

**MASTER OF BUSINESS ADMINISTRATION  
(MBA)**



**DISSERTATION WRITING**

**A GUIDE FOR MBA STUDENTS**

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## **1. INTRODUCTION**

The dissertation component is an important element of the MBA programme. This component will give you the opportunity to demonstrate your ‘mastery’ of skills of analysis, synthesis, evaluation and data collection. A good dissertation demonstrates more than the acquisition of skills. It is testimony to the capability, attitude and qualities of the student to be accredited as a competent researcher (Hart, 2005).

This guide is aimed at assisting and preparing students for their Masters dissertations. You should, therefore, become familiar with this guide before proceeding with the actual writing of the dissertation, albeit under the guidance of a supervisor.

Note that the commencement of the dissertation will only begin once your research proposal has been approved.

Please refer to ‘Welcome: Dissertation Writing Process’ document for information on the process of the dissertation stage .

## **2. ASSESSMENT OF THE DISSERTATION**

## 2. ASSESSMENT OF THE DISSERTATION

*Dissertations are assessed by the following criteria:*

- Quality of conceptual analysis, argumentation and critical evaluation of a business management problem.
- Originality of ideas and aims.
- Relevant use of secondary literature, knowledge of existing research in the field
- Accuracy of information.
- Application of theory to the problem under consideration.
- Argumentation and understanding of topic related and critical issues.
- Structure and organization of argument.
- Quality and range of expression.
- Referencing, citation and general presentation.

<b>DISTINCTION</b> <b>[75% +]</b>	<ul style="list-style-type: none"> <li>• A distinction is awarded for work that shows a wide breadth of knowledge and application, together with an ability to develop and sustain an appropriate depth of argument and level of reflection across the whole of the dissertation.</li> <li>• A thorough synthesis of available literature is provided and this sets a clear rationale for the study.</li> <li>• Key themes are identified and fully developed.</li> <li>• The research remains focused at all times, while transparency is ensured through appropriate explanation and justification of the research design used.</li> <li>• A high level of accuracy, insight and clarity of thought is demonstrated in the analysis of the findings, leading to valid conclusions and recommendations.</li> <li>• The work provides evidence of originality in its approach to theory and/or method and/or application, and is suitable for publication [with necessary editing]. The organisation and presentation are excellent throughout, with accurate and consistent bibliographic citations for a wide range of sources.</li> </ul>
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<p><b>PASS:</b> <b>50% -74%</b></p>	<ul style="list-style-type: none"> <li>• A dissertation at this level identifies key issues and demonstrates reasonable competence in carrying out an advanced independent study.</li> <li>• The literature review sets the standard into context although some aspects might have needed deeper investigation.</li> <li>• Relevant issues or factors are identified and developed using a coherent structure and research strategy that is appropriate to the investigation.</li> <li>• The work may fail to support conclusions fully by drawing strands together or by referring back to the objectives and to issues raised by the literature review.</li> <li>• Overall the structure and presentation are satisfactory, although the bibliographic citations may include some inconsistencies or references are not entirely appropriate.</li> </ul>
<p><b>FAIL:</b> <b>BELOW</b> <b>50%</b></p>	<p>A failure is awarded for work that exhibits a number of the following weaknesses:</p> <ul style="list-style-type: none"> <li>• The topic researched is not relevant and does not have a management focus.</li> <li>• The literature review fails to provide a coherent rationale for the study or relies excessively on direct quotations or paraphrasing of published material while lacking in critical analysis of key issues raised.</li> <li>• The research objectives have not been articulated clearly or fail to address themes that are key to the investigation.</li> <li>• There is evidence of some acquisition of research skills but this is seriously flawed by the lack of clarity in the implementation of the study.</li> <li>• The research instruments need to be substantially redesigned for the research to reach an adequate standard of academic and professional competence.</li> <li>• The work is poorly expressed, poorly presented and the standard of bibliographic citation falls below an acceptable level.</li> <li>• The sources used are out of date or irrelevant to the topic examined.</li> </ul>

### **3. STRUCTURE OF THE FINAL DISSERTATION**

### **3. STRUCTURE OF THE FINAL DISSERTATION**

- Cover page
- Title page
- Abstract
- Declaration
- Acknowledgements
- Table of Contents
- List of Tables
- List of Figures
- List of Acronyms
- Chapter 1 – Introduction
- Chapter 2 – Literature Review
- Chapter 3 – Research Methodology
- Chapter 4 – Results, Discussion and Interpretation of Findings
- Chapter 5 – Conclusions and Recommendations
- Bibliography
- Appendices

**The final dissertation must be submitted to [researchadmin@regent.ac.za](mailto:researchadmin@regent.ac.za) once your supervisor has given you consent to submit the final version for examination**





## **4. DOCUMENT EDITING AND FORMATTING**

## 4. DOCUMENT EDITING AND FORMATTING

This section presents the criteria for editing and formatting the final dissertation:

Formatting and editing a dissertation should be adhered to for several reasons:

- Firstly, when final dissertations are formatted, it ensures that the research coordinators/examiners have a consistent standard to use when assessing and evaluating the work;
- Secondly, style conventions give students practice for future academic related work. For example, when submitting papers for publication various academic journals may require that a specific style convention be followed; and
- Thirdly, presentation is of the utmost importance. A research proposal/dissertation with poor formatting, grammatical and spelling errors will detract from the quality of the information presented in the work.

### 4.1 Headings

- Main headings must be numbered; Sub-
- headings must be numbered or bulleted;
- Chapter headings must be in capital letters, centralised and in bold e.g. **CHAPTER ONE: INTRODUCTION**
- Subheadings should only be in bold and not in caps.
- Do not underline the headings

### 4.2 Line spacing

The required line spacing for the proposal and dissertation is 1.5

### 4.3 Font

Use either Arial or Times New Roman – 12 point size

#### **4.4 Margins**

Justify right margin. This creates a clean look along the left and right side of the page.

#### **4.5 Page Numbering**

Number your pages as follows:

- Cover page (no number – see Annexure 1)
- Title page [(start with Roman Numeral (i)) – see Annexure 2]
- Abstract (Roman Numeral continue from title page)
- Declaration (Roman Numeral) – see Annexure 3
- Acknowledgements (Roman Numeral)
- Table of Contents (Roman Numeral) – see Annexure 4
- List of Tables (Roman Numeral) – see Annexure 5
- List of Figures (Roman Numeral) - see Annexure 6
- List of Acronyms (Roman Numeral) - see Annexure 7
- Chapter 1 (start with page number 1 and continue to end of your dissertation)

#### **4.6 Length**

The dissertation should be 15000 - 18000 (approximately 80 pages) words in length, excluding the appendices, table of contents and Bibliography. You need to continuously check the words you write per page. A tolerance level of 5% is allowed for dissertations above the word count.

