



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and
Management Sciences

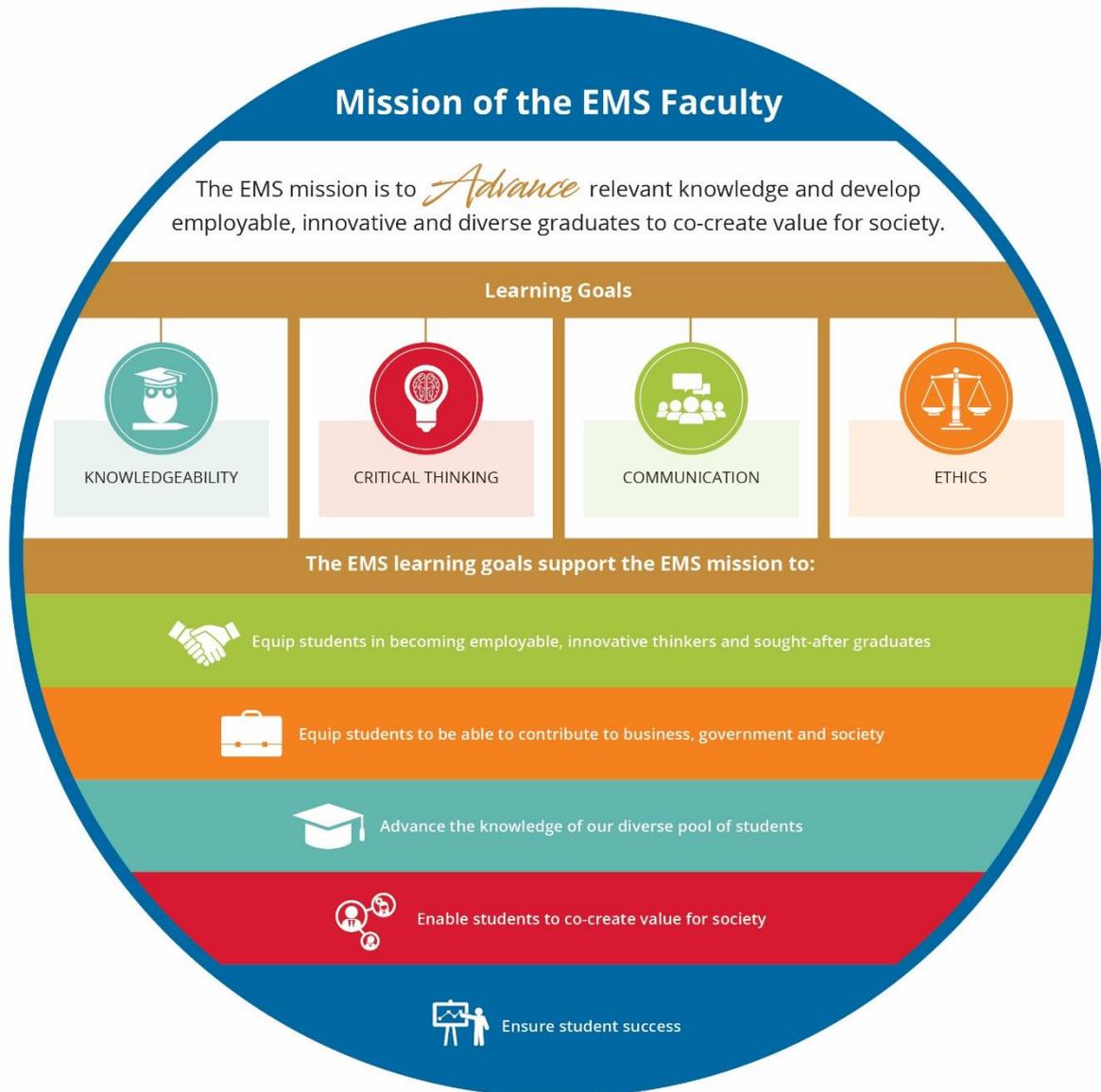
Fakulteit Ekonomiese en Bestuurswetenskappe
Lefapha la Disaense tša Ekonomi le Taolo

100
1920 - 2020
Advance

Study Guide

Department of Business Management

Module name
OBS 900



The Association to Advance Collegiate Schools of Business (AACSB)

The EMS Faculty is at an advanced stage in an accreditation process with the AACSB and in time, the Faculty will be accredited as an AACSB institution. This accreditation is over and above the range of professional and other accreditations that individual programmes in the faculty may already have. Specific benefits derived from the AACSB accreditation are the following:

- **Highest standards are guaranteed**
AACSB is one of the most rigorous and selective types of evaluation. Your education is carefully planned, carefully taught and carefully analysed to ensure effective learning and the achievement of the EMS mission and learning goals.
- **You will be in demand**
Studying at an AACSB institution will give you the highest recognition and top universities, locally and internationally, and employers will be interested in you. You will be noticed and stand out as a graduate of a quality institution.

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1 Introduction

1.1 Welcome

“To know that you do not know is the best. To think you know when you do not is a disease. Recognizing this disease as a disease is to be free of it.” Lao Tzu

Dear PhD candidate,

Welcome to the highest level of learning towards contributing to new knowledge in the broader field of Business Management. Our offering allows for deeper knowledge creation in the following sub-domains: entrepreneurship; supply chain management; general management and strategy; international management; rescue and turnaround; communication management; responsible leadership.



