Copyright The Authors, 2012. All Rights Reserved.

No reproduction, copy or transmission may be made without written permission from the individual authors.

Papers have been double-blind peer reviewed before final submission to the conference. Initially, paper abstracts were read and selected by the conference panel for submission as possible papers for the conference.

Many thanks to the reviewers who helped ensure the quality of the full papers.

These Conference Proceedings have been submitted to Thomson ISI for indexing.

Further copies of this book and previous year’s proceedings can be purchased from http://academic-bookshop.com

CD version ISBN: 978-1-908272-46-1
CD version ISSN: 2049-0984
Book version ISBN: 978-1-908272-45-4
Book Version ISSN: 2049-0968

Published by Academic Publishing International Limited
Reading
UK
44-118-972-4148
www.academic-publishing.org
# Contents

<table>
<thead>
<tr>
<th>Paper Title</th>
<th>Author(s)</th>
<th>Guide Page</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td></td>
<td>xi</td>
<td></td>
</tr>
<tr>
<td>Conference committee</td>
<td></td>
<td>xiii</td>
<td></td>
</tr>
<tr>
<td>Biographies</td>
<td></td>
<td>xvii</td>
<td></td>
</tr>
<tr>
<td>Polarization in Research Methods Application: Examining the Examiner</td>
<td>Edwin Asiamah Acheampong, Marcia Mkansi, Kondal Reddy Kondadi and Baomi Qi</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty’s Attitudes Towards Research Supervision and Postgraduate Students’ Programme Completion at the University of Ibadan, Nigeria</td>
<td>Emmanuel Olufemi Adeniyi and Maruff Akinwale Oladejo</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>The Roots and Components of &quot;Workflow' Using Visual Methodologies</td>
<td>Saleh Alhalalat</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Evaluating Doctoral Education: A Conceptual Paper</td>
<td>Valerie Anderson and Sarah Gilmore</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Silent Voices in Organisations: Conscientization as a Reflexive Research Methodology</td>
<td>Andrew Armitage</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>The Role of Reflection by the Professional Information Systems Practitioner in South Africa</td>
<td>Udo Richard Averweg</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td>A Technical Guide to Designing and Implementing Effective web Surveys</td>
<td>Greg Baatard</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Utilising a Sociological Analytical Scheme and Intellectual Device to Critically Appreciate Software Project Management Methodologies</td>
<td>Gary Bell</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td>Validation of Grounded Theory Based Data by Means of Analytical Mapping Techniques</td>
<td>Martin Bergaus, Bernd Stottok and Andrea Gorra</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>Ethnographic Research Methods in Business and Information Systems Research</td>
<td>Ann Brown and Jessica Iacono</td>
<td>10</td>
<td>79</td>
</tr>
<tr>
<td>Quality Criteria for Interpretive Research in Information Systems: A Reflexion About Klein and Myers’ set of Principles</td>
<td>Ana Cardoso and Isabel Ramos</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>Substantiate the Reflexivity: The Insider- Outsider Role of an Ethnographic Researcher</td>
<td>Ke Cui</td>
<td>12</td>
<td>95</td>
</tr>
<tr>
<td>Students so Close, yet so far away: A Case Study and Best Practices for Teaching Research Methods Online</td>
<td>Leslie Dinauer</td>
<td>13</td>
<td>102</td>
</tr>
<tr>
<td>Systematic Review of Empirical and Psychometric Studies on Organizational Commitment Conducted in Turkey</td>
<td>Serkan Dolma, Ozlu Azakli, Yagizhan Yazar and Talha Demirbas</td>
<td>14</td>
<td>110</td>
</tr>
<tr>
<td>Online Formative Assessment: Does it add up to Better Performance in Quantitative Modules?</td>
<td>Elena Fitkov-Norris and Becky Lees</td>
<td>15</td>
<td>115</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Alleviating Design Silence in Design Science Research: a Proposal of a Design Method</td>
<td>Francis Gacenga, Aileen Cater-Steel, Mark Toleman and Wui-Gee Tan</td>
<td>16</td>
<td>122</td>
</tr>
<tr>
<td>Measuring the Students’ Satisfaction With the Romanian Higher Education Environment: The Case of Blended Learning System at the University of Oradea</td>
<td>Adriana Giurgiu, Carmen-Alina Popa and Adrian Negrea</td>
<td>17</td>
<td>132</td>
</tr>
<tr>
<td>The Educational Scorecard: A More Appropriate Evaluation?</td>
<td>Vivienne Griggs, Michelle Blackburn and Joanna Smith</td>
<td>18</td>
<td>144</td>
</tr>
<tr>
<td>Appreciative Inquiry as Alternative Method to Assess Service Quality in a Special Library</td>
<td>Elrita Grimsley</td>
<td>19</td>
<td>152</td>
</tr>
<tr>
<td>Generating new Interview Method</td>
<td>Yayoi Hirose, Kiyoshi Itao and Tomohiro Umeda</td>
<td>20</td>
<td>161</td>
</tr>
<tr>
<td>The new Role of Marketing Research Toward Sustainability: A Value-Driven Perspective</td>
<td>Somdee Hongphisansrivat</td>
<td>22</td>
<td>171</td>
</tr>
<tr>
<td>Student Satisfaction Formation: Linkage Between Information Satisfaction and College Choice Satisfaction</td>
<td>Nurlida Ismail, Faridah Hj Hassan and Nooraini Mohamad Sheriff</td>
<td>23</td>
<td>181</td>
</tr>
<tr>
<td>Weaving the Threads of Reflexivity: Coming to Terms With Grounded Theory Research</td>
<td>MacDonald Kanyangale and Noel Pearse</td>
<td>24</td>
<td>190</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>The use of the Time Diary Method to Explore Academic Time Management: Insights From an Australian University</td>
<td>Branka Krivokapic-Skoko, Roderick Duncan and Kerry Tilbrook</td>
<td>25</td>
<td>199</td>
</tr>
<tr>
<td>Why Should I Care?” Facilitating Learning in Higher Education</td>
<td>Maria Kyriacou and Panayiotis Constanti</td>
<td>25</td>
<td>207</td>
</tr>
<tr>
<td>Establishing and Maintaining Focus in Your Research: Promoting the use and Effective Implementation of Focus Group Methodology in a ‘Real-Life’ Research Study</td>
<td>David Lamb</td>
<td>27</td>
<td>215</td>
</tr>
<tr>
<td>Issues and Challenges of Evaluating Digital Divide Projects</td>
<td>Keri Logan and Barbara Crump</td>
<td>28</td>
<td>222</td>
</tr>
<tr>
<td>Thing’ Qualities - Grounded Theory Method, Discourse Analysis and Semiotics Approaches</td>
<td>Arminda Lopes</td>
<td>29</td>
<td>229</td>
</tr>
<tr>
<td>Are Employment Tribunals a Barrier to Justice? A Mixed Methods Approach</td>
<td>Jonathan Lord</td>
<td>30</td>
<td>239</td>
</tr>
<tr>
<td>Towards Bridging the Quantitative–Qualitative Divide in Business and Management Research</td>
<td>Hendrik Marais</td>
<td>31</td>
<td>248</td>
</tr>
<tr>
<td>A Model Development Strategy to Determine Factors That Influence Knowledge Retention in Organisations</td>
<td>Ellen Caroline Martins and Nico Martins</td>
<td>32</td>
