



SOLEMN DECLARATION – INDIVIDUAL ASSIGNMENT

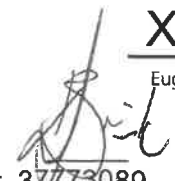
Solemn declaration by the student



Module: Research Methodology
Module Code: _ MBAA 874_
Assignment No.: __1__
Assignment due date: 7 April
2021_____

I __Dr Eugene Justinus Brink__ declare herewith that the assignment which I herewith submit to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

Signature _____ of _____ student _____
Student number _37773089_

 X
Eugene J Brink

Signed _____ at _____ Pretoria _____ this _____ 7th _____ day _____ of _____ April _____ 2021 _____

Full names and surname: Eugene Justinus Brink

Student number: 37773089

MBAA 874 Assignment 1

Submission date: 7 April 2021

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1. TITLE OF THE STUDY

Developing a knowledge management strategy for a South African civil society organisation. 

2. FIELD OF STUDY

The study staddles several fields of study and could very much be considered a multidisciplinary topic. It could be considered to underlaid by general, human resource, operational and strategic management. 

3. LITERATURE REVIEW

In addition to the management and optimal utilisation of the usual production factors such as labour and capital, an organisation's intellectual assets and learning ability have become decisive for competitive advantage in the 21st Century. "To compete effectively, firms must leverage their existing knowledge and create new knowledge that favourably positions them in their chosen markets" (Gold *et al.*, 2001:186). Mostert and Snyman (2007) corroborate this view by stating that the survival and success of an organisation and its members in this competitive and continuously changing digital environment is to a large degree contingent upon the effectiveness and efficiency with which it manages knowledge.

The ability to learn and  rapidly acquire actionable knowledge is not something new, and yet its significance cannot be overstated. As early as 1990, Peter Senge auspiciously argued that it is an outmoded idea that only one person should be learning for the organisation and as the world becomes more interconnected and business becomes more complex and dynamic, work must likewise become more "learningful" (Senge, 1990:8). It is no longer sufficient to have one person learning for the organization. Knowledge and the ability to apply it to spur competitiveness and aid managerial decision-making are part and parcel of the Fourth Industrial Revolution (4IR) and will be decisive in determining

which jobs and workers will survive the onslaught and disruption of automation, artificial intelligence and machine learning (Schwab, 2016:37-51). Rather than technology supplanting human creativity and skill in the 4IR, these abilities will be accentuated and companies must take care to strike the right balance between automated technology and human insights (Lin, 2021).

Due to the importance of knowledge and intellectual capital in the contemporary business world, organisations have adopted knowledge management programmes as an approach to manage their knowledge resources (Ncoyini & Cilliers, 2020). Organisations are thus becoming increasingly eager to formally institute knowledge management programmes to manage their knowledge resources. Put simply, "knowledge management involves the transfer of knowledge, while technology is used to search, store, retrieve and access information" (Ncoyini & Cilliers, 2020).

According to North and Kumta (2018:X), knowledge management is the process by which individuals, teams and whole organisations create, share and apply knowledge in a collective and systematic fashion to achieve their strategic and operational objectives. Knowledge management is a driver of the efficiency and effectiveness of operations, innovation and changes in the quality of competition. "The aim of knowledge-oriented management is to generate knowledge from information and convert this knowledge into a sustainable competitive advantage that can be measured as success in the business" (North and Kumta, 2018:X).

Consequently, knowledge management strategies must be devised to direct the knowledge management process. Choi and Lee (cited by Ul Rehman *et al.*, 2015:178) state that knowledge management strategies are able to capture and identify strategic procedures in managing knowledge base activities in organisations. Zack (2002:259) argues that a knowledge management strategy is inextricably linked to its business strategy because "every strategic position is linked to some set of intellectual resources and capabilities". Moreover, the strategic decisions by firms pertaining to technologies,

products, services, markets and processes are closely aligned with the knowledge, skills and core skills needed to compete and excel in a particular industry (Zack, 2002:259).

