MBS0215
Academic Writing and Research Skills for Business
Seminar: week 2
Aims for this session:

1. **Learning Styles Questionnaire**
   - Investigate the ways you learn best
   - Identify strengths and weaknesses in your learning styles
   - Reflect on your learning styles preferences and develop an action plan

2. **Introduction to Seminar Presentations**

3. **Final presentation groups and discussion**
Learning styles

Kolb (1976)

ACT
Active experimentation

EXPERIENCE
Concrete experience

THEORISE
Abstract conceptualism

REFLECT
Reflective observation
Learning styles

ACT
Active experimentation

EXPERIENCE
Concrete experience
Doing
Participating

THEORISE
Abstract conceptualism

REFLECT
Reflective observation

Kolb (1976)
Learning styles

**ACT**
- Active experimentation

**EXPERIENCE**
- Concrete experience
  - Doing
  - Participating

**THEORISE**
- Abstract conceptualism

**REFLECT**
- Reflective observation
  - Reviewing
  - Reflecting on the experience
Learning styles

ACT
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EXPERIENCE
Concrete experience
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Abstract conceptualism
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REFLECT
Reflective observation

What worked well and why?
What didn't work so well and why?
Linking theory with what you do
Learning styles

What to do next time

Setting goals

Identifying criteria for success

What worked well and why?

What didn't work so well and why?

Linking theory with what you do

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What
What
Reviewing
Identifying criteria for success

Setting goals

What worked well and why?

What didn't work so well and why?

Linking theory with what you do
Honey and Mumford (1986) developed Kolb’s ideas and identified 4 learning styles:

- ACTIVIST
- REFLECTOR
- THEORIST
- PRAGMATIST
Learning styles

- **ACTIVIST**
- REFLECTOR
- THEORIST
- PRAGMATIST

I will try anything once
Learning styles

- ACTIVIST
- REFLECTOR
- THEORIST
- PRAGMATIST

I like to mull things over
Learning styles

- ACTIVIST
- REFLECTOR
- THEORIST
- PRAGMATIST

I like to have ‘answers’
Learning styles

- ACTIVIST
- REFLECTOR
- THEORIST
- PRAGMATIST

I am a practical person
Q How can knowing your individual learning style(s) help you improve how you learn?
The LSQ can help you identify your preferred learning style(s).

You will have developed learning ‘habits’ that help you benefit more from some experiences than from others. The LSQ will help pinpoint your learning preferences. You will then be in a better position to select learning experiences that suit your style.

It will probably take you about 15-20 minutes to complete the questionnaire. There are no right or wrong answers.

You should mark each item with either a tick (✔️) or a cross (❌). If you agree more than you disagree with a statement put a tick in the box. If you disagree put a cross in the box.
Learning styles

Now calculate your scores and plot your results

![Learning styles diagram]
Learning styles

Get into groups of 2 or 3 according to your learning styles:

- Activists together
- Reflectors together
- Theorists together
- Pragmatists together

Identify your strengths and weaknesses
Learning styles

1. Your group should now partner up with another group that has a different learning style preference.

2. Discuss your strengths and weaknesses with each other.

3. Make notes on key points the other group has to share.

4. Report back to the class.
Learning styles

Working on your own, decide what actions you could take to improve your learning style.

Write a plan detailing how you intend to achieve these actions.

You can complete this task at home if needed
Points for seminar presentations and discussions

• Starting next week, during seminar time, a group of students will offer a 5 minute presentation.

• It will focus on the group’s analysis of a given journal article.

• These articles have been selected from a number of Business fields including Human Resource Management, Tourism, and Marketing.
Upcoming dates for seminar presentations

- Week 3
- Week 4
- Week 5
- Week 6
- Week 9
- Week 10
- Week 11
- Week 13
- Week 14
- Week 15
- Week 16
- Week 17

Each group will present on two or three occasions (dependent on number of students) over the duration of this module.
Upcoming dates for seminar presentations

• **Group 1**: presenting week 3 and week 11

• **Group 2**: presenting week 4 and week 13

• **Group 3**: presenting week 5 and week 14

• **Group 4**: presenting week 6 and week 15

• **Group 5**: presenting week 9 and week 16

• **Group 6**: presenting week 10 and week 17
Pointers to consider for the seminar presentation

• Which **key terms** are used by the author(s) and **what do they mean** in the context of the article?

• What are the **central arguments** put forward by the author(s)?

• Can you identify **points of contradiction** at any stage?

• What is the **author’s perspective**? Is it **objective or biased**?

• What **value** can be placed on the **evidence** put forward in this article?

• You should create a **PowerPoint presentation** to help illustrate your points and guide the audience
Pointers to consider for the discussion session

• Following your 5 minute presentation, as a group you will lead and manage a 5 minute discussion in the class.

• The discussion will be based on key topics and arguments that you have identified in your presentation.

• The whole class will participate in this discussion. Therefore, every student must ensure they have read the article before attending the seminar.
An example of how you might start a discussion

- 2 of our group members support Smith’s (2017) view that gender equality has been achieved in the world of business because ... However, the other 2 members disagree with these points as they argue ... Would anyone in the group like to offer their response to the arguments put forward by the article in relation to this particular point? [Ask questions related to the article]

- ... [your classmate Sadia responds]

- John has offered an interesting perspective that expands the theme of equality so we must now also think about age and experience. [summarise points]

- Would anyone like to offer their view on how experience in the workplace should/not be measured so that it helps to create a place of equality? [Invite new perspectives]

- ... [your classmate Zhenia responds]
Final pointers for seminar presentations

• Focus on the **key points** put forward in the article

• **Prepare a list of questions** you intend to ask during the discussion

• You should also **participate in the discussion** rather than simply ask the questions

• **Summarise the points** made by you as well as your classmates

• You do not have to agree with the viewpoints put forward by your classmate(s) or group member(s)

• If you agree with them, say why (offering your evidence)

• If you disagree with them, say why (offering your evidence)

• **Do not panic!** If you get stuck or the discussion is struggling to move along then your lecturer will help you.
Article for the seminar presentation that will take place next week


- This article can be found using Summon. If you experience difficulties in locating the article then email your Lecturer who will be able to send it to you.
Final Presentation – groups and discussion

It's now time to get into your groups and begin working on the following tasks:

1. Complete your **group contacts form**
2. Begin discussing which organisation you shall focus on in this assessment

This form should be completed by the end of this class (store each others’ emails and phone numbers in your phone) and handed over to your seminar tutor.
Start thinking critically about …

• Diversity in terms of communication

Discuss how the organisation’s use of social media might help it achieve diversity.

e.g. larger audience (stakeholders) globalisation
Start thinking critically about …

• The importance of accuracy in social media postings and the possible consequences for a business

Discuss the possible barriers to achieving accuracy, and the consequences that might result for an organisation due to inaccuracies in social media postings.

e.g. typos?
computer error?
limitations (140/280 characters)?
interpretations and translations?
Start thinking critically about …

• The issue of control in relation to social media output

In your group discuss with whom control may lie.

  e.g. the media?
  internal stakeholders?
  external stakeholders?
Start thinking critically about …

• Opportunities that social media offers for creating dialogue

In relation to the organisation, discuss who might be involved in such exchanges of dialogue. What might be the benefits here?

e.g. sharing of ideas?
conflict resolution?
Start thinking critically about …

• The influence of social media on business stakeholders

Discuss what kinds of influence social media might have on the organisation and the consequences in each case.

e.g. increase in product sales or services? blacklisting of the company?
References
