Mancosa
[GSB]

Dissertation Writing Guideline

CONTENTS

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.

2. ASSESSMENT FOR DISSERTATIONS

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

Dissertations are assessed according to the following criteria:

EXCELLENT : "A" [75 % +]	**The dissertation:** • Demonstrates comprehensive understanding of the requirements for an MBA dissertation. • Applies relevant theoretical knowledge referenced from the literature. • Collects adequate primary and secondary data and information to support the investigation. • Shows excellent empirical statistical rigour. • Shows the ability to exercise judgement. • Incorporates some originality and personal insights. • Clearly meets the terms of reference and achieves the objectives set. • Has excellent presentation, is well structured and has full referencing.

	Overall: The dissertation is a very comprehensive piece of work which achieves a very high standard.
VERY GOOD: "B" [70% - 74%]	**The dissertation:** • Demonstrates a broad understanding of requirements for the MBA Dissertation. • Applies selective relevant knowledge from the literature. • Collects more than adequate data to support the investigation. • Shows sufficient empirical statistical rigour. • Shows ability to evaluate the problem, but lacks the originality and depth of judgement of the excellent category. • Achieves well the research aims and objectives set. • Demonstrates very competent grasp of the whole project process. • Is well presented and organized. • Advanced and inferential statistics Overall: The standard is above average.
GOOD: "C" [60% - 69%]	**The dissertation:** • Demonstrates an acceptable understanding of the requirements for a MBA Dissertation. • Applies some relevance knowledge from the literature. • Collects adequate data to support investigation. • Limited empirical statistical rigour. • Expresses ideas and concepts sufficiently well to answer the research aims and objectives. • Demonstrates a coherent grasp of the whole project process. • Is adequately presented and organized. • Advanced and inferential statistics Overall: Of an adequate standard with coherent response to the task set.
ACCEPTABLE: "D" [50%- 59%]	**The dissertation:** • Demonstrates some limited understanding of the requirements. • Is rather simplistic in the application of knowledge. • Collects some relevant data, but is imprecise in arguing the case. • Shows simplistic empirical statistical rigour. • Lacks any in-depth evaluation of the issues.

	• Achieves only just an adequate coverage of the research aims and objectives. • May be poorly presented. Overall: The project should achieve at least some of its objectives and what it lacks in some areas should be compensated for in others.
UNACCEPTABLE/MARGINAL FAIL: "E" [40%- 49%]	**The dissertation:** • Shows some basic understanding, but tends to have errors or go off at a tangent. • Is descriptive rather than evaluative. • Collects inadequate data to investigate problem(s). • No evidence of empirical statistical rigour. • Does not really argue the research questions. • Achieves an inadequate coverage of the research aims and objectives. • May be poorly presented. Overall: The work just fails to achieve an adequate standard.
UNACCEPTABLE/TOTAL FAIL: "F" [0% -39%]	**The dissertation:** • Shows wholly inadequate understanding of what is required. • Is too descriptive. • Little evidence of systematic collecting of any relevant data. • No evidence of empirical statistical rigour. • Fails to achieve the research aims and objectives. • Little evidence of theory and coherence. • May be poorly presented. Overall: This is a clear fail.

2.1 Presentation of dissertations to the external examiner

The external examiner uses the following criteria when assessing dissertations:

DISTINCTION [75% +]	• 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. • A thorough synthesis of available literature is provided and this sets a clear rationale for the study. • Key themes are identified and fully developed. • The research remains focused at all times, while transparency is ensured through appropriate explanation and justification of the research design used. • A high level of accuracy, insight and clarity of thought is demonstrated in the analysis of the findings, leading to valid conclusions and recommendations. • Advanced statistics and inferential statistical methods • 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 organization and presentation are excellent throughout, with accurate and consistent bibliographic citations for a wide range of sources. • Shows excellent empirical statistical rigour.
PASS: 50% -74%	• A dissertation at this level identifies key issues and demonstrates reasonable competence in carrying out an advanced independent study. • The literature review sets the standard into context although some aspects might have needed deeper investigation. • Relevant issues or factors are identified and developed using a coherent structure and research strategy that is appropriate to the investigation. • 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. • Overall the structure and presentation are satisfactory, although the bibliographic citations may include some inconsistencies or references are not entirely appropriate. • Shows sufficient/basic empirical statistical rigour.
FAIL: BELOW 49%	A failure is awarded for work that exhibits a number of the following weaknesses: • The topic researched is not relevant and does not have a management focus. • 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. • The research objectives have not been articulated clearly or fail to address themes that are key to the investigation. • 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. • The research instruments need to be substantially redesigned for the research to reach an adequate standard of academic and professional competence. • The work is poorly expressed, poorly presented and the standard of bibliographic citation falls below an acceptable level. • The sources used are out of date or irrelevant to the topic examined. • No evidence of empirical statistical rigour.

2.2 Length

The dissertation should ideally be **15000 - 20000** words in length, excluding the appendices and table of contents. You need to continuously check the words you write per page. A tolerance level of 5% is allowed for dissertations above the word count.

2.3 Formatting

- Use 12 point font, Times New Roman or Arial at 1.5 line spacing.
- 1.25 inches or 2.5cm margin.
- Justify right margin.
- Bold all headings and sub-headings.
- Tables and figures with appropriate headings and numbers.

2.4 Academic writing: An introduction

"Academic writing in English is clearly defined by having an obvious audience; a clear purpose, either an exam question to answer or a research project to report on. It is also clearly structured. Academic writing in English is linear: it starts at the beginning and finishes at the end, with every part contributing to the main line of argument, without digression or repetition. This line of argument must be made clear whatever kind of writing you are producing and you, the writer, are responsible for making this line of argument clear and presenting it in an orderly fashion so that the reader can follow."

(Gillet, 2012)

Writing is necessary for all students in higher education. It is a process that starts from understanding the specific task at hand and end when the final report is submitted. However, the ability to write on a post-graduate level is one of the most challenging learning experiences. Combined with the fact that all the well-known rules of "normal" writing styles seem to change when writing an academic report, a number of students do not succeed to reproduce their level of acquired knowledge, and resultantly do not fare as well as they should do.

One of the first aspects of discovering writing inefficiencies is that in school, and to some extent during the first degree, students did a lot of writing under guidance of the teacher or lecturer which resulted in limited self-structured and academically formulated papers (Dartmouth Academic Writing, 2012). However, as the level of the degree (such as an MBA) increases, so do the demands on writing skills increase, yet limited formal training and guidance accompany studies on higher academic levels.

Making a successful transition into higher order academic writing requires an understanding that writing on university levelrequires, for the most part, a particular kind of writing, called "academic writing" (Dartmouth Academic Writing, 2012).While academic writing might be defined in many ways, there are three concepts important to understand before academic writing can be successfully attempted. These concepts are (Dartmouth Academic Writing, 2012):

1. Academic writing is writing done by scholars for other scholars.
2. Academic writing is devoted to topics and questions that are of interest to the academic community.
3. Academic writing should present the reader with an informed argument.

In addition to these three concepts, academic writing also possesses the following characteristics (Academic writing, 2010):

- **Linearity:** Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as the above, it is in the standard written form of the language.There are eight main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately.
- **Complexity:** Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.
- **Formality:** Academic writing is relatively formal. In general this means that in an essay you should avoid colloquial words and expressions.
- **Preciseness:** In academic writing, facts and figures are given precisely.
- **Objectivity:** Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).
- **Explicitly:** Academic writing is explicit about the relationships inthe text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.
- **Accurateness:** Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.
- **Hedging:** In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of academic writing is known by linguists as a ‘hedge’.

- **Responsibility:** In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

Gillet (2012) further warns that: "*There is nothing natural about the organisation and the way language is used in a scientific report, for example. It is as it is because that is the way it has developed through centuries of use by practitioners*."This means that academic writing needs to be learned. No-one speaks (or writes) academic English as a first language (Bourdieu & Passeron, 1994:8 as cited by Gillet, 2012). It must be learned by **observation**, **study** and **experiment**.

3. STRUCTURE OF THE DISSERTATION

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

3.1 Cover page

You should have the following on the cover page:

- Management College of Southern Africa
- Title of dissertation
- Author's name
- MBA, year of submission

Follow the example presented in Annexure 1.

3.2 Title page

The title page must include the:

- Title of dissertation
- Name of student
- Name of college
- "Dissertation Submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration"
- Supervisor's name
- Year of submission

Follow the example presented in Annexure 2.

3.3 Declaration

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

You can make use of an electronic signature here.

Follow example presented in Annexure 3.

3.4 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.

3.5 Abstract

The abstract should describe in 250 – 450 words 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. Do not exceed 250 – 450 words.

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?

Example 1: Abstract Empirical studies of public employee turnover, particularly using turnover as an independent variable, are rare; and most of the literature assumes turnover to have a negative impact on organizations. This study examines a provocative but little supported hypothesis that has recently emerged in the private sector literature—that turnover may provide positive benefits to the organization, at least up to a point. Using data from several

hundred public organizations over a nine-year period, we test the proposition that moderate levels of turnover may positively affect organizational performance. We find that while turnover is indeed negatively related to performance for the organization's primary goal, it does have the hypothesized nonlinear relationship for a secondary output that is characterized by greater task difficulty.

Meier, K. J. and Hicklin, A. 2008. Employee Turnover and Organizational Performance: Testing a Hypothesis from Classical Public Administration. Journal of public administration research and theory, 18 (4), 573 – 590.

Example 2:

Abstract
The impact of new technology on public-sector service delivery and citizens' attitudes about government has long been debated by political observers. This article assesses the consequences ofe-government for service delivery, democratic responsiveness, and public attitudes over the last three years. Research examines the content of e-government to investigate whether it is taking advantage of the interactive features of the World Wide Web to improve service delivery, democratic responsiveness, and public outreach. In addition, a national public opinion survey examines the ability of e-government to influence citizens' views about government and their confidence in the effectiveness of service delivery. Using both Web site content as well as public assessments, I argue that, in some respects, the e-government revolution has fallen short of its potential to transform service delivery and public trust in government. It does, however, have the possibility of enhancing democratic responsiveness and boosting beliefs that government is effective.

West, D. M. 2004. E-Government and the Transformation of Service Delivery and Citizen Attitudes. Public Administration Review, 64 (1), 15 – 27.

3.6 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, list of tables and list of figures.

4. WRITING THE CHAPTERS

4.1 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). The contents for this chapter will come from the research proposal except for the format of the study. The format of the study provides a brief outline on each chapter in the dissertation. Ensure that this chapter has an introduction and conclusion. 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
- Conclusion

Remember that this information is in the proposal. Use the information from the proposal for this chapter.

4.2 Chapter 2 - Literature Review

4.2.1 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, 2005:153).

This review will help you design your methodology and help others to interpret your research (Washington and Lee University, 2007). Some questions you may think about as you develop your literature review:

- What is known about the subject?
- Are there any gaps in the knowledge of the subject?
- Have areas of further study been identified by other researchers that you may want to consider?

- Who are the significant research personalities in this area?
- Is there consensus about the topic?
- What aspects have generated significant debate on the topic?
- What methods or problems were identified by others studying in the field and how might they impact your research?
- What is the most productive methodology for your research based on the literature you have reviewed?
- What is the current status of research in this area?
- What sources of information or data were identified that might be useful to you? (Washington and Lee University, 2007)

4.2.2 Searching for literature

At Masters 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, 2005:5).
- Make sure that the literature that you do consult and write about in your research is *relevant* to your research problem.

Developing Your Search Strategy

1. Write a topic sentence.
    - Clarify your topic by writing your topic as a single question or sentence. Forcing yourself to write your topic as a single question will require you to bring it into clearer focus.
    - Identify the key concepts in the topic sentence. List the terms you used for each concept as column headings across the page.
    - Do these terms have synonyms or alternate forms? Write any synonyms you can think of under each column heading.
    - What other factors are important to your search?
        - dates
        - language of source
        - type of source

2. Identify likely databases to search.

- Your search strategy will depend on the databases you intend to search. Each database will require a slightly different approach, and learning the features of the databases you use regularly will increase the efficiency and effectiveness of your searches. Most databases offer help materials online.

- Databases:
  - Ebsco
  - Emerald
  - Sabinet
  - Google Scholar
  - Directory of Open Access Journals
  - Proquest

3. Create an initial search strategy.
- Link synonyms with OR
- Link concepts together with AND
- Is it possible to use truncation or wild card characters?
- Use proximity operators in place of the AND connector when searching full-text databases.
- Are there any fields in the database that you can use to restrict your search?

Adapted from: Washington and Lee University (2007)

4.2.3 Writing the literature review

You are expected to write the literature review based on the information you have obtained during your literature search. This is where the review is presented, synthesized and critiqued (McDabe, 1999:22). Consider the following when writing the literature review:

- The literature review must have an introduction and conclusion.
- You should have at least 35 in text references from resources.
- Of those 35 references at least 5 should be from academic journals
- Using Wikipedia or internet sources are not acceptable
- 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. You are therefore required to take notes on the important headings that you are going to include in the literature review.
- Extract the relevant information from the material that you have collected. The literature review must not only be a descriptive account of theory but should also be critically analysed.
- You need to show relevance of the theory for your study at strategic points. You need to also apply theory and figures to your organization.
- Avoid being a plagiarist. Do not copy material 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.

You are advised to consult Mancosa's referencing guide to ensure that you reference correctly.

- You need to write in a professional and academic style.

Criteria for a literature review

Use this criterion to review your literature:

- Is the review comprehensive? It should be exhaustive in its coverage of the main aspects of the study.
- Does the literature review cover the broad field(s) related to the study? Does the student illustrate an in-depth understanding of the works in the field?
- Are the sources' authors known and credible?
- Are the article used published in a well-known national or international journals?
- Are the references recent? If the sources are older than 10 years, is there good reason for its use (such as being part of classical works on the topic)?
- Are the articles or books peer reviewed? Are the sources selected to show only one point of view? Or are many points of view reviewed?
- Is the review relevant to the study?
- Is the review well organised? It should not only cover and summarise the information in the sources, it should give a critical evaluation and synthesis of the works. It should also be well structured and logically organised.
- Are areas of controversy discussed?
- Does the review clearly indicate how the proposed study fits with existing scholarship and thus indicate its significance?

Source: Adapted from O'Neil (2010: 13)

4.3 Chapter 3 – Research Methodology

4.3.1 Introduction

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 chapter must be written in the past tense. It must include an introduction and a conclusion.

