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ESSAY RESEARCH & WRITING FOR MGB2230

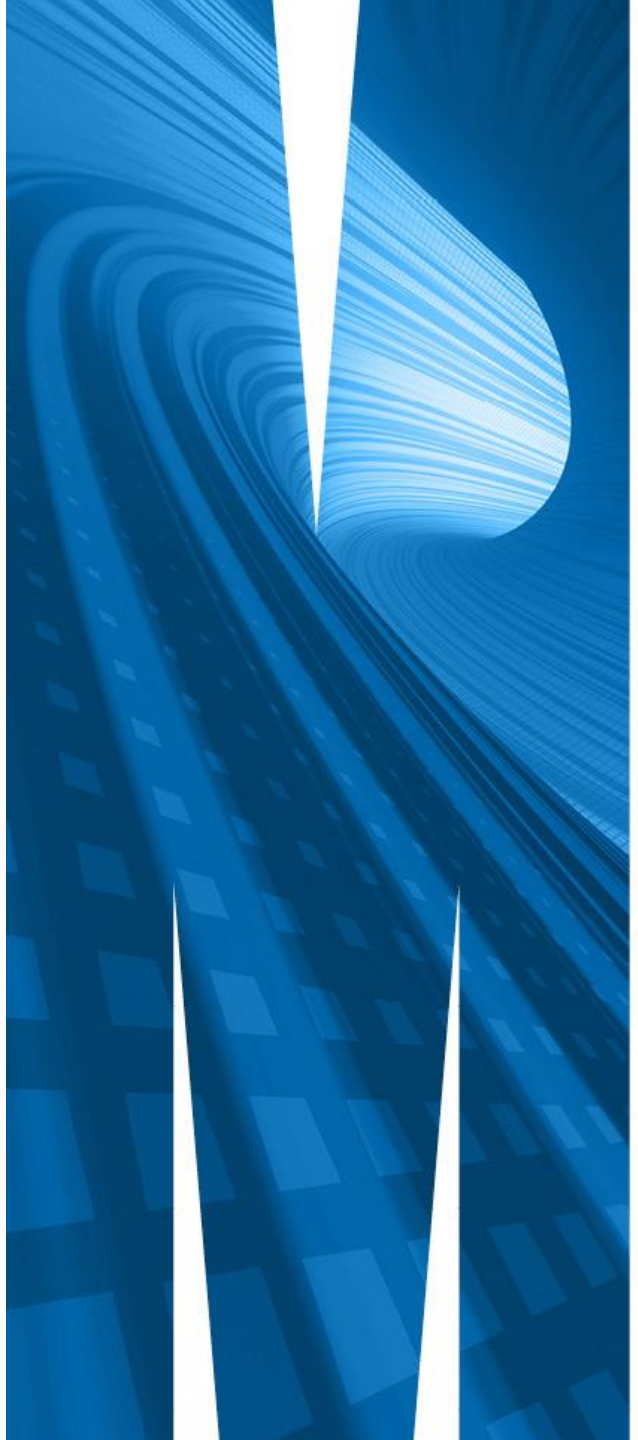
Homa Babai, Learning Skills Adviser

homa.babai@monash.edu

Tracey Whyte, Subject Librarian

tracey.whyte@monash.edu

Peninsula Library, S1 2018



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TODAY'S SESSION

- Task Analysis
- Finding and Evaluating Resources
- Writing Your Essay
- Referencing

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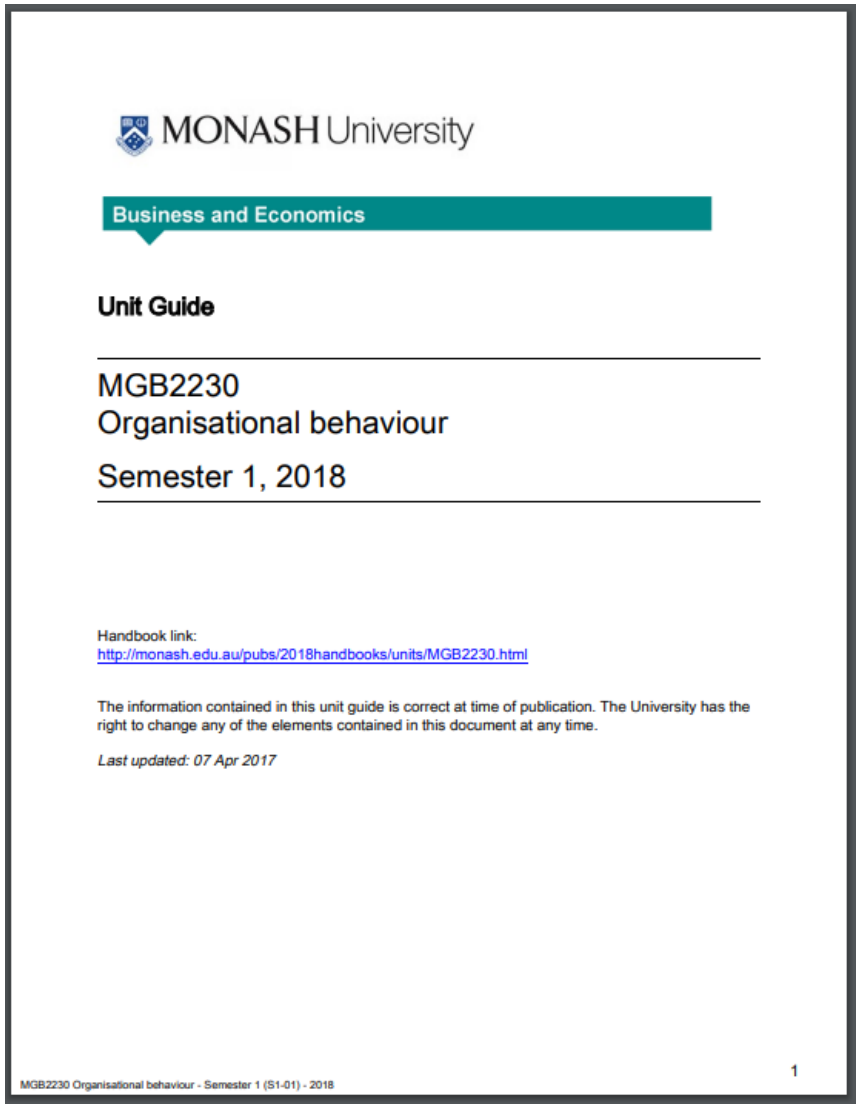
TASK ANALYSIS

FROM YOUR UNIT GUIDE

Assessment task title: Individual Essay
Due Date: Friday, 13th April 2018. 5pm AEST
Weighting/Value: 25%
Word Limit: 2,500 words +/- 10% (excluding reference list)
Presentation requirements: Word processed in **Arial, size 12, with 1.5 line spacing**. Please ensure that you check the **grammar and spelling** in your assignment before submitting it.



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Business and Economics

Unit Guide

MGB2230
Organisational behaviour

Semester 1, 2018

Handbook link:
http://monash.edu.au/pubs/2018handbooks/units/MGB2230.html

The information contained in this unit guide is correct at time of publication. The University has the right to change any of the elements contained in this document at any time.

Last updated: 07 Apr 2017

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TASK ANALYSIS

FROM YOUR UNIT GUIDE

Age-related stereotypes at work refer to the beliefs people hold about the relationship between a person's age and their behaviour or ability in the workplace. Discuss the evidence for both positive and negative age-related stereotypes about older employees, and the possible consequences of such stereotypes in the workplace.

Instruction Topic Context

TASK ANALYSIS

FROM YOUR UNIT GUIDE

Guidelines for the essay:

•You will need to do a review of the research literature on age-related stereotypes and the relationship between these stereotypes and work performance.

•You should use the academic third person writing style as outlined in the Q Manual.

•It is important that you use peer reviewed academic journal articles for the basis of your academic discussion. You should be aiming to draw on at least 10 refereed journal articles. You need to ensure that you make it clear how the content and contribution of these articles is related to the essay question.

•No more than 2 management / OB textbooks to be used.

•**Warning!** Answers that simply reflect opinion and do not draw on the accumulated body of scientific knowledge on organisational behaviour will be penalised.

TASK ANALYSIS

MARKING GUIDE

	N	P	C	D	HD
Knowledge and Exposition					
Identification and understanding of the issues raised by the question					
Understanding of the relevant literature, concepts, and theories					
Focus and relevancy to the question					
Argumentative and Critical Analysis					
Taken a clear stand / position on the essay and defended it					
Arguments are clearly set out, developed, and supported					
Critical evaluation of the literature, concepts, and theories					
Structure and Organization of Essay					
Shows a well-devised and logical structure					
Essay flows well and reads consistently					
Quality of Written Communication					
Appropriate selection of words, sentence length, tone, and purpose					
Quality of grammar, punctuation, and spelling					
Correct use of paragraphs					
Research, Referencing, and Use of Resources					
Quality and relevancy of sources					
Effective use of sources					
Appropriate citations and attribution of work					
Correct use of the APA 6th system					

