

|                             |                                                             |                                                                 |                            |
|-----------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|----------------------------|
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| <b>Programme:</b>           | <b>DBA</b>                                                  |                                                                 |                            |
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## CONTENTS

|                                                                                                   |    |
|---------------------------------------------------------------------------------------------------|----|
| Entry 1: Positionality and Individuality .....                                                    | 1  |
| Appendix 1: References .....                                                                      | 3  |
| Appendix 2: List of Useful Web Sites .....                                                        | 4  |
| Appendix 3: Useful quotations, frameworks, tables.....                                            | 5  |
| Figure 1: My research paradigm .....                                                              | 5  |
| Figure 2: A model of ARGYRIS' and SCHON's "double loop learning" .....                            | 5  |
| Figure 3: Intersectional Diagram .....                                                            | 6  |
| Figure 4: Intersectionality .....                                                                 | 6  |
| Appendix 4: Personal self-development activities .....                                            | 7  |
| Figure 1: Why do I choose smart scenic spot management as my thesis topic? (Mind map) .....       | 7  |
| Figure 2: The benefits and challenges of using mixed methods to project research (Mind map) ..... | 8  |
| Entry 2: Reading and Evaluating Literature and Information Source .....                           | 9  |
| Appendix 1: References .....                                                                      | 11 |
| Appendix 2: List of useful web sites.....                                                         | 12 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                   | 13 |
| Figure 1: The process of reviewing the literature.....                                            | 13 |
| Table 1: what a critical literature review does and does not .....                                | 13 |
| Table 2: Main types of literature available to you.....                                           | 14 |
| Table 3: Six things to think about when identifying your search terms .....                       | 15 |
| Table 4: Questions to help evaluate the relevance and value of literature .....                   | 15 |
| Table 5: Five questions to help critical reading and noting .....                                 | 16 |
| Appendix 4: Personal self-development activities .....                                            | 17 |
| Table 1: Self-check answers .....                                                                 | 17 |
| Entry 3: The Contribution of Research to Knowledge and Organizational Development.....            | 19 |

|                                                                                                                              |    |
|------------------------------------------------------------------------------------------------------------------------------|----|
| Appendix 1: References .....                                                                                                 | 21 |
| Appendix 2: List of useful web sites.....                                                                                    | 22 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                                              | 23 |
| Figure 1: Maslow's Hierarchy of Needs.....                                                                                   | 23 |
| Figure 2: Two Factor Theory by Frederick Herzberg.....                                                                       | 23 |
| Figure 3: Porter's Five Forces .....                                                                                         | 24 |
| Figure 4: Hofstede's cultural dimensions theory .....                                                                        | 24 |
| Appendix 4: Personal self-development activities .....                                                                       | 25 |
| Consider the Types of Contribution that My Research Topic Could Make .....                                                   | 25 |
| Entry 4: Defining the Research Questions.....                                                                                | 26 |
| Appendix 1: References .....                                                                                                 | 28 |
| Appendix 2: List of useful web sites.....                                                                                    | 29 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                                              | 30 |
| Figure1: The goldilocks principle .....                                                                                      | 30 |
| Table 1: Checklist: Attributes of a good research topic.....                                                                 | 30 |
| Figure 2: Research questions .....                                                                                           | 31 |
| Figure 3: The Delphi Method.....                                                                                             | 31 |
| Appendix 4: Personal self-development activities .....                                                                       | 32 |
| Table 1: Using the Goldilocks theory and Russian doll principle to carry out problem<br>detection practice (Self-test) ..... | 32 |
| Entry 5: Philosophical Frameworks for Research .....                                                                         | 33 |
| Appendix 1: References: .....                                                                                                | 35 |
| Appendix 2: List of useful web sites.....                                                                                    | 36 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                                              | 37 |
| Figure 1: The research 'onion'.....                                                                                          | 37 |
| Figure 2: Ontology in business studies.....                                                                                  | 37 |
| Figure 3: Developing your research philosophy: a reflexive process .....                                                     | 38 |
| Table 1: Philosophical assumptions as a multidimensional set of continua .....                                               | 38 |

|                                                                                                   |    |
|---------------------------------------------------------------------------------------------------|----|
| Table 2: Comparison of five research philosophies in business and management research.....        | 39 |
| Table 3: Deduction, induction and abduction: from reason to research .....                        | 40 |
| Appendix 4: Personal self-development activities .....                                            | 41 |
| Figure 1: Understand the phenomenology in qualitative Research.....                               | 41 |
| Entry 6: Types of research and research design .....                                              | 45 |
| Appendix 1: References .....                                                                      | 48 |
| Appendix 2: List of useful web sites.....                                                         | 49 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                   | 50 |
| Figure 1: The research onion .....                                                                | 50 |
| Figure 2: Methodological choice.....                                                              | 50 |
| Figure 3: mixed methods research designs.....                                                     | 51 |
| Figure 4: The three cycles of the action research spiral .....                                    | 51 |
| Figure 5: The research design .....                                                               | 52 |
| Figure 6: Validity and Reliability .....                                                          | 52 |
| Appendix 4: Personal self-development activities .....                                            | 53 |
| Figure 1: Reliability (Group activities).....                                                     | 53 |
| Entry 7: Research Ethics and Integrity .....                                                      | 54 |
| Appendix 1: References .....                                                                      | 56 |
| Appendix 2: List of Useful Web Sites.....                                                         | 57 |
| Appendix 3: Useful quotations, frameworks, tables, tables .....                                   | 58 |
| Table 1: Ethical principles and the ethical rationale for and development of each principle ..... | 59 |
| Figure 1: Research ethics vs. research integrity.....                                             | 59 |
| Appendix 4: Personal self-development activities .....                                            | 60 |
| Figure 1-4: The concept of efficiency in research integrity. (Group activities) .....             | 60 |
| Figure 5-8: Data management and data protection. (Group activities).....                          | 61 |

## **Entry 1: Positionality and Individuality**

What is Positionality? Many researchers refer to this concept in their field work. When Teye (2012) analysed the formulation and implementation of forest policies in Ghana as a researcher, he found the positive and negative effects of his positionality on the research process. A similar situation happened to a white researcher (Bourke, 2014). He found that his positionality had a significant impact on the research results while studying the lifestyle of college students of colour at his university. The two researchers' experience, as Mohammad (2001) puts it, positionality is the characteristics of researchers, including age, gender, class, cultural, education, religious belief and other statuses. The researcher's positionality is an important variable affecting the research process (Bourke, 2014).

What role does Positionality play in scientific research? England (1994) argue that the positionality and biography of the researcher directly affect investigation, which is a process composed of both researchers and participants. On the other hand, who am I in the research? The disclosure of the researcher's position on the data is crucial (Pitard, 2017). Different positionality of the researcher would result in different results of the access to the informant and the data generated (Mohammad, 2001).

Individuality is "the characteristic that distinguishes a person from others" (Cambridge Dictionary). It is static and relatively fixed. For example, I am a female of the yellow race, female and yellow race is one of my Individuality. Some scholars believe that individuality can develop the highest value of work, and researchers inevitably bring his own experience and the inertia of things in his research (Carmichael, 1919). Positionality and individuality are closely related but not identical, positionality is dynamic and a researcher's positionality changes as the respondents' background changes. Some researchers have found that scientific research is an ongoing process (Bourke, 2014). As a person's identity construction in society is multiple and in flux, the positionality of researchers in a research is not always the same. (Srivastava, 2006). Here is an interesting metaphor, positionality is like juggling with three balls,

three balls changing positions and states all the time, which is just like a researcher doing fieldwork whose positionality changes with different participants.

Positionality as an important concept of data collection process in qualitative research, the changing relationship between research and participant has always been the focus of academic attention (Ganga and scott, 2006). Scholars have been arguing about the positionality of insiders and outsiders, and instead of simply using dualism to define the relationship, more and more researchers are starting to notice that the relationship is relative, neither insider nor outsider had absolute advantage or objectivity (Chavez, 2008). In any field investigation project, the identities of insiders and outsiders are relative, and each identity has both advantages and disadvantages. The positionality of insider and outsider is not the simple binaries (Mohammad, 2001), it based on the fluidity of the research process and the complexity of the subjects, or the background of the respondents (Teye, 2012), researchers should constantly adjust their position during the research process to adapt to different participants.

Different from traditional research, the concept of positionality indicates a more humanized research process, which suggests researchers to think critically in reality (Srivastava, 2006). In the process of research, reflexive thinking about one's own positionality at any time is an important method to make researcher enhance the integrity of their study.

## Appendix 1: References

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- Sultana, F. (2007) 'Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research', *ACME: An International Journal for Critical Geographies*. 6(3), pp. 374-385.
- Teye, J. K. (2012) 'Benefits, Challenges, and Dynamism of Positionalities Associated with Mixed Methods Research in Developing Countries: Evidence from Ghana', *Journal of Mixed Methods Research*, 6(4), pp. 379-391.

## Appendix 2: List of Useful Web Sites

1. Discover anthropology. *fieldwork*. Available at:  
<https://www.discoveranthropology.org.uk/about-anthropology/fieldwork.html>  
(Accessed: 21 March 2019).
2. Culbreath, W. M. (2016) *Positionality in Qual Research* [video]. Available at:  
<https://www.youtube.com/watch?reload=9&v=C9wVgU9Ppk8> (Accessed: 21 March 2019).
3. Anderson, J. (2013) *Qualitative Methods and Positionality* [video]. Available at:  
<https://www.youtube.com/watch?v=2u-hQTV31w8> (Accessed: 22 March 2019).
4. Dictionary.com. *Positionality*. Available at: <https://www.dictionary.com/e/gender-sexuality/positionality/> (Accessed: 23 March 2019).

### Appendix 3: Useful quotations, frameworks, tables

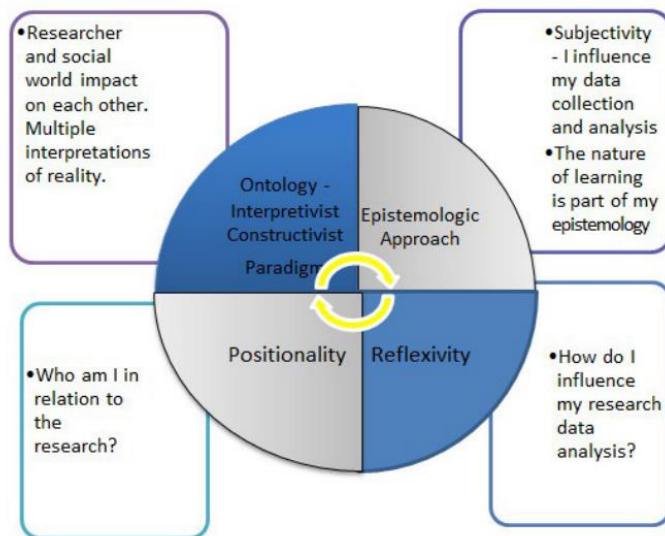


Figure 1: My research paradigm

Jayne, P. (2017) 'A Journey to the Centre of Self: Positioning the Researcher in Autoethnography [27 paragraphs]. *Forum Qualitative Social Research Sozialforschung*, 18(3), graph.

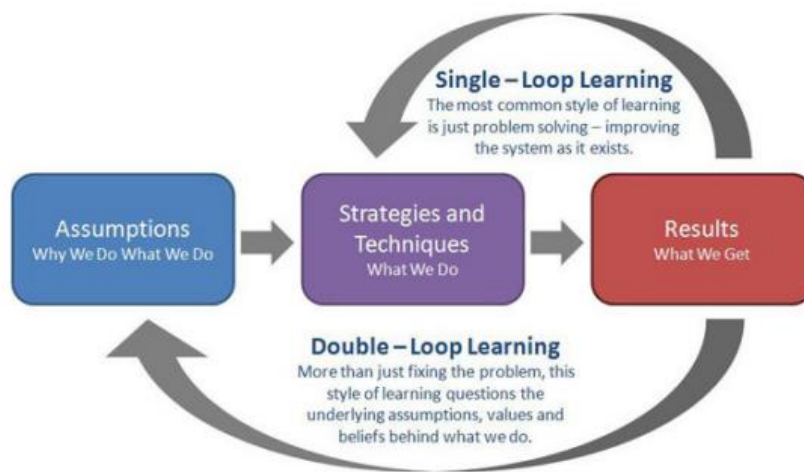


Figure 2: A model of ARGYRIS' and SCHON's "double loop learning"

Argyris, C. and Schon, D. A. (1974) *Theory in practice: Increasing professional effectiveness*. Oxford: Jossey-Bass, p. 20, graph.

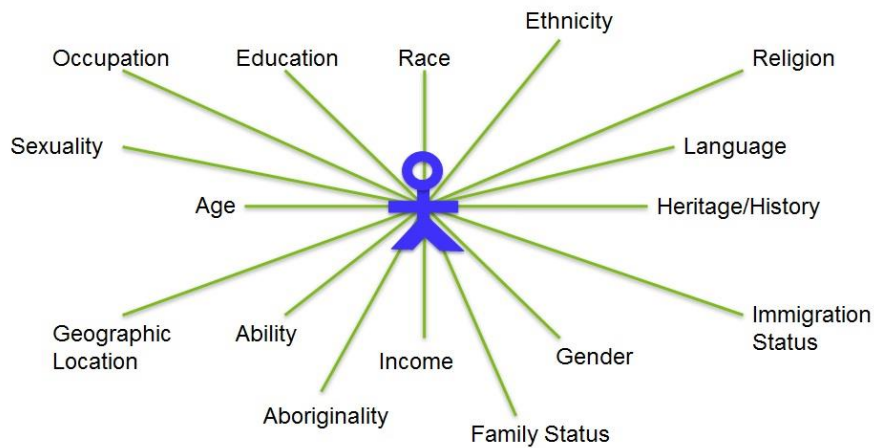


Figure 3: Intersectional Diagram

Canadian Research Institute for the Advancement of Women. *Our Research Approach*. Available at: <http://fnn.criaw-icref.ca/en/page/our-research-approach> (Accessed: 17 March 2019) graph.

