

Identity and Approaches to Applied Science

Assignment 2: Blogs

1912929

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1: Positionality and Individuality

Understanding positionality and individuality

Positionality is explained by Bourke (2014) and Qin (2016) that is the researchers own position in relation to the study. Individuality is explained by Carmichel (1919) as that researchers work individually in relation to the nature of the research and their own experiences. Although both have separate meanings, as understood from the theoretical learning activities, they both work together when a research is conducted.

Significance of positionality and individuality to research

‘It is the lens through which a researcher looks at the world’(Jawad, 2020).

Referring to this and the definition from the previous section, it is vital to consider what impact does the researcher make to a study.

Carmichel (1919) identified the three criteria to determine individuality.

1. The relationship within the whole world
2. The activity within a certain group
3. The relationship to the individual experience and expertise

This means, not only the world around the research problem is concerned, but also the research problem is both influenced by and concerned with the people associated with it and the researchers own understanding of it. On reflection to his explanation of individuality, it is evident that both positionality and individuality play a vital part in research when defining researcher’s own inspiration, purpose of doing the research and level of biasness.

Subjective and objective knowledge

Definitions derived from Brucks (1985) associating consumer behaviour, knowledge is threefold.

1. Subjective knowledge refers to what we perceive
2. Objective knowledge refers to what we already know
3. Own life experience.

In line with positionality and individuality, it can be agreed that all three of the above represent the individual as a whole person, also as researcher who is knowledgeable in the research matter and subject.

Challenges to the young researcher: Failure to identify the individuality and positionality

Carmichel (1919) has stated that it is the early researchers who tend to be enthusiastic about a subject area and then find a topic of interest to investigate. There is also the risk of 'too much' influence of the individual experience which leads to bias interpretations.

In the due course, it is apparent that while individuality and positionality is important to understand what is researchers place in a study, failure to identify the own individuality can potentially make the research findings present themselves as a narrative rather than valuable information to the subject area.

Reflexivity

Malterud (2001) stated that a researcher's background will always influence the way they choose to look at the problem and the solution both. Also according to Corlette and Marvin (2018) reflexivity can be introduced as a procedure to go through to eliminate the influence of the individuality and positionality when the research findings turn bias. Practising reflexivity, revisiting the data via triangulation both can produce an honest and ethically binding research output.

About myself as an international female DBA student in the UK

Feminism, as a research philosophy is conceptualised as womens' are underrepresented in the society and both sciences (Easterby-Smith et al, 2012). As a member of an overlooked community, my positionality is motivated by need to overcome the gender bias as well as communicating my academic capability to best of my ability at my academic level.

Conclusion

While discussing individuality and positionality, priority is given to the individual association to the research matter. Depending the level of involvement, the researcher may produce a valuable research study or loose their own identity in the

study. Hence it is vital to understand the relationship between the study and the individual when approaching research as the first step of one's own research journey and as an attempt to understand our own beliefs and assumptions.

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Appendix 2: Digital Resources

Definitions

Wikipedia entry on individualism- <https://en.wikipedia.org/wiki/Individualism>

*Wikipedia is an open resource to contributors and readers alike. It is not accepted as a reliable resource in academic contributions as I have been taught to use resources of higher credibility and statistical validity. But in this specific entry, I found key phrases to understand individuality as I know it, for instance 'learn and discover what his or her own interests are on a personal basis'.

Individuality as a personal expression

Why Individuality is Important: Principle Based Living-

<https://www.youtube.com/watch?v=nkSpBRD2GBk>

The Importance of Individuality: Ted talks-

https://www.youtube.com/watch?v=fUnz_8vPOnI

Understanding the meaning and importance of positionality

Positionality in Qualitative Research: Rampart Professional Solutions-

<https://www.youtube.com/watch?v=S93FEQaSRlw>

Positionality in a PhD research as applied to voluntary sector

Challenging Positionality and Power Relations in a Participatory and Action Research: The open University Business School-

<https://www.youtube.com/watch?v=S93FEQaSRlw>

Reflexivity

Definition and applications: <http://www.qualres.org/HomeRefl-3703.html>

Appendix 3: Applications

The Allegory of the cave by Plato

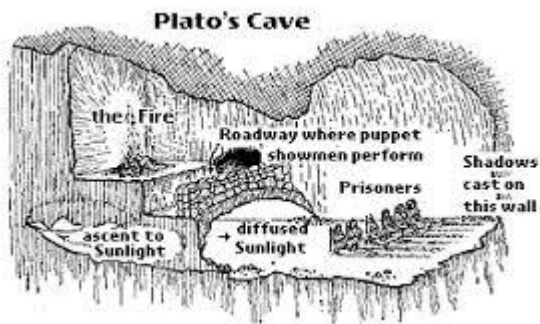
'They would think the things they see on the wall (the shadows) were real; they would know nothing of the real causes of the shadows.-Plato's interpretation how humans see reality and interpret it.

