

Welcome to Qualitative Research

Week 7 *Lecture 3*

The Literature

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Your DBA Journey

CHAPTER ONE INTRODUCTION

Background
Research Problem
Research Objectives
Layout

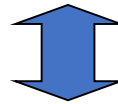
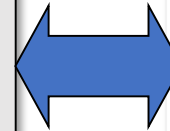
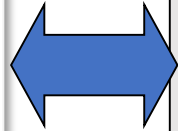
CHAPTER TWO LITERATURE REVIEW

CHAPTER THREE
METHODOLOGY
Research Design
Sampling
Qualitative Research
Questionnaire Design

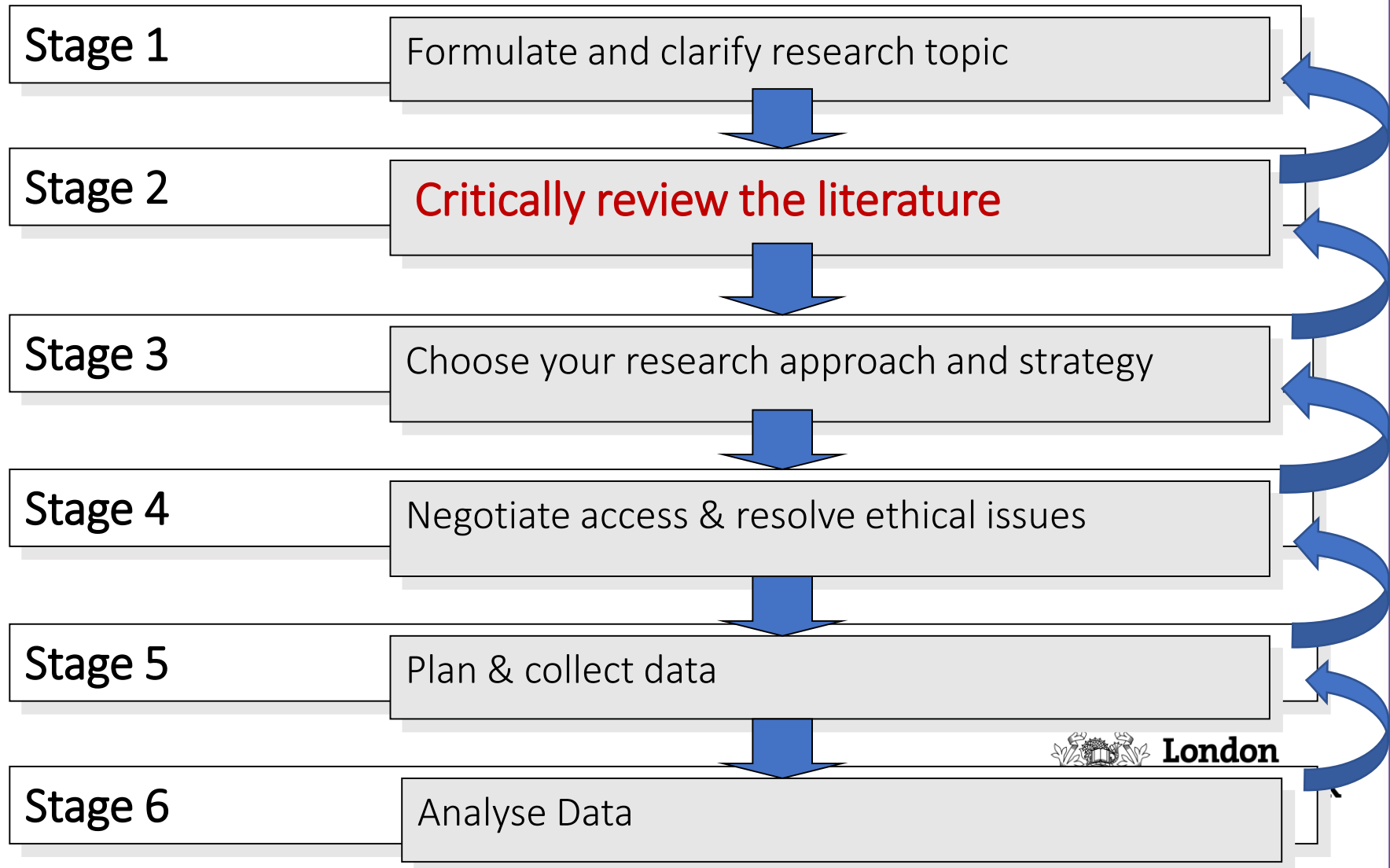
CHAPTER FOUR FINDINGS

CHAPTER FIVE ANALYSIS & DISCUSSION

CHAPTER SIX
CONCLUSIONS, RECOMMENDATIONS & DIRECTIONS FOR FUTURE RESEARCH



Research Process (QUALITATIVE)



Finding the literature

At this point you may be feeling quite stressed ...