<td>258</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Searching for a Third way: Self-Justification</td>
<td>John Mendy</td>
<td>33</td>
<td>268</td>
</tr>
<tr>
<td>Research Philosophical Debates and Classifications: Students’ Dilemma</td>
<td>Marcia Mkansi, Edwin Asiamah Acheampong, Baomi Qi and Kondal Reddy Kondadi</td>
<td>35</td>
<td>277</td>
</tr>
<tr>
<td>The Question of Mixed Methods Suitability to RBV Research: A Literature Review</td>
<td>Marcia Mkansi, Baomin Qi and Gillian Green</td>
<td>36</td>
<td>285</td>
</tr>
<tr>
<td>Solving Problems: A Living Theory Approach to Research Development</td>
<td>Graham Trevor Myers</td>
<td>37</td>
<td>292</td>
</tr>
<tr>
<td>A Journey into Analysis in the Development of a World of Meta-Science</td>
<td>Graham Myers and Verna Yearwood</td>
<td>37</td>
<td>297</td>
</tr>
<tr>
<td>Researching Resilience as Psychological Resource Capacity as Possible Predictor of Students’ Academic Experience at a South African University</td>
<td>Rita Niemann and Tina Kotze</td>
<td>38</td>
<td>304</td>
</tr>
<tr>
<td>Cross-Cultural Marketing Research: Neuromarketing and In-Depth Interview</td>
<td>Maia Ozdemir</td>
<td>40</td>
<td>313</td>
</tr>
<tr>
<td>Utilising Assessment Tasks to Support the Research of MBA Students</td>
<td>Noel Pearse</td>
<td>41</td>
<td>319</td>
</tr>
<tr>
<td>Using Technology to Support and Monitor Independent Learners</td>
<td>Martin Rich</td>
<td>42</td>
<td>326</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>A Methodological Approach to Investigating the Transferral of Human Resource Management Practice From a Multinational to the Host Country</td>
<td>Kate Rowlands</td>
<td>43</td>
<td>333</td>
</tr>
<tr>
<td>Beyond the Glass Ceiling: A Gendered and Cultural Hospitality Management Discourse on The Advancement of Women Based on Integrated Research Paradigms</td>
<td>Faith Samkange and Sihle Dingani</td>
<td>44</td>
<td>341</td>
</tr>
<tr>
<td>An Amalgamation of Grounded Theory Method and Object – Orientation Concept: A Practical Approach for Theory Development</td>
<td>Transmissia Semiawan</td>
<td>45</td>
<td>349</td>
</tr>
<tr>
<td>True Science and Project Management</td>
<td>Miles Shepherd and Roger Atkinson</td>
<td>46</td>
<td>359</td>
</tr>
<tr>
<td>Students’ Entrepreneurial Transition in Enterprise Education: A UK/China Comparison</td>
<td>Jiwei Jenny Shi, Naomi Woodier-Harris and Quan Jin</td>
<td>47</td>
<td>368</td>
</tr>
<tr>
<td>Parameter Estimation Using Asymptotic Analogy</td>
<td>Anthony Stacey</td>
<td>47</td>
<td>380</td>
</tr>
<tr>
<td>Research Ethics for Sustainable Development</td>
<td>Anthony Stacey and Julie Stacey</td>
<td>49</td>
<td>391</td>
</tr>
<tr>
<td>Eating our own Cooking: Toward a Design Science of Research Methods</td>
<td>John Venable and Richard Baskerville</td>
<td>50</td>
<td>399</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Constructing Homogeneous Likert-Type Summative Rating Scales According To Classical Measurement Theory</td>
<td>Marianne Viljoen</td>
<td>51</td>
<td>408</td>
</tr>
<tr>
<td>Interpretative Research Paradigms: Points of Difference</td>
<td>Nevan Wright and Erwin Losekoot</td>
<td>52</td>
<td>416</td>
</tr>
<tr>
<td>Application of Cluster Analysis and Discriminant Analysis in Market Segmentation and Prediction</td>
<td>Ruth Yeung and Wallace Yee</td>
<td>53</td>
<td>423</td>
</tr>
<tr>
<td>PHD Papers</td>
<td></td>
<td><strong>55</strong></td>
<td><strong>431</strong></td>
</tr>
<tr>
<td>Action Learning and the Environmental Factors in Developing Engineering Expertise</td>
<td>Matthew Bell</td>
<td>57</td>
<td>446</td>
</tr>
<tr>
<td>An Insight Into the Promise and Problems of Combining Life History and Grounded Theory Research</td>
<td>Bronwyn Betts</td>
<td>58</td>
<td>446</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Can Post Modernism Contribute to Saving the World?</td>
<td><em>Christine Gilligan</em></td>
<td>60</td>
<td>461</td>
</tr>
<tr>
<td>Modeling Organisational Trust: Addressing Challenges of Measurement Invariance</td>
<td><em>Carvell McLeary and Paula Cruise</em></td>
<td>61</td>
<td>470</td>
</tr>
<tr>
<td>Health and Safety of a Project Design: Professional Designers and Malaysian Legal Perspective</td>
<td><em>Zul Zakiyuddin Ahmad Rashid, Hamimah Adnan, Azizan Supardi, and Norazian Mohamad Yusuwan</em></td>
<td>61</td>
<td>480</td>
</tr>
<tr>
<td>Promoting Innovation in Data Poor Public and Private Business Areas Through Systems Analysis</td>
<td><em>Chiang Ren, Gillian Green and Robert Wood</em></td>
<td>62</td>
<td>489</td>
</tr>
<tr>
<td>Appreciative Leadership: Dreaming the Underland-to-Wonderland Dream for Managing a Higher Education Institution</td>
<td><em>Emmie Smit and Rita Niemann</em></td>
<td>63</td>
<td>499</td>
</tr>
<tr>
<td>Developing Methodology for Subcontractors’ Security of Payment Under Malaysian Construction Industry</td>
<td><em>Azizan Supardi, Hamimah Adnan, Zul Zakiyuddin Ahmad Rashid, and Norazian Mohamad Yusuwan</em></td>
<td>64</td>
<td>508</td>
</tr>
<tr>
<td>Researching Implementation of Quality Assurance Policy in Malaysian Private Higher Education</td>
<td><em>Siew Fun Tang and Sufean Hussin</em></td>
<td>65</td>
<td>516</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Methodology for Investigating Rationale for Unsuccessful EOT Claim in Malaysian Construction Industry</td>
<td>Norazian Mohamad Yusuwan, Hamimah Adnan, Azizan Supardi and Zul Zakiyuddin Ahmad Rashid</td>
<td>66</td>
<td>523</td>
</tr>
<tr>
<td><strong>Work In Progress Papers</strong></td>
<td></td>
<td>69</td>
<td>537</td>
</tr>
<tr>
<td>Focus Groups as Evaluation: Exploring Issues Connected With “Insider” Research</td>
<td>Deborah Anderson</td>
<td>71</td>
<td>539</td>
</tr>
<tr>
<td>The Drivers Behind the Establishment of a Dissertation Supervision Process in the French Grande Ecole System</td>
<td>Marie Ashwin and Alan Hirst</td>
<td>71</td>
<td>542</td>
</tr>
<tr>
<td>Community Participants Wellbeing</td>
<td>Karen George, Petia Sice, Robert Young, Safwat Mansi, and Jeremy Ellman</td>
<td>72</td>
<td>548</td>
</tr>
<tr>
<td>Enhancing Students Academic Skills: The Case of the Bucharest Academy of Economic Studies</td>
<td>Irina Purcarea</td>
<td>73</td>
<td>552</td>
</tr>
<tr>
<td><strong>Abstracts only</strong></td>
<td></td>
<td>75</td>
<td>n/a</td>
</tr>
<tr>
<td>Embedding Research Data Management Behavioural Change Through a Policy, Systems and Human Support Infrastructure</td>
<td>Lindsay Wood, Niall O'Loughlin and Janet Wheeler</td>
<td>77</td>
<td>n/a</td>
</tr>
<tr>
<td>Paper Title</td>
<td>Author(s)</td>
<td>Guide Page</td>
<td>Page No.</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Towards an Outcome-Based Approach to Literature Review for Business and Management Research Students</td>
<td><em>Kambidima Wotela</em></td>
<td>78</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Preface