The OBS 900 module forms the foundational component of the qualification and serves primarily a twofold purpose: *firstly* the final selection process based on your proposal submission in November and *secondly* introducing and advancing your eventual contribution to new knowledge. This will prepare you to engage in becoming scholars with a deep lens into the selected field of study.

Enjoy the journey and remember to stick to the set deadlines!

Prof Alex Antonites
Head: Department of Business Management
Email: Alex1@up.ac.za

1.2 Educational approach

The lecturers' philosophy in general, is to facilitate high-level learning and to provide information and support necessary to prepare the assessments and achieve the outcomes of OBS 900 as set out in this study guide. OBS 900 focuses on the four UP drivers for curriculum transformation, namely responsiveness to social context, diverse epistemologies, inclusive pedagogies and classroom practices, and openness and critical reflection. ClickUP will be used in this module for class preparation, post-class activities and assessment.

1.3 Responsibilities of the student

The OBS 900 module, as indicated, is designed to enable final selection into the PhD programme. Guided self-study will be required for certain themes as indicated in this study guide.

Pre-reading:

Please make sure that you purchase the following textbook prior the March session:

Emma Bell, Alan Bryman, and Bill Harley. 2018. *Business Research Methods*.
Fifth Edition. ISBN: 9780198809876

2 Administrative information

All information will be communicated via clickUP (eg via the announcements tool).

2.1 Contact details

| | |
|---|--|
| Academic Lead Prof Melodi Botha | Office: EMS 3-53 Tel: (012) 420 4774 E-mail: melodi.botha@up.ac.za Consultation hours: By appointment only |
| Programme coordinator Ms Batabile Msengana | Office: EMS 4- 35 Tel: (012) 420 6257 E-mail: phd_bm@up.ac.za Consulting hours: By appointment only |



Your Faculty Student Advisor can advise you on goal-setting, adjustment to university life, time management, study methods, stress management and career exploration. Book an individual consultation or attend a workshop. For other support services see Section 5.

2.2 Study material and purchases

As indicated in the pre-reading section, the following textbook should be purchased:

Emma Bell, Alan Bryman, and Bill Harley. 2018. *Business Research Methods*. Fifth Edition. ISBN: 9780198809876

2.3 Grievance procedures

2.3.1 Postgraduate students

- All issues should be reported in writing, providing details of the complaint or issue.
- Postgraduate students who experience a difficulty or wish to raise a concern or take up an issue whilst studying at the University of Pretoria, should do so in accordance with the following processes:
 - (a) Most issues or complaints can be resolved between the student and the supervisor or course co-ordinator without further escalation. Where the issues or complaints raised are not of a purely academic nature, the supervisor or course co-ordinator should assist the student as far as possible by directing the student to the relevant department/division/unit within the University that can render the appropriate assistance.
 - (b) As a first line of action, a postgraduate student should approach his or her supervisor or academic lead. The supervisor or academic lead is best placed to deal with any personal or study related problem that the student may encounter. The supervisor or academic lead will be able to discuss issues of funding, the study project and also, to direct the student to appropriate personal support services where necessary.
 - (c) In instances where the problem relates to the supervision of the student or the conduct of the supervisor or academic lead, the matter should be escalated to the Head of Department who will attempt to resolve the problem.
 - (d) In the event that intervention at the Head of Department level is unsuccessful, the matter may be escalated to the Deputy Dean: Research and Postgraduate Studies or, in the absence of such a Deputy Dean, to the Chair of the Research Committee of the Faculty.
 - (e) If the matter still remains unresolved, it may be escalated to the Dean of the Faculty.
 - (f) In the event that a postgraduate matter has not been resolved at Faculty level, the student may refer the matter to the Vice-Principal: Research and Postgraduate Education, who will attempt to resolve the matter.
 - (g) Only after all of the above steps have been followed and the matter remains unresolved, the matter may be escalated to the Vice-Chancellor and Principal, whose decision will be final.

2.4 Communication with students

All emails from the EMS Faculty and University of Pretoria will be sent to you at your **UP email address**. It is assumed that any emails sent to this UP email address, will be read by yourself.

You are strongly advised to check this email address **at least twice a day** and EMS proposes that you do this during the course of the **morning** and again before the **close of business**.

Announcements relating specifically to OBS 900 will be posted on ClickUP. While every effort may be made to communicate with you through other available channels, you are deemed to have read any any announcements posted on ClickUP.

It is also strongly advised that you check ClickUP **at least twice a day** and EMS proposes that you do this during the course of the **morning** and again before the **close of business**.