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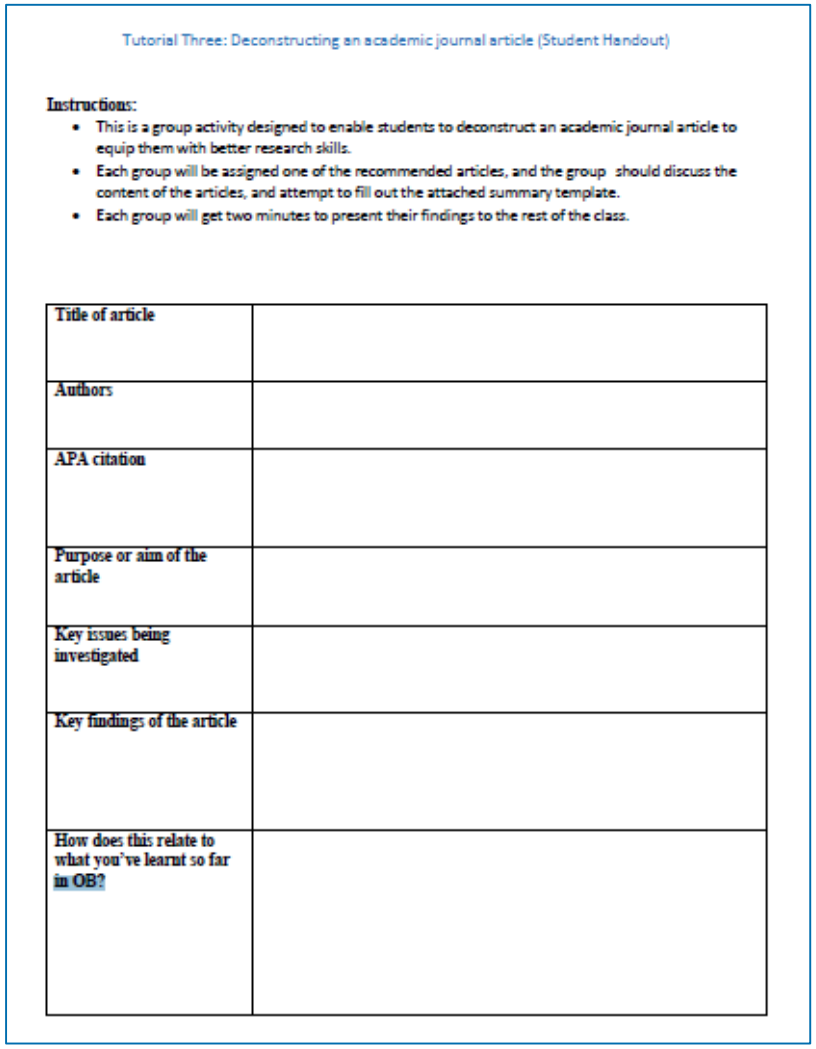
TASK ANALYSIS

Use deconstructing journal article to get started with this assignment.



Tutorial Three: Deconstructing an academic journal article (Student Handout)

Instructions:

- This is a group activity designed to enable students to deconstruct an academic journal article to equip them with better research skills.
- Each group will be assigned one of the recommended articles, and the group should discuss the content of the articles, and attempt to fill out the attached summary template.
- Each group will get two minutes to present their findings to the rest of the class.

Title of article	
Authors	
APA citation	
Purpose or aim of the article	
Key issues being investigated	
Key findings of the article	
How does this relate to what you've learnt so far in OB?	

RERFERENCES TO GET YOU STARTED ON ASSIGNMENT 1.

CK Chiu, W., Chan, A. W., Snape, E., & Redman, T. (2001). Age stereotypes and discriminatory attitudes towards older workers: An East-West comparison. *Human relations*, *54*(5), 629-661.

Hertel, G., IJM Van der Heijden, B., H. de Lange, A., & Deller, J. (2013). Facilitating age diversity in organizations–part I: challenging popular misbeliefs. *Journal of Managerial Psychology*, *28*(7/8), 729-740.

Ng, T. W., & Feldman, D. C. (2012). Evaluating six common stereotypes about older workers with meta-analytical data. *Personnel Psychology*, *65*(4), 821-858.

Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. *Journal of management*, *35*(1), 158-188.

Chaudhuri, S., & Ghosh, R. (2012). Reverse mentoring: A social exchange tool for keeping the boomers engaged and millennials committed. *Human resource development review*, *11*(1), 55-76.

FINDING & EVALUATING RESOURCES

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FINDING & EVALUATING RESOURCES

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BACK TO TASK ANALYSIS

- It is important to use peer reviewed academic journal articles as a basis of your research for this assignment. You should be aiming to draw upon at least 10 academic peer reviewed sources.

- No more than 2 Management/OB text books permitted.

- Use list of journal articles provided on Moodle site as a basis for your initial research.

FINDING RESOURCES

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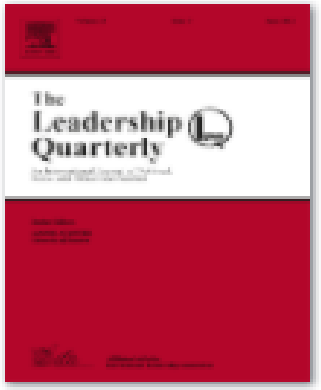
ACADEMIC / PEER REVIEWED JOURNAL ARTICLES



The Leadership Quarterly

- Academic journal articles are articles written by experts in their field of study.
- They are technical, typically complicated to read, long in length, have an abstract (summary) at beginning of article, lots of in text citations and an extensive reference list or bibliography.
- Found in Library databases
- Filter by peer-review

- Other sources
- Websites, popular journals, magazines, newspaper articles, opinion pieces
- Lots of colourful images or graphics
- Short in length, no reference list
- Found in google and other search engines

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PEER REVIEW

www.sciedu.ca/ijba International Journal of Business Administration Vol. 4, No. 1; 2013

Approaches for Generating and Evaluating Product Positioning Strategy

Oghojafor Ben Akpoyomare
Department of Business Administration, University of Lagos, Nigeria
E-mail: akpoyomareo@yahoo.co.uk

Ladipo Patrick Kunle Adeosun
Department of Business Administration, University of Lagos, Nigeria
E-mail: patrickladipo@yahoo.com

Rahim Ajao Ganiyu (Corresponding author)
Department of Business Administration, University of Lagos, Nigeria
Tel: 234-803-319-9942 E-mail: Abdulrahimajao@yahoo.com

Received: September 18, 2012 Accepted: November 13, 2012 Online Published: January 5, 2013
doi:10.5430/ijba.v4n1p46 URL: http://dx.doi.org/10.5430/ijba.v4n1p46

Abstract

Product positioning has been an important part of marketing since companies began to recognize the relevance of having control over their image. It is also a way of influencing consumer perception and purchase decisions as well as to satisfy corporate sales objectives.

Developing an appropriate 'product positioning strategy' is usually influenced by such factors as the competitive marketplace, specific corporate goals, and organizational strengths. Once established, it has typically become a posture that influence and direct marketing communications. This paper investigates the approaches for generating and evaluating product positioning strategy, using descriptive research approach. The paper concludes that positioning is applicable to products in the broadest sense. However, Institutions, Organizations or even Countries can benefit from a well developed positioning strategy that focuses on a niche that is unoccupied in the mind of the consumer.

Keywords: Positioning, Brand, Product, Consumer perception, Choice decision, Buying behavior

https://doi.org/10.1080/14766086.2017.1375424 Taylor & Francis Group

Check for updates

Incorporating mindfulness: questioning capitalism

Bee Scherer[a] and Jeff Waistell[b]

[a]INCISE research centre, Canterbury Christ Church University, Canterbury, UK; [b]Business and Management Department, Oxford Brookes University, Oxford, UK

ABSTRACT

This paper engages with Buddhist critiques of capitalism and consumerism; and it challenges the capitalist appropriations of Buddhist techniques. We show how Buddhist modernism and Marxism/socialism can align, and how Engaged Buddhism spawns communalism and socially revolutionary impulses for sustainability and ecological responsibility within the framework of Buddhist thought and mindfulness traditions. Our example of the Thai Asoke community exemplifies Buddhist communal mindfulness-in-action, explores successes and idiosyncrasies, and shows how communal principles can operate in such work-based communities.

ARTICLE HISTORY
Received 3 November 2016
Accepted 30 August 2017

KEYWORDS
Asoke; Buddhism; capitalism; communism; mindfulness; socialism

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GETTING STARTED WITH YOUR SEARCH

Once you have a basic understanding of your topic, it is time to brainstorm keywords that can be used when searching for information.

Spend a few minutes writing down everything that comes to mind when you think about this topic:

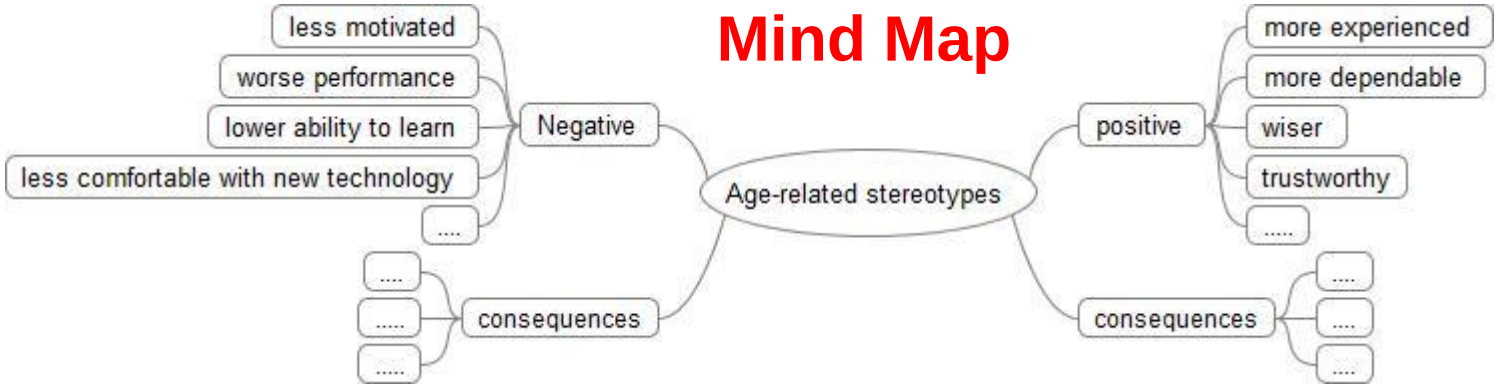
Topic:

Age-related stereotypes at work refer to the beliefs people hold about the relationship between a person's age and their behaviour or ability in the workplace. Discuss the evidence for both positive and negative age-related stereotypes about older employees, and the possible consequences of such stereotypes in the workplace.