The 10th European Conference on Research Methodology for Business and Management Studies is hosted this year by the University of Bolton. The Conference Chair is Gill Green I am pleased to be Programme Chair.

ECRM has become a recognised event on the European research conferences calendar and provides the opportunity for individuals, working in the area of business and management research to meet and discuss their experiences of using the varied and expanding range of research methods available to them.

We are pleased to welcome three keynote speakers this year who will address diverse topics. Bob Wood from University of Manchester, UK will look at Mixed, Multi and Muddled: Methods, Paradigms and Research Integrity. Professor Peter Kawalek, also from the University of Manchester will talk about The Struggle to be Engaged and Relevant and Dr Tony Hirst from the Open University, UK will open up the proceedings on the second day.

In addition to the main themes of the conference there are mini tracks on Researching the Student Experience in Higher Education, Teaching Research Methods, Mixed Research Methods, Project Management Research Methods and Ethnographic Research Methods. For the third year ECRM is incorporating a PhD Colloquium and we have been impressed with the range of research and calibre of work that has been submitted for this.

With an initial submission of 139 abstracts, after the double blind, peer review process there are 53 academic papers, 13 PhD papers and 4 work in progress papers published in these Conference Proceedings. These papers come from some 22 different countries including Australia, Austria, Bosnia and Herzegovina, China, Cyprus, Czech Republic, France, Indonesia, Iran, Japan, Malaysia, New Zealand, Nigeria, Portugal, Romania, Saudi Arabia, South Africa, Switzerland, Thailand, Turkey, United Kingdom, and the USA.

A selection of the best papers – those agreed by a panel of reviewers and the editor will be published in a conference edition of the EJBRM (Electronic Journal of Business Research Methods www.ejbrm.com). These will be chosen for their quality of writing and relevance to the Journal’s objec-
tive of publishing papers that offer new insights or practical help into the application of research methods in business research.

I wish you a most interesting conference.

Rachel McLean
Programme Chair
June 2012
Conference Executive

Dr Marie Ashwin, Normandy Business School, France  
Dr Ann Brown, CASS Business School, London, UK  
Dr Gill Green, University of Bolton, UK  
Dr Rachel McLean, University of Bolton, UK

Mini track Chairs
Dr Andrew Armitage, Anglia Ruskin University, UK  
Dr Marie Ashwin, Normandy Business School, France  
Dr Roger Atkinson, Bournemouth University, UK  
Dr Gary Bell, London South Bank University, UK  
Dr Angela M. Benson, University of Bolton, UK  
Dr Ann Brown, City University London, UK  
Dr Renalde Huysamen, University of the Free State, South Africa  
Jonathan Lord, University of Salford, UK  
Professor Julie McLeod, Northumbria University, UK  
Professor Jim Stewart, Leeds Metropolitan University, UK  
Dr Kevin Voges, University of Canterbury, New Zealand  
Professor Jon Warwick, London South Bank University, UK

Conference Committee

The conference programme committee consists of key people in the entrepreneurship and innovation community, both from the UK and overseas. The following people have confirmed their participation:

Khodayar Abili (The University of Tehran, Iran); Bülent Acma (Anadolu University, Eskisehir, Turkey); Hamimah Adnan (Universiti Teknologi MARA, Malaysia); Gisela Schulte Agyeman (Learning Services, Hull City Council, UK); Maizam Alias (Universiti Tun Hussein Onn Malaysia, Malaysia); George Allan (University of Portsmouth, UK); Helena Alves (University of Beira Interior, Covilhã, Portugal); Andrew Armitage (Anglia Ruskin University, UK); Marie Ashwin (École de Management de Normandie, France); Gabriela Avram (University of Limerick, Ireland); Joseph Azzopardi (University of Malta, Malta); Sue Balint (Westminster Business School, London, UK); Joan Ballantine (University of Ulster, UK); Heather Banham (Okanagan College, Kelowna, Canada); Frank Bannister (Trinity College, Ireland); Edward Bar-
ratt (University of Newcastle Upon Tyne, UK); Andrew Basden (University of Salford, UK); David Bednall (Deakin University, Australia); Peter Bednar (Department of ISCA, Portsmouth University, UK); Lau Bee Theng (Swinburne University of Technology Sarawak Campus, Malaysia); Gary Bell (London South Bank University, UK); Angela Benson (University of Brighton, UK); Egon Berghout (University of Groningen, Netherlands); Frank Bezzina (University of Malta, Malta); Milena Bobeva (Bournemouth University, UK); Stephan Boehm (RheinMain University of Applied Sciences, Germany); Laurent Bourdeau (Faculty of Business Administration at Université Laval, Canada); Ann Brown (CASS Business School, UK); Cathal Brugha (University College Dublin, Ireland); Roslyn Cameron (Central Queensland University, Australia); Marian Carcary (University of Limerick, Ireland); Sven Carlsson (School of Economics and Management, Lund University, Sweden); Felice Corona (University of Salerno, Italy); Prasenjit Chatterjee (MCKV Institute of Engineering, India); Vikas Choudhary (National Institute of Technology, Kurukshetra, India); Jyoti Choudrie (University of Hertfordshire, UK); Murray Clark (Sheffield Business School, UK); Aileen Corley (Liverpool John Moores University, UK); Reet Cronk (Harding University, USA); Barbara Crump (Massey University, New Zealand); Geoffrey Darnton (Bournemouth University, UK); Linda Dawson (Monash University, Australia); David De Vaus (University of Queensland, Brisbane, Australia); Verena Dorner (Chair of Business Computing II, University of Passau, Germany); David Douglas (Staffordshire University, UK); Prokopios Drogkaris (University of Aegean, Greece); Ken D'Silva (London South Bank University, UK); Dev Dutta (University of New Hampshire, Durham, UK); Rohit Dwivedi (Rajiv Gandhi Indian Institute of Management Shillong, India, www.iimshillong.in); Hossein Ebrahimpour (The University of Kashan, Iran); Jose Esteves (Instituto de Empresa, Madrid, Spain); Mahmoud Fakhra (College of Business Studies, Kuwait); Jason Ferdinand (University of Liverpool, UK); Paula Odete Fernandes (Polytechnic Institute of Bragança, Portugal); Adriana Giurgiu (University of Oradea, Faculty of Economic Sciences, Romania); Gerald Goh (Multimedia University, Melaka, Malaysia); Karuna Gomanee (Regents College, UK); Andrea Gorra (Leeds Metropolitan University, UK); Gillian Green (School of Informatics, University of Northumbria, UK); Ray Hackney (Brunel Business School, UK); Yunke He (Okanagan College, Kelowna, Canada); Alex Hiller (Nottingham Trent University, United Kingdom); Alan Hirst (London South Bank University, England); Clive Holtham (Cass Business School, City of London University, UK); Bob Hughes (University of Brighton, UK); Gordon Hunter (University of
Lethbridge, Canada); Rahinah Ibrahim (Universiti Putra Malaysia, Malaysia); Fahmi Ibrahim (Glasgow Caledonian University, UK); Mohammad Intezar (King Saud University, Saudi Arabia); Wyn Jenkins (Staffordshire University, Stoke-on-Trent, UK); Kristina Jesperson (Aarhus University, Denmark); Bev Jones (Management Research Centre, Wolverhampton Business School, UK); Patricia Joubert (University of Swaziland, Swaziland); Helena Karjalainen (Normandy Business School, France); Diane Keeble-Allen (Anglia Ruskin University, UK); Habibul Khondker (Zayed University, Abu Dhabi, UAE); Cyril Kirwan (Cyril Kirwin Associates, Dublin, Ireland); Rembrandt Klopper (University of Kwa Zulu Natal, South Africa); Jenny Knight (University of Brighton Business School, UK); Deborah Knowles (University of Westminster, London, UK); Karl Knox (Nottingham Trent University, UK); Mortaza Kokabi (Shaheed Chamran, Iran); Branka Krivokapic-Skoko (Charles Sturt University, Australia); João Leitão (Technical University of Lisbon, Portugal); Walter Leite (University of Florida, USA); Arminda Lopes (Instituto Politecnico, Portugal); Eurico Lopes (Polytechnic Institute of Castelo Branco, Portugal); Jonathan Lord (University of Salford, UK); Sam Lubbe (University of South Africa, South Africa); Sandy MacDonald (University College Northampton, UK); Bob Macklin (Charles Sturt University, Australia); Dalgobind Mahto (Green Hills Engineering College, India); Garance Marechal (University of Liverpool, UK); Maria do Rosário Martins (Universidade Cape Verde, Portugal); Lisa MeNeill (University of Otago, Dunedin, New Zealand); Ian Michael (Zayed University, Dubai, United Arab Emirates); Elisabeth Michielsens (University of Westminster, London, UK); Avinash Mulky (Indian Institute of Management, Bangalore, India); Kersti Nogeste (RMIT University, Melbourne, Australia); Chetsada Noknoi (Thaksin University, Thailand); Miguel Nunes (Sheffield University, UK); Madeleine Ogilvie (Edith Cowan University, Perth, Australia); Steve Page (University College Chester, UK); Noel Pearse (Rhodes University, Grahamstown, South Africa); Ganesh Prabhu (Indian Institute of Management at Bangalore, India); Diana Rajendran (Swinburne University of Technology, Melbourne, Australia); Thurasamy Ramayah (Universiti Sains Malaysia, Malaysia); Karsten Boye Rasmussen (University of Southern Denmark, Odense, Denmark); Theo Renkema (Rabobank Nederland, Netherlands); Martin Rich (CASS Business School, UK); Bikramjit Rishi (University of Liechtenstein, Liechtenstein); Kristina Risom (The Aarhus School of Business, Denmark); Bob Ritchie (Lancashire Business School, UK); Isabelle Royer (University Lyon 3, France); Maria Ryan (Edith Cowan University, Perth, Australia); Faith Samkange (SHMS Hotel Belvedere, Switzerland);
Joseph Santora (Thomas Edison State College, Trenton, USA); Risto Säntti (University of Vaasa, Finland); Mark Saunders (University of Surrey, UK); Junaid Shaikh (Curtin University, Malaysia); Anshuman Sharma (College of Applied Sciences, Ministry of Higher Education, Sultanate of Oman,); Marie Sheahan (Charles Sturt University, Australia); Chandranshu Sinha (Amity Business School, Amity University, India); Ali Simsek (Anadolu University, Turkey); Ibrahim Sirkeci (Regent’s College, London, UK); Peter Smith (University of Sunderland, UK); Rajeev Srivastava (Motilal Nehru National Institute of Technology, India); Jim Stewart (Leeds Business School, UK); Kerstin Thomson (Stockholm University, Sweden); Claudine Toffolon (Université du Mans - IUT de Laval, France); Shiv Tripathi (Mzumbe University, Tanzania,); Jim Underwood (University of Technology, Sydney, Australia); Arvind Upadhyay (University of Bergamo, Italy); Jocene Vallack (CQ University, Rockhampton, Australia); Ana Vasconcelos (University of Sheffield, UK); John Venable (Curtin University of Technology, Perth, Australia); Kevin Voges (University of Canterbury, Christchurch, New Zealand, New Zealand); David Wainwright (University of Northumbria, UK); Jon Warwick (London South Bank University, UK); Teresa Waring (Northumbria University, UK); Christine Welch (University of Portsmouth, UK); Roy Williams (University of Portsmouth, UK); Michael Wood (University of Portsmouth, UK); Les Worrall (University of Coventry, UK); Mingming Zhou (Nanyang Technological University, Singapore); Lilia Zerguit (Sheffield Business School, Sheffield Hallam University, UK).
Biographies

Conference Chair

Gill Green is Reader in Business Technologies in School business and creative technologies at University of Bolton. Co-ordinator of doctoral school, worked previously for The University of Durham, University of Sunderland and Northumbria University with domain focus on Information systems and research methods. Current interests are in area of open source software initiatives, SMEs, organisational learning and music and creative industries. Treasurer of UKAIS (UK Academy of Information Systems)

Programme Chair

Dr Rachel Mclean joined the University of Bolton as a Principal Lecturer (Creative Technologies and Teaching & Learning) in December 2008. Prior to this I was at Manchester Metropolitan University Business School (Senior Lecturer in Business Information Technology and more recently Acting Chair of Doctoral Programmes). Before joining MMU she was a full time PhD student at Salford University. Her current research interests lie in the area of sociology of information communication technologies and new media or social technologies in a range of contexts including home, work and society. This research draws upon communication studies, media studies, cultural studies, literary theory and sociology. She has an interest in research methods and seeks to make both methodological as well as practical and theoretical contributions to her research.