So much already written
So little left to find out
So much you don't know

That's because your question is:

- (a) Far too broad in scope
- (b) Not nearly precise enough



Don't close the door on the literature yet – you and your idea need to find a home



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Perspectives on literature reviews

- A list focussing on what was read, rather than extracting & using the knowledge in the literature?
- A search, where the emphasis is on finding the existing literature?
- A survey, where the researcher is interested in the knowledge in the literature, but does not relate to his or her own activities?
- A research facilitator, where the researcher not only improves their own knowledge, but the literature has an impact on the research itself?

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Do not confuse market data with academic literature

Secondary market data

- Informs each stage of your research.
- Uses market & industry data sources.
- Reports on current & future market trends.
- Key bits should be communicated in chapter 1.
- Supportive role.
- Plays major role in chapter 4 (data analysis & discussion).

Academic literature

- Informs each stage of the research.
- Uses academic journals, conference papers.
- Discusses concepts, theories, models.
- Has its own specific chapter in the dissertation (lit. review).
- Analytical/critical role.

The literature review

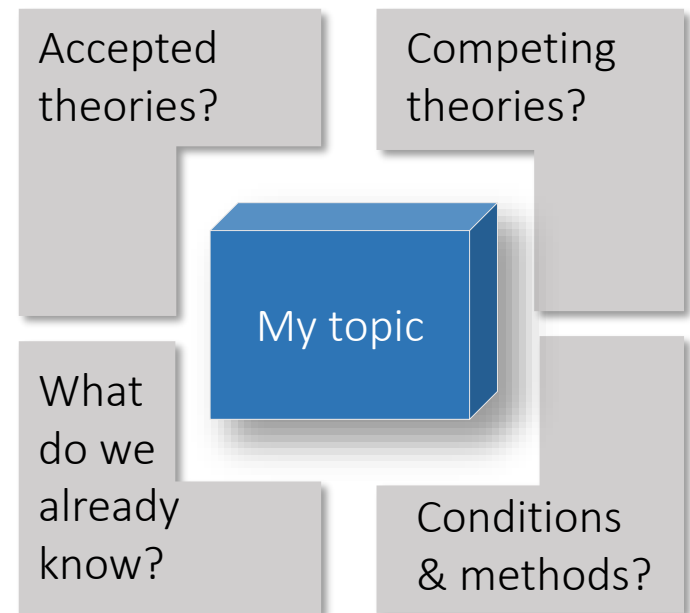


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Reviewing literature

- The literature review **frames** your **topic** of interest within the **context** of the **current** scientific **conversation**.
- It shows that you have **considered** what we already **know** in order **to demonstrate** where your study **fits**.
- It also **defines & refines** your **research question**.



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Reviewing literature

- The literature review (LR) refers to the description & critical analysis of previous scholarly works related to your topic.
- No study exists as an island in itself. Unless your project can be compared to other people's work, it does not have any research value.
- Normally an early activity in your research.
- Although an early activity, you will continue searching throughout your project's life (like an upwards spiral).