3 Module information

3.1 Purpose of the module

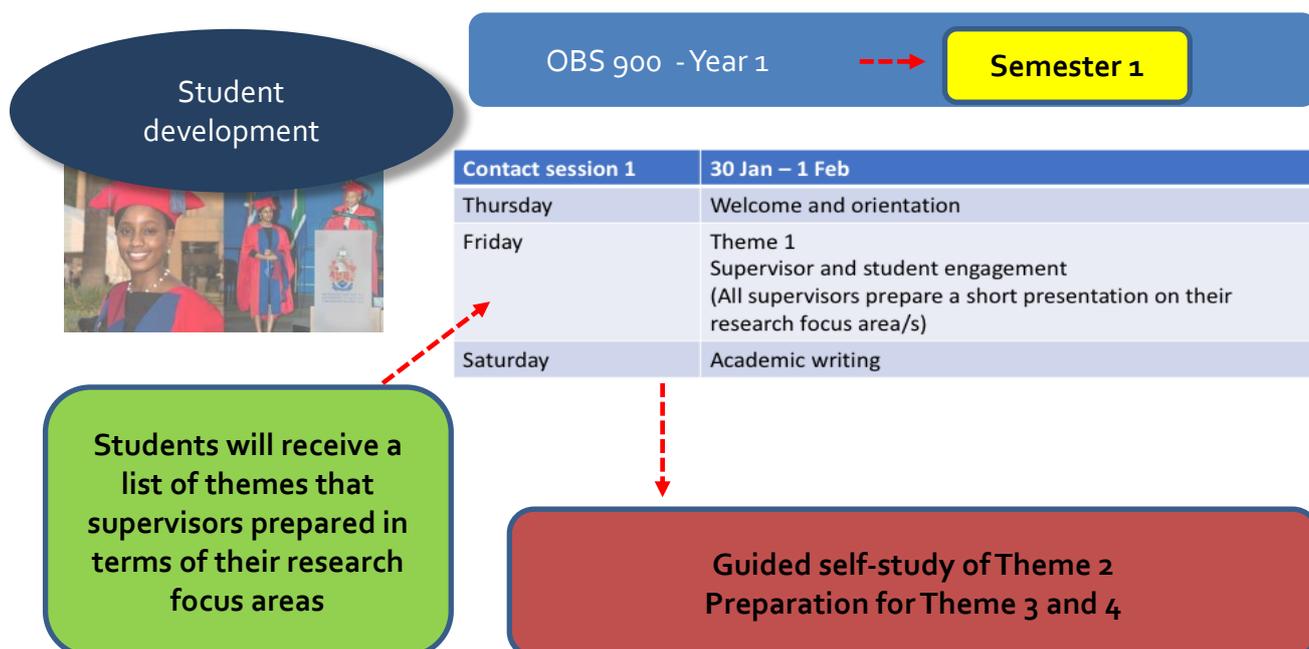
OBS 900 has a twofold purpose: *firstly* the final selection process based on your proposal submission in November and *secondly* introducing and advancing your eventual contribution to new knowledge. This will prepare you to engage in becoming scholars with a deep lens into the selected field of study.

3.2 Module structure, contact sessions and themes – Year 1

The following high-level structure for each contact session will be followed, and detail content will be conveyed during the first session.

Please note that the dates provided are only proposed guidelines and the exact dates will be communicated upon acceptance into the PhD programme.

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Theme 1: What is expected of a PhD student?

- Who is the primary audience for a PhD?
- How do these audience members judge the quality and value of a PhD?
- The three fundamental questions to be answered as you plan your PhD: What? Why? How?
- Your PhD as an extension of the existing “academic conversation” on your chosen research topic
- How can you contribute to the “academic conversation” on a research topic
 - Possible generic contributions a PhD study can make
 - Conceptual contributions
 - Contextual contributions
 - Methodological contributions
 - Convincing others of the importance and value of the specific contributions you plan to make
- An overview of the PhD process and time-line
- An overview of what you have to produce
 - The PhD research proposal
 - Purpose
 - Typical structure
 - The PhD thesis
 - Purpose
 - Typical structure
- Examples of:
 - Previous PhD proposals
 - Previous PhD theses

Theme 2: Managing the PhD logistics

- A reality check on what it takes to get a PhD
 - Key success factors
 - Characteristics of successful PhD students
- Managing your time
- Tips on how to stay on track
- Creating support mechanisms for yourself
- Building a sound relationship with your study leader – What to do and what not to do
- Funding your PhD research
 - Typical expenses associated with a PhD
 - Sources of funding

