

Writing and presenting your project report

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ENT 636
Research Project

Lecture 10



Chapter

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Learning outcomes

By the end of this chapter you should:

- understand the issues about which you need to be concerned when undertaking writing for your project report;
- evaluate different ways to structure your project report;
- differentiate between a project report and a consultancy report;
- adopt an appropriate and accessible writing style for your report;
- write a project report focused on meeting the necessary assessment criteria;
- plan a presentation of your project report using either slides or a poster.

Introduction

Writing should not be seen as the last stage of your research but, thought of as something that is continuous throughout the research process. In this way your project report may be seen as something you develop throughout your research rather than leaving it until every other part has been completed.

Writing is a powerful way to learn. Most teachers will tell you that the best way to learn is to teach. This is because of the necessity to understand something thoroughly yourself before you can begin to explain it to others. This is the position you are in as the writer of your project report. You have to explain a highly complex set of ideas and findings to an audience that you must assume has little or no knowledge of your subject.

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Undertaking writing

Create time for your writing

Writing is not an activity that can be allocated an odd half-hour whenever it is convenient. It requires sustained effort and concentration. Some people prefer to write all day until they drop from exhaustion! Others like to set a strict timetable where a few hours a day are devoted to writing.

You may find it helpful to set aside a particular period each day to write. Writing on successive days will also help to ensure the continuity of your ideas and avoid having to keep ‘thinking your way back’ into your research.

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Write when your mind is fresh

Writing is a creative process so it is important to write at the time of day when your mind is at its freshest. All of us have jobs to do that require little or no creativity so arrange your day to do uncreative jobs when you are at your least mentally alert.

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Find a regular writing place

Writing is often best undertaken in the same place. This may be because you are psychologically comfortable in a particular space. It may be for more practical reasons. If that space is your own room you will already be familiar with the need to make sure you do not disturb yourself or allow others to do this.

Switching off all distractions such as your mobile phone, social media and television and putting a 'do not disturb' sign on the door may allow you to work undisturbed in your own room. However, if this doesn't work, you may be able to concentrate better if you find a neutral space, such as an area in your university's library, where you can write without your possessions or your friends being able to distract you! What is important is to know what distracts you and to remove those distractions.

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Create a structure for your writing

Writing requires structure. Your research project is likely to be one of the largest pieces of written work you undertake. It is important to think about what you want a chapter to contain before you attempt to write it. As you work through the material you have assembled to write a chapter and jot down ideas that flow from this, you will start to work out how your ideas and this material may be grouped and how such groupings may be related to one another.

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Undertaking writing

Your purpose will be to create a sequential structure for the chapter you intend to write up. Once you have a structure for the chapter composed of a number of sections and possibly sub-sections, you can start to write each section in turn.

Even if you alter this structure or rearrange the order of the sections within it, you will have a framework to guide the writing of the chapter on which you are working.



Box 14.1 Focus on student research

Devising an outline structure

Andrea found the task of writing each part of her project report to be demanding. She started her literature review in the early stages of her research project. She felt that this early attempt lacked coherence and development. She returned to the planning phase of her literature review and mapped her ideas using some mind mapping software.

This process provided her with a number of discrete ideas from the literature related to her research question that she wanted to include in her review.

She worked on the order of these ideas until they matched the flow of her research objectives. This provided her with an idea or ideas for each section of her review. She then devised headings for each section and for the various sub-sections. She now had the 'skeleton' or framework of her literature review. This provided Andrea with an outline structure to start to write her literature review and she now worked on each section in turn.

The wording of some of these headings changed, as did the order of some of the subheadings. However, she found the creation of this type of outline structure or framework to be very helpful, both in terms of facilitating her writing and providing targets to complete, such as a section in a given period. She used the same approach to write each of the other parts of each project report.

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Set goals and achieve them

Writing may involve goal or target setting. You may decide to set yourself the goal to write a section of a chapter in a given period, or to target writing a number of words.

This can be helpful where you have allocated yourself a certain amount of time to write the chapter on which you are working, to be able to judge if you are 'on time'. However, it is important to be realistic about these goals. If you are too ambitious the quality of your work may suffer as you rush to meet your target.

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Finish a writing session on a high point and provide a link to a new session

Writing is about ideas. Many writers prefer to get to the end of a section before they finish writing so that they do not lose any ideas they develop during that session.

