

# *2021 Fellows' Virtual Interaction: Becoming a Fellow ... What it Takes.*

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# *General Remark on the Fellowship Award*



# WHY BECOME A FELLOW

- The fellowship is the premier designation. The highest qualification in your chosen profession. It is akin to SAN for lawyers and Phd for academia. It is the last assessed qualification.
- It is a demonstration that you are at the forefront of your profession and serves as a mark of trust with consumers, employers and business connections.
- The CII London currently has over 23,000 individual members of which only 2,352 are fellows
- CII Nigeria has 3,651 associates and 222 Fellows as at Jan 2021



# MYTHS ABOUT FELLOWSHIP

- It is not a cult reserved for privileged few. Anyone that fulfil the requirements is automatically awarded.
- You do not have to be a CEO to be elected a fellow
- There is no limit on number of fellows to be awarded in any year.
- The dissertation is assessed blind by a minimum of two assessors which means the identity of the applicant is unknown to the assessors.
- Assessment is based on average scores and selection of successful candidate are done by majority vote. The Chairman of the Assessment Committee has no veto power. A candidate can apply as many times as possible.
- The decision of the assessment committee is subject to the approval of the Board of Fellows and finally the Governing Council



# WHAT IT TAKES

- Determination
- Hardwork
- Perseverance





# Thank you



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# Doing it Yourself: A Guide to Writing a Good Research Dissertation/Project

by

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# Introduction – What is Research

- The question – what is RESEARCH?
- Something undertaken by people to find out things in a systematic way, thereby increasing knowledge
- “Systematic” – suggests
  - that research is based on logical relationships and not just beliefs
    - involves explaining the method used for data collection,
    - arguments why obtained results are meaningful and explanation about limitations associated with them
- “To Find Out” – suggests
  - a multiplicity of possible purposes for the research, such as describing, explaining, understanding, criticising, analysing, etc.
  - that you have a clear purpose or a set of things you want to find out, such as answer to a question or a number of questions (knowledge advancement, addressing business issues, solving managerial problems, promoting the common good)
  - To understand and explain the impact of something (e.g., a particular policy),





# PROCESS OF A RESEARCH PROJECT

- **What**--What was studied?
- **What about**--What aspects of the subject were studied?
- **What for**--What is/was the significance of the study?
- **What did prior lit./research say?**
- **What was done**--How was the study conducted?
- **What was found?**
- **So what?**
- **What now?**

1. Introduction,  
Research Problems/  
Objectives, &  
Justification

2. Literature Review

3. Methodology  
(Research sample, data  
collection, measurement,  
data analysis)

4. Results & Discussion

5. Implications

6. Conclusions and  
Recommendations for  
Future Research



# The Structure of A Research Project

- Title Page
- The abstract
- Acknowledgement
- Table of content
- List of table
- List of figures
- Introduction – Chapter One
- The literature review – Chapter Two
- Methodology – Chapter Three
- Data analysis and results – Chapter Four
- Summary, discussion and conclusion – Chapter Five
- References



# THE ABSTRACT

- The abstract is an extremely important part of your project, because along with the title, the abstract is the first and sometimes the only contact that many readers will have with your work, so, it must be carefully written
- Keep two objectives in mind when you write the abstract
  - the need to provide enough information to inform readers about whether the study is pertinent to them. Readers need to make an informed decision about whether they would like to read your entire study, and the abstract is the main way that they will make that decision
  - the need to summarise the most important points of your study and to provide information regarding how your study adds to our understanding of the problem
- A common approach to writing the abstract is to view it as a 'miniature paper' in which you open with a brief general statement that sets the scene, informs readers of the purpose(s) of your study, describes your participants and, if necessary, your methodology, and then describes your results and perhaps your interpretation of those results.
- As noted above, it's a good idea to state the unique contribution that your study makes to the field of study in general



# THE ABSTRACT

- Other issues to keep in mind
  - only results or information found in the body of your paper should be included in the abstract
  - the abstract should also be independent and self-contained in the sense that readers should be able to understand it without having to read your paper
  - Finally, you need to be succinct and make every word count because, in most cases, you will have a strict word limit for the abstract
- Key to writing an abstract is to strive for clarity of presentation
  - the abstract should be easily comprehensible
  - readers should be able quickly to determine whether the results of the study are of interest to them or not from the abstract
- Keywords is an important part of your abstract that enable potential readers locate your work
  - Including the 'right' key phrases will enhance the discoverability of your study, which means that other people will be able to locate your article quickly and easily
- In most cases, approximately five key phrases or between six and eight keywords is appropriate
- Words and phrases should include one keyword or phrase describing
  - the discipline that you are working
  - the standard technical vocabulary in the area you are working
  - the methodology and analytical techniques used



# THE INTRODUCTION

The introduction of your project or dissertation or thesis can serve many purposes; it can set the scene for the study, establish the problem that the study addresses, target an audience, identify the relevance of the problem for the audience, define key concepts, and specify the purposes of the study

Introductions typically begin with broad statements that orient the reader to the topic area

- ❖ **Background Information** – The purpose of introducing the background of the issue is to describe briefly the broad, general area in which your study is situated.
- ❖ One way to do this is by focusing on your area, but in a rather broad way and then gradually narrow the discussion to your particular topic, while giving the readers a sense of the larger picture
- ❖ Another possible approach is to set the scene for your study by briefly describing the history of the area by working from the past to the present thus allowing your readers to appreciate better the importance of your work, and to see how it is a logical continuation of the work that has preceded it

**Creating a sense of interest** - In addition to informing readers of the general area addressed by the study, introductions should also create a sense of interest in the topic