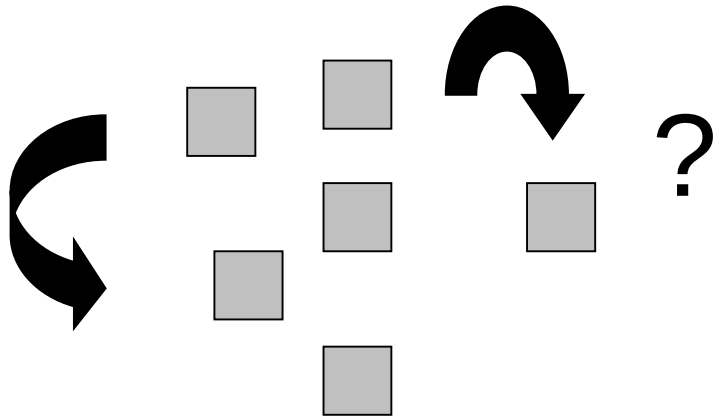
GETTING STARTED WITH YOUR SEARCH

WAYS TO BRAINSTORM

Mind Map



Post-it Notes



Bullet Points

Age-related stereotypes:

- Negative
  - Less motivated
  - Worse performance
  - Lower ability to learn
  - Less comfortable with new technology
  - ….
- Positive
  - Wiser
  - More dependable
  - More experienced
  - ….

Stream of consciousness

Just write down everything that comes to mind. Don't worry about what it says. Perhaps include questions to yourself and other notes as you go. It's ok to just keep going and repeat yourself…

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GETTING STARTED WITH YOUR SEARCH

Topic:

Age-related stereotypes at work refer to the beliefs people hold about the relationship between a person's age and their behaviour or ability in the workplace. Discuss the evidence for both positive and negative age-related stereotypes about older employees, and the possible consequences of such stereotypes in the workplace.

Other search methods to consider:

Synonyms and Related words

stereotype OR label OR typecast

employees OR colleagues OR team members

Spelling variations

behaviour OR behavior

organisation OR organization

Phrase searching

"age stereotype"

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SEARCH TIPS

- Use reading list to identify appropriate sources

- Use Library resources like Search and Library databases to locate peer reviewed resources

- Use reference lists of other sources to identify similar articles on the topic

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LIBRARY RESOURCES

I want to

Find library information

- Library homepage
- Reading lists
- Databases
- Library guides
- Research & Learning Online

Find a space in the library

- Discussion room booking
- Class booking

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LIBRARY DATABASES

Databases by Subject: Home

Search this Guide | Search

This is a guide to finding databases by subject and faculty.

Home | Trial databases | General/multidisciplinary | Arts | Art, Design and Architecture | Business and Economics | Education | Engineering | Information Technology | Law | Medicine, Nursing and Health Sciences | Pharmacy | Science | Alumni databases | Help/FAQ

DATABASE QUICKLINKS

Faculty Selections

- Art & architecture source
- Business source complete
- Compendex
- EduTV
- Embase via Ovid (1974 to present)
- INSPEC
- JSTOR : the scholarly journal archive.
- Lexis advance (previously LexisNexis AU)
- Ovid MEDLINE
- PubMed

more...

General Platforms

- Academic OneFile
- EBSCOhost research databases
- Emerald
- Informit
- Newsbank newspapers : Australia and the world.
- Ovid
- ProQuest
- ProQuest ebook central
- ScienceDirect

more...

Subject databases

Browse for databases by Subject

Please select a subject

- Art, Design and Architecture
- Arts
- Business and Economics
- Education
- Engineering
- General and multidisciplinary resources
- Information Technology
- Law
- Medicine, Nursing and Health Sciences
- Pharmacy and Pharmaceutical Sciences
- Science

Find articles and journals

Find an e-journal
(A-Z e-journals)

Find a specific article
(Citation Linker)

Monash Malaysia e-journal

Monash South Africa e-journal

Accessing databases

Downtime

Due to scheduled maintenance, all **Libraries Australia services** will be unavailable on 28.02.2018 between 13:00 - 19:00 hours (UTC/GMT +10 hours)

- How to access databases and electronic resources
- Browsers and settings
- Terms and conditions of use

Browse databases by title

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | 0-9 |

Trial databases | Help/FAQs | A-Z databases

Social Media

Google Scholar

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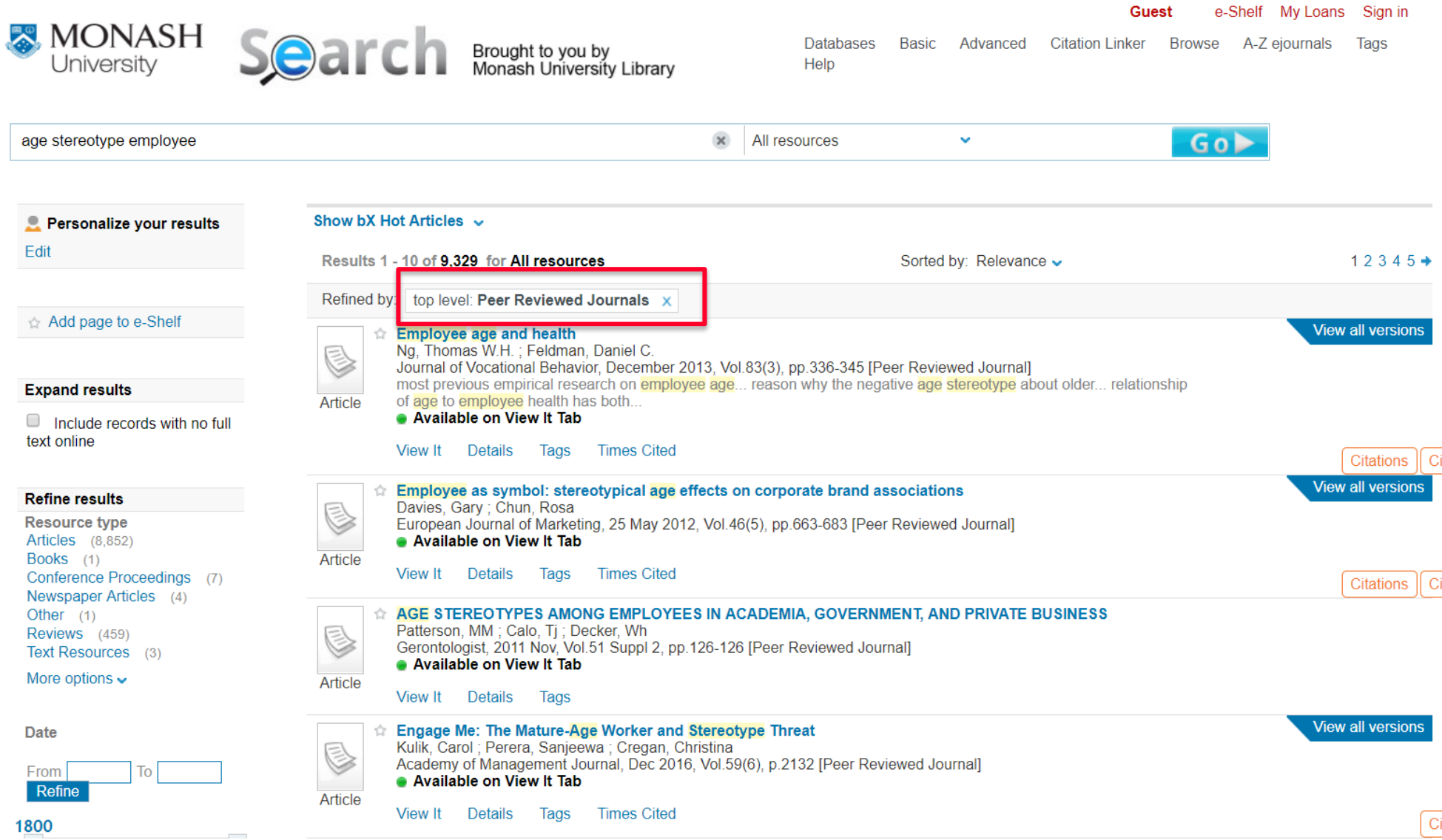
FINDING SOURCES