Keynote Speakers

Professor Peter Kawalek is Professor of Information Systems and Strategy at Manchester Business School. He is also a Visiting Professor at Instituto de Empresa in Madrid and Letterkenney Institute of Technology in County Donegal. He is an external examiner at Trinity
College, Dublin. Peter's PhD is in Computer Science. He has experience to board level in media and rail industries, and works extensively with government, including Office an Taoiseach, Department of Communities and Local Government, the NHS, Leeds City Council, Tameside Council and Salford City Council.

Dr Tony Hirst is a lecturer in ICT at the Open University in the UK. With a background and publication history in the areas of evolutionary computation and artificial intelligence, he has co-authored several Open University courses on topics ranging from robotics to information literacy. A founder member of the Open University Robotics Outreach Group, Tony is a firm believer in widening participation and public engagement in science and technology. He regularly runs partial attention hands-on workshops about social software and web search.

Professor Bob Wood is Professor Emeritus of Information Systems in the Manchester Business School at the University of Manchester following several years as the Head of School of Informatics. He is the co-author of a text on the Development of Web Information Systems and has published widely in the area of the social and organizational aspects of information systems development and use. His current research interests focus on issues to do with the strategic deployment of new collaborative technologies in areas such as Knowledge Management, Business Intelligence and Business Analytics.

Mini Track Chairs

Andrew Armitage, Fellow of the Higher Education Academy, and lectures in Management Development and Research Methods at the Ashcroft International Business School on postgraduate and undergraduate programmes. He has been a tutor with the Open University for eighteen years and is currently tutoring in the OU Business School on the MBA B852 Research Methods module.
**Dr Marie Ashwin** has almost two decades of experience in higher education in the UK and the Far East. Marie joined the Normandy Business School two years ago where she works with colleagues from around the world on teaching and research projects to enhance the standing of RM amongst staff and students, and add value to the teaching of methodology. A qualitative researcher by nature, she is currently investigating Social Networking behaviour with an international research team.

**Dr Gary Bell** is a Research Fellow at London South Bank University and a co-founder of the Social, Financial & Social Systems (SFSR) centre. He is developing and applying the Holon Framework for Software Project Management and Higher Education Management.

**Dr. Ann Brown** Senior Lecturer in Information Management, Faculty of Management, Cass Business School. Doctorate from City University (2005), based on work into problems and potential of Information Systems applications to create Business Value for organisations. Editor of Electronic Journal of Business Research Methods (EJBRM). Research interests include IS implementation; IS exploitation by organisations; research methods for business and exploitation of electronic tools for teaching and learning.

**Jonathan Lord** is Lecturer, HR Management and Employment Law, University of Salford. Was HR Director, Manager and Consultant, working across all sectors, specifically transport and construction industries. HR projects within public/voluntary sector. Undertook research involving analysis of Recruitment and Selection techniques within Private, Public and Voluntary sectors, analysing reasons why there are differences in techniques. Chartered Fellow, Chartered Institute of Personnel and Development. Currently researching purpose of employment tribunals and their effectiveness using mixed method approach.
Biographies of Presenting Authors

**Edwin Asiamah Acheampong** is a Senior Public Servant from Ghana and a first-year PhD student at the University of Bolton, UK. His academic research is focused on Knowledge Management (KM) in public sector organizations (PSOs). His broader academic interest includes adaptation of KM practice framework in the advanced world for systematic infusion into PSOs in developing countries.

**Saleh Alhalalat** received a PhD from Loughborough University, UK in 2005. He has more than 12 years of managerial and technical experience. He is certified in Balanced Scorecards (BSC), Business Process Management (BPM), and Six Sigma. Three years ago, Dr. Alhalalat earned the prize of Excellence Research in FFF Program in Jordan.

**Deborah Anderson** is a principal lecturer in marketing at Kingston Business School, part of Kingston University in the UK. Research interests include marketing communications but also focus on educational research with a particular emphasis on learning and teaching in higher education.

**Dr. Valerie Anderson** is responsible for doctoral development processes within the University of Portsmouth Graduate School. Her research interests are in learning and development in HE and work organisations; in particular the evaluation of learning and the use of measures and metrics. She is a committed ‘practitioner-researcher’ seeking to foster both research-led practice and practice-led research agendas.

**Udo Richard Averweg** is an Information Technology (IT) Project Manager at eThekwini Municipality, Durban, South Africa. He entered the IT industry in 1979 and holds a Masters Technology degree in Information Technology (cum laude), a second Masters degree in Science from University of Natal and a third Masters degree in Commerce from University of KwaZulu-Natal (UKZN), South Africa. He has been appointed as an Honorary Research Fellow at UKZN.

**Ozlu Azakli** works as a research assistant at Istanbul University at the Department of Organizational Behavior. She has studied management at Bilkent University in Ankara. Then, she has studied human resources man-
agement at Yildiz Technical University Graduate School. Now, she is a Ph.D. student at Marmara University at the Department of Organizational Behavior.

**Dr Greg Baatard** teaches computer science at Edith Cowan University in Western Australia, specialising in web development, programming and databases. His research interests include web-based applications, e-learning, Computer Supported Collaborative Work (CSCW) and computer-supported research methodologies.

**Matthew Bell** is an Integrated Project Team (IPT) Leader with experience in developing and deploying aircraft maintenance, training and capability insertion programmes through concept, design to in-service deployment. He has worked for British Aerospace, BAE SYSTEMS and completed a PhD by research in maintenance optimizing programmes for the Typhoon, Tornado, Hawk, Harrier and Nimrod aircraft.

**Martin Bergaus** is a PhD candidate at Leeds Metropolitan University, UK. Beside 17 years of professional experiences in the ICT, he holds 3 master degrees. He teaches as an associate lecturer at the University of Applied Science in Vienna. His current research interests focus on a qualitative research using Grounded Theory in the field of Ubiquitous Computing.

**Doctor Bronwyn Betts** is a Senior Lecturer at Anglia Ruskin University. She has lectured extensively on Human Resource Management programmes over a period of 26 years. She is an external examiner for CIPD programmes and has served on validation panels as an external advisor. Research interests include workplace learning and international HRM.

**John Lorimer Campbell** is a Senior Lecturer in nursing studies at the University of Cumbria, teaching bioscience and other clinical topics at pre and post registration levels. In addition to nursing and educational training he also holds academic qualifications in biology and health science. John produces educational materials for international distance learning.

**Dr Aileen Cater-Steel** is Associate Dean (Research) in the Faculty of Business and Law, and Associate Professor of Information Systems at USQ, Toowoomba, Australia. She leads two industry funded research projects in IT Service Management. Aileen’s work has been published in many interna-
tional IS journals and conference proceedings and she has compiled three edited books.

**Panayiotis Constanti** teaches in the fields of human resources and organizational behaviour with his main research interests focusing on people at work and learning and teaching. He has published in a number of academic journals including the Service Industries Journal; Education and Training; the International Journal of Education Management and the International Journal of Contemporary Hospitality Management.

