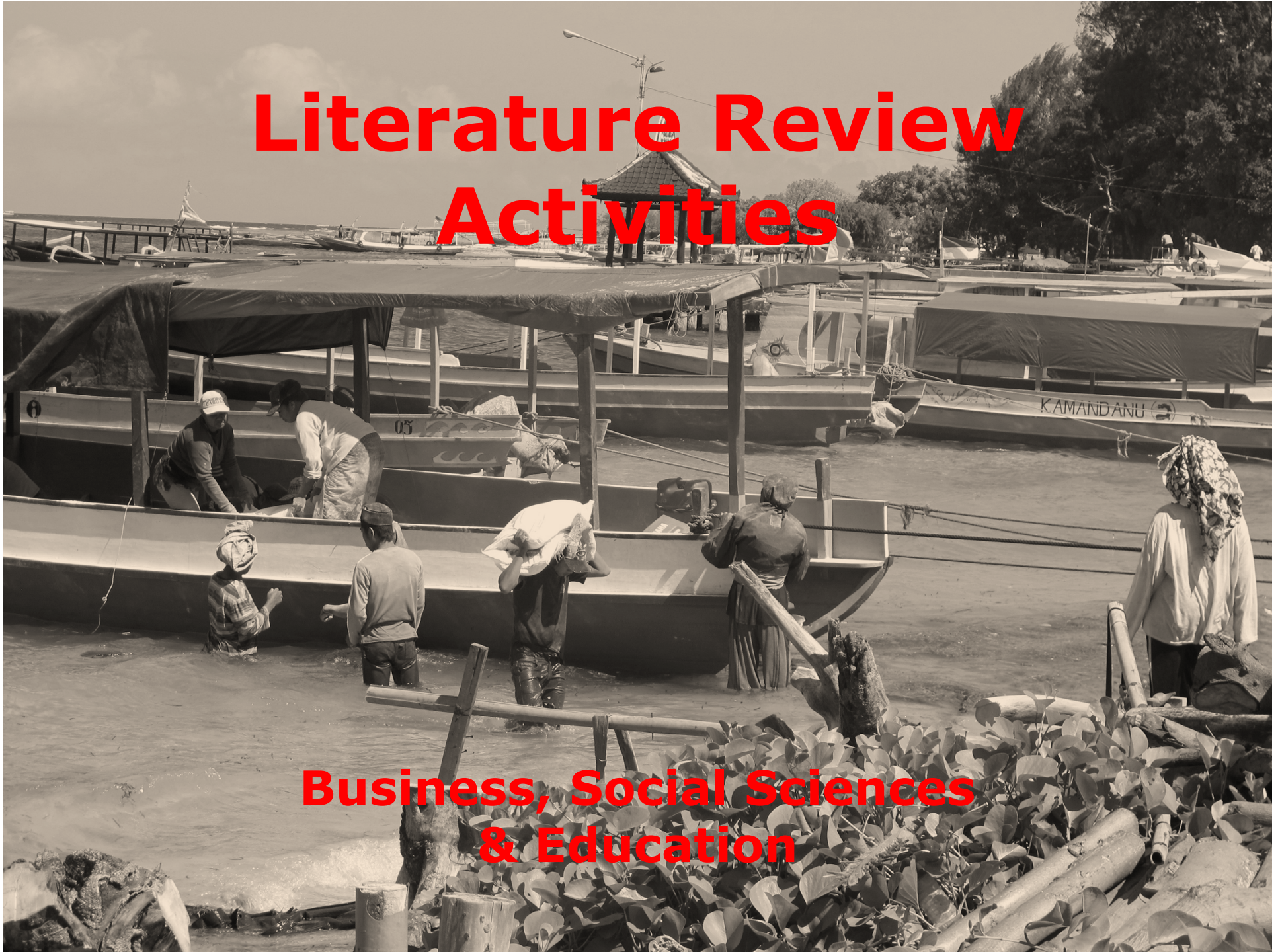


# Literature Review Activities

Business, Social Sciences  
& Education



## Activity 1: Writer's voice

1. Read the extracts from 2016 theses.
2. In each, identify the writer's voice, their critical approach.
3. Notice the sentences and linking words that direct the reader towards the research topic.
4. After each activity, an answer slide will help you to confirm or build your understanding.



Image source: <https://pixabay.com/en/hero-human-superhero-woman-costume-152842/> CCO

## a. Social science

Read this paragraph from Lakey's thesis (2016) and identify the sentences that represent the writer's critical analysis.