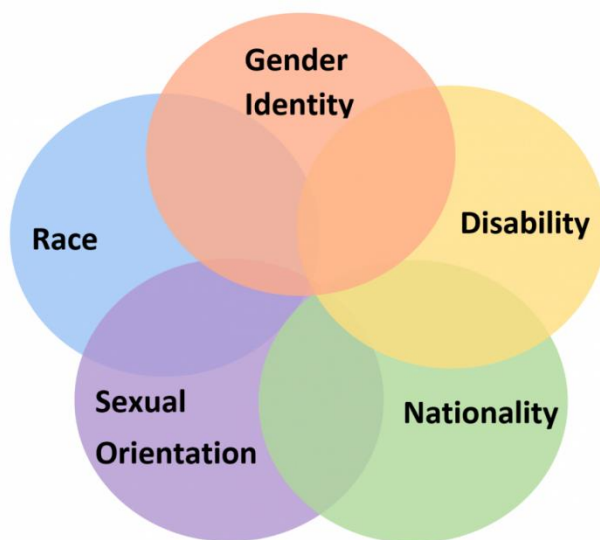


Figure 4: Intersectionality

YW Boston (2017) *What is intersectionality, and what does it have to do with me?* Available at: <https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/> (Accessed: 17 March 2019). graph.

## Appendix 4: Personal self-development activities

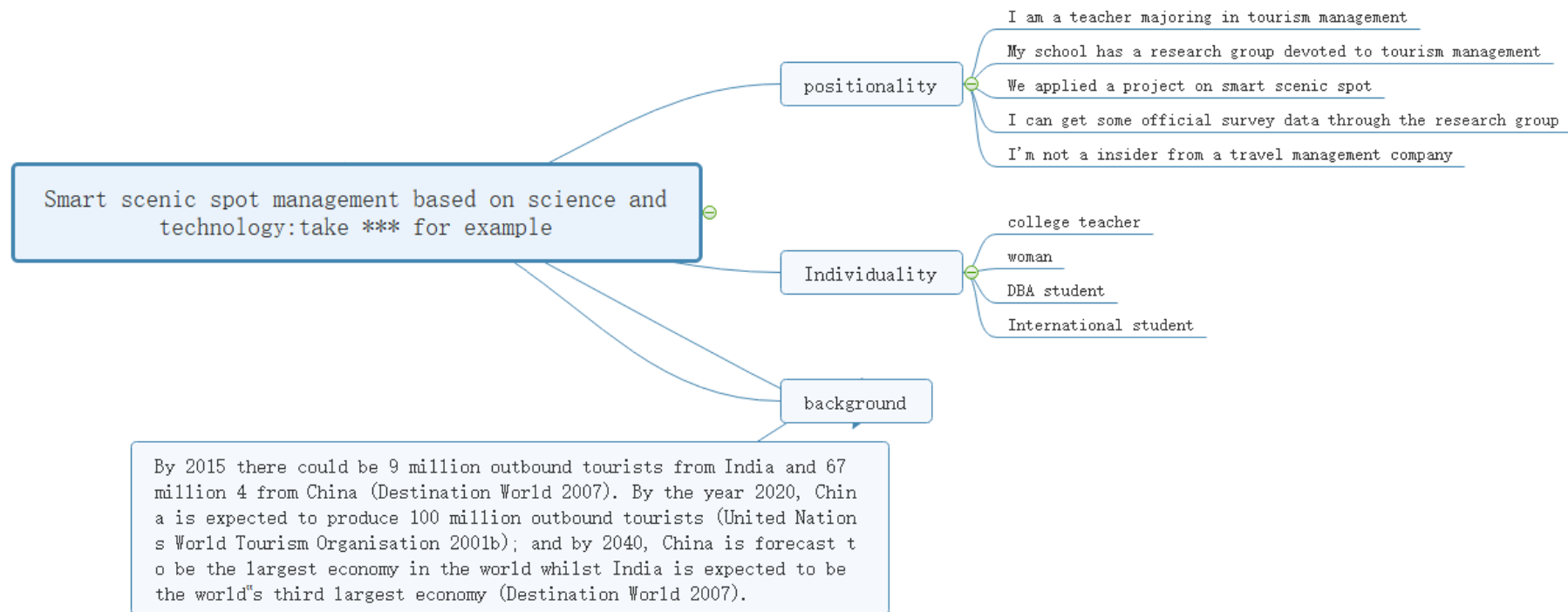


Figure 1: Why do I choose smart scenic spot management as my thesis topic? (Mind map)

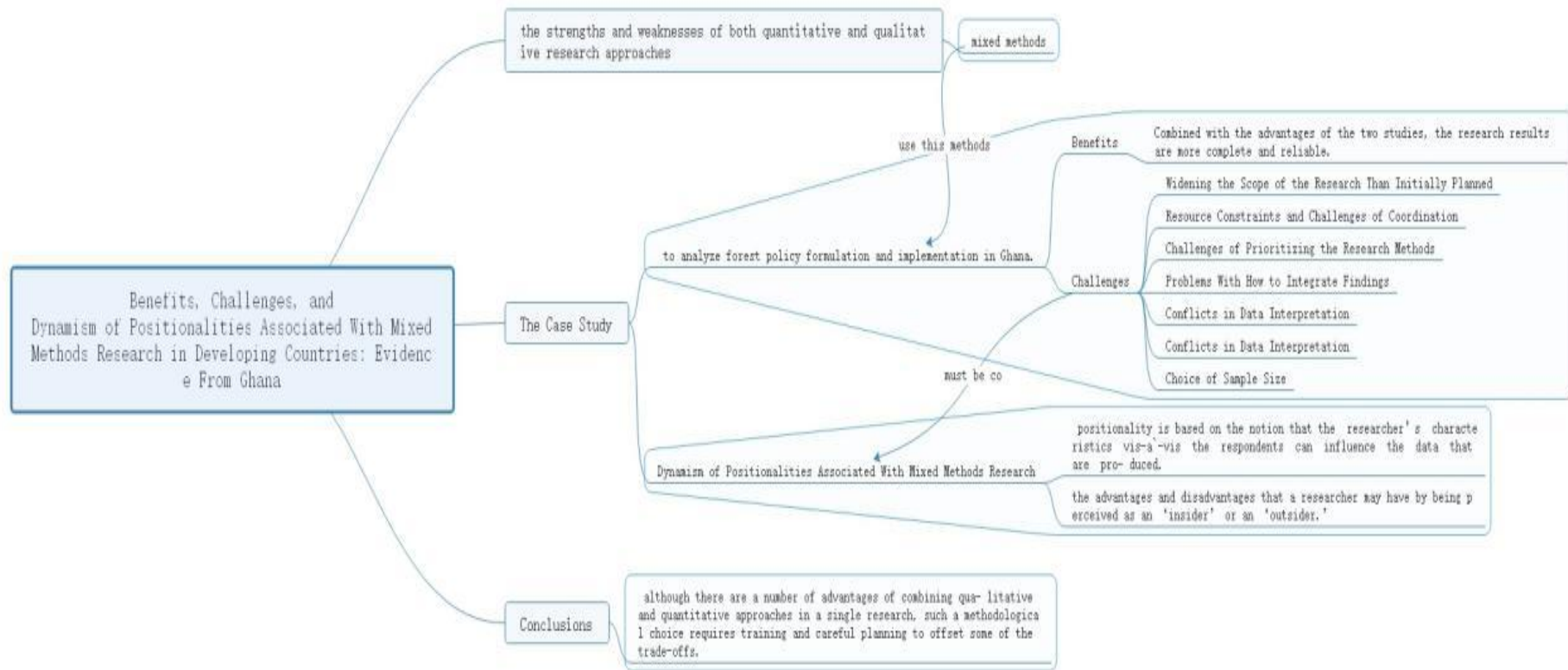


Figure 2: The benefits and challenges of using mixed methods to project research (Mind map)

## **Entry 2: Reading and Evaluating Literature and Information Source**

After determining the topic of my research, the next very important step is the literature review. Literature review refers to the detailed review of important literature related to my chosen research topic, the provision of critical evaluation, the comparison of different viewpoints, and the rationalization and background of my research with clear arguments (Saunders and Lewis, 2012).

First, I need to read critically. This means that I must evaluate all the data I have collected and examine whether the author's ideas and arguments are sound, clear, and unbiased, as well as their relevance and value to my research topic. Secondly, in the process of critical reading, I should constantly reflect on the following questions: is my research topic meaningful? How far have researchers come on this subject? What new ideas can I come up with? What research methods and data collection methods are worthy of reference?

There are many resources available, the main types of the literature textbooks, academic journals, newspapers, reports, conference proceedings, etc., there is another significant information resources: the internet. Based on the particularity of Internet resources, researcher must carefully evaluate the usefulness and reliability of information. Such as open online resources like Wikipedia, which some scholars believe cannot be used as a source of literature review (Saunders and Lewis, 2012).

When reading literature and information resources, it will be very helpful to take notes, and whether it will be to highlight the important ideas, or critically refine ideas using mind maps. The article context should always pay attention to two problems in the process, the first is summarized in my own words rather than the original copy, the second is as mentioned above, critical thinking, find out the useful information that can use, recorded, thinking to the places where I have a problem at the same time, recorded.

Read and evaluate the literature still has a significant role: reflection whether my

research is a waste of resources. In the process of reading, I can find which have been found and have been studied in the related fields, so that I can avoid the risk of “reinventing the wheel”, avoid wasting effort on trying to rediscover something that is already known. (Sekaran and bougie, 2010).

Reading literature is an important process, which gives us the opportunity to start our research stand on the shoulders of giants. “A good literature review thus provides the foundation for developing a comprehensive theoretical framework from which hypotheses can be developed for testing” (Sekaran and bougie, 2010, p39). It is also a complicated process, and we need to evaluate and criticize the information at any time to ensure that the information we use is reliable and valuable. By reading the title of the book or articles and the books, the abstract and the introduction of an article, it is possible assess whether this resource is effective for the research’s topic. Meanwhile, peer-reviewed journals, as well as the impact factor of a journal are also important factors in the evaluation of literature (Sekaran and bougie, 2010).

## **Appendix 1: References**

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson.

Sekaran, U. and Bougie, R. (2010). *Research Methods for Business, A skill Building Approach*. 5th ed. West Sussex: John Wiley & Sons.

## Appendix 2: List of useful web sites

1. EBSCO. *Improving research around the world*. Available at:  
<https://www.ebsco.com/> (Accessed: 24 March 2019)
2. Emerald group publishing. *Management eJournal Portfolio*. Available at:  
[http://www.emeraldgrouppublishing.com/products/collections/eman\\_portfolio.htm](http://www.emeraldgrouppublishing.com/products/collections/eman_portfolio.htm)  
(Accessed: 24 March 2019)
3. ACAP Library. *Evaluating the Literature*. [video]. Available at:  
<https://libguides.navitas.com/literature-review/evaluate> (Accessed: 24 March 2019)

## Appendix 3: Useful quotations, frameworks, tables, tables

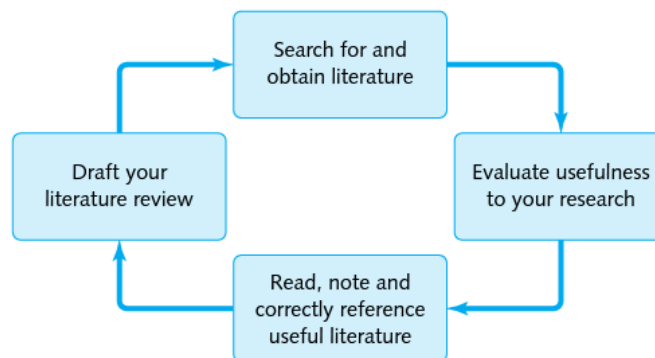


**Figure 2.1** The process of reviewing the literature

Figure 1: The process of reviewing the literature

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.31, graph.

**Table 2.1** What a critical literature review does and does not

| <i>A critical literature review does...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>A critical literature review does not...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• identify and include the most relevant and significant research to your topic</li> <li>• discuss and evaluate this research</li> <li>• identify the recognised experts</li> <li>• contextualise and justify your research questions</li> <li>• consider and discuss research that supports your ideas</li> <li>• consider and discuss research that opposes your ideas</li> <li>• justify points made logically with valid evidence</li> <li>• distinguish between fact and opinion</li> <li>• include up-to-date relevant research</li> <li>• reference all items referred to fully</li> </ul> | <ul style="list-style-type: none"> <li>• include all research that is possibly relevant to your topic</li> <li>• just summarise and describe this research</li> <li>• fail to mention recognised experts</li> <li>• fail to justify or mention your research questions</li> <li>• only consider and discuss research that supports your ideas</li> <li>• ignore research that opposes your ideas</li> <li>• make unjustified or poorly justified points</li> <li>• mix up fact and opinion</li> <li>• miss out recent relevant research</li> <li>• fail to reference all or some items referred to</li> </ul> |

Table 1: what a critical literature review does and does not

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.32, graph.