*They-prisoners of the cave

Key points

- Our experience is a shadow of the reality.
- That reality contributes to knowledge.

Image 1: The Allegory of the cave



(Source: <https://faculty.washington.edu/smcohen/320/cave.htm>)

Appendix 4: Notes on Personal Development

Seminar: Identity and engaging in reflexivity and starting your positionality as a researcher (week of 24 February 2020).

Key takeaways

- Research is often influenced by the researcher.
- To avoid this bias, we must always interpret data with honesty though not always possible cautiously.
- Procedures such like reflexivity can be of aid to remedy limitations as well as build the research.
- Reflexivity is also a vital part of researchers' journey as it is a record of the learning experience.

Classroom activity: Corlette and Marvin (2018) book chapter on Reflexivity and Research Positionality

Key takeaways

- Interpretations on past research and literature of positionality and reflexivity.
- Guide to understanding multi-perspective reflexivity
- Advice on managing our own forms of bias
- Understanding methodological reflexivity
- Understanding personal identity

2: Reading and Evaluating Literature and Information Sources

Importance of literature and information sources to research as the literature review

‘Formal literature reviews are a critical appraisal of a subject and are not only an academic requirement but essential when planning a research project and for placing research findings into context.’ (Winchester and Saji, 2016). As a form of preliminary enquiry as discussed in section 4, they further add that literature review add a significant base to the research as well.

It is not only literature reviews that are important, other information sources such as government websites, agencies of statistical research and media are significant when secondary research is concerned. Adding them all together to understand and learn the research subject, can be defined as the literature review.

Effective reading

Jennings (1965) defines reading as the practical management of the world around us. In that definition what is associated, the world, the seasons, and feelings. From a simple yet powerful interpretation of reading as above, the effective reading for a researcher can be identified by referring to reading to understand, and to be able to evaluate as given by Burnell (2012).

Evaluation of the contribution

In a health and medical science perspective, Barr (1989) explains that by only evaluating the literature, the application can be supported and validated. Further on, the same researcher provides a guide to understand and evaluate literature focusing on the objective of the study, research output and then use the source as an appropriate base.

Critical thinking

Both effective reading and evaluation are dominated by the researchers’ own critical thinking. Browne and Keeley (2013) state that critical thinking is process of learning the best solution, moreover even when the researchers own view is not applicable, critical thinking allows the research to continue in an informed, well applied and

balanced manner. Cunliffe (2014) can be added to this statement as he adds that critical thinking is a systematic approach to discovering this.

Criticism in a research context is examined by Hart (1998) as it is also a process of identification of flaws and acting on either rectifying that with appropriate evidence or introduce new concepts based on the flaw. Building on criticism, Cortell (2017) identify critical thinking in questioning the reasoning, understanding the validity of evidence and researcher's conclusion.

Critical thinker

Critical thinker is identified in research done by Baileen et al (2010) in an academic environment in 5 aspects. They have intellectual resources as knowledge, operational knowledge of appropriate standards, knowledge of key concepts, knowledge of appropriate heuristics and discipline. As a DBA student with prior academic experience, being a critical thinker is one essential skill for me to develop to understand and review my sources efficiently.

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Appendix 2: Digital Resources

Introduction on literature review by the Royal Literacy Fund.

<https://www.rlf.org.uk/resources/what-is-a-literature-review/>

Appendix 3: Applications

Planning the literature review: evaluating resources (Kansas State University: <https://guides.lib.k-state.edu/c.php?g=181829&p=1195993>)

The Big 5 Criteria can help you evaluate your sources for credibility:

Currency: Check the publication date and determine whether it is sufficiently current for your topic.

Coverage (relevance): Consider whether the source is relevant to your research and whether it covers the topic adequately for your needs.

Authority: Discover the credentials of the authors of the source and determine their level of expertise and knowledge about the subject.

Accuracy: Consider whether the source presents accurate information and whether you can verify that information.

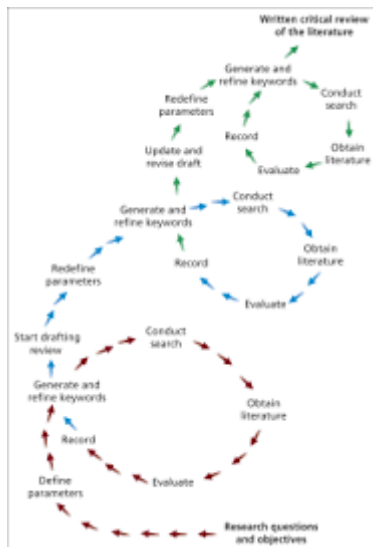
Objectivity (purpose): Think about the author's purpose in creating the source and consider how that affects its usefulness to your research.