To this end, a distinction must be drawn between tacit and explicit knowledge. Explicit knowledge is easily articulated, quantified, codified, shared and programmed into company manuals, research reports, white papers, how-to videos and data sets (Lin, 2021). Tacit knowledge is more personal and experiential and encompasses aspects such as insight, expertise and values. Knowledge management tools can be driven by information technology (IT) as well as non-IT tools and methods. Intranets, extranets, Web portals, document management systems, information retrieval engines, customer relationship management (CRM) and groupware and workflow systems are just some of the IT-based platforms that could be leveraged for knowledge management (Tyndale, 2002:186-188). Face-to-face meetings and focus group discussions are some of the non-IT methods of knowledge management and sharing (Wang & Noe as cited in Mazorodze and Buckley, 2019).



Moreover, organisational culture is a determining factor as far as effective knowledge sharing and management are concerned (Khoza, 2019). These cultural elements that can enable or inhibit effective knowledge sharing are shared leadership, structure of the organisation, employee attitudes, output orientation, team dynamics, growth and size orientation, learning disposition and willingness to share knowledge (Mueller, 2014:191).

The World Bank (2021) defines civil society as follows: "Civil society ... refers to a wide array of organisations: community groups, non-governmental organizations (NGOs), labour unions, indigenous groups, charitable organisations, faith-based organisations, professional associations, and foundations." Contemporary South African civil society organisations (CSOs) have a large bearing on the social, political and economic development of the country (Human Sciences Research Council as cited by National Development Agency, 2020:5). At the same time, they face a multitude of challenges, of which the lack of capacity, funding and knowledge is not the least. Hence, knowledge



management in these organisations is limited and very informal (Lettieri et al. as cited by Hume *et al.*, 2004:18-19).

4. PROBLEM STATEMENT



Some local studies (Ncoyini & Cilliers, 2020) have measured knowledge management practices in the public sector, while others have assessed knowledge management practices in the private sector (Tobin & Volavsek, 2006; Labuschagne, 2020;). Some studies (De Vasconcelos *et al.*, 2006; Nugroho & Amalia, 2008; Smith & Lumba, 2008) have examined the role that knowledge management plays in global non-governmental organisations.

Hence, there is a complete dearth of research on knowledge management in South African civil society organisations. Although being knowledge-intensive organisations, civil society entities do not seem to bother with managing knowledge (Nugroho & Amalia, 2008). In light of the increasingly vital role that civil society has to play in various spheres of society, their unique functions and needs as opposed to the private and public sectors, and the financial and capacity challenges they face, knowledge management should be a lynchpin of their success. The problem that this research addresses is the deficient state of knowledge management strategies in the civil society sphere.

5. OBJECTIVES

5.1. Primary objective

The primary research objective in this report is to devise a knowledge management strategy for the civil society organisation AfriForum.

5.2. Secondary objectives



SO1: To determine the degree  which knowledge management is already being practiced in AfriForum;

SO2: To investigate the knowledge managements needs/gaps and opportunities at AfriForum;

SO3: To determine the internal and external sources of tacit and explicit knowledge;

SO4: To establish which challenges pertaining to knowledge management and a learning organisation exist at AfriForum;

SO5: To examine which tools and methods are best suited to a knowledge management strategy at AfriForum.

6. PRIMARY RESEARCH QUESTION



What are the components of a knowledge management strategy at a South African civil society organisation?

7. CONTRIBUTION OF THE STUDY



This study will contribute to the improvement of competitiveness, training and ultimately the productivity of the individual staff and the organisation as a whole. Money will be saved in the long-term due to greater efficiencies, improved customer satisfaction and brand recognition, and reduced formal training. Organisational and team cohesion through knowledge sharing will also be one of the main beneficial by-products of a successful knowledge management strategy. The overall increase in excellence tied to efficacious knowledge management should not be underestimated.

Moreover, it will contribute value and knowledge to the practice of knowledge and intellectual capital management in general. South Africa's growing and burgeoning civil society will benefit from such a study, which will create a model of sorts for other civil society actors to to copy.

8. EXECUTION OF THE STUDY

The study is executable and feasible seeing as the information will generally be accessible and cooperation from my colleagues is not a challenge. A high participation rate in terms of questionnaires and interviews is expected. Owing to the researcher's employ at the organisation being studied, cost and time constraints (in terms of travelling) are not of substantial relevance.



Moreover, the study does not give rise to any ethical issues.

9. RESEARCH APPROACH

The study will entail a mixed approach, combining qualitative and quantitative approaches. On the qualitative side, interviews will be conducted with relevant role-players in AfriForum and a wide array of documents will be analysed



10. DISSERTATION FORMAT



The study will be a case study of the largest civil society organisation in South Africa in terms of membership, to wit Afriforum. The theory on knowledge management practices will hence be applied to Afriforum to determine the existing practices and discover gaps and supplementary practices as part of an overall knowledge management strategy.