**Table 2.2** Main types of literature available to you

| Type                                                      | Contents                                                                                                                                                                                                                                                                                                                                                                                                                    | Use for your literature review                                                                                                        |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Textbooks</b>                                          | Written specifically for audiences such as students or professionals. Material usually presented in an ordered and relatively accessible form. Often draw on a wide range of sources including peer-reviewed academic journal articles.                                                                                                                                                                                     | Useful, particularly as an introductory source to get an overview of your research topic and find out who are the recognised experts. |
| <b>Peer-reviewed (refereed) academic journal articles</b> | Provide detailed reports of research. Articles written by experts in the field and evaluated by other academics (peer reviewers) to assess quality and suitability. Pay rigorous attention to detail and verification of information. Usually contain extensive list of references. Before publication, have usually been revised in response to comments. Not all academic journal articles are peer-reviewed (see below). | The most useful type for your literature review.                                                                                      |
| <b>Non-refereed academic journal articles</b>             | Articles may provide detailed reports of research. Articles selected by an editor or editorial board with subject knowledge.                                                                                                                                                                                                                                                                                                | Relevance and usefulness varies considerably. Beware of possible bias.                                                                |
| <b>Professional and trade journal articles</b>            | Articles written for members of professional or trade organisations, so related to their needs. Consist of a mix of news items and more detailed accounts of a practical nature. Articles rarely based on research, although some provide summaries of research.                                                                                                                                                            | Can provide useful insights into practice, although may be biased. Need to be used with considerable caution.                         |
| <b>Newspaper articles</b>                                 | Articles written for members of public, most newspapers addressing a particular market segment. News presented is filtered dependent on events, priority being given to headline-grabbing stories that are likely to appeal to that newspaper's readers.                                                                                                                                                                    | Good source of topical events and developments. May contain bias in reporting and coverage.                                           |
| <b>Conference proceedings</b>                             | Articles consist of selected papers presented at a conference, often published as a book or special edition of a journal. Usually peer-reviewed. Increasingly available online.                                                                                                                                                                                                                                             | Sometimes difficult to find. Very useful if the theme of the conference matches your research.                                        |
| <b>Reports</b>                                            | Reports on specific topics written by academics and various organisations, including market research organisations and government departments. Beware of possible bias. May not have gone through same review process as peer-reviewed academic journal articles, but those from established organisations often of high quality.                                                                                           | Often difficult to access or expensive to purchase. Can be a useful source of information when the topic matches your research.       |

Table 2: Main types of literature available to you

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.37, graph.

**Table 2.3** Six things to think about when identifying your search terms

| Using:                                                | Example                       |
|-------------------------------------------------------|-------------------------------|
| 1 Terms appearing regularly in literature you've read | Downsizing and Redundancy     |
| 2 Both broad and narrow terms                         | Services and Restaurant       |
| 3 Different words with the same meaning (synonyms)    | Motorcycle and Motorbike      |
| 4 Alternative spellings of the same word              | Organisation and Organization |
| 5 Abbreviations and the full term                     | EU and European Union         |
| 6 Old and new place names where these have changed    | Peking and Beijing            |

Table 3: Six things to think about when identifying your search terms

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.39, graph.

**Table 2.5** Questions to help evaluate the relevance and value of literature

| Question                                                                           | Comment                                                                                                          |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Relevance</b>                                                                   |                                                                                                                  |
| 1 Is the item recent?                                                              | Although more recently published items are often more relevant, do not discount items just because they are old! |
| 2 Is the topic of the research similar to your own?                                | If it is, you may be able to compare and contrast your findings.                                                 |
| 3 Is the context of the research similar to your own?                              | Beware: do not discount items just because the context is different, you can often still get useful insights.    |
| 4 Is this item cited (referred to) in other items that you have also found useful? | If it is often referred to in other items, it is probably important.                                             |
| 5 Is the author cited (referred to) in other items you have found useful?          | If yes, then the author is probably a recognised expert.                                                         |
| 6 Does the author contradict or support the arguments you will make?               | In either case it is likely to be useful!                                                                        |



**Table 2.5** Continued

| Question                                                                                                                      | Comment                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Value</b>                                                                                                                  |                                                                                                                                                                                         |
| 7 Does the author use emotional words, illogical argument or seem to only choose examples that support the points being made? | If the author does, the item is probably biased and needs to be used with caution. If you do use it, you should comment on the possible bias and give reasons why you think this is so. |
| 8 Does the author describe theory clearly and in sufficient detail?                                                           | Even if there are gaps in the description of theory, the item may be useful for the references to the original theory.                                                                  |
| 9 Is the method used described clearly and in sufficient detail?                                                              | Even if there are gaps in the method, the item may still be of use. If you do use it, you may need to comment on those aspects of the method that are less clear.                       |
| 10 Does the author highlight gaps in current research or offer suggestions for future research?                               | If the gaps or suggestions relate to your research topic, they could provide a useful justification for what you are doing.                                                             |
| 11 Is there an extensive list of references at the end?                                                                       | A long list of references will often include relevant articles that you have not yet discovered – a great help!                                                                         |

Source: Developed from Saunders et al. (2009).

Table 4: Questions to help evaluate the relevance and value of literature

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.45, graph.

**Table 2.6** Five questions to help critical reading and noting

| Question                                                                                | Comment                                                                                                                                          |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Why am I reading this?                                                                | This question will help you focus on the reason or reasons you are reading the item, rather being sidetracked by the author's agenda.            |
| 2 What is the author (or are the authors) trying to do in writing this?                 | Your answer to this question will help you to decide how useful the material that you are reading may be for your research project.              |
| 3 What is the author (or are the authors) saying that is relevant to my research topic? | Your answer to this question will give you the focus of your summarising notes.                                                                  |
| 4 To what extent am I convinced by what is being said and why?                          | Your answer to this question will help you make notes that compare and contrast what you are reading with the other items you have already read. |
| 5 What use can I make of what I have read in my research project?                       | This question forces you to think about how you will write about what you have read in your literature review.                                   |

Source: Developed from Wallace and Wray (2011).

**Table 5:** Five questions to help critical reading and noting

Saunders, M. and Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning My Project*. 1st ed. Essex: Pearson, p.48, graph.

## Appendix 4: Personal self-development activities

Table 1: Self-check answers

|                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Am I a smart reader?</b><br>(adapted from Cottrell, 2017)                                                                                                                                                                                                                                                                                                                        |
| <b>Do I know exactly what I'm looking for?</b><br>Have I considered what questions I'm trying to answer? YES<br>Have I considered what information I need? SOMETIMES                                                                                                                                                                                                                |
| <b>Using reading lists selectively</b><br>Have I looked at the recommended reading list? YES<br>Do I know what I <i>need</i> to read? SOMETIMES                                                                                                                                                                                                                                     |
| <b>Examine sources for suitability</b><br>Have I considered each source? NOT YET<br>Have I considered: <ul style="list-style-type: none"><li>– Whether it's on the reading list? YES</li><li>– Whether it's up to date or fairly recent? SOMETIMES</li><li>– Whether it looks readable and manageable? NOT YET</li><li>– Whether it has the information I want? SOMETIMES</li></ul> |
| <b>Select relevant parts of the book</b><br>Do I browse the book quickly? NO<br>Do I use the contents page, the index, the headings and the sub-headings for guidance? YES<br>Do I identify which parts of which chapters I need, and put markers in these? YES                                                                                                                     |
| <b>Select relevant parts of the page</b><br>Do I read the chapter headings? YES<br><br>Do I read any sub-headings? YES<br>Do I read the first sentence of each paragraph (which should introduce the topic or idea)? YES<br>Do I look at any diagrams, graphs, or charts? YES<br>Do I read any summaries or conclusions? SOMETIMES                                                  |
| <b>Use photocopies / scans / print outs</b><br>Do I make photocopies of important pages? NOT YET<br>Do I file electronic files? YES                                                                                                                                                                                                                                                 |

Do I use marker pens to highlight important words and phrases (only)? YES

Do I jot down ideas and thoughts in the margins? YES

Do I make notes about the points I highlighted, to help me remember them? YES

#### **Chart the main ideas**

Do I map out ideas so that I can see how everything fits together? SOMETIMES

#### **Practice second guessing**

Do I keep trying to anticipate what is coming next, or what the conclusions will be?  
SOMETIMES

#### **Read interactively**

Do I think about what I'm reading? SOMETIMES

Do I question what I'm reading? Do I look for answers to my questions?  
SOMETIMES

Do I make notes of the important points, and ideas triggered by what I read? YES

Do I challenge the assumptions of the writer, logic of the arguments, & validity of the conclusions? NOT YET

#### **Vary reading speed and method**

Do I keep changing pace, according to the needs of the text? SOMETIMES

Do I scan rapidly for specific information? SOMETIMES

Do I read quickly to get the general sense of a passage, and then read difficult parts more slowly? SOMETIMES

#### **Use markers**

Do I label a corner of my own texts with a keyword summary? NOT YET

Do I insert labelled bookmarks so that I can find details easily, and need fewer notes?  
NOT YET

Do I give star ratings to valuable pages, making them easier to find later? NOT YET

#### **Maintain your attention**

Do I take in what I read? SOMETIMES

Do I make sure I'm doing so, by:

- Summing up each section? SOMETIMES
- Taking regular breaks? YES
- Reading interactively? SOMETIMES

### **Entry 3: The Contribution of Research to Knowledge and Organizational Development**

Over the past several decades, researchers have been compared pedantic science with pragmatic science (Starkey and Madan 2001). Some researchers argued that business and management research “not only needs to provide findings that advance knowledge and understanding, it also needs to address business issues and practical managerial problems” (Saunders et al. 2015. p. 7).

However, Huff and Huff (2001) argue that if all the researches are aimed at solving practical managerial problems, it may jeopardize the creativity of knowledge and the possibility of future development, because some of the research, although it does not seem to have commercial value at present, is likely to generate value in the future. Whatever the debate among scholars, there is at least one thing reach a consensus: whether basic research (fundamental or pure research) or applied research, researchers must pay attention to the value and significance of their research project. In other words, a good research must contribute to either academic knowledge or to solving practical problems.

First, a good research project must contribute to an organization or organizations. It is pedantic research that just emphasizes academic interest rather than applied nature (Saunders et al. 2015). Researchers must clearly understand the benefits of the research to the participating organizations and let the participants clearly know what benefits the researchers' research will bring to them. It is a significant prerequisite to collect data and conduct interviews. For example, Herzberg's two factor theory provides a very significant theoretical value for enterprises to formulate employee incentive mechanism and improve employee work efficiency. Michael Porter's five forces model has a global influence on the formulation of competitive strategy.

Secondly, a good research project must contribute to the academic knowledge in a certain field. As mentioned above, if we only consider the practicality of research and ignore its academic value, it is likely to jeopardise future academic innovation. Grant and Libeskind (1996) believe that knowledge is the most precious resource of an

organization, because it represents intangible assets, operational practices and innovation processes that cannot be duplicated. In the society, knowledge has become one of the most significant competitive advantages in many industries, many companies have changed their competition from traditional scale competition and cost competition to knowledge competition, so the contribution of a research to knowledge is particularly important.

Third, a good research project must contribute to the researcher himself. Just as researchers must consider their own positionality and individuality before determining the subject of the research, the outcome of the research must be closely related to the researcher himself. Whether the researcher has achieved breakthroughs in the academic field or progress in the field of career is a possible benefit of a good research.

Finally, a good research project should contribute as much as possible to the individuals in the society. As mentioned earlier, a research must contribute to a certain type of organization, and a good research should also contribute to individuals in society too. Some scholars believe that one of the reasons why research is important is that it is a means to solve various social problems and raise public awareness. (Zarah, 2018)

## Appendix 1: References

- Hodgkinson, G.P. et al. (2001) 'Re-aligning the stakeholders in management research: Lessons from industrial, work and organizational psychology', *British Journal of Management*, 12, pp. 41–48.
- Huff, A.S. and Huff, J.O. (2001). 'Re-focusing the business school agenda', *British Journal of Management*, 12, pp. 49–54.
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- Saunders, M. et al. (2015). *Research Methods for Business Students*. 7th ed. Essex: Pearson.

## Appendix 2: List of useful web sites

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[https://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs) (Accessed: 27 March 2019).
2. Toolshero. *Two Factor Theory by Frederick Herzberg*. Available at:  
<https://www.toolshero.com/psychology/theories-of-motivation/two-factor-theory-herzberg/> (Accessed: 27 March 2019).
3. Lumen. *Reading: Herzberg's Two-Factor Theory*. Available at:  
<https://courses.lumenlearning.com/wmintrobusiness/chapter/reading-two-factor-theory/> (Accessed: 27 March 2019).
4. Wikipedia (2019) *Michael Porter*. Available at:  
[https://en.wikipedia.org/wiki/Michael\\_Porter](https://en.wikipedia.org/wiki/Michael_Porter) (Accessed: 27 March 2019)
5. Jurevicius, O. (2013) *Porter's Five Forces*. Available at:  
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(Accessed: 27 March 2019).
6. Zarah, L. (2018) *7 Reasons Why Research Is Important*. Available at:  
<https://owlcation.com/academia/Why-Research-is-Important-Within-and-Beyond-the-Academe> (Accessed: 1 April 2019).

### Appendix 3: Useful quotations, frameworks, tables, tables

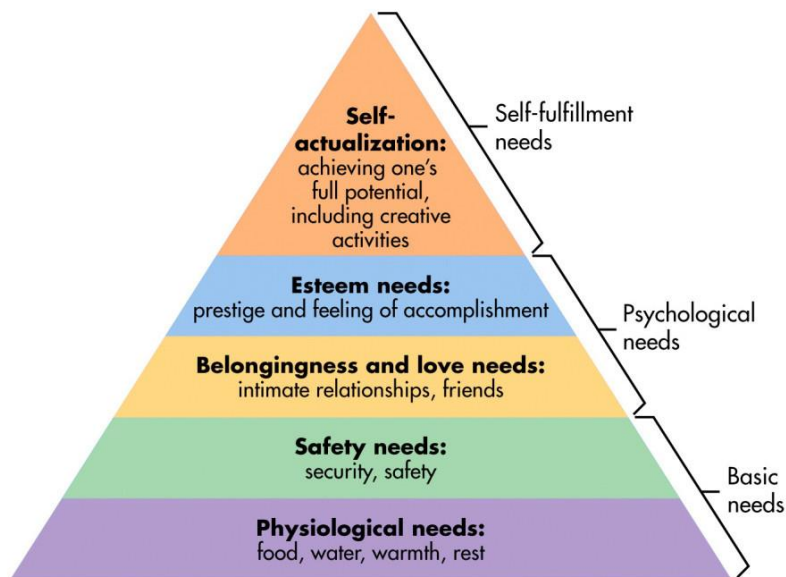


Figure 1: Maslow's Hierarchy of Needs

McLeod, S. (2018) *Maslow's Hierarchy of Needs*. Available at:

<https://www.simplypsychology.org/maslow.html>. (Accessed: 27 March 2019).