This also allows them to tidy up one set of materials and possibly to lay out those for the next session of writing. The worst thing you can do is to leave a complex section half completed as it will be difficult to pick up your thoughts and ideas.



Box 14.2

Focus on student research

Getting restarted

Veronika always tried to complete a section or sub-section within a writing session. This allowed her to concentrate on a set of ideas without interruption. When she did not have time to complete a section or

sub-section, she made notes about her ideas to act as an aide-mémoire for her next writing session.

Veronika also found it useful to start a writing session by reading the section on which she had worked previously. Her mind was very 'clear' at the start of a new writing session and she was able to read and improve her previous work. This also had the benefit of refreshing her thoughts about what she had completed previously and directing her thoughts about what she wanted to achieve next.

Undertaking writing

Commence a new writing session by reviewing your previous session

It is helpful to commence a new writing session by reviewing and revising what we wrote in the previous session. If you do this it should provide you with two benefits. Firstly, it will allow you to review what you wrote previously with a fresh mind. This will allow you to revise what you wrote previously.

Secondly, it will allow you to think yourself back into the ideas that you were working with previously. This should help you to progress your writing in this new writing session.

Undertaking writing

Ensure you keep earlier versions and back-up copies of your work

Writing is time-consuming and enables you to develop your ideas and complete your analysis, so don't forget to create a back-up copy of the current version of your writing as well as earlier drafts. You may need them if your computer dies or you wish to revert to an earlier version.

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Undertaking writing

Get friends to read your work

Writing is creative and exciting, but checking our work may not be! The importance of getting someone else to read through your material cannot be overemphasized. Your project supervisor should not be the first person who reads your report, even in its draft form. Ask a friend to be constructively critical. Your friend must be prepared to tell you about things in the text that are not easy to understand – to point out omissions, spelling, punctuation and grammatical errors.

Overall, your friend must tell you whether the piece of writing makes sense and achieves its purpose. This is not an easy process for you or your critical friend. Most of us are sensitive to criticism, particularly when the consequence of it is the necessity to do a lot more work.

Structuring your project report

Before you consider different ways to structure your project report, it is important to realize the structure you use will emphasize (or reflect) certain aspects of your research.

Five underlying ‘reporting approaches’, potentially, be suitable for your project report. They are: linear-analytic; comparative; chronological; theory building; and suspense.

Structuring your project report

Linear-analytic approach

In a linear-analytic approach a project report is structured logically to reflect the research process. The traditional way to structure a project report is essentially a linear-analytic approach. It is well suited to a deductive, theory-testing approach but is also adaptable to other research approaches.

Structuring your project report

Comparative approach

In a comparative approach the emphasis is placed on devising a structure that allows analytical comparisons to be made. Different types of comparisons may be made. In one type of comparative approach, the structure used will reflect the fact that the same set of data is analyzed more than once using different analytical perspectives to allow the results of these analyses to then be compared.

In another type of comparative approach, the structure will reflect the fact that different but related data sets are analyzed so that the results of these may then be compared.

Structuring your project report

Chronological approach

In a chronological approach a structure is devised that allows the emphasis to be placed on the sequence of events evident in the data set. At its simplest, this is essentially an historical account, where it is important to use a structure that allows the data to be reported in a chronological way to understand how the order of events and contextual factors produce cause-and effect sequences.

Structuring your project report

Theory-building approach

In a theory-building approach a structure is devised that allows the emphasis to be placed on the emergence and refinement of research ideas and the development of themes, relationships and explanations as data are collected. Whereas the linear-analytic approach presents the research process in a logical, rational and ‘sanitized’ way, the theory-building approach is likely to present research as an emergent and messy process but which ultimately produces a convincing story and compelling theoretical explanation. This approach may resemble a chronological approach, albeit that it reports how a theory is developed rather than documenting the sequential development of explanations.

Structuring your project report

Suspense approach

In a suspense approach, the emphasis is placed on devising a structure that allows the reader to understand how an explanation has been built. It is suggested that the explanation or answer to the research question is presented in the introduction.

The structure of the project report is then devoted to exploring alternative explanations of the phenomenon being studied to be able to evaluate why the chosen explanation is the most convincing.

Structuring your project report

How might these underlying structural types affect your choice of report structure?

These reporting approaches should help you to evaluate what type of structure will best suit your project report. They should prompt you to ask yourself the following questions:

- How does my research design affect the way I might structure my project report?
- How does the way I analyzed my data affect the way I might structure my project report?
- How does the purpose of my research affect the way I might structure my project report?