Critical thinking skills by Stella Cortell-list of key questions and sub questions

- Identify the line of reasoning in the text – what argument is it making? What point of view is it expressing?
- Critically evaluate the line of reasoning
- Does it contain relevant, contributing and sufficient propositions (reasons)?
- Does it contain logical progression?
- Does it contain false premises?
- Does it contain flawed reasoning?
- Questioning surface appearances and checking for hidden assumptions or agendas
- Is the evidence what it appears to be?
- Might there be other explanations apart from the obvious one?
- Has all necessary information been given, or might other details lead to a different conclusion?
- Are there interested parties who would gain if the conclusions were accepted?
- Are there hidden assumptions or agendas?
- Does the evidence come from a reliable, disinterested source?
- Identifying evidence in the text
- Evaluating the evidence according to valid criteria
- Date
- Source
- Check for bias
- Beware statistics and numbers:
 - most/many
 - Percentages
 - Sample size

- Representativeness
- Conditions of data collection
- Emotive language and persuader words
- Identifying the writer's conclusions
- Deciding whether the evidence given supports these conclusions

The process of literature review by Saunders



Appendix 4: Notes on Personal Development

My prior academic experience is related to level 7 Marketing and Research. To upgrade myself from level 7 to doctoral level, advice from seminars that I am currently finding useful are;

1. Record research on a day to day to basis in a database (in the form of Excell).
2. Keep key texts handy (Saunders et al, Pitchards and Easterby-Smith et al)

3: The Contribution of Research to Knowledge and Organisational Development

Research is defined by the Oxford dictionary (2020) and Saunders et al (2009) as 'the systematic investigation into and study of materials and sources to establish facts and reach new conclusions.' As a doctoral student, this dictionary definition can be taken further for myself as the research not only contributes my personal academic capability but also be a necessary and a valuable part of an enquiry. As a doctoral candidate in a four-year period, my aim is to contribute to my academic expertise and given the nature of my course, to contribute to the industry that I am related to.

Identifying the gap

Research begins with a question, an observation, or a comment, whatever triggers your curiosity (Justham, 2006)

This is where the researcher identifies what needs researching. What probes the question, or the curiosity of an individual is important as through the history of human invention and academic advancement, we learn about several great men and women who found the answer through research from Greek philanthropists to David Attenborough. Undoubtedly, it had contributed to the world as we know now.

However, in my subject, and my academic level, the outcome of the research should be optimal contribution to current knowledge and organisational development.

Medawar (1998) states that research is the method of solving problems and it is also extremely practical. That is why, it is important to consider the need to the research and work on it as potential solution to a timely and related enquiry.

Research as a contribution to knowledge

Adams et al (2014) defined research as a process to follow either to further our current knowledge in a familiar field or learn about something anew or has limited established knowledge. Both activities associated to research enhances our understanding of the world which is the prime contribution of research.

Saunders et al (2009) also add two types of research associated with management research as basic research and applied research as taken from Easterby-Smith et al (2008) and Hendrick et al (1993). As the research in doctoral level progresses, it is my understanding that we contribute to applied research as opposed to basic research.

Research as a contribution to organisational development

Referring to the definition of Saunders et al (2009) and characteristics drawn by Easterby-Smith (2008) and Hendrick et al (1993), applied research is where the research enquiry is formed to develop solutions in business and management setting. It can be further specified as research contributing to organisational development carried out of interest of the expert contributions.

Also, as a contribution to the industries, and their development, research has the capability to introduce new knowledge, act as a institution of organisational interest as well. Therefore, it is needed more than individual gain of research as Lalonde (2007) emphasises specifically relating to contingencies. Also, in practical perspective, research a significant function in many companies now a days, outsourced or done in-house. Taking the above definition and my personal review considered, it is important that research is distinguished as a contribution to an academic field and industry knowledge on the contrary to a general enquiry on the basis of pure research.

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Adams, J., Khan, H.T.A., and Raeside, R., 2014, Research Methods for Business and Social Science Students, SAGE Publications, New Delhi. Available from: ProQuest Ebook Central. [Accessed on 23 April 2020].

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Appendix 2: Digital Resources

Organisational development consulting model-

<https://www.youtube.com/watch?v=G473othqkQs>

Understanding organisational development-

<https://www.youtube.com/watch?v=gN0Ok9erBHQ>

Understanding the role of doctoral research degree holders to the society-

<https://www.aka.fi/globalassets/42julkaisut/the-role-of-doctoral-degree-holders-in-society.pdf>

Appendix 3: Applications

Difference between basic research and Applied research

Parameters	Basic Research	Applied Research
Type of knowledge produced	Scientific Discovery (Science)	Technological Application (Technology)
Motivation	Intellectual curiosity	Solving problems
Key questions	Is it true ?	Does it work ?
Objective	To understand	To come up with solutions

Image 2: Basic versus Applied Research(Sourced from LinkedIn.com)

Appendix 4: Notes on Personal Development

Currently as I am pursuing the first year and it is heavily focused on class room education, I plan to evolve my understanding of the organisational development and the contribution for that by research by being an active member of LinkedIn.

There I find myself as part of a network that inspires me and I also tend to read personal blogs, messages in LinkedIn more than being interested in other social media.