# Introduction – Statement of the Problem

- After describing the general background of your study, focus on the specific problem(s) that you are investigating
- Informing readers of the problem early in the project or dissertation or thesis gives them a clearer understanding of the purposes of the study and the relevance of the paper to their own interests and work
  - First, clearly and unambiguously explain the nature of the problem – ensure you include the key variables in your study when you describe the problem, as this will help readers understand your paper more clearly as they continue to read
  - Secondly, summarise what is already known about the problem by briefly reviewing its past history; this can lead into a discussion of how the problem fits in the larger field in which it is embedded
  - Thirdly, explain why the problem is worth investigating
- Finally, when you're finished with this section, read what you've written and ask yourself whether you are convinced by your own problem statement
- Make adjustments until you are satisfied



# Introduction – Purposes of the study

- Following your identification of the problem that you are addressing, you can briefly state the primary purpose(s) of the paper
- Doing this early in the study enables your readers to evaluate your methodology and analytical approach in the light of your purposes
- The purpose statement should be directly based on the problem(s) that you have identified in the previous section, and readers should be able to realise immediately that your purposes are directly related to those problem(s).
- Considering the nature of the problem will also help you choose the best way to phrase your purpose statement



# Introduction – Purposes of the study

- You can do this by communicating your purpose using 'action verbs', such as *describe*, *compare*, *develop* and *investigate*, which accurately indicate your research purposes
- You should consider this purpose statement as a promise to the readers in which you tell them what they will discover if they continue reading your work
- The purpose statement, however, should be phrased in general terms, with specifics best handled by research questions or research hypotheses
- Most purpose statements let readers know whether you are focused on making a contribution to theory, a contribution to practice or both





# Introduction – Significance of the study

- Put simply, significance captures potential benefits that might flow from your study
- First, explain potential contribution to the scholarly literature in your field
  - You can explain what may be discovered, clarified or confirmed by your study
- Secondly, if applicable, explain how your work contributes to theory development
  - For instance, you could state that your results will improve our understanding of a theory, they may confirm or disconfirm a theory, or they may test the theory in a new context
- Thirdly, if the purpose of your paper is primarily practical, then you will want to let readers know how your results will improve or influence practice
  - You can accomplish this by briefly comparing and contrasting traditional or commonly used approaches with the approach that you are proposing or testing in your study
- A fourth possible contribution involves describing how your study can improve policy in a particular context



# Introduction – Delimitations

- Because no study is designed to apply to all persons in all situations, it is necessary to state the main delimitations of your study. Delimitations –
  - let readers know that you are aware of the scope of your study
  - delimitations are primarily concerned with external validity, which is the extent to which the results of a study can be generalised to people (population validity)
- When thinking about delimitations, you must consider the ways in which specific variables, participants, settings (e.g. a laboratory, a hospital, or a particular country or region), designs, instruments, time, and analyses are used in your study and how they limit its generalisability
- If you're considering doing a study in which you'll gather quantitative data, then you should certainly be clear about to which persons and situations you can and cannot generalise your results
- When in doubt about whether your results will generalise to a particular group of people or a specific situation, state that the results should be generalised with caution. It is best to be conservative in these situations



# THE LITERATURE REVIEW

- The literature review serves a number of important purposes
- First, when done properly, writing a literature review is a powerful learning device because the writing process will expose you to many, diverse ideas and allows you to learn from the successes, partial successes and failures of previous researchers
- Secondly, the literature review is the first place in your own study where you can show your scholarly competence and your grasp of important issues in your field by demonstrating the breadth of your reading and the depth of your understanding
- You can show your ability to distinguish well-founded, carefully argued, plausible ideas and theories from speculation and subjective opinion.



# THE LITERATURE REVIEW

- Thirdly, the literature review serves as the basis of your own study
  - In most cases, the overall research plan flows from an understanding of the current literature
  - This understanding arises from reading widely and carefully and by noticing and considering the ways in which the published literature is consistent, conflicting and partial
  - Based on your understanding of the current literature, gaps, inconsistencies or intellectual problems and controversies will emerge as viable areas for investigation
- In the best cases, a well-written literature review relates your study to the work of previous researchers, highlights important gaps in the field, indicates where prior studies can be profitably extended, frames the particular problem that you will investigate, and acts as the basis for comparing and contrasting your findings with previous findings
- The gaps and controversial issues that you identify from reading the literature can become even more compelling once you discuss them with colleagues or mentors or your supervisor and find that they too have unresolved questions about the issues that have caught your attention.



# Literature Review – Critical Reading

- The history of science has demonstrated time and again that people have believed that they have arrived at the ‘final correct answer’ regarding some issue, only to later discover that the actual situation was different or more complex than understood at that time
- In other words, we should assume that our efforts and those of our contemporaries, while hopefully being on the right track, are sure to fall short in a number of ways
- Finally, critical readers are active readers who are able to enter into a dialogue or conversation with whatever they’re reading
  - This process often requires relatively slow, careful reading as well as rereading and making comparisons among the ideas and empirical findings provided by various researchers and writers
- As you move through a study, you should evaluate its strengths and weaknesses in terms of how well the author has summarised the current knowledge of the area, understood key variables, theoretical positions or models, selected an appropriate methodology for studying the problem, and analysed and interpreted the resulting data



# Literature Review – Critical Reading

- Wallace and Wray (2011) advocate the use of five critical questions to employ in critical reading
- 1. Why am I reading this? (The authors argue that this is where the review question is particularly valuable)
- It acts as a focusing device and ensures that you stick to the purpose of the reading and do not get side-tracked too much by the author's agenda.)
- 2. What is the author trying to do in writing this? (The answer to this may assist you in deciding how valuable the writing may be for your purposes)
- 3. What is the writer saying that is relevant to what I want to find out?
- 4. How convincing is what the author is saying? (In particular, is the argument based on a conclusion which is justified by the evidence?)
- 5 What use can I make of the reading?