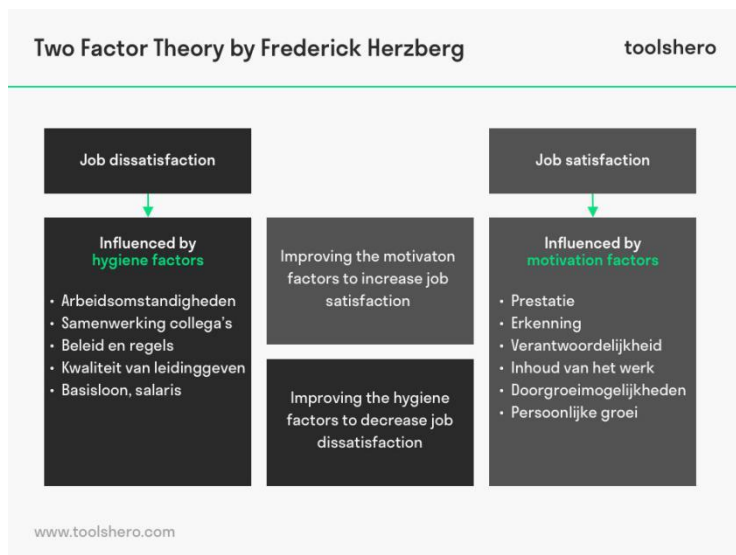


Figure 2: Two Factor Theory by Frederick Herzberg.

Toolshero. *Two Factor Theory by Frederick Herzberg*. Available at:

<https://www.toolshero.com/psychology/theories-of-motivation/two-factor-theory-herzberg/> (Accessed: 27 March 2019).

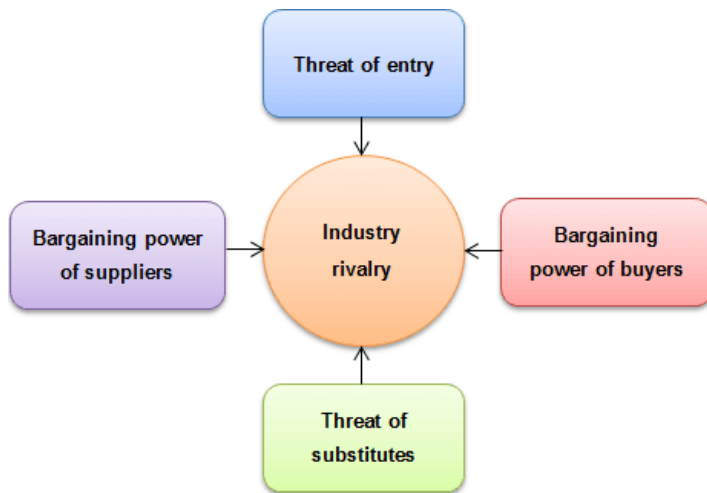


Figure 3: Porter's Five Forces

Jurevicius, O. (2013) *Porter's Five Forces*. Available at:

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(Accessed: 27 March 2019).

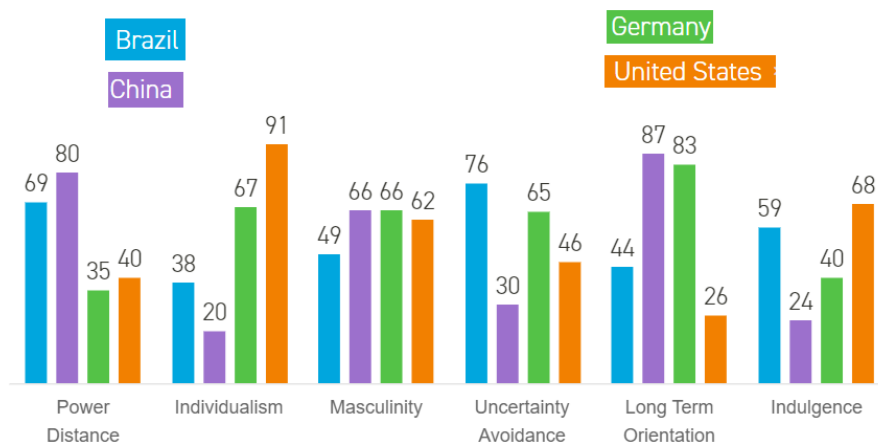


Figure 4: Hofstede's cultural dimensions theory

Wikipedia (2019) *Hofstede's cultural dimensions theory*. Available at:

[https://en.wikipedia.org/wiki/Hofstede%27s\\_cultural\\_dimensions\\_theory](https://en.wikipedia.org/wiki/Hofstede%27s_cultural_dimensions_theory) (Accessed:

27 March 2019).

## **Appendix 4: Personal self-development activities**

### **Consider the Types of Contribution that My Research Topic Could Make**

Firstly, my research topic is the benefits and challenges brought to the management by the construction of smart scenic spots in China. I want to devote myself to studying the benefits brought by the construction of smart scenic spots to management institutions and analyzing the risks and challenges that related institutions will face, as well as how to avoid and solve these problems. This means that I need to design a model with relatively universal value. When relevant enterprises and management institutions are reading my paper, they can use this model to conduct corporate management, to achieve profit growth and cost control.

Secondly, I think it can contribute to tourists. Compared with the traditional scenic spot management method, intelligent scenic spot management is more humanized, more convenient and more scientific, which can help tourists save travel time, save travel costs and improve the comfort level of travel. As far as I am concerned, this subject enables me to systematically use management research theories.

Thirdly, this subject enables me to systematically use management research theories. In the process of data collection and qualitative research, I can learn more about the operation mode of tourism management and apply these practical experiences to my management teaching, it matches my career goals.

Lastly, for my research project, I think it can contribute to tourists. Compared with the traditional scenic spot management method, intelligent scenic spot management is more humanized, more convenient and more scientific, which can help tourists save travel time, save travel costs and improve the comfort level of travel.

## **Entry 4: Defining the Research Questions**

After the completion of my individuality and positionality reflection, the next step is to enter a significant step, to determine the research topic. The most important role in defining research questions is to narrow the research interests of researchers from a broad field to a specific area. Because only then can research become a practicable process from a hypothesis. In the process, researchers should to ask themselves the following questions: what are their interests? What skills do their have? What are their strengths and weakness? What is their personal career plan? Obviously, these questions are directly related to the topic of research. Based on these questions, researchers can initially determine their research topic in a relatively small range.

Researchers argue that one of the attributes of a good topic is a clearly defined research questions, aim and objectives (Saunders, et al. 2015). A good research topic should include at least two characteristics, one is whether the ability is feasible, and the other is whether the research is worthwhile. When measuring ability, researchers should reflect on whether they have the skills to complete the research, whether they can get financial support, and whether they can get the data reasonably. When measuring the appropriateness, researchers should reflect on whether they can provide new insights and contributions to the topic, whether they can match your career goals, and whether they can contribute to an organization or a field. (Appendix 3: checklist- Attributes of a good research topic).

As professor Venus pointed out in class, a good research questions should have the following three characteristics: “well-grounded in current theoretical and empirical knowledge, amenable to the formulation of clear hypotheses and operational definitions, important in term of both theory and application” (Venus, Mar 25, 2019). In addition to relevance, feasibility, and interest are also factors that researchers need to consider when designing research questions. (Sekaran and Bougie, 2010)

Using the Delphi technique is an effective way to obtain objective information and opinions. The Delphi method is a “structured decision support technology. Its purpose is to obtain relatively objective information, opinions and opinions through independent

and subjective judgments of multiple experts in the process of information collection” (From Wikipedia). In addition, research questions can neither be too big nor too small, using the “Russian doll principle” and “Goldilocks test” can effectively narrow down the research questions to an accurate range. (Clough and Nutbrown, 2012).

Developing research questions is an important step from research hypothesis into research practice, some scholars argued that “questions may be divided into ones that are exploratory, descriptive, explanatory or evaluative” (Saunders et al. 2015, p. 43). In the process of developing research questions, you should constantly reflect on the following questions: What do you want to study? What do you want to find out? What do you want to explain? What do you want to answer? By clarifying the above issues, you can know what is useful when you are developing research design, collecting data, and analysing data.

## **Appendix 1: References**

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## Appendix 3: Useful quotations, frameworks, tables, tables

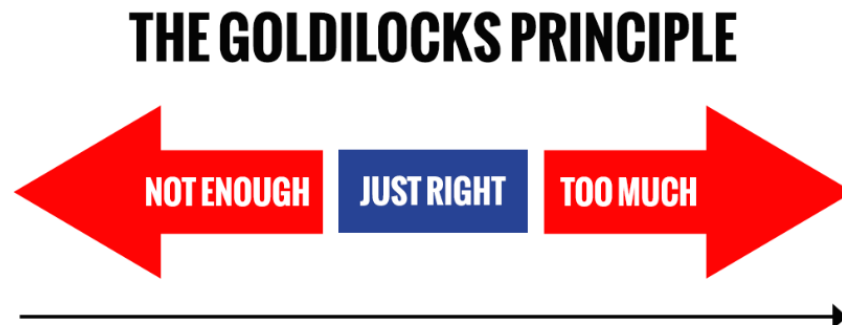


Figure1: The goldilocks principle

Richin (2017) 'The goldilocks principle', Richkosh [blog]. 19 August. Available at: <http://richkosh.blogspot.com/2017/08/the-goldilocks-principle.html> (Accessed: 1 April 2019)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Box 2.2 Checklist</b><br><b>Attributes of a good research topic</b><br><b>Capability: is it feasible?</b> <ul style="list-style-type: none"><li>✓ Is the topic something with which you are really fascinated?</li><li>✓ Do you have, or can you develop within the project time frame, the necessary research skills to undertake the topic?</li></ul> | <ul style="list-style-type: none"><li>✓ Is the research topic achievable within the available time?</li><li>✓ Will the topic still be current when you finish your project?</li><li>✓ Is the topic achievable within the financial resources that are likely to be available?</li><li>✓ Are you reasonably certain of being able to gain access to data you are likely to require for this topic?</li></ul> <b>Appropriateness: is it worthwhile?</b> <ul style="list-style-type: none"><li>✓ Does the topic fit the specifications and meet the standards set by the examining institution?</li></ul> |
| <ul style="list-style-type: none"><li>✓ Does your topic contain issues that have a clear link to theory?</li><li>✓ Are you able to state your research question(s), aim and objectives clearly?</li><li>✓ Will your proposed research be able to provide fresh insights into this topic?</li></ul>                                                                                                                                             | <ul style="list-style-type: none"><li>✓ Does your topic relate clearly to the idea you have been given (perhaps by an organisation)?</li><li>✓ Are the findings for this topic likely to be symmetrical: that is, of similar value whatever the outcome?</li><li>✓ Does the topic match your career goals?</li></ul>                                                                                                                                                                                                                                                                                   |

Table 1: Checklist: Attributes of a good research topic

Saunders, M. et al. (2015) Research methods for business students 7th ed. Essex: Pearson, pp.30-31, graph.

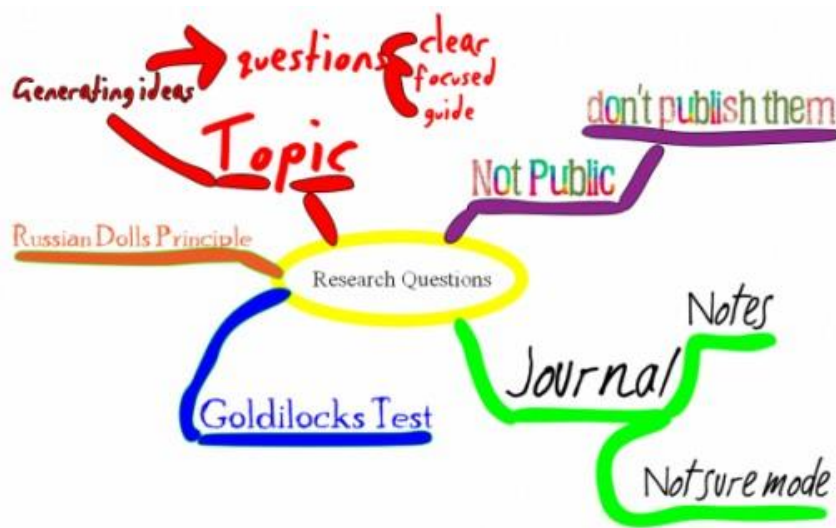


Figure 2: Research questions

RoadMonkey (2018) *Goldilocks and the Russian dolls*. Available at:

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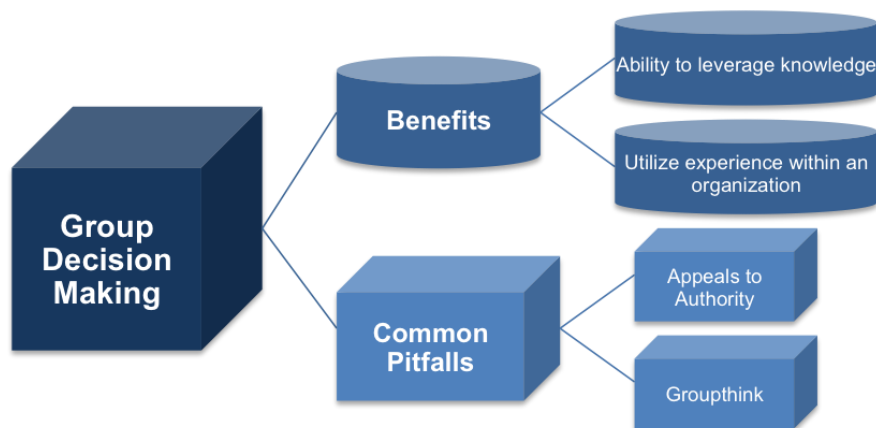


