MANAGEMENT RESEARCH IN INDIA

BY MTC GLOBAL

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Presenting Research

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The end objective of all research is to identify a solution to a problem or issue. Research aims to delve and diagnose, explore trends, relationship dynamics, and unearth factual data, which, in turn, help in arriving at the solution. If this diagnosis or fact-finding is not reported properly, the solution is unattainable. Communicating research findings is key and integral to research. Regardless of how innovative or transformational research is, it will not have an impact if not disseminated effectively to stakeholders, public, or further researchers.

Whether the context is academics (doctoral students, short-term projects for graduates) or business (surveys, projects), the researcher's key obligation is to create a sound report – thesis, the presentation or the public defence, which will create awareness of the research and its findings. It is necessary for the researcher to present the research work in a manner that will interest and entice the reader / audience. There is a high correlation between good thinking and effective writing.

Academic Writing Principles

Academic writing is different from writing in News Papers/ periodicals. Writing for academic journals demands a certain amount of skill in establishing a thread between earlier research in the area, linking it to the research being done and also projecting scope for further research in the area. Successful academic writing also involves the ability to incorporate the following concepts in writing, so that the reader understands what is being said in the proper perspective.

- **Cohesion:** can be understood as the smooth movement or "flow" between sentences and paragraphs. The concepts discussed and the back ground theory linking the different constructs discussed in research should all be woven into a homogenous content, and not presented as patch-work and confuse the reader. A good way to learn this skill is to read many other papers/ theses published by academic journals/ universities of repute. Critiquing such research works will develop a fair ability of producing good research articles by the authors.
- **Clarity:** the meaning of what you are intending to communicate is perfectly clear; the reader does not have to "read between the lines" to guess what you are saying. Especially in academic research, the researcher is not supposed to guess/ expect the reader to guess results from observations presented, etc. The researcher has to

build the logic using the observations, the under-lying theory and suppositions made, and discuss the hypotheses/ arguments presented with absolute clarity.

- **Logical order:** refers to a logical flow of information. In academic writing, authors tend to move from general to specific while building the research proposal, and s/he will again move from his/ her specific research findings to applications in general. The order will ensure that the reader is taken through the research work in a smooth process, retaining his/ her interest while reading the research work.

- **Consistency:** Consistency refers to uniformity in writing style and it is important to establish the credibility of researcher. If the style, language or content does not seem to be consistent, the reader may doubt the originality of contribution, and may appear to have been lifted off, from different sources of published material.

- **Unity:** At its simplest, unity refers to the exclusion of information that does not directly relate to the topic being discussed in a given paragraph. In its broadest sense, an entire essay should be unified; that is, within the paragraphs, the minor supports must support the major supports, which in turn must support the topic sentences. Each of the topic sentences must likewise support the thesis statement.

- **Conciseness:** Conciseness is economy in the use of words. Good writing quickly gets to the point and eliminates unnecessary words and needless repetition (redundancy, or "deadwood."). When an academic research work is presented, it is more important as the readers are interested in research results and methodology used, etc. and they are not interested in floral language or verbose statements.

- **Completeness:** While repetitive or unnecessary information must be eliminated, the writer has a responsibility to provide essential information on a given topic.

- **Variety:** Variety helps the reader by adding some "spice" to the text. It is achieved in part by using various methods of joining ideas. In addition to constructing sentences of various types and lengths, the writer should try to use synonyms when possible.

- **Formality:** Academic writing is formal in tone. This means that sophisticated vocabulary and grammatical structures are used. Slang, colloquial language and incomplete sentences are not appropriate.

"PRESENTING RESEARCH" chapter focuses on the process and steps to presenting research effectively. While the content is presented in the context of the award of a doctoral degree (PhD), this process is largely similar to all kinds of academic or empirical research, including writing for journals, conferences, seminars or reports. Business reports tend to be more precise, due to their contextual needs, thereby laying greater emphasis on effective and concise communication, but research there follows the same principles.

The chapter is presented in four parts; the first part deals with the preparation for research and writing the thesis, the second part presents guidelines for writing a synopsis of the thesis, the third part presents guidelines for a viva-voce or public

defence of the thesis and the final part presents on publication in academic jou~~~~, ~~~~modi~~~~
etc.   ~~~~findin~~~~

PART 1: RESEARCH AND THESIS

Many academicians and industry professionals desirous of obtaining a PhD, enroll in different research programmes, with a long-term interest in academics or for the sense of fulfilment.   After three to four years of gruelling research, it is important that it culminates into a meaningful thesis. The thesis is the only document that judges and provides an insight into the research effort.