# Literature Review – Types of Review

- Integrative review – critiques and synthesises representative literature on a topic in an integrative way to generate new frameworks and perspectives on a topic
- Historical review – examines the evolution of research on a particular topic over a period of time to place it in an historical context
- Theoretical review – examines the body of theory that has accumulated in regard to an issue, concept, theory or phenomenon
  - theoretical reviews are often used to establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems.



# Literature Review – Types of Review

- Methodological review – focuses on research approaches, strategies, data collection techniques or analysis procedures, rather than the research findings
  - methodological reviews are often used to provide a framework for understanding a method or methodology and to enable researchers to draw on a wide body of methodological knowledge
- Systematic Review – which uses a comprehensive pre-planned strategy for locating, critically appraising, analysing and synthesising existing research that is pertinent to a clearly formulated research question to allow conclusions to be reached about what is known





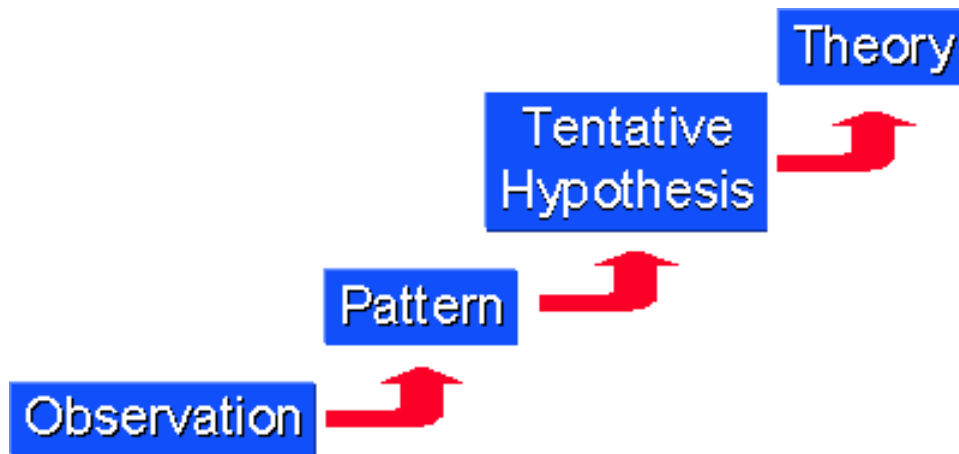
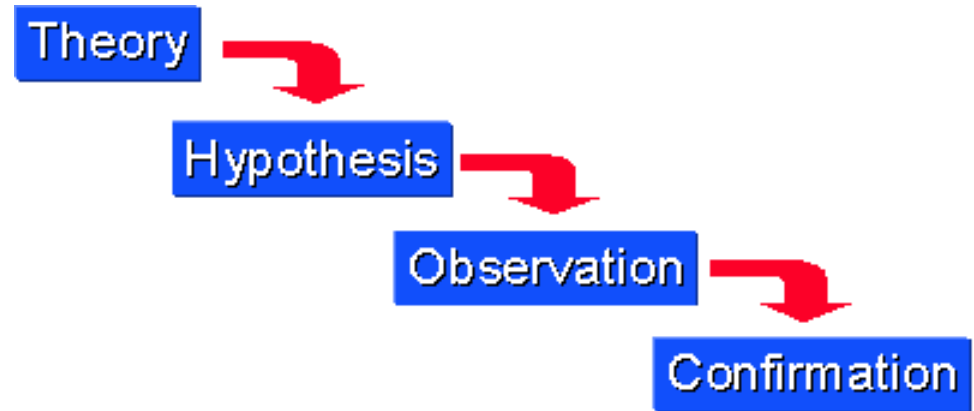
# Literature Review – Types of Review

- It is worth noting that, depending upon the precise focus of your research project, your review may be a combination of these types
- The purpose of your critical review will also depend on the approach you are intending to use in your research
- For some research projects you will use the literature to help you identify theories and ideas that you will test using data
  - this is known as a **deductive approach** in which you develop a theoretical or conceptual framework which you subsequently test using data
- For other research projects you will be planning to explore your data and to develop theories from them that you will subsequently relate to the literature in subsequent discussion
  - this is known as an **inductive approach** and, although your research still has a clearly defined purpose with research question(s) and objectives, you do not start with any predetermined theories or conceptual frameworks
- The general belief is that such an approach cannot be taken without a competent knowledge of the literature in your subject area.



# Deduction/Induction

Deductive reasoning – work from theory (general) – narrow to hypothesis – collect observations to test theory – confirm/ disprove theory



Inductive reasoning – from specific obs to general – detect patterns & regularities - provide generalizations & hypothesis – general conclusions/theory



# Literature Review – Theoretical Framework

- Theories are needed in all fields because
  - theories are where many variables or ideas are brought together in a unified system of causal (i.e. cause and effect) relationships
- You should extensively discuss various theories that have given meaning to your topic and the particular theory that you are using for your study
  - describe its key propositions and concepts, as well as the important relationships described in the theory
- You will also need to indicate who created the theory and why the theory is important in your field of study



# How to review published papers

- Reviewing previous studies in the literature review is primarily a summarising task, and as such, you want to summarise previous papers in a way that is easily understandable to your readers
- In general, this process is relatively simple, as it requires you to follow the same standard organisational practices that the original author used
- The following provides a standard model for organising a review of an article:



# How to review published papers

- State the purpose(s) of the study and/or the research question(s) or hypotheses in the first sentence.
- Provide information about the participants (e.g. *N*-size, nationality or sex)
- Comment on any important information about the methodology.
- Summarise the key results.
- Summarise the author's interpretation and discussion of those results.
- Point out any limitations or serious flaws in the study (optional) and/or how the study supports or does not support the results of other studies