#### **4.7 Bullets**

The same bullet style should be used throughout the document.

## 4.8 Abbreviations

Abbreviations such as, e.g., i.e., & etc. may *not* be used in your dissertation. They must be written in full, such as, for example, that is, and so on. An exception to this rule is the abbreviation: et al., which means “and others” when you are doing in-text references. Use South African spelling – “programme” instead of “program”

## 4.9 Tense

Proper use of tense is expected to be used properly throughout the document. Write in the present tense for chapter 1,2,4,5. Chapter 3 is the only chapter that is written in the past tense e.g. the questionnaire was emailed to the respondents.

## 4.10 Acronyms

Acronyms are the alphabetical letters of names of companies, government departments, programmes, etc. They must be listed in alphabetical order. When using acronyms you must write in full and in brackets cite the acronym. Thereafter throughout your dissertation only use the acronym, e.g. first citation - Private voluntary organisation (PVO). Thereafter only use the acronym “PVO”.

## 4.11 Language Editing

- **Professional language editing:** it is not compulsory **but strongly recommended** for you to engage the services of a professional editor to proof read your work.
- **Proof reading:** Sometimes the spellchecker does not pick up words that are used incorrectly, because they are correctly spelt, e.g. **fro** instead of **for**. Ensure that there are no grammatical, semantic and spelling errors in your final dissertation.
- **Long sentences:** These sentences often exceed 5 lines. They become cumbersome and the meaning of what is being presented can sometimes be difficult to fathom. Excessive sentence length can lead to poor clarity. It is more desirable to break these long winded sentences up into shorter ones.
- **Linking sections in the dissertation:** The document should flow from start to finish. This can be achieved by presenting the information in a logical sequence that shows

how the topic is being developed. Linking sentences between sections can be used to demonstrate how each section fits into the overall document plan.

- **Informal language:** Do not make use of informal language. Your dissertation is an academic work and needs to be written formally. Try not to use words like “we”, “I” and they. Also avoid making use of words like “it”, “this”, “these”, unless there is absolutely no ambiguity. Write in the third person.
- **Flow:** Ensure that your writing flows properly. Each sentence, paragraph, sentence and chapter should follow from the previous one.

## **5. WRITING THE FINAL DISSERTATION**

## **5. WRITING THE FINAL DISSERTATION**

### **5.1 Cover Page**

*Start with a cover page:*

You should have the following on the cover page:

- Regent Business School
- Title of dissertation
- Author's name
- MBA, year of submission

*Follow the example presented in Annexure 1*

### **5.2 Title Page**

The title page must include the:

- Title of dissertation
- Name of student
- Name of college
- “Dissertation Submitted in partial fulfillment of the requirements for the degree of Master of Business Administration”
- Supervisor's name
- Year of submission

*Follow the example presented in Annexure 2*

### **5.3 Abstract**

The abstract should describe in one page what the dissertation is about and its central findings. This must include the research problem, research methods and procedure, research findings, conclusions, implications and recommendations. You need to highlight the key issues and findings.



The abstract should include the following key process elements:

- **Reason for writing:** What is the importance of the research? Why would a reader be interested in the larger work?
- **Problem:** What problem does this work attempt to solve? What is the scope of the project? What is the main argument/thesis/claim?
- **Methodology:** Detail the approach used in the study (qualitative or quantitative?? What sampling technique?? What was the sampling frame?).
- **Results:** Include specific data that indicates the results of the project.
- **Implications:** What changes should be implemented as a result of the findings of the work? How does this work add to the body of knowledge on the topic?

#### 5.4 Declaration

- You should declare that the dissertation is an original piece of work produced by yourself.
- The declaration must be signed and dated.

*Follow example presented in Annexure 3*

#### 5.5 Acknowledgements

In the acknowledgements you are given the opportunity to thank individuals and institutions who have assisted you in the successful completion of the dissertation. This will also include acknowledging your supervisor who gave you endless hours of his/her time so that you could complete the dissertation.

#### 5.6 Table of Contents

- All numbered headings and sub-headings must be included in the table of contents.
- A table of contents must also be included for tables and/or figures. These are called list of tables and list of figures and must appear on a separate page.
- You need to ensure that the page numbers on the table of contents matches the contents of the text.

*Refer to Annexure 4 for an example on the Table of Contents.*

## **5.7 List of Tables**

**Must be typed on a separate page – see Annexure 5**

## **5.8 List of Figures**

**Must be typed on a separate page – see Annexure 6**

## **5.9 List of Acronyms**

**Must be typed on a separate page – see Annexure 7**

## **5.10 WRITING THE CHAPTERS**

- Please note that every chapter must start with an introduction (1 paragraph) and end with a conclusion.
- In your conclusion of every chapter – you must introduce what the next chapter e.g. in the conclusion of chapter one state that “the next chapter reviews literature that is necessary for this research”. Keep it simple.
- For each chapter follow the guidelines of the headings indicated below.

### **5.10.1 CHAPTER 1 – INTRODUCTION**

Chapter 1 serves an important role in conveying information about the research (McDabe, 1999). It provides the reasons for your research and an overview of what the reader can expect to find in more detail in the succeeding chapters (Hart, 2005). Some of the content for this chapter will come from the research proposal. The chapter needs to focus on the following headings:

- Introduction
- Background to the problem
- Problem statement
- Aim of the study
- Objectives of the study
- Research questions
- Significance of the study
- Format of the study
- Conclusion

## **5.10.2 CHAPTER 2 - LITERATURE REVIEW**

### **5.10.2.1 What is the Literature Review?**

The literature review is a critical analysis, evaluation of existing knowledge relevant to your own research problem. You are required to extract different kinds of information from what you read and also show the relationship between different studies and how these relate to your own research (Hart, 2005).

### **5.10.2.2 Searching for Literature**

At MBA Level you are expected to be able to demonstrate the ability and capacity to undertake a systematic and precise search for relevant literature and be able to manage the large amounts of information you will find. You are required to take the following points into consideration:

- Consider the key aspects of your topic, aim and objectives when searching for literature.
- Consult historical and recent books that are relevant to your problem, as well as any other published materials, for example, in newspapers, journals and the Internet. It must become evident from the section that you have read widely and have been able to form a theoretical basis (or foundation, or framework) for the research (Tanner, 2005).