When one starts, research seems a never-ending journey and writing a thesis seems a long and difficult task, which it is. However, the right approach ensures the thesis – and the research effort – progress well. When the researcher has defined and outlined the research problem, clarity comes in, and when the researcher has effectively presented the analysis and findings, one begins to enjoy writing, a joy linked to the research findings, achievement satisfaction and improvement in technical writing skills. Writing a thesis requires academic prudence. The process is facilitated if one starts with clearly defined objectives and follows a systematic approach to conducting research and documenting findings. A few questions that bother most researchers include:

When to start writing?
How to write?
What to write?
Is there a specific format?
How much to write?
How to conclude?

When To Start Writing?

The first few months are critical for a researcher, involving intense reading to identify the research gap, defining the problem statement, and focussing the next few years' work on it. It is not uncommon that researchers embark upon an idea, work fervently for a few months and then radically change the topic of interest or drop the initial idea completely. The process goes on until the researcher zeroes in on a topic that provides enough scope for work, is of interest and value adding for future. Review of existing literature is very important, as it helps identify the gaps in current research and what can be a topic of effective research. Once a topic is finalised by identifying gaps from review of literature, or from other methods, the researcher can commence writing. It may sound too early, but it helps to document all significant aspects, which may be omitted by forgetfulness if delayed.

The best time to start writing the thesis is when the researcher is starting the research work. A rough plan of the thesis structure, chaptalisation of the final thesis, will help organise content.   (For scholars, the pattern is similar across universities and institutes.) Changes are bound to happen during the next few years of research and

modifications can be made, along the way, supported and necessitated by research findings.

How to Write?

English is the generally approved language for writing PhD thesis in most Indian universities, except for the theses in languages. Luckily, the spelling and grammar check tool helps in avoiding errors in the language, when using a word processor for writing a thesis. For those researchers who write on paper and take professional help in typing on a computer, it helps if the researcher sits along with the typist to correct any language errors immediately.

What to Write?

What to begin with? A good starting point is the review of literature that led to identifying the research problem.

A good review of literature helps the researcher identify research gaps, crystallise research questions and define research objectives. It is also important to know what literature to include and what not to include. Though many articles on a topic are reviewed or collected, and though most of them assist in identifying objectives, only literature that is relevant should be included in the review. Similarly, only references of such articles should be included in the list of references and bibliography should include selective further reading on the topic.

It is important to avoid plagiarism. The temptation to copy sections of relevant text from different articles reviewed can be strong. Some researchers feel that placing copied text in quotes or providing a reference to the original article is enough. It is important that concepts / ideas are acknowledged through citation, but even if cited, the researcher must write the content in his own words. This helps maintaining originality of ideas and refining text to the context of research.

One question that bothers researchers is to decide what all to include in the final thesis. More importantly, they are worried whether all the data that they have collected in the process of doing research should definitely go into the report. There may be huge amounts of data that may not qualify for inclusion in the final report, as most often than not, researchers tend to be over-ambitious in the process and collect as much of data as possible. For instance, they may feel it is difficult to contact their respondents again if required and better ask all possible questions in the chance they get (either in the questionnaire used or during interviews or whatever be the data collection process).Later, they may have a tough time to prune the information they have. One simplistic solution to the problem could be to begin with the research objectives and every other information should be measured against these i.e., whether it is relevant to meet the stated objectives. Many a time there may be enough information available with the researchers that may be used to write independent research papers, with their own research objectives. It is important that the researcher has a macro-perspective of

the research question he is attempting to answer and all other work should be revolving around that.

Is There A Specific Format?

Today, formatting a report is much easier, with increasing word processing competencies in contemporary office software. It helps to create a document template and style gallery, with document formats established, prior to starting writing. Establishing this format, which is essentially defines fonts, headings, footnotes, tables, referencing, margins, etc., helps in creating indices and lists automatically and helps cross-referencing and data retrieval. It is surprising to note that 80% of researchers, who use word processing software, are ignorant of formatting basics and struggle with this at the end of the report. It also helps to seek assistance from competent persons at this stage itself. Better to learn in the beginning than struggle at a later date.