Figure 3: The Delphi Method

Free management books. *The Delphi Method*. Available at: [http://www.free-](http://www.free-management-ebooks.com/news/delphi-method/)

[management-ebooks.com/news/delphi-method/](http://www.free-management-ebooks.com/news/delphi-method/) (Accessed: 2 April 2019)

## Appendix 4: Personal self-development activities

Table 1: Using the Goldilocks theory and Russian doll principle to carry out problem detection practice (Self-test)

| No. | Draft research questions                                                                                                                                                                                                             | Goldilocks              | Russian doll principle                                                                                                                              |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | In recent years, the construction of scenic spot in China has become more and more intelligent, is the frequent use of high technology and big data an opportunity or a challenge for current management organization and companies? | Too big                 | This question is too long for a research title. It need be more concise, accurate and clear.                                                        |
| 2   | What is the difference between the construction of intelligent scenic spot and management method of traditional scenic spot?                                                                                                         | Too big                 | This question is too big, I should set contrast standard, choose important respects to contrast management distinction.                             |
| 3   | What challenged and opportunities does smart scenic spot bring to management institutions?                                                                                                                                           | Too big and, not right? | This question is too big and should be addressed to a specific management event, such as: financial management? Human resource management?          |
| 4   | Is the purpose of the studying this topic to help enterprises and management institutions improve their management ability?                                                                                                          | Not enough              | This question is too large that it should be narrowed down to a certain type of enterprise while defining management capabilities and institutions. |

## **Entry 5: Philosophical Frameworks for Research**

Just as most of the choices in our lives are based on our beliefs and values, business research must also be based on specific assumptions and beliefs. Researchers must begin to reflect on their own philosophical beliefs and assumptions at the beginning of the business research, explore its own philosophical standpoint, to choose a suitable research method. All studies are based on basic philosophical assumptions (Antwi and Kasim, 2015).

Some business and management scholars argued that the research process has three main dimensions: ontology, epistemology and methodology. (Terre Blanche and Durrheim, 1999). But there are other researchers believe that the three research hypotheses of ontology, epistemology and axiology can distinguish different research philosophies: ontology, epistemology and axiology (Saunders, et al. 2015).

Saunders et al. argue that ontology refers to assumptions about the nature of reality, so the researcher's ontology determines how he/she views the business and management world and what his/her research project research (Saunders, et al. 2015). Epistemology is concerns with assumptions about knowledge, what is acceptable, valid and legitimate knowledge, and how we communicate knowledge to others. (Saunders, et al. 2015). Axiology is more important to guide researchers in which research to choose. It is more important to analyse which data to extract which part of the information, so that the research results are more credible (Saunders, et al. 2015).

Based on the above three philosophical assumptions, the researchers discussed five major philosophies in business and management: positivism, critical realism, interpretivism, postmodernism and pragmatism (Saunders, et al. 2015). Different philosophies have different philosophical assumptions in ontology, epistemology and axiology, different ways of seeing the world and carrying out research. Researchers can find out their own research philosophy through self-reflection. For example, use the HARP (Heightening your Awareness of your Research Philosophy), a reflexive tool

that has been designed by Bristow and Saunders, to find out your research philosophy by answering a series of questions about ontology, epistemology, axiology, purpose of research, meaningfulness of data and structure (Saunders, et al. 2015).

After completing the philosophical orientation of their research, researchers can define their own research methods. In management and business research, there is no perfect philosophical paradigm. Each philosophical paradigm has its value. Researchers should choose a "fit" philosophy rather than a "perfect" philosophy. Choosing the research philosophy that suits you is the first step in determining the methodology of research, because different research philosophies are applicable to different research methods, taking interpretivism as an example, the typical research methods are qualitative methods, such as small samples, in-depth investigations and interpretations. While positivists are more suitable to use quantitative methods, such as highly structured large samples. But this does not mean that a researcher must strictly follow one of these philosophical concepts. In the case of pragmatism, "it strives to reconcile both objectivism and subjectivism, facts and values, accurate and rigorous knowledge and different contextualised experiences" (Saunders, et al. 2015. P143). Pragmatists believe that different types of knowledge and methods can be used to study a problem, this is called the multiple methods.

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Terre Blanche, M, and Durrheim, K. (1999) *Research in practice: Applied methods for the social sciences*. Kenwyn: University of Cape Town Press

## Appendix 2: List of useful web sites

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<http://salmapatel.co.uk/academia/the-research-paradigm-methodology-epistemology-and-ontology-explained-in-simple-language/> (Accessed: 3 April 2019)
2. Carneades.org (2017) *What is Value Theory? (Axiology and Theory of Value)* [video]. Available at: <https://www.youtube.com/watch?v=YLXTOyKz6eY> (Accessed: 3 April 2019)
3. Wireless Philosophy (2016) *PHILOSOPHY - Epistemology: Introduction to Theory of Knowledge* [video]. Available at:  
[https://www.youtube.com/watch?v=r\\_Y3utleTPg](https://www.youtube.com/watch?v=r_Y3utleTPg) (Accessed: 3 April 2019)

## Appendix 3: Useful quotations, frameworks, tables, tables

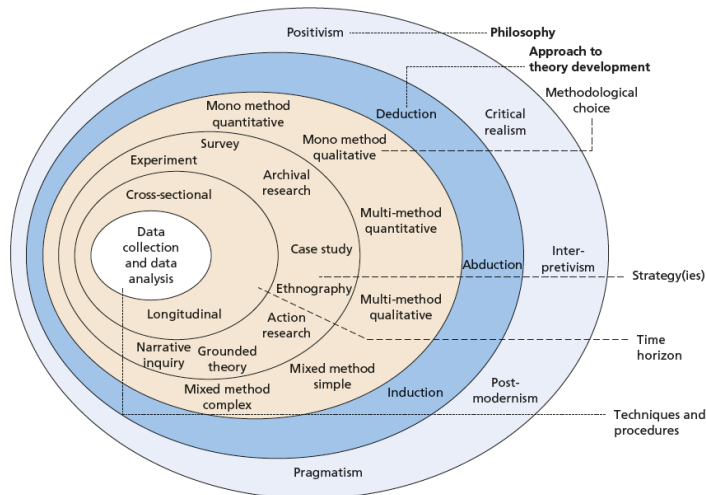


Figure 4.1 The research 'onion'  
Source: © 2015 Mark Saunders, Philip Lewis and Adrian Thornhill

Figure 1: The research 'onion'

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson, p.124, graph.

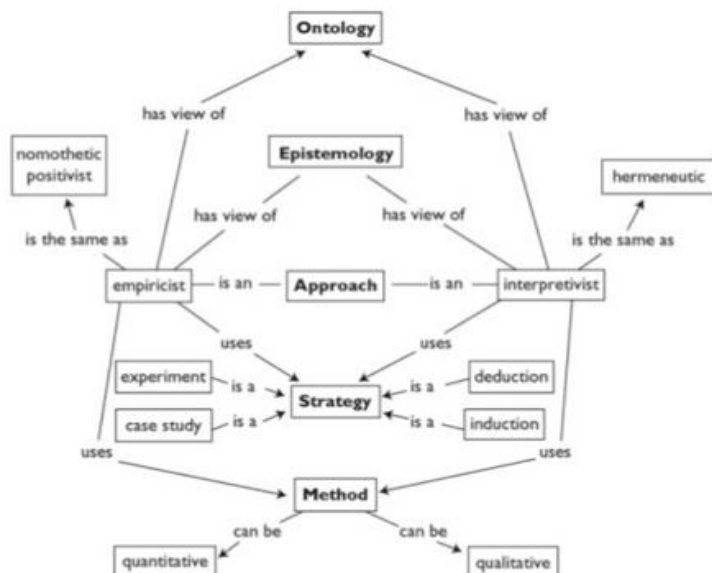


Figure 2: Ontology in business studies

Research methodology. *Ontology*. Available at:

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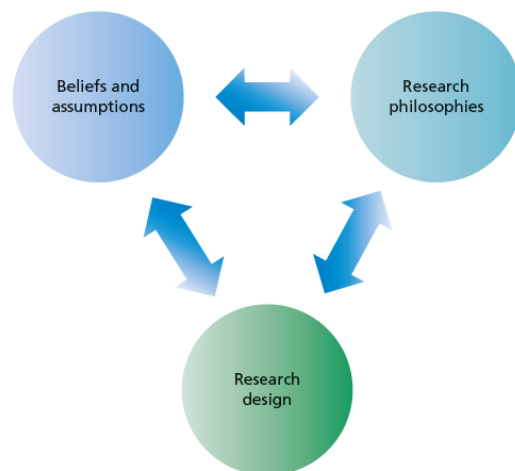


**Figure 4.2** Developing your research philosophy: a reflexive process  
Source: © Alexandra Bristow and Mark Saunders 2015

Figure 3: Developing your research philosophy: a reflexive process

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson, p.126, graph.

**Table 4.1** Philosophical assumptions as a multidimensional set of continua

| Assumption type | Questions                                                                                                                                                                                                                                                                                                                                         | Continua with two sets of extremes         |   |                                                  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---|--------------------------------------------------|
|                 |                                                                                                                                                                                                                                                                                                                                                   | Objectivism                                | ⇔ | Subjectivism                                     |
| Ontology        | <ul style="list-style-type: none"> <li>What is the nature of reality?</li> <li>What is the world like?</li> <li>For example:               <ul style="list-style-type: none"> <li>What are organisations like?</li> <li>What is it like being in organisations?</li> <li>What is it like being a manager or being managed?</li> </ul> </li> </ul> | Real                                       | ⇔ | Nominal/decided by convention                    |
|                 |                                                                                                                                                                                                                                                                                                                                                   | External                                   | ⇔ | Socially constructed                             |
|                 |                                                                                                                                                                                                                                                                                                                                                   | One true reality (universalism)            | ⇔ | Multiple realities (relativism)                  |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Granular (things)                          | ⇔ | Flowing (processes)                              |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Order                                      | ⇔ | Chaos                                            |
| Epistemology    | <ul style="list-style-type: none"> <li>How can we know what we know?</li> <li>What is considered acceptable knowledge?</li> <li>What constitutes good-quality data?</li> <li>What kinds of contribution to knowledge can be made?</li> </ul>                                                                                                      | Adopt assumptions of the natural scientist | ⇔ | Adopt the assumptions of the arts and humanities |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Facts                                      | ⇔ | Opinions                                         |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Numbers                                    | ⇔ | Narratives                                       |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Observable phenomena                       | ⇔ | Attributed meanings                              |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Law-like generalisations                   | ⇔ | Individuals and contexts, specifics              |
| Axiology        | <ul style="list-style-type: none"> <li>What is the role of values in research? How should we treat our own values when we do research?</li> <li>How should we deal with the values of research participants?</li> </ul>                                                                                                                           | Value-free                                 | ⇔ | Value-bound                                      |
|                 |                                                                                                                                                                                                                                                                                                                                                   | Detachment                                 | ⇔ | Integral and reflexive                           |

Table 1: Philosophical assumptions as a multidimensional set of continua

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson, p.129, graph.

Table 4.3 Comparison of five research philosophies in business and management research

| Ontology<br>(nature of reality or being)                                                                                                                                                                | Epistemology<br>(what constitutes acceptable knowledge)                                                                                                                                                                                             | Axiology<br>(role of values)                                                                                                                                                                        | Typical methods                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positivism</b>                                                                                                                                                                                       |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                            |
| Real, external, independent<br>One true reality (universalism)<br>Granular (things)<br>Ordered                                                                                                          | Scientific method<br>Observable and measurable facts<br>Law-like generalisations<br>Numbers<br>Causal explanation and prediction as contribution                                                                                                    | Value-free research<br>Researcher is detached, neutral and independent of what is researched<br>Researcher maintains objective stance                                                               | Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed                                                        |
| <b>Critical realism</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                            |
| Stratified/layered (the empirical, the actual and the real)<br>External, independent<br>Intransient<br>Objective structures<br>Causal mechanisms                                                        | Epistemological relativism<br>Knowledge historically situated and transient<br>Facts are social constructions<br>Historical causal explanation as contribution                                                                                      | Value-laden research<br>Researcher acknowledges bias by world views, cultural experience and upbringing<br>Researcher tries to minimise bias and errors<br>Researcher is as objective as possible   | Retroductive, in-depth historically situated analysis of pre-existing structures and emerging agency. Range of methods and data types to fit subject matter                                                |
| <b>Interpretivism</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                            |
| Complex, rich<br>Socially constructed through culture and language<br>Multiple meanings, interpretations, realities<br>Flux of processes, experiences, practices                                        | Theories and concepts too simplistic<br>Focus on narratives, stories, perceptions and interpretations<br>New understandings and worldviews as contribution                                                                                          | Value-bound research<br>Researchers are part of what is researched, subjective<br>Researcher interpretations key to contribution<br>Researcher reflexive                                            | Typically inductive. Small samples, in-depth investigations, qualitative methods of analysis, but a range of data can be interpreted                                                                       |
| <b>Postmodernism</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                            |
| Nominal<br>Complex, rich<br>Socially constructed through power relations<br>Some meanings, interpretations, realities are dominated and silenced by others<br>Flux of processes, experiences, practices | What counts as 'truth' and 'knowledge' is decided by dominant ideologies<br>Focus on absences, silences and oppressed/repressed meanings, interpretations and voices<br>Exposure of power relations and challenge of dominant views as contribution | Value-constituted research<br>Researcher and research embedded in power relations<br>Some research narratives are repressed and silenced at the expense of others<br>Researcher radically reflexive | Typically deconstructive – reading texts and realities against themselves<br>In-depth investigations of anomalies, silences and absences<br>Range of data types, typically qualitative methods of analysis |
| <b>Pragmatism</b>                                                                                                                                                                                       |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                                            |
| Complex, rich, external<br>'Reality' is the practical consequences of ideas<br>Flux of processes, experiences and practices                                                                             | Practical meaning of knowledge in specific contexts<br>'True' theories and knowledge are those that enable successful action<br>Focus on problems, practices and relevance<br>Problem solving and informed future practice as contribution          | Value-driven research<br>Research initiated and sustained by researcher's doubts and beliefs<br>Researcher reflexive                                                                                | Following research problem and research question<br>Range of methods: mixed, multiple, qualitative, quantitative, action research<br>Emphasis on practical solutions and outcomes                          |

Table 2: Comparison of five research philosophies in business and management research

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson, p.136-137, graph.