# METHODOLOGY

- The method section flows from the research questions or research hypotheses
  - informs readers about the who, what, when, where and how of your research
  - who are the participants, what variables are involved in the study, what did you do, when and in what order did you do it, where did the study take place, and how did you gather and analyse the data?
- A clearly written methods section allows readers to understand what you have done, evaluate the appropriateness of your methodology, and replicate your study if they wish to do so
- The methods section typically includes the research setting, a description of the participants, instruments, procedures and the types of analyses that you will use



# METHODOLOGY – Structure

- Introduction/Preamble
- Philosophical Underpinning
- Research Design
- Population of Study
- Sampling Design
- Data Collection
- Instrumentation
- Validity and Reliability of Measuring Instrument
- Analytic Approach
- Limitations of Methodology



# METHODOLOGY – Philosophy

- Research is usually grounded in some philosophical assumptions. These assumptions, generally referred to as ontology, epistemology, and axiology concern our understanding of reality, human knowledge, and beliefs/values (Saunders, Lewis and Thornhill, 2015; Mingers, 2003). These assumptions do have considerable impacts on research findings and how we interpret those findings (Johnson and Duberley, 2000; Crotty, 1998).
- Ontology is concerned with assumptions made about the nature of reality (Saunders, et al, 2015) or what Bryman and Bell (2011) refers to as nature of entities. These entities are conceived as organisations, management, individuals' working lives and organisational events and artefacts" (Saunders et al, 2015, pp127) which are the subject of social sciences and management research. The question here is whether the entities are out there, independent, waiting to be discovered by their social actors – objectivism or to be socially construed through interactions with researchers – constructivism (Bryman and Bell, 2011).





# METHODOLOGY – Philosophy

- Epistemology however relates to claims of how reality can be known (Hughes, 1996) and the status to be ascribed to what we know (Crotty, 1998). As noted by Hughes (1996 pp6), *“in making a knowledge claim, whatever it may be, one is also indicating a preparedness to justify that claim by pointing to the ways in which one knows”*
- The divide about how knowledge can be made intelligible, grounded in the divide between objectivism and subjectivism give rise to what is known as research paradigm, i.e., “the ideological orientation of researcher towards the social world they investigate” (Saunders et al, 2015, pp132).
- Whilst positivism and interpretivism have been quite dominant in management research (Johnson and Onwuegbuzie, 2004), other known paradigms are critical realism, postmodernism and pragmatism (Saunders et al, 2015).



# METHODOLOGY – Research Design

- Your **research design** is the general plan of how you will go about answering your research question(s)
- It should contain clear objectives derived from your research question(s), specify the sources from which you intend to collect data, how you propose to collect and analyse these, and discuss ethical issues and the constraints you will inevitably encounter (e.g. access to data, time, location and money)
- Crucially, it should demonstrate that you have thought through the elements of your particular research design



# METHODOLOGY – Respondents

- Describing the participants in some detail is important as it allows readers to interpret the results with greater confidence and to consider the generalisability of those results
  - Nowadays it is generally agreed that you should not refer to the people who took part in your study as *subjects*, instead, use words such as *participants, individuals, respondents*
- In addition, it's best to use the active voice when describing what your participants did
  - For instance, '*The participants completed the questionnaire*' is preferable to '*The questionnaire was administered to the participants*'



# METHODOLOGY – Respondents

- While it is impossible to say exactly what information to report about the participants, as that can change from one study to the next, the following list will provide you with some ideas to think about:
  - the number of participants, their ages, sex, marital status, socioeconomic status, educational level, ethnicity and how they were assigned to groups
- You should also briefly explain why these particular participants were selected to take part in your study
  - You should select them carefully based on your problem statement and research questions and/or hypotheses; gather a sample of people that will allow you to generalise your results in the ways that you want to
- Random selection from the population is ideal



# METHODOLOGY – Instrumentation

- After describing the participants, you'll need to describe the instrument(s) that you used in your study
- Instruments are devices, such as laboratory equipment or video recorders, as well as things such as tests, questionnaires, interview schedules
  - In the latter case, it is a good idea to put a copy of the test or questionnaire in an appendix if possible, as that will provide interested readers with all the details they should require
  - If, however, the instrument is copyrighted and you cannot show it in an appendix, tell readers where they can get more information about the instrument.
  - This might be in the form of a reference to a book or academic article that describes or actually shows the instrument, or you might provide an internet address where interested readers can get more details about the instrument



# METHODOLOGY – Instrumentation

- The reasons for carefully describing your instrumentation concern the issues of allowing readers to understand more fully your study, replication and operationalisation
- Readers cannot adequately understand what you have done without fairly detailed knowledge of the instrumentation that you have used. In addition, other researchers cannot replicate your study unless they know exactly what instruments you used
- Finally, the instruments that you use often show how you have operationalised your variables. For instance, the motivation to do well in school can take many forms; only when readers see the exact questions that your participants answered can they understand how you have operationalised motivation in your study



# METHODOLOGY – Instrumentation

- When describing a test or questionnaire, you should first explain your rationale for using the instrument
- You should then describe what it is designed to measure, who developed it, the types of items on the instrument, how it is scored, and important statistical information related to reliability or validity
  - The fact that a previous researcher used a particular instrument successfully, doesn't guarantee that the instrument will work well with your participants
  - Hence, you should take time to establish that the instrument worked as intended with your participants – validity and reliability
- While using an established instrument is the easiest route to take, it is unlikely that an instrument created for a different group of people and in a different context will be wholly appropriate for your participants



# METHODOLOGY – Instrumentation

- For this reason, some adaptation of an existing instrument is recommended
- However, if you've adapted an instrument in any way, you'll need to let readers know about what you did and why you did it.
- Whatever you decide, one thing is for certain: the instrument that you use is a crucial part of your study because it will produce the data that form the basis of your results and conclusions
- Any weaknesses in your instruments will be translated into weaknesses in your results and potentially in your interpretation of those results.