I prefer to conceptualize social capital in the way that Bourdieu does. In this way, social capital is not something discrete that can be accumulated, rather it is a pervasive force that social actors are all subjected to, knowingly or unknowingly. This can have both positive and negative consequences for social actors. It seems that most social theorists can agree that social capital at its very core relates to the size and availability of networks that a social actor can access. It is 'the ability of actors to secure benefits by virtue of membership in social networks or other social structures.'<sup>57</sup> These may be quantitatively different, for example, with a large criminal, street or homeless network as opposed to a large ruling class. Furthermore, an essential characteristic of social capital is that it is relational.

Whereas economic capital is on people's bank accounts and human capital is inside their heads, social capital inheres in the structure of their relationships. To possess social capital a person must be related to others, and it is these others, not himself, who are the actual source of his or her advantage.<sup>58</sup>

So social capital exists only when it is shared.

Even though social capital is accessed differently by particular social actors, it can be seen as a collective phenomenon. For Bourdieu, bureaucratic organization is a tool which concentrates social capital. It does so by converting numerous members into an institutionalized, organized accumulation of social capital. Thus, the establishment of a voluntary or community association is also an investment which aims to create networks of relations in order to accumulate social capital.<sup>59</sup>

<sup>57</sup> Alejandro Portes, "Social capital: its origins and applications in modern sociology," *Annual Review of Sociology* 24, no.1 (1998): 6.

<sup>58</sup> *Ibid.*, 8.

<sup>59</sup> Bourdieu, "The forms of capital".

## a. Answer

I prefer to conceptualize social capital in the way that Bourdieu does. In this way, social capital is not something discrete that can be accumulated, rather it is a pervasive force that social actors are all subjected to, knowingly or unknowingly. This can have both positive and negative consequences for social actors. It seems that most social theorists can agree that social capital at its very core relates to the size and availability of networks that a social actor can access. It is 'the ability of actors to secure benefits by virtue of membership in social networks or other social structures.'<sup>57</sup> These may be quantitatively different, for example, with a large criminal, street or homeless network as opposed to a large ruling class. Furthermore, an essential characteristic of social capital is that it is relational.

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So social capital exists only when it is shared. Even though social capital is accessed differently by particular social actors, it can be seen as a collective phenomenon. For Bourdieu, bureaucratic organization is a tool which concentrates social capital. It does so by converting numerous members into an institutionalized, organized accumulation of social capital. Thus, the establishment of a voluntary or community association is also an investment which aims to create networks of relations in order to accumulate social capital.<sup>59</sup>

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<sup>59</sup> Bourdieu, "The forms of capital".

## b. Education

### Exploring Mode 3 Knowledge: different versions, different meanings

Read this paragraph from Maxwell's thesis and identify the sentences that represent the writer's critical analysis.

Another Mode 3 knowledge has been articulated by Scott, Brown, Lunt and Thorne (2004), who understand it as dispositional knowledge. Although they do not go so far as to label it 'tacit', they do understand it as 'non-predictable, non-deterministic, situation-specific and contextualised' (p. 37). As in Little, Quintas and Ray's (2001) account of Mode 3 knowledge, their version also identifies knowledge within the bounded groups of the workplace, where texts produced outside of the workplace (through the university, for instance) even when understood as useful resources for practitioners, cannot provide knowledge for use in the workplace. In their strong version, they state that outside theorists may not have a role because they operate outside the work-place practice. If this is so, there are obvious ramifications for supervisor relationships with research degree candidates in practice-based research. However, in their weak version, they point out that outside theorists can produce knowledge of the educational settings which practitioners then adapt and change in the light of possibilities in their own work Practices. This version of Mode 3 knowledge, therefore, is concerned with explicit reflective knowledge, and thus is obviously not compatible with Little, Quintas and Ray's strong version of tacit knowledge.

## b. Answer

The writer:

- (1) Measures the understanding of the key concept, 'mode 3 knowledge'
- (2) Explains the relationship between context and use of knowledge
- (3) Applies knowledge from workplace to identify implications for universities, supervisors and research students.
- (4) Identifies an incompatibility between strong and weak versions of Mode 3 knowledge

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## c. Management

Read this paragraph from Moghimi's thesis (2016) and identify the sentences and linking words or phrases that represent the writer's critical analysis.

Despite the importance of personal initiative as an individual construct and the relevance of the concept of personal initiative to creativity and innovation ventures, few studies deal with personal initiative and innovation, especially in the context of hotels and resorts. Frese and Fay (2001) introduced personal initiative as a phenomenon required in challenging working conditions of the 21st century. According to them, personal initiative allows employees to be active and participative members of an organisation, benefiting both employer and employee. While leadership is an influential predictor of employees' creativity and innovation, in industries like hospitality where employees are in charge of providing services and responding to customers' problems and inquiries, the concept of personal initiative as an individual level factor seems important.

