Scholarly and non-scholarly sources

FOA136 Operations Management 7,5 credits

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Scholarly and non-scholarly sources

FOA136 Operations Management 7,5 credits

Please note that this presentation is only intended for internal use as course material at Mälardalen University.
What is a source?

In the context of the academic world a source could for example be defined as:
What is a source?

In the context of the academic world a source could for example be defined as:

- a book, an article, a document, a recording, etc. supplying information.
Non-scholarly and scholarly sources

The **non-scholarly source** is informative about a topic.

The **scholarly source** takes a stand and argues for or against a particular approach to a certain topic.
Non-scholarly and scholarly sources – uses

The **non-scholarly source** provides you with the necessary information you need to build up your subject knowledge.

The **scholarly source** can give you tips and support in forming your essay objectives and in your choice of scientific method (highlighting their benefits or drawbacks).
Non-scholarly and scholarly sources – uses

The **non-scholarly source** provides you with the necessary information you need to build up your subject knowledge.

The **scholarly source** can give you tips and support in forming your essay objectives and in your choice of scientific method (highlighting their benefits or drawbacks).

Looking at how others have done before will help you to conduct a sustainable scholarly argumentation in your own essay text.
Non-scholarly and scholarly sources – uses

So, you will have use for both the non-scholarly and the scholarly source to support your essay.
Some non-scholarly sources

- The student essay
- The textbook
- The technical report
- The website
- Fact resources
The student essay

Is there a relationship between economic growth and carbon dioxide emissions?

Authors: Jenny Cederborg & Sara Snöbohm.

Mentor: Stig Blomqvist
Södertörns University | Institution of Social Sciences
Bachelor thesis 15 hp
Economics | Autumn semester 2016

The student essay

Looking at other student essays is a good way to introduce yourself to the topic you are planning to write about.
The student essay

It will also give you an overview of the subject area and, hopefully, some useful literature references.
The student essay

The student essay is structured in a scientific scholarly manner, and it has been examined and approved by academic teachers within the discipline.
The student essay

The student essay is however not considered to be of greater scientific importance. This is due to the fact that it is written on a basic level and its author is assumed not to have gained a deeper subject knowledge yet.
The textbook
The textbook

The textbook gives you a knowledgeable introduction to, and an overview of, a certain subject area.
The textbook

It explains the various research foci within the subject area.
The textbook

The research presented has however been performed by others than the author. Therefore the textbook is always a secondary source.
The textbook

The textbook is usually a reliable source but it is not always up to date and it rarely goes into depths.
The textbook

For these reasons it is not recommendable to use a textbook as a source for the student essay.
The technical report

Centre for Infrastructure Development (CID)
Manchester Business School
The University of Manchester

The Leadership and Governance of Megaprojects

CID Technical Report No. 3/2012

Authors: Narea Gil, Colin Lunnigan

April 2012
The technical report describes an ongoing research project.
The technical report

It is either an interim report or a final report.
The technical report

Its structure is similar to that of the scholarly journal article:

Centre for Infrastructure Development (CID)
Manchester Business School
The University of Manchester

The Leadership and Governance of Megaprojects

CID Technical Report No. 3/2012

Authors: Nuno Gil, Colin Lundygan

April 2012
The technical report

Its structure is similar to that of the scholarly journal article:

• Introduction
• Methodology
• Results
• Discussion
The technical report

Its structure is similar to that of the scholarly journal article:

- Introduction
- Methodology
- Results
- Discussion

(the “IMRaD” structure)
The technical report

It reports the ongoing work of a scientific project.
The technical report

But the technical report itself is not peer reviewed.
The technical report

(\textbf{Peer review} is a process of reviewing an academic text before it can be accepted for publication. The reviewers are a panel of subject experts "peers".)
The technical report

Therefore, because it is **not peer reviewed**, the technical report does not count as a scholarly scientific source.
The technical report

Though, in practice, it is used frequently as source material, which is ok as long as you explain to your reader how you evaluate it as a source.
The website
The website

The website can at first sight appear to contain valuable information.
The website

But, because anybody can publish anything on the Internet the quality of the information found there is uncertain.
The website

Quite often the information is on a basic level and it can be difficult to evaluate it because there is seldom more deep-rooted background information to be found.
The website

It is important to consider *who* published the information on the website and which *intentions* might be behind.
The website

Examples of intentions:

• Authorities who want to inform the public.

• Companies who want to sell their products.