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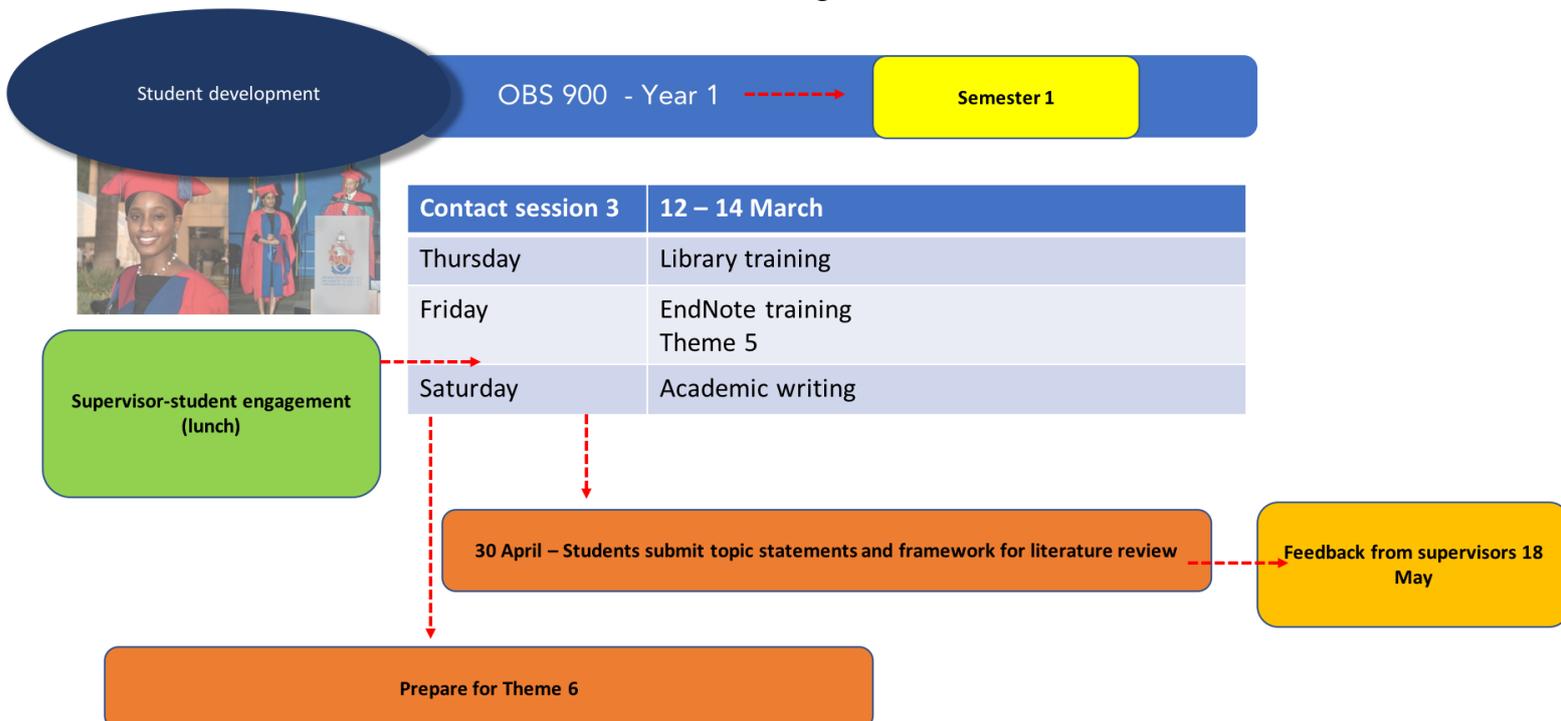
Theme 3: The role of theory in PhD research

- What is a theory?
- What are the elements of a theory?
- Theories, conceptual frameworks and models – How do they differ?
- What is the role / function of theories in a quantitative, qualitative and mixed methods PhDs?
- Examples of major theories relevant to the sub-disciplines in the Dept. of Business Management
- Identifying one or more theories that are relevant to your research problem
- Ways in which a PhD can make a “theoretical contribution”

Theme 4: Answering the “What? And ‘Why?’” Questions- Deciding what to research

- How to identify an initial research idea / topic for your PhD
 - Sources of possible research ideas / topics
 - Conducting an initial literature exploration
 - Why a practical business problem is not necessarily a good PhD research topic
- Evaluating the applicability and feasibility of your initial research idea / topic
- Aligning your research idea / topic with the expertise of your supervisor
- Identifying “research gaps” and “potential contributions” associated with your initial research idea / topic
- Narrowing your research idea / topic down into (Show examples of each):
 - A problem statement
 - A purpose statement
 - Research questions / research objectives
 - Hypotheses (in quant. studies)
 - Statements about the nature and value of your study’s intended contributions
- Evaluating the value / importance, contribution and feasibility of your study’s problem, purpose and research questions / objectives
- Focusing your PhD research problem / purpose as an iterative process

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Theme 5: Conducting a more extensive literature review for your PhD

- The role of the literature review in quantitative, qualitative and mixed methods studies
- Characteristics of a good literature review
- An overview of the literature review process as an iterative and non-linear process
- Finding relevant literature sources
- Evaluating and sifting literature sources – “separating the wheat from the chaff”
- Managing your “research library”
- How to read and make sense of academic journal articles
- Techniques for “digesting” the large volume of information contained in literature sources
- Planning the structure for your literature review
- Fundamental issues to consider when writing your literature review:
 - Plagiarism and how to avoid it
 - Referencing appropriately
 - Synthesizing information from multiple sources
 - Building arguments
- Requirements for the literature review section of your final research proposal
- Requirements for the literature review chapters of your PhD thesis
- Revisiting and revising your study’s research topic, research problem, research questions / objectives as you learn more through the literature review
- Quantitative studies: Presenting support for hypotheses in quantitative studies
 - What is a hypothesis?
 - Basic types of hypotheses
 - Providing conceptual support for individual hypotheses
 - Getting adventurous: Investigated mediated and moderated relationships
 - Combining multiple hypotheses into a conceptual model / framework
- Qualitative and mixed methods studies: Grounding your research questions in the literature

Topic statement requirements are discussed

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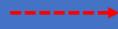
Theme 6: Answering the “How?” question - An overview of the fundamental methodological decisions you will have to make as a PhD student

- The “research onion”
- Choosing a broad research strategy
 - The fundamental characteristics of qualitative research
 - The fundamental characteristics of quantitative research
- A brief overview (and examples) of specific research designs typically found in PhD studies in Business Management and related fields:
 - Qualitative:
 - Generic qualitative studies
 - Case studies
 - Qualitative content analysis
 - Other qualitative research designs
 - Quantitative
 - Cross-sectional survey research (aimed at testing hypotheses)
 - Longitudinal survey research (aimed at testing hypotheses)
 - Scale development studies
- Identifying and choosing an appropriate research strategy and research design for your PhD
 - In principle, the problem determines the research strategy and design, BUT ...
 - The qualities required of quantitative and qualitative researchers
 - Build on your own research strengths, expertise and experience
 - The benefits of aligning your choice of a research strategy and design with your study leader’s methodological expertise
 - Identifying a possible research strategy and design for your PhD study