**Table 4.4** Deduction, induction and abduction: from reason to research

|                        | <b>Deduction</b>                                                                             | <b>Induction</b>                                                                                                | <b>Abduction</b>                                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Logic</b>           | In a deductive inference, when the premises are true, the conclusion must also be true       | In an inductive inference, known premises are used to generate untested conclusions                             | In an abductive inference, known premises are used to generate testable conclusions                                                                                                 |
| <b>Generalsability</b> | Generalising from the general to the specific                                                | Generalising from the specific to the general                                                                   | Generalising from the interactions between the specific and the general                                                                                                             |
| <b>Use of data</b>     | Data collection is used to evaluate propositions or hypotheses related to an existing theory | Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework | Data collection is used to explore a phenomenon, identify themes and patterns, locate these in a conceptual framework and test this through subsequent data collection and so forth |
| <b>Theory</b>          | Theory falsification or verification                                                         | Theory generation and building                                                                                  | Theory generation or modification; incorporating existing theory where appropriate, to build new theory or modify existing theory                                                   |

Table 3: Deduction, induction and abduction: from reason to research

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson, p.145, graph.

## Appendix 4: Personal self-development activities

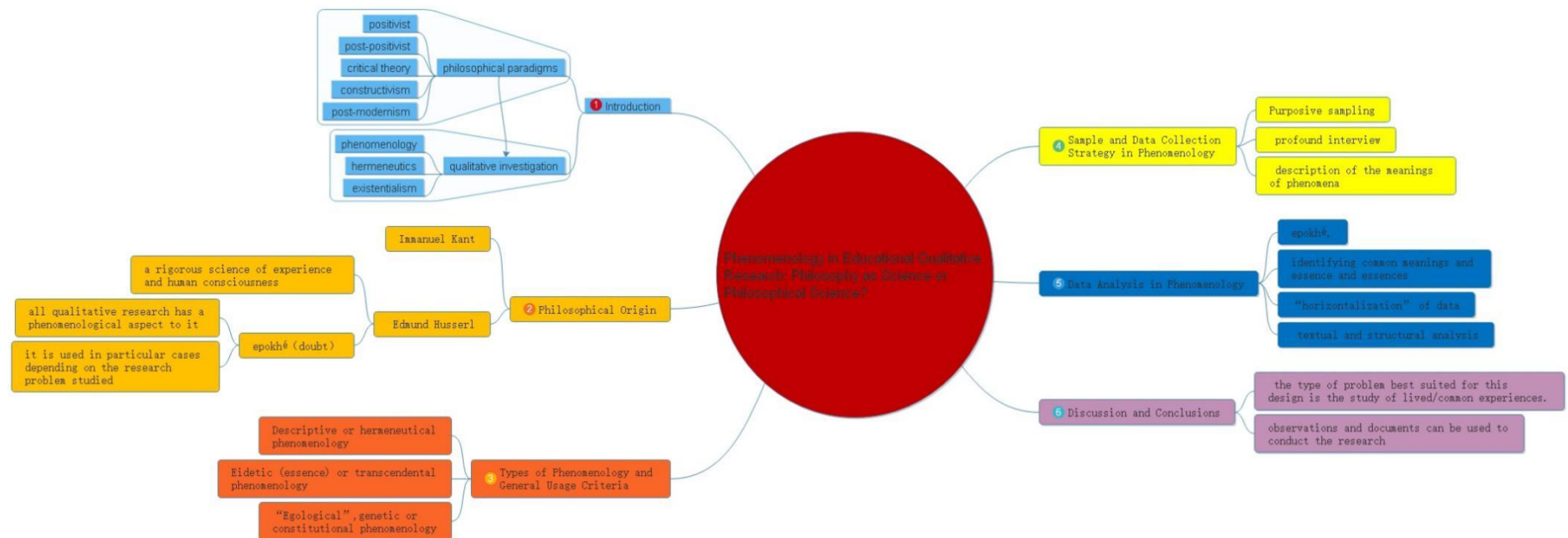


Figure 1: Understand the phenomenology in qualitative Research

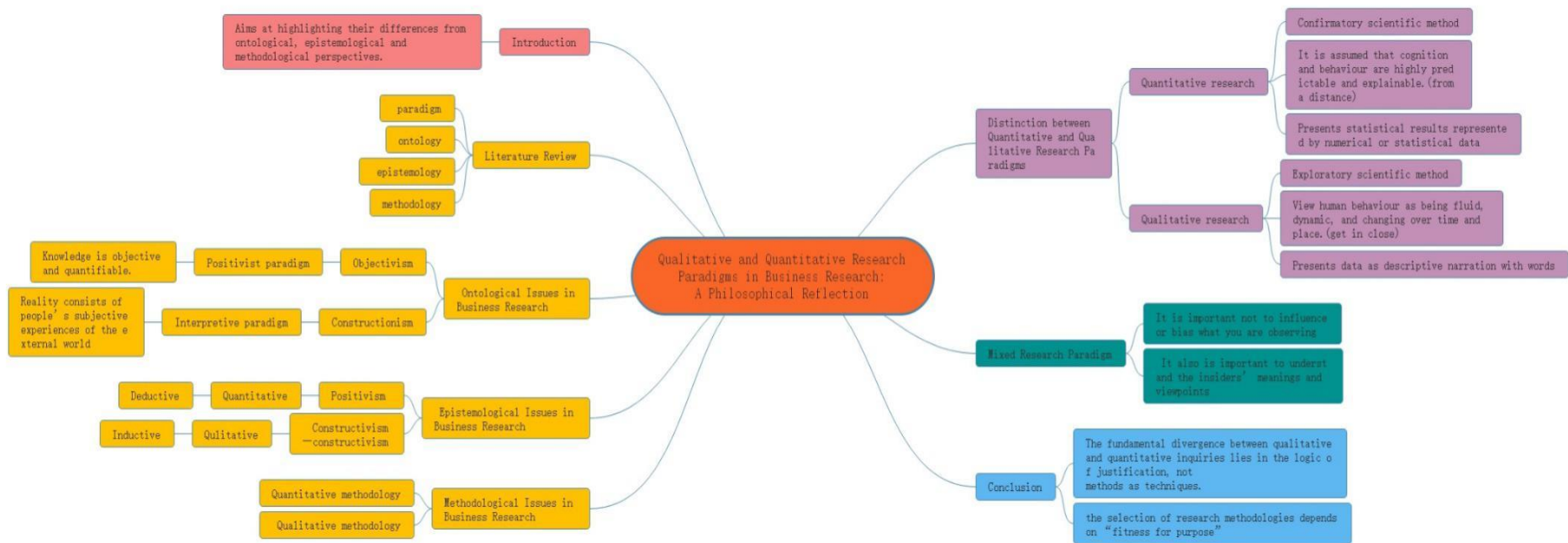


Figure 2: Understand the qualitative and quantitative research paradigms in business research

| HARP Statements                                                                                       |                                                                                                  |                          |                                     |                                     |                          |                                     |                          |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Please indicate your agreement or disagreement with the statements below. There are no wrong answers. |                                                                                                  | Strongly                 | Agree                               | Slightly                            | Slightly                 | Disagree                            | Strongly                 |
| Your views on the nature of reality (ontology)                                                        |                                                                                                  |                          |                                     |                                     |                          |                                     |                          |
| 1                                                                                                     | Organizations are real, just like physical objects.                                              | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2                                                                                                     | Events in organizations are caused by deeper, underlying mechanisms.                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3                                                                                                     | The social world we inhabit is a world of multiple meanings, interpretations and realities.      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4                                                                                                     | 'Organization' is not a solid and static thing but a flux of collective processes and practices. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5                                                                                                     | 'Real' aspects of organizations are those that impact on organizational practices.               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| Your views on knowledge and what constitutes acceptable knowledge (epistemology) |                                                                                                                                                                        |                          |                                     |                                     |                                     |                                     |                          |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 6                                                                                | Organizational research should provide scientific, objective, accurate and valid explanations of how the organizational world really works.                            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7                                                                                | Theories and concepts never offer completely certain knowledge, but researchers can use rational thought to decide which theories and concepts are better than others. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8                                                                                | Concepts and theories are too simplistic to capture the full richness of the world.                                                                                    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9                                                                                | What generally counts as 'real', 'true' and 'valid' is determined by politically dominant points of view.                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 10                                                                               | Acceptable knowledge is that which enables things to be done successfully.                                                                                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

| Your views on the role of values in research (axiology) |                                                                                                                                        |                                     |                                     |                                     |                                     |                                     |                          |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 11                                                      | Researchers' values and beliefs must be excluded from the research.                                                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12                                                      | Researchers must try to be as objective and realistic as they can.                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 13                                                      | Researchers' values and beliefs are key to their interpretations of the social world.                                                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 14                                                      | Researchers should openly and critically discuss their own values and beliefs.                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 15                                                      | Research shapes and is shaped by what the researcher believes and doubts.                                                              | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Your views on the purpose of research                   |                                                                                                                                        |                                     |                                     |                                     |                                     |                                     |                          |
| 16                                                      | The purpose of research is to discover facts and regularities and predict future events.                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 17                                                      | The purpose of organizational research is to offer an explanation of how and why organizations and societies are structured.           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 18                                                      | The purpose of research is to create new understandings that allow people to see the world in new ways.                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 19                                                      | The purpose of research is to examine and question the power relations that sustain conventional thinking and practices.               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 20                                                      | The purpose of research is to solve problems and improve future practice.                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Your views on what constitutes meaningful data          |                                                                                                                                        |                                     |                                     |                                     |                                     |                                     |                          |
| 21                                                      | Things that cannot be measured have no meaning for the purposes of research.                                                           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 22                                                      | Organizational theories and findings should be evaluated in terms of their explanatory power of the causes of organizational behavior. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

Table 1: Use HARP to help me explore my research philosophy

## **Entry 6: Types of research and research design**

The research onion designed by Saunders et al. vividly shows the relationship between research philosophy and research type, research design. After the researchers have determined their research philosophy and defined their research questions, they need to peel off the next layer of onion, choose the research method suitable for them and conduct research design according to their research philosophy. In this process, scholars believe that researcher's research design must be consistent with their research philosophy (Saunders et al. 2015).

Methodological choice is the first step of research design. If research is compared to a long journey, then the research design is the overall plan of the trip, and the research methodologies is some specific ways to realize the trip. As the two most significant research methodologies in business and management research, qualitative and quantitative research have been constantly compared and discussed by scholars. Antwi and Hamza (2015) argued that quantitative methodology was developed based on positivism. Researchers who use quantitative research often use deductive reasoning, they believe that reality is objectively given and attempt to study their objects from a distance. On the other hand, qualitative methodology is developed based on interpretivism and constructivism. Researchers who use qualitative research often use inductive reasoning. They believe that reality is socially constructed and use to approaching and observing research objects as an insider (Antwi and Hamza, 2015).

A quantitative research design may use mono method quantitative study or multi-method quantitative study. In the same way, a qualitative research design

may use mono method qualitative study or multi-method qualitative study. Although both multi-method quantitative study and multi-method qualitative study are one branch of multiple methods, they are fundamentally different from mixed methods, which is another branch of multiple methods. Mixed methods combine the use of quantitative and qualitative data collection techniques and analytical procedures (Saunders et al. 2015).

Recognising the purpose of the research design is the second step in formulating the research design. According to different research purposes, some scholars divide the research into exploratory studies, descriptive studies, explanatory studies, evaluative studies and combined studies. (Saunders et al. 2015). Some scholars directly divided types of research methods into applied research and fundamental research according to the purpose of the study. (Kothari, 2008).

Choosing a research strategy is the third step in formulating the research design. The main strategies are experiment, survey, archival and documentary research, case study, ethnography, action research, grounded theory and narrative inquiry. (Saunders et al. 2015). Research strategy is the specific means of solve research problems and achieve research objectives. Research strategy selection and the researcher's research philosophy is also highly consistent.

Choosing a time horizon and establishing the ethics and the quality of the research design are also factors that need to be considered when formulating the research design. (Saunders et al. 2015).

Finally, the role of researchers is also a key factor in formulating the research design. At this point, we can go back to the first topic we discussed earlier: positionality. Whether researcher is an outsider or an insider, both have

advantages and disadvantages, and researchers need to fully consider these factors and constantly adjust research strategies.

## **Appendix 1: References**

Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*. New Age International.

Sekaran, U. and Bougie, R. (2010) *Research methods for business: a skill building approach* 5th ed. West Sussex: Wiley & Sons

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed. Essex: Pearson

## **Appendix 2: List of useful web sites**

1. Research Methodology. *Types of Research Methods*. Available at:  
<https://research-methodology.net/research-methodology/research-types/>  
(Accessed: 8 April 2019)
2. Virginia Tech. *Research Methods Guide: Research Design & Method*.  
Available at: <https://guides.lib.vt.edu/researchmethods/design-method>  
(Accessed: 8 April 2019).