The literature must be relevant to your research problem.

- Use your research instrument as a guide to assist you in gathering literature. Each question on your questionnaire must have literature as this ensures that your literature is aligned to your questionnaire.

### **5.10.2.3 Writing the Literature Review**

Start off with an introduction to the literature review. Should provide an insight as to what is to follow with regard to the authors and theories that you intend using (one paragraph).

For the literature review the researcher must demonstrate that s/he is aware of the breadth and diversity of the literature that relates to the research topic. The purpose of the literature review is to situate your research in the context of what is already known about a topic. It need not be exhaustive; it needs to show how your work will benefit the whole. It should provide the theoretical basis for your work, show what has been done in the area by others, and set the stage for your work. Prove that the dissertation will not merely duplicate past or current research. It should probably move from the more general to the more focused studies, but need not be exhaustive, only relevant.

*Consider the following when writing the literature review:*

- The literature review must have an introduction and conclusion.
- Your literature should be approximately 20-25 pages. Less than 20 pages will **not** be considered acceptable for an MBA dissertation.
- You are also advised to take care with in-text references. Every in-text reference must be listed in your bibliography.
- Use current literature i.e. no older than five (5) years
- Do not copy material from other authors/sources without acknowledging from where you have got the information, and this applies especially when you make a statement of fact. Always paraphrase and reference to avoid plagiarism
- Do not rely heavily on one author.
- You are required to use headings and sub-headings in the literature review. This must be well thought out before you proceed on writing the literature review. Number all headings and sub-headings

- The literature review must not only be a descriptive account of theory but should also be critically analysed. Do not only present theory related to the topic, the bulk of the review should focus on management literature surrounding the topic  
Avoid being a plagiarist. Do not use ideas from other authors/sources without acknowledging where you have got the information, and this applies especially when you make a statement of fact. This would require you to provide in-text references as per the Harvard Method of referencing.
- You need to write in a professional and academic style (logically and coherently). Always look for case studies related to the topic.

**Hint: Use your research instrument as a guide to collect literature – this will ensure that your literature is aligned to your research instrument (i.e. for every question in your research instrument you should have literature collected).**

**Look at the following example of extracts which demonstrates an unsuccessful and a successful literature review:**

<b>Example:</b> <b>Topic:</b> The Causes and Implications of High Labour Turnover in Hospitals	
Unsatisfactory Literature Review	Satisfactory Literature Review
<p>High labour turnover among health workers is a problem which management must address. The problem is critical that the workers attending to patients are overworked. The workers look after un-recommended number of patients. Health workers are dissatisfied with their working conditions and especially the uncompetitive wages. Therefore, lack of job satisfaction is the cause of turnover.</p>	<p>This study will draw on the diverse approaches to a study of the causes and impact of high labour turnover in hospitals. A reflection on the nature of staff and hospital organizations indicate that there are several factors that contribute to high labour turnover and the resultant adverse effects of it (Russell and Taylor, 2004:757). For example, skilled human resources are important in successfully completing tasks and the lack of it results in failure or mediocre completion of tasks.</p> <p>As such, it is important that managers in hospitals appoint the right personnel for the</p>

	<p>right job in order to ensure job satisfaction and successful completion of tasks. A study by Luthans (2002:230) revealed that if there is considerable job dissatisfaction, there is likely to be high turnover.</p> <p>Luthans' (2002: 230) findings also stress emotional response to a job situation. When employees feel that they are not been treated fairly they develop negative attitudes towards work. This has implications for their performance and productivity.</p>
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#### **Check list for the Literature Review:**

- Is there clear evidence of a thorough review of the literature?
- Is there a theoretical engagement with the relevant literature?
- Does the literature review provide an adequate theoretical framework for the study?
- Has appropriate literature been examined in order to provide the background to the problem and its formulation?
- Have relevant sources been used to identify the problem?
- Does the literature review correspond with the aims of the research?
- Are the cited references acceptable? Has the Harvard method of referencing been used and is it consistent?
- Are textual references and bibliographic citations correct?
- Is there approximately 20-25 pages of literature?
- Is the literature linked/applied and compared to your research?

### 5.10.3 CHAPTER 3 – RESEARCH METHODOLOGY

*Refer to the RBS Module Guide: Research Methods for more information*

Selecting the research methodology involves decisions about the research paradigm, research approach and research method. In this chapter you will decide on the type of data needed, and selecting the data collection and data analysis strategies. This is the only chapter that must be written in the **past tense**. It must start with an introduction and end with a conclusion.

#### 5.10.3.1 Main Headings to Chapter 3

##### **1. Introduction**

##### **2. The Research Philosophy**

Discuss the Positivist (quantitative) and Phenomenological (qualitative) research. Often researchers may develop research designs that combine research strategies from those two paradigms in a single research design. You are advised to select only one and motivate the reasons for your choice.

##### **3. The Research Design**

Research design is the structure that holds your research together and enables you to address the research questions in ways that are appropriate, efficient and effective.

Research designs may also be classified in terms of their purpose. Below are some of the common forms of research design. You will discuss the research design that you have chosen and then state the reasons for choosing a particular research design. The various designs are highlighted below:

- Causal-comparative research
- Correlational research
- Explanatory research
- Descriptive research
- Exploratory research

#### **4. Research Strategies**

Below is a list of some of the important research strategies available to business students. You will discuss each strategy and then will state the reasons for choosing a particular strategy.

##### **4.1 Positivist Research Strategy**

Surveys

##### **4.2 Phenomenological Research Strategies**

Case Study Action research Grounded theory Ethnography

##### **4.3 Combined Research Strategies**

Often researchers may develop research designs that combine research strategies from those two paradigms in a single research design. **You are advised to select only one.**

#### **5. Target Population**

The process of selecting a fractional part of the whole relevant group or population is called sampling. The basic idea is that by selecting some of the elements in a population and focusing research attention on this finite group, we may apply the findings of the study to the whole population of interest. A population element is the single unit of the sample on which measurement and observations are taken. For example, each consumer questioned about his/her preference in a consumer study is a population element. A population is the full set of elements or cases from which a sample is taken.

For example, a population can be viewed as all students studying at RBS and the sample can be viewed as RBS's MBA research and dissertation students.