## c. Management

### Answer

**Despite** the importance of personal initiative as an individual construct and the relevance of the concept of personal initiative to creativity and innovation ventures, **few studies deal with personal initiative and innovation, especially in the context of hotels and resorts.** Frese and Fay (2001) introduced personal initiative as a phenomenon required in challenging working conditions of the 21st century. According to them, personal initiative allows employees to be active and participative members of an organisation, benefiting both employer and employee. **While leadership is an influential predictor of employees' creativity and innovation, in industries like hospitality where employees are in charge of providing services and responding to customers' problems and inquiries, the concept of personal initiative as an individual level factor seems important.**

## d. Economics, Finance and Marketing

Read this paragraph from Liu's thesis (2016) and identify the sentences and linking words or phrases that represent the writer's critical analysis.

Additionally, the literature documents buy-and-hold as a profitable trading strategy. Ritter (1991) creates a buy-and-hold trading strategy to investigate stock price behaviour after a three-year holding period and finds investors are periodically over-optimistic about the earning potential of young growing companies. Ikenberry, Lakonishok and Vermaelen (1995) examine long-run firm performance following open market share repurchase announcements in 1980 to 1990. They find that the average abnormal four-year buy-and-hold return measured after the initial announcement was 12.1%. The average return over the next four years for a buy-and-hold portfolio of these stocks was 45.3% above that of a control portfolio of similar size and book-to-market firms. Similar results were observed by Fama (1998). Another observable gap in this literature is the failure to study the buy-and-hold strategy performance associated with environmental policy announcements.

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### Answer

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## e. Construction & project management

Read this paragraph from Rahmani's thesis (2016) and identify the sentences and linking words or phrases that represent the writer's critical analysis.

In traditional Design Bid and Build (DBB), design should be completed before competitive tenders are invited and before the main construction contract is awarded. Clients have privilege to influence the development of the design as they have direct contractual relationships with the design team. However the strategy may fail to some degree if any attempt is made to appoint a contractor for the work before the design is complete due to the likelihood of many post-contract changes which cause delay in the progress of the works and an increase in the costs (Morledge, Smith & Kashiwagi 2006). Therefore, despite the predominance of this system in the Australian market place, particularly with many State Government clients (Love et al. 2008), it excludes the main contractor and subcontractors from the early design and project planning and the contractor comes into play only during the construction phase, after design is completed.

## e. Construction & project management

### Answer

In traditional Design Bid and Build (DBB), design should be completed before competitive tenders are invited and before the main construction contract is awarded. Clients have privilege to influence the development of the design as they have direct contractual relationships with the design team. However the strategy may fail to some degree if any attempt is made to appoint a contractor for the work before the design is complete due to the likelihood of many post-contract changes which cause delay in the progress of the works and an increase in the costs (Morledge, Smith & Kashiwagi 2006). Therefore, despite the predominance of this system in the Australian market place, particularly with many State Government clients (Love et al. 2008), it excludes the main contractor and subcontractors from the early design and project planning and the contractor comes into play only during the construction phase, after design is completed.

## Activity 2: Citations

1. Look at the **referencing styles** used in the five extracts above.
2. Can you identify **TWO** and name them? (get familiar with referencing styles at the Library's Referencing Guides <http://www1.rmit.edu.au/browse;ID=8rwjnkcmfoeez>)  
  
What reference style will you use in **your thesis**? Why?
3. Look at the **citations** in the extracts. Are they **author-prominent** or **information-prominent**?
4. What **generalisation** can you make about **citation style** in these disciplines? Can you explain why?
5. Look at the next slide and explain why the writers have decided to use **information-prominent citations**.

## Answers

### Referencing styles

- a. is **Chicago**. Also used in art, creative media. Note: Social sciences texts often use Harvard or APA
- b. could be Harvard or **APA**. Education is usually **APA**.
- c. & d. Business disciplines use **Harvard**
- e. Property construction uses **Harvard**.

### Citations

**All are author-prominent.** BUT, most disciplines use a mix of author and information prominent.

### Generalisations

These fields tend to use more author-prominent citations because they **focus on the concepts** (debatable and contested), and **researchers create the concepts**.