We present here a generally acceptable format for writing a research report. A report can be divided into three sections, the prelims, the body of the research and the end matter. Each of these sections serves a specific purpose and some basic guidelines are

Prelims
This includes everything that has to come before the first page of the introduction to the research.

1. **Title**: The title page should have the complete title, the researcher's name, the name of the research supervisor (if any), the name of the sponsoring agency / organisation to which the report is submitted and the date of submission.

2. **Acknowledgments**: It is customary to acknowledge people, whose contribution helped in conducting the research. Acknowledgments should be specific and brief, and, generally, should not take more than a page.

3. **Abstract**: An abstract is a summary of the research written in "academic writing style." It is an essential component of a research. (In business contexts, it is usually referred as an executive summary.) It should provide the essence of research in as few words as possible for future researchers or those interested in the area of research. Ideally it should contain six components, purpose, scope, method, results, recommendations and conclusions. However, a PhD research report format may not require an abstract, as separate synopses are usually submitted.

4. **Declaration**: Some institutes or agencies necessitate that the researcher submits a declaration stating the originality of the work, duly signed (countersigned by research supervisor) and dated. This is to ensure plagiarism is avoided, which is a serious offence, and emphasise the importance of authentic research.

Contents: The contents can be brief with just the chapter titles or contain details of chapter sub-headings, given with page numbers. This is dependent on the choice of the research scholar and his supervisor.

List of Tables & List of Figures: The thesis should provide an index of tables and figures, similar to the index of chapters, which helps readers to access relevant charts / figures, etc. Most word-processing software automatically create contents, list of figures and list of tables, if necessary formatting styles are applied.

BODY

Introduction: Introduction should include essential information, which a reader should have prior to understanding the present research. A common mistake, which many scholars commit, is to include anything or everything on the topic in this chapter. The introduction chapter should only serve to introduce the topic, provide background, meanings of concepts used, definitions and theories used to understand the processes / findings. There is no ideal length of an introduction chapter (or for that matter, any other chapter) but the thumb rule is not more than 10% of the total report size.

After reading the chapter, the reader should have a fair idea of the topic and the under-lying theory that is required for him to appreciate the work done by the researcher. Relevant / related concepts can also be presented, highlighting the working definitions and the theories/ concepts that are not included/ considered in the study can also be presented, giving the rationale for the same. This will serve the essential purpose for the researcher to project his understanding of the topic under study, but also put the proposed research in the broader context.

2. **Literature review**: This includes the synthesis of reviewed literature and the context in which the current research is set. It should include the learning derived, the premise for the research problem and should present the basis or model on which the research hypothesis are established. Most plagiarism found in PhD theses is in this section. Literature review does not mean reproducing sections of text from other researchers' work and quoting references at the end. Only relevant literature that helped in identifying the research problem or that helped in understanding the findings of research should be included in this section. Only synthesised learning derived from other researchers' work must be presented.

The literature reviewed must be presented in a logical flow, concluding in the need for present research. Generally, the literature reviewed is presented in the hierarchy of the date of publication. Starting with the contribution of original thinkers on the topic, and building on the research conducted by the later researchers, till the recent contributions in the area may be a good idea, although some researchers may prefer to do it in the reverse order (beginning with the latest

research in the area, and presenting the initial works at the end). Whatever be the flow, haphazard presentation is better avoided as it tends to confuse the readers, unless the research reviewed is presented under specific themes/ sub-areas and a flow needs to be maintained within each sub theme.

3. **Scope for Research**: The scope for research is defined after establishing the need for research based on literature review or based on experience/ preliminary exploratory research. While presenting the scope for research, the researcher needs to clarify the need for research in the local, national and international context and also needs to explain the boundaries of the proposed research. When well presented, the reader will have a fair idea on what to expect and more importantly, where the boundaries lie.

4. **Methodology**: Once the scope of research is defined, research methodology needs to be presented. This chapter should clearly specify research questions, research objectives, research hypotheses, data sources (primary and secondary), tools and analysis methods used.

Research question: There should be one or two major questions which the research attempts to answer, based on conflicts in earlier research or based on difference between research reviewed and actual practices observed by the researcher, etc. All the researcher's efforts revolve around attempts at answering these questions. For example, a research question may be "How does leadership development happen in different types of organisations in India?"

