers.

COURSE STRUCTURE AND CONTENT

Another criterion to evaluate the courses was to examine whether the retraining courses could equip the re-trainees with the necessary skills and knowledge that could improve their adaptability and flexibility in the labour market. To achieve this, the quality of various types of retraining courses - core course on job search skills, job specific skills course, general skill (mainly language and computer) course,
skill upgrading course, tailor-made course with individual employers of real job vacancies - were evaluated against the objective of the training bodies.

Firstly, the purposes of the job search skills course were to assist re-trainees to re-establish their self-confidence, acquaint themselves to the current employment trend, learn basic interview skills, and have better understanding of their strengths and weaknesses so that they can find jobs which can suit their temperament (Employees Retraining Board, 1997b). This type of courses had attracted many unemployed manual workers to attend since they were designed to match the market needs. After completing the course, the re-trainees were arranged to attend job interviews with prospective employers. Thus, this type of courses had relatively high job placement rate (over 70 percent).

However, many respondents whose organisation provided this type of courses said that the job searching skills were insufficient to help the re-trainees to re-enter the job market due to these two reasons. Since most of the re-trainees had worked for their previous jobs for 20 to 30 years, the five-day course could hardly cure their psychological barriers in such a short period of time. Furthermore, the courses could only equip the re-trainees with the skills to knock on the door of the employers. However, they neither upgraded their skills nor equipped them with new knowledge and skills. Therefore, the re-trainees had to attend other types of courses.

The second type of courses is job specific skills course. The provision of this type of courses was based on the philosophy of “matching” job seekers and the known employers. However, many respondents said that the Board had shortened the length of the courses to speed up re-trainees in re-entering the job market. Consequently, most of these courses could only provide the elementary job specific skills. For example, in 1996, a majority of the graduated re-trainees were either employed in the clerical and office work (39 percent) or elementary work (29 percent). Thus, the skills acquired by the re-trainees from the job specific skills courses could hardly match with the skill standard required by the employers. The employability of re-trainees was hardly enhanced. Rather, many of them had to lower their expectation, especially
in wage levels. Thus, the courses’ effectiveness to cope with the market needs was diminished.

Thirldy, a majority of the retraining programmes were provided in the form of general skill courses which focused on the development of language skill, office practice and computer literacy. General skills are transferable across industries, and can be used by a wide range of companies. The possession of general skills raises the workers’ potential productivity and income-earning capacity, and thereby improves their overall employability in the labour market (Rainbird, 1990). The provision of general skills courses was the highest among the various types of courses. On average, all the 10 training bodies spent at least 20 percent of their budget in providing this type of courses. One of the training bodies even placed more than 40 percent of its budget on providing general skills courses.

Fourthly, the tailor-made course was reported to have a high job placement rate since individual employers of real job vacancies participated in the provision of this type of courses. Furthermore, the courses had the advantage of ensuring direct contact between re-trainees and the jobs. Once the re-trainees had been accepted to attend the course, they had a high opportunity of getting permanent jobs. Nevertheless, this type of courses always had the possibility of “creaming” because the prospective employers tended to focus on measuring the skills of the applicants and selecting those who were more likely to meet the job standard. Consequently, a majority of the course attendants were selected for the positions, leaving little opportunity for the less-skilled and less-educated unemployed manual workers to participate. Thus, it appears that the tailor-made course has developed to a stage which goes against the objective of the programmes.

After the various types of courses have been evaluated, two major criteria of the effectiveness in the provision of programmes—lead time between application and attendance to courses, and methods to prevent the “non-needy” from taking up courses—are evaluated. Among the general course, computer courses were the most popular and had the highest demand among the applicants. However, the average lead time for applicants to be admitted to the course was six to nine months. This had
discouraged many needy applicants, especially those who were breadwinners in the family.

Apart from skill upgrading course, all retraining courses were free. Furthermore, re-trainees received retraining allowances of HK$1,000 when they completed full-time courses lasting for one week, and HK$933 per week for courses lasting for more than one week. Therefore, this had attracted many non-needy people to apply for the courses. When asked what they had done to prevent non-needy applicants from attending the courses, more than half of the selected training bodies said that they did nothing to prevent the "non-needy", and 30 percent just persuaded the "non-needy" to give up the courses.