## 6. Sampling

There are two broad types of sampling – **probability** and **non-probability**. With **probability** sampling, the likelihood of any one member (or element) of the population being selected, is known. If there are a thousand rural schools and two hundred rural secondary schools, the odds of selecting one secondary school as part of the sample is 200:1000 or 0.20 (RBS, 2008)

In **non-probability** sample, the exact number of elements in the population is unknown with the result that the likelihood of selecting any one member of the population, is not known.

### 6.1 Kinds of Sampling

The two broad categories of sampling designs are **probability sampling** and **non-probability sampling**. You will discuss the different types of sampling and then state the reasons for choosing a particular type.

You will discuss the following types of sampling:

#### 6.1.1 Probability Sampling

Examples of probability sampling include the following:

<b>Simple random</b>	Each population element has an equal chance of being selected into the sample. Sample drawn using random number table/ generator
<b>Systematic</b>	Selects an element of the population at a beginning with a random start and following the sampling fraction selects every $k$ th element.
<b>Stratified</b>	Divide population into sub-populations or strata and use simple random sample on each strata.
<b>Cluster</b>	Population is divided into internally heterogenous sub-groups

### 6.1.2 Non Probability

Examples of non probability sampling include the following:

<b>Haphazard/convenience</b>	The researcher selects a sample that is convenient.
<b>Quota:</b>	A sample in a predetermined group is selected.
<b>Purposive/ judgemental</b>	The researcher will select anyone in a hard-to-find target population
<b>Snowball:</b>	The researcher will select a sample that connected to one another.
<b>Maximum variation</b>	The researcher identifies the categories of interest in relation to the research topic and then intentionally seeks out subjects or settings which represent the greatest possible range of differences in the phenomena being studied

## 7. The Research Instrument

The research instrument should have been developed at the research proposal phase. However, should there be any changes to the objectives and the literature review; you need to ensure that the research instrument is adjusted accordingly.

There are many different measuring instruments that can be utilized by the student to quantify the variables in the research. Discussion should include why particular instruments were used over others and what is their appropriateness to the study. The most commonly chosen research instruments are questionnaires and interviews. Should you select the questionnaire as the research instrument, then the following information is required.

### 7.1 Questionnaire Construction

Here you will discuss the number, question categories and the types of questions that will be asked, he/she should think about the actual structure and layout of the questionnaire – on the component sections and the sequence of the questions. The test items must be aligned to the objectives and have their foundation in the literature study. This will facilitate justification to primary findings.

## 7.2 Interviews

You need to explain why you have selected the interview method and the type of questions used. According to Valenzuela and Shrivastava (2009), the following are the different types of interviews:

**Unstructured interviews:** There are no pre-determined questions and is open and adaptable.

**Structured interview:** There are a set of pre-determined questions. This provides more focus and still allows a degree of freedom and adaptability in getting the information.

**Standardised open-ended interviews:** The same open-ended questions are asked to all interviewees.

**Closed fixed-response interviews:** All interviewees are asked the same questions and asked to choose questions from the same set of alternatives.

*Explain the nature of your instrument in detail*

## 8. Pilot Study

Before administering the questionnaire to participants in the study, the researcher must test it on a small sample. The analysis of the pilot survey will reveal flaws in some questions suggest possible improvements and supply a range of possible answers to open-ended questions. Additionally, the pilot survey enables the researcher to:

- Make amendments necessary to maximize returns and minimize the error rate on answers.
- Categorize the open-ended questions to a reasonable degree.
- Perform the analysis on the pilot sample and test out all the computational procedures and produce some initial hypotheses.
- Evaluate the adequacy of the data for the research questions.
- All findings and amendments made to the original instrument must be explained

**Note:** All findings and amendments made to the original instrument **must be explained** in this section.

## 9. Administration of Questionnaires

In this section describe the method that was used to administer the questionnaires. The questionnaires can be administered by face to face, email, etc. Explain/justify the choice of the method/s chosen.

## 10. Collection of Questionnaires

The collection of questionnaires will include time frames given to respondents, how the data was collected and storage of questionnaires.

## 11. Data Analysis

This section involves a description of the statistical tests that will be used to address the hypotheses or research questions. Examples will include descriptive and inferential statistics. The data analytic process must be explained procedurally from the time of data entry. You need to also indicate whether you are going to use tables or figures to present findings. A qualitative study has specific data analysis techniques.

Mention in detail, the data analysis techniques used, and the procedure (steps) for analysis. Also justify your use of these techniques.

## 12. Validity and Reliability

Validity addresses the issue of whether the researcher is actually measuring what he/ she have set out to do. There are four specific types of validity – each of which the researcher would ideally want to establish for the research instrument **prior** to administering it for the actual study. Justify the type of validity used in your research.

**Reliability** of a research instrument refers to the consistency or repeatability of the measurement of some phenomena. Students should discuss how types of reliability were used in their questionnaires.

Mention what specific techniques were used (and how) to achieve validity and reliability in your study.

### **13. Limitations of the Research**

In this section ‘limitations and delimitations’ should be addressed. Delimitations imply limitations on the research design that the student imposed deliberately. These delimitations may include a restriction on the population for which the results of the study can be generalized e.g. your population may include only males in a certain age group.

Limitations refer to restriction on your study which you have no control. For example you may be limited to a narrow segment of the total population you wish to study or you may be limited to the research method you have selected to use. Mention the potential impact of the limitations provided on the study.

### **14. Elimination of Bias**

This section will include a discussion of how the research remained objective throughout the study. The following areas may require explanation:

- Use of gender neutral words
- Identifying people by race or ethnic group unless it is relevant
- Avoid language that suggests evaluation or reinforces stereotypes
- Making assumptions about various age groups

Identify and explain the biases that were avoided, and how these were avoided.

### **15. Ethical Considerations**

When conducting research, the researcher is ultimately responsible for the integrity of the research process and the dignity and well being of the research subjects. As such, it is the duty of the researcher to recognize and balance subjectivities, provide accurate research accounts and act within the law in order to develop the required expertise. You will thus need to give consideration to various issues, such as informed consent, power and confidentiality. You should ask yourself whether your study adheres to ethical guidelines.

A discussion on the following aspects should be considered:

### ○ **Ensuring Participants have given Informed Consent**

The concept of informed consent refers to the importance of informing participants of the nature of the research study. Participants of the study can only give informed consent provided they have a holistic understanding of the nature of the study and a full understanding of their requested involvement in the research project. This includes time commitments, type of activity, topics that will be covered and risks involved.