The purpose of this chapter is to:

- Discuss your research philosophy in relation to other philosophies
- Expound your research strategy, including the research methodologies adopted
- Introduce the research instruments that we have developed and utilised in the pursuit of your goals

4.3.2 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:

Design	Description
Causal-comparative research	Attempts to determine cause and effect Not as powerful as experimental designs Alleged cause and effect have already occurred and are being examined after the fact (e.g., ex post facto) Used when independent variables cannot or should not be examined using controlled experiments
Correlational research	People often confuse correlation with causation. Simply because one event follows another, or two factors co-vary, does not mean that one causes the other. The link between two events may be coincidental rather than causal (van Wyk, 2012).
Explanatory research	•Sometime referred to as analytical study •The main aim of explanatory research is to identify any causal links between the factors or variables that pertain to the research problem. •Such research is also very structured in nature (van Wyk, 2012).
<u>Descriptive research</u>	•The main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) the factors or variables that pertain / are relevant to the research question. •Such research is more structured than exploratory research (van Wyk, 2012).
<u>Exploratory research</u>	This is the most useful (and appropriate) research design for those projects that are addressing a subject about which there are high levels of uncertainty and ignorance about the subject, and when the problem is not very well understood (i.e. very little existing research on the subject matter). •Such research is usually characterised by a high degree of flexibility and lacks a formal

	structure (van Wyk, 2012). •The main aim of exploratory research is to identify the boundaries of the environment in which the problems, opportunities or situations of interest are likely to reside, and to identify the salient factors or variables that might be found there and be of relevance to the research.

The table below gives some examples of the types of research questions which would apply to the different designs:

Question type	Question	Examples
Exploratory questions	What is the case? What are the key factors?	What are the critical success factors of a profitable company? What are the distinguishing features of a good leader? What are the reasons for the carnage on South African roads?
Descriptive questions	How many? What is the incidence of x? Are x and y related?	How many people died of AIDS in South Africa last year? Is there a correlation between parental support and scholastic achievement?
Causal questions	Why? What are the causes of y?	What are the main causes of malnutrition in a rural community? Is smoking the main cause of lung cancer?
Evaluative questions	What was the outcome of x? Has P been successful?	Has the new TB awareness programme produced a decline in reportable TB cases? Has the introduction of a new refrigeration technology led to more cost-effective production?

Source: adapted from van Wyk (2012)

The research design also comprises:

4.3.3 The Research Philosophy

This will involve a discussion on the Research **paradigms which** incorporate the fundamental philosophical concepts and values about the nature of reality and the scientific pursuit of knowledge. Essentially there are two schools of thought about science and knowledge - positivism and phenomenology. You will discuss the **Positivist (quantitative) and Phenomenological (qualitative**) research or combined research approach and you **will motivate reasons for choosing a specific type.**

Example: Research philosophy articulation (Excerpt from student dissertation titled: "The Impact of Hybrid Equity Instruments and Third Party-Backed Shares on Funding Transactions in South Africa

"In the world of research, there are two general approaches to gathering and reporting information: qualitative and quantitative approaches. According to Rhodes (2013: paragraph 2) a qualitative approach to research is focused on understanding a phenomenon from a closer perspective, whereas, a quantitative approach tends to approximate phenomena from a larger number of individuals using survey methods. Qualitative research is primarily exploratory research and is used to gain an understanding of underlying reasons, opinions, and motivations for a phenomenon (Wyse, 2011: paragraph 4). It is useful in uncovering trends in thoughts and opinions by diving deeper into the problem (Wyse, 2011: paragraph 4). On the other hand, quantitative research is used to quantify a problem by way of generating numerical data or data that can be transformed into useable statistics and generalizes results from a large population (Wyse, 2011: paragraph 5). Quantitative research essentially utilizes measurable data to uncover patterns in research (Wyse, 2011: paragraph 5).

The research conducted was qualitative research. The reason for utilising this methodology is because it allows for the identification of new and untouched phenomena (Rhodes, 2013: paragraph 5). The sample population have in-depth knowledge of the subject matter and can therefore provide accurate understanding of the subject matter through qualitative research. The advantage of utilising qualitative research is that:

- it can provide deeper understanding into the study;
- it provides information that would not be identified through pre-determined survey questions;
- the process is natural and real life settings often allow the researcher to develop more accurate understanding of the subject matter (Rhodes, 2013: paragraph 5); and
- data obtained is based on human experience which is powerful and sometimes more compelling than quantitative data (Anderson, 2012:3).

Since a qualitative or phenomenological approach was utilised for the study, the most common research strategies available were:

- Case study – pertains to a limited number of units of analysis (often on one), such as an individual, a group or institution are studied intensely (Welman and Kruger, 2002: 182)
- Action research or participation observation – requires the researcher, for an extensive period of time, to participate, and report on daily experiences or a group or community being studied (Welman and Kruger (2002: 184)
- Grounded Theory - uses multiple stages of collecting, refining, and categorizing the data, but rather than beginning with a hypothesis, the first step is data collection, through a variety of methods (Kolb, 2012: 83).

Ethnography - is the study of social interactions, behaviours, and perceptions that occur within organisations, groups, teams and/or communities (Reeves et al., 2008: paragraph 2)."

4.3.4 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.** If you have decided on a qualitative approach for example, it would not be necessary for you to discuss the quantitative options, you would rather focus on the qualitative options.

4.3.4.1 Positivist Research Strategy

- Surveys

4.3.4.2 Phenomenological research strategies

- Interviews
- Focus groups
- Case Study
- Action research
- Grounded theory
- Ethnography

4.3.4.3 Combined Research strategies

Often researchers may develop research designs that combine research strategies from those two paradigms in a single research design.

4.3.5 Target Population

A population is an entire set of people/ animals/ plants, etc. from which you want to collect data. You need to define the population which you are targeting, i.e. all employees in a company.

Due to populations often being very large (think of the South African population which is made up of approximately 52 million people), a sample is drawn, with the idea that it will be a representation of the population. If the target population is small and accessible, it is possible to conduct a census. In the case of a census, all elements are measured. Using the case of South Africa, a census means that all 52 million people would be included in the study.

A sample is a fractional part of the whole relevant group or population. The basic idea is that by selecting some of the elements in a population and focusing research attention on this finite group, you 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 South African is a population element. A population is, therefore, the full set of elements from which a sample is taken (see figure 1).

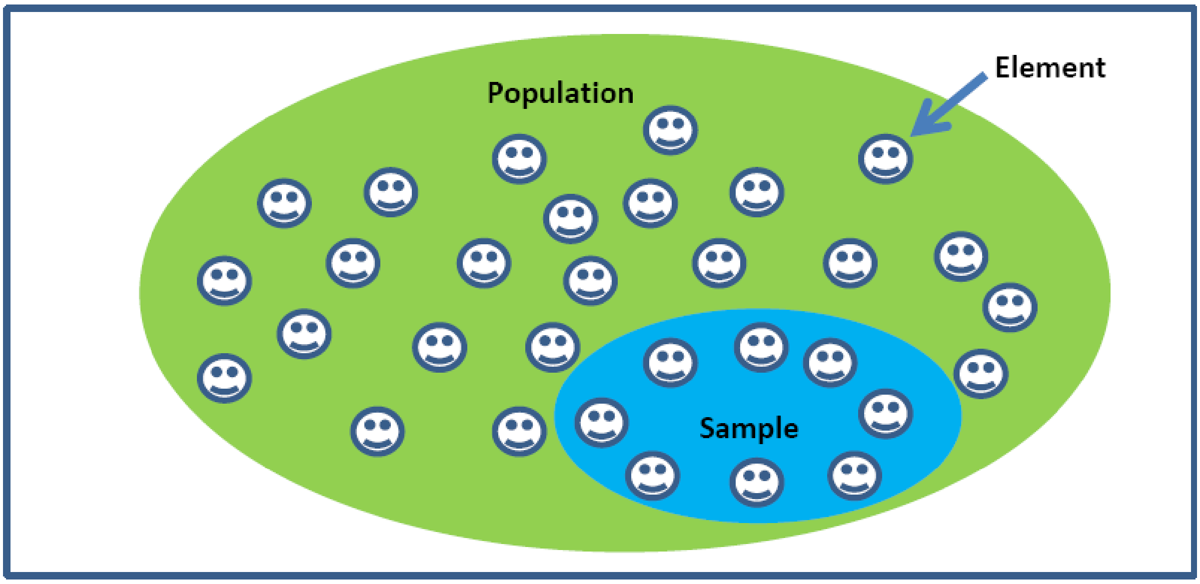

Figure 1: The concept of a sample
Adapted from Saunders, Lewis and Thornhill (2009: 211)

4.3.5.1 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 (Mancosa, 2008:71).

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.

4.3.5.2 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:

- **Probability Sampling**

Examples of probability sampling include the following:

Simple random	Each population element has an equal chance of being selected into the sample. Sample drawn using random number table/ generator
Systematic	Selects an element of the population at a beginning with a random start and following the sampling fraction selects every *k*th element.

Stratified	Divide population into sub-populations or strata and use simple random sample on each strata.
Cluster	Population is divided into internally heterogenous sub-groups

- **Non Probability**

Examples of non-probability sampling include the following**:**

Haphazard/convenience	The researcher selects a sample that is convenient.
Quota:	A sample in a predetermined group is selected.
Purposive/ judgemental	The researcher will select anyone in a hard-to-find target population
Snowball:	The researcher will select a sample that connected to one another.
Maximum variation	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

Source: Mancosa (2008:76)

4.3.6 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.

4.3.6.1 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.

Think point: Questionnaire design

There are three crucial principles to remember/ consider when designing a questionnaire:

1. The format/type of questions determine the type of data generated
    a) Closed ended questions (A list of possible options to choose from)
        1. Single choice ('male' / 'female') Categorical data, nominal
        2. Multiple choice response ("all hobbies of interest listed") Categorical
        3. Rating levels ('agree' / 'undecided / 'disagree') Categorical, ordinal
        4. Exact figures (weight, age) Continuous
    b) Open ended (Written text response) Categorical data

2. The type of data generated dictates the type of statistical analyses that can be performed

3. The analysis techniques applied determines the type of research questions (hypotheses) that can be addressed and answered

4.3.6.2 Interviews

You need to explain why you have selected the interview method and the type of questions used. According to Valenzuela and Shrivastava (2009:5), 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.

4.3.7 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 student 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.

4.3.8 Administration of Questionnaires

In this section the student will describe the method that was used to administer the questionnaires. The questionnaires can be administered by:

- Postage
- Telephone
- Face to face
- Email

Each of these methods have advantages and disadvantages. You need to focus and develop the method you used and explain why it was the best option.

4.3.8.1 Collection of Questionnaires

The collection of questionnaires will include time frames, collection points and storage of questionnaires.

4.3.9 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.

In accordance with the proposed objectives, and based on the types of variables, the researcher must specify how the variables (Quantities that are measured on a continuous and infinite scale, such as distance, pressure, temperature) relate to each other and not in discrete units or yes/no options. Control charts based on variables data include average bar charts (X-bar chart), range charts (R-chart) and standard deviation charts (S-chart) will be measured and the researcher must state how they will be presented (qualitative and/or quantitative), indicating the analytical models and techniques (statistical, non-statistical etc.). Specify the procedure you will use e.g. ANOVA, case study etc. depending on which type of research methodology you choose to apply.

4.3.10 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. You will discuss how the four specific types of validity were used in their questionnaires.

These include:

- Face validity
- Content validity
- Criterion validity
- Concurrent validity

Reliability of a research instrument refers to the consistency or repeatability of the measurement of some phenomena. The observed score is one of the major components of reliability. There are three types of reliability. Students will discuss how these types of reliability were used in their questionnaires

- Parallel forms of reliability
- Test-retest reliability
- Inter-rater reliability

4.3.11 Limitations of the Study

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.

Discussion by Dr Baron in "Guidelines for Writing Research Proposals and Dissertations" - University of South Dakota:

"Limitations are factors, usually beyond the researcher's control, that may affect the results of the study or how the results are interpreted. Stating limitations of the study may be very useful for readers because they provide a method to acknowledge possible errors or difficulties in interpreting results of the study. Limitations that are not readily apparent at the start of the research project may develop or become apparent as the study progresses. In any case, limitations should not be considered alibis or excuses; they are simply factors or conditions that help the reader get a truer sense of what the study results mean and how widely they can be generalized. While all studies have some inherent limitations, you should address only those that may have a significant effect on your particular study.

Examples of frequently encountered limitations might include the following:

1. Due to the small/unique sample available for the study, results may not be generalizable beyond the specific population from which the sample was drawn.
2. Due to the failure of sample respondents to answer with candor, results might not accurately reflect the opinions of all members of the included population.
3. Due to the length of the study, a significant number of respondents available in the preliminary testing may be unavailable or unwilling to participate in the final stage of testing.

Although stating limitations of the study assists the reader in understanding some of the inherent problems encountered by the researcher, it is also important for the researcher to design and conduct the study in a manner that precludes having such numerous or severe limitations that any results of the study are essentially useless. Research designs that control or account for the unwanted influence of extraneous variables help assure that the study results are both valid and reliable – thus keeping limitations of the study to a reasonable

> number and scope. (Note: While this section is optional, almost all research proposals and dissertations include a limitations section. Not including this section implies that your study has accounted for all (or nearly all) variables, is generalizable to all populations, and could be replicated accurately under all conditions.)”
>
> Source: Adapted from Baron (2008: 8)

4.3.12 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

4.3.13 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:

4.3.13.1 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.

4.3.13.2 Ensuring no harm comes to participants

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

4.3.13.3 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.

4.3.13.4 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.

4.4 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:

4.4.1 Presentation

- Use tables or graphs to present findings.
- The tables and graphs must appear in the order that they appear in the research instrument. Ensure that tables or figures are numbered correctly.
- Use percentages to present data.
- You need to make reference to tables or figures when explaining the results obtained.
- All tables and figures 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 table/figure.
- Refer to the guide on Basic introduction to statistics for further assistance on presentation and analysis of findings.

4.4.2 Interpretation and Discussion

Your analysis or interpretation must be based on the data that you have collected. You will be required to think hard and carefully, and argue persuasively, your interpretation of results and evaluate their implications for your organization.

- The results from each table or figure must be analysed and discussed in detail.
- Use theory from chapter 2 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.

See Annexure 8 for an example of this chapter.

4.5 Chapter 5 – Conclusions and Recommendations

The purpose of chapter 5 is to demonstrate to your examiners that you have done research worthy of a Masters 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.

The following must be considered when preparing this chapter:

- This chapter must have an introduction and conclusion.
- Findings must be presented first, thereafter; the conclusions must flow from the findings.
- It is important that the findings are in line with the objectives and answer the research questions.
- The recommendations must flow from the conclusions of the study.

4.5.1 Findings from the Study

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

4.5.1.2 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. Also include findings from your research literature in chapter two with which this study agrees or disagrees and why.

4.5.1.3 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 findings as per the research questions.

4.5.1.4 Conclusions

This section highlights the 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.
You may use subheadings for each section.

4.5.2 Recommendations

You should provide clear, feasible recommendations in keeping with your objectives. This may include constructing recommendations for an organization 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. For example: new training systems, or new government policies/ organizational policies are often raised in this section.