### Appendix 3: Useful quotations, frameworks, tables, tables

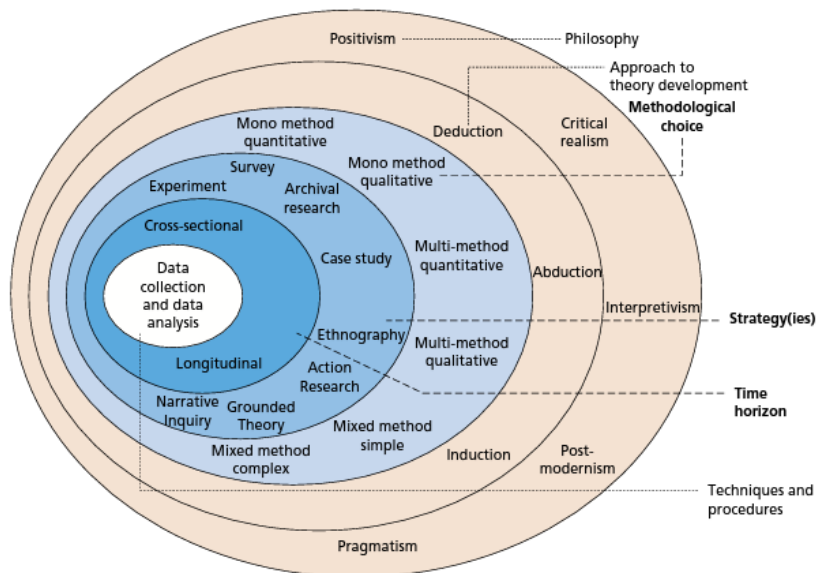


Figure 5.1 The research onion  
Source: © 2015 Mark Saunders, Philip Lewis and Adrian Thornhill

Figure 1: The research onion

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed.  
Essex: Pearson, p. 164, graph.

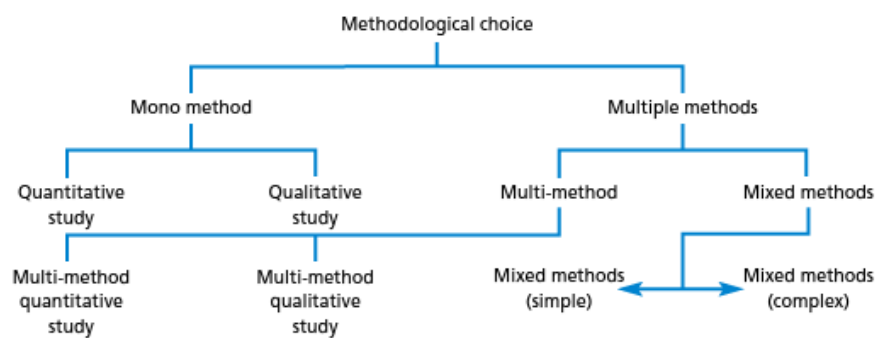


Figure 5.2 Methodological choice

Figure 2: Methodological choice

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed.  
Essex: Pearson, p. 167, graph.

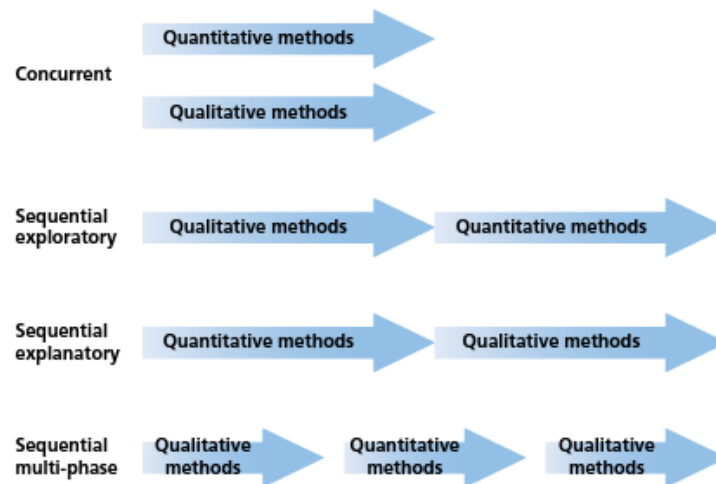


Figure 5.3 Mixed methods research designs

Figure 3: mixed methods research designs

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed.  
Essex: Pearson, p. 170, graph.

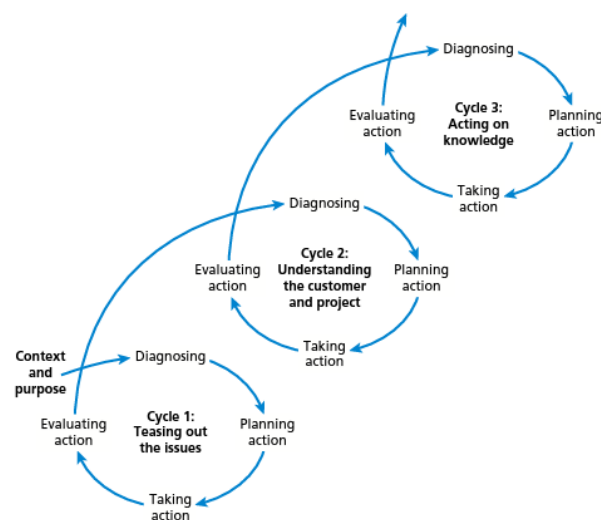


Figure 5.5 The three cycles of the Action Research spiral

Figure 4: The three cycles of the action research spiral

Saunders, M. et al. (2015) *Research Methods for Business Students*. 7th ed.  
Essex: Pearson, p. 191, graph.

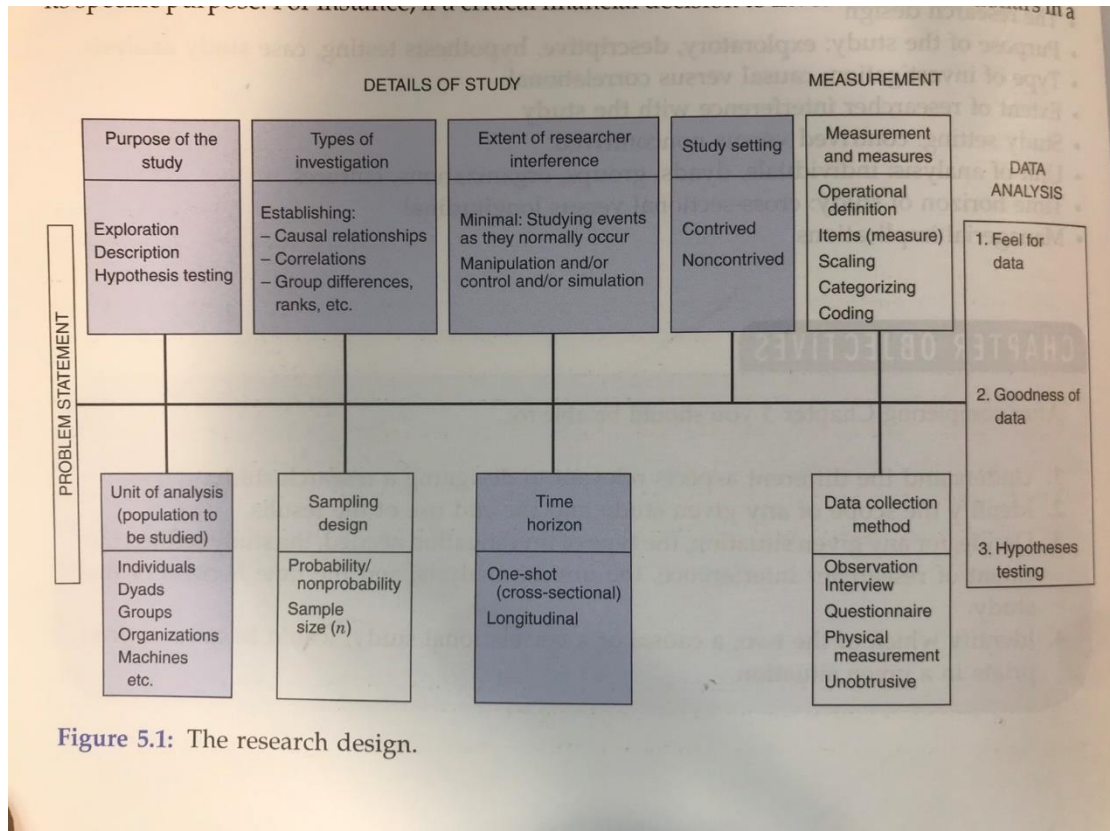


Figure 5.1: The research design.

Figure 5: The research design

Sekaran, U. and Bougie, R. (2010) *Research methods for business: a skill building approach* 5th ed. Chichester: Wiley, p102, graph.



Figure 6: Validity and Reliability

Shuttleworth, M. (2019) *Validity and Reliability*. Available at:

<https://explorable.com/validity-and-reliability> (Accessed: 8 April 2019).

## Appendix 4: Personal self-development activities

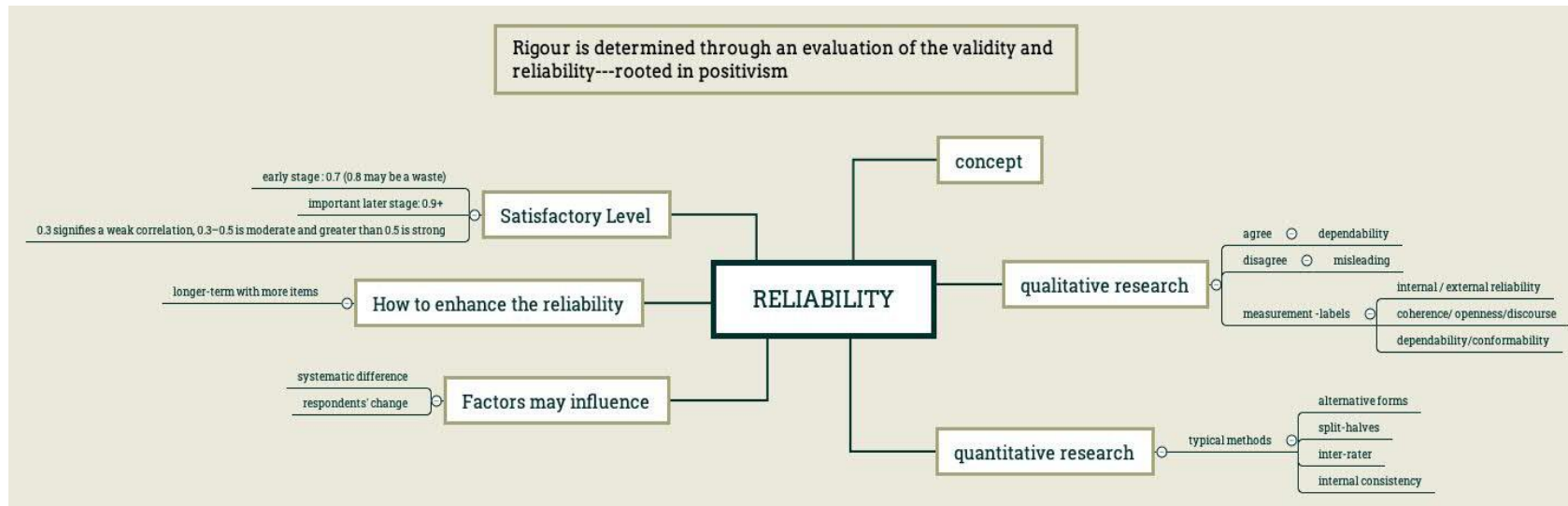


Figure 1: Reliability (Group activities)

## **Entry 7: Research Ethics and Integrity**

What is research ethics and integrity? Scholars argue that research ethics refers to “the standards of behaviour that guide your conduct in relation to the rights of those who become the subject of your work or are affected by it.” (Saunders et al, 2012, p226). Research integrity refers to “the quality of possessing and steadfastly adhering to high moral principles and professional standards” (Steneck, 2006, P55).

There is no doubt a good research will bring benefits to researchers, research participants, relevant organizations and even the society (Saunders *et al*, 2012). But a good research should be a responsible research in the first place. In the process of research, if researchers do not pay attention to research ethical and integrity issues, it will be making a research impossible to complete and cause great harm to both the researcher and the organizations and members of the research. Therefore, researchers have developed a set of ethical principles (Appendix 3: Table 1) to protect people and organizations from loss and injury.

Researchers must be integrity and objectivity during the process of the research, respect for the participants and the organizations participating in the research, respect the voluntary nature of participations and right to withdraw, respect the informed consent of those taking part. In the analysis and reporting of the data, the privacy and confidentiality principles shall be strictly observed, the data and the information provided by participants and organizations shall not be disclosed. In the process of data management, researchers should be strictly abiding by the data protection laws of relevant countries and regions, such as General Data Protection Regulation (GDPR), which is followed by EU countries, or Data Protection Act 2018 which is recently approved by the UK.

Research ethic codes protect not only research participants and participating organizations, but also researchers and the institution they represent. The Social Research Association's Code of Practice for the Safety of Social Researchers include 13 possible risks and injuries to researchers (Appendix 2, 4). The National Association of Social Workers (NASW)'s Guidelines for Social Work Safety in the work place identifies 11 safety standards for social workers, including risk assessment for field visits, use the safety technology, safety training and so on (Appendix 2, 5).