# METHODOLOGY – Analytical Approach

- The analytic approach section alerts readers to how the data will be treated and makes understanding the upcoming analyses – a task that is often complex and difficult – somewhat easier
- This section is frequently placed immediately after data collection section because it is at that point that readers know who has participated in your study, how you have measured variables and the steps you took while carrying out the study
  - Thus, readers are logically in a position to be informed about how you plan to analyse the data
- Your analytical methods must be consistent with your research questions.
  - For instance, in a quantitative study, if your research question asks about a relationship, then calculating a correlation coefficient might be appropriate



# METHODOLOGY – Analytical Approach

- The second main kind of analysis that you can do is based on qualitative data, which includes all non-numerical data
  - These kind of data include observations that take place in natural settings, such as a high-school classroom or at a company, field notes that you have taken in order to describe a situation in detail, transcripts of face-to-face or telephone interviews with individuals or groups of people, public documents such as newspapers or official reports, or private documents such as personal diaries, letters or email, and audio-visual materials, such as photographs and audio and video recordings



# THE RESULTS

- The results are what everything we've discussed so far has been leading to; they are the fruit of all your efforts to design and implement a worthwhile study
- The results should directly answer your research questions and clearly indicate the answers to your research questions or, if you are using hypotheses, whether they were fully supported, partially supported or not supported
- In most cases, it is best to report your results succinctly and clearly, particularly if you have a discussion section in your study, as that is where you can go into detail about your interpretations of the results
- Be sure to emphasise both those results that turned out as you had hoped and those that ran counter to your hypotheses
- In other words, avoid the temptation to trumpet your successes and downplay your failures, because the parts of your study that did not turn out as planned can be informative and excellent opportunities for both you and your readers to learn more about the topic that you are studying



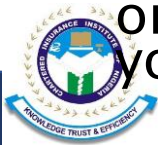
# The Results – Organising the Results

- In general, the best way to organise your results is to use your research questions or research hypotheses, as this will allow you easily to maintain parallel structure as you move from one part of your study to the next
- It's also often a good idea to restate your research questions or hypotheses, particularly if your study is long or complex, and then to present the results that apply to that particular question or hypothesis
  - For instance, you might restate research question 1 and present the results for that question, restate research question 2 and present the results for that question, and continue in that way until you have answered all of your research questions
  - The reason for this is that if your research questions or hypotheses were first stated, say on page 30, and your results section begins on page 60, most readers will not clearly remember what the questions or hypotheses are
- Restating them makes the readers' task easier
- You should also make use of tables and graphs to make the results easier for your readers to understand but ensure you introduce any table or figure you present in the body of the manuscript, so that readers won't have to figure it out themselves why they have been included



# THE DISCUSSION

- After presenting your results, you'll need to interpret them
- When done properly, the discussion section is often the most difficult part of the study to write because it involves a great deal of complex thinking
- Many results, and especially quantitative results, are factual
  - For instance, if you report that the average score on a test is 51.37, barring an error in calculating the average, there is little room to argue that the average score is not 51.37
  - However, that same score of 51.37 can mean many different things to different people. Some people may consider it to be a rather high score while others strongly believe that it is a low score
  - The point is that what you primarily need to do when you discuss your results is to interpret what they mean to you and that means that you need to think very carefully about your results
- It makes little sense to try to interpret your results in isolation; it is far better to make your own interpretations, and then get reactions from others
  - They may well expose weaknesses in your interpretations or provide convincing alternative interpretations that didn't occur to you
- In order to maintain parallel structure throughout your project or dissertation or thesis, you should organise this chapter using your research questions or research hypotheses



# THE DISCUSSION

## Relate your results to previous research

- Whether you are using a theory or not, you should compare and contrast your findings with those of previous researchers – What is the same? What is similar? What is quite different?
- While similarities should be noted, it is more important to discuss and try to explain the areas where your results differ from those of previous researchers
  - The purpose here is to move beyond the relatively narrow confines of your study by framing your results in the larger field
- This is where your review of the literature and your familiarity with a large body of literature becomes indispensable
- As we mentioned in the section on writing your literature review, one criterion for selecting which articles to include in your review of the previous literature is the degree to which they will help you interpret your results
- Including research that allows you to compare and contrast your results with previous results is a key part of how you can engage in ‘academic conversation’



# THE DISCUSSION

## **The theoretical consequences of your results**

- If you are using a theory or model, frame your results by placing them in that theory or model
  - Where do they support, partially support or not support the theory?
  - Try to explain why the results, and particularly the results that do not support the theory, turned out as they did
- However, even for results that supported your initial hypotheses, you should consider alternative reasons for the results

## **The practical consequences of your results**

- It is also important to indicate how your results contribute to the advancement of any practical issues in the field
- How might practice improve as a result of your findings?



# THE DISCUSSION

- **New contributions of your study**
- Your study should have made a substantive contribution to the field in which you're working
- You should make the unique and original contributions of your study clear in the discussion section
- Ultimately, doing research means that you have to take a public stand, and you should do that strongly and clearly
- Provided that you have confidence in your design and methodology, it's inappropriate to express your original contributions in a vague or understated way
- Although you should make your original contributions clear, you also need to qualify your findings and interpretations when appropriate because it is often the case that results do not apply to all people in all contexts
- Let readers know to whom and to what extent your results can be applied and why you think so
- While you are free to speculate and interpret ambiguous results, you should clearly relate your speculation to your data or theory

This is basically an exercise in logic in which you give reasons for your views and explain each link in your chain of reasoning





# THE CONCLUSION

- The conclusion section of your project or dissertation or thesis should generally be quite short and serve to wrap up the study and give readers a sense of closure. You should first summarise the main findings and your interpretations of those findings. Then depending on your advisor's or university's preferences, you might add a discussion of the limitations of your study and suggestions for future research. Finally, you should make your closing remarks