4.5.3 Conclusion

This is the final conclusion for the study which makes mention 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. Bibliography and referencing

Please refer to Annexures 5, 6 and 7 of this guie for comprehensive guidelines on the bibliography and referencing.

6. 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, questionnaire and the permission letter from your organization must be included in the appendices.

Final remarks

This guide has sought to be comprehensive and useful and has provided clear instructions on drafting your dissertation.

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

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Annexure 1: Example of a cover page

Management College of Southern Africa

The Impact of Acquisitions and Mergers on Employee Motivation at Company A

John Smith

MBA

2009

<u>Annexure 2: Example of a title page</u>

The Impact of Acquisitions and Mergers on Employee Motivation at Company A

by

John Smith

**Dissertation submitted in partial fulfilment
of the requirements for the degree of
Masters of Business Administration in the**

**Department of Business Studies
Management College of Southern Africa (MANCOSA)**

Supervisor: L. Naidoo

2009

Annexure 3: Example of a declaration

DECLARATION

I, John Smith, 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. Smith Date

Annexure 4: Example of table of contents

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Annexure 5: Plagiarism

Plagiarism as term originated from the Latin verb that means "to kidnap" (Anon., 2012) or to "steal and pass off" (Widener, 2012).This implies that if a person plagiarizes information, that person actually kidnaps and steals the hard work of others by stealing their intellectual property. This representsboth academic and public dishonesty(Anon., 2012).

Although the term plagiarism cannot be universally described, the concept of protecting the knowledge and information that another person owns (intellectual property) is widely accepted, and also protected by laws such as the copyright laws. In the academic environment, plagiarism is described as:

> *"...the reproduction of somebody else's work or ideas, presenting it as your own without giving recognition to that person"* (NWU Library services, 2012:5).

The University of Pretoria boasts an extensive definition, and some of the key phrases are:

> *"...is the presentation of someone else's work, words, images, ideas, opinions, music, recordings, artwork, computer-generated work (including computer circuitry, programmes, recordings or electronic sources), ...without properly acknowledging the source, with or without the source's permission."* (Kotzé, 2011:1)

Most universities and academic institutions have specific guidelines and warnings against plagiarism, indicating that is one of the biggest bones of contention in the modern academic world. The ease of the Internet and copy and paste practices is just too easy, creating a major problem with plagiarism. Resultantly, strict measures and innovative prevention techniques have been developed. The anti-plagiarism software *Turnitin*, which surfs the Internet to identify all the copied resources is probably one of the most effective tools in the war against plagiarism (Kotzé, 2011:44-45). According to the Widener University (2012) and Kotze (2011), the core concepts in avoiding plagiarism could be achieved by:

- Understanding what plagiarism really encompasses.
- Never committing plagiarism intentionally.
- Submitting only original work that was prepared by yourself.
- Using the correct (and complete) referencing format.
- Not using someone's words without referencing the source or including the information in quotation marks or a block quote.
- Never cut and paste text into your document, even with the intention to paraphrase. First paraphrase, reference and then add it to your work.
- Not using someone's ideas without referencing the source.
- Always put information taken another source in your own words, do not just juggle the sentences or words around.

In this regard, Kapp (2008) in Venter and Farrington (2010) provides some examples of plagiarism:

- **Cobbling:** using "chunks" of another person's work

Copying work from various authors and then linking it together in the student's own words

- **Copying**
  Copying word for word what another person has written and then submitting it without acknowledgement
- **Paraphrasing without acknowledgement**
  Changing some of the words that another person has written and not using a reference.
- **Summarising without acknowledgement**
  Summarising another person's ideas/line of argument/research in your own words, without acknowledgement.

A more detailed guide on plagiarism and how to avoid it is provided by the University of Indiana in Bloomingdale, USA. See Annexure A for the examples and strategies as suggested by this university (University of Indiana, 2012).

The consequences of plagiarism are severe and the following penalties could be instilled upon perpetrators (depending on severity of the case):

- Disciplinary actions from Mancosa;
- Forfeiting the module in which plagiarism has taken place;
- Sanction from Mancosa;
- Legal actions by original authors;
- Obtaining a mark of zero for the assignment; and
- Personal penalties such as not acquiring the skill of research (Baylor, 2012).

Annexure 6: Turnitin Anti-Plagiarism Software

Turnitin is specialised software that is designed with the purpose to identify electronic (and other) sources of information. The program surf the Internet and seeks similarities between the submitted document and sources on the Internet. This is done in the following manner (Kotzé, 2011):

- Identical phrases are highlighted and the original sources are identified. This would refer to direct quotations from the web. As stated above, if properly referenced, direct quotations are in order.
- A sequence of words following in the same order. The question in this regard is to determine if the identified text is a reformulation of the source identified. If so, it means that the text has not properly been paraphrased. Once again, reference to the source is important.
- The programme also returns a percentage of similarity to other sources. Due to the nature of research, there should be similarities. The field of study also requires mentioning as legal documents are inclined to have more similarities because the acts require exact quoting, for example. However, a similarity index in excess of 20% should result in further scrutiny of the document itself. A high similarity index could also indicate that too many quotations have been used in the text (although they might be properly referenced) or that the research has been poorly paraphrased. It could also indicate devious referencing behaviour and/or plagiarism.

Turnitin hosts a secondary advantage to researchers because it could identify the primary sources and assist to identify poorly recorded source information, although it was never developed with this benefit in mind.

Annexure 7: Referencing Sources

TEXT REFERENCING

Referencing sources can be done in a number of styles. The most popular style is Harvard as developed by the Harvard University in Boston, Massachusetts. In addition, another popular style is APA, mostly used by the disciplines in psychology and human behaviour. To complicate matters further, a number of variations exist between the different styles, so within the Harvard style, there would be variation. This is also a result of older styles not being upgraded, thus becoming different from the correct referencing style. This guide aims to provide a modern application of the Harvard style of referencing because Harvard is internationally recognised as the reference style for business reports and research.

It is also important to take note of the fact that academic journals also have their own and sometimes unique referencing styles. Refer to Part 4 of this guide for details in journal referencing styles.

1. Why referencing is needed

Text referencing is important in academic report writing, and researchers are encouraged to master the style and use of referencing. Referencing is important because (NWU Library Services, 2012:5):

- It recognises the original authors to the information;
- Proof is provided on the information used in the academic report;
- Proof is provided for comprehensiveness of the report;
- The author's views are and origin thereof is substantiated;
- Reference lists provides valuable information to other researchers; and
- Academic reports are on international standards and format.

In addition, it is also very important to correctly reference sources and learn the correct application of the style in assignments and dissertations at an academic institution such as Mancosa, because marks are awarded for technical and typographical editing (which includes the referencing use and style). These marks are low-hanging fruit, easy to pick. Make full use of this opportunity in each of the assignments and in the dissertation, cite correctly and prepare a proper list of references according to requirements, and gather these easy to pick marks.

2. Principles of text referencing

The general principle embedded in all referencing styles is to provide to the reader of the academic report the information he or she would need to consults the resources cited in the text. This means that if a specific topic, viewpoint or opinion is offered in the repost, and a reader would like to further read on the topic, the academic trail left via reverencing, empowers the reader to locate the original source with ease. Referencing styles are, therefore, designed to provide this information, and as such more rather than less information in references are the rule of thumb (within the strict guidelines of the style used).

3. Citations in text

References that are in the text of the report are called citations. Citations in text are therefore done by adding the information as part of the sentence.The basic format to cite in the text is:

Author (year:page number) or **(Author, year:page number)**.

Consider the following examples:

A lack of legitimacy of the education system, which as a whole is characterised by poor management and leadership (Calitz *et al.*, 2007:114).	✓
Haensly and Torrance (1990:127) identified over 200 instruments for measuring different aspects of creativity.	✓

"**&**" is used when the authors are cited inside brackets, but "**and**" is used when cited outside the brackets

3 or more authors are referred to as **et al.** Even the first time of reference - *et al*. used. Note that *et al*. is written in *Italics* and has a **full stop** because it is an abbreviation

Full stop comes **after** the bracket because **citation is part of the sentence**

Take note of the important issues in text citations as shown by the arrows. Also take note of the fact that *et al*. is now used the first time multiple (three or more) authors are referred to, In the past, the Harvard style required that these authors first be listed in full and that *et al.* be used only after that. This ruling is no longer in effect. However, **all the authors** must be listed in the **list of references** or the **bibliography** of these sources cited as *et al*. in the text.

Citations also do not include quoting the title of the sources. Consider the popularly used, but incorrect, examples below.

A lack of legitimacy of the education system, as stated by the report *Education for all by* Calitz*et al.* (2007:114) as a whole is characterised by poor management and leadership	✗
In his book *Creativity for everybody*, John Gardner (2010:17) argues that creativity can be learned.	✗

Take also note of the fact that there is **no spaces** between the year of the publication and the **semi-colon**. Thus:

Field (2011:12) or (Field, 2011:12) ✓
Field (2011: 12) or (Field, 2012: 12) ✗

Take also note of the fact that page numbers are used when referencing books, journals and all other sources with page numbers.

However, page numbers are not compulsory when referencing web pages or Internet sources that are not part of formal printed material. Take note though that sources such as an e-journal will have page numbers, and in such a case page numbers are required.

Consider the situation where the **author** is **not an identifiable human**. This changes some of the rules of citing.

According to Statistics South Africa (2012:114) inflation increased to 7% in June 2012.	✗
The Red Cross (2011) announced that 90 flood victims were saved by helicopter.	✗
Education in South Africa, according to Mancosa (2012), is a key factor in SA.	✗
Ninety flood victims were saved by helicopter (The Red Cross, 2011).	✓
Inflation increased to 7% in June 2012 (Statistics South Africa, 2012:114).	✓

The non-person cannot be referred to outside the brackets because the *Red Cross, Mancosa*and *Statistics SA* are **non-human** and should thus **refer to at the end of the sentence**.

Text referencing and citing is a meticulous task. Take care and ensure that every single full stop, semi-colon, comma, etcetera are <u>exactly</u> as the reference style prescribes.

4. How to include direct quotes in the text

Kotzé (2011) states that quotes should be used sparingly, and only the author made a very striking or important statement. However, apart from striking statements, there are some cases that require direct quoting. Definitions or acts are two examples where direct quotes are fitting.

It is important to note that the authors words' must be quoted exactly, including the spelling, grammatical errors or spelling used. For example, to quote an American author words such as "behavior" or "labor" would be quoted exactly although it is spelled in South African English as "behaviour" and "labour".

It is allowable to quote only a part of a sentence directly, and not a whole sentence if an ellipsis is used. In this case **<u>three</u> full stops**(the ellipsis) should precede or follow the directly quoted section.

The Minister of Education, Angie Motsheka (2012), announced that: "the results further improved by another 3%, resulting in a national matric pass rate of 70.2%."	✗

The Minister of Education, Angie Motsheka (2012), announced that: "...the results further improved by another 3%, resulting in a national matric pass rate of 70.2%."	✓
The Minister of Education, Angie Motsheka (2012), announced that: "For the year 2012, the results further improved by another 3%..."	✓
The Minister of Education, Angie Motsheka (2012), announced that: "...the results further improved by another 3%..."	✓

5. Secondary citations

Secondary sources are sources that are quoted by the source that is being consulted. This means that the author of the source has consulted the original work, and that you are consulting his interpretation thereof. In essence this could lead to second, third or fourth generation interpretations and the original source should be indentifiedin case the reader wishes to consult the original source.

Leedy (2012) states that the power of the buyers is one of the five forces in the industry analysis.	✗
Porter (1983), as cited in Leedy (2012), states that the power of the buyers is one of the five forces in the industry analysis.	✓
System-orientated models take a broader approach to creativity that involves non-cognitive factors as well. Systems-orientated approaches range from social orientated views to individual orientated views (Sternberg &Lubart, 1996) (Cited in James *et al*., 2004:3).	✓

6. Citation of multiple sources to specific text

Researchers might want to reference a number of sources within a specific sentence or paragraph. This would be suitable in the case where the researcher presents findings compounded by the sources. For example: Kotler (2000: 12) (Source 1) identified two facts, Armstrong (2001:21) (Source 2) identified two facts and Keller (2011:50) (Source 3) adds one more fact. This means that there are five facts to be referenced. This can be done in the following manner.

Leading marketers identified the following five causes for product failure: • Fact 1 (Kotler, 2000:12); • Fact 2 (Kotler, 2000:12); • Fact 3 (Armstrong, 2001:21); • Fact 4 (Keller, 2011:50); and • Fact 5 (Armstrong, 2001:21).	✓
Leading marketers identified the following five causes for product failure (Kotler, 2000:12; Armstrong, 2001:21; and Keller, 2011:50): • Fact 1; • Fact 2; • Fact 3; • Fact 4; and	✓

• Fact 5.	
Leading marketers such as Kotler (2000:12), Armstrong (2001:21) and Keller (2011:50) identified the following five causes for product failure: • Fact 1; • Fact 2; • Fact 3; • Fac4; and • Fact 5.	✓

The first example above is "more" correct because it refers each specific fact to the source, while the other two examples do not. Use the first example in cases where it is important that the specific fact can be linked to the specific author.

7. Citation of multiple sources by the same authors

Multiple sources from one author are only problematic if they were written in the same year. The reference to two sources from the author Stegman proves to be plain and simple if the articles were written in two separate years, for example 2011 and 2012.

According to Stegman (2011:5) marketing consists of the market and the marketing mixture. However, in later research Stegman (2012:100) found that services are also...	✓

However, if Stegman also wrote a third article in 2012, citation becomes more complicated as two references to 2012 in the text would be confusing as to which source is being referred to. Researchers now assign an alphabetic value to it as well. The first source of Stegman 2012 now is cited as Stegman (2012a), while the second source of Stegman is cited as Stegman (2012b) (and if there would be third one, it would become 2012c, and so on).

According to Stegman (2011:5) marketing consists of the market and the marketing mixture. However, in later research Stegman (2012a:100) found that services are also important, and added the service marketing mixture to his research (Stegman 2012b:17).	✓

Take note that the 2012a, 2012b references would also be used in List of References to identify the "correct" reference to Stegman 2012 in each case.

LIST OF REFERENCES

1. Difference between a "List of references" and a "Bibliography"

The act of referencing refers to "*file away or refer to for future reference*" (The Free Dictionary, 2012). In addition, a list of references also follows academic writing "*and only references matching those given are printed* **...".** The list of references includes only sources that were cited in the text, and not all sources that were consulted.

A bibliography, on the other hand, is defined as (The Free Dictionary, 2012):

1. A complete or selective list of works compiled upon some common principle, as authorship, subject, place of publication, or printer.
2. A list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.
3. A branch of library science dealing with the history, physical description, comparison, and classification of books and other works.

The above definition clearly indicates that the bibliography also includes sources consulted, although these sources may not be referenced in the text. This then poses the difference between the list of resources and the bibliography. A bibliography may contain sources consulted and not cited, while the list of references may only list sources cited in preceding text.