Informed consent implies the following:

- Participants have the intellectual capacity and psychological maturity necessary to understand their involvement in the study.
- Participants are making an autonomous decision to participate in the study.
- Involvement in the study is absolutely voluntary.
- Participants are aware of the nature and details of the research being conducted.
- Participants are aware of their right to discontinue in the research study.
- The researcher is honest to participants about the nature of the study.
- Participants are in no way coerced into participation in the study.

### ○ **Ensuring no Harm Comes to Participants**

Researchers should ensure that no harm is caused to participants of the research project.

### ○ **Ensuring Confidentiality and Anonymity**

The researcher should ensure that the identity of all participants is protected. Protection of confidentiality may involve restricting access to raw data, storing all data securely, reporting findings in a manner that does not allow for ready identification of participants, and obtaining permission for subsequent use of data.

### ○ **Ensuring that Permission is Obtained**

It is important that official channels are cleared by formally requesting permission to carry out a study. Negotiating access to respondents is an important aspect of your study. In some instances, a copy of the final research report may be required. Ensure that you get written permission from the selected organization/company.

#### **5.10.4 CHAPTER 4 - RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS**

In this chapter you will present your findings, analysis of results, discussion of findings. You need to ensure the following when writing this chapter:

##### **5.10.4.1 Presentation**

- Use tables or graphs to present findings (for a quantitative study).
- The tables and graphs must appear in the order that they appear in the research instrument. Ensure that tables or figures are numbered correctly e.g. for a table – Table 4.1 for a Figure – Figure 4.1
- Use percentages to present data.
- You need to make reference to tables or figures when explaining the results obtained.
- All tables and figure must be on the same page. Tables cannot be continued on the next page.
- Explanation of tables and figures must appear directly below the table/figure. Interpretation, justification and discussion follow each analysis.

##### **5.10.4.2 Interpretation and Discussion**

Your analysis or interpretation must be based on the data that you have collected. You need to argue persuasively and evaluate the implications of the findings for your organization. In addition:

- Ensure that you have an introduction and conclusion to this chapter. Ensure that all objectives have been met in chapter 4
- The results from each table or figure must be analysed and discussed in detail. Use theory from **chapter two** to justify your findings.
- New theory can be brought in to justify current findings.
- There is no right and wrong answer here. The emphasis is on sound, logical interpretation of the findings, justified by theory.

Use the following guideline when presenting each finding:

- Present the finding from primary research
- Interpret, in detail what the finding actually implies; discuss the meaning of the finding in relation to your research objectives
- Present literature related to the finding
- Indicate how the literature compares to your primary finding
- Use quotations from primary research (interviews) to justify the discussion of the findings (this can only be done with the use of open-ended questions and may not be possible for instruments with only close-ended questions).



## **5.10.5 CHAPTER 5 – CONCLUSIONS AND RECOMMENDATIONS**

The purpose of chapter 5 is to demonstrate to your examiners that you have done research worthy of a MBA Degree. It is, therefore, part of your dissertation where you tell your reader what you have achieved and point to the places in your dissertation where the evidence of your achievement can be found (Hart, 2005).

### **5.10.5.1 Findings from the Study**

This section deals with the overall conclusions of your study as a whole.

- **Findings from the Literature Review**

Here you will state how your research findings contribute to understanding and/or explaining the phenomenon. This may include a brief critique of the interpretation given in the literature, and the concepts or theories used in the frame of explanations (Hart, 2005). Also include findings from your research literature in chapter two with which this study agrees or disagrees and why.

- **Findings from the Primary Research:**

A series of statements evaluating the degree to which the research objectives have been fulfilled are presented here. Present the main findings as per the **research questions**. Provide summaries of your main primary findings

### **5.10.5.2 Conclusions**

This section highlights the overall conclusions obtained from the study and highlights the research questions and objectives. Your conclusions must satisfy your research aims and objectives which were outlined in chapter 1. This is the conclusion to your findings.

### **5.10.5.3 Recommendations**

You should provide clear, feasible recommendations in keeping with your objectives. This may include constructing recommendations for an organisation saying, on the basis of your research, what they could do to improve a practice or address a problem.

Recommendations should state **what could be done, what benefit it would bring to whom and what resources would be needed.**

You can make recommendations or observations about existing recommendations and about the research on which they are based (Hart, 2005). For example: new training systems, or new government policies/ organisational policies are often raised in this section.

### **5.10.5.4 Area/s for further Research**

Mention the of scope for further research. Further, research could refer to topics and methodologies or to both. Removing some of the limitations of the research [mentioned previously] provides opportunities for further research e.g. different regions/sectors/ industries and different levels of management.

### **5.10.5.5 Conclusion**

Conclude briefly with an overall conclusion for this research and chapter 5.

### **5.10.6 Bibliography**

You are required to use the Harvard Method of Referencing when preparing the bibliography. Ensure that every in- text referencing is listed in your bibliography.

### **5.10.7 Appendices**

The contents of the appendices are not included in the word count for a dissertation. This does not mean that you can insert a lot of material relating to your study. The covering letter and questionnaire must be included in the appendices.

## **6. HARVARD METHOD OF REFERENCING**

## 6. REFERENCING

### 6.1 Introduction

Referencing is the practice of letting the reader know the source of idea/s, opinion/s or information included in the text. It is an acknowledgement of a piece of writing by another author which has been referred to or quoted directly. In academic writing, direct quotations, ideas, theories and facts/figures must all be referenced. Referencing is thus necessary to avoid plagiarism, to verify quotations and to enable readers to follow-up on cited author's arguments.

It follows then, that there are three specific reasons for using a referencing method:

- To let the reader know whose ideas are being used. In the academic system, ideas are a kind of property of those who develop them. When sources of information are not acknowledged, there may be accusations of **plagiarism**.
- To enable the reader to check the information. The reader might want to go back to that author's original work for him/herself and check the accuracy of the information.
- To provide information for the reader. Current research into a topic might make reference to an interesting book or journal article which may be new to the reader. If referenced accurately, the reader will be able to find that book or article to get a more comprehensive grasp of the original material.

Consequently, the aim of this document is to offer an introduction to the practice of referencing published material to anyone writing essays/reports/research projects for academic purposes at RBS. As such, this guide will assist students to:

- Understand the need for, and how to use, reference systems (specifically the HARVARD SYSTEM).
- Indicate other writers' ideas in one's own work using a specific citation style.
- Format appropriate references correctly from citations/quotations.
- Reference a range of common and less common bibliographic and electronically accessed material.