Although in the late 1996 the Board had restricted the eligibility to allowance to those re-trainees who had completed the courses (Employees Retraining Board, 1997b), it was noted that some re-trainees still received allowance before they could complete the course (Oriental Daily, 1997). It seems that some training bodies were passive to prevent the "non-needy" from attending courses. Thus, the unemployed manual workers who really needed to attend the courses for finding jobs had less chances of attending the courses.

COURSE EVALUATION

Many selected training bodies used participation rate as a major criterion of course evaluation. One of the bodies evaluated the effectiveness of courses by participation rate and annual increase of course intake" (Ming Pao Daily, 1995). In this regard, the programmes had been successful since the total number of re-trainees' intake had been doubled from 51,771 in 1995 to 110,557 in 1996. However, participation rate has two major shortcomings as an indicator.

Firstly, it would incur double counting. Under the existing policy, there was no limitation for re-trainees to be enrolled in more than one full-time courses with duration of less than one week, and part-time courses in the same year. Furthermore,
since a majority of the courses lasted less than one week especially those of the full-time courses, and of part-time nature (Employees Retraining Board, 1997b), the possibility of the same person enrolled in different courses at different time of the year is high. Thus, this leads to double-counting which in turn leads to a high repetition rate. The repetition rate was estimated to be 1.6 (Employees Retraining Board, 1996). This means that participation rate is a less reliable indicator to measure the course effectiveness.

Furthermore, a majority (75 percent) of the courses provided by the selected training centres lasted for an average of only two to three weeks. The reason for the short period of courses offered was attributed to the high and increasing demand of the courses. In order to meet the demand, many training bodies increased the number of courses by dividing some longer courses into several parts or levels, which could offer more courses so that more re-trainees could be admitted. However, this also had limited the content and quality of the courses offered. As a whole, these shorter courses could only touch on the surface of the topic taught. It thus was difficult for the re-trainees to master a marketable skills within a short time (Sing Tao Daily, 1995), not to mention equipping them with skills for re-entering a new industry (South China Morning Post, 1996). In other words, the quality of the courses has been jeopardised for the sake of providing a larger quantity of courses.

FOLLOW-UP SERVICES

Another criterion to evaluate the effectiveness of the retraining programmes is the examination of the follow-up services which include job placement rate and the government support. The job placement rate of re-trainees is one of the most direct and easily understood indicators of effectiveness. A majority of the training bodies claimed that they had 71 to 81 percent of active job seekers receiving successful job placement. Nevertheless, the claimed job placement rate had been over-estimated because of these said factors.
The first factor is that the percentage of active job seekers to the total number of graduate re-trainees was not disclosed by any of the training bodies. Thus, the actual placement rate was not known. However, it is certain that the actual placement rate should be lower than the claimed job placement rate. The second factor is that job placement rate was calculated on the basis of all full-time and part-time courses. However, many part-time courses had already had 100 percent job placement rate because most of their attendants had already been employed. Thus, the claimed job placement rate was over-estimated. The third factor is that the job searching skills courses had also led to over-estimation of job replacement rate since the nature of the course tended to provide employment matching at the completion of the course. Therefore, the job replacement rate for job searching skills courses was over 70 percent.

The fourth factor is that a majority (over 70 percent) of the training bodies used "per job" as the basis in calculating job placement rate which led to double counting. It is because many re-trainees might have placed to more than one job within the period of three months (normal evaluation period). Fifthly, all kinds of jobs – full-time, part-time and temporary – are included in the calculation of the job placement rate. However, the unemployed workers cannot support their living by taking up part-time and temporary jobs. Thus, the basis of placement rate should be confined to the full-time and stable permanent jobs. Finally, the job placement rate also depends on the willingness of re-trainees to seek jobs on their own initiative. The training bodies tried to avoid the re-trainees from depending on them to find jobs, they placed no absolute policy on the re-trainees to seek jobs after retraining. In brief, the job placement rate alone is inadequate to reflect the employment situation of re-trainees who were unemployed manual workers.