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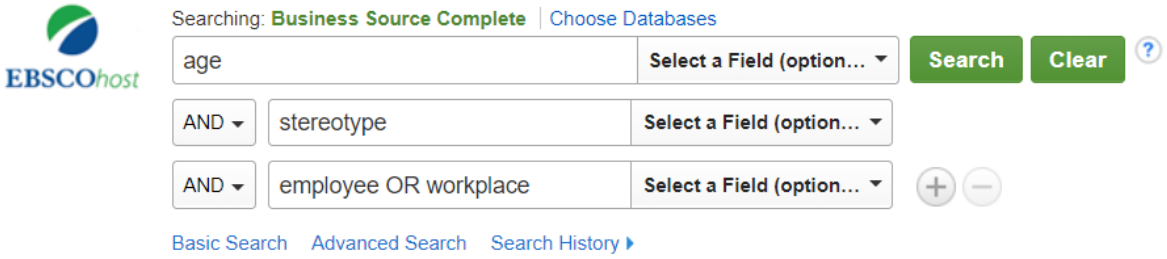
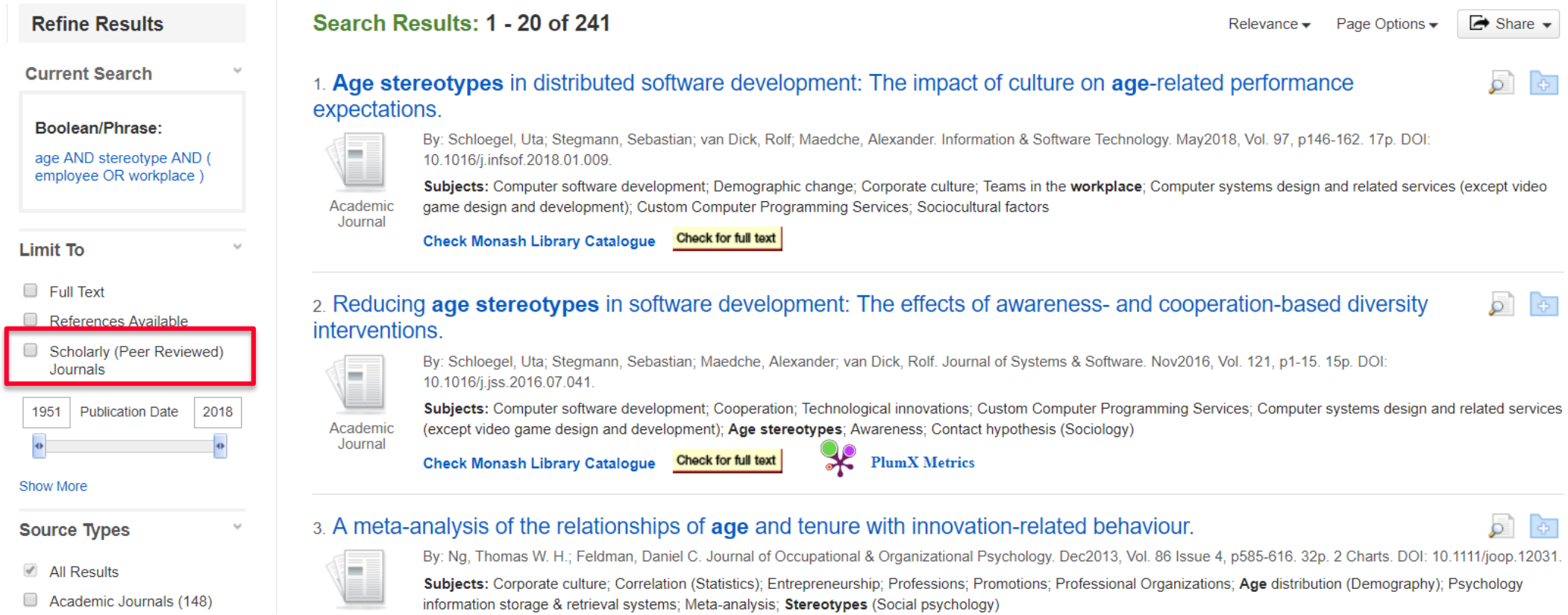
FINDING SOURCES





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REVIEW ARTICLES

Detailed Record

Check Monash Library Catalogue

Check for full text

Related Information

Find Similar Results
using SmartText Searching.

Reducing **age stereotypes** in software development: The effects of awareness- and cooperation-based diversity interventions.

Authors: Schloegel, Uta[1] *utaprigge@yahoo.com*
Stegmann, Sebastian[1]
Maedche, Alexander[2]
van Dick, Rolf[1,3]

Source: Journal of Systems & Software. Nov2016, Vol. 121, p1-15. 15p.

ment Type: Article

ject Terms: *Computer software development
*Cooperation
*Technological innovations
Age stereotypes
Awareness
Contact hypothesis (Sociology)

Author-Supplied Keywords: Bias
Diversity training
Innovation expectations
Performance expectations
Software development

NAICS/Industry Codes: 541511 Custom Computer Programming Services
541514 Computer systems design and related services (except video game design and development)

Abstract: Negative **age stereotypes** about older **employees** are present across industries and they are particularly strong in technology-related jobs. They can hinder cooperation and team processes, which are of utmost importance in software development. This paper proposes and compares two interventions to reduce **age stereotypes** in software development. An awareness-based intervention was conducted on-the job, as a quasi-experiment with 56 participants. A cooperation-based workshop was conducted as a field experiment with 74 **employees**. Both types of interventions reduced bias in performance and innovation expectations favoring middle-aged over older **employees**. The reduction in biases held by developers was particularly strong. Only the cooperation-based intervention reduced bias toward both older and younger **employees**. This intervention led to a long-term (six months) reduction in bias, regarding developer performance expectations. The study extends the diversity training literature in establishing causal, long-term effects for **age stereotype** reduction in the field. Furthermore, it contributes to the literature by indicating that contact hypothesis can not only be applied to reduce **age stereotypes** toward older but also toward younger **employees**. The design enables practitioners to create on-the-job diversity interventions that **employees** are willing to attend, and, thus, to reach a majority of **employees** without interventions being mandatory. [ABSTRACT FROM AUTHOR]

The journal is **academic**, **authors are experts** in the field. Article is **current** or from appropriate time span according to your assessment requirements

Go to the **full text** and skim read the article introduction, paragraph headings and conclusion. Check for a **reference list.**

Check that **Subject Terms** match your topic. The more terms that match = higher relevance. Get ideas for more topic words

Read the **abstract** to view quickly what the article is about

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EVALUATING WITH CRAAP RUBRIC

Consider these factors when deciding if a source is appropriate for a university assignment

Currency – publication date

Relevance – content and source type

Author qualifications/expertise

Accuracy – cited and credited sources

Purpose – fact, opinion, evidence

Evaluating information – applying the CRAAP test
https://www.csuchico.edu/lins/handouts/eval_websites.pdf
http://library.lsco.edu/help/web-page-rubric.pdf

Scholarly sources checklist
https://www.monash.edu/rlo/quick-study-guides/scholarly-sources-checklist

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WRITING YOUR ESSAY

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ESSAY STRUCTURE

Introduction:

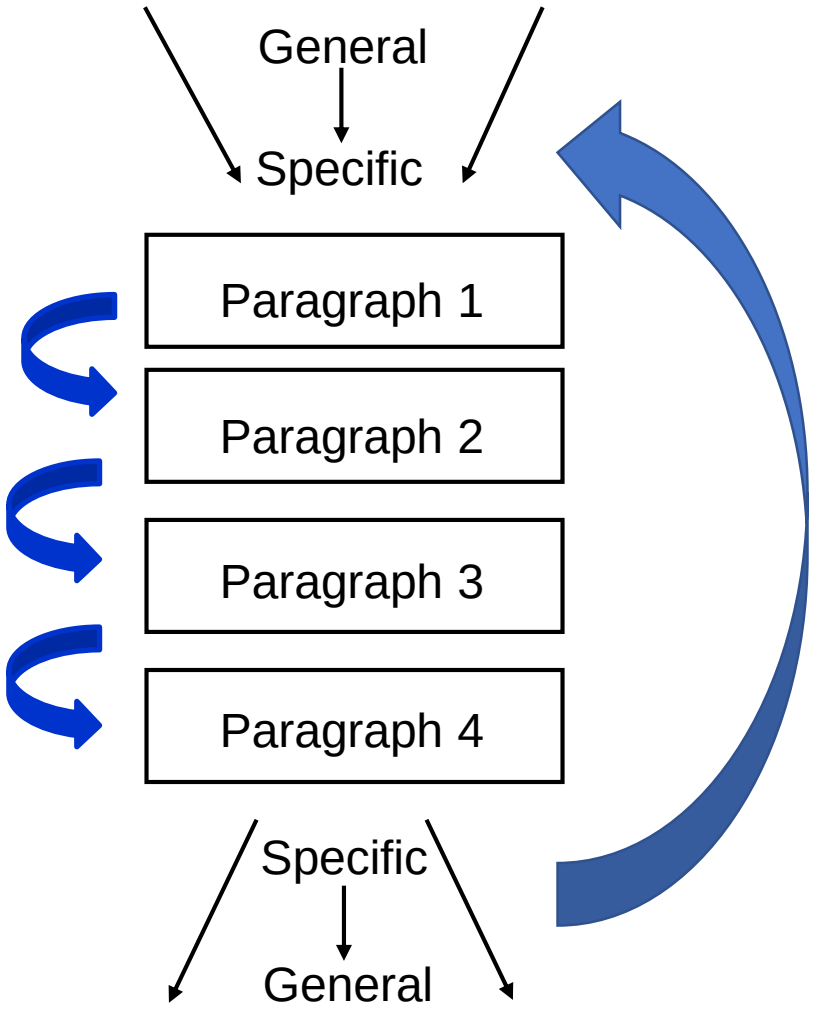
- Establishes topic/context
- Explains the purpose and scope of the essay
- Your argument
- 5-10% of word count

Body:

- Sequence of points/ideas in linked paragraphs
- Building an argument
- Using examples/evidence
- 80-90% of word count

Conclusion:

- Restates your argument
- Summarises key points AND Provides a clear answer to essay question
- 5-10% of word count



Write your introduction and conclusion after completing the main body.

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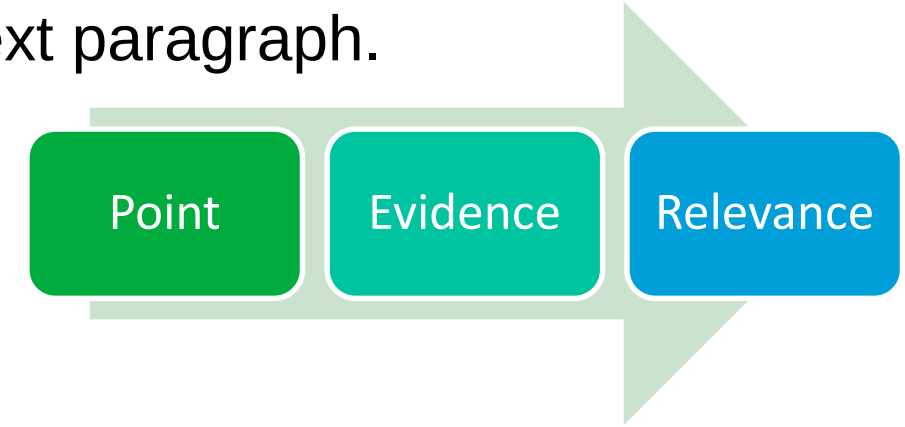
AT PARAGRAPH LEVEL

- Topic sentence: make a point (as a claim, an assertion or question). This topic sentence belongs to you as the author.
- Following sentences (e.g. 2, 3, 4. etc.) – supply some evidence from the readings and from other quality sources (including your thoughts) to back up your topic sentence.
- Final sentence – explain the relevance to the overall topic and then link to the next paragraph.