## 6.2 REFERENCING FORMAT

### How is Referencing Done?

Various institutions and publications have different ways of citing references. RBS suggests that all students use the HARVARD SYSTEM of referencing as described in this document. Some advantages of this style are:

- It ensures one alphabetical list of all references in the text, facilitating easy identification of sources. Last minute additions and deletions can be made without having to re-number all references.

Only one entry is necessary in the list even though the work may have been referred to more than once.

**There are two parts to the Harvard System, one relates to in-text references and the other to the reference list that appears at the end of the text.**

## 8.3 IN-TEXT REFERENCING / REFERENCE LIST

The following section will discuss in-text referencing and the reference list.

Note:

Generally in-text referencing follows two major patterns:

- (Surname, year: page number) In this format, the surname is written, followed by year of publication and thereafter the page number. All information is carefully punctuated and enclosed in a bracket after a statement of idea gleaned from a particular text eg:  
**Branding is an important marketing tool (Kotler, 2006: 90).**
- Surname [Year: Page number] In this format, the writer generally prefixes the author's name. This is followed by the year and page number enclosed in a bracket e.g.:

**According to Kotler (2006: 90) branding is an important marketing tool.**

**Irrespective of the source of information all in-text referencing follow, in the main, the above format.**

**General in-text referencing rules:**

- Use the surnames of authors only.
- Avoid initials, titles and first names [Use these only in the bibliography/reference list]
- Always provide full pagination details i.e. year of publication and page number.
- For multiple authors use et al. only after first citation of all authors.
- *Note the punctuation of et al. inside brackets and outside brackets e.g.*

**1. First citation : King, Harrison and Becker (2009 :78) believe that.....**

**2. Second citation: King et al. (2009 :78) believe that..... Note full stop after al. outside bracket and compare with (King et al., 2009 :78) al. is followed by a full stop and a comma inside brackets.**

**In-text referencing from the WWW and Online Sources:**

Some articles are published in print only, some in print and online, some online and the www only. In all cases the reader needs to know:

- The author's surname
- Year of publication
- Page number

**In cases where there is missing information, follow the procedure tabled below:**

<b>Information</b>	<b>In-text procedure</b>
• No author	• Use Anonymous
• No page numbers	• Download, number pages and cite as per page details
• No year	• Use year accessed

<b><i>In-text Referencing</i></b>		<b><i>Reference List</i></b>
<b><i>A book with a single author</i></b>	Smith (1990:58) claimed that ...	Smith, D. (1990). <i>Elements of Management</i> . London: McMillan.
<b><i>A book with multiple authors</i></b>	Mitchell and Smith (2000:100) indicated that ...	Mitchell, J. and Smith, D. (2000). <i>Decision theory: conduct, critique and utilization</i> . 3 <sup>rd</sup> Edition. New York: Bantam Books.
<b><i>A <u>book</u> with no author</i></b>	In the concise South African Dictionary (1999:44) it stated that ...	Anonymous. (1999). <i>The concise South African dictionary</i> . Cape Town: MacMillan.
<b><i>An edited book</i></b>	Swanepoel, Slabbert, Erasmus and Nel (1999:78) believe that .....	Swanepoel, B.J., Slabbert, J.A., Erasmus, B.J. and Nel, P.S. (eds.) (1999). <i>The management of employment relations: organizational level perceptions</i> . Special student edition. Durban: Butterworths.
<b><i>A chapter in a</i></b>	Weir (1995:1) stated that ...	Weir, P. (1995). Clinical practice development role: a

<b>book</b>		personal reflection. In: Smith, A. (ed.) (1995). <i>Innovations in nursing</i> . London: Edward Arnold, p. 5-22.
<b>Thesis</b>	According to Otieno (2008:55) .....	Otieno, P.O. (2008). <i>An investigation on the circulation of the construction review magazine, Botswana</i> . MBA Thesis. RBS.
<b>An article in a periodical/Journal</b>	As mentioned by Boyell (1995:122)...	Boyell, D. (1995). Pupil behaviour in junior classrooms. <i>British Journal of Educational Psychology</i> , 45(1), p. 122-129.
<b>Non-English Journal Article</b>	Ising (2000:78) states.....	Give the original title, as well as an English translation in brackets. Ising, M. (2000). Foreign title.(English title)
<b>A periodical without volume or part number</b>	Boulder (1997:67) argues that.....	Boulder, J. (1997). The city and the Olympic games: what next? <i>Architect and Builder</i> , Spring: p. 33-40.
<b>Government Publications</b>	Malaria is now under control (Department of Health, 1996:43).	Department of Health. (1996). <i>Choice and opportunity: primary care: the future</i> . CM 3390. London: Stationery Office.
<b>A newspaper article with no obvious author</b>	The recruitment process is becoming very difficult (Anonymous,1999:32).	Anonymous. (1999). Recruitment: lessons in leadership. <i>Sunday Times</i> , Johannesburg, 11 March, p. 32.
<b>An article in a newspaper</b>	As discussed by White (1998:8)...	White, M. (1998). £68m to cut NHS waiting lists. <i>Guardian</i> , Manchester, Monday, 18 May, p.8. <b>or</b> Chopra, R. (1998). Frustration and despair [letter to the editor]. <i>The Daily News</i> , Durban, Monday, 21 June, p. 21.
<b>Booklet, pamphlet or leaflet</b>	Plagiarism is avoided by correct referencing techniques (South African College of Advanced Education, 1999:10).	South African College of Advanced Education (1999). Referencing: the footnote and Harvard system (Brochure). Johannesburg: Wits Technikon.
<b>Review or interview when titled</b>	Cormond (1982:208) believes that social factors must be taken into consideration when.....	Cormond, T.P. (1982). A new look at medicine from the social perspective: Review of Social contexts of health care management. <i>Contemporary society</i> ,