A bibliography is used primarily in a doctoral thesis or textbook, while the list of resources is used in all other instances (such as student assignments, MBA and Masters' level dissertations and academic and general reports where sources were cited).

2. Principles of a List of references

The following general principles apply to a list of sources (NWU Library Services, 2012:12; Kotzé, 2011:6):

- Sources are listed according to the surname of the authors.
- Sources are listed alphabetically using the first author's surname.
- Use the term "List of references" or "Reference list" (except in case of a doctoral thesis where a "Bibliography" could be used – see the explanation above).
- Complete information for each source is required.
- Rather supply too much information on a source than too little.
- Do not number the sources, and do not bullet the sources either.
- Use 1.5 line spacing and leave an open line between sources. Alternatively, use 1.5 lines spacing with 12 points "spacing after" the paragraph. This will clearly separate the sources.
- Left align the reference list – do not justify it.
- There are two spaces before and after each date element of entry – thus **2012.** (where * represents a space).
- If a reference rolls over to the next page, insert a page break so that the new page start with a new reference, not one that continues from the previous page.
- The language of the source is used, and not the language of the document.
- Quote surnames as referred to by the original source.
- Non-standard surnames such as Mac Lean, Mc Donald or MacNab would all be listed alphabetically under M.
- Authors with the same surname are sorted alphabetically according to their initials.
- In addition to primarily alphabetic sorting of the sources, the sources should also be sorted secondarily from old to new.

- Sources that have Roman dates must be changed to Arabic dates. The conversion table with values appear in Annexure B.
- First edition is never mentioned – only from the 2nd edition onwards is mentioned in the references.

3. REFERENCING DIFFERENT SOURCES AND MEDIA

Each reference in the List of references requires some specific information. To compile the *List of references* is an extremely meticulous task, and one needs to pay special attention to it. It is not a job that can be rushed. Each comma, full stop, space and colon is of the utmost importance, and it needs to be done perfectly. Two main areas of concern plague the list of references, and must be checked and checked again. They are:

- All the sources must be cited in the text; and
- Those cited must be list in the proper format.

Basically, all sources require the name of the author, initials, year of publication and the title of the publication. Then, in differing format, the origin (or where to get hold of the specific source) is listed. The following section illustrates how each source should be listed (exactly) in the list of references.

3.1 Books

Books represent the most basic listing. Consider the once correct Harvard listing below. The first listing contains capital letters of authors and the number of pages of the book.

STRUWIG, F. & STEAD, G. 2004. Planning, designing and reporting research. Cape Town: Pearson Education. 279p.	✗
Struwig, F. & Stead, G. 2004. Planning, designing and reporting research. Cape Town: Pearson Education. 279p.	✗
Struwig, F. & Stead, G. 2004. Planning, designing and reporting research. Cape Town: Pearson Education.	✓

Both these aspects have changed, and now a book is listed as shown in the last case – omitting the page numbers and also not using capital letters any more for the authors. Since these changes are in effect from 2012, they were specifically illustrated to alert students on the non-use of the total page numbers of a book in the List of references.

Returning to the List of references, the above example shows that the book is the 1st edition. Why? The reason is that the 1st edition is never included in the listing. If, for example, the book were the 2nd edition, it would have been referenced as follows:

Remember 2 spaces before and after year

Add edition here as “ed” **not** “edition”

Struwig, F. & Stead, G. 2004. Planning, designing and reporting research. 2nd ed. Cape Town: Pearson.

Take note that when a book is printed in United States of America, it is required that the state be added to the city where the printers are located.

Slocum JR, W.J., Susan, E. &Hellriegel, D. 2008. Competency-based management. Mason. OH: South-Western.

Add **abbreviation** of the state here

One more possibility exists, and that is when a book is written by a number of authors, but under supervision of the **editor called “Rosnow”**. It will then be listed as:

Note that a comma is used after the name to include **ed**. where after a full

Rosnow, R.L., ed. 2005. Beginning behavioural research: a conceptual primer 5th edition. Englewood Cliffs, NJ: Pearson.

In the case of **multiple editors**, refer to it as follows:

Note that a comma is used after the name to include **eds**. where after a full stop is

Rosnow, R.L., Green, S. & Rosenthal, R., eds. 2005. Beginning behavioural research: a conceptual primer 5th edition. Englewood Cliffs, NJ: Pearson.

Take note: When **more than one publisher** is listed by the book, **use only the first** one on the list and not all of them.

3.2 Journal articles

Journals are referred to as:

Month published (if

Author, Initials.Year.Title of article.*Journal name*, Volume(number):pages, Month.

Santos, J.R.A. 1999. Cronbach's Alpha: A tool for assessing the reliability of scales. *Journal of Extension*, 37(2):13-25, Jun.

Name of journal in *Italics*

Volume of journal

Number of journal

Page numbers

It is important to give the full title of the article as it appears in the journal. Also use the full name of the journal. For example, if the *South African Journal of Economic and Management Sciences* (SAJEMS) is listed, do not refer to *SAJEMS* as the name of the journal, but use the full name which is the*South African Journal of Economic and Management Sciences.* In this case it would be acceptable to refer to *SA Journal of Economic and Management Sciences* since "SA" is an acknowledged abbreviation for "South Africa". However, it is advisable to refrain for abbreviated titles.

3.3 Online references

The basic format for referencing an electronic source is:

Author, Initials.Year.Title of article. Place of publication: Publisher. Complete URL Date of access. (If the specific publisher or place of publication is not available, then the information can be omitted.)

The e-referencing format follows the printed referencing guide closely, however, the complete URL: and the Date of access is added to the listing.

For example: If the **textbook** referred to above was printed as an e-book it would have been referenced as:

Struwig, F. & Stead, G. 2004. Planning, designing and reporting research. 2nd ed. Cape Town: Pearson. http://www.struwig&stead/ebooks.pdf Date of access: 10 Jun. 2011.

Not underlined or written in web address style

No full stop is placed here

Using another example: The reference of the **journal article** above, now retrieved from an electronic source, is referred to as:

Santos, J.R.A. 1999. Cronbach's Alpha: A tool for assessing the reliability of scales. *Journal of Extension*, 37(2):13-25, Jun. http://www.JEpublications/Santos/1999.pdf Date of access: 4 Nov. 2010.

The above article reference case would then refer to a written article, published in a journal, but retrieved from an Internet source such as Ebscohost or Emerald. The web address would thus refer to the source where this article can be located by an interested party.

See also referencing to the other types of sources below for guidance with the electronic sources and how to list them in the *List of references*.

3.4 Newspaper articles

Reference to newspapers requires that the date of the specific newspaper and the page number of the article be listed. The format is more complicated, and entails:

Author. Date. Title of newspaper article. *Title of newspaper*: Page number, Day and Month of newspaper.

An example would be:

Page of article in newspaper

Date of the newspaper

Venter, J.H. 2012. The bull and bear market trends. *Sunday Times*: 31, 6 May.

Full title of the newspaper article

Full name of the newspaper

Note the punctuation – it is critical that it is applied correctly

An electronic newspaper would be similarly dealt with but the web address (URL) and date of access is added to the source. If this article was retrieved from an electronic source, the format would then be (refer back to 2.3.3):

Venter, J.H. 2012. The bull and bear market trends. *Sunday Times*: 31, 6 May.http://www.SundayTimes/6May/bull&bear_venter.pdf Date of access: 7 May 2012.

Added URL and Date of access of the newspaper

3.5 Conference papers

Referencing conference proceedings includes the name and location of the conference. In addition, to complicate matter, a number of conferences publish their proceedings online (refer back to 2.3.3 – adding the URL). Consider the following examples:

Bisschoff, C.A. 2010. Validation of a service quality measuring instrument. Paper presented at the 22nd Annual South African Institute of Management Sciences Conference, Mpekweni, South Africa.

Location where conference was held

Full name of the conference

Take note: The actual dates when the conference was presented, are no longer required.

If these proceedings were only published online, the reference to this online source would then be (apply the guidelines supplied in 2.3.3):

Bisschoff, C.A. 2010. Validation of a service quality measuring instrument. Paper presented at the 22nd Annual South African Institute of Management Sciences Conference, Mpekweni, South Africa. http://www.SAIMSConfernce/2010/Bisschoff.pdf Date of access: 4 Nov. 2010.

Add the date of access

Add the complete URL address

3.6 Study guides

Reference to a study guide includes the course or module code and the course or module name. An example would be:

Naidoo, M.E. 2012. Human resource management. Durban: Mancosa. (Study guide: HRMAN 311).

Study guide course code

Name of study guide

City: Publisher

Just to refresh – the reference to an online study guide would, as indicated above, include an URL address and Date of access.

Naidoo, M.E. 2012. Human resource management. Durban: Mancosa. (Study guide: HRMAN 311). http://www. Mancosa/stuydyguides/HRMAN_311.pdf Date of access: 3 May 2012.

Access date added

URL added

3.7 Class notes / Lectures / Powerpoint presentation / CD

These sources are similarly referenced, with the exception of describing the source at the end thereof by adding [CD] or [Lecture] at the end of the source. Examples are:

Kuane, J. 2010. Understanding the principles of management. Durban: Mancosa. [MBA, General Management: Lecture notes].

Type of source / information descriptor

Module descriptor

Degree descriptor

If the source changes to be the lecturers' Powerpoint slides, the following alteration is made to the reference:

Kuane, J. 2010. Understanding the principles of management. Durban: Mancosa. [MBA, General Management: Powerpoint presentation].

Type of source / information descriptor

Peters, E. 2012. Learning how to write academically. Port Elizabeth: Nelson Mandela Metropolitan University. [Lecture].

This indicates that the source is a lecture

Peters have also recorded his class lecture (referenced above) and the CD from that class session is used. It (the CD) is now referenced as follows:

Peters, E. 2012. Learning how to write academically. Port Elizabeth: Nelson Mandela Metropolitan University. [CD].

This indicates that the source is a CD disk

3.8 Thesis and dissertation

Thesis or dissertations are referenced slightly different from that of books. It also includes the qualification the source contributed to. The format is as follows:

Author, Initials.Year.Title.Location of university: University. (Qualification).

An example would then be:

Moolla, A.I. 2010. A conceptual framework to measure brand loyalty. Potchefstroom: North-West University. (Thesis - PhD).

Take note that for a full **Master's** degree, a **Dissertation** is written, while for an **MBA** or **Honours** degree, a **Mini-dissertation** is written. These words will replace Thesis in the example above when referred to as sources.

3.9 Government publications

Government publications are referenced to as South Africa. When citing these sources, the reference would also be to South Africa. Typical examples would be:

- Commission of enquiry
- The Labour Relation Act (and all Acts for that matter)
- The Constitution of South Africa
- Governmental announcements via Government Gazette

Refer to as: South Africa

Typically, a **government publication** would then be listed as:

Reference to South Africa, and not the act itself

South Africa. 1995. The Labour Relations Act, Act no. 66 of 1995. Pretoria: Government Printers.

Full name of the act

Number of the act

A **commission of enquiry** would then be referenced as follows:

South Africa. 1999. Commission of enquiry in the misuse of municipal cellular phones. Pretoria: Government Printers. (RP33/1999)

If an official RP number has been awarded to the report – add to ensure easier location of the source.

Governmental announcements commence via the state newspaper, called the Government Gazette. Referencing this source is tricky, and is done in the following manner:

South Africa. 2011. Genetically modified foods: Amendment Bill. (Government notice no. R560). *Government Gazette*, 34358:5, 10 May.

No. of notice	Paper number	Page number	Day and month of publication

3.10 Personal interviews

Interviews are referenced by adding the date of the interview. It is not required to qualify the interviewee (as was customary in the past) by announcing his/her title such as "Manager: Operations". This is now outdated. Interview referencing is presently done by adding the topic, date and the place of the interview.

Randal, M. 2012. Managerial problems in operations. [Personal interview]. 30 Aug., Polokwane.

Where was interview conducted?	Topic of interview	Date of interview	Note punctuation

3.11 Other Electronic sources

Apart from the general rule of adding the Web address and the date of access to printed media if the source is electronically available, there are some e-references that require some further enlightenment.

3.11.1 E-Mail

E-Mail is similar to any personal correspondence documentation used as information source. In essence, e-mail (or a hardcopy thereof) or a traditional letter represents a personal communication, and correlates closely to the personal interview in its referencing format. The examples are shown below:

Smit, R. 2011. Managerial implications of vacations. [e-mail]. 30 Jun. 2008

Topic of e-mail	Date of e-mail

In case of a written (traditional) letter, the reference would be:

Smit, R. 2011. Managerial implications of vacations. [Letter]. 30 Jun. 2008

Topic of e-mail

Date when letter was written

3.11.2 Web pages

Various sources of valuable information exist on the Internet. However, very few of them identify the author. Usually this information is provided by a web-page. Examples are company web pages, university web pages and topic orientated web pages (such as hunting, fishing, or golf sites). Consider the following sources and their referencing:

Oxford Dictionary. 2009. Fishing. http://www.dictionary-reference.com/brwse/fishing Date of access: 2 May 2010.

Name of web-

Topic of

Winchester. 2012. Choose your ammo for hunting. http://www.winchester.com/choose-your-ammo/Pages/choose-your-ammo.aspx Date of access: 10 Apr. 2012.

3.11.3 E-documents downloaded from web

This referencing methodology also includes electronic journal articles (that means these articles are not available in hard copy, only in electronic format).

The format for e-articles includes the following:

Author.Year.Title. URL address Date of access.

The example would then be:

Hornsby, G. 2010. The influence of e-commerce on share trading accounts. http://www.shareweb/knowitall/e-trade.html Date of access: 10 Jun. 2011.

This format is also a safe "fall-back" referencing style for the Internet sources, and when some unfamiliar or out-of-the-ordinary source is encountered, this would be a safe way to reference such a source.

3.12 Referencing sources with missing details

In research it sometimes happens that valuable information is acquired, but the source thereof cannot be determined, the authors are missing, no date can be assigned to the work or some other vital information is just missing. This does not discard a source from use, and these cases are treated as indicated below.

- **No author(s)**
  In cases where the author is missing, the referencing to the source is treated by referring to him/her as **Anon**. (Anonymous). Referencing continues along normal format prescriptions, yet "Anon." replaces the name and initials of the author in the reference list and in text citations. *However, use these citations sparingly*.

  For example:
  Anon. 2011. Overview of US Business Schools. Association to Advance Collegiate Schools of Business. St. Louis, MO: Academic printers.

- **No clear data of publication.**
  When no publication date can be determined, the date is replaced by "n.d." in the reference list.

  Date replaced

  For example:
  Burger, J.A. n.d. Business schools and quality of the MBA degree. Business School Partners.New York, NY: Pearson.