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Student development

OBS 900 - Year 1



Semester 2



| | |
|-------------------|------------------|
| Contact session 5 | 23 – 25 July |
| Thursday | Academic writing |
| Friday | Theme 7 |
| Saturday | Theme 7 |

| | |
|-------------------|---------------------------|
| Contact session 6 | 20 – 22 Aug |
| Thursday | Academic writing |
| Friday | Theme 7 |
| Saturday | Theme 7 (Prof Sonali Das) |

Theme 7: Planning the research design of a quantitative PhD and in the methodology of a Proposal

- A brief overview of the major methodological decisions you will have to take when planning a quantitative PhD
- In terms of methodology, what should I include in the final research proposal when planning a quantitative study?
- The role of variables in quantitative studies
 - The nature of and relationships between constructs / concepts and variables in quantitative studies
 - The importance of clearly defining the constructs/concepts and/or variables in a quantitative study
 - Uni-dimensional versus multi-dimensional constructs
 - Dependent versus independent variables
 - Mediating and moderating variables
 - Making cause-effect claims about variables in a quantitative study
- The nature and role of hypotheses in quantitative studies
 - Refresher: What is a hypothesis?
 - Refresher: Basic types of hypotheses
 - Refresher: Getting adventurous: Investigated mediated and moderated relationships
 - Identifying the specific variables to be measured in order to test your hypotheses / satisfy your research objectives

- Sampling in quantitative studies
 - The importance of thinking carefully about access to data sources and the recruitment of participants
 - Delineating and describing the target population of your study
 - Specifying the units of analysis of your study
 - Choosing an appropriate sampling method
 - Probability sampling methods
 - Non-probability sampling methods
 - Factors to consider when deciding on an appropriate sample size
 - Nature of respondents and size of the target population
 - Sample size requirements of specific statistical techniques (e.g., EFA, multiple regression, CFA/SEM)
 - Financial constraints

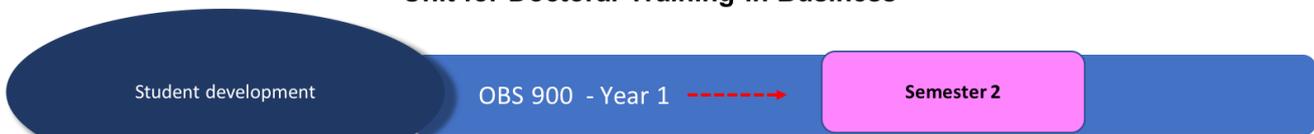
- Choosing an appropriate survey method for your research
 - An overview of the nature, advantages and disadvantages of available survey methods
 - Factors to consider when choosing the most appropriate survey method(s) for your study
 - Errors that could distort the results of a survey research study:
 - An overview of different types of survey error
 - Common method bias and procedural remedies to counteract it
 - Best practices in designing and administering online surveys in Qualtrics

- Measurement and scaling in quantitative studies
 - The fundamental nature of measurement in quantitative studies
 - The four types of data resulting from measurement: nominal, ordinal, interval and ratio
 - Different basic survey question and scale designs
 - Basic descriptive statistics associated with different basic question / scale designs
 - Why do we prefer to measure abstract constructs with multiple item rating scales?
 - Reliability and validity as fundamental concerns in quantitative measurement
 - What does the term “reliability” mean?
 - Different types of reliability
 - Cronbach’s alpha as an indicator of the internal consistency reliability of multiple item rating scales
 - What does the term “validity” mean?
 - Different types of validity
 - Judging the “reliability” and “validity” of existing multiple-item rating scales
 - Finding appropriate measures for abstract constructs
 - To what extent can one adapt existing measures for abstract constructs?
 - Conducting a scale development study (?)

- Questionnaire design and pre-testing
 - The major elements of a questionnaire
 - Fundamental principles to consider when designing a questionnaire
 - Criteria to guide the critical evaluation of an existing questionnaire
 - The importance of questionnaire pre-testing and the dangers of neglecting it
 - Conducting a pre-test
 - Who should participate?
 - How many participants should I have?
 - How should I conduct the pre-test?
 - What should I do after the pre-test?

- Some basic statistics you have to understand
 - Univariate descriptive statistics
 - Mode, mean and median
 - Frequency counts
 - Standard deviation and variance
 - Bivariate descriptive statistics
 - Cross-tabulations
 - Scatterplots
 - Pearson's product moment correlation
 - Spearman's rank order correlation

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| Contact session 7 | 17 – 19 Sept |
|-------------------|------------------|
| Thursday | Academic writing |
| Friday | Theme 8 |
| Saturday | Theme 8 |

| Contact session 8 | 15 – 17 Oct |
|-------------------|------------------|
| Thursday | Academic writing |
| Friday | Theme 8 |
| Saturday | Theme 8 |

Theme 8: Planning the research design of a qualitative PhD and in the methodology of a Proposal

- A brief overview of the major methodological decisions you will have to take when conducting a qualitative PhD
- Research paradigms
- In terms of methodology, what should I include in the final research proposal when planning a qualitative study?
- Other relevant qualitative research design elements will be added.