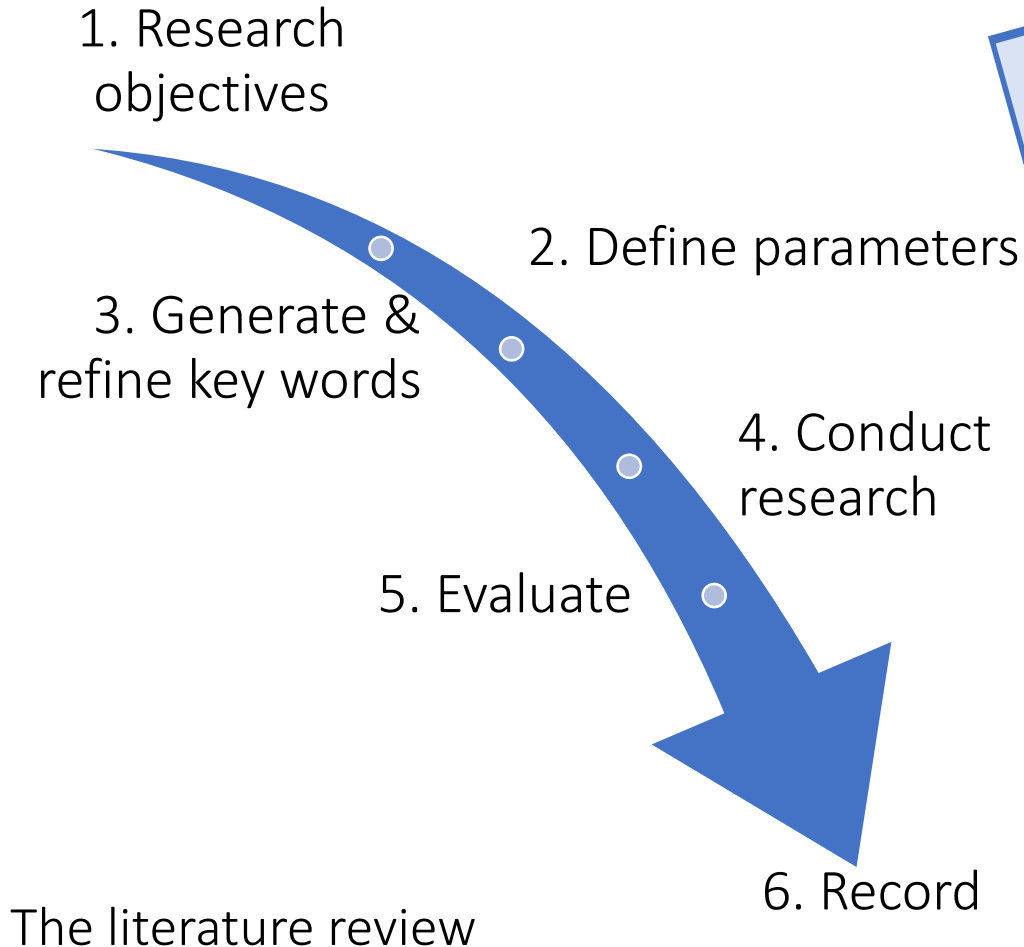
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Reviewing literature



Reviewing literature

Chapter 1 (introduction)

Background
Research problem
Research question
Research objectives
Research contribution
Layout

- Connects your research to important existing work.
- Demonstrates that you are aware of this work.
- Argues the ways in which your research adds to it.
- Therefore: explicitly justifies your study.
- It helps refine the research question by:
 - Identifying useful & tested (as well as flawed) measures.
 - Identifying & discounting dead end topics.
 - Giving you established language, definitions & data.

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Reviewing literature

- It is a **critical evaluation** of the existing body of knowledge.
- It **guides the research & demonstrates** that the **relevant literature** has been **located & analysed**.
- It provides a **context** for the **research question**.
- Focusses on the most **influential previous studies** (the seminal studies).
- It is like a **conversation**.

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Finding the literature

- Read a broad-based text book chapter → to get the concepts & terms & collect some references for further reading.
- Make a note of authors who keep cropping up, especially in the context of competing theories.
- Use the names, terms & concepts in key word searches of the academic literature through the library page.
- Search in other databases too plus Google Scholar.

Finding the literature

- Devote some real time to **hunting & gathering** quickly → read **titles & abstracts**, **follow the rabbits**, collect everything but use a system to **organise & store** it.
- Perhaps note connections that led you to the next one.
- As you go:
 - Which authors keeps cropping up?
 - Which are frequently cited?
 - What are the important terms?
 - Note down their definitions.

Finding the literature

- As you go (cont.):
 - See how old some of the concepts are & find the originals!
 - Get a sense of the literature's depth & the arguments that have happened.
 - Do old terms still apply to new concepts relevant to your topic?

Finding the literature

Which literature am I looking for?

- relevance (to what extent is it related to the topic?)
- precision (how close is it related to the topic?)
- currency (how current is the reference?)
- validity (to what extent is free of error?)

→ Orientates on the **objectives**.

→ This will help you put together a **critical literature review**.

Understanding the literature

- Can you find a published literature review?
 - Even an old one?
 - Preferably from a better journal?
- **Grab it, read it**, copy the **style**, use it as a **skeleton** for your literature review chapter.
- When you **identify the key papers** for your topic: **read them** once; & perhaps **again** (you might still find new aspects in there).
- **Get comfortable** with your new **knowledge** (explain the concepts **to others**).



Understanding the literature

- **Document** & make formal **notes** (you will appreciate them in the end).
- Once you have collected a batch of papers (15-20?), start **read them carefully**.
- **Devote some time** to their contents.
- There will be more papers to collect as each one you read had a **reference list**.
- This will help you to **separate the useful** from the **not so important** ones.

Make systematic notes ...

Full reference ... so you can find it again.

Rationale	Why is this research important? What is the hoped for contribution & who needs to know about it?
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Purpose	The aim of this research is ...
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Methodology	How was the research conducted? What data was analysed?
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Findings	“Author x & y found that ...” & then compare it to the next paper.
----------	--

Comments	Your own notes on why this is relevant, etc.
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Write this on an A4 about each paper you read. This will help you to string the literature review together.

