

Letter from the Editorial Assistant - *Students Making Sense*

I am one of the most recent recruits to this project. This project began when I had just taken my first steps to being an undergraduate. At that point I don't think I had ever heard of journals let alone contemplated the work that went into creating them. This edition is my first experience in creating a document ready to be published and it's been a great experience.

As an undergraduate when I picked up a journal from the library I would simply just read through the points that appeared interesting to me, taking in what was written as 'gospel', but since being involved with this project it's made the meaning of a journal much more colourful to me. I never realised the approval system behind articles that makes them so valuable. Journal articles must go through a reviewing process to ensure that their content brings additional value and pushes the boundaries of thought around the subject. Only if the reviewers accept that the article reaches the standards required will it be published.

This project has enabled me to get behind the scenes of the academic world I once knew as a student and I have learnt lots of things. I feel that the most important thing this project has taught me is that an article is someone's opinion and for it to be published it means that someone else must value what it says, but it doesn't necessarily mean it is 'right'.

In the back of my mind I have been aware of this all along but I have never been able to grasp and use it as a tool when challenging what authors have written. Being at the centre of this project has helped me to question what I read because the authors in this journal were all undergraduates. I remember classing journal articles as defining 'the law' of management theory and that my papers were merely based on the work of recognised authors. I never felt that my work had a status because it was purely my opinion. However, realising that even published work is simply someone else's opinion has finally enabled me to question and challenge what I read in journals and books.

This edition features eight successful articles, but we began with 15. I would like to remind the readers of this issue about the additional work that has not been published in this edition. I thank these authors for submitting their papers and wish them the best of luck in the future.

I offer my congratulations to the seven authors who have been successfully published. It is rare for undergraduates to be given an opportunity such as this.

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