4. Defining the Research Question

‘A research question guides and centers your research. It should be clear and focused, as well as to synthesize multiple sources to present your unique argument.’ (The Duke University, 2014)

Reflecting on my prior academic experience, there was a fewer activity that was significant than defining the research question. As somewhat trained yet young researchers, the research question is still the most exciting part of the first leg of the research degree on my point of view. I was always taught that research question is a fundamental to know what I do as the research activity, plan my future research, and most importantly the most exciting. This was also presented by Saunders et al (2016) and Smith (2020). Further referring to them, when defining the research question however, it is the activity that set us apart as researchers than students given the nature of its personal and professional relevance to an individual.

As pointed out by Adams et al (2014), identifying the research problem is an essential basic step followed by a set of more steps such as understanding the problem, finding out the sources of information, knowing who to research and what to question. In this regard as well, defining the research question plays a vital part in establishing the research study.

Research question in Management research

Easterby-Smith et al (2012) state that, in Management research the purpose of the research question can be identified according to the research philosophies. In the philosophical levels of epistemology, research questions can be the aims of the research. If the philosophies are positivist or constructionist, the research question can be a set of questions to find answers for and a focal point, respectively. Three separate methods of using the research question can be taken as finding the solution and then contributing to the existing academic knowledge.

Guidelines to define the research question- Analysis on resources by Smith, 2020, Jawad, 2020 , The Duke University, 2014 and The George Mason University Writing Program, 2008.

1. Initial investigation

This is where the preliminary investigation in the forms of an academic literature review, empirical research or market research is relevant. They provide an idea how this research matter is current and valid for investment.

2. Understanding the key factors

The key factors that can control the outcome of the research, preceded or unprecedented need to be identified to plan contingencies, overcome research limitations, and understand how to control them where possible.

3. Establishing the priorities

To generate the actionable outcome, applications, or recommendations, knowing what to prioritize in the research question is important. Looking at the preliminary investigations, and key factors as well, the priority should be analysed to the understand what the main outcome is and what following outcomes are there to apply for.

4. Agreements within reporting authority

In doctoral theses, defining research question is between the university and the student, and there may be a funding body involved. For organisational research however, it needs the investment of resources. It also needs to produce a valid outcome. Hence, the aligning objectives with the internal stakeholders of the research will provide much clarity, optimal planning and ultimately producing an impactful research study.

Appendix 1: List of References

Adams, J., Khan, H.T.A., and Raeside, R., 2014, Research Methods for Business and Social Science Students, SAGE Publications, New Delhi. Available from: ProQuest Ebook Central. [Accessed on 23 April 2020].

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<https://www.qualtrics.com/blog/research-problem/> [Accessed 23 April 2020].

Appendix 2: Digital Resources

Understanding the research process including defining the research question-
<https://library.sacredheart.edu/c.php?g=29803&p=185918>

Practical guideline on how to write the research question-
<https://writingcenter.gmu.edu/guides/how-to-write-a-research-question>

Appendix 3: Applications

Understanding different research perspectives

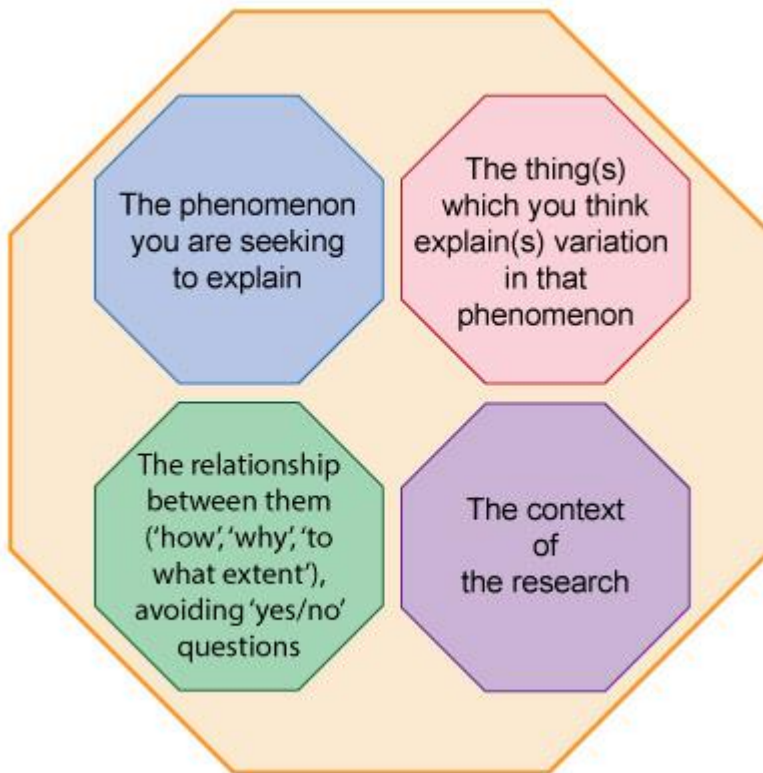


Image 3: Research perspectives (sourced from Open University)

Appendix 4: Notes on Personal Development

To address this topic, my main learning came from the text book of Saunders et al. The textbook provided me with the theoretical background to understand and work on the interpretation while the resources also lent to understanding various techniques that I am already familiar with such as brain storming.