"Ethical concerns can occur at all stages of your research project" (Saunders et al, 2012, p.250), but the ethical issues at each stage are different. In the design and access stage, more attention should be paid to the informed consent and unconditional withdraw right of the participants. In the data collection stage, more attention should be paid to protecting the privacy of the participants, observing the confidentiality and anonymity principles, and the safety of the researchers work practices. In the analysis and management of data stage should pay more attention to the objectivity of researchers, as well as the scientific use of data protection and data management guidelines and laws. At present, with the rapid development of the Internet, researchers should be pay special attention to ethical issues in research on internet communities, such as how to separate spaces private from spaces public, how to obtain inform consent from internet participants and so on (Eysenbach and Till, 2001).

## Appendix 1: References

Eysenbach, G. and Till, J. E. (2001) 'Ethical issues in qualitative research on internet communities', *Bmj*, 323(7321), pp.1103-1105.

Saunders, M. et al. (2012) *Research methods for business students*. 6th ed. Essex: Pearson.

Steneck, N. H. (2006) 'Fostering integrity in research: Definitions, current knowledge, and future directions', *Science and engineering ethics*, 12(1), pp.53-74.

## Appendix 2: List of Useful Web Sites

1. Academy of Management. *Ethics*. Available at: <http://aom.org/About-AOM/Ethics.aspx> (Accessed: 17 April 2019)
2. European Commission (2018) *2018 reform of EU data protection rules*. Available at: [https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en) (Accessed: 17 April 2019)
3. David B. and Resnik, J.D. (2015) *What is Ethics in Research & Why is it important?* Available at: <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> (Accessed: 17 April 2019)
4. The Social Research Association. *A Code of Practice for the Safety of Social Researchers*. Available at: [http://the-sra.org.uk/wp-content/uploads/safety\\_code\\_of\\_practice.pdf](http://the-sra.org.uk/wp-content/uploads/safety_code_of_practice.pdf) (Accessed: 17 April 2019)
5. National Association of Social Workers (2013) *Guidelines for Social Work Safety in the workplace*. Available at: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0> (Accessed: 17 April 2019)
6. European Commission (2018) *Ethics in Social Science and Humanities*. Available at: [http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020\\_ethics-soc-science-humanities\\_en.pdf](http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_ethics-soc-science-humanities_en.pdf) (Accessed: 17 April 2019).

## Appendix 3: Useful quotations, frameworks, tables, tables

**Table 6.3** Ethical principles and the ethical rationale for and development of each principle

| Ethical principle                                                                  | Ethical rationale for and development of this principle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrity and objectivity of the researcher                                        | The quality of research depends in part on the integrity and objectivity of the researcher. This means acting openly, being truthful and promoting accuracy. Conversely it also means avoiding deception, dishonesty, misrepresentation (of data and findings etc), partiality, reckless commitments or disingenuous promises. Where appropriate, any conflict of interest or commercial association should be declared                                                                                                                                                                                                                                                                                               |
| Respect for others                                                                 | A researcher's position is based on the development of trust and respect. The conduct of research entails social responsibility and obligations to those who participate in or at affected by it. The rights of all persons should be recognised and their dignity respected                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Avoidance of harm (non-maleficence)                                                | Any harm to participants must be avoided. Harm may occur through risks to emotional wellbeing, mental or physical health, or social or group cohesion. It may take a number of forms including embarrassment, stress, discomfort, pain or conflict. It may be caused by using a research method in an intrusive or zealous way that involves mental or social pressure causing anxiety or stress. It may also be caused by violating assurances about confidentiality and anonymity, or through harassment or discrimination                                                                                                                                                                                          |
| Privacy of those taking part                                                       | Privacy is a key principle that links to or underpins several other principles considered here. Respect for others, the avoidance of harm, the voluntary nature of participation, informed consent, ensuring confidentiality and maintaining anonymity, responsibility in the analysis of data and reporting of findings, and compliance in the management of data are all linked to or motivated by the principle of ensuring the privacy of those taking part                                                                                                                                                                                                                                                       |
| Voluntary nature of participation and right to withdraw                            | The right not to participate in a research project is unchallengeable. This is accompanied by the right not to be harassed to participate. It is also unacceptable to attempt to extend the scope of participation beyond that freely given. Those taking part continue to exercise the right to determine how they will participate in the data collection process, including rights: not to answer any question, or set of questions; not to provide any data requested; to modify the nature of their consent; to withdraw from participation; and possibly to withdraw data they have provided                                                                                                                    |
| Informed consent of those taking part                                              | The principle of informed consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion. This leads to the right of those taking part to expect the researcher to abide by the extent of the consent given and not to find that the researcher wishes to prolong the duration of an interview or observation, or to widen the scope of the research without first seeking and obtaining permission, or to commit any subsequent breach of the consent given |
| Ensuring confidentiality of data and maintenance of anonymity of those taking part | Research is designed to answer 'who', 'what', 'when', 'where', 'how' and 'why' questions, not to focus on those who provide the data to answer these. Individuals and organisations should therefore remain anonymous and the data they provide should be processed to make it non-attributable, unless there is an explicit agreement to attribute comments. Harm may result from unauthorised attribution or identification. Reliability of data is also likely to be enhanced where confidentiality and anonymity are assured. This principle leads to the right to expect assurances about anonymity and confidentiality to be observed strictly                                                                  |

(continued)

**Table 6.3** (Continued)

| Ethical principle                                                | Ethical rationale for and development of this principle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility in the analysis of data and reporting of findings | Assurances about privacy, anonymity and confidentiality must be upheld when analysing and reporting data. Primary data should not be made up or altered and results should not be falsified. Findings should be reported fully and accurately, irrespective of whether they contradict expected outcomes. The same conditions apply to secondary data, the source or sources of which should also be clearly acknowledged. Analyses and the interpretations that follow from these should be checked carefully and corrections made to ensure the accuracy of the research report and any other outcome                                                                                              |
| Compliance in the management of data                             | Research is likely to involve the collection of personal data. Many governments have passed legislation to regulate the processing of personal data. There is therefore a statutory requirement to comply with such legislation. In the European Union, European Directive 95/46/CE has led member states to pass data protection legislation. Other laws may exist in particular countries relating to the processing, security and possible sharing of data. It will therefore be essential for researchers to understand and comply with the legal restrictions and regulations that relate to the management of research data within the country or countries within which they conduct research |
| Ensuring the safety of the researcher                            | The safety of researchers is a very important consideration when planning and conducting a research project. The Social Research Association's Code of Practice for the Safety of Social Researchers identifies possible risks from social interactions including 'risk of physical threat or abuse; risk of psychological trauma ...; risk of being in a compromising situation ...; increased exposure to risks of everyday life' (Social Research Association 2001: 1). Research design therefore needs to consider risks to researchers as well as to participants                                                                                                                               |

*Notes and Sources:* The ethical codes and guidelines listed in Table 6.2 were helpful in informing the contents of this table. Table 6.3 seeks to synthesise key points from many different approaches to writing ethical principles. It should not therefore be interpreted as providing completely comprehensive guidance. You are advised to consult the Code of Ethics defined as being appropriate for your research project. References to legislation in Table 6.3 and elsewhere only provide general indications and should not be interpreted as providing legal advice, or the existence of such types of law in all countries.

Table 1: Ethical principles and the ethical rationale for and development of each principle

Saunders, M. et al. (2012) *Research Methods for Business Students*. 6th ed. Essex: Pearson, pp.231-232, graph.

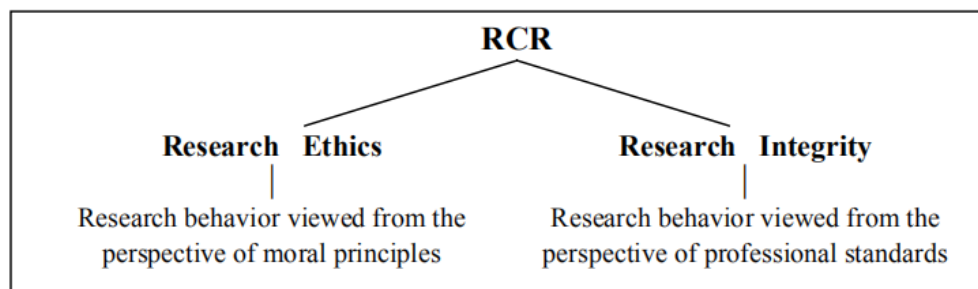


Fig. 2. Research ethics vs. research integrity

Figure 1: Research ethics vs. research integrity

Steneck N H. (2006) 'Fostering integrity in research: Definitions, current knowledge, and future directions', *Science and engineering ethics*, 12(1), pp. 53-74, graph.

## Appendix 4: Personal self-development activities

# EFFICIENCY IN RESEARCH

Research design

Criteria

Tool



## DEFINITION

- An ability to perform well or achieve a result without wasted energy, resources, effort, time or money. Efficiency can be measured in physical terms (technical efficiency) or terms of cost (economic efficiency). Greater efficiency is achieved where the same amount and standard of services are produced for a lower cost, if a more useful activity is substituted for a less useful one at the same cost or if needless activities are eliminated.
- ---Wojtczak, A., 2002, Glossary of Medical Education Terms, <http://www.iime.org/glossary.htm>, December, 2000, Revised February 2002, accessed 2 September 2012, page not available 30 December 2016.
- Efficiency is the extent to which an activity achieves its goal whilst minimising resource usage.
- ---Citation reference: Harvey, L., 2004-19, Analytic Quality Glossary, Quality Research International

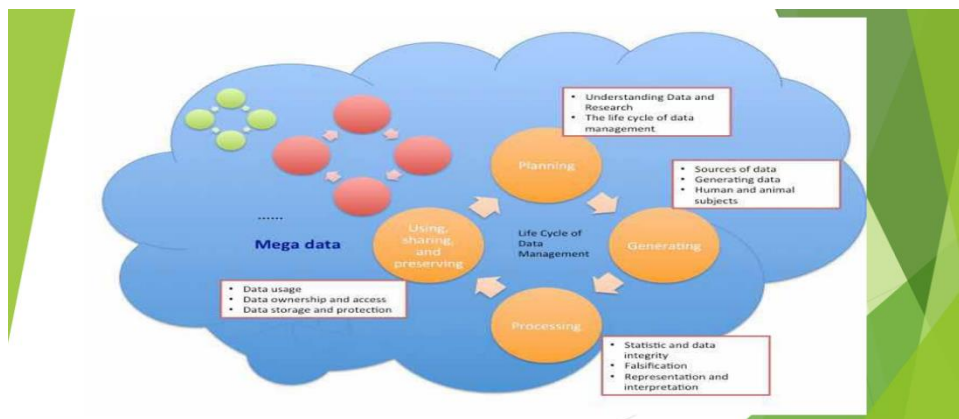
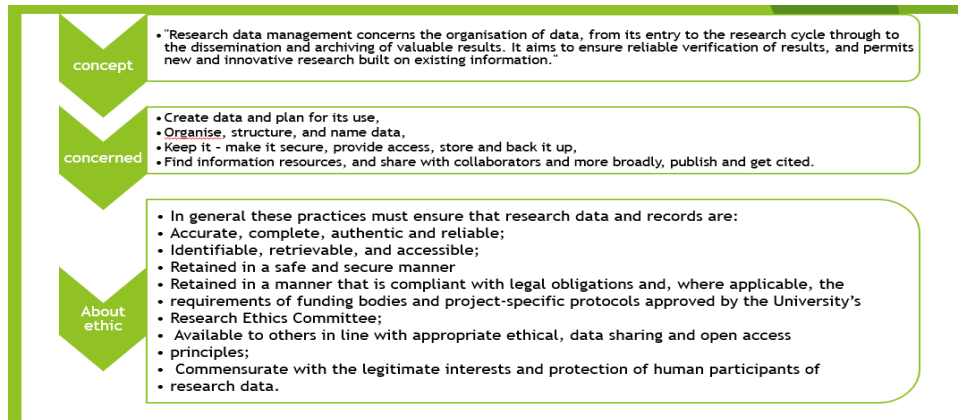
## EFFICIENCY IN THE WHOLE RESEARCH DESIGN

- Research philosophy
- Research methodology
- Efficiency: use resources wisely and avoid waste
- Research strategy: Validity How much valid knowledge we get out of a certain number of studies in the research

## ALL EUROPEAN ACADEMIES (ALLEA)

- The principles that are considered to constitute research integrity vary in different statements and national policies and also across disciplines.
- Honesty and reliability appear in nearly every statement issued the European Code of Conduct for Research Integrity.
- The ALLEA Code formulates 4 main principles:
- honesty, reliability, respect and accountability while, for example, the United States ORI Introduction to the Responsible Conduct of Research involves honesty, accuracy, efficiency and objectivity.)

Figure 1-4: The concept of efficiency in research integrity. (Group activities)



## GDPR

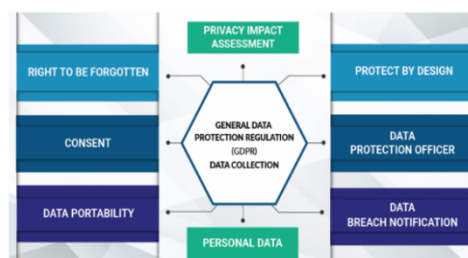
General Data Protection Regulation

The General Data Protection Regulation (EU) 2016/679 ("GDPR") is a regulation in EU law on data protection and privacy for all individuals within the European Union (EU) and the European Economic Area (EEA).

### GDPR STRUCTURE

The GDPR consists of 99 *articles*, grouped into 11 chapters, and an additional 173 *recitals* with explanatory remarks. The chapters' headings are:

- I – General provisions
- II – Principles
- III – Rights of the data subject
- IV – Controller and processor
- V – Transfers of personal data to third countries or international organisations
- VI – Independent supervisory authorities
- VII – Cooperation and consistency
- VIII – Remedies, liability and penalties
- IX – Provisions relating to specific processing situations
- X – Delegated acts and implementing acts
- XI – Final provisions



### 7 THINGS ALL MARKET RESEARCHERS MUST DO TO BE GDPR-READY

Figure 5-8: Data management and data protection. (Group activities)