Research Objectives: The research question/s need to be broken down into specific research objectives. The number of research objectives may be as few as two or as many as five (or more in exceptional cases). The more the objectives, the more complex the research becomes, as the objectives chosen should be distinct and achievable. To continue with the example given above, the research objectives to answer the research question stated could be 1. To explore the leadership development process in organisations and 2. To explore the differences in leadership development process in different types of organisations in India.

Research Methods: Research methods are many. The research question and the objectives define the nature of research required, and suggest the most appropriate tools to be used. In this section of report, the different methods used in the research are presented, justifying their used in the research context. The population needs to be defined and the process of sampling and choosing the participants for study needs to be explained in detail. The process of data collection, the problems, limitations encountered, etc. may also be included. The details of the different sources of data used have to be presented in detail.

Research Hypotheses: To achieve each of the research objectives, hypotheses should be drawn that enables a researcher to test those using different tools.

Exploratory research or other qualitative research may or may not begin with hypotheses but may still require the notional hypotheses (or the apriority notion with which the researcher has begun). All the hypotheses may be listed together or sometimes classified based on the proximity between the research objectives. If the objectives are diverse, it may make better sense to group hypotheses accordingly.

5. **Results/Observations**: Findings should form the crux of the research report. The data collected must be analysed and presented in a structured form, using tables and figures or graphs. As this chapter presents the analysis and arguments, it has the most content and is usually the largest chapter in the report. Data analysis, highlighting the findings with reference to the research objectives, is presented in this chapter. Each of the hypotheses needs to be tested with data collected and findings presented.

6. **Discussion**: Interpretation of the findings in the context of literature, and managerial implications need to be discussed in this section of the report. Significant findings should be highlighted in context of research objectives, and discussion should centre on explaining the findings using existing theory, used to build extensions of existing theory or to build newer models. A model may be designed to fit in the observations, to allow for further testing.

7. **Conclusions**: They highlight the significant learning derived from the research, and pave way for further research in the area, and hence they are critical. Generally conclusions are written in bullets, for clarity and better understanding.

8. **Scope for Further Research:** is the starting point for other researchers interested in continuing the work done by the researcher. It is his/ her responsibility to identify the scope for further research, based on his research findings, analysis and conclusions. As most of the research answers the question which had initiated the research, but also throws up a number of other interesting questions which can be addressed in further research.

END MATTER

1. **Appendices**: All relevant information, which a reader may need as reference to understand the research work may be added as appendices. This information may have come out of research (for e.g., factor loadings of different variables under study) or brought from outside (for e.g., statistical tables). The thumb rule is to use only such data as is absolutely essential to explain research findings in the body of the text, and all other relevant information to be added as appendices. A common pitfall is that researchers tend to make appendices bulkier than the body of research, and this may undermine the relevance of actual research done.

2. **Endnotes / Footnotes**: Immediate referencing helps the reader relate to the research better. Hence endnotes / footnotes play a significant role in a research report. Footnotes are placed on each page, while the endnotes are at the end of

each chapter, etc. Often, they help comprehension of the research by enabling reader to immediately refer to the cited content. Contemporary word-processing software help creating these references without much problem.

3. **Reference list**: Use an acceptable format for writing references. APA (American Psychological Association) style is the universally accepted format for citing sources or references. However, it is prudent to check on the acceptable format before writing the references.

4. **Bibliography**: All further reading, which the reader can do in order to add to knowledge on the current research, is included in the bibliography.

Part 2: Thesis Synopsis

A tricky question is whether a synopsis should be written before the thesis or after. In some universities, a synopsis must be submitted, in advance, before submitting the final thesis. Whenever the submission, an effective synopsis can be written only after completion of the research. It is a concise version of the thesis providing salient features, as an introduction to the research and should create curiosity, while being comprehensive to cover the research, findings and conclusions. A synopsis should create an argument for the research, giving the context of the research. It is important to link theory with research to justify the conclusions. Some basic tips are:

Abstract of thesis / paper: An abstract should be a comprehensive summary of the research efforts. Though there are no hard and fast rules on the length of an abstract, it should not be more than a typewritten page (approximately 300 – 400 words). It should briefly mention the objectives of the research, the methodology adopted and significant findings.