5. Philosophical Frameworks for Research

Research Philosophy

The aim of philosophy, abstractly formulated, is to understand how things in the broadest possible sense of the term hang together in the broadest possible sense of the term. (Wilfred Sellers, The Philosophy Foundation, 2020)

Parting from this general definition of philosophy, research philosophy is Bajpal (2011) and Saunders et al (2009) identify it as a process which involves sources, and their contribution to knowledge. Furthermore, it is also identified as a process that involves beliefs and analysis of what strategy would be most appropriate to apply to a research study to find the solution, then can be used formulate suitable research design to support the intended outcome of the research and reach the intended level of impact as well.

Distinguishing between the research philosophies

Threefold assumptions on differentiating research philosophies are epistemology, ontology, and axiology. Epistemology stands to rely on already established knowledge. Ontology stands for the assumptions researchers make about the world around the research subject and therefore researchers' idea on what to research. Axiology stands for the application of the ethics and values in the research.

Following the work of Niglas (2010), Saunders et al (2009) provide an application of interpreting the difference between research assumptions. Subjectivism is where the findings are associated with one's own experience and thoughts about the research matter whereas objectivism relies on findings being part of individual factors associated with the research.

When the research assumptions are elaborated parallel to subjectivism, derived from Arts and Humanities and objectivism, derived from natural sciences, as they come from different branches of academic disciplines, they present different outlooks on the research. When applied to epistemology, the subjectivism related views deliver individual findings whereas objectivism-based findings deliver generalised output. Subjectivism when associated with ontology can

deliver findings several solutions, generating convoluted findings whereas objectivism delivers clear and focused one defined answer. Axiological findings when associated with subjectivism can deliver an output based on the researchers values and ethos whereas objectivism can deliver an output independent to the researchers values and ethos.

When being applied to research activity itself these two factors can also be supplemented by cross-cultural psychological differentiation introduced by Helfrich (1999). The derivative in this scenario is the world versus a group. The different perspectives, emic approach is where a single group is studies independent to cross-cultural research whereas in etic approach, the research is entirely cross-cultural.

Importance of identifying research philosophy and applications of the philosophical framework in Management research

Easterby-Smith et al (2009) point out three advantages of learning and conforming to a research philosophy. They are that the researcher can design the appropriate research methods, filter what is not relevant as research methods and explore new research designs anew to the experience.

The research philosophy is significant in terms of classification and both application because they communicate our own awareness in the beliefs, assumptions as stated by Dudowskiy (2019). Learning research philosophy and trying to identify what philosophy to follow allow the students work on the research methodology in a substantial level as its exposure of research strategy, data collection and analysis as well.

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Appendix 2: Digital Resources

Sauunders Research Onion- <https://www.youtube.com/watch?v=wXFVNIDPdB4>

Understanding definition of worldview- <https://www.youtube.com/watch?v=-1kFmMzqyzw>

Appendix 3: Applications

Research Onion by Saunders

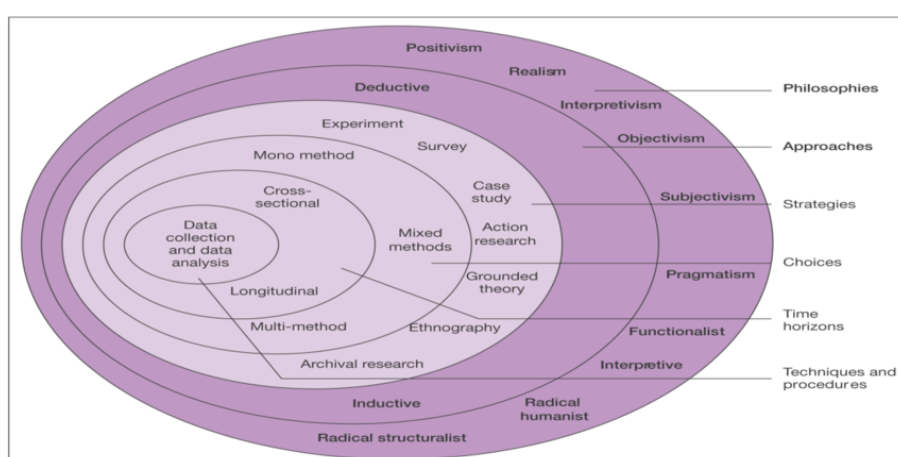


Image 4: Research Onion (Sourced from Research Gate)

<u>Qualitative</u>		<u>Quantitative</u>
Hypothesis generating	VS	Hypothesis testing
Explanatory/contextual		Predictive/contextually void
Holistic		Specific
Subjective		Objective
Has researcher bias		
Is from participant's perspective		
Non-quantifiable		Amenable to statistical analyses
Non-probabilistic samples		Probabilistic samples
Case-specific		Generalizable

Image 5: Qualitative and quantitative research (sourced from Sage publications)

Appendix 4: Notes on Personal Development

This topic let me recap my understanding of research in the Masters degree level and understand new levels such as the epistemology, ontology and axiology.