Another aspect of follow-up services is government support for the programmes. It was observed that the government was inactive to support the programmes in these said aspects. The first aspect is that the government had not acted as the leader to employ the re-trainees. In the lower level positions of government such as office assistant and junior clerk, the government could absorb the unemployed manual workers by lowering the entry qualification requirement to
primary school level. However, it still maintained the qualification requirement of these positions to secondary school level. Many re-trainees said that they had difficulties in securing even the most menial civil service jobs because they government failed to recognise their special training (Sing Tao Daily, 1997).

The second aspect is that the government was also inactive to set the standard of retraining courses and formalise their technical/educational qualification. According to Rainbird (1990), if the training is to result in increasing earning or improving career prospect of trainees, it is essential that new skills acquired are learnt through formal training process, and that recognised qualifications are obtained. The standard of the retraining courses varied according to the training bodies. Each training body tended to use its own training methods, and standard requirements. In this situation, variations in the level of standard taught and attained are unavoidable.

Besides, although ERB claimed that each re-trainee receives a certificate issued by the Board to prove that he/she has completed the course, this certificate does not indicate the standard of skill level attained. This lack of formal recognition of the retraining courses has thus become one of the major obstacles for the graduate re-trainees to re-enter the job market. The representative of the Committee of Trainees (which was formed by a group of retrainees), Mr Lee, said that many employers do not understand the meaning of the ERP. Thus, they do not recognise the certificate. As a result, many graduate re-trainees have difficulty to find new jobs (Wen Wei Po Daily, 1995).

CONCLUSION

The effectiveness of the employees retraining programmes is examined against the dimensions of assessment of training needs, course structure and content design, methods to prevent “non-needy” from taking up courses, course evaluation, and follow-up services. Although many training bodies assess training needs according to the market requirement, they have difficulty in designing course structure and content as a result of the low education level of the unemployed manual workers.
Furthermore, the courses as a whole are too short to provide the standard of skills required by the employers. As for the tailor-made courses are concerned, they can ensure employment of re-trainees. However, they exclude many less skilled applicants. Furthermore, the job search skill courses can only provide interview skills, but cannot alleviate psychological barriers of the re-trainees to re-enter the labour market.

In terms of course evaluation, it is found that the evaluation criteria such as participation rate and job placement rate used by the training bodies have many shortcomings in measuring the programmes’ effectiveness. The participation rate is not a good indicator because of its high repetition rate. Furthermore, since most of the courses are short and cannot provide the standard of skills and knowledge required by the employers, training bodies should take into the consideration of whether the skills acquired by their graduate re-trainees can match with the market needs.

Furthermore, the job placement rate has created a false picture of the achievement of the programmes because the basis upon which the rate is calculated has many drawbacks. They include the basis of per job which includes all part-time and non-permanent jobs. Worst still, most of the training bodies and the government do not provide sufficient follow-up services, many re-trainees find it difficult to re-enter the job market even after attending the retraining courses.

It is unavoidable that Hong Kong has encountered the problem of high unemployment among the manual workers who used to worked in the manufacturing sector after the economic transformation. Re-channelling these unemployed human resources to the non-manufacturing sector is one of the important issues to be implemented by the present SAR government. In order to improve its effectiveness and enhance its value to support the continuous economic growth in Hong Kong, the employees retraining programmes should be improved according to the above findings of the weaknesses of the evaluation methods.

In order to fulfil its original objectives of helping the unemployed manual workers to re-enter the job market, several recommendations are suggested. Firstly,
the programmes should be planned in such a way so that it is linked with the long-term strategy of the allocation of human resources in Hong Kong. In order to help employers to utilise the unemployed human resources, the Board and training bodies should lengthen the duration and improve the quality of the courses so that they can incorporate the teaching of skills and knowledge required by the market. Furthermore, the retraining courses should be standardised and recognised by the government. The evaluation of job placement rate by training bodies should be performed “by head” (i.e. in terms of number of trainees who have successfully employed in full-time and permanent jobs), rather than relying on the “per job” basis. In this way, double-counting and inclusion of non-permanent jobs can be avoided. Finally, to make the programmes successful, it is necessary for the government to provide an active support in providing employment opportunity to the re-trainees.
REFERENCES


Employees Retraining Board, 1996, *The Profile of Employees Retraining Programme*.