Annexure 8: Sample of chapter 4

Qualitative (excerpt from dissertation titled: Human Resources Outsourcing: A Study of KwaZulu-Natal Companies Use of Outsourced Human Resources Services, Reasons and Benefits

CHAPTER FOUR – RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

The impact of globalisation, technological change and increased competition are factors that organisations are now forced to deal with if they are to survive. Beregszaszi and Hack-Polay (2012:47) state that organisations utilize diverse alternatives in an attempt to adjust to the rapidly changing external environment, outperform competitors and achieve strategic objectives. The use of outsourcing as such a strategy has been used over the past two decades to allow organisations to focus on achieving their organisational objectives. Universally literature on the subject of human resources outsourcing focuses clearly on the reasons for and benefits of following an outsourcing strategy. Significant attention is paid to the need to focus on core activities, access specific skills and reduce the costs of providing human resources services to the organisation.

The relevance of the outsourcing phenomenon in the South African context, and even more so in the KwaZulu-Natal (KZN) context is relatively unknown. Hence the purpose of this qualitative study was to establish the reasons why KwaZulu-Natal based SMME's considered the outsourcing of the human resources function as a worthy strategy in achieving their organisational objectives and to determine the benefits that they received by doing so.

An inductive, iterative process was followed in this study with information being obtained from SMME's across a wide spectrum of industries in KwaZulu-Natal, with the specific aim of understanding the reasons why SMMEs outsource their HR function from their subjective experience. Specifically, this qualitative study sought to answer the research questions reflected hereunder:

- What were the factors taken into account by the company when deciding on whether to outsource their human resources administration services?

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- What steps were followed in the outsourcing process to ensure that the roll out was a success and results positive for the company?
- What are the benefits received by the company when utilizing the outsourcing option?
- What recommendations can be provided in terms of whether outsourcing human resource functions has enabled the company to better meet legislative compliance, allow HR to focus on more strategic objectives and provide operational cost savings?

Owing to the nature of this study, this chapter explores and analyses the qualitative interview data which culminates in the discussion of findings in relation to the study's objectives. As noted in subsection 3.6 this study made use of inductive and deductive thematic analysis of qualitative data.

4.2 THEMATIC ANALYSIS OF QUALITATITIVE DATA

4.2.1 IDENTIFICATION OF THEMES

With the research design aimed specifically at understanding peoples lived experiences, and meaning ascribed to outsourcing within the KwaZulu-Natal context, the challenge was gathering and analysing the information in a manner that would accurately identify themes critical to answering the research questions. The use of inductive and deductive Thematic Analysis allowed themes to be identified from the data and literature gathered, with a semantic or explicit approach being used to achieve this aim.

At numerous stages the analysis was modified as ideas developed, with codes being adjusted in the light of the full picture of the data, highlighting again the iterative and hermeneutic circle of qualitative analysis. The aim of this process was to get as close a fit of the codings to the data as possible without having a plethora of idiosyncratic codings.

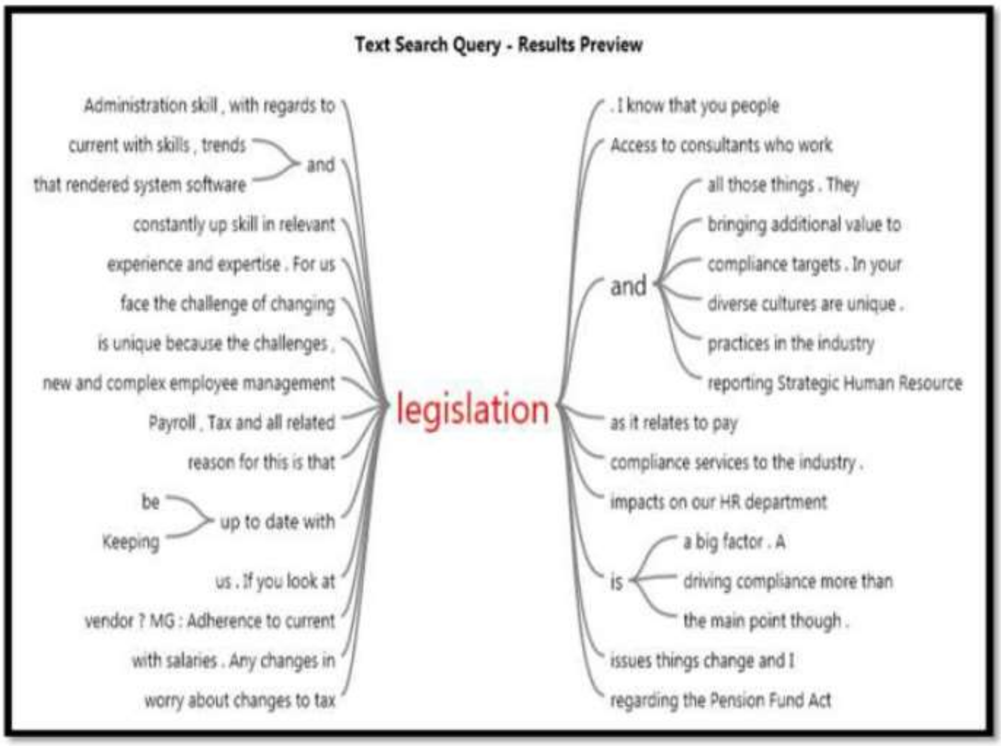
On the basis of the codings, themes were identified which integrated substantial sets of these codings. This was something of a trial-and-error process in which change and adjustment was a regular feature. The outcome of this process was a succinct definition of each theme.

In some cases sub-themes are also applicable to other core themes. The links will in certain cases be explained by drawing from the available literature or from quotes from the respondents. The themes yield findings that appear to be common to the South African economy in general.

For the identification of the themes discussed hereunder the researcher coded all the interview transcriptions as discussed in subsection 3.6. Appendix F provides evidence for the identified themes in this study. Data contained in the appendices was gathered by conducting in-depth interviews with fourteen owners or senior managers at SMME's in KwaZulu-Natal as well as three experts in the field of providing outsourced human resources services.

Nvivo 10 was used on an experiemental basis to identify whether word trees, word maps or cluster analysis could identify similar themes identified in the literature and additional themes emerging from the data. Word trees display the results as a tree with branches representing the various contexts in which the word or phrase occurs. It helps to identify recurring themes or phrases that surround a word. The size of the font the word is in increases in size as the frequency with which the word occurs, increases.

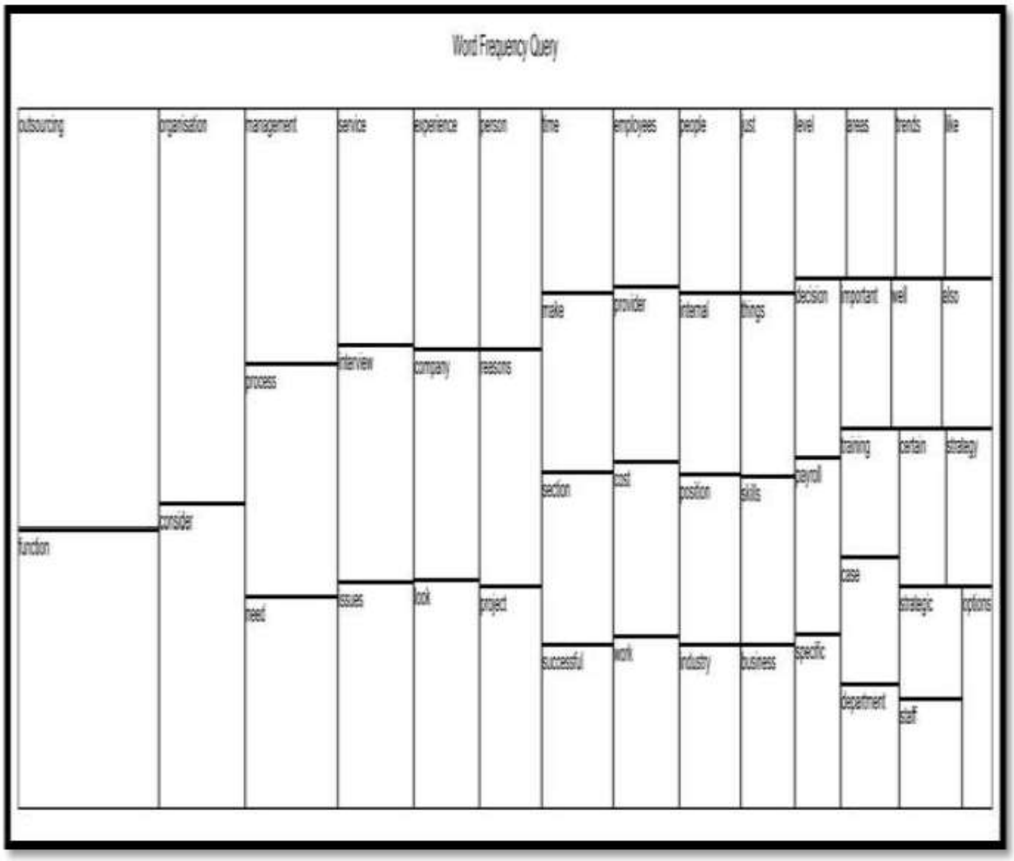
Figure 4.1 - Word Tree highlighting the word 'legislation'.



Source: Nvivo 10

Tree maps are diagrams that show hierarchical data as a set of nested rectangles of varying sizes. Tree maps can be used to compare the number of coding references. A node with a large number of coding references would display as a large rectangle. The tree map is scaled to best fit the available space, so the sizes of the rectangles should be considered in relation to each other, rather than as an absolute number.

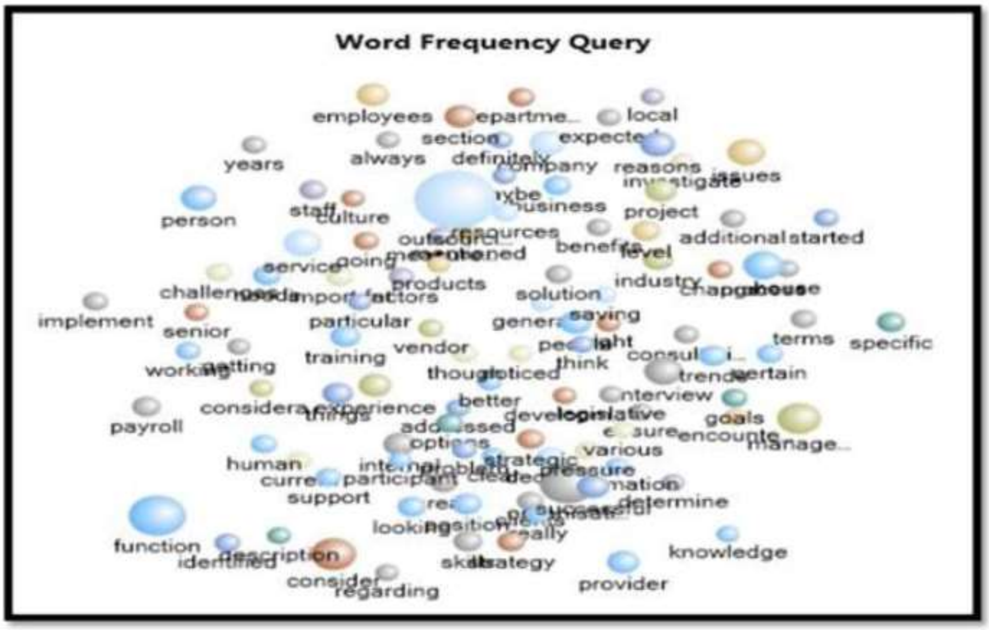
Figure 4.2 - Tree map showing word frequency



Source: Nvivo 10

Cluster analysis is an exploratory technique that you can use to visualise patterns in your project by grouping sources or nodes that share similar words, similar attribute values, or are coded similarly by nodes. Cluster analysis diagrams provide a graphical representation of sources or nodes to make it easy to see similarities and differences. Sources or nodes in the cluster analysis diagram that appear close together are more similar than those that are far apart.

Figure 4.3 - Bubble Cluster Analysis Diagram



Source: Nvivo 10

These three techniques did not elucidate the information expected, but did provide a starting point for the inductive and deductive coding process.

4.2.2 CORE THEMES

In the following sections the results from the analysis will be presented. The presentation is divided into two main sections. Firstly, the six themes are presented: (1) Finding skilled and experienced employees available to SMMEs, (2) Cost as a consideration in outsourcing, (3) Time constraints impact on decision-making, (4) Respect for legislative compliance, (5) Ignoring of conventional roll-out procedures, and (6) Neglected measurement of outsourcing results. The first four themes describe the different reasons to outsource human resources services and the last two expand on the deviations from 'good practice' that are common in the outsourcing process. The first theme identifies the challenges that the lack of skilled and experienced employees creates for employers in providing human resources services. The second theme introduces cost as a variable in the decision to outsource or retain the HR function in-house. Theme three explains how time constraints impact on the day-to-day decision-making process in an SMME, with decisions being critical to the achievement of organisational objectives. Theme four identifies the high levels of concern for meeting legislative compliance in terms of labour and tax legislation. Theme five measures the adherence to industry 'best practice' when rolling out the HR outsourcing strategy and theme six identifies the extent to which SMMEs measure the results of their HR outsourcing strategy to determine whether it was a success or failure in assisting the organisation achieve its strategic objectives. In the second part the six themes will be discussed in detail. Each theme will be discussed with regard to their relevance to the research questions with the ultimate aim of establishing the factors that are of particular relevance to the HR outsourcing decision and outsourcing process followed in the KZN context.

4.2.3 CORE THEMES ANALYSED

4.2.3.1 THE LACK OF EMPLOYEES WITH SKILLS AND EXPERIENCE AVAILABLE TO SMMEs

An overriding theme identified in the in-depth interviews is the shortage of potential and existing employees with the required skills and experience needed to assist SMMEs in meeting their operational and legislative requirements. Stephen (2012:1) states that there is a critical shortage of skilled employees in South Africa, with most job sectors '*hungry for heightened skilled employees*'. This skills shortage has put enormous pressure on employers in the SMME sector as they are unlikely to have the resources to attract, develop or retain these skilled employees. This statement is supported by the majority of respondents who cite the challenge of attracting employees with the appropriate skills and experience into their businesses. Respondent Six, a human resources manager in the confectionary industry with eight years experience in the industry confirms this when he states:

> *"The availability of skilled people is our major problem"*

He is supported by Respondent Eight, a financial director in the insurance industry having thirteen years experience in this industry who states:

> *"The challenges that we have is finding skilled staff in the marine insurance and risk financing industries"*

Respondent Seven, a financial manager at a courier company having twelve years experience in this position reports:

> *"Even having difficulty finding drivers with basic people and client liaison skills...I have to get rid of up to 15% of my drivers each year because they cannot be developed to do the job sufficiently".*

This shortage of skills is of particular concern when considered against the fact that Statistics South Africa has recently released figures confirming South Africa's unemployment rate at 25.5% (StatsSA:2012).