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PARAGRAPH STRUCTURE: TEEEL

Sample paragraph

One factor within the team that seems to be more important than the leader is the notion of team cohesiveness. Team cohesiveness enables a diverse group of individuals to work towards a common goal. Although there must be some minimum amount of cohesiveness if the team is going to continue to function as a team, Allen (2009, p.48) states that highly cohesive teams "are more motivated and effective in attaining goals when they have set these for themselves", and thus, achieve higher levels of member satisfaction. Further, Taylor (2010) found that team dynamics, particularly in teams with high team morale, were more important in terms of team effectiveness and productivity than the team leader. In this way the productivity of any group of employees is influenced by their ability to effectively work together so that their specialised skills and capabilities are maximised.

Topic sentence

Explain

Evidence

Example

Link or sum up

Source: https://emedia.rmit.edu.au/learninglab/content/paragraph-structure

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MAKING AN ESSAY PLAN

Introduction	•Broad statement - importance of teams and teamwork to management •Statement of topic – exploration of your team example • Statement limiting the discussion (your example, theory and latest understandings) •Outline your essay structure
Body paragraph focusing on theory of teams and team work	• Key idea (topic sentence) e.g. Stating the focus of the paragraph • Exploration of idea using evidence and examples to support your position • Point one: •Integrate reference/s to create discussion: • Point two: •Integrate reference/s to further discussion: • Link to the next paragraph topic (i.e. maintaining relevance and line of reason)
Body paragraphs integrating your example with theory and current literature	• Topic sentence •Exploration of ideas using evidence and examples (point by point) •Link to next paragraph topic
Body paragraph reflecting on your overall experience	•Topic sentence •Reflection on your experience point by point linking to theory
Conclusion	• Restate your main points/findings • Demonstrate how you have constructed it • State what this means in relation to the broader topic or ‘bigger picture’

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WRITING TIPS

DISCUSSING ACADEMIC LITERATURE

Paraphrasing and Summarising:

- require you to express an author's ideas *in your own words* while *referencing their origins* (APA referencing)
- intentional or unintentional use of another's work is considered *plagiarism*, a serious form of *academic misconduct* (so paraphrase and summarise with care!)

- Paraphrasing particularly useful:
  - when you are dealing with facts and definitions
  - when refering to a chunk of information from a particular section of a source (e.g. a paragraph in the introduction)
- Summarising particularly useful:
  - when referring to the main idea/argument presented in a source (e.g. book/chapter/article).

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WRITING TIPS

DISCUSSING ACADEMIC LITERATURE

To effectively express other's ideas in your words:

- Change wording of the text (use synonyms, antonyms or change word forms) and change sentence structures (e.g. active vs passive voice, reordering sentences).
- Discuss a specific aspect of an article relevant to your argument.
- Make sure to keep original meaning.
- Always reference original source!
- Provide in-text citation and list it in your reference list.
- Clearly distinguish between YOUR OWN and OTHER AUTHORS' ideas
- Use reporting verbs and phrases (e.g. found, stated, argued, according to…) to indicate you are using a source.

WRITING TIPS

REPORTING VERBS

See Q Manual, pp. 119-120

Reporting verb	Aspect or job
state	to indicate your source presents something as a fact
claim	to indicate your source has presented something as fact/is advancing an argument
point out	to indicate your source emphasises something
explain	to indicate your source gives details of how or why
discuss	to indicate your source examines in something in detail
mention	to indicate your source deals with the issue very briefly
note	to indicate your source deals with the issue very briefly
conclude	to indicate the conclusion the source reaches
Argue	to present your source's position
posit/postulate	to present your source's position
Reject	to indicate your source does not support a position
Evaluate	to indicate your source is making a judgement
Suggest	to indicate your source thinks something is possibly important but needs further investigation
emphasise	to indicate your source's most important point

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WRITING TIPS

LINKING WORDS

Linking words make it easier for your reader to see the links from paragraph to paragraph, and from sentence to sentence.

Types of linking words	Examples
Addition	Also,... In addition,... Furthermore,... Moreover,...
Cause and effect	As a result,... Consequently,... Due to,... Because of this,... The effect of this is...
Comparison and contrast	Similarly,... Likewise,... In the same way,... Correspondingly,... On one hand,...; on the other hand,... However,... In contrast,... Alternatively,...
Examples	For instance,... To illustrate this,... As a case in point,... We can see this in the case of...
Exception and qualification	However,... Nevertheless,... Although... Despite this,... While,... Whereas....
Time and sequence	First,... Initially,... To begin,... After that,... Subsequently,... Meanwhile,... At the same time,... Previously,... Before... After... Finally,...

For more examples of linking words visit: https://student.unsw.edu.au/transition-signals-writing

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WRITING TIPS

DESCRIPTIVE VS ANALYTICAL WRITING

Descriptive writing	Analytical writing
States what happened	Identifies the significance
States what something is like	Evaluates strengths and weaknesses
Gives the story so far	Weighs one piece of information against another
States the order in which things happened	Makes reasoned judgements
Explains what a theory says	Shows why something is relevant or suitable
States the different components	Weighs up the importance of the component parts
States opinions	Gives reasons for selecting each opinion
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information	Draws conclusions

Adapted from: https://www.nottingham.ac.uk/studentservices/documents/description-vs-analysis---learnhigher.pdf

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REFERENCING

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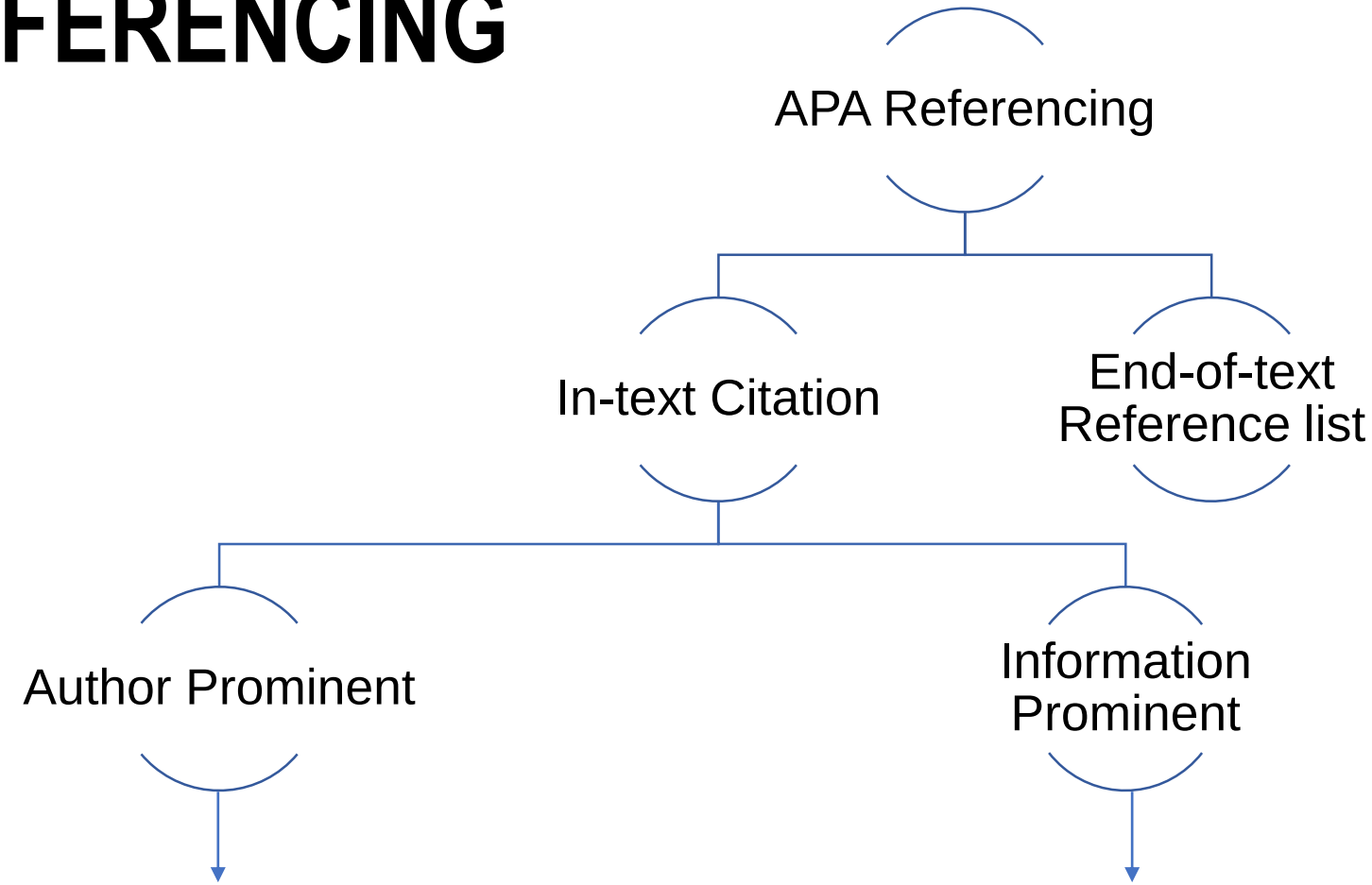
APA REFERENCING



e.g. Weston (2012) reporting verb paraphrasing

e.g. Paraphrasing (Weston, 2012) OR
“direct quote” (Weston, 2012, p. 45)