## Summarising your findings

- Before anything else, you should summarise your findings briefly – be succinct and to the point because you have already presented your results in considerable detail and discussed those results thoroughly
- This summary serves a useful purpose for readers because quite often, they cannot remember the myriad details that are presented in a research project or dissertation or thesis; they often take away the main points, and that is exactly what these summaries represent



# THE CONCLUSION

- **Limitations of the study**
- No study is perfect, and one form of intellectual honesty involves pointing out areas where your study could have been better
- Whereas delimitations concern external validity, or the generalisability of your study, limitations concern internal validity, which concerns the believability of your results
- Various kinds of problems can plague a study and make the conclusions suspect, but some of the more common ones concern the use of a flawed research design, inappropriate participants, too few participants, variables that were not included in the study but that appear important in hindsight, and instruments with reliability or validity problems
- Developing your ability to identify problems with your study is an important part of your educational experience, and is yet another area where you can demonstrate your knowledge. Be critical of your ideas in the planning stage so you won't have to write a long limitations section!



# THE CONCLUSION

## Suggestions for future research

- A final way in which you can demonstrate your understanding of the area that you've studied is to make specific recommendations for future research and to follow each recommendation with a brief explanation of the value of that recommendation
- Each recommendation should be directly related to your study
- While the recommendations are of obvious value to your readers and others working in the same field, they also show that you're able to move from the concrete (your study) to the abstract (studies yet to be) and that you understand your area well enough to point to where the next steps forward can be found!

## Final conclusions

- At the end of your project or dissertation or thesis, you should write one or two paragraphs in which you make final – and probably general – comments about the area that you've studied
- The tone that you adopt will probably be determined by the tone generally adopted in your field of study
  - Notice how researchers in your field end their studies and the techniques they use. Do they present facts? Do they attempt to end with an inspirational tone? Remember that your study needs to 'fit' the field in which you're working in terms of the tone you adopt



# Citing & listing references

- It is conventional in academic that you support your discourse of a construct or topic with ideas or evidence from other sources or relevant literature by citing and referencing them
- Therefore, citation and referencing is –
  - To say thank you – when you use something that belongs to someone else, you normally say thank you. The same principle applies when you use information and ideas too; it is just good manners!
  - To be academic – one of the most significant differences between academic and other sorts of writing is that academic writing is based on evidence. If your reader cannot see your evidence, then your work is not academic.
  - To be traceable – As well as being able to see that you have used evidence your reader needs to be able to go back and look at it themselves, should they want to. Therefore the in-text reference signposts people to the reference list and that directs them to the source. If your reader cannot go from your writing to the source, and be sure that they are looking at what you looked at, then your referencing is incomplete.



# Citing & listing references

- In essence, you cite and reference in order to –
  - acknowledge the source of an idea;
  - acknowledge other people's words;
  - show what you have read and what has influenced you;
  - make it clear that you are not presenting someone else's ideas or work as your own;
  - provide information to allow the reader or yourself to find the original source;
  - support your assertions, points and arguments;
  - show your reader how well you've understood a topic by integrating all of your sources clearly; and
  - Show you imbibe good academic practice.



# Citing & listing references

- Referencing is a feature of most academic works and has two components –
- citation – referencing within the text at the point where you use information from another source. Also referred to as ‘citing in text’, ‘in text citation’, ‘text citation’
- reference list/bibliography – listing of sources at the end of your work. The two are interrelated but not necessarily the same
  - a reference list is an alphabetical list, by author, of all the materials used directly (all text citations) in the writing of your work.
  - bibliography may also include material that you have read to help develop your understanding, but that you might not have used directly in your own writing.