The analysis of the data received from the respondents identifies a few worrying issues that are a cause for concern when viewed against the backdrop of the unemployment statistics. The first of these is the commonly raised issue of the inability of employees to up-skill or gain experience in other fields. This factor was further broken down into lack of motivation in terms of the employee's desire to self-improve, employees using cultural and religious norms as an obstacle to females being developed in the workplace (Respondent Seven) and inherent intellectual limitations causing the inability to learn additional skills (Respondent Four).

The inability to up-skill is a significant cause for concern. Businesses looking to grow by expanding their product offerings or capturing new markets need employees who are multi-skilled to be able to provide the services needed. Employees who can only work in limited areas reduce the options available to the employers and lead to a situation where an employer, unable to make use of his full employee capacity, is required to employ additional staff. This is seldom seen as a viable solution as increased staffing levels brings the additional costs of managing employees, as commented on by White (2011:1).

Quantitative: Cultural Factors Influencing the Implementation of Lean Management at a Private Hospital on the Cape Flats

CHAPTER FOUR
STATEMENT OF RESULTS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter reports, analyses and debates the empirical findings of the primary data collected from the OCAI in relation to the secondary data of the literature review in chapter two with the objective of answering the research questions posed in chapter one. The response rate pertaining to this research opens the chapter followed by a brief description of the demographics of the population. Thereafter the hospital's organisational culture profile is identified followed by the determination of the extent of cultural congruence between the six dimensions assessed in the questionnaire.

4.2 Response Rate

The response rate achieved for this research is illustrated by Table 4.1.

Table 4.1 Response Rate for the Population

Whole population of nurses	N = 145
Nurses available for research	n = 130
Total responses	104
Non-Response Bias	20%
Usable responses	92
Un-usable responses	12
Usable response rate	70.77%

Of the total population of 145 nurses, 15 nurses were on leave and 130 questionnaires were administered. One hundred and four questionnaires were returned of which 92 were usable. According to Baruch and Holtom (2008: 1142) when there is a difference in total returned versus usable questionnaires researchers should utilise the number of usable questionnaires as the numerator in calculating response rate. Therefore, the response rate for this research is 70.77%

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which according to Welman, Kruger and Mitchell (2005:154) is sufficient for meaningful statistical analysis and acceptable interpretation.

4.3 Demographic Information of the Respondents

The demographic data collected contributes to understanding the representativeness of respondents.

Table 4.2 Professional Sub-Group by Nurse Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PN	38	41.3	41.3	41.3
	EN	26	28.3	28.3	69.6
	ENA	28	30.4	30.4	100.0
	Total	92	100.0	100.0	

Table 4.2 demonstrations that of the 92 usable surveys 41.3% were from the highest qualified nursing sub-group, Professional Nurses (PN), referred to as Sister's. The lowest qualification sub-group according to registration with the SANC is Enrolled Auxiliary Nurses (ENA) which constituted 30.4% of the respondents. Enrolled Nurses (EN) referred to as Staff Nurses have the second highest nursing qualification by professional sub-group and constituted 28.3% of the respondents. PN's in the hospital are seniors by qualification and are therefore also shift leaders, decision makers, delegators and have the ability to influence quality outcomes. Majority representativeness from this professional sub-group is useful for the purposes of this study.

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Table 4.3 Department Sub- Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maternity	14	15.2	15.2	15.2
	Theatre	15	16.3	16.3	31.5
	ICU	11	12.0	12.0	43.5
	Trauma	10	10.9	10.9	54.3
	Medical	13	14.1	14.1	68.5
	Paeds	13	14.1	14.1	82.6
	Surgical	10	10.9	10.9	93.5
	Psych	6	6.5	6.5	100.0
	Total	92	100.0	100.0	

In Table 4.3 theatre nurses' opinion contributed the most to this study at 16.3% followed by the Maternity ward at 15.2%, then the Paediatric and Medical wards jointly at 14.1%. Whilst ICU, Trauma and Psychiatry have lower percentage contributions the departments are smaller in size. Overall there is a good representation across the hospital.

Table 4.4 Years of Service Sub-Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 1	19	20.7	20.7	20.7
	2- 5	38	41.3	41.3	62.0
	6- 10	16	17.3	17.3	79.3
	> 10	19	20.7	20.7	100.0
	Total	92	100.0	100.0	

The years of service that respondents have worked for the hospital is illustrated in Table 4.4. Since Schein's (2009: 557) definition of culture used in chapter two speaks about tacit assumptions learned by a group that have worked well enough to be taught to new members, valid percentage contribution from nurses representing all years of service, especially new staff and those who have worked at the hospital since inception is advantageous for outcomes.

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4.4 Organisational Culture Profile of the Hospital

The first objective of the study is to identify the hospital's cultural typologies using the CVF. Table 4.5 reports the measures of central location, the standard deviations and skewness of the scores for the four alternatives A, B, C and D. In the questionnaire the description associated with the A alternative represents clan culture, B represents adhocracy culture, C represents market culture and D represents hierarchy culture.

Table 4.5 Summary of Descriptive Statistical Measures for all Four Alternatives

	A = Clan	B = Adhocracy	C = Market	D= Hierarchy
N	6	6	6	6
Minimum	0	0	0	0
Maximum	100	80	100	100
Mean	25.89	19.54	24.44	30.13
Mean Std Dev	4.49668	4.51598	5.92356	7.23927
Mean Std Error	1.83576	1.84364	2.41828	2.95542
Median	25	20	20	25
Mode	20	20	20	20
Kurtosis	1.68	2.38	2.55	0.90
Skewness	0.99	1.18	1.37	0.91

Of the 92 usable surveys, 552 ratings per alternative were collected. Ratings ranged from 0 to 100 points in all alternatives with the exception of the adhocracy alternative which had a maximum rating of 80. Clan and hierarchy, have moderate, positively skewed frequency distributions whilst adhocracy and market have excessive, positively skewed frequency distributions. The median should therefore be used as the measure of central location (Wegner, 2007: 95).

However, because an ipsative rating scale was used, the data will not be normally distributed. As discussed previously this study makes use of the CVF, an established cultural assessment methodology that has been used in thousands of studies, the validity and reliability of which has already been detailed and therefore the results of this study will be analysed and discussed as set

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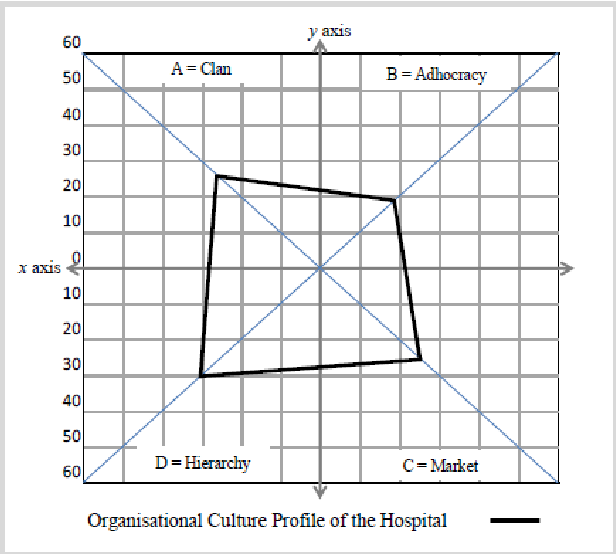
down by Cameron and Quinn (2011:682) including the use of the arithmetic mean to score the alternatives and the six dimensions.

Table 4.5 contains the mean of the four alternatives for the six dimensions assessed. The highest mean recorded for all four alternatives was 30.1 which positions hierarchy culture as the overall dominant culture of the hospital. The next highest mean is clan culture at 25.9 followed very closely by market culture at 24.4 and finally adhocracy culture recorded a mean of 19.5. Cameron and Quinn (2011: 1203) cite and share the opinion of Tukey (1977) who, as the developer of the most frequently used statistical tests for assessing significant differences amongst number sets, contended that the most effective way to interpret numbers is to plot, graph or draw pictures of the numbers. By plotting the mean of all the A, B, C and D alternatives into the graph of the CVF, a picture of the hospital's organisational culture can be visualised in Figure 4.1.

Figure 4.1 Organisational Culture Profile of the Hospital



The apex of the shape is in the lower left quadrant which illustrates that the basic assumptions, styles and values emphasised the most in the hospital are those of hierarchy culture. Adhocracy

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culture is the least emphasised in the opposing quadrant and clan and market cultures are equally emphasised in the upper left and lower right quadrants respectively.

Referring back to the detailed description of hierarchy culture provided in the literature review, this result is understandable for a hospital where activities include documentation, statistical predictability, quality process and the elimination of errors. Reduction in process times, the enforcement of rules, discipline and clear lines of decision making are critical effectiveness criteria given failure is not a possibility when dealing with patient lives.

Hierarchy's position on the y -axis of the CVF represents a culture that is mechanistic, stable and controlled; the emphasis is on getting work done correctly. Hierarchy culture focuses on incremental, continuous change, improving efficiency and cutting costs whilst pursuing quality distinction which is synonymous with the principles of Lean philosophy. The positioning on the x -axis records the culture as inwardly fixated demonstrating that the culture is predominantly harmonious with organisational cohesion. These characteristics of integrated, proficient, reliable, smooth flowing, predictable output, with internal capability and unity of processes, were epitomised by Toyota in their founding years and exemplify the core features of Lean management.

The positives of hierarchy culture are favourable for the purposes of succeeding at Lean but too much control, internal focus and rigidity can be deleterious say Scott et al. (2003a: 70) when citing Cameron and Freeman (1991) who found that hierarchy culture did not score highest on any of the nine organisational effectiveness dimensions. Kaarst-Brown, Nicholson, von Dran and Stanton (2004: 38) cite Goodman, Zammuto and Gifford (2001) who studied 276 nurses in hospital settings and found that hierarchy culture was positively correlated with lower organisational commitment, lower job involvement and empowerment and poor job satisfaction whilst clan culture was positively correlated with organisational commitment, job involvement, empowerment, job satisfaction and low turnover intentions.

Appendix D contains the correlation matrix from the data collected in this study which lends support to the above theory and corroborates Cameron and Quinn's (2011:2653) findings that

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items correlate most highly within their own dimension. The correlations confirm the trade-off in rating forced on respondents through the use of the ipsative rating scale which statistically validates Cameron and Quinn's (2011: 2678) recommendation to use the scale. There is a significant, moderately strong correlation between the A alternative of question one and the D alternative of question one. This means the more the hospital is a personal place, similar to an extended family, the less likely it will place emphasis on control, structure and have formal policies in place ($r = -.810$ $p < .0001$, $N = 92$).

The D alternative in question one and the A alternative in question two share a significant, negative, weak correlation meaning the more the hospital is a structured place with formal policies, the less likely the leadership will be nurturing and assisting ($r = -.411$, $p < .0001$, $N = 92$). The D alternative in question one and the A alternative in question four show a significant, weak, negative correlation, which means the more the hospital is a very controlled and structured place with formal policies, the less likely the glue holding the hospital together will be trust, loyalty and commitment to the hospital ($r = -.470$, $p < .0001$, $N = 92$). Gregory, Harris, Armenakis, and Shook (2009) as cited by Lincoln (2010:5) found a positive relationship between clan culture and patient satisfaction in healthcare facilities. Warren (2004: 26) diagnosed 16 Nevada hospitals with a dominant clan culture and discusses the research of Berrio (2003) and Dion, Johnson and Obenchain (2002) who also found the dominant culture of 476 hospitals in the United States and the District of Columbia to be clan culture.

In this study clan culture records the second highest mean with a result of 25.9. Clan culture's position in the upper left quadrant is adjacent on the *x*-axis to hierarchy and therefore complimentary towards internal focus. However, the quadrant appears on the opposite end of the *y*-axis away from hierarchy representing the competing value of organic, adaptability and flexibility. This outcome bodes well for the hospital wishing to implement Lean as discussed by Prajogo and McDermott (2011:717) who conclude that process innovation requires both flexibility for innovation and adaption and an internal focus to target internal processes. Toyota's continuous improvement, noted as one form of process innovation, promotes behaviour such as employee empowerment, participative management and teamwork which are characteristics of clan culture.

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Clan culture is orientated towards collaboration and leader type is described as facilitator, team builder and mentor. Scott et al. (2003a: 70) report that clan culture scored highest on the four dimensions of effectiveness related to morale. In this study the A alternative in question one and the A alternative in question two have a significant, weak, positive correlation which means the more the hospital is a personal place, like an extended family, the more likely the leadership style will be characterised by nurturing and assistance ($r = .488$, $p < .0001$, $N = 92$). This also resonates favourably with the recommendations for successful Lean management as described previously in the People section of Liker's (2004:3464) 4 P pyramid from the Toyota Way (2004).

The clan culture score is also favourable for the hospital where activities include learning deductively, clarifying and emphasising organisational values, norms, and expectations, developing effective relationships free of conflict and tension and creating cross- functional work groups between clinical disciplines and departments. Essential to quality care is the retention of skilled, ardent staff and the nurturing of a caring workforce. Cameron and Quinn (2011: 879) remark on the immense success of Japanese companies who have pursued the human relations movement of family-like cultures to make certain that all employees share the same goals and values as an effective way to coordinate organisational activity. The positive effects of clan culture identified as the values that are emphasised second to hierarchy, imparts optimism towards a positive answer for the third and fourth research questions.

The third highest mean recorded in Table 4.5 is 24.4 which is positioned in the lower right quadrant of the CVF and represents market culture. In the private hospital setting it is imperative that nurses understand the hospital competes in a highly competitive external market; customers have a choice and demand value for the high cost of medical aid. It is noteworthy that the nurses recognise that results are important to leadership who clearly demonstrate an aggressive, no-nonsense approach towards productivity, outcomes and profits. However, market culture is the competing value diametrically opposed to clan culture in the framework and the scores allocated for market culture, by the nurses, are almost equally proportionate to those allocated to clan culture. Any further development of the features of market culture will be at the expense of the features of clan culture which goes against the findings of the literature.

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Quantitative Example 2: Investigation of the Factors that Contribute to the Retention of Health Care Professionals in the South African Military Health Services

CHAPTER 4:

RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

The previous chapter highlighted the various aspects of the research methodology used to capture and analyse the data. Data analysis is essentially the process in which raw data is transformed into useable, useful, and understandable information (Render et al., 2009:22). What follows is an analysis of the response variables to a categorical analysis of ordinal and nominal data, and presented both descriptively and inferentially (Agresti and Finlay, 2008). Data was analysed using IBM SPSS 19. Presentation of findings will ensue in the following manner, first, an overview of the sample, followed by a discussion of the research instrument, and thereafter presentation of findings in relation to each research question.