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Make systematic notes ...

Reference.

Why was the research conducted?

What was the specific research question & the objectives?

How was the research conducted?

- Who was the target group (sample)?

- Where (location)?

- When (year & length of study)?

- Using which method?

What was found (specific results)?

Limitations (what was not found)?

Your own **comments**.

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FAQ

When can you stop searching & start writing?

- Conducting a research project is part of **communication skills development**, therefore, students are expected to communicate their message in a **clear & concise manner**.
- A lengthy compilation of materials might appear as a way of “*padding up*” a project which *lacks quality*.
- Projects should have **balanced** sections, parts & chapters.
- 1000 – 1,500 words (15% of the project grade).

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Synthesising

Summary tables help you to:

- Get an overview.
- Link papers by themes, objectives, questions or methods.
- Develop a conversation.
- Shuffle findings together to create your argument.
- Summarise & distil to just the few key words you need.

→ This prevents you describing one paper after another.

→ It allows you to create the elegant new argument that scores a distinction.



Writing it up ...

The introduction:

- Formulate a working introduction for the literature review.
- It is likely to change until the project is finished.

The main body:

- Once the key concepts are identified: arrange & sort them.
- Which comes first, second, third, etc.?
- Which one is the cause; which the effect?
- Theory first!

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Theory first ... (an example)

Loyalty is an important concept in strategic marketing as it provides fewer reasons for consumers to engage in extended information search among alternatives (Uncles & Dowling, 1998).

Solomon (1992) also indicated that purchase decisions based on loyalty may become simplified and even habitual in nature and this may be a result of satisfaction with the current brand(s).

Sentence 2: here is why (*supporting evidence; referenced*).

Sentence 1: a clear opening statement (*this work is going to be a contribution to knowledge of loyalty*).

Theory first ... (an example; *Cont.*)

A base of loyal customers will be advantageous for an organisation as it reduces the marketing cost of doing business. In addition, loyalty can be capitalised on through strategies such as brand extension and market penetration.

Finally a large number of loyal customers is an asset for a brand, and has been identified as major determinant of brand equity (Dekimpe *et al.*, 1997).

Sentence 3: some more.
Sentence x ...

→ There is no one-way-fits-all!

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Theory first ...

- Summarise the existing scholarship.
- Use that scholarship to identify the gap:
 - Where is the disagreement?
 - Where is limited research done?
 - Maybe there are differentiated replications done?
 - Where was the methodology flawed?
- Use that scholarship to justify your research.
- Use that scholarship to provide:
 - Definitions.
 - Measures.
 - Methods.

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Other writing formulae

One sentence: Little research to date has considered X.

Next sentence: X is important because ... (ref.).

Next sentence: X is also an important source of... (ref).

Next sentence: An astonishing, little known fact about *vlogging* is that X (According to W *et al.*).

→ This identifies the context for your study, & begins to justify its importance.



Using themes to set the objectives in their context.

- One sentence: there are several studies linking **brand experience** to **advertising recall**.
- Next sentence: Gray *et al.* (1986) in their early study of ... found ...
- Next sentence: In an exhaustive survey of tourism advertising X and Y (2007) reported
- Next sentence: evidence from a small sample of Australian banking customers (V & S, 2016) also showed
- Next sentence: Far higher recall levels are found....
- Linking sentence: thus, while there is ample evidence of *(this)*, to date few studies have been conducted on

The first research objective is therefore:

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Being critical

- All studies should be presumed to be flawed!
- Findings are not “truth” but degrees of evidence.

Challenge the sampling.
Challenge the measures.

Extent to which data collection methods accurately measure what they intend to measure.

- Researchers measure the **same phenomena** in **different ways**, often with different results – validity.
- Or the **same phenomena** with the **same measures** with different results – reliability.

Extent to which data collection methods yield consistent findings.

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Points to summarise:

- The literature review helps to **place your research** into the **academic** world.
- Reading is important to **sharpen** your ideas, the research question & objectives.
- Reading takes time, so do it in an **organised** way.
- **Summarise** the papers **systematically**.
- **Identify** the really **relevant ones** & perhaps discard the not so important ones.
- The literature review is **not** a summary of what you have read!
- It is a **critical & synthesised** line of argument of the key concepts in the area of your topic.

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References

Gray, D. E. (2017) *Doing research in the business world*. London: Sage Publications Ltd.

Saunders, M., Lewis, P. and Thornhill, A. (2016) *Research methods for business students*. 7th ed. Harlow: Pearson Education Ltd.

Wilson, A. (2018) *Marketing research: Delivering customer insight*, London: Macmillan Education.