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Theme 9: Methodological decisions and Writing workshop

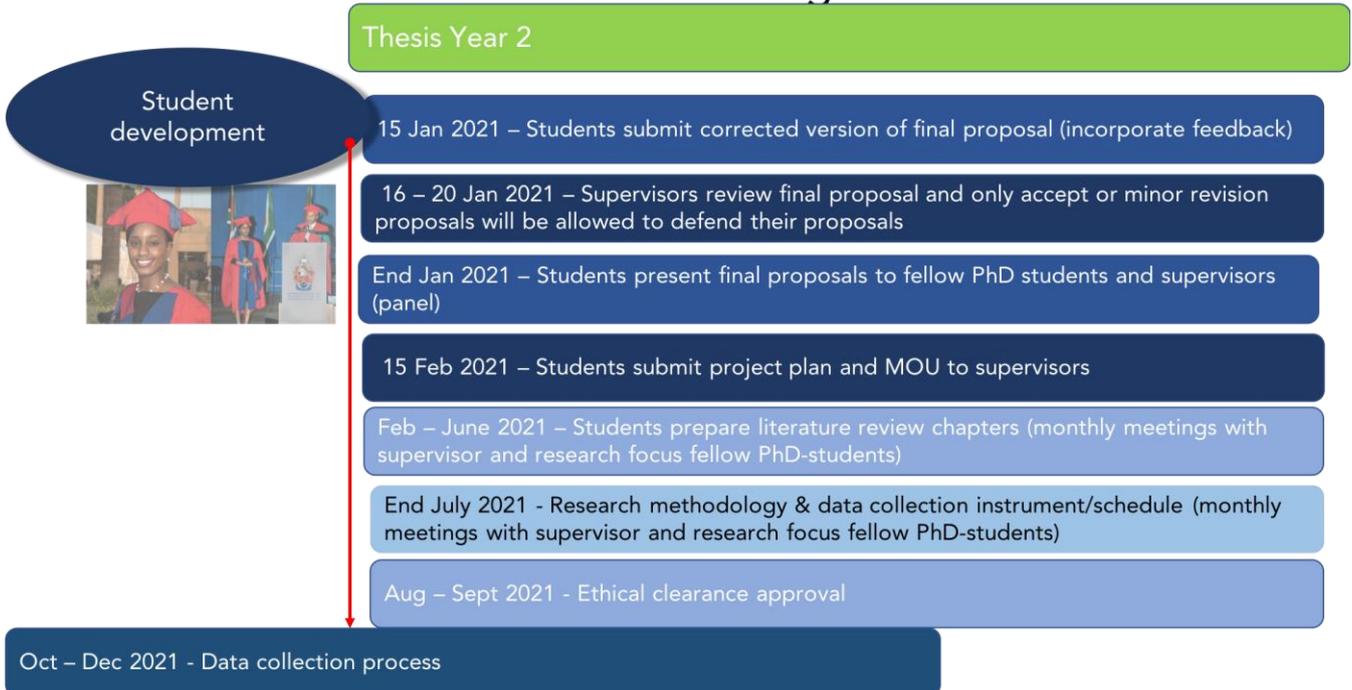
- A brief overview of the major methodological decisions you will have to take when conducting a mixed methods PhD
- In terms of methodology, what should I include in the final research proposal when planning a qualitative study?

Theme 10: Ethical considerations

- Important ethical principles to consider when designing and executing a PhD study:
 - Informed consent
 - Voluntary participation
 - Ensuring anonymity and/or confidentiality
 - Freedom from harm
- The requirements and process involved in getting ethical clearance for your PhD
- Provisional versus final ethical clearance
- Documents to prepare / obtain in order to get ethical clearance
 - The Faculty's application form for ethical clearance
 - The approved version of your final proposal
 - A Turnitin report of your final proposal
 - Letters of permission from the organizations / venues where you plan to collect data
 - When are letters of permission required?
 - What information should be contained in a letter of permission?
 - Non-disclose agreements (NDA)
 - When are NDAs required?
 - What is the process to be followed to get NDAs approved?
 - The informed consent form
 - The research instrument you plan to use

3.3 Module structure and dates – Year 2 and 3

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3.4 Module outcomes and assessments

The following assessments and submission dates are important:

| | |
|------------------|---------------------------|
| 30 April 2020 | Submit Topic Statement |
| 18 May 2020 | Feedback from supervisors |
| 13 July 2020 | Submit draft proposal |
| 27 July 2020 | Feedback from supervisors |
| 20 November 2020 | Submit final proposal |
| 4 December 2020 | Feedback from supervisors |

3.5 Plagiarism

Plagiarism is a serious form of academic misconduct. It involves both appropriating someone else's work and passing it off as one's own work afterwards. Thus, you commit plagiarism when you present someone else's written or creative work (words, images, ideas, opinions, discoveries, artwork, music, recordings, computer-generated work, etc.) as your own. Only hand in your own original work. Indicate precisely and accurately when you have used information provided by someone else. Referencing must be done in accordance with a recognised system. Indicate whether you have downloaded information from the Internet. For more details, visit the library's website:

<http://www.library.up.ac.za/plagiarism/index.htm>.