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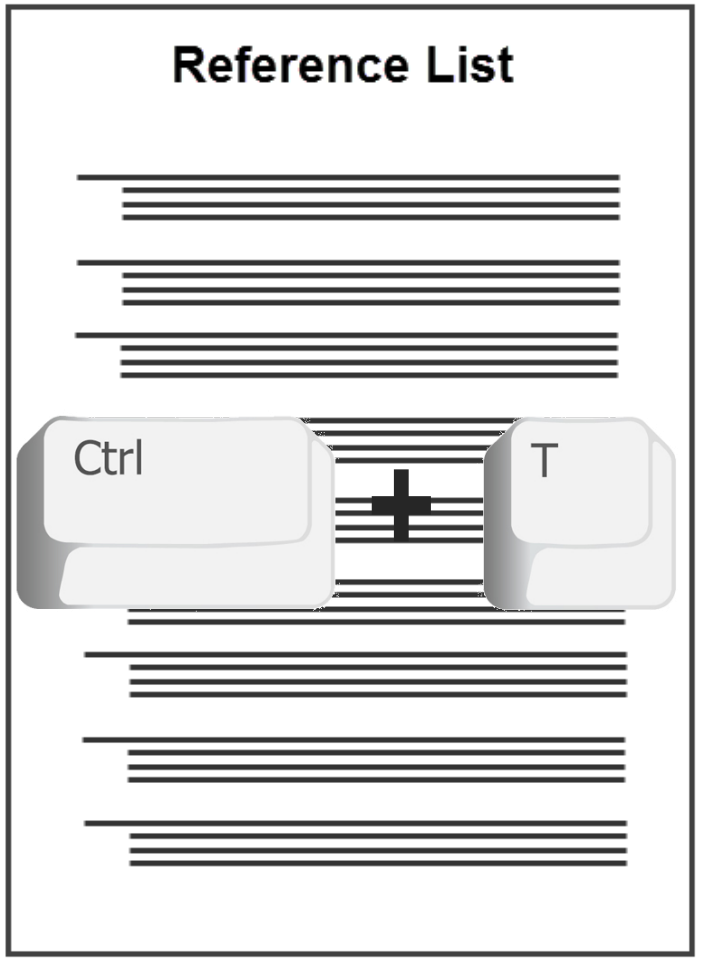
REFERENCE LIST

- Placed at the end of the assignment on a separate page
- Include every source you have cited
- Include ONLY the sources you have cited
- List items alphabetically by author surname
- List each individual source only once
- Don’t use bullet points or numbers
- Centred at top of page, hanging indent of 1.25 cm & double spaced



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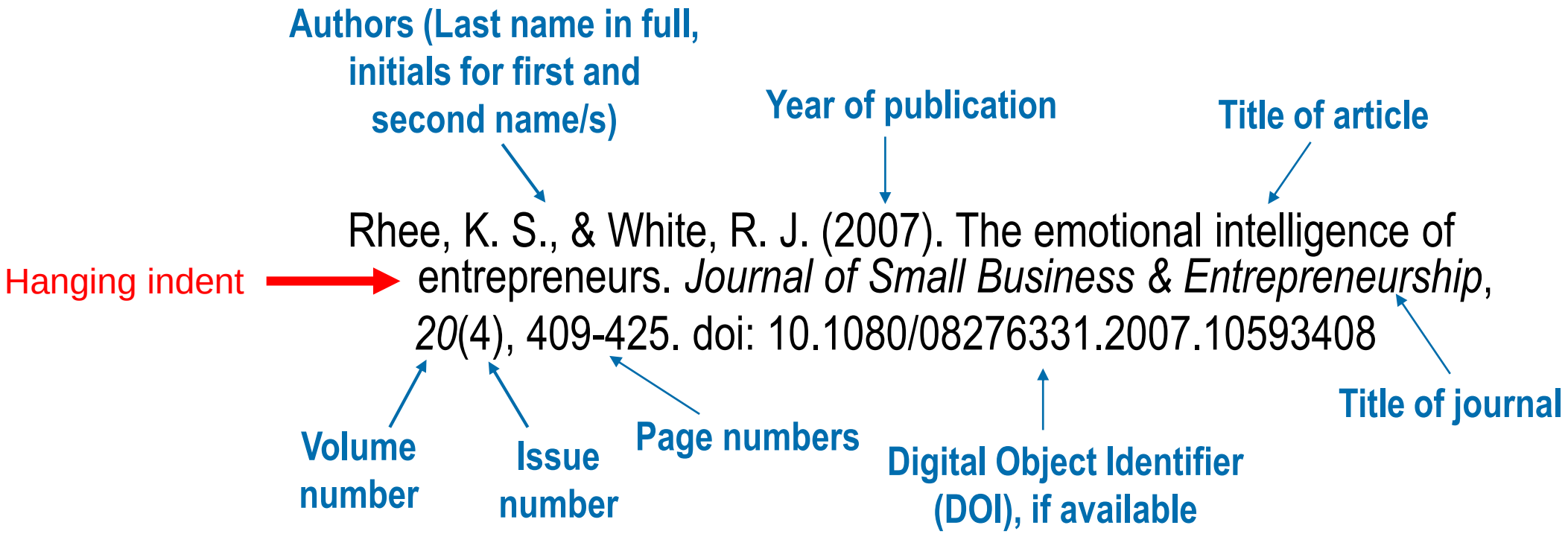
REFERENCE LIST ENTRY EXAMPLE: JOURNAL ARTICLE



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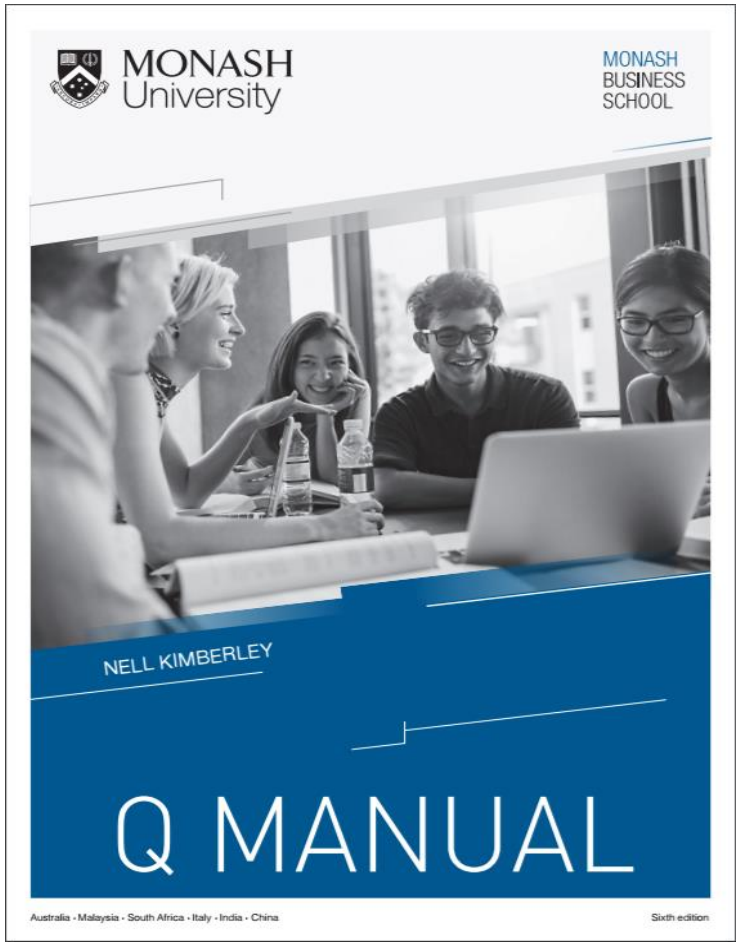
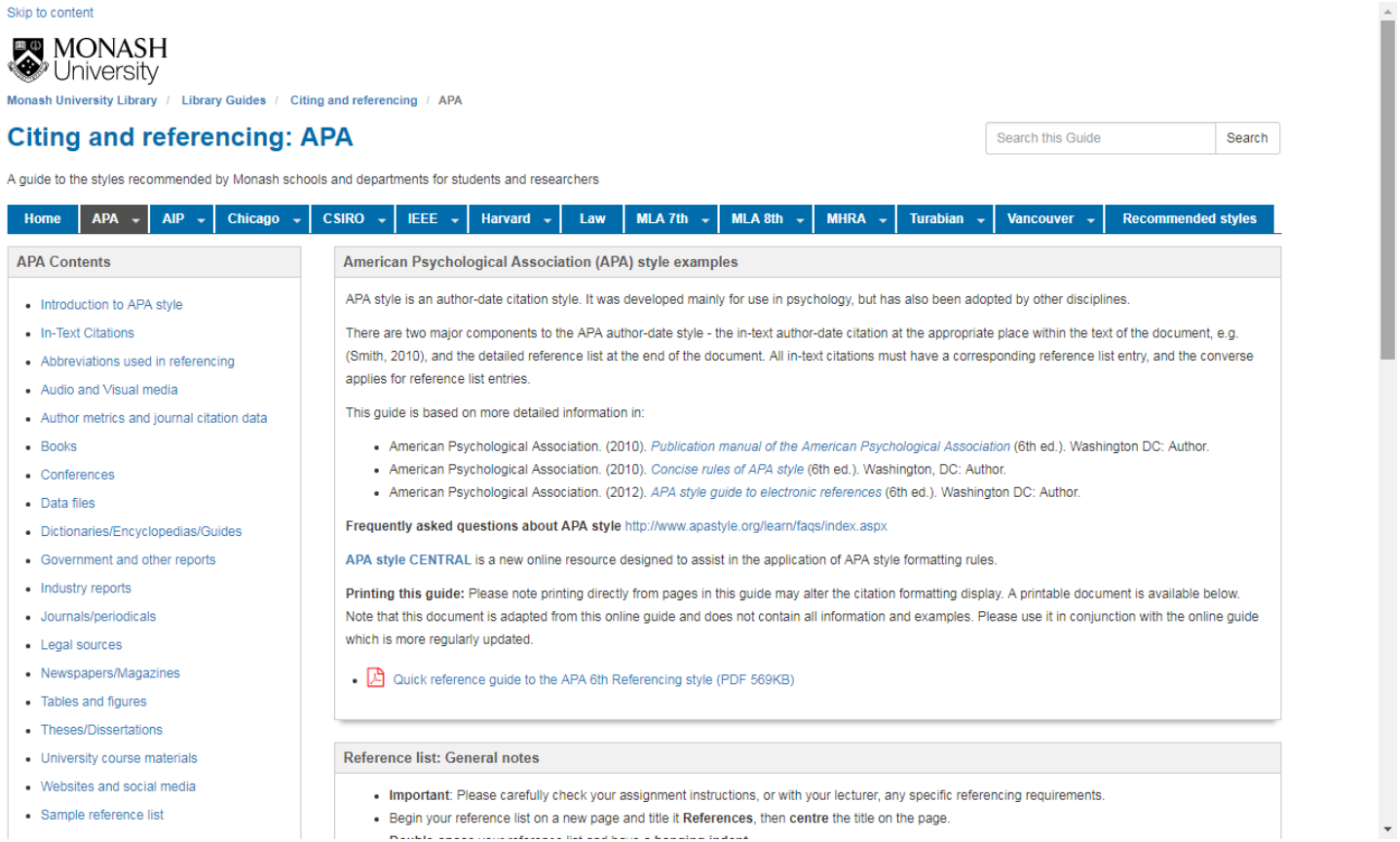