Characteristics of the traditional structure

The traditional structure generally contains the following parts:

- 1 Abstract
- 2 Introduction
- 3 Literature Review
- 4 Method
- 5 Findings/Results
- 6 Discussion
- 7 Conclusions
- 8 References
- 9 Appendices

Characteristics of the traditional structure

The substantive parts in between these are likely to vary when you use an alternative structure in relation to an inductive research strategy such as

Action Research,
Case Study,
Ethnography,
Grounded Theory
or Narrative Inquiry.

Abstract

The Abstract is a short summary of the complete content of the project report. It often contains four short paragraphs with the answers to the following questions:

- 1 What were my research questions and why were these important?
- 2 How did I go about answering the research questions?
- 3 What did I find out in response to my research questions?
- 4 What conclusions do I draw regarding my research questions?

A good Abstract should be short (generally between 200 and 300 words); selfcontained; a reflection of the report's content; adequate to inform your reader about the report; objective, precise and easy to read.

Abstract

The academic publisher, Emerald, gives advice to potential academic authors on how to compile an abstract. Although referring to academic journal articles (papers), it is useful to consider in terms of preparation of your research report.

Writing a good abstract is difficult. The obvious thing to do is to write it after you have finished the report. It is suggested that you draft it at the start of your writing so that you have got your storyline abundantly clear in your mind. You can then amend the draft when you have finished the report.



Box 14.4

Focus on management research

Guide to writing an abstract for publication

Abstracts should be written clearly and concisely, containing no more than 250 words and reflecting only what appears in the original paper.

Purpose

State the reason(s) for writing the paper or the research aims.

Design/methodology/approach

Describe how objectives were achieved and the main method(s) used for the research as well as the approach to the topic and the theoretical or subject scope of the paper.

Findings

Outline what was found in the research by referring to analysis and results.

Value

Discuss the contribution which the paper makes.

Research limitations/implications (if applicable)

Identify limitations in the research process and suggestions for future research.

Practical implications (if applicable)

Outline any implications for practice and impact on business or enterprise.

Social implications (if applicable)

Outline any impact on society of this research.

Source: Emerald Group Publishing (2018) Developed from advice on the Emerald website, www.emeraldgroupublishing.com/authors/guides/write/abstracts.htm. Reproduced with permission

Introduction

The Introduction should give the reader a clear idea about the central issue of concern in your research and why you thought that this was worth studying. It should also include a full statement of your research question(s), research aim and research objectives.

If your research is based in an organization, we think that it is a good idea to include some brief details about the organization, such as its history, size, products and services. This may be a general background to the more specific detail on the research setting you include in the method chapter.

Introduction

It is also important to include a ‘route map’ to guide the reader through the rest of the report. This will give brief details of the content of each chapter and present an overview of how your storyline unfolds.

You will probably find it helpful to write the Introduction after drafting the rest of your report to ensure that it accurately represents the report's content.

Literature review

The main purpose of your Literature Review is to set your study within its wider, theoretical context so the reader understands how your study relates to the work that has already been done on your topic.

The Literature Review will directly inform your research questions and any specific hypotheses or propositions that your research is designed to test. These hypotheses or propositions will also suggest a particular research approach, strategy and data collection techniques.



Box 14.6 Focus on student research

Using the literature review to inform the research questions

Guiyan was a Chinese student studying for a master's degree. In her research dissertation she was interested to know whether Chinese managers would be able to conduct performance appraisal schemes effectively in China with Chinese employees. She was aware that there were certain aspects of Chinese culture that would make this difficult. Guiyan studied two bodies of literature: one relating to the managerial skills of performance appraisal, and a second concerned with the effects of Chinese culture on the ways in which Chinese managers manage their employees. She presented both in a

literature review chapter. She structured her chapter around three questions:

- 1 What are the key skills needed by managers to conduct performance appraisal effectively?
- 2 What are the most important aspects of Chinese culture which impact upon on the ways in which Chinese managers manage their employees?
- 3 To what extent will the aspects of Chinese culture, explained in the answer to Question 2, affect the ability of Chinese managers to conduct performance appraisal effectively?

From this, Guiyan developed a theoretical proposition that supported her initial idea that certain aspects of Chinese culture would make the conduct of performance appraisal by Chinese managers with Chinese employees difficult. She was then ready to move on to her method chapter, which was an explanation of the way in which she would test her theoretical proposition.