6. Types of Research and Research Design

Research design: The purpose of research design and applications to management research

In the reflexive frame of the research, Saunders, and Bristow (2015) have added research design as one of the three components. Research design can be defined as the next step of identifying the research question and then, it is also a part of identifying the assumptions of beliefs of the researcher and research philosophy.

Saunders et al (2009) and Esterby-Smith et al (2012) state that research design is a plan of how we approach and answer the research question. Moreover, Kishenblatt-Gimblett (2006) states that research design is identifying if the accumulated evidence is supporting to answer the research question.

Purposes and types of research

When formulating research design, it is worthwhile to understand the purposes of research outlined by Saunders et al (2009). The threefold purposes are exploratory, descriptive, and explanatory where the research questions respectively simply be pursuing new directions, classifying profiles, and establishing relationships with variables to find the answers. Therefore, in simpler terms, through the purposes of the research study, the types of research methodologies and strategies can be identified.

Research approaches and strategies associated with research paradigms

On my point of view, with a basic analysis on the purpose-based research design, the philosophy-based research design can provide a thorough background and can ultimately produce a well-rounded research design. This is because, unlike analysing purposes, philosophy distinguish between researchers position and viable methods.

Firstly, the epistemology, the theory of knowledge as stated by Pitchard (2014), contributes to defining paradigms associated with it as positivism, interpretivism and pragmatism. When a researcher follows interpretivist paradigm, it is an enquiry solved through the researchers lived experience whereas positivist paradigm

contributes to a solution that is independent, often a solution than multiple answers. However, pragmatism is a paradigm associated with the practical solution at the end of the research.

Based on the paradigms, the approaches to research can also be understood. The approaches, namely, inductive, deductive, and abductive serve as reasoning methodologies. Koffi (2019) explains the approaches as inductive reasoning is where the researcher needs to find evidence to support the hypothesis, deductive reasoning is where the researcher needs to find the original solution by investigation and abductive reasoning is where most probable and logical explanation is learnt at the end of the research.

Both the above paradigms and reasonings only provide part of the research design. Research design also need to address the data collection, research methodological choice. The qualitative and quantitative research methods and strategies are the functional section of the research design as the philosophy provide the background to identify what approach is the most appropriate.

Choy (2014) describe the difference of quantitative and qualitative methods in terms of the application and the type of data. Accordingly, qualitative research which relies on 'soft data', according to Saunders et al (2009), that was collected as responses to in-depth, open-ended questions while quantitative data relies on numbers. The significance is the relevance to the paradigms as qualitative method align with interpretivism and inductive reasoning while quantitative method aligns with positivist paradigm and deductive reasoning.

But further to this, mixed methods approach can also be used where appropriate and necessary. Dunning et al (2007) found that mixed method approach is applicable to confirm what is already known (in my experience as a method of triangulation) and give comprehension to the study by explaining deviations and provide thorough background.

Appendix 1: List of References

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But further to this, mixed methods approach can also be used where appropriate and necessary. Johnson (2007) found that mixed method approach is applicable to confirm what is already known (in my experience as a method of triangulation) and give comprehension to the study by explaining deviations and provide thorough background.

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Appendix 2: Digital Resources

Research design and methodology explained-
<https://www.youtube.com/watch?v=yadP5qcxlns>

Appendix 3: Applications

Research design process by Saunders and Bistrow

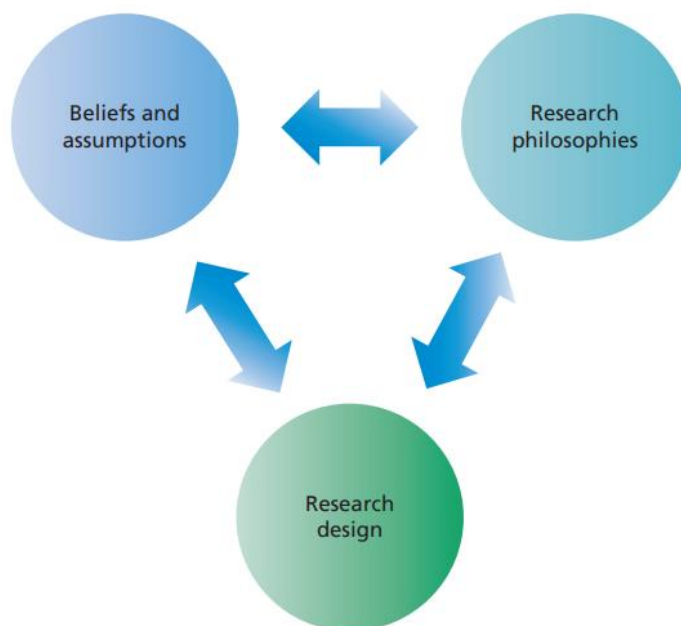


Image 6: Research design process (sourced from SlideShare)

Appendix 4: Notes on Personal Development

The personal reflections on section 5 and 6.