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RESEARCH METHODOLOGY (MBAA 874)

TECHNICAL CARE CHECKLIST

Check the final version of your assignment against the evaluation criteria listed below and sign the declaration on the last page to indicate that you have completed the technical care check.

You will be penalised for technical care errors listed below that you have overlooked in your assignment (refer to the assignment mark allocation).

Poor technical care could result in a re-submission of the assignment.

1. COVER PAGE	
Is the layout of the cover page correct (if applicable)?	X
Are all the information presented on the cover page correct?	X
The cover page should not have a page number.	X
2. TABLE OF CONTENTS, LIST OF TABLES, LIST OF FIGURES	
Are all entries in the Table of Contents, including references to appendices, complete with the correct page numbers?	X
The List of Tables and List of figures (if applicable) should appear on separate pages after the Table of Contents.	X
Are the entries in the List of Tables and the List of Figures complete with the correct page numbers?	X
The pages containing the Table of contents, List of Tables and List of Figures should be numbered in Roman numerals (i.e., i, ii, iii) starting at i.	X
Check the Table of Contents, List of Tables and List of Figures for any errors marked as "Error! Bookmark not defined".	X
3. PAGE MARGINS	
The left and right margins of the whole assignment should be set to 2.5 cm.	X
The top and bottom margins of the whole assignment should be set to 2.5 cm.	X
4. FONT	
The font of the content of the assignment should be set at Arial, 12pt. Font	X
5. LINE SPACING	
The line spacing in the assignment's main body (starting from page 1) should be set at 1.5 cm (Before 0 pt., After 0 pt.).	X
6. PAGE NUMBERING	
The pages containing the cover page and declaration regarding plagiarism should not be numbered.	X
The pages containing the Table of contents, List of Tables and List of Figures should be numbered with Roman numerals (i, ii, and iii) starting at i.	X
All the pages in the assignment's main body and the appendices should be numbered sequentially with Arabic numerals (1, 2 and 3) starting at 1.	X
Page numbers in the assignment should be typed in Arial, 12 pt. Font should appear in the bottom margin and be centred horizontally (from left to right) on the page.	X

7. HEADINGS – GENERAL GUIDELINES	
Are all headings formatted and numbered correctly?	X
The first-level headings (or questions) of the assignment should be in bold, UPPER CASE, 14 pt. font For example: 1.(Tab) TITLE OF THE STUDY	X
Second-level headings should be in bold, sentence case, 12 pt. Font. For example: 5.1 (Tab) Primary objective	X
No heading numbers should be indented away from the left-hand page margin.	X
All headings should be justified.	X
No heading should have a full stop at the end.	X
Avoid colons, semi-colons and hyphens in the wording of headings.	X
Leave a blank line open before and after all headings. However, when one heading follows directly after another (with no body text in-between), there should not be a blank line open between the consecutive headings.	X
Leave a blank line open before the first and after the last heading.	X
8. TECHNICAL CARE OF HEADINGS	
Are all the headings concise, but still descriptive of their respective sub-sections' content? (Avoid headings longer than two lines as well as a single word or very brief headings).	X
Check that each heading's wording clearly describes the specific section's content (and vice versa).	X
Do not start each major section of the assignment (i.e., each section with a first-level heading) on a separate page. Each major section should follow directly after the preceding one on the same page.	X
Are there any instances where headings appear on their own at the bottom of a page (i.e., with no body text following directly after the heading)? Move such headings to the top of the next page.	X
Do the wording and numbering of headings in the text correspond with the heading wording and numbering in the Table of Contents?	X
9. TEXT AND PARAGRAPH FORMATTING	
Have you consistently used Arial, 12 pt. Font for the body text of your assignment?	X
Have you consistently used 1.5 line spacing in the assignment's main body, except inside tables ?	X
Use single line spacing inside all tables (Before 3 pt., After 3pt.).	X
Justify all the paragraphs in the body text (excluding paragraphs in tables) and in the Reference list using the  icon in the "Paragraph" group of the "Home" tab in MS Word.	X
Do all the sentences in a paragraph follow one directly after the other?	X
Each new sentence inside a paragraph should not start on a new line. In other words, there should be no hard line breaks inside paragraphs.	X
Check that all paragraphs end in a full stop or another appropriate punctuation mark.	X
Leave a single blank line open between all paragraphs by pressing the Enter key twice at the end of a paragraph.	X
Do not use paragraph spacing (e.g., 10 pt. spacing after a paragraph) to distinguish between paragraphs.	X