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Method

This should be a detailed and transparent chapter giving the reader sufficient information to understand why you chose the method you used, to assess the reliability and validity of the procedures you used, and to evaluate the trustworthiness of your findings.



Box 14.7 Checklist

Points to address in your method chapter

Research setting

- ✓ What was the research setting and why did you choose it?
- ✓ How suitable was it to answer your research question and address your objectives?
- ✓ When did you conduct the research and how did its timing affect your ability to answer your research question and address your research objectives?

Selecting the sample

- ✓ Where probability sampling was used what was the sampling frame for your research?
 - What was the size of your intended sample and how did you decide this?
 - Which sampling technique did you use and why was this most appropriate?
 - How representative was your actual sample in relation to the target population?

- ✓ Where non-probability sampling was used how did your intended sample relate to your research question and objectives?
 - Which sampling technique did you use and why was this most appropriate?
 - How do the characteristics of those who took part match those of your intended sample and what are the characteristics of those who declined to take part?
- ✓ For either type of sampling, where your research was affected by the possibility of non-response error how did you respond to this?

Data collection

- ✓ Which data collection method or methods was used and why?

- ✓ How was the method, or methods, developed and tested?
- ✓ How were potential participants/ respondents/ informants approached to take part?
- ✓ What instructions and ethical assurances were given to those from whom data were collected?
- ✓ How was this method (or these methods) conducted/ administered/ delivered/ completed (and where delivered how was this collected) and why?
- ✓ How long (on average) did each respondent/participant/informant spend providing data?
- ✓ What issue or issues was associated with any aspect of data collection and how was this/were these resolved?

Data analysis procedures

- ✓ How were the resulting data analysed?
- ✓ What issue or issues was associated with any aspect of data analysis and how was this/these resolved?
- ✓ Have you ensured that procedures (including statistical techniques) were applied correctly and, where appropriate, assumptions satisfied?

Reliability and validity or dependability and credibility/transferability

- ✓ Have you assessed the validity/credibility of the measures you used in the research?
- ✓ Have you assessed the internal validity/credibility of your findings?
- ✓ Have you explained how you sought to ensure reliability/dependability of your findings?
- ✓ Have you assessed the generalisability/transferability of your findings?
- ✓ Have you recognised the limitations of your research?

Ethical concerns

Which ethical issues were raised by the study and how were these addressed?

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Findings/Results

This provides you with the opportunity to report your results and is probably the most straightforward part of your report to write.

Where you have analyzed your data quantitatively, you will include the results of your statistical analyses and use tables and graphs to illustrate your findings (do not put these in the appendices if they are important to your argument).

Where data are analyzed qualitatively you are likely to include illustrative quotations to convey the richness of your data and offer insights.

Findings/Results

There are two important points to bear in mind when writing about your findings. The first is to stress that the purpose is to present the results of your data analysis. It is normally not appropriate in this chapter to discuss these results. This is the purpose of the Discussion and Conclusions chapters.

Many of us become confused about the difference between findings and discussion. One way of overcoming any confusion is to draw up a table with two columns. The first should be headed 'What I found out' and the second 'What judgements I have formed on the basis of what I found out'. The first list will be based on your data analysis and therefore the content of your Findings/Results. The second list will be your judgements based on what you found out and therefore the content of your Discussion chapter.

Findings/Results

The second point links to the first. Drawing up a table will lead you to a consideration of the way in which you present your findings. The purpose of your project report is to communicate the answer to your research question in as clear a manner as possible to your readers. Therefore you should structure your findings in a clear, logical and easily understood manner.

There are many ways of doing this. One of the simplest is to return to the research objectives and let these dictate the order in which you present your findings. Alternatively, you may prefer to report your findings thematically. You could present the themes in descending order of importance. Whichever method you choose should be obvious to the reader.

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Discussion

Findings presented without thought run the risk of your reader asking ‘so what?’: what meaning do these findings have for me?; for my organization?; for professional practice?; for the development of theory?

So the main focus of the Discussion is to interpret the results you presented in the previous chapter. You should state the relation of the findings to the research questions or objectives discussed in the Introduction.