• Political or nonprofit organizations who want to spread their message.
The website

Information from a website can be used in a student essay, just so long as there is a reason presented for using the source.
Fact sources (non-scholarly)

- Law documents
- Statistics
- Patents
- Standards
- Handbooks
Some more non-scholarly sources

- daily press
- broadcasts
- technical and industry journals
- popular science journals
Some scholarly sources

• the doctoral dissertation
• the conference paper
• the peer reviewed article
The doctoral dissertation

The doctoral student produces a doctoral dissertation to achieve the doctoral degree.
The doctoral dissertation counts as a scholarly source because of the rigid regulation surrounding the work with it.
The doctoral dissertation

Usually the work progress is supervised by a committee of supervisors.
The doctoral dissertation

Then, an examining committee will read through the dissertation and make suggestions for changes and improvements.
The doctoral dissertation

When the changes and improvements have been made the dissertation can be accepted for publishing.
The doctoral dissertation

The doctoral dissertation is usually presented in the form of a book, either printed or electronic and more often both.
The conference paper

The conference paper

The conference paper is a presentation made by the researcher at a specialised research conference.

The conference paper

Its purpose is to present the latest news on a specific research project to other researchers within the same research area.
The conference paper

The conference paper will, after it has been presented at the conference, be published in *conference proceedings.*

The conference paper

The *conference proceeding* is a serial academic publication form. The more prestigious conferences will have the papers go through a peer review process before publication.
The conference paper

The *peer reviewed* conference paper thus counts as a scholarly scientific source.

The conference paper

The non-peer reviewed conference paper does generally not count as a scholarly scientific source.

But this is a greyzone.
High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition

Rahul K. Tripathi and Mubarak S. Suleman

The scholarly journal article

Background

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The high performance product management model is a multi-faceted approach to product management that integrates the following four areas:

1. Structure: The organizational structure of the product management team and its reporting relationships.
3. Competencies: The skills, knowledge, and abilities required for effective product management.
4. Role Definition: The clear delineation of responsibilities and accountability for product management roles.

These four areas are interconnected and interdependent, forming a comprehensive framework for achieving high performance in product management. By focusing on these four areas, organizations can enhance their product management capabilities and improve customer satisfaction, market share, and profitability.

References


The scholarly journal article describes a completed scientific survey or study made by the author/authors themselves.

High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition

Rajesh K. Tyagi and Mohanbir S. Sawhney

Background

To drive growth and profitability, firms need to successfully introduce new products and manage existing products effectively through their life cycle. Product management is the marketing role that carries this important responsibility. Despite the importance of the product management function, there is considerable ambiguity about the roles and responsibilities of product managers and the factors that drive effective product management performance (Blok, 1999; Gronroos, 2000; Johnson, 1999; Kraljevic, 1999; Lusch, 1994; Low and Fallahat, 1994; Morali, 1985; Sethi, 1978). Product managers often lack the authority they need to carry out their jobs effectively. Job roles and job descriptions are often poorly defined, which in turn makes it difficult to determine the appropriate metrics for evaluating the performance of product managers (Killmair et al., Wood and Tandon, 1994).

The product management literature is replete with studies of factors that determine the success or failure of new products including product superiority, early product definition, quality of market research, top management support and quality of execution (Cooper, 1975, 1979, 1994; Cooper and Kleinschmidt, 1989; Cummings, Jackson, and Gorman, 1989; Wieland and Yoon, 1989; Montag-Wells and Chestnut, 1994). However, there is relatively little research on the product managers who manage these products, product management processes, and structural characteristics of the organization that may impact or influence the effectiveness of product managers. This is despite the fact that product management is the most common organizational mechanism to manage products, relative to other mechanisms like a functional structure or key account management (Hollows, 1990; Morley, 1985; Westman, Hamburg, and Jonen, 2003). The problems with product management often reflect inadequacies in implementing product management rather than being attributable to fundamental flaws in the concept of brand or product management (Low and Fallahat, 1994).
The scholarly journal article

The authors present the study with objectives, methodology and achieved results (the so called IMRaD structure).
The scholarly journal article

Introduction

• Methodology

• Results

• Discussion
The scholarly journal article

The authors address their article to other researchers within the same research area.