4 Support services

Please note that details on the EMS Student Support Services are provided in 5.4 and 5.5 below.

For UP support, please download a QR code reader on your cellular phone. To download a QR code reader open your mobile app store (App Store, Google Play or Windows Marketplace) and search for QR code readers.

4.1 Safety in the evening and emergencies

- For any safety or emergency related matters, eg if you need a security officer to accompany you from your residence to campus, phone the Operational Management Centre (details at the back of your student card).
- The 24-hour, multi-disciplinary UP Crisis Line offers professional and confidential support to victims of crime in times of trauma. For assistance and immediate action, phone the UP Crisis Line on: 0800 00 64 28.
- Hatfield residence students: From 18:00 till 06:00 security officers are available to escort you (on foot) to and from your residence or campus anywhere east of the Hatfield Campus through to the Hillcrest Campus.

4.2 E-learning support

- Report a problem you experience to the Student Help Desk on your campus.
- Visit the open labs in the Informatorium Building or IT labs on your campus to report problems at the offices of the Student Help Desk.

- Approach the assistants at the help desks—campus specific (for example: adjacent to the Student Computer Laboratories in IT Building, NW2, CBT or Aldoel Building IT labs, etc).
- Call 012 420 3837.
- Email studenthelp@up.ac.za

4.3 Other support services:

| | | | |
|--|--|--|---|
| FLY@UP: The Finish Line is Yours | <ul style="list-style-type: none"> • Think carefully before dropping modules (after the closing date for amendments or cancellation of modules). • Make responsible choices with your time and work consistently. • Aim for a good semester mark. Don't rely on the examination to pass. | www.up.ac.za/fly@up email: fly@up.ac.za |  |
| Disability Unit | Academic support for students with learning disabilities: <ul style="list-style-type: none"> • Assistive technological services • Facilitation of test and examination accommodations • Test and exam concession applications • Accessible study venues and a computer lab • Referrals for recommended textbooks in electronic format | https://www.up.ac.za/disability-unit 012 420 2064 email: du@up.ac.za |  |
| Student Counselling Unit | Provides counselling and therapeutic support to students | 012 420 2333 |  |
| Student Health Services | Promotes and assists students with health and wellness | 012 420 5233 012 420 3423 |  |
| The Careers Office | Provides support for UP students and graduates as they prepare for their careers | careerservices@up.ac.za 012 420 2315 |  |
| Department of Security Services | 24-hour Operational Management Centre 24-hour Operational Manager Crisis Line | 012 420-2310 012 420-2760 083 654 0476 0800 006 428 |  |

| | | | |
|---|---|--|---|
| Department of Student Affairs | Enquiries concerning studies, accommodation, food, funds, social activities and personal problems | 012 420 2371/4001 Roosmaryn Building, Hatfield campus |  |
| Centre for Sexualities, AIDS and Gender | Identifies and provides training of student peer counsellors | 012 420 4391 |  |
| Fees and funding | http://www.up.ac.za/enquiry www.up.ac.za/fees-and-funding | 012 420 3111 |  |
| IT Helpdesk | For student IT related queries | 012 420 3051 studenthelp@up.ac.za |  |

4.4 EMS student support by Faculty Student Advisors *

Mondays to Fridays, 07h30 to 16h00

The services offered by the Faculty Student Advisors (FSAs) include individual consultation and/or group workshops dealing with:

- Adjustment to university life**
- Academic support** - Goal setting & motivation, Time Management, Study methods, Test/Exam preparation, Stress management
- Career exploration**
- UPO 107 module queries** – For 1st year students only
- EMS Y2 Plus queries** – For 2nd & 3rd year students only
- Other services:**
 - Phafoga early warning system – For 1st years
 - Mamelodi / Hatfield student orientation – For 2nd years completing their first year in Mamelodi in the immediately preceding year
 - First generation mentorship – For 1st years

Please either phone 012 420 6992 for an appointment or visit the counter in Room 1-13 in the EMS Faculty Administration (at EMS Building Entrance 1) to make an appointment.

***Services are free of charge to all EMS registered students**

| FSAs at your service | | |
|---|---|--|
| Mr Danny Ramollo EMS Administration Building, Room 1-13.1 E-mail: danny.ramollo@up.ac.za Tel: (012) 420 6743 | Ms Zinhle Sibiya EMS Administration Building, Room 1-13.2 E-mail: zinhle.sibiya@up.ac.za Tel: (012) 420 3322 | Mr Nhlanhla Maphetu EMS Administration Building, Room 1-13 E-mail: nhlanhla.maphetu@up.ac.za Tel: (012) 420 6992 |

4.5 Faculty administrators responsible for PhD queries

Business Management (undergraduate & honours)

Mr Ngobeni Room 1-12.1
012 420 5394 johannes.ngobeni@up.ac.za

Communication Management (undergraduate & honours)

Ms Nel Room 1-13.3
012 420 3498 estelle.nel@up.ac.za

Entrepreneurship (postgraduate diploma)

Mr Ngobeni Room 1-12.1
012 420 5394 johannes.ngobeni@up.ac.za

Responsible Leadership

Ms Mjwara Room 1-1.5 (Foyer)
012 420 3643 zethu.mjwara@up.ac.za

Strategic Management

Ms Mjwara Room 1-1.5 (Foyer)
012 420 3643 zethu.mjwara@up.ac.za

Supply Chain Management (undergraduate & honours)