# Stages of Referencing

## Stage 1

NOTING the details of  
your sources

## Stage 2

INCORPORATING the  
references in the text  
as you write

## Stage 3

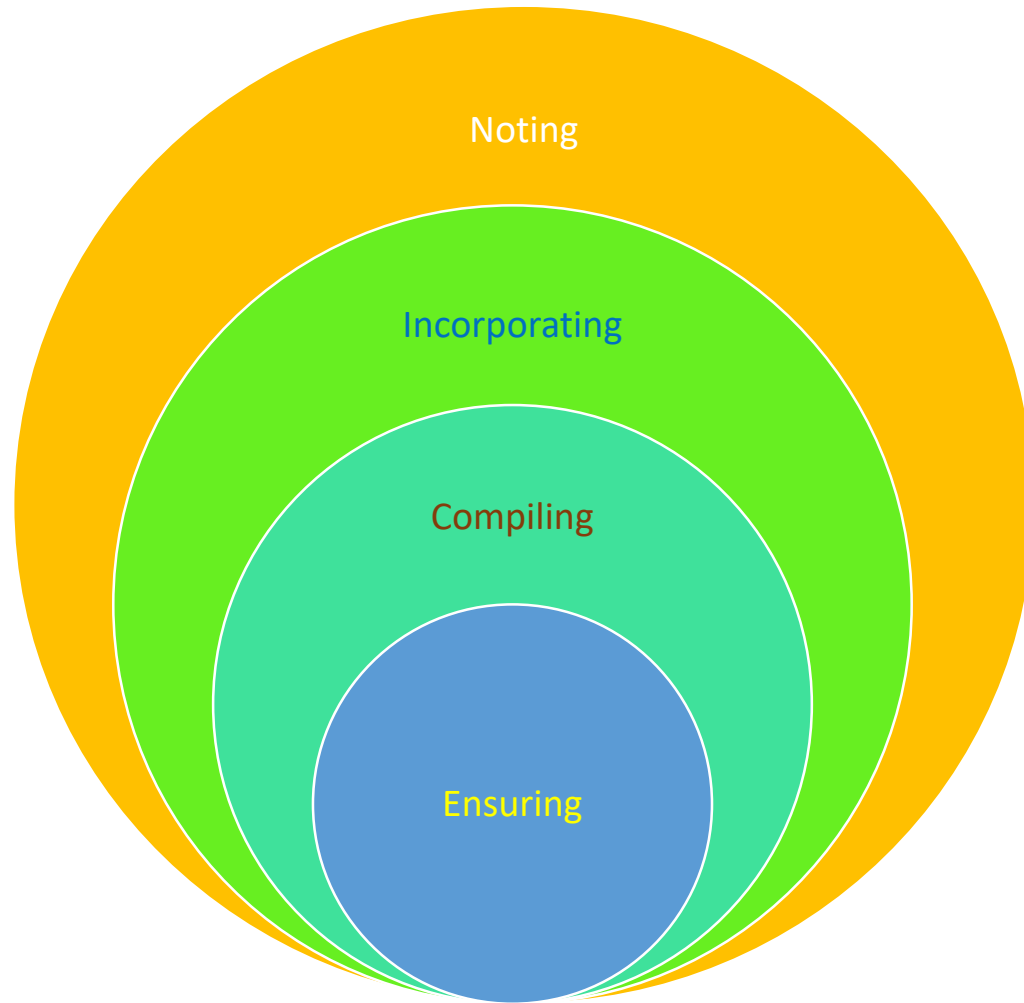
COMPILING the  
reference list

## Stage 4

ENSURING consistency  
between your in-text  
references and the  
reference list



# Conclusion – referencing is “nice”





# THE REFLECTION

- **Reflection** is the process of observing your own research practice and examining the way you do things
- According to Kolb's learning theory, learning takes place through four-stage cycle:
  - concrete experience;
  - observation and reflection in relation to the experience;
  - forming abstract concepts and generalisations from these observations and reflections;
  - testing these concepts and generalisations in new situations.
- The learning cycle emphasises that for learning to happen you need to pass through the complete cycle, as without reflection there will be no learning from experience
- Such reflection is the process of stopping and thinking about a concrete experience that has happened or is happening, and the subsequent forming of concepts and generalisations, so you can apply what you have learnt from your experiences to new situations



# THE REFLECTION

- Many universities require a reflective essay or section to be included in the assessment of a research project, sometimes as an appendix in the report
- As your reflective essay or section is a personal account of your experiences, practice and learning, it will be appropriate to write this in the first person, using 'I' and 'my': such as 'my experience', 'what did I learn' and 'what I did differently
- Questions that you may ask yourself to help you write your reflective essay or section include:
  - Which aspects of my research project went well?
  - Why do I think these aspects of my research project went well?
  - What are my key learning points from these aspects?
  - Which aspects of my research project did not go so well?



# THE REFLECTION

- Why do I think these aspects of my research project did not go so well?
- What are my key learning points from these aspects?
- What adjustments did I make to my research practice as a result of this learning?
- How well did these adjustments work in practice?
- What further adjustments did I make, or could I have made, to my research practice and why?
- How would I summarise my learning from my research project and what skills have I developed?
- How has my learning from this experience influenced what I would do in the event of another research project: what would I do the same and what would I do differently, and why?





# Thank you



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Chartered Insurance Institute of Nigeria

# *2021 Fellows' Virtual Interaction: Becoming a Fellow ... What it Takes.*

Abimbola Tiamiyu  
Director-General, CIIN

15<sup>th</sup> February 2021



**The requirements to be met by members of the Institute are of two types. The two classes of requirements are:**

- Eligibility of a Fellow of other Insurance Institutes recognised by the Chartered Insurance Institute of Nigeria.
- Eligibility of an Associate of the Institute or any other Insurance Institute to become a Fellow of the Chartered Insurance Institute of Nigeria.

## **Eligibility of a Fellow of other Recognised Insurance Institutes**

- To become a Fellow of the Chartered Insurance Institute of Nigeria, a Fellow of the Chartered Insurance Institute, United Kingdom and Fellows of other recognised Institutes must be an Associate of the Institute.

**The following requirements must be met by Associates of the Institute and of other recognized Institutes to be considered for election as Fellows of the Institute.**



# Eligibility –II

## Stage 1

- i. The applicant must be an Associate of the Institute.
- ii. Applicant must be at least thirty years old at the time of filing application.
- iii. The Applicant must be elected an Associate member of the Institute for at least ten years at the time of filing application.
- iv. The Applicant is to produce evidence of having scored the required minimum points in the Mandatory Continuing Professional Development (MCPD) programmes i.e. 35 points each for the three (3) consecutive years preceding the year of application.
- v. The applicant is to submit evidence of Financial Membership of the Institute as at the year of application.
- vi. Applicants who satisfy the five (5) requirements listed above will be cleared to obtain the application form.

## Stage 2

- i. Payment of a non-refundable application fee of Twenty Thousand Naira only (N20,000.00).
- ii. Submission of completed application form with copies of credentials.
- iii. Submission of three research topics from the selected research fields to Fellowship Assessment Committee (subsequently referred to as FAC) for assessment and consequent action.



## Stage 3

- i. Submission of a standard dissertation of not less than 13,500 words (Thirteen Thousand Five Hundred words), and not more than 15,000 words (Fifteen Thousand Words).
- ii. Five (5) copies of the dissertation to be submitted as follows: two hard covered binding with dark blue cover, two soft- covered binding and a PDF version digitally stored in a physical external memory stick or drive.
- iii. Submission of letters of attestation to good character by a Fellow of the Institute and employer.
- iv. Defense of the submitted dissertation before FAC.
- v. Adoption of selected case studies for consequent discussion and review in the form of a “question and answer interactive session” with FAC.
- vi. The FAC recommended applicant may be invited to appear before the Board of Fellows for an interview – if required.
- vii. Submission of applications will close on Friday April 23, 2021
- viii. On election, each successful applicant will pay the applicable fees. For 2021 session, the current fees are: the election/induction fee of N175,000.00, the balance building levy of N50,000.00 as a fellow, Year 2022 Development Levy of N5,000.00 and Year 2022 Annual Subscription of N25,000.00.
- ix. The decision of Council on election of Fellows is final and the Institute will not enter into any correspondence(s) with any applicant after the letter of notification.