10. TABLES AND FIGURES: GENERAL GUIDELINES	
Have you included a sentence or paragraph before each table/figure to introduce the reader's table/figure?	X
The introductory sentence/paragraph should contain a specific cross-reference to the table/figure. For example: As is shown in Figure 1 below ...)	X
All cross-references to tables/figures should start with a capital letter. For example: Different definitions of the construct locus of control are summarised in Table 2 on p. 18.	X
Have you discussed the table and/or put it in context?	X
Are all tables and figures numbered correctly?	X
11. CAPTIONS OF TABLES AND FIGURES	
Have all tables and figures been supplied with correct captions (located above each table or figure)?	X
Are the wording of all the table/figure captions concise, but still clearly descriptive of the specific table/figure? (Avoid captions longer than two lines as well as a single word or very brief captions.)	X
Do the wording of the figure/table captions listed in the List of Figures and List of Tables correspond a 100% with the corresponding captions used in the text?	X
All table/figure captions should be typed in bold , Arial, 12 pt. Font.	X
Leave a blank line open before a table/figure caption.	X
Add a colon and one space after the table/figure number at the start of a table/figure caption and before the caption wording. For example: Table 1: The ...	X
Use sentence case for the wording of all table/figure captions.	X
A table/figure caption should not end in a colon, semi-colon, comma or full stop.	X
Avoid the use of colons or semi-colons inside the wording of a table/figure caption.	X
Do not leave a blank line open between a caption and the table/figure, but add a 4 pt. Paragraph spacing after the caption to prevent a squashed-in look.	X
12. SOURCE REFERENCES OF TABLES/FIGURES	
Where necessary, have all tables and figures been supplied with correct source references situated below the table or figure?	X
The source reference below a table/figure should be in 12 pt. Font with a 4 pt. Paragraph spacing before the reference to separate it from the table/figure.	X
Use the "Table/Figure source ref" style in the Styles window of the Home tab in MS Word to format the source reference.	X
The word " Source: " should be in bold. For example: Source: Mbeki and Fourie (2020:144)	X
Use the same format for the references as you would in an in-text citation where the authors are listed as part of the sentence.	X
Semi-colons separate multiple sources.	X
Where necessary, use the words "Adapted from" to indicate that the table/figure was changed from the source.	X
It is unnecessary to add a source reference to a table/figure based on the information you have generated yourself (e.g., a table/figure based on analyses of your own data).	X

13. FORMATTING OF TABLES AND FIGURES	
A table/figure may not overlap with or extend into the left or right page margins but should fit between the specified margins.	X
Do not copy and paste tables or figures directly from electronic documents into the assignment, which may constitute plagiarism. Instead, compile your own version of the table/figure by paraphrasing the original version.	X
Tables/figures copied from an original document also often have a low resolution and should preferably be retyped or redrawn.	X
Figures/graphs/diagrams copied from PDF files often do not have a clear resolution and should preferably be redrawn in PowerPoint and then inserted into MS Word	X
It is best to draw figures in MS PowerPoint and then to insert the PowerPoint slide into your Word document. This will allow you to draw neater figures than if you used the "Drawing Canvas" in MS Word	X
Use single line spacing inside tables (Before 3 pt., After 3 pt.).	X
The column headings in the first row of a table should preferably be typed in bold and should be centred vertically (from top to bottom) and horizontally (from left to right) in their respective cells.	X
A table's contents may be printed in smaller font size (e.g., 11 pt. or 10 pt.), but use the same font size consistently in all tables.	X
If a table breaks across one or more pages, the header row (i.e., the row containing the column headings) should be repeated at the top of each page.	
All textual (non-numeric) entries in table cells should either consistently be left-aligned or justified. Numeric entries may be centred or right-aligned.	X
14. BULLETED / NUMBERED LISTS	
Use the "List Bullet" style in the Styles window of the Home tab to format all bulleted lists.	X
There should not be a blank line open after the stem sentence (ending in a colon) and before the first bulleted point in a bullet list.	X
Bulleted points should not be indented away from the left-hand page margin.	X
Add a 4 pt. Paragraph spacing before all bulleted points to prevent a squashed-in look.	
Do not place a bulleted list inside a paragraph.	X
Leave a single blank line open after the last bullet point and any subsequent body text.	X
Use a consistent bullet for all the bulleted list.	X
Numbered lists should have the same basic format as bulleted lists. Use the "List: Numbered" style to format numbered lists.	X
15. USE OF NUMBERS IN THE TEXT	
No sentences should start with numbers written in numeric format. Re-write such numbers in words. For example: Twenty-two per cent of the respondents ... (Try not to start a sentence with a number).	X
The numbers 0 to 9 should be written out in words in all sentences except when you are referring to a specific table, figure or section For example: As indicated in Table 2, four males and 13 females participated in the study.	X