Q Manual, pp. 34-48



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Citing and referencing: APA

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A guide to the styles recommended by Monash schools and departments for students and researchers

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APA Contents

- Introduction to APA style
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- Sample reference list

American Psychological Association (APA) style examples

APA style is an author-date citation style. It was developed mainly for use in psychology, but has also been adopted by other disciplines.

There are two major components to the APA author-date style - the in-text author-date citation at the appropriate place within the text of the document, e.g. (Smith, 2010), and the detailed reference list at the end of the document. All in-text citations must have a corresponding reference list entry, and the converse applies for reference list entries.

This guide is based on more detailed information in:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.
- American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: Author.
- American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington DC: Author.

Frequently asked questions about APA style http://www.apastyle.org/learn/faqs/index.aspx

APA style CENTRAL is a new online resource designed to assist in the application of APA style formatting rules.

Printing this guide: Please note printing directly from pages in this guide may alter the citation formatting display. A printable document is available below. Note that this document is adapted from this online guide and does not contain all information and examples. Please use it in conjunction with the online guide which is more regularly updated.

- Quick reference guide to the APA 6th Referencing style (PDF 569KB)

Reference list: General notes

- **Important**: Please carefully check your assignment instructions, or with your lecturer, any specific referencing requirements.
- Begin your reference list on a new page and title it **References**, then **centre** the title on the page.

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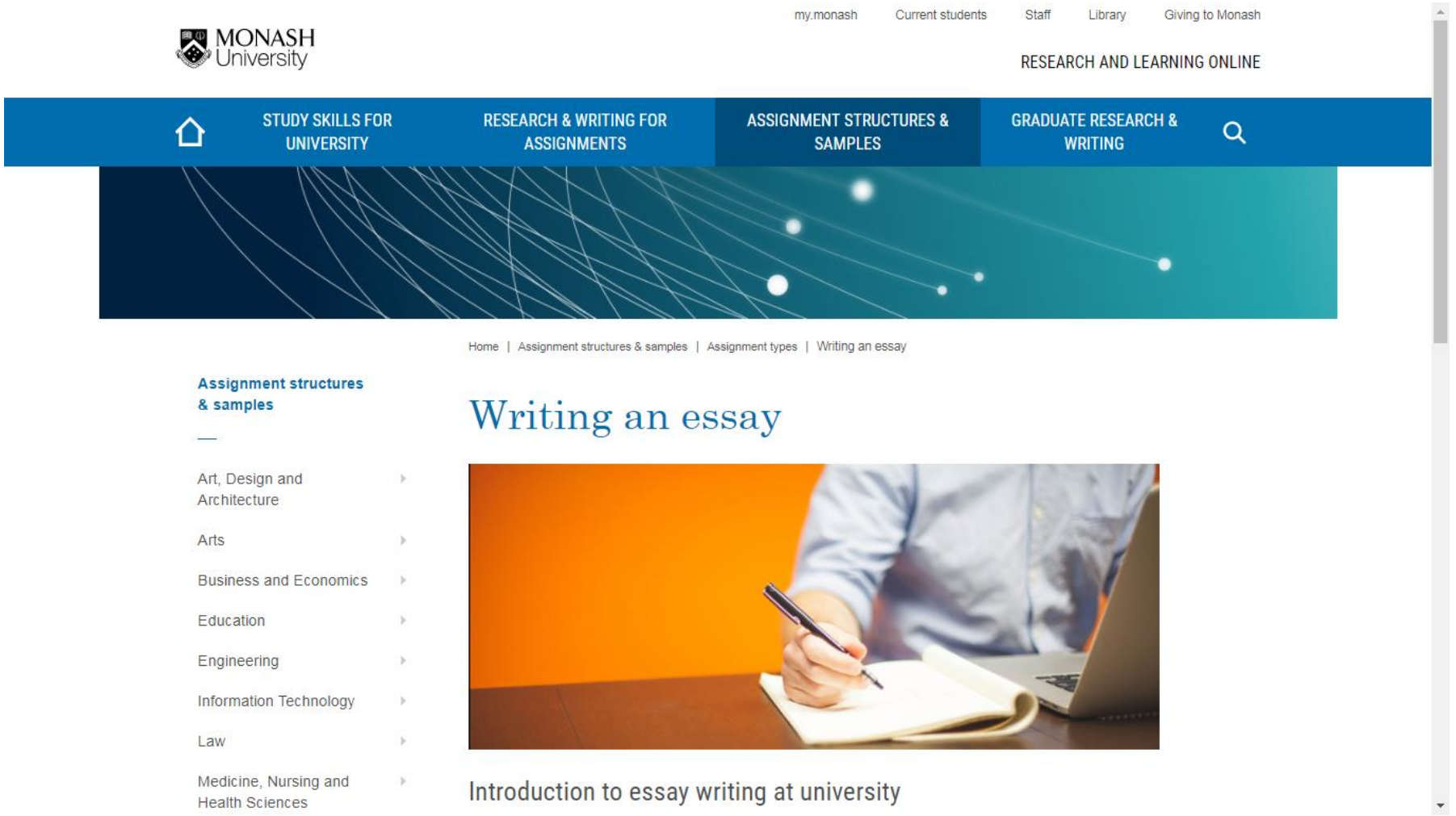

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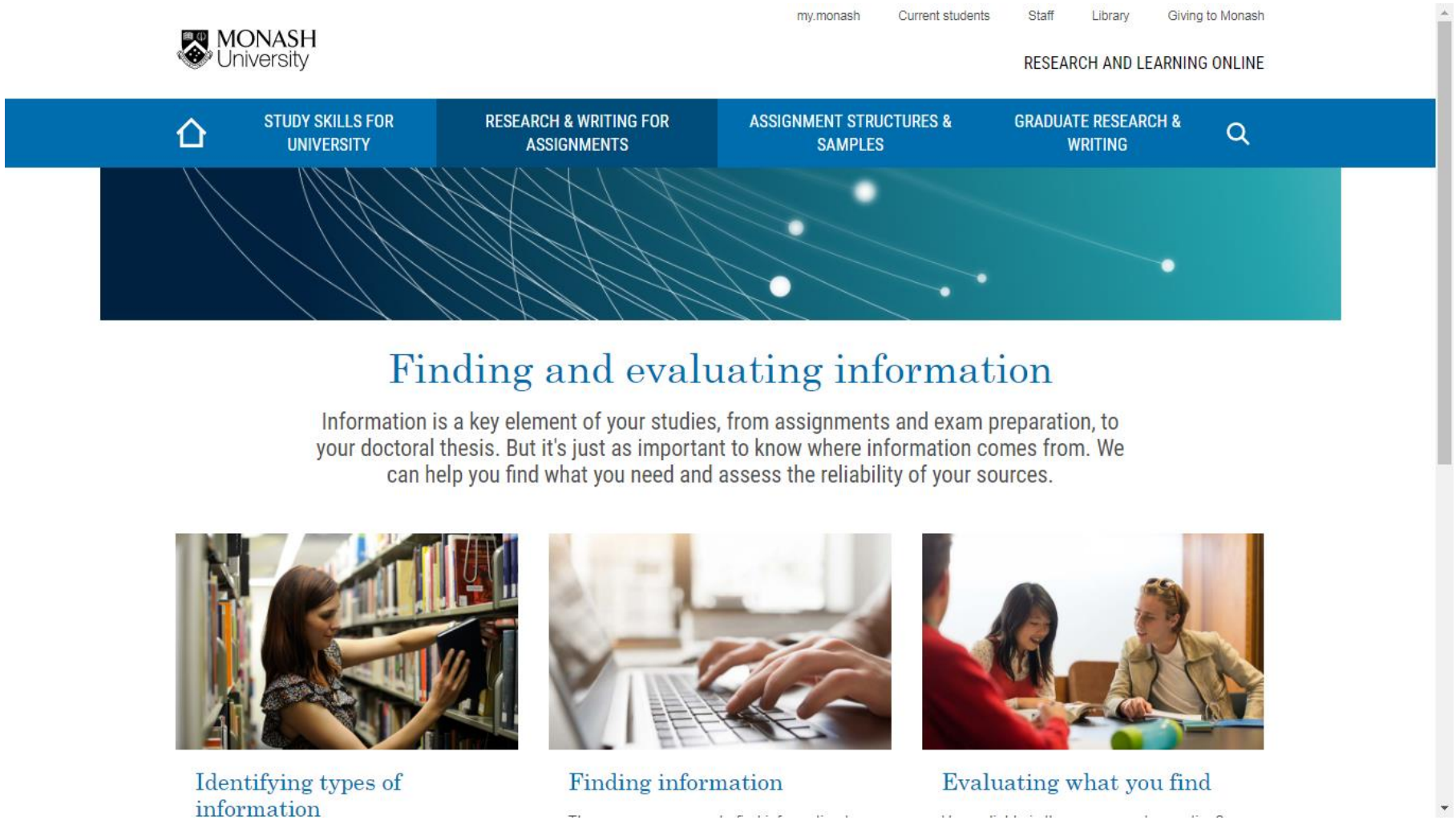