**Barbara Crump’s** research involves evaluation of digital divide projects and research projects investigating the culture of the computing tertiary and work environments and collaborated with research colleagues from Japan, Malaysia and the UK. She is a Senior Lecturer in the information systems group in the School of Management, Massey University, Wellington, New Zealand.

**Ke Cui** is a PhD student specializing in sociology and social policy. She employed life-history and narrative research methods to explore the relationship between parental expectation and their children’s status attainment. She got a bachelor’s degree of economics and management in China Agricultural University in 2009.

**Leslie Dinauer** is Professor and Program Director for Research Methods in the Doctor of Management Program at University of Maryland University College. She has been developing and teaching research methods online for over eight years. Her secondary research program investigates the cognitive processes of attitude formation and change, particularly within the context of consumer behavior.

**Elena Fitkov-Norris** is Principal Lecturer in Information Management at the Department of Informatics and Operations Management, Kingston Business School, London, UK. She received a BSc in Mathematics and Management from King’s College London and an MSc and a PhD from University College London. Dr. Fitkov-Norris’s research interests are the relationship between study habits and learning.

**Karen George** Researches Information and Communication Management in Community Participation, aiming to investigate complex characteristics
of communication and information management amongst stakeholders in community participation, and to explore applicability of information communication technologies for community participation to support collaborative practices and multi-criteria decision making.

**Christine Gilligan** is senior lecturer at Sheffield Business School, Sheffield Hallam University, teaching and researching in the area of Sustainable Development, complexity, strategy and change. She has a particular interest in voluntary sector/social enterprise governance and is studying for a DBA entitled 'Sustainable Development in the Voluntary Sector: a complex problem'.

**Ass. Prof. Dr. Adriana Giurgiu** is a post-doctoral researcher in the project: “economic scientific research, reliance of human welfare and development in the European context”, financed by the European social fund and the Romanian government through the Sophrd/Posdru 2007-2013-posdru/89/1.5/s/62988; beneficiary: Ince-Romanian Academy; Jean Monnet module leader "eu sustainable development and competitiveness"; specialist in european economics and international business.

**Vivienne Griggs** is Course Leader for the Post-Graduate Diploma at Leeds Business School. She teaches on a range of courses specializing in learning and development and business skills. Prior to moving to academia ten years ago Vivienne was an HR Manager and maintains a strong business focus through research and as an Employment Tribunal panel member.

**Elrita Grimsley** is a Librarian in the special library, Information Service on Higher Education. She holds a Masters Degree in both Library Science as well as Higher Education Studies. She holds the post of Librarian of this service for the past 18 years.

**Yayoi Hirose** is a Research Manager in Japan Science and Technology Agency, which is an independent public body of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). She manages commercialization programs of academic technology, sponsored by Japanese government, and has been collaborating with technology researchers to generate new application of advanced research technology for over 10 years.
Somdee Hongphisavivat is an Associate Professor (Ph.D) at the Faculty of Commerce & Accountancy, Thammasat University, Thailand. She is specialized and experiencing in marketing research, marketing strategy and planning. Her research focus is currently on sustainable development, value creation, new concept/direction of marketing management and research.

Nurlida Ismail has been in the teaching profession with more than 20 years of experience. Her research has been published in international conference proceedings and journals. Her research interests are in the areas of marketing specifically consumer behavior and higher education marketing. She is a senior lecturer and is currently pursuing her PhD in Marketing.

MacDonald Kanyangale is a Senior Lecturer at Rhodes Business School at Rhodes University, South Africa. He lectures strategic management, Operations Management and Entrepreneurship. His research interests embrace strategy as practice, strategic leadership in small and medium enterprise development and performance.

Dr Branka Krivokapic-Skoko is a Senior Lecturer in Management at the School of Management and Marketing, Charles Sturt University, Australia. She published in the area of mixed methodology, and the Boolean based comparative method. She is currently a Chief Investigator on two large projects funded by Australia Research Council and Rural Industry & Rural Development Corporation.

David Lamb is a Senior Lecturer in Sport, Recreation and Events Management at Edith Cowan University in Perth, Western Australia and lectures on a range of sport/event/recreation management units and supervises postgraduate student research in the same areas. He is a keen advocate of using qualitative methods in his research, such as focus groups.

Rebecca Lees is the Director of Undergraduate Studies for Kingston Business School and a lecturer within Informatics and Operations Management. She holds a BA Business Studies from Kingston University and MSc Computer Science from Birkbeck College. Her teaching focuses on Quantitative Methods and Management Science, with research interests in formative assessment and teaching and learning.

Hendrik (Bok) Marais holds a Ph D in experimental social psychology and specialises in research methodology and management as well as innovation policy. He is currently Professor in the Graduate School of Technology Management at the University of Pretoria

Ellen Martins is a co-director of Organisational Diagnostics. She holds a doctorate degree in Information Science focusing on knowledge retention. Her Masters degree (cum laude) focused on the impact of organisational culture on creativity and innovation. She has extensive experience in numerous behavioural assessments and qualitative research methods such as interviews and focus groups

Carvell N. McLeary is a doctoral candidate in Organisational Behaviour in the Faculty of Social Sciences, University of the West Indies, Jamaica. He is the Senior Director of Human Resources Management at the Norman Manley International Airport. He is a member of the Academy of Management and the European Group for Organization Studies.

Dr John P. Mendy is at The University of Lincoln. He is currently conducting a post-doctoral study on people’s experiences of organisational change, culture and ethical issues. Other research areas that fascinate him are employee-management-societal interactions and the processes of becoming an independent person during challenging periods of personal, organisational and social development.

Marcia Mkanssi is currently pursuing a PhD at the University of Bolton with special focus in e-business. My research interest is in e-business application (ERPs, CRM etc) in supply chain management. The current research focuses on issues relating to management of supply and distribution by four major UK grocery e-retailers from a resource-based view perspective.
Graham Trevor Myers Senior Lecturer, Durban University of Technology where he teaches Taxation, and Research Methodology and Financial Management. Degrees from The University of Natal, Technikon Natal, and University of Wales, studies have covered Soils Science, Educational Psychology, Management and Business Studies. Having established numerous campuses for polytechnic in early 1990’s, as well as numerous courses over same period, interest is really in teaching.

Ass. Asistent Adrian Negrea, ph.d.s., is doctoral researcher at the national institute of economic research “costin c. kiritescu” (ince), romanian academy, in the field of economics and international business, supervised by the academician aurel iancu. since 2010, he is also associate member of the department of international business, faculty of economic sciences, University of Oradea, Romania.

Prof Rita Niemann holds a Ph.D. in Education Management and a MBA, specialising in Higher Education management and postgraduate teaching. She is Director for Research and Postgraduate Studies in the Faculty of Education. She lectures and provides supervision to Master's and Ph.D.-students in Higher Education Studies and does the research training for the university's Business School.