## The MCPD is

- a programme approved by Council to enable professionals' up-date their knowledge so that they could respond positively to the challenging needs of their profession.

## Point Scoring

- A minimum of 105 points must be obtained by any member within a period of three years i.e. a minimum of 35 points must be obtained by an applicant for three consecutive years preceding the year of application.

## Why MCPD?

- (a) To encourage insurance professionals to acquire new skills so as to maintain a high standard in the profession at all times.
- (b) To assist insurance professionals respond efficiently to the changing needs of their clients and create public confidence in the industry.
- (c) To enable insurance professionals adapt to and play a more responsive role in the emerging global economies.
- (d) To encourage insurance professionals to be aware of developments and impact of other professions on the insurance practice.

## Contents of MCPD Programme

- Structured Programme such as: Workshops, Seminars, Annual Conference/General Meetings of Professional Bodies, Annual Dinner of the Institute, NCRIB, ILAN, Formal Courses of Study, Council/Committee Meetings, Relevant Examinations and related activities, etc.  
(Please click on this link <https://bit.ly/2Z3lYat> for complete guide).



MCPD Guideline -  
2021.pdf



# Year 2021 Guides/Timeline

## Approved Areas for Topic Selection

- Applicants are to carry out studies in the identified areas. The three (3) fields listed below were selected from the range of issues affecting the Insurance Industry in Nigeria.
- Leveraging Technology to Deepen Insurance Penetration
- Examining Competitors to Insurance in the Digital Economy
- Recapitalisation: Challenges and Opportunities.

**Any dissertation work that is not an original work, if discovered, will have the Council approved rule on examination malpractice applied.**

- i. e. a ban on the applicant for two consecutive years in writing with a copy of the letter sent to the applicant's Employer.



# Dissertation Framework

## Chapter One (5 marks)

- Background to the study (1 mark)
- Problem(s) of the study (1 mark)
- Scope of the study (½ mark)
- Significance of the study (1 mark)
- Research Questions (½ mark)
- Research Hypotheses (½ mark)
- Definition of Terms (½ mark)

## Chapter Two (8 marks)

### Literature Review

- Historical Development (2 marks)
- Theoretical Framework (2 marks)
- Relevance of Current Study (4 marks)



## **Chapter Three (5 marks)**

### **Research Methodology**

- Overview of Methods (3 marks)
- Justification of Methods Chosen (2 marks)

## **Chapter Four (5 marks)**

### **Presentation and Analysis of Data**

- Presentation of Data (2 marks)
- Analysis of Data (3 marks)

## **Chapter Five (12 marks)**

- Presentation of findings (4 marks)
- Recommendations (4 marks)
- Conclusions (2 marks)
- Suggestions for further study (2 marks)

## **Style and Flow of Thoughts (5 marks)**

- Layout (1 mark)
- Grammar (1 mark)
- Logical Presentation (2 marks)
- References (1 mark)



# Year 2021 Guides/Timelines –

## Examples of Acceptable Practices

- Quoting small sections from the works of others, typically a sentence or paragraph, provided that the author's work is fully acknowledged.
- Writing a dissertation based on previous work which you have written. The dissertation must not be identical to the previous work and must be updated where appropriate. The nature and existence of the previous work must be acknowledged, e.g. “based on my MBA dissertation completed in May 1999”.
- Information quoted should be the most up to date reasonably available.
- Your work may be typed, proof-read and critiqued by another. Their input and the extent of it must be acknowledged in the dissertation. You may ask someone else to comment on any shortcomings in your draft dissertation but any changes must be your own work.

## Examples of Unacceptable Practices

- Plagiarism – that is, using the words of another author as your own.
- ☐ Submitting a previous work without authorization or acknowledgement. For example, a dissertation you used as part of another qualification.
- Using information and data knowing them to be out dated.
- Getting a researcher to write any part of your dissertation.
- Getting a secretary, adviser, consultant, lecturer, writer or any other person to write any part of your dissertation.



# Year 2021 Guides/Timelines –

## Unsuitable Topics

- Purely historical, non-analytical narratives, i.e, ‘The history of motor insurance’.
- ‘How to .....’ or textbook guides, i.e ‘How to obtain new business’.
- Lecture notes.
- Extended job descriptions.

## Fellowship Assessment Dates

- i. 1<sup>st</sup> Meeting –Friday 22<sup>nd</sup> January, 2021 - To decide on Research Field for 2021
- ii. Monday 1<sup>st</sup> March – 23<sup>rd</sup> April, 2021 - Submission of Dissertation Topics by Eligible Applicants
- iii. 2<sup>nd</sup> Meeting Tuesday 27<sup>th</sup> April, 2021 - Approval of Dissertation Topics
- iv. Friday 13<sup>th</sup> August, 2021 - Submission of Dissertation Ends
- v. Tuesday 17<sup>th</sup> August, 2021 - Appointment of Assessors
- vi. Monday 23<sup>rd</sup> Aug.- Fri. 24<sup>th</sup> Sept. 2021 - Assessment of Dissertation
- vii. Monday 27<sup>th</sup> September, 2021 - Submission of Assessors’ Reports
- Thursday 14<sup>th</sup> October, 2021 - Interactive Session
- Tuesday 19<sup>th</sup> October, 2021 - Board of Fellows Meeting (Subject to the approval of the Board.





# Thank you



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