High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition

Rajesh K. Tyagi and Mohanbir S. Sawhney

Product management is one of the most important functions in marketing. Yet the product management literature has focused largely on creating successful products and has relatively little to say about creating effective product management organizations. This paper focuses on the organizational determinants of high-performance product management at three levels: (1) the product manager as an individual; (2) the marketing processes related to product management; and (3) the organization structure and role definition. The paper identifies several key factors that potentially impact product management performance. A set of qualitative interviews is conducted to develop hypotheses related to constructs that may drive product management performance. These hypotheses are used to develop a causal model for product management performance that includes constructs related to roles and responsibilities, organization structure, and marketing processes related to product management. An empirical survey of 300 product managers from a variety of industries is conducted to test the causal model. The results of the causal model suggest that performance of a product management organization is driven by structural barriers in the organization, the quality of marketing processes, roles and responsibilities, and knowledge and competencies. The findings suggest that structural barriers and hierarchies are the biggest impediment to effective product management, followed by clarity of roles and responsibilities. The research highlights the importance of organization structure and effective human resource practices in improving product management performance.

Background

To drive growth and profitability, firms need to successfully introduce new products and manage existing products effectively through their life cycle. Product management is the marketing role that carries this important responsibility. Despite the importance of the product management function, there is considerable ambiguity about the roles and responsibilities of product managers and the factors that drive effective product management performance (Birch, 1996; Gibbons, 2000; Johnson, 1999; Kassim, Laimer, and Pitts, 1998; Low and Falmont, 1994; Lovelock, 1983; Sollie, 1978). Product managers often lack the authority they need to carry out their jobs effectively. Job roles and job descriptions are often poorly defined, which in turn makes it difficult to determine the appropriate metrics for evaluating the performance of product managers (Kimme et al., Wood and Tandon, 1984).

The product management literature is replete with studies of factors that determine the success or failure of new products, including product superiority, early product definition, quality of market research, supportive management and quality of execution (Cooper, 1977, 1979, 1990; Cooper and Kleinschmidt, 1981; Cummings, Jackson, and Getzler, 1986; Eder and Yoss, 1989; Flynn and Wolfe, 1989; Flynn and Wolfe, 1990). However, there is relatively little research on the product managers who manage these products. Product managers perform, and structural characteristics of the organization that may impede or enhance the effectiveness of product managers. This is despite the fact that product management is the most common organizational mechanism to manage products, relative to other mechanisms like a functional structure or key account management (Hillman, 1990; Mannix, 1991; Westman, Heinrich, and Jensen, 1993). The problems with product management often reflect inadequacies in implementing product management rather than being attributable to fundamental flaws in the concept of brand or product management (Low and Falmont, 1994).
The scholarly journal article

Therefore, publishing scholarly articles is a way of scholarly communication.

High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition*
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Background
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The scholarly journal article

The authors choose specific *fora* for their communication.

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**High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition**

Rajesh K. Tyagi and Mohanbir S. Sawhney

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**Background**

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The scholarly journal article

One such forum is the **scholarly journal**.
Scholarly journals often specialise within a certain research area.
The scholarly journal article

Researchers all over the world working within this area regularly read this journal in order to stay updated with the latest development.
The scholarly journal article must go through the process of **peer review** before it can be accepted for publication.
The scholarly journal article

(Repetition: Peer review is a process of reviewing an academic text before it can be accepted for publication.

The reviewers are a panel of subject experts "peers".)

High Performance Product Management: The Impact of Structure, Process, Competencies, and Role Definition

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Product management is one of the most important functions in marketing. Yet the product management literature has focused largely on creating successful products and has relatively little to say about creating effective product management organizations. This paper focuses on the organizational determinants of high-performance product management at three levels: (1) the product manager as an individual; (2) the marketing processes related to product management; and (3) the organization structure and role definition. The paper identifies several key factors that potentially impact product management performance. A set of qualitative interviews is conducted to develop hypotheses related to constructs that may drive product management performance. These hypotheses are used to develop a causal model for product management performance that includes constructs related to roles and responsibilities, organization structure, and marketing processes related to product management. An empirical survey of 310 product managers from a variety of industries is conducted to test the causal model. The results of the causal model suggest that performance of a product management organization is driven by structural variables in the organization, the quality of marketing processes, roles and responsibilities, and knowledge and competencies. The findings suggest that structural boundaries and interfaces are the biggest impediment to effective product management, followed by clarity of roles and responsibilities. The research highlights the importance of organizational structure and effective human resource practices in improving product management performance.
Because of the peer review process, which is the most extensive form of scholarly review, the published article enjoys the highest status of scholarly source.
In some areas the peer reviewed article even counts as a first hand source.
Inspired and informed – always cite!

Let the source inform and inspire you.

Use information and ideas you have found elsewhere for your own essay project.

You can always build on what others have begun, just as long as you present who’s facts or who’s ideas you are using.

Be sure always to cite the source!