In addition, the Discussion should discuss the implications of your research for the relevant theories which you detailed in your Literature Review. It is usual to discuss the strengths, weaknesses and limitations of your study. However, it is not a good idea to be too modest here and draw attention to aspects of your research which you may consider to be a limitation but that the reader is unlikely to notice!

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Discussion

The Discussion is where you have the opportunity to shine. It will show the degree of insight that you exhibit in reaching your conclusions. However, it is the part of the report that most of us find difficult. It is the second major opportunity in the research process to demonstrate real originality of thought (the first time being at the stage where you choose the research topic).

Because of that, we urge you to pay due attention to the Discussion. Crucially, here you are making judgements rather than reporting results, so this is where your maturity of understanding can shine through.

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Conclusion

This chapter should not be used to present any new material and should be a conclusion to the whole project (not just the research findings).

Check your Conclusions using the questions in box below.

You may find that the clearest way to present your Conclusions is to follow a similar structure to the one used in your Findings/Results. If that structure reflects the research



Box 14.9 Checklist

Do your conclusions answer these questions?

- ✓ Did the research project meet your aim or answer your research question(s)?
- ✓ Did the research project meet your research objectives?
- ✓ What are the main findings of the research?
- ✓ Are there any recommendations for future action based on the conclusions you have drawn?
- ✓ Do you have any overall conclusions on the research process itself?
- ✓ Where should further research be focused? (Typically this will consider two points: firstly, new areas of investigation implied by developments in your project, and secondly, parts of your work which were not completed due to time constraints and/or problems encountered.)

References

A range of conventions are used to reference other writers' material that you have cited in your text. (Three of the most popular of these, the Harvard, footnotes and American Psychological Association (APA) systems.).

It is a good idea to start your references section at the beginning of the writing process and add to it as you go along. It will be a tedious and time-consuming task if left until you have completed the main body of the text. If you do leave it until the end, the time spent on compiling the reference section is time that would have been better spent on checking and amending your report.

Appendices

In general, appendices should be kept to the minimum. If the material in an appendix is crucial to your reader's understanding, then it should be included in the main body of your report. If, on the other hand, the material is 'interesting to know' rather than 'essential to know' then it should be in the appendices.

Often students feel tempted to include appendices to 'pad out' a project report. Resist this temptation. Your readers will not be reading your report for relaxation. They will be pressed for time and will probably not look at your appendices. Your project report will stand or fall on the quality of the main text.

However, your appendices should include a blank copy of your questionnaire, interview or observation schedule, or participant diary.

Where these have been conducted in a language different from that in which you write your submitted project report you will need to submit both this version and the translation.

In addition some universities also require you to include a copy of your ethical review approval as an appendix.

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Recommendations

In the typical management report or consultancy report recommendations may be the most important section. The hard-pressed executive reading your report may turn to your recommendations first to see what action needs to be taken to tackle the issue.

If you are doing exploratory research you may well write recommendations, among which will be suggestions for the pursuit of further research. However, if your research is designed to explain or describe, recommendations are less likely.

Recommendations

For example, the research question ‘Why do small companies in the Egypt reinvest less of their profits in their businesses than their Saudi counterparts?’ may imply clear points for action.

However, strictly speaking, recommendations are outside the scope of the research question, which is to discover ‘Why?’ not ‘What can be done about it?’ The message is clear. If you want your research to change the situation that you are researching, then include the need to develop recommendations in your research objectives.

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Making the report's content clear and accessible

Choosing a title

A good title is one that has the minimum possible number of words while describing the content of the report accurately.

Try choosing a title and then ask a colleague who knows your subject what they think the title describes.

If their description matches your content then keep the title.

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Making the report's content clear and accessible

Tell a clear story

Be prepared for your project supervisor to ask you ‘What's your main storyline?’ Your storyline (your central argument or thesis) should be clear, simple and straightforward.

It should be so clear that you can stop the next person you see walking towards you and tell that person what your project report's storyline is and he or she will say ‘Yes, I understand that’. This is where writing the abstract helps. It forces you to think clearly about the storyline because you have to summarise it in so few words.

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Making the report's content clear and accessible

Another way of checking to see whether your storyline is clear is to ‘reason backwards’. An example of this is a project report that ends in clear conclusions. Start by explaining your conclusions to your supervisor. This invites the question from that supervisor: ‘On what basis do you draw these conclusions?’ Here your answer is, of course, on the findings that you established.