4.2 The Research Instrument

The research instrument consisted of 19 items, with a level of measurement at a nominal and ordinal level. Cronbach's Alpha equalled to 0.876, which indicates reliability. A Factor Analysis was conducted as a data reduction technique to summarise the items loading under factors summarising the research instrument. The Kaiser- Meyer-Olkin Measure of Sampling Adequacy was > 0.5, thereby revealing that the sample was adequate, and Factor Analysis appropriate, thereby producing reliable results as correlations are relatively compact. Furthermore, Bartlett's Test of Sphericity was significant, indicating the lack of multi-collinearity as the matrix is not an identity matrix.

Table 4.1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.827
	Approx. Chi-Square	925.649
Bartlett's Test of Sphericity	df	171
	Sig.	.000

KMO is > 0.5, sample is adequate for Factor Analysis.

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Bartlett's Test of Sphericity is significant, correlation matrix is not multi-collinear ($\chi^2(171) = 925.649$, $p < 0.0001$).

The first 4 factors accounted for 64.665% of the overall variance:

- Factor 1: Work environment, management factors and job accomplishment;
- Factor 2: Military specific factors;
- Factor 3: Salary and personal needs;
- Factor 4: Career gap, working in the public health sector and management factors contributing to turnover intention.

Research questions test for normality which are used to determine whether a data set is well-modelled by a normal distribution or not indicated that both the Kolmogorov-Smirnov and the Shapiro-Wilk were significant. There was a violation of the normality assumption of parametric tests hence Kruskal-Wallis non-parametric tests were run as the test much less sensitive to outliers. The use of the one-way ANOVA is inappropriate as the data is ordinal. Non-parametric Kruskal Wallis test revealed the following:

- There is a significant difference in Length of service and Service Type.
- There is a significant difference in Service Type and Discipline.

4.3 Presentation of Findings

Saunders et al. (2003:284) indicates that for delivered and collected questionnaires, a response rate of greater than 50% is considered to be moderately high, there was a total response rate of 87.5% and considered an acceptable response rate. The research data has been collated and analysed for use. Representations in the form of graphs are done using Microsoft Excel programming to offer better clarity of findings. Each bar graph drawn has been drawn relative to two variables: the frequency (FREQ) and the level of agreement as per Likert scale.

Descriptive statistics describes data in terms of mean, mode, median, range and standard deviation. The data was described in terms of median, skewness and kurtosis because data is not at intervals and ratios. The median is the middle value of data set and is useful when describing data that are skew or have extreme values, and is less influenced by extreme scores than the

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mean. The coefficient of Skewness is a measure for the degree of symmetry in the variable distribution. Interpretation of skewness is as follows (Sheskin: 2011):

- Skewness > 0 - Right skewed distribution - most values are concentrated on left of the mean, with extreme values to the right.
- Skewness < 0 - Left skewed distribution - most values are concentrated on the right of the mean, with extreme values to the left.
- Skewness $= 0$ - mean = median, the distribution is symmetrical around the mean.

Kurtosis - indicator used in distribution analysis as a sign of flattening or "peakedness" of a distribution. Interpretation of kurtosis is as follows (Sheskin: 2011):

- Kurtosis > 3 - Leptokurtic distribution, sharper than a normal distribution, with values concentrated around the mean and thicker tails. This means high probability for extreme values.
- Kurtosis < 3 - Platykurtic distribution, flatter than a normal distribution with a wider peak. The probability for extreme values is less than for a normal distribution, and the values are wider spread around the mean.
- Kurtosis $= 3$ - Mesokurtic distribution - normal distribution for example.

This section presents finding from different sections of the questionnaires.

4.3.1 Biographical Data

The biographical data section was a compulsory section and was answered by all respondents. The data was analysed according to gender; age; length of service; service type; and primary professional discipline of HCPs at SAMHS.

4.3.1.1 Gender

Figure 4.1: Frequency Bar Chart of Gender

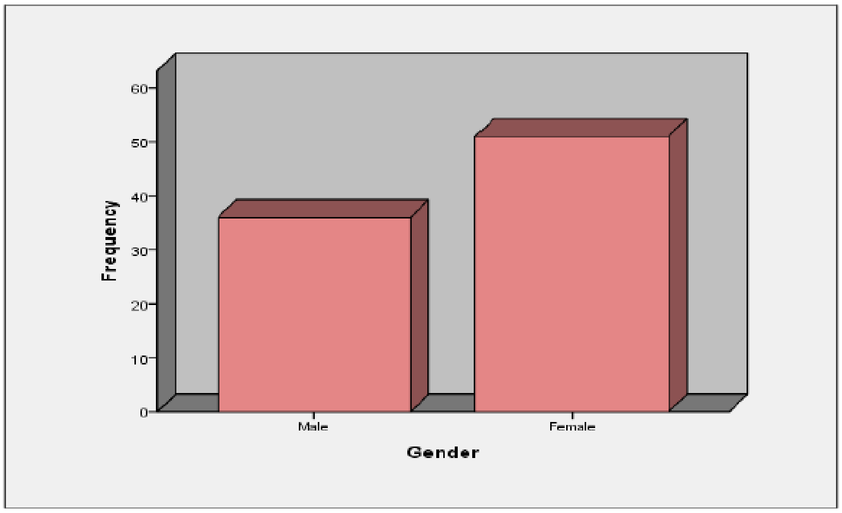

Table 4.2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	36	41.4	41.4	41.4
	Female	51	58.6	58.6	100.0
	Total	87	100.0	100.0	

Figure 4.1 and Table 4.2 shows the sample's gender distribution were 41.4% male and 58.6% female (N= 87).

4.3.1.2 Age

Figure 4.2 Frequency Bar Chart of Age

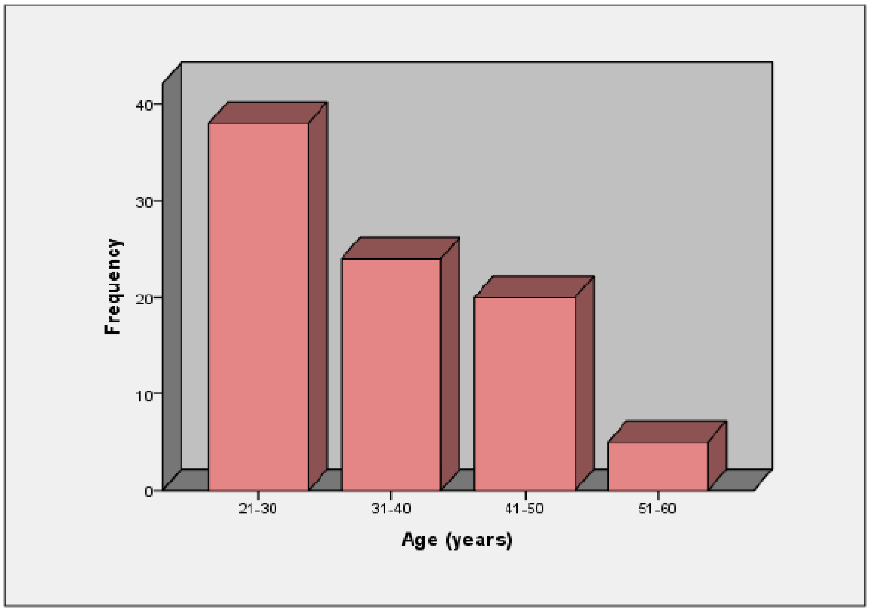

Table 4.3 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	38	43.7	43.7	43.7
	31-40	24	27.6	27.6	71.3
	41-50	20	23.0	23.0	94.3
	51-60	5	5.7	5.7	100.0
	Total	87	100.0	100.0	

Table 4.3 and Figure 4.2 shows that 43.7% of the respondents were between the ages 21-30 years; 27.6% were between the ages 31-40 years; 23% were between the ages 41-50 years and 5.7% were between the ages 51-60 years (N=87).

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4.3.2 What are the Factors that Influence HCP Retention at SAMHS?

The first objective of the study was to determine the factors that influence HCP retention at the SAMHS. From the HCP Questionnaire, Sections B which assessed variables influencing HCP retention at SAMHS and Section E which assessed specific variables influencing military HCP retention were used in answering the first research question.

4.3.2.1 HCP Questionnaire B1

Figure 4.6 Frequency Bar Graph of B1: My salary at SAMHS is market related

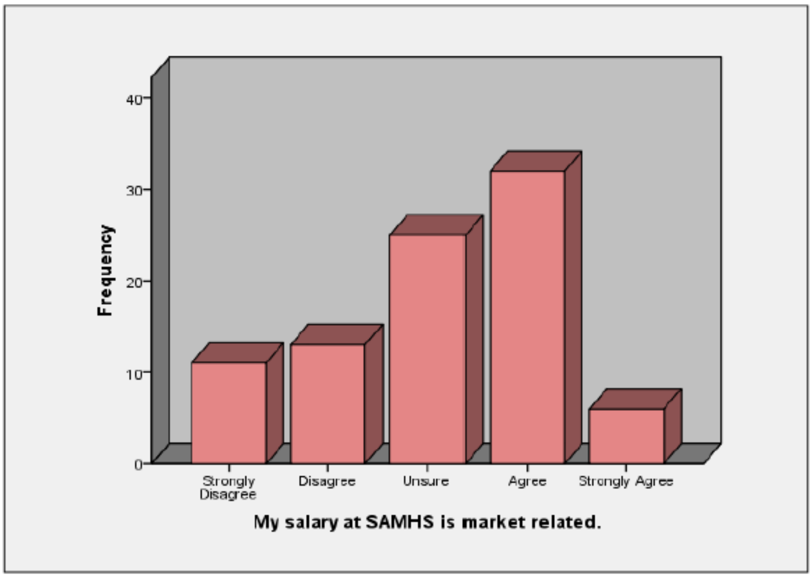

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Table 4.7 B1: My salary at SAMHS is market related

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	12.6	12.6	12.6
	Disagree	13	14.9	14.9	27.6
	Unsure	25	28.7	28.7	56.3
	Agree	32	36.8	36.8	93.1
	Strongly Agree	6	6.9	6.9	100.0
	Total	87	100.0	100.0	

Figure 4.6 and Table 4.7 show that for statement B1: 12.6% strongly disagree; 14.9% disagree; 28.7% unsure; 36.8% agree and 6.9% strongly agree. The median was 3, unsure. The distribution is Platykurtic (-0.663) with left skewness (-0.447). Bhattacharyya (2006:397) in unpacking the Equity Theory explains that an individual accounts for the amount of work he/she puts in and corresponding rewards he gets for the same and then compares the effort and reward of similarly placed persons in the organisation. If equity exists, the individual feels satisfied and since inequity propels action, it is a motivator. 43.7% viewed that their salaries were market related and a fair 36.8% were unsure; implying that majority believe their salaries are in equity with the outside market.

4.3.2.2 HCP Questionnaire B2

Figure 4.7 Frequency Bar Graph of B2: Given the current resources, I am able to perform my job optimally

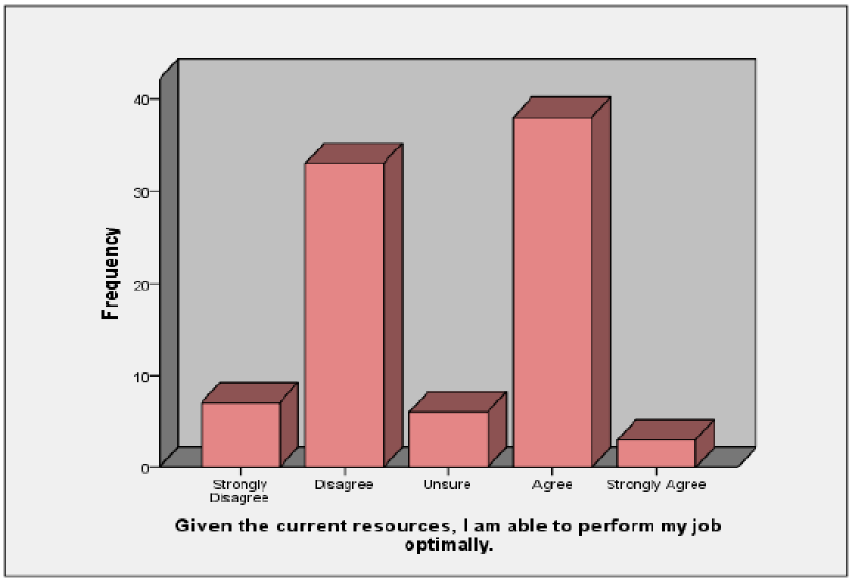

Table 4.8 B2: Given the current resources, I am able to perform my job optimally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	8.0	8.0	8.0
	Disagree	33	37.9	37.9	46.0
	Unsure	6	6.9	6.9	52.9
	Agree	38	43.7	43.7	96.6
	Strongly Agree	3	3.4	3.4	100.0
	Total	87	100.0	100.0	

Figure 4.7 and Table 4.8 show that for statement B2: 8% strongly disagree; 37.9% disagree; 6.9% unsure; 43.7% agree and 3.4% strongly agree. The median was 3, unsure. The distribution was Platykurtic (-1.397) with left skewness (-0.126). Although a majority of 47.1% view that

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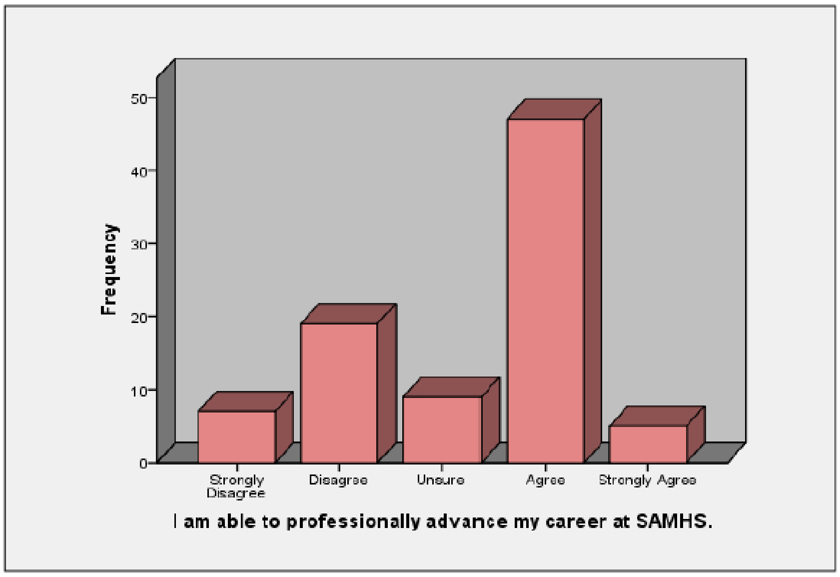
with the current resources they are able to perform their job optimally, there is a close 45.9% who view the opposite. Jooste (2011:288) commented that a leading frustration in the health industry today is trying to deliver a high standard of health care with fewer resources, both material and human. Armstrong (2011:204) explains that an enabling, supportive and inspirational work environment creates experiences that impact on engagement by influencing how people regard their roles and carry them out. The absence of an enabling work environment, as with inadequate resources to carry out job optimally creates a negative experience that negatively impacts on engagement and retention.