1. Understanding the research philosophy and therefore now I am able to approach research with my own positionality.
2. In the same way, it was awakening to see my own positionality can impact the research findings.
3. That can be reflected as my own personal negligence, dishonesty, hence, I should always try to stay well informed and be balanced.
4. As a young researcher I may not be able to be neutral just yet, but understanding to eliminate bias will certainly start the thinking process.
5. Lastly, the most significant activity and practice that I need to improve is being critical, understanding both sides of the story and from that stay informed.

7. Research Ethics and Integrity

Significance of research ethics and integrity

Research ethics is defined as a 'norm of conduct' by Resnik (2015). They can also be explained as the differentiation between right and wrong actions. Currently in research, to measure the integrity of the research, research ethics is practice considered a must and have personal commitment attached to institutional and societal values in research where humans are used as subjects/samples.

Current applications and practise of research ethics

In twofold approach, Stutchbury and Fox (2009) describe what morality mean to ethics as they apply theory of moral to human centric research.

1. Deontology- keeping to promises/ adhering to prior agreements
2. Utilitarian- Evaluating the appropriateness of a task by its consequence

With the above approaches, and with the introduction of the ethical grid of Seedhouse (1998), it is also proposed that an individual understands ethical background and both the dimensions of ethics(Appendix 3: Ethical grid).

In Management Science, the practicality is vital as this field often within education, technology and business and involve people as the prime of the research methodology. In an educational setting, when research ethics are considered, Tanden (2013) identified three domains of interest.

1. ethics within the research community
2. ethics related to the individuals and groups directly affected by the research
3. ethics related to the external value and user groups

The similarity and relevance to these domains represent the stakeholders of research in different levels and enhance the possibility to avoid unjustly, unlawful or unreliable information from being presented as a research output and make the researcher bind to a powerful code of ethics.

However theoretically interpreted, research ethics still need extensive understanding when comes to vulnerable groups such like children, level of sensitivity of the matter and related legal regulations.

Institutional code of ethics

As researchers at graduate, postgraduate and doctoral level, the institutional code of ethics, permission of the ethics and appropriate adjustments to adhere the university ethics recommendations are vital. Extracting from my own academic and professional experience and referring to Jawad (2020), three aspects stand out in research practices. Examples are,

1. Preserving anonymity and confidentiality
2. Voluntary participation
3. Honest interpretation of data

With human intervention in qualitative research, above mentioned procedural ethics is one of the two dimensions identified by Guillemin and Gilliam (2004) when differentiating with ethics in practice. Here, for instance, referring to our university research ethics, procedural ethics are a part of maintaining the high quality research output from staff and students while obliging to do not harm to those who are engaged to the research process, which ultimately contribute to preserving organisational reputation.

Appendix 1: List of References

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Resnik, D., 2015. What Is Ethics in Research & Why Is It Important?, *National Institute of Environmental Health Sciences* [Online]. Available via: <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> [Accessed on 24 April 2020].

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Appendix 2: Digital Resources