16. USE OF ELLIPSIS'S IN THE TEXT	
An ellipsis consists of three full stops (...) only.	X
If an ellipsis follows directly after or before a quotation mark, there should be no space between the quotation mark and the ellipsis.	X
There should, however, be one space open after the ellipsis and before the first word at the start of a direct quotation. Similarly, there should be one space open after the last word and before the ellipsis at the end of a direct quotation.	X
If an ellipsis occurs in the middle of a sentence, one should leave a single space open before and after the ellipsis.	X
17. USE OF CROSS-REFERENCES IN THE TEXT	
When referring to a numbered table, figure or section, or a specific appendix, the words Table, Figure, Section or Appendix always start with a capital letter. For example: The questionnaire is included as Appendix 1.	X
Include page numbers in the cross-reference if the table, figure or appendix is located on a different page. For example: "As is shown in Figure 1 (p. 12) ..." or "Various definitions of the construct alienation are summarised in Table 3 (p. 11)".	X
18. SPELLING, GRAMMAR, PUNCTUATION AND SENTENCE CONSTRUCTION	
Have you checked the whole assignment for spelling and grammatical errors using the "Spelling and Grammar" function in MS Word (UK English)?	X
Have you checked the whole assignment for spelling and grammatical errors using the Grammarly application (MS Word format) (UK English)?	X
Have you, as far as possible, used an impersonal, objective and formal writing style with as few self-references to "I", "we" or to "the researcher" as possible.	X
There should be no contractions (e.g., don't, won't, shouldn't) in the assignment. Write contracted words out in full.	X
Have you used abbreviations correctly? When you introduce an abbreviation, write the word out in full with the abbreviation in round brackets. For example: Supply chain management (SCM) is defined as ...	X
There should be no instances of etc. or et cetera in the assignment.	X
All foreign words, including the abbreviation <i>et al.</i> , should be typed in italics.	X
Have you consistently used only one emphasising (italics, or bold or underlining) method throughout the assignment?	X
Have you consistently rounded off all numeric values in the assignment to two (2) decimals?	X
Are the sentences in your assignment not perhaps too long? Sentences running over three lines are often too long and are usually difficult to read. Use concise sentences.	
Have you made any "sweeping" or unsubstantiated statements in your writing, such as "there is no literature available on this topic" or "this research will contribute to the body of knowledge"?	No X
Are all statements of fact in your assignment supported by appropriate in-text citations?	X
Check that all direct quotations have double quotation marks at both the start and the end of the quotation.	X
An appropriate in-text citation should support all direct quotations.	X
Use p. to refer to a single page and pp. to refer to a page range.	X