		27(1), p. 208.
<b>Conference Papers</b>	According to Webb (1993:45) the teaching of maths requires an all round improvement so that....	<p>Conference papers are often published in book form or as a special issue of a journal. It is necessary to include the name, place and date of the conference.</p> <p><b>or</b></p> <p>Author, Initial. (Year). Title of conference paper. <i>In: conference proceedings title, including date.</i> Place of publication: Publisher.</p> <p><b><u>Example</u></b></p> <p>Webb, N. L. (1993). Mathematics education reform in California. <i>In: Science and mathematics education in the United States: eight innovations: proceedings of a conference, Paris, 1991.</i> Paris: OECD.</p>
<b>Reviews</b>	Specialist nurses treating diabetic patients are very hard to secure (Loveman, Royle and Waugh, 2003:76).	<p>Author, Initials. Title of review. <i>Cochrane Database of Systematic Reviews.</i> Year, Issue number, Article number. DOI: number.</p> <p><b><u>Example</u></b></p> <p>Loveman, E., Royle, P. and Waugh, N. Specialist nurses in diabetes mellitus. <i>Cochrane Database of Systematic Reviews.</i> 2003, Issue 2, Art. No. CD003286. DOI: 10.1002/14651858.</p>
<b>Maps</b>	Maps provide one of the most essential functions for tourists viz. locating places (Jones, 1953:23).	<p>Surname of creator, initials (may be mapmaker, cartographer, compiler etc.) (Year). <i>Title.</i> Scale (normally given as ratio). Place of publication: publisher.</p> <p><b><u>Example</u></b></p> <p>Jones, H. (1953). <i>East Anglia: North</i> 1:10,000. Peterborough: Grove.</p> <p>If the name of the creator/originator is not known use the <b>title</b> of the map in its place.</p>

		<p>For <b>Ordnance Survey</b> maps use this format:</p> <p>Ordnance Survey (Year). <i>Title of map</i>. Sheet Number, Scale. Series. Place of publication: publisher.</p> <p><b><u>Example</u></b></p> <p>Ordnance Survey (1997). <i>Land's End &amp; Isles of Scilly</i>. Sheet No. 203, 1:50,000. Landranger Series. Southampton: Ordnance Survey.</p>
<b><i>Works of Art</i></b>	Oli painting is far more expensive than water colours (Renoir, 1875:9).	<p>Artist (Year of production). <i>Title</i>. Material type, measurements. Place: Gallery.</p> <p><b><u>Example</u></b></p> <p>Renoir, Pierre-August (1875). <i>The Skiff (La Yole)</i>. oil on canvas, 71 x 92 cm. London: The National Gallery.</p>
<b><i>Document on WWW – no author</i></b>	According to the American Civil Liberties Union (1997) the study on cyberspace revealed that..... <a href="http://www.aclu.org/issues/cyber/burning.html">http://www.aclu.org/issues/cyber/burning.html</a>	<p>American Civil Liberties Union (1997) <i>Fahrenheit 451.2: Is cyberspace burning?</i> [online]. ACLU.</p> <p>Available from:</p> <p><a href="http://www.aclu.org/issues/cyber/burning.html">http://www.aclu.org/issues/cyber/burning.html</a></p> <p>[Accessed 17 September 2008]</p>
<b><i>Electronic Journal</i></b>	It was proposed by McArthur and Griffin (1997:123) that...	<p>Some journals are published solely on the internet therefore it is impossible to reference them in the same way as you would a print journal. The format for this is:</p> <p>Author, initials. (Year). Title. <i>Journal title</i> [online], <b>volume</b> (issue), location within host. Available from: URL [Accessed Date].</p> <p><b><u>Example</u></b></p> <p>McArthur, D. N. and Griffin, T. (1997). A marketing management view of integrated marketing communications. <i>Journal of Advertising Research</i> [online], vol. 37 (5), p19. Available from: <a href="http://web3.searchbank.com/infotracs/session/66/850/">http://web3.searchbank.com/infotracs/session/66/850/</a></p>

		10267118w3/15!xrn_12&bkm [Accessed 1st March 1998].
<b>CD Rom and DVD</b>	Acland's (2003 ) DVD atlas of human anatomy reveals that.....	<p>Author/editor, initials (Year). <i>Title</i>. [type of medium e.g. CD-ROM]. Place of publication: publisher (if ascertainable). Supplier. Identifying number (optional).</p> <p><b>Example</b></p> <p>Acland, R. D. (2003). <i>Acland's DVD atlas of human anatomy: DVD 2: the lower extremity</i>. [DVD]. London: Lippincott, Williams and Wilkins.</p>
<b>Personal Electronic Communication - Email</b>	It was confirmed than an outbreak of HIV occurred in South Africa (Haley, 2004: personal comm.; 10 August).	<p>Sender's Surname, Initials. (Sender's e-mail address), Day Month Year. <i>Subject of Message</i>. e-mail to Recipient's Initials, Surname (Recipient's e-mail address)</p> <p><b>Example</b></p> <p>Haley, K. ( <a href="mailto:k.haley@pilton.co.uk">k.haley@pilton.co.uk</a>) 10<sup>th</sup> August 2004 <i>Changes to your report format</i>. e-Mail to C. Bond ( <a href="mailto:chris.bond@ntlworld.co.uk">chris.bond@ntlworld.co.uk</a>)</p>
<b>Film</b>	This film was a reproduction of the devil incarnate (The Apartment, 1960).	<p><i>Title</i>. (Year). Person or body responsible for production. Running time. Production company. Place of production or publication (if known). Format.</p> <p><b>Example</b></p> <p><i>The Apartment</i> (1960). Directed by Billy Wilder. 124 mins. United Artists. Videotape.</p> <p>In the text of your essay refer to (The Apartment, 1960).</p>
<b>Broadcast Media – TV/Radio Programmes</b>	The current series are very informative (Doctor Who, 2005).	<p><i>Series title</i> (year) Title and number of episode. Transmitting organisation and channel, full date and time of transmission.</p>

		<p><b><u>Example</u></b></p> <p><i>Doctor Who</i> (2005). The empty child. Episode 9. BBC1. 21<sup>st</sup> May, 1830 hrs.</p> <p><i>Women's Hour</i> (2004). BBC Radio 4. July 29<sup>th</sup>, 1030 hrs.</p>
<b><i>Unpublished Material</i></b>	Lawler (1987:105) states that ...	<p>Some printed materials are not produced by recognisable publishers, and may not be widely available. In this case it is necessary to indicate this, and if the document is archival in nature, e.g. a manuscript or personal letter, its location should also be included.</p> <p><b><u>Example</u></b></p> <p>Lawler, C. (1987). <i>Childhood vaccinations</i>. Health promotion leaflet, Chester Group Practice, unpublished.</p>
<b><i>Seminars/ Lectures</i></b>	According to (Williams, 2004)...	<p>Lecturer's surname, Initials. (Year). <i>Title of Lecture</i>, Course. Course code. Place, Day, Month.</p> <p><b><u>Example</u></b></p> <p>Williams, B. (2004). <i>Introduction to pollination</i>. Plant Biology. BIO1234. University of Bramchester, Fri 12<sup>th</sup> August.</p>
<b><i>Abstract</i></b>	Phillips (1995:25) ...	<p>Phillips, E. (1995). The Australian scene (Abstract). <i>Australian journal of ecology</i>, 3(2):25-29</p>

**NOTE:**

- **Et al. Rule**

The et al. rule applies after an author and reference has been fully cited at least once in the text. Thereafter, there is no need for repetition and the et al. following just the authors name will suffice.