4.3.2.3 HCP Questionnaire B3

Figure 4.8 Frequency Bar Graph of B3: I am able to professionally advance my career at SAMHS



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Annexure 9: Dissertation Assessment Tool

Mancosa MBA Dissertation Assessment 2

Introduction

Dear Reviewer,

Welcome to the Mancosa MBA Dissertation Assessment tool.

In the following pages you will be taken through the dissertation assessment chapter by chapter.

You will be asked to assess the level at which the students has achieved the outcomes of each chapter of the dissertation.

At the end of each chapter, you will need to indicate the level of changes required in the chapter and at the end of the assessment, you will be asked to give a final mark for the students work as a percentage.

***1. Reviewer Type**

☐ External Examiner ☐ Internal Reviewer ☐ Supervisor

***2. Name and Surname of Reviewer**

***3. Date of Report Submission**

***4. Student Name and Surname**

5. Student number

***6. Dissertation Title**

Mancosa MBA Dissertation Assessment 2

*7. Basic Requirements of the Dissertation

	Adequate	Needs Refining	Not Present	NA
Cover page				
Title page				
Declaration of originality				
Summary/Abstract				
Table of contents				
List of tables				
List of Figures				
List of abbreviations /acronyms				
Is there an introduction to each chapter				
Is there a conclusion to every chapter				
Is the study free of ethical problems				
Can practical recommendations result from this research				
The bibliography is according to the Harvard Referencing system				
Letter of permission from the company to conduct the study				
Is there an example of the questionnaire or questions added				
Is the informed consent form added				

8. Additional comments on the basic requirements

*9. Chapter 1:

Introduction and Background to the study

	Excellent	Good	Adequate	Unsatisfactory	NA
The introduction provides a brief description of the subject area and introduces the scope of the study					
The background or context of the research					

Mancosa MBA Dissertation Assessment 2

*** 10. Problem statement is clearly stated? The problem statement should:**

	Excellent	Good	Adequate	Unsatisfactory	NA
Logically flow from the problem background	☐	☐	☐	☐	☐
Be articulated concisely	☐	☐	☐	☐	☐
Identify the independent and dependent variables	☐	☐	☐	☐	☐
Substantive enough to justify the need to conduct the study	☐	☐	☐	☐	☐

*** 11. Aims, Objectives, Research Questions and Study Significance.**

	Excellent	Good	Adequate	Unsatisfactory	NA
The aim/s of the study is/are formulated from the problem statement.	☐	☐	☐	☐	☐
By achieving the objectives, the aim/s of the research will be fulfilled.	☐	☐	☐	☐	☐
The research questions are aligned to the objectives.	☐	☐	☐	☐	☐
The practical and theoretical significance of the study has been demonstrated.	☐	☐	☐	☐	☐

*** 12. Final assessment of chapter 1**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

13. Additional comments on Chapter 1

*** 14. Chapter 2:**

OVERALL, the literature sources:

	Excellent	Good	Adequate	Unsatisfactory	NA
Are contemporary to the field	☐	☐	☐	☐	☐
Demonstrates the depth of the available academic literature	☐	☐	☐	☐	☐
Demonstrates the breadth of the available academic literature	☐	☐	☐	☐	☐

Mancosa MBA Dissertation Assessment 2

***15. The review:**

	Excellent	Good	Adequate	Unsatisfactory	NA
Is critical in nature, highlighting important academic debates	☐	☐	☐	☐	☐
Has clearly integrated theory with the practical management problem.	☐	☐	☐	☐	☐
Is aligned with the aims and objectives of the study.	☐	☐	☐	☐	☐

***16. Academic writing principles have been adhered too?**

☐ Excellent ☐ Good ☐ Adequate ☐ Unsatisfactory ☐ NA

***17. The review is suitably structured - making use of appropriate headings and subheadings.**

☐ Excellent ☐ Good ☐ Adequate ☐ Unsatisfactory ☐ NA

***18. Final assessment of chapter 2**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

19. Additional comments on Chapter 2

Mancosa MBA Dissertation Assessment 2

***20. Chapter 3: Methodology**
Please select the type of study undertaken by the student and complete the corresponding questions.

- [ ] This is a Qualitative Study
- [ ] This is a Quantitative Study
- [ ] This is a Mixed-Methods Study

Mancosa MBA Dissertation Assessment 2

*** 21. For Qualitative studies, please complete the following:**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has motivated the selected research design in relation to the objectives of the research.	☐	☐	☐	☐	☐
The student has adequately motivated the selected research philosophy in relation to the objectives of the research.	☐	☐	☐	☐	☐
Based on the identified research philosophy, the student has adopted the most appropriate research strategy.	☐	☐	☐	☐	☐
The student has correctly identified the target population for the study.	☐	☐	☐	☐	☐
The student has identified a suitable sampling strategy.	☐	☐	☐	☐	☐
The identified sampling strategy has been justified.	☐	☐	☐	☐	☐
The research instrument will collect the raw data necessary to achieve the research objectives.	☐	☐	☐	☐	☐
A pilot study was conducted.	☐	☐	☐	☐	☐
The pilot process was documented.	☐	☐	☐	☐	☐
The pilot study findings have been documented.	☐	☐	☐	☐	☐
The data collection process has been documented.	☐	☐	☐	☐	☐
The data analysis methods are appropriate to the research design selected.	☐	☐	☐	☐	☐
The data analysis methods are discussed, in relation to the research aims and objectives.	☐	☐	☐	☐	☐
The student has applied the principles of credibility, transferability and dependability to demonstrate the reliability and validity of the qualitative data.	☐	☐	☐	☐	☐

Mancosa MBA Dissertation Assessment 2

The student has identified the limitations of the study and discussed the implications thereof.	☐	☐	☐	☐	☐
The student has discussed the potential implications of these limitations.	☐	☐	☐	☐	☐
The student has identified areas of potential bias in the study and how these were minimised.	☐	☐	☐	☐	☐
The student has discussed how these potential biases were minimised.	☐	☐	☐	☐	☐
The student has applied ethical principles of research to the study.	☐	☐	☐	☐	☐

*** 22. Final assessment of chapter 3**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

23. Additional comments on Chapter 3

Mancosa MBA Dissertation Assessment 2

***24. For Quantitative studies, please complete the following**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has motivated the selected research design in relation to the objectives of the research.	☐	☐	☐	☐	☐
The student has adequately motivated the selected research philosophy in relation to the objectives of the research.	☐	☐	☐	☐	☐
Based on the identified research philosophy, the student has adopted the most appropriate research strategy.	☐	☐	☐	☐	☐
The student has correctly identified the target population for the study.	☐	☐	☐	☐	☐
The student has identified a suitable sampling strategy.	☐	☐	☐	☐	☐
The identified sampling strategy has been justified.	☐	☐	☐	☐	☐
The research instrument will collect the raw data necessary to achieve the research objectives.	☐	☐	☐	☐	☐
The response options to the questionnaire items are appropriate.	☐	☐	☐	☐	☐
A pilot study was conducted.	☐	☐	☐	☐	☐
The pilot process was documented.	☐	☐	☐	☐	☐
The pilot study findings have been documented.	☐	☐	☐	☐	☐
The data collection process has been documented.	☐	☐	☐	☐	☐
The data analysis methods are appropriate to the research design selected.	☐	☐	☐	☐	☐
The data analysis methods are discussed, in relation to the research aims and objectives.	☐	☐	☐	☐	☐
The student has applied appropriate measures of reliability.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

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The student has applied appropriate the measures of validity.	☐	☐	☐	☐	☐
The student has identified the limitations of the study.	☐	☐	☐	☐	☐
The student has discussed the potential implications of these limitations.	☐	☐	☐	☐	☐
The student has identified areas of potential bias in the study.	☐	☐	☐	☐	☐
The student has discussed how these potential biases were minimised.	☐	☐	☐	☐	☐
The student has applied ethical principles of research to the study.	☐	☐	☐	☐	☐

***25. Final assessment of chapter 3**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

26. Additional comments for Chapter 3

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***27. For Mixed Method Studies, please complete the following**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has motivated the selected research design in relation to the objectives of the research.	☐	☐	☐	☐	☐
The student has adequately motivated the selected research philosophies in relation to the objectives of the research.	☐	☐	☐	☐	☐
Based on the identified research philosophies, the student has adopted the most appropriate research strategies.	☐	☐	☐	☐	☐
The student has correctly identified the target population for the study.	☐	☐	☐	☐	☐
The student has identified suitable sampling strategies.	☐	☐	☐	☐	☐
The identified sampling strategies have been justified.	☐	☐	☐	☐	☐
The qualitative research instrument will collect the raw data necessary to achieve the research objectives.	☐	☐	☐	☐	☐
The quantitative research instrument will collect the raw data necessary to achieve the research objectives.	☐	☐	☐	☐	☐
The response options to the quantitative research instrument are appropriate.	☐	☐	☐	☐	☐
A pilot study for the qualitative instrument was conducted.	☐	☐	☐	☐	☐
The pilot process for the qualitative instrument was documented.	☐	☐	☐	☐	☐
The pilot study findings for the qualitative instrument have been documented.	☐	☐	☐	☐	☐
A pilot study for the quantitative instrument was conducted.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

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The pilot process for the quantitative instrument was documented.	☐	☐	☐	☐	☐
The pilot study findings for the quantitative instrument have been documented.	☐	☐	☐	☐	☐
The data collection processes have been documented.	☐	☐	☐	☐	☐
The data analysis methods are appropriate to the research designs selected.	☐	☐	☐	☐	☐
The data analysis methods are discussed, in relation to the research aims and objectives.	☐	☐	☐	☐	☐
The student has applied appropriate measures of reliability.	☐	☐	☐	☐	☐
The student has applied appropriate the measures of validity.	☐	☐	☐	☐	☐
The student has identified the limitations of the study and discussed the implications thereof.	☐	☐	☐	☐	☐
The student has discussed the potential implications of these limitations.	☐	☐	☐	☐	☐
The student has identified areas of potential bias in the study.	☐	☐	☐	☐	☐
The student has discussed how these potential biases were minimised.	☐	☐	☐	☐	☐
The student has applied ethical principles of research to the study.	☐	☐	☐	☐	☐

***28. Final assessment of chapter 3**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

29. Additional comments on Chapter 3

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***30. Chapter 4: Research Results**

Please select the type of study undertaken by the student and complete the corresponding questions.

- [ ] This is a Qualitative Study
- [ ] This is a Quantitative Study
- [ ] This is a Mixed-Method Study

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***31. For Qualitative studies, please complete the following:**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has reported on the sample characteristics.	☐	☐	☐	☐	☐
The student has applied an appropriate qualitative data analysis technique, as specified in chapter 3..	☐	☐	☐	☐	☐
The student has presented the data in a logical manner.	☐	☐	☐	☐	☐
The student has accurately interpreted the data from the analysis.	☐	☐	☐	☐	☐

***32. Discussion**

	Excellent	Good	Adequate	Unsatisfactory	NA
1. The student has observed and discussed trends and variances in the findings	☐	☐	☐	☐	☐
2. The student has cited appropriate literature	☐	☐	☐	☐	☐

***33. Final assessment of chapter 4**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

34. Additional comments on Chapter 4

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*35. Chapter 4

For Quantitative studies, please complete the following

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has reported the participant response rate.	☐	☐	☐	☐	☐
The student has applied an appropriate quantitative data analysis technique.	☐	☐	☐	☐	☐

*36. The student has made use of appropriate:

	Excellent	Good	Adequate	Unsatisfactory	NA
Tables	☐	☐	☐	☐	☐
Graphs	☐	☐	☐	☐	☐
Diagrams... to present the data	☐	☐	☐	☐	☐

*37. In chapter 4

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has accurately interpreted the data from the tables/ graphs/ diagrams.	☐	☐	☐	☐	☐
The student has observed and discussed trends and variances in the findings	☐	☐	☐	☐	☐
The student has cited appropriate literature	☐	☐	☐	☐	☐

*38. Final assessment of the chapter

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

39. Additional comments for chapter 4

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***40. For Mixed-Method studies, please complete the following:**

For the Quantitative data of the study -

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has reported the participant response rate.	☐	☐	☐	☐	☐
The student has applied an appropriate quantitative data analysis technique.	☐	☐	☐	☐	☐

***41. The student has made use of appropriate:**

	Excellent	Good	Adequate	Unsatisfactory	NA
Tables	☐	☐	☐	☐	☐
Graphs	☐	☐	☐	☐	☐
Diagrams... to present the data	☐	☐	☐	☐	☐

***42. In chapter 4**

	Excellent	Good	Adequate	Unsatisfactory	NA
Tables/ Graphs/ Diagrams are labelled correctly.	☐	☐	☐	☐	☐
The student has accurately interpreted the data from the tables/ graphs/ diagrams.	☐	☐	☐	☐	☐
The student has observed and discussed trends and variances in the findings	☐	☐	☐	☐	☐
The student has cited appropriate literature	☐	☐	☐	☐	☐

***43. For the Qualitative data of the study**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has applied an appropriate qualitative data analysis technique.	☐	☐	☐	☐	☐
The student has presented the data in a logical manner.	☐	☐	☐	☐	☐
The student has accurately interpreted the data from the analysis.	☐	☐	☐	☐	☐
The student has observed and discussed trends and variances in the findings	☐	☐	☐	☐	☐
The student has cited appropriate literature	☐	☐	☐	☐	☐

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***44. Final assessment of chapter 4**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

45. Additional comments for Chapter 4

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***46. Chapter 5**

	Excellent	Good	Adequate	Unsatisfactory	NA
The student has synthesised the key primary findings.	☐	☐	☐	☐	☐
The student has discussed the main conclusions of the study.	☐	☐	☐	☐	☐
The research aim has been achieved.	☐	☐	☐	☐	☐
The research questions have been answered.	☐	☐	☐	☐	☐
Practical/ feasible recommendations have been made.	☐	☐	☐	☐	☐

***47. Final assessment of chapter 5**

☐ No amendments required ☐ Minor amendments required ☐ Major amendments required

48. Additional comments on chapter 5

***49. Presentation**

	Excellent	Good	Adequate	Unsatisfactory	NA
Grammar	☐	☐	☐	☐	☐
Sentence construction	☐	☐	☐	☐	☐
Punctuation	☐	☐	☐	☐	☐
The in-text referencing is correct according to the Harvard referencing system	☐	☐	☐	☐	☐
All references appearing in-text are in the bibliography	☐	☐	☐	☐	☐
The document is neatly presented	☐	☐	☐	☐	☐
The student has followed the layout specification as per the Mancosa guide i.e. font type and size, line spacing, use of headings and sub-headings	☐	☐	☐	☐	☐

***50. Final mark for the dissertation:**

Please provide a mark our of 100.