Dr. Maruff Akinwale Oladejo Faculty in Department of Educational Foundations, Federal College of Education (Special), Oyo State, Nigeria. PhD in Educational Management from University of Ibadan, Nigeria. Experience includes Educational Planning, Policy and Efficiency of Open-Distance Learning. Member of Editorial Advisory Board, Journalsbank Publishing Inc, United Kingdom. Participated at ECEL2010, held at University of Brighton, Brighton, UK.

Niall O’Loughlin is the ‘Policy and Information Officer’ for Research & Enterprise Services at Newcastle University. His role involves the maintenance, development and co-ordination of the systems / guidance which support the institutions funded research and commercial activities. He has a distinct responsibility for the ethical policies and guidelines.

Maia Ozdemir PhD candidate at Tomas Bata University in Zlin, Czech Republic. Currently working over her Dissertation in the field of International marketing. Research has been published in Journal "Problems of Manage-
ment in the 21st Century", her articles have appeared in a few conference proceedings including WSEAS / EURO-SIAM / EUROPMENT International Conferences Montreux Switzerland 2011.

Noel Pearse is an Associate Professor in the Rhodes Business School of Rhodes University, where he is the Academic Co-ordinator. He teaches in the areas of Research, Organisational Behaviour and Leadership. His current research interests are leadership development, change management, teaching of research methods, and the use of grounded theory.

Ass.Prof.Dr. Carmen-Alina Popa is ph.d. in education sciences and member of the council of the department of education sciences of the faculty of social-humanistic sciences, university of oradea; since 2010, she is also responsible for reduced frequency education bachelor programs within the university of oradea, department for distance learning and reduced frequency education (didifr).

Irina Purcarea graduated from the Bucharest Academy of Economic Studies, Business Administration specialization (English language). She is assistant lecturer at the UNESCO Department for Business Administration, Faculty of Business Administration in foreign languages. Irina Purcarea’s research interests lie in the field of innovation management, innovation in SMEs and quality management in higher education.

Isabel Ramos is an assistant professor at the Department of Information Systems, Universidade do Minho, Portugal, where she also coordinates the research group Knowledge Management and Organizational Learning. She has served as the secretary of IFIP TC8, and has also been awarded the IFIP Outstanding Service Award. For more information, consult her website at http://www.dsi.uminho.pt/~iramos.

Martin Rich initially worked in the information systems sector as a consultant and project manager, before joining Cass Business School as a lecturer. During his career at Cass he has taken responsibility for a series of innovative applications of technology to management learning, all of them underpinned by a thorough research foundation.

Kate Rowlands Lecturer in Human Resource Management at Salford Business School, University of Salford for five years and working towards PhD
in field of International Human Resource Management at University of Manchester. Recently won Vice Chancellor Scholarship for Early Career Research Excellence (September 2011). Prior to academia held position of Senior Personnel Manager, Tesco Stores PLC (10 years) which involved variety of roles at Senior Management level.

**Faith Samkange PhD.** is a lecturer and Research Consultant at the Swiss Hotel Management School University Centre, Switzerland in Tourism and Hospitality Management and Research. She is interested in Development Research. Her international university teaching and research experience spans over 20 years in Africa, Europe and America.

**Transmissia Semiawan** is a senior lecturer at Politeknik Negeri Bandung, Bandung Indonesia. She received BSc, MIT, PhD from University of Kentucky, USA, Queensland University of Technology, Australia and Leeds Metropolitan University UK consecutively. Having a strong milieu in information systems and information management, she has research interests that ranged across the area of qualitative method.

**Miles Shepherd** is an independent consultant specialising in programme and project management in the business and public sectors. He is Chair of the ISO Committees on project management and works extensively in the Higher Education area in UK and overseas. He is Past President of IPMA and Past Chairman of APM.

**Jenny Shi** is a lecturer in Enterprise and Employability at UCLan, she worked across many private and public sectors, both in the UK and China for the last 19 years. She has been actively engaged in several Prime Minister’s Initiative projects, helping to promote British entrepreneurship education and also to foster partnerships between the two countries.

**Emmie Smit** delivered five articles and two conference papers on research addressing authentic institutional identity formation within Appreciative Leadership approach. This forms part of a PhD in Higher Education Studies. Previous studies include under graduate studies in History of Art and Visual Culture, a PGC (Arts and Culture Management) and MA in performing arts project management. As study leader for master’s students specialises in Appreciative Inquiry as method.
Prof Anthony Stacey Associate Professor in decision sciences and research methodology at Wits Business School and Assistant Dean (Postgraduate Affairs) in Faculty of Commerce, Law and Management, University of the Witwatersrand, Johannesburg. Having trained as an Electrical Engineer, his research interests now include techniques for analysis of ordinal level survey data, multivariate analytical methods, group decision making, group dynamics, and numerical modelling.

Julie Stacey has a background in earth and life-sciences, and has worked operationally and at global policy level in the mining industry for the past two decades. She is now an independent consultant on sustainable development, and lectures at the Centre for Sustainability in Mining and Industry (CSMI) at the University of the Witwatersrand in South Africa.

Bernd O. Stottok is a PhD candidate at Leeds Metropolitan University, UK. He has got almost 20 years of experience as Electrical Engineer in industry. In addition he holds an MSc in Applied Science and Research from Danube University, Austria. His current research interests are in the railway telematics area and applications of Grounded Theory.

‘Azizan Supardi is currently a lecturer at the Department of Quantity Surveying, Faculty of Architecture Planning and Surveying, Universiti Teknologi MARA, Shah Alam, Malaysia. Completed his 2007 MSc in Construction Contract Management, Universiti Teknologi Malaysia, currently he is a candidate of PhD on Security of Payment. His main interest is Construction Law and Contract Management.

Siew Fun Tang, currently a senior lecturer at Taylor’s University, Malaysia and is pursuing her PhD in Education Management. She has been in the education industry for 15 years, both in teaching and administration. She specialises in quality assurance management and policy implementation.

Associate Professor John Venable is Director, Research in the School of Information Systems and Co-Director of the Centre for Organisational Analysis at Curtin University, Perth, Western Australia. He has held academic positions at Binghamton University (PhD 1994), Central Connecticut State University, Aalborg University (Denmark), University of Waikato (New Zealand), and at Murdoch University (Australia).
Marianne Cecile Viljoen (D. Phil) University of Free State, Bloemfontein, 9301, South Africa. Senior lecturer researcher at School of Higher Education Studies, University of Free State, South Africa. Specialises in quantitative research design and teaches and supervises postgraduate students. She currently serves on panel of Acta Academica, journal of University of Free State. Co-authored several articles in field of Higher Education.

Kambidima Wotela. Read demography and population studies for all his three degrees and is a demographer by profession. Occupationally he convenes “policy management, monitoring and evaluation” and teaches “economic development and population trends”. Supervises research students pursuing masters and doctoral degrees in public and development management. Skills include ethnography, quantitative and qualitative research approaches and techniques.

Dr. Ruth Yeung obtained her PhD in Marketing from Cranfield University and is presently working as an Assistant Professor at Institute for Tourism Studies, Macau. Her research interest lies in the fields of perception of risk and trust, consumer behaviour, marketing strategies, and management in food and tourism industry.