Field	Example	Explanation
<b>Project Management</b>	Numerous studies had also established that immigration played a significant role in lifting the host countries' FDI (Borjas, 1994, Collins, 2008, Ley and Tutchener, 2001, Wilson, 1998). (Wong, 2016:52)	Setting context; creating a case
<b>Social Science</b>	In aggregate, including newcomers and already settled groups, 654,964 people reported having difficulty speaking English in the 2011 Census (ABS, 2011). (Mulayim, 2016: 3)	Statistics (facts as evidence) are usually information prominent
<b>Economics &amp; Finance</b>	Many economists have supported the model-inadequacy proposition that structural exchange rate models do not provide a valid representation of exchange rate behaviour in practice (e.g., Cheung and Chinn 1998). (Aladwani, 2016: 8)	More like a weak author-prominent citation – Cheung and Chinn are used as examples of the many.
<b>Education</b>	Through course or faculty assessments, higher education institutions give students the opportunity to evaluate their lecturers and course delivery, even though students might have no knowledge of teaching methods in higher education settings (Svensson & Wood, 2007). (Naghdi, 2015: 74)	The writer is building an argument on weaknesses in current systems of course evaluation. The focus is on the <b>issue</b> .

## Activity 3: Reporting verbs

Highlight the reporting verbs. Note the verb tense: past, present, other.

...Based on Tinto's (1993) retention model, factors such as students' pre-entry attributes, goals and commitments, and social and academic integration all affect retention. Tinto found that inconsistency and isolation are predictors that affect students to drop out of their undergraduate studies (Cambiano, Denny, & DeVore, 2000). Kalsner's study (1991) identified four factors affecting students' retention: uncertain expectations of the institution, adjustment concerns, financial issues and being academically unprepared. She argues that most students drop out of school voluntarily, and agrees with Tinto that students with clear goals are more likely to remain enrolled in institutions (cited in Cambiano et al., 2000).

## Activity 3: Reporting verbs

### Answer

...Based on **Tinto's (1993) retention model**, factors such as students' pre-entry attributes, goals and commitments, and social and academic integration all affect retention. **Tinto found** that inconsistency and isolation are predictors that affect students to drop out of their undergraduate studies (Cambiano, Denny, & DeVore, 2000). **Kalsner's study (1991) identified** four factors affecting students' retention: uncertain expectations of the institution, adjustment concerns, financial issues and being academically unprepared. **She argues** that most students drop out of school voluntarily, and **agrees with Tinto** that students with clear goals are more likely to remain enrolled in institutions (cited in Cambiano et al., 2000).

### COMMENTS

Usually **research findings** are written in the **past**, e.g. '**found**' and '**identified**'; **social or economic implications** are written in the **present** tense; **arguments** are usually written in the **present** (**argues**; and **agrees**). If you write 'argued', you mean that Kalsner did argue in the past, but has changed her mind since.

# Reporting verbs

**Some argue** that whilst sharing the objectives of individual choice and autonomy, personalisation policy and practice distinguishes itself from a more holistic rights agenda in its emphasis on individualism, often at the expense of broader collective representation, shared accountabilities, and the structural reforms required to address the root causes of disadvantage and inequity (Dodd, 2013; Ferguson, 2007). **O'Brien & Duffy (2013) contribute to this critique in describing** personalisation as a 'set of attractive practices' which are stripped of meaning when these practices emphasise not the broad themes of 'relationship, power and citizenship', but rather organisational practices around providing support in more individually 'personalised' ways (p.7). **Similarly, Dickinson, Needham & Sullivan (2015) point to** accountability and quality dilemmas in individualised funding contexts when risk as well as benefit is individualised. **They question** who is accountable for outcomes in arrangements where responsibility for decision making and spending of public moneys is transferred to the individual and identify the inherent risks of these scenarios. These include risks for those most vulnerable and least able to operate as the rational and autonomous actors assumed in the 'logic of choice' (Mol, 2008) which underpins individualised funding and support programs (Dickinson et al, 2015).

## Questions:

1. Why did the writer choose these particular reporting verbs?
2. How important is this paragraph for the writer's own position?
3. What is the basis for your judgment regarding Question 2?

Source: Christine David. *Delivering on its promise? Better but not good enough: Analysis of Victoria's individualised funding program for people with disabilities from a capabilities and human rights based perspective*, (2016, pp 28-29).

# Answers

1. These **reporting verbs** show that the writer is developing an **argument or critique** of the personalisation/individualisation policy. David (the writer) begins with a **general comment** about some [researchers] and their argument. Then she gets **more detailed** and introduces us to two publications in which the writers give **specific criticisms** of the policy. Each criticism **builds on** the previous one.
2. This paragraph is very important for **the writer's position or key argument**.
3. We know this because of the title of her work: *Delivering on its promise? **Better but not good enough: Analysis of Victoria's individualised funding program for people with disabilities** from a capabilities and human rights based perspective*. She builds a strong argument by using **author-prominent citations**.

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