### EXAMPLE OF A TYPICAL BIBLIOGRAPHY

Allen, A. (1993). Changing theory in nursing practice. *Senior Nurse*, 13(1), p. 43-5.

Basford, L. and Slevin, O. (eds) (1995). *Theory and practice of nursing: an integrated approach to patient care*. Edinburgh: Croom Helm.

Burns, N. and Grove, S.K. (1997). *The practice of nursing research: conduct, critique and utilization*. 3rd edition. London: Saunders.

Canetti, E. (2000). *Crowds and power*. Translated from German by C. Stewart. London: Phoenix.

Department of Health (1996). *Choice and opportunity: primary care: the future*. London: Stationery Office.

Department of National Health (1990). *National Health Service and Community Care Act 1990* p. 20-37. London: HMSO.

Fiedler, F. and Chemers, M. (1974). *Leadership and effective management*. Glenview, Illinois, Scott Foresman and Co. Cited in: Douglass, L.M. (1996). *The effective nurse: leader and manager*. 5th Edition. Missouri: Mosby.

Marieb, E. (2000). *Essentials of Human anatomy and Physiology: AWL Companion Web Site* [online]. 6th Edition. San Francisco: Benjamin Cummings. Available from: <http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/> [Accessed 4th July 2001].

McConnell, D. (D.McConnell@sheffield.ac.uk) (28th November 1997) *Follow up to your interview*. Personal email to L.Parker (l.a.parker@sheffield.ac.uk).

Osman, S. (1998). R68m to cut NHS waiting lists. *Guardian*, Monday May 18 1998, p. 8.

Proctor, P. (1998). The tutorial: combining asynchronous and synchronous learning. In: Banks, S. *Networked Lifelong Learning: innovative approaches to education and training through the Internet*: Proceedings of the 1998 International Conference held at the University of Sheffield. Sheffield, University of Sheffield. p 3.1 - 3.7.

Redman, G. M. (1997). LPN-BSN: education for a reformed healthcare system. *Journal of Nursing Education* 36 (3), 121-7. Abstract [online]. Available from: <http://www.regent.ac.za>. [Accessed 28<sup>th</sup> May 1998].

Sandall, J. (2001). Free web-based virtual midwifery library. *Midwifery-research* [online]. Available from: <http://www.jiscmail.ac.uk/lists/midwifery-research.html> [Accessed 5th July 2001].

Seedhouse, D. (1997). *Health promotion: philosophy, prejudice and practice*. Chichester: John Wiley.

Stones, M. (1995). *Women, nurses, education: an oral history taking technique*. Unpublished M.Ed. dissertation, University of Sheffield.

Weir, P. (1995). Clinical practice development role: a personal reflection. In: K. Kendrick et al. (eds) *Innovations in nursing practice* p. 5- 22.

### **NOTE:**

- References in the bibliography should **NOT** be numbered or bulleted. References should be in alphabetical order.
- Pay attention to punctuation.
- A reference list contains **ONLY ALL THOSE SOURCES CITED IN THE TEXT**.
- A bibliography includes all those sources cited in the text as well as those referred to when researching for information.

## BIBLIOGRAPHY

Hart, C. (2005) Doing your dissertation. New Dehli: Vistaar publications.

RBS. (2008) Research Methods study guide. Durban: Regent Business School.

McDabe, S. (1999) Writing a dissertation proposal: Notes on the process and product.

Washington DC: George Washington University.

Tanner, F. (2005) Proposal Writing. Durban: Publisher Unknown.

Valenzuela, D. and Shrivastava, P. (2009) Interview as a method for qualitative research.  
Available from <http://www.public.asu.edu>. [Date accessed: 9 February 2009].

## **7. LIST OF ANNEXURES**



**ANNEXURE 1**

**EXAMPLE OF A COVER PAGE**

---

**Regent Business School**

**An Evaluation of Customer Health Care Services Between Fixed and Satellite Clinics at  
Company A**

**Jay Ngubane**

**MBA**

**2011**

**ANNEXURE 2**

**EXAMPLE OF A TITLE PAGE**

---

**An Evaluation of Customer Health Care Services Between Fixed and Satellite Clinics at  
Company A**

**by**

**Jay Ngubane**

**Dissertation submitted to Regent Business School, South  
Africa in partial fulfilment of the requirements for the degree  
of Master of Business Administration**

**Supervisor: Prof N Bhana**

**2011**

**ANNEXURE 3****EXAMPLE OF A DECLARATION**

---

**DECLARATION**

I, Jay Ngubane, do hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted in part or full for any degree or for any other degree to any other University.

---

J. Ngubane

---

Date

**Please note:**

YOUR ORIGINAL SIGNATURE MUST BE INCLUDED IN YOUR FINAL BOUND COPY WHEN YOU SUBMIT TO RBS.

## ANNEXURE 4

## EXAMPLE OF TABLE OF CONTENTS

## TABLE OF CONTENTS

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1.3 Problem Statement	3
1.4 Aim of the Study	3
1.5 Objectives of the Study	4
1.6 Research Questions	4
1.7 Significance of the Study	5

1.8 Format of the Study	5
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Figure 4.2    Time Sheets	56
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**ANNEXURE 7****EXAMPLE OF LIST OF ACRONYMS**

---

**LIST OF ACRONYMS**

- |        |   |                                  |
|--------|---|----------------------------------|
| 1. ESD | – | Electrostatic Discharge          |
| 2. BBC | – | British Broadcasting Corporation |
| 3. NGO | – | Non-Governmental Organisation    |
| 4. WTO | – | World Trade Organisation         |
| 5. WVI | – | World Vision International       |



## **FINAL REMARKS**

The aim of this guide is to provide clear instructions on how to complete the dissertation.

*On behalf of the management and staff of RBS, we wish you every success with your dissertation and the attainment of your MBA degree.*