A page range should be indicated as pp. 3-6 with no blank spaces before/after the hyphen.	X
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19. REFERENCING: IN-TEXT REFERENCES (CITATIONS) [Consistency is critical]	
Are all the sources listed in in-text references (citations) included in the Reference list (and <i>vice versa</i>)?	X
Have you included page numbers in all in-text references to sources where page numbers appear in the original source you consulted? This also applies when you are citing a journal article as a whole. For example: Family businesses have unique challenges (Van Vuuren & Botha, 2017:25).	X
Include page numbers when citing journal articles downloaded in PDF format, hard copy books, documents downloaded from the Internet containing page numbers, and any other sources containing page numbers in the version you have read.	X
Check that you have a comma after the in-text citation when a sentence starts with "According to ...". For example: According to Smith and Jones (2012:12), ...	X
Have you checked your in-text citations for frequent errors? Frequent errors are listed below.	X
There should be no space open after the colon and before the page numbers in in-text citations. For example: Botha (2018:245) concluded that ...	X
Have you used the abbreviation <i>et al.</i> correctly? For the first time use, give all the surnames, after that, give only the first author followed by <i>et al.</i> [This is, in my opinion, the preferred way. But, what is important, is the consistent application of your approach.] For example: First citing: Mbeki, Joubert and Fourie (2015:23) emphasised that ...; after that: Mbeki <i>et al.</i> (2015:25) noted that ...	X
The abbreviation <i>et al.</i> should always be typed in italics and should end in a full stop. For example: Mokoena <i>et al.</i> (2016:12) reported that ...	X
When multiple sources are cited together in the same in-text citation, the sources should be listed in order of the publication date, starting with the most recent citing.	X
Citations at the end of sentences should appear before the full stop at the end of the sentence. For example: ... (Peters, 2018:15).	X
20. REFERENCING: REFERENCE LIST	
Convert all EndNote fields in the final version of your assignment to plain text before submitting the assignment for evaluation.	X
The Reference list should be placed on a separate page after the assignment's main body and before any appendices.	X
The heading "REFERENCE LIST" should be in bold, UPPER CASE, 14 pt. font.	X
Leave a blank line open after the heading "REFERENCE LIST" and before the first entry in the Reference list.	X
Use 1.5 line spacing in the Reference list.	X
The Reference list' entries should be sorted alphabetically based on the surname of the first author of each source.	X
Entries in the Reference list should not be numbered or bulleted.	X
All the entries in the Reference list should be justified.	X
Each entry in the Reference list should have a full stop at the end (except when an entry ends with a DOI number which is in the format of a URL, eg. https://doi.org/10.5382/SEGnews.2020-122.fea-02).	X
Leave blank lines open between the entries in the Reference list.	X

Have you checked the Reference list' entries against the general requirements outlined in the North-West University (NWU) Referencing guidelines (NWU Harvard, 2020)?	X
Have you checked each entry in the Reference list against the specific requirements that apply to that source type as are outlined in the NWU Referencing guidelines?	X
Have you checked the Reference list for the frequent errors listed below?	X
The journals' names should be typed in Title Case, <i>italics</i> and should be followed by a comma. For example: <i>Journal of Management</i> ,	X
The titles of journal articles should be in sentence case. For example: An investigation of ...	X
The titles of books and all other sources' titles should be Sentence case, <i>italics</i> . For example: <i>Research methodology</i> .	X
When citing a journal article, give the volume, issue number and the full page range in the required format. For example: <i>Journal of Business Management</i> , 12(2):23-45.	X
When citing a textbook, give the city, state (in the USA) and the publisher. For example: <i>Family business succession</i> . Boston, MA: Eastland.	X
When citing online sources (except journal articles), include [Online] Available from URL [Accessed: YYYY-MM-DD]. for all entries. See the NWU referencing guidelines. (include the URL after the title (no full stop after the URL), followed by the words "Date of access:" The date should be in this format: Day Abbreviation of month Year, eg. 13 Feb. 2021.)	X
21. APPENDICES (WHERE APPLICABLE)	
Do all the appendices have appropriate descriptive titles?	X
Are the pages of all the appendices numbered sequentially up to the last page?	X
Have all the appendices been tagged / "flagged" in the prescribed manner to facilitate cross-referencing? For example: The questionnaire is presented in Appendix 1.	X
Where required, have you included a CD/DVD with an electronic copy of your assignment in the prescribed manner?	X
Are all the appendices included in the Table of Contents with their correct page numbers?	X
22. GENERAL TECHNICAL CARE	
Have you removed all Comments and Tracked Changes from the assignment?	X
Have you removed all instructions in blue and all warning messages in red from the assignment without deleting any section breaks?	X
23. SUBMISSIONS	
For hard copy submissions: Have all pages printed correctly? Check the assignment for missing pages, duplicate pages, blank pages and for pages that are skew.	X
For hard copy submissions, have you ring-bound the assignment between plastic covers?	X
For electronic submissions, have you used the prescribed file name?	X

Take note: These guidelines are adapted from the University of Pretoria Technical Care Checklist.

I hereby certify that I have checked my assignment against the requirements outlined in this checklist:

Name: Eugene J. Brink

Date: 07/04/2021

Signature:

A handwritten signature in black ink, appearing to read "E. Brink", written over a light gray circular stamp.