Key words: In the electronic world as we know today, mentioning a few key words will enable search and retrieval. Hence, this is more relevant for papers and not much for theses. While choosing the key words, care should be taken that they significantly reflect the subject area, research topic and methodology adopted.

Objectives: Research questions and research objectives need to be presented in the synopsis.

Research Methodology: A brief note on the methodology used for conducting the research is very important.

Key Findings: Some of the more important findings/ observations may be listed here. The reader should get a basic idea of the nature of findings and at the same time need not list all findings/ observations.

Scope for Further Research: should also be given in brief, so that it will generate interest in the reader whose research interests lie in similar areas.

Part 3: Viva-Voce

The viva-voce is an important mode of assessing the doctoral work of the researchers, especially those pursuing doctoral and fellow programmes. It provides researchers an opportunity to demonstrate their knowledge, approach and understanding with examiners and general public. Research has universal or wide-ranging impact, across sections of society, and viva-voce examinations, called public defence, are open to a wider audience.

A doctoral work must meet the sufficiency conditions. That means it must be original and significant contribution to knowledge and learning. The purpose of the viva examination is to:

- Demonstrate that the thesis is an original work
- Confirm that the researcher understands what is written and can defend it verbally.
- Investigate awareness of where the original work sits in relation to the wider research field.
- Establish whether the thesis is of sufficiently high standard to merit the award of the degree.
- Allow researcher to clarify and develop the written thesis in response to the examiners' questions

A research scholar is always anxious to know when the viva voce will be conducted, which is usually scheduled after 8 to 10 weeks from submission of the thesis. Delays may occur due to scheduling conflicts as it involves many examiners, who need to have comprehensively read and understood the thesis. Another concern among scholars is who would be the examiners. Mostly, an internal and an external examiner are present. The responsibility of conducting the viva-voce in line with concerned university regulations lies with the research supervisor. Though the thesis supervisor will be present for viva-voce, it is the scholar's responsibility to defend the thesis.

Preparing For Viva-Voce

It always pays to be prepared for a viva-voce, even though one may be knowledgeable and well-versed with the research. Attention to specifics and details, can often come in handy when handling queries from public.Basically preparation falls into two domains: technical and interpersonal.

Technical: Primarily, the thesis has to be assessed by the researcher himself. The researcher must be familiar with the work, in order to be able to point out what is where and where the interconnections and the analyses lie. An understanding of the purpose and procedures related to the viva-voce will eliminate unwanted anxiety. Further, it is essential to aim for a conversation rather than an argument with the examiners.

Inter-personal: The research scholar should be aware of what the examiners are looking for. The examiners are concerned with examining the quality of research, if it merits the award of the degree, whether it is an original work, and if it is publication-

worthy. The examiners will check if the thesis is concisely and clearly written and well argued. They will also look at methodological soundness, full references and whether the thesis complies with the institute's guidelines, i.e., length, presentation, relevance and style.

Individual Preparation

In the research process, one encounters many opportunities to make oral presentations. In academic programmes, scholars are also required to undergo a Research Training Programme involving oral presentation skills. However, the anxiety of a viva-voce can raise many questions but a few strategies will help in being ready.

- Keep the subject of the thesis alive
- Know the thesis inside out, familiarise oneself with the literature referred in the thesis
- Read articles published by the examiners to familiarise with their academic stance
- Produce a summary of the thesis and have a mock-up viva
- Visit the venue of the viva-voce and understand the setup, tools and equipment
- Get the date, day, place and time of the viva-voce right
- Prepare support documents, notes, hand-outs, and handy material to refer when handling queries

Delivery

Delivery of the presentation shows the scholar's confidence and articulation on the research. One must think logically and organise the presentation in clear and simple terms. Decide on what is important in the thesis and explain the significance of your work. Effective and positive body language during the presentation cannot be overemphasised. Speech must be even-paced and clear, and eye contact with audience must be maintained. One must also ensure an effective conclusion and summarise before closing the presentation.

While preparing for the viva-voce, one will encounter and identify potential weaknesses in the research or the argument. Identification of these weaknesses in advance provides the opportunity to prepare responses to overcome the shortcomings. Scholars must never provide a general, resigned declaration that "such shortcomings occur in every study," or blame data, supervisors or any other agency or situation. Never dismiss the question, deflect the question or state that the issue is beyond the scope of the research, unless it is a totally irrelevant question. When a question is posed, it is proper to take time to reflect on the question and answer, attempting to understand the possible links or relationships posed by the question to the research. Criticism on the research is not personal; it is an evaluation of the appropriateness and relevance of the research. One must seize the opportunity to talk about the research and remain confident by not getting confused. Never deviate from the scope of presentation / research.