Mr Ngobeni Room 1-12.1
012 420 5394 johannes.ngobeni@up.ac.za

5. Rules of conduct for EMS students

Students in the EMS Faculty are likely move into the business world once they have completed their studies at the University of Pretoria. As part of delivering well-rounded students to the job market, it is important that UP students refine certain attributes that are deemed to be part of the make-up of any successful business person. Where feasible, a number of these attributes need to be inculcated by staff members in the departments in the EMS Faculty, by consistently applying the same administrative and other rules when dealing with students. **As these rules of conduct are deemed to form part of learners' guides even though they may be handed out separately, it is assumed that all students are aware of these and ignorance will thus not be accepted as an excuse.**

| CONDUCT RULES (GA = Graduate attribute expected of students in the EMS Faculty per S4691/17) | |
|---|---|
| 1. | Professional conduct and manners are expected when interacting with your lecturers in person, by e-mail or by telephone. GA: <i>Communicate constructively and sensitively with a range of people and communities in diverse social, cultural, geographical and workplace contexts using appropriate language (oral, written and listening) as well as other skills</i> |
| 2. | Professional conduct and ethical conduct are expected when liaising with outside stakeholders related to your academic programme. GA: <i>Have a sense of social responsibility, respect human rights and dignity and exhibit informed awareness and behave professionally, ethically and with integrity</i> |
| 3. | Please respect the consulting hours of lecturers and the time of your fellow students when consulting with lecturers on a one-on-one basis or in class. GA: <i>Demonstrate inter-personal skills by working collaboratively and co-operatively in several contexts and function autonomously / independently and confidently as individuals demonstrating initiative in</i> |

| |
|---|
| <p><i>overcoming life and work challenges and take responsibility for their own decisions and development</i></p> |
| <p>4. All correspondence (e-mail or otherwise) with the HODs and lecturers, must be done in an appropriate format and tone. If not, the correspondence will be returned unanswered marked “format” or “tone”. Queries will thus not be attended to, unless the format and/or tone of the correspondence are at an acceptable professional standard. For examples of the appropriate format, refer to the formats of correspondence included in this document. GA: <i>Communicate constructively and sensitively with a range of people and communities in diverse social, cultural, geographical and workplace contexts using appropriate language (oral, written and listening) as well as other skills</i></p> |
| <p>5. Students shall not be late for class, unless there is a valid reason for their being late. Being late for a lecture indicates a lack of respect for the lecturer and fellow students. In addition, students who have to leave a lecture period before the end of the lecture should advise the relevant lecturer before the lecture commences that they will be leaving early. GA: <i>Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development</i></p> |
| <p>6. Students’ cell phones should be switched off and out of sight during lectures and tutor sessions, unless these are used as part of the blended learning interventions. GA: <i>Have a sense of social responsibility , respect human rights and dignity and exhibit informed awareness and behave professionally, ethically and with integrity and interact constructively and create opportunities for shared learning</i></p> |
| <p>7. Students are discouraged from misusing the procedures associated with sick notes. Nevertheless, when appropriate, they are expected to hand in a sick note application form together with the required supporting documentation AT EACH DEPARTMENT. The associated application form must be filled out in its entirety and if not, sick notes will not be accepted and a zero mark will be awarded for the relevant test or assignment. GA: <i>Have a sense of social responsibility , respect human rights and dignity and exhibit informed awareness and behave professionally, ethically and with integrity</i></p> |
| <p>8. Sick note application forms and associated documentation must be handed in within three working days from the date of the test that was missed. Public holidays, Saturdays, Sundays and official university recess days during a semester are not counted as working days. Late submissions will not be accepted and a zero mark will be awarded for the relevant test. GA: <i>Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development</i></p> |
| <p>9. To counter unethical behaviour, sick notes received will be validated by confirming their validity with the issuing medical practitioner. If students are identified as having submitted fraudulent sick notes, they will be handed over to the university authorities for disciplinary action and this could lead to expulsion. GA: <i>Have a sense of social responsibility , respect human rights and dignity and exhibit informed awareness and behave professionally, ethically and with integrity</i></p> |
| <p>10. Students are expected to consider the resubmission of tests for additional marks carefully and are expected to fill out the associated forms in their entirety and hand these in, accompanied by the relevant test. Questions/answer books will be remarked in their entirety when handed in and students could consequently lose marks previously awarded, when the entire question/answer book is remarked. GA: <i>Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development</i></p> |
| <p>11. Fraudulent amendments to tests and examinations will not be tolerated and students guilty of this will be handed over to the university authorities for disciplinary action and this could lead</p> |

to expulsion or suspension of credits for a specific module. **GA:** *Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development and have a sense of social responsibility, respect human rights and dignity and exhibit informed awareness and behave professionally, ethically and with integrity*

12. All tests handed in for remarking must be handed in within **three working days** of the date on which the tests were handed back in class and must be accompanied by the associated form. Public holidays, Saturdays, Sundays and official university recess days during a semester are **not** counted as working days. Applications for a remark will not be considered if handed in after the deadline specified by the lecturers. **GA:** *Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development*

13. All assignments must be handed in on time. If not, assignments will not be marked and students will receive a zero mark for assignments that were handed in late. **GA:** *Function autonomously / independently and confidently as individuals demonstrating initiative in overcoming life and work challenges and take responsibility for their own decisions and development*