<table>
<thead>
<tr>
<th>Series No.</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-967</td>
<td>Pre-commitment vs Flexibility: Uncertainty and Distribution Reform in P.R. China (published in Journal of Socio-Economics)</td>
<td>Clement Kong-wing CHOW</td>
</tr>
<tr>
<td>004-967</td>
<td>Endogenous Sequencing in Strategic Trade Policy Games under Uncertainty (published in Open Economies Review)</td>
<td>Kit-pong WONG and Clement Kong-wing CHOW</td>
</tr>
<tr>
<td>005-967</td>
<td>The Motives of Hong Kong - Japanese International Joint Ventures</td>
<td>May M L WONG</td>
</tr>
<tr>
<td>007-967</td>
<td>Women’s Employment Status in Two Japanese Retail Stores in Hong Kong (published in Women in Management Review)</td>
<td>May M L WONG</td>
</tr>
<tr>
<td>008-967</td>
<td>Organisational Effectiveness in Higher Education: Towards An Operational Definition</td>
<td>James S POUNDER</td>
</tr>
<tr>
<td>009-967</td>
<td>Case Studies on Pitfalls of Total Quality Management in Hong Kong</td>
<td>Chun-Kit LIU, Kit-man CHAN and Mei-yee CHAN</td>
</tr>
<tr>
<td>010-978</td>
<td>中港兩地醫療及失去人生樂趣賠償法律比較</td>
<td>周國強</td>
</tr>
<tr>
<td>011-978</td>
<td>九七後香港普通法的淵源面臨衝擊：催主所負轉承責任的例子</td>
<td>周國強</td>
</tr>
</tbody>
</table>

November 1997
### Working Paper Series

<table>
<thead>
<tr>
<th>Series No.</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>012-978</td>
<td>一向叫一叫</td>
<td>周國強</td>
</tr>
<tr>
<td>013-978</td>
<td>Eastern Traditional Business Values: Mercantile Patron Gods in Hong Kong</td>
<td>Kwok-keung CHOW</td>
</tr>
<tr>
<td>014-978</td>
<td>TQM in the Construction Industry in Hong Kong : A Supply Chain Management Perspective</td>
<td>Alfred WONG</td>
</tr>
<tr>
<td>015-978</td>
<td>A Study on Employees Retraining Programmes in Hong Kong</td>
<td>May M L WONG</td>
</tr>
<tr>
<td>016-978</td>
<td>Profitability, Ownership Structure and Technical Efficiency of Enterprises in P.R. China: A Case of Manufacturing Industries in Shanghai</td>
<td>Clement Kong-wing CHOW, Michael Ka-yiu FUNG and Ken Kai-hong WAN</td>
</tr>
<tr>
<td>017-978</td>
<td>Private Businesses in China: Emerging Environment and Managerial Behavior</td>
<td>Clement Kong-wing CHOW, Chung-ming LAU and Hang-yue NGO</td>
</tr>
</tbody>
</table>

November 1997
The Working Paper Series is jointly published by the Hong Kong Institute of Business Studies (HKIBS) and the Faculty of Business at Lingnan College. It serves as a channel for exchange of ideas in the Faculty and members from other institutions or research organisations.

Faculty of Business

The Faculty of Business consists of four Departments:

- Department of Accounting and Finance
- Department of Computer Studies
- Department of Management
- Department of Marketing and International Business

To meet the growing demand for business graduates, the Faculty offers integrative and specialisation courses leading to the Bachelor of Business Administration (Hons.) degree.

Hong Kong Institute of Business Studies

The Hong Kong Institute of Business Studies was established in September 1996 by amalgamating the Centre for International Business Studies and the Centre for Entrepreneurial Studies. It is a research arm of the Faculty of Business and has a clear mandate to support faculty research efforts in business studies.

The HKIBS currently has six research clusters. They are:

1. China Business Research
2. Chinese Management in Asia
3. Information Technology and Systems Studies
4. Accounting and Finance in Asia
5. Service Industries in Asia Pacific Region
6. Business Forecasting and Applications

Each cluster envelops a number of related projects.