The next question asked by the supervisor is: ‘How did you arrive at these findings?’ in response to which you explain your method. The supervisor may counter by asking you why she should take any notice of your findings. The response to this is that you took care to design a research strategy that would lead to valid and reliable findings. Moreover, that research strategy is based on a clear research question and objectives and a detailed review of the relevant literature. Such ‘reasoning backwards’ is a useful check to see not only whether your storyline is clear but also that it stands up to



Box 14.10 Focus on management research

The importance of developing a storyline

In their Editors' Comments in the *Academy of Management Review*, Lange and Pfarrer (2017) illustrate the importance of developing a clear and purposeful storyline in academic writing. Based on their experience and synthesis of previous work they identify five core building blocks to achieve this. They label these 'common ground', 'complication', 'concern', 'course

of action' and 'contribution'. They explain each of these before using award winning articles to illustrate how these elements are present in effective writing.

'Common ground' is the process of establishing where the subject of interest is currently located. 'Complication' demonstrates a problem related to the established common ground. 'Concern' illustrates why this complication is important. 'Course of action' is the way in which the researcher approaches the complication in order to address and resolve it. 'Contribution' explains how this study has moved understanding about the subject forward.

Using this type of sequential structure should ensure that your work will not only makes some contribution but also demonstrates a clear and purposeful storyline.

Helping the reader to get all the information out that they need

Dividing your work

Divide your work in such a way that it is easy for readers to find their way round it and for them always to be clear where they are, where they have come from, and where they are going.

Helping the reader to get all the information out that they need

Previewing and summarizing chapters

A further way in which you can signpost your work is to ‘top and tail’ each chapter. This is to include a few words of introduction at the beginning of the chapter that provide a description of how the chapter is structured in relation to answering the research question and the key aspects that are covered in the chapter.

At the end of each chapter it is useful to provide a brief summary of the content of the chapter and a very brief indication of how this content links to the following chapter. This may seem like repetition. However, it helps the reader on her or his journey through your report and ensures that you, the writer, are on the correct road.

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Helping the reader to get all the information out that they need

Visualization

As we introduced earlier, your reader will find your project report more accessible and easier to read if you present some of your data and ideas in tables and figures. It is not only numerical data that can be presented in tables and diagrams. You can also present ideas that can be easily compared.

Do not be tempted to put your tables in the appendices. They will probably be some of your most important data. Include them and comment on them in the text. Your commentary should note the significant aspects of the data in the tables. It should not simply describe the table's contents. A final note of caution: to avoid confusing your reader, do make sure that, wherever possible, you have introduced the table or figure before it appears in the text.

Developing an appropriate writing style

Write simple sentences

A common source of lack of clarity is the confusing sentence. This is often because it is too long. A simple rule to adopt is: one idea – one sentence. Try reading your work out loud. If your sentences are too long, you will run out of breath!

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Developing an appropriate writing style

Avoid jargon

Jargon should not be confused with technical terminology. Some technical terms are unavoidable. To assist your reader, it is best to put a glossary of such terms in the appendices. However, do not assume that your reader will have such a full knowledge as you of the subject and, in particular, the context. Here, and in all cases, try to put yourself in the position of the reader.

What can be avoided is the sort of jargon that The Free Dictionary (2018) defines as ‘gibberish’. You will know the sort of phrases: ‘ongoing situation’; ‘going down the route of’; ‘at the end of the day’; ‘the bottom line’; ‘at this moment in time’. It is not just that they are ugly but they are not clear and simple. For example, ‘now’ is much clearer and simpler than ‘at this moment in time’.

Developing an appropriate writing style

Beware of using large numbers of quotations from the literature

We believe that quotations from the literature should be used infrequently in your project report. In addition, by using quotations in this way the student's line of argument tends to become disjointed and less easy to follow.

It is therefore usually better to explain other people's ideas in your own words. That is not to say that you should never use quotations. Rather we would advise you to use them sparingly to create maximum impact in supporting your storyline.

Developing an appropriate writing style

Check your spelling and grammar

Spelling is still a problem for many of us, in spite of spellcheckers. A spellchecker will not correct your 'moral' when you wished to say 'morale' or sort out when you should write 'practise' rather than 'practice'. This is where the friend who is reading your draft can help, provided that friend is a competent speller.

Supervisor tend to be more patient with errors of this kind than those that reflect carelessness. However, the point remains that spelling errors detract from the quality of your presentation and the authority of your ideas.



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Thank You