UWTSD Research Ethics

<https://www.uwtsd.ac.uk/research/research-ethics/>

Appendix 3: Applications

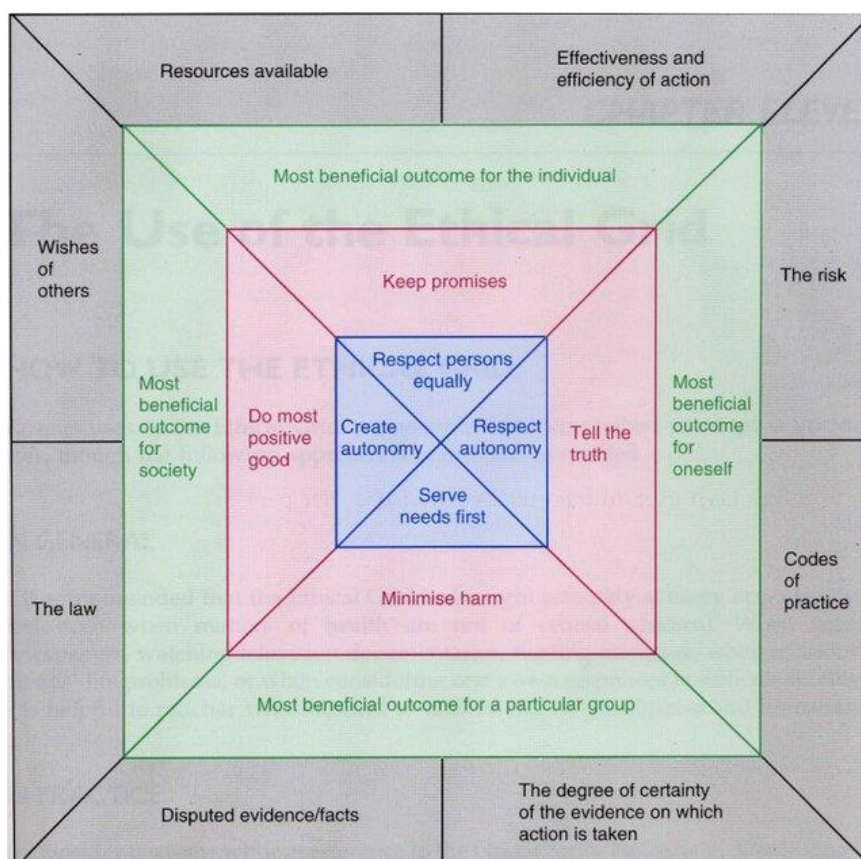


Image 7: Ethics grid(Source David Seedhouse, 1998 extracted from Research Gate)

Appendix 4: Notes on Personal Development

Classroom activity

Group activity: Discussion on violations on ethics, compensations

issue	Right violated	Compensation available
/	+ right to access customers' personal information + Exposing personal and professional details + individuals who's information have been disclosed without their knowledge	+ Appropriate approval from the customers/participants + Follow the regulations/laws
y: approaching the customers/ nants with the sensitive issues gressive range of manner and ?. male abusive and harassment violation child illegally for labour force ity/ Gender: inappropriate issues ned which might harm ppl' s abt their gender and the s	Human right to be approached and communicated respectfully	+ Carefully when consider the appropriate research topic + Have the proper and appropriate manner and attitude set during the interview
ns: bringing out the questions or showing the ctives of racism	human rights (female rights)	dismissing the individual who caused this, fine and monetary compensation
y and integrity	Violate the participants' emotions and have bad mental impacts on them	+ Being prudent working on the design of the survey/research + Doing proper research/consideration about the population of the survey/interview
asness	Misleading information and avoiding the agreements. Data get exposed including researchers/ respondents identities and research materials	Dismiss the date provided ?? Breaches treated as violations of research agreements/ disregard the collected data at the time
young people in sensitive ch related to their own age	respondent's right to have their say interpreted as they meant it their own emotional well-being	Check validity via triangulation/correction Go though channels of communication to avoid the risk of harming emotional well-being of vulnerable age groups or use secondary/ public information
ad consent	Not informing the respondent in details andut the purpose of the research	Use of appropriate ethical forms by following the rules, regulations and guidelines
and analyzing user data	Obtains and uses that data in an unethical manner	obtains and uses that data in an unethical manner
ss	being biased while collecting data	
y	underage individuals without their parent or guardians permission.	a fine/payment to cover the damages
'cher integrity towards the dents	Data get exposed including researchers/ respondents identities and research materials	Breaches treated as violations of research agreements/ disregard the collected data at the time

Individual activity: Understanding how the framework of Seedhouse (1998) and its applications

1. External level

Issue	Violation	Action
Specification of age ranges of 'young people' and ethics on recruiting them in research	-The respondents sensitivity -As common to all other research, the privacy of the respondent	Recruit young people if absolutely necessary or avoid completely If recruited adhere to all protocols specified by institutional ethics committee, relevant authorities and government

Availability of resources	-Information given in the public domain can be interpreted differently than intended -The possibility of cancellations/ withdrawals of interviews/survey responses -Withdrawal of the consent to take part	There is no compensation but to persuade the prospective respondents
Organisational disputes	-This can reflect on inaccurate information, negative image on the researcher and quality of evidence can be harmed	Keep an open mind during the data collection and avoid bias

2. Consequential level

Issue	Violation	Action
Lack of information on potential benefits/ harm from the research study for individuals, academic body/ company and the society	-The respondent's, funders right to know the real expectations and circumstances of the study.	Outlining and exposing as much information in the initial stage with the respondents and the funding body (subject to confidentiality if necessary).

3. Deontological level

Issue	Violation	Action
Integrity and honesty of the researcher	-Respondents, funding bodies and other beneficiaries can feel information kept from	Avoid researchers own bias and work with all stakeholders openly and

	them.	honestly.
Level of expectation out of the research study	-Beneficiaries investments of time and finances for an uncertain outcome(false promises).	Share information with all beneficiaries in all stages with accurate models, predictions and statistics

4. Individual level

Issue	Violation	Action
Lack of communication between the researcher and the stakeholders/ - Overall lack of trust, respect for each other.	-Information/funds being kept from relevant parties of the research -Respondents may feel hesitation to disclose full and honest accounts as part of research data collection	-Build relationships with key stakeholders of the research. -Keep them updates as the research activity progresses.
Respecting sensitive matters	-Respondents can be sensitive about the level of empathy, intellectual judgements and personal judgements.	-Respect the relationship with the respondent and be empathetic -Avoid being bias amidst of empathetic treatment to the respondent.