The outcome of the viva-voce is a recommendation that the degree is awarded, or that the degree is awarded upon completion of amendments recommended by the examiners.

PART 4: publication in academic journals

In recent UGC guidelines for award of PhD degree, it has become mandatory for research scholars to publish in academic journals before his/her thesis can be submitted to their university for adjudication. Also, the students make a declaration that the thesis is not published else-where in whole or in-part and the work submitted to the university is completely original and not sent for publication else-where. So, researchers need to publish articles in related areas periodically. For example, a scholar may like to publish after review of his literature or conduct a meta-analysis of all the papers published on a particular theme, or s/he may like to publish the results from his/her pilot study, etc. It is important to note that such papers are comprehensive in themselves with a research question and analysis, etc.

One advantage which the scholars get by sending their papers for publication in academic journals is feedback from other scholars in form of peer-reviews or critiques of articles after publication. Also presentation of research articles in good academic conferences, with publication of the same as research conference proceedings will also add value to the researcher understanding.

Once thesis is approved and PhD is awarded, many researchers take a deep breath and forget about the work done. More so because of the time gap between submission of thesis and the viva-voce followed by awarding of the same, many researchers tend to leave their research work aside, and not do much about publishing the same. Often, the researcher gets busy in his/ her job, the daily routine may take precedence over publications, especially if s/he has a regular job that is of non-academic nature (from industry, etc.).

For people employed in academic, the incentive to publish in academic journals is increasing. There are some institutes which give high importance to number (and sometimes, quality) of publications in performance appraisals, and after implementation of UGC guidelines, it has become almost mandatory to publish in academic journals on a regular basis.

For PhD based publications, it is important to analyse what parts of the thesis would make good journal articles. An interesting place to begin is to identify the key original elements of the thesis and organize the content into a comprehensive content with clear objectives.

For all other articles, planning and a focused approach to writing an article becomes very important. There are different forms of articles published by different journals - Empirical research, review paper, brief report, critique or review of published articles,

book review, etc. Authors should start their paper with a clear objective and establish the rationale for the same, to improve publish-ability of the same.

How to choose the journal?

With mushrooming journals, call for papers are there all the time by some journal or other. Some indication of the quality of a journal can be estimated on the basis of its being indexed in popular academic databases like scopus, ebsco, proquest, google scholar, etc. There are a number of indices are also available which tend to calculate an impact factor based on the readership of the journal, etc. However, the scholars have to understand that the more the popular/ reputed the journal, the higher the publication fees and may feel that it is not justified to pay and get published. There are a few good journals which do not charge/ or have reasonable publication fees.

The first thing to do before sending any paper for publication in any journal is to read earlier versions of the same, read about the journal objectives and scope, and it is essential to read the call for papers properly. The fonts, the language, the referencing style and many other aspects may be dictated by the journal, to ensure uniformity among different papers published by them. It may be a good idea to understand the rejection rate by the journal so that disappointment can be avoided at a later date. Sometimes, the papers may be accepted conditional to major revisions. In such cases it is the prerogative of the authors whether to make the changes and resubmit to the journal or to reconsider the choice of the journal for publishing.

Format for publishing in Academic Journals: Essentially remains similar to a PhD report. A structured abstract is required by many journals which is a kind of synopsis of the research being presented, including the research objectives and findings. Review of literature, Methodology, Data analysis, Observations/ Findings, Conclusions, Suggestions for future research are, in general, sections of an empirical research paper. A case study kind of a paper may have a slightly different structure that includes abstract, Back ground of the organization, theory underlying the concept, analysis of the case, cross-case analysis (if any), implications for further research and so on. It is prudent to stick to the journal requirements (if any).

CONCLUSION

Academic writing demands a certain rigor, which can be achieved by a focused approach to the same. The academic writing principles are more or less common in all forms of academic writing. Authors can increase the effectiveness of their writing and increase the chances of acceptability by the reader/ publication by presenting in an approved format that is designed to guide the reader smoothly through the research piece and also to ensure that the objectives of publication are met.