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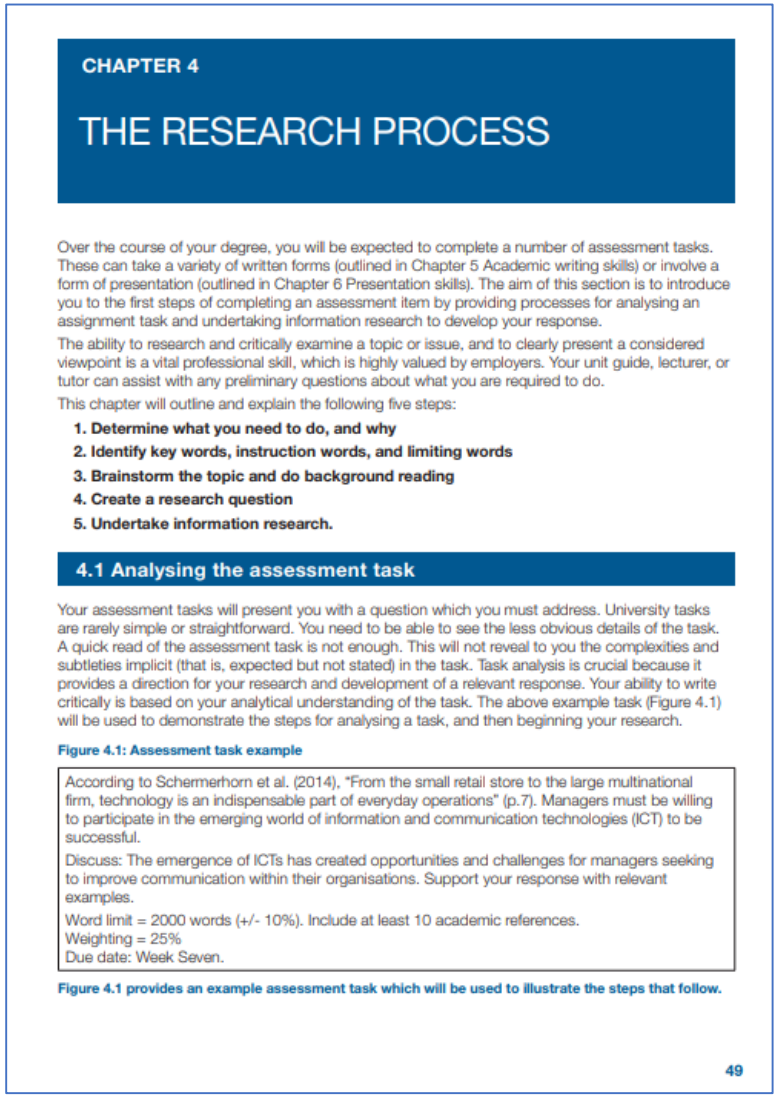

CHAPTER 4

THE RESEARCH PROCESS

Over the course of your degree, you will be expected to complete a number of assessment tasks. These can take a variety of written forms (outlined in Chapter 5 Academic writing skills) or involve a form of presentation (outlined in Chapter 6 Presentation skills). The aim of this section is to introduce you to the first steps of completing an assessment item by providing processes for analysing an assignment task and undertaking information research to develop your response.

The ability to research and critically examine a topic or issue, and to clearly present a considered viewpoint is a vital professional skill, which is highly valued by employers. Your unit guide, lecturer, or tutor can assist with any preliminary questions about what you are required to do.

This chapter will outline and explain the following five steps:

1. **Determine what you need to do, and why**
2. **Identify key words, instruction words, and limiting words**
3. **Brainstorm the topic and do background reading**
4. **Create a research question**
5. **Undertake information research.**

4.1 Analysing the assessment task

Your assessment tasks will present you with a question which you must address. University tasks are rarely simple or straightforward. You need to be able to see the less obvious details of the task. A quick read of the assessment task is not enough. This will not reveal to you the complexities and subtleties implicit (that is, expected but not stated) in the task. Task analysis is crucial because it provides a direction for your research and development of a relevant response. Your ability to write critically is based on your analytical understanding of the task. The above example task (Figure 4.1) will be used to demonstrate the steps for analysing a task, and then beginning your research.

Figure 4.1: Assessment task example

According to Schermerhorn et al. (2014), "From the small retail store to the large multinational firm, technology is an indispensable part of everyday operations" (p.7). Managers must be willing to participate in the emerging world of information and communication technologies (ICT) to be successful.

Discuss: The emergence of ICTs has created opportunities and challenges for managers seeking to improve communication within their organisations. Support your response with relevant examples.

Word limit = 2000 words (+/- 10%). Include at least 10 academic references.
Weighting = 25%
Due date: Week Seven.

Figure 4.1 provides an example assessment task which will be used to illustrate the steps that follow.

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Chapter 4: The Research process in Q manual

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- Librarian
  - Monday to Friday 11am to 3pm
- Learning Skills Adviser
  - Monday 1pm to 2.30pm
  - Tuesday 10.30am to 12.30pm
  - Wednesday 1pm to 2.30pm
  - Thursday 12.30pm to 2.30pm

- No need to make an appointment
- Come individually or in a small group

Weeks 2-12 inclusive. No drop-in sessions during mid-semester break or SWOT-VAC

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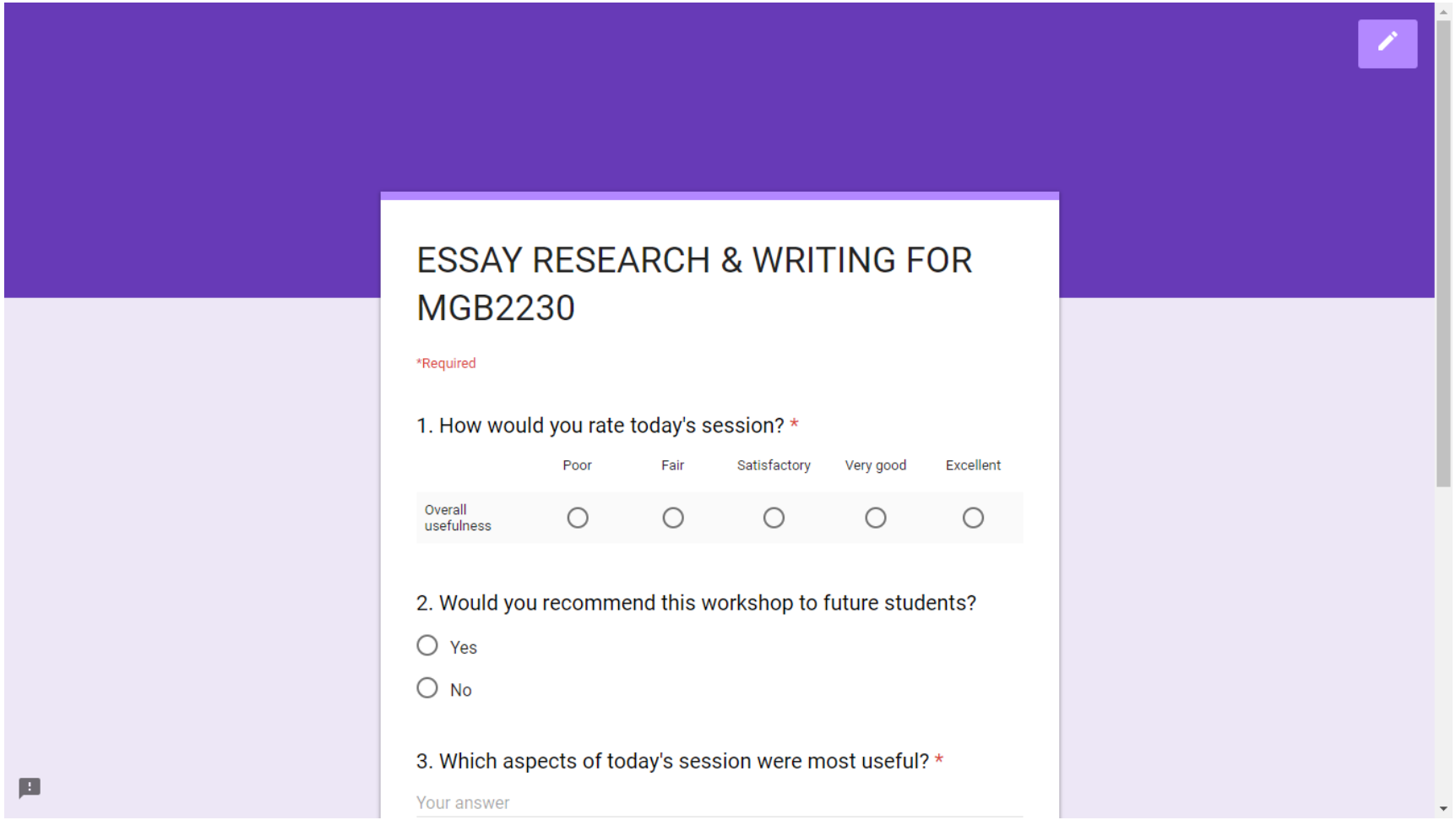
FEEDBACK TIME!

https://goo.gl/yivhBm



ESSAY RESEARCH & WRITING FOR MGB2230

*Required

1. How would you rate today's session? *

	Poor	Fair	Satisfactory	Very good	Excellent
Overall usefulness	○	○	○	○	○

2. Would you recommend this workshop to future students?

○ Yes

○ No

3. Which aspects of today's session were most useful? *

Your answer

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