Lilia Zerguit Senior Lecturer at Sheffield Business School specializing in Strategic Management. Currently in year 2 Part-time PhD looking at how strategy develops and forms within UK HEIs. Areas of interest include strategy-making processes, strategy-making within universities, international students experience and engagement.
Polarization in Research Methods Application: Examining the Examiner

Edwin Asiamah Acheampong, Marcia Mkansi, Kondal Reddy Kondadi and Baomi Qi
University of Bolton, UK

Abstract: This paper emerges as a reaction to the assertion of polarization or dichotomies in research method. The aim is to find out whether this assertion by some writers of research methods application, ‘hold water’ within academia. To that extent, the study designed a survey questionnaire to elicit the opinions of PhD supervisors and examiners from three North West region of England: University of Bolton, Salford, and Manchester. The study addresses the issue of polarization in research methods by investigating whether some researchers become dogmatic in the application of research method through supervision and examination of prospective researchers, PhD students? If so, what does that posture represents? Can a supervisor-student relationship be marred by these preferences? This research paper attempts to answer these questions from supervisors’/examiners’ perspective. A purposive and referral sampling methods were adopted to reach supervisors, who otherwise, would have declined to partake in such an incisive study. The findings of the study confirm some of the relationships between research philosophies and research approaches, and most importantly reveal the sentiments of the surveyed population on the apparent rivalry between research philosophies and approaches. Furthermore, the paper presents the candid observations and opinions of the writers on the qualitative/quantitative debate. The major limitation of the study is the abysmal response from the surveyed universities. This will in no doubt detract from the overall impact of the findings of the study.

Keywords: examiner(s), supervisor(s), polarization, qualitative research, quantitative research, research philosophy
Faculty’s Attitudes Towards Research Supervision and Postgraduate Students’ Programme Completion at the University of Ibadan, Nigeria

Emmanuel Olufemi Adeniyi and Maruff Akinwale Oladejo
Federal College of Education (Special) Oyo, Nigeria

Abstract: The supervision of research students is undoubtedly an integral part of the knowledge management activities in Universities. It is a complex process that demands positive attitudinal disposition especially on the part of the supervisor. This is contingent upon the fact that faculty’s positive attitudes in supervisory process and practice holds the key to the completion rate of the research work because research supervision requires extensive attention and discussion. This study therefore investigated faculty’s attitudes towards postgraduate research supervision and programme completion at the University of Ibadan, Nigeria. It adopted the descriptive survey research, which is ‘ex-post facto’ in nature. This University was purposively selected being the Nigeria’s premier University, recognized for running quality postgraduate programmes. Two hundred academics, selected through simple random sampling technique participated in the study. Data were collected through a self-designed validated instrument (r= .85). Three hypotheses were formulated and tested at 0.05 level of significance. Pearson product moment correlation coefficient and t-test statistical tools were used to analyze data. The study established a significant and positive relationship between faculties’ attitudes towards research supervision and postgraduate students’ programme completion (r=.48). There were also significant differences in faculties’ attitudes toward research supervision based on gender (t=2.36, df= 198, P <0.05) and rank/status (t=2.39, df= 198, P <0.05) respectively. Research supervision is to stimulate the acquisition of knowledge and its successful supervision can be determined by the supervisor’s attitudes. Supervisors therefore need to recognize the value of knowledge and see themselves as knowledge assets of both their institutions and the wider societies. It was therefore, recommended that University administrators should foster conducive knowledge environment and culture, and also improve upon exiting incentive reward systems that will motivate faculties to have positive attitudes towards students’ research works. Also, supervisors should ensure a friendly atmosphere necessary for successful research supervision, and
good working relationship with their students to pave the way for in-depth discussions on the research work.

**Keywords:** faculties’ attitudes, postgraduate programme, research supervision, research student, University of Ibadan

### The Roots and Components of "Workflow' Using Visual Methodologies

**Saleh Alhalalat**  
**King Saud University, Riyadh, Kingdom of Saudi Arabia**

**Abstract:** This paper studies the term "workflow", together with its roots and components. The experiences of the author are based on his full-time job as an executive consultant at King Abdullah Institute for Research and Consulting Studies (KAI) and these experiences have generated best practices and implementations in the field of Organisational Development (OD). The researcher argues that the term "workflow" should be considered as a main factor in the business operations and success of OD projects. The main research focus is: "What are the components of workflow? Improving each component of the workflow umbrella means improving the workflow itself; equally, improving the workflow itself leads to the improvement of all components. Thus, performance will be more effective and efficient". The contribution of this paper is that it demonstrates how to understand workflow components using visual methodologies as these increase opportunities for improving performance which, in turn, enhance the possibility of a business succeeding in its own market, not just locally but abroad as well. Also, performance improvement leads to entrepreneurship. The main outcome of this paper is the production of a comprehensive model of workflow which has been reviewed by several universal experts. This paper is divided into three parts to offer a clear interpretation of the argument. After an introduction, a workflow portfolio is presented; this is followed by a visualisation of workflow components. Finally, conclusions and recommendations are provided.

**Keywords:** performance, process, project management, visualisation, workflow
Evaluating Doctoral Education: A Conceptual Paper

Valerie Anderson and Sarah Gilmore
University of Portsmouth, Richmond Building, Portsmouth, UK

Abstract: This paper focuses on the evaluation of doctoral education in UK Higher Education Institutions (HEIs). It critically reviews approaches to the evaluation of doctoral education and proposes a revised framework. Pressures of budgetary constraints and ‘marketisation’ in Higher Education (HE) have promoted managerialist approaches to evaluation that prioritise the needs of students as consumers and government funding agencies as ‘clients’. Such approaches are epitomised by the Research Councils UK (RCUK) ‘Researcher Development Framework’ which articulates doctoral development through a set of lists of behaviours, standards and descriptors which overlook intangible features of intellectual development and research expertise. We critique the rational / objectivist paradigm of the current ‘Impact Framework’ (IF) approach to evaluating doctoral education highlighting its linear, operational-level, and summative purpose. We argue that the environment for research and knowledge exchange in HE requires a constructivist, pluricentric understanding of the processes of interaction between students and other stakeholders which collectively influence doctoral education outcomes. We propose an inclusive, multidimensional framework derived from the literature about different forms of evaluation which provides a balanced assessment of the perspectives of: learners, educators; supervisors; principal investigators, deans, senior managers, research sponsors and funders. Our proposed framework utilises longitudinal, aggregated quantitative data and qualitative information. First, it includes effectiveness and efficiency measures to evaluate the student experience and achievement of learning outcomes. Second, it encourages participants in doctoral learning processes, such as students, supervisors and leaders of faculties; schools or research groups to articulate their expectations of doctoral education processes and the extent to which these expectations have been met. Finally, it assesses achievements resulting from doctoral education against HEI strategic aspiration measures.

Keywords: doctoral education; evaluation; higher education; measurement
Silent Voices in Organisations: Conscientization as a Reflexive Research Methodology

Andrew Armitage  
Anglia Ruskin University, UK

Abstract: Whilst there has been a steady and growing interest in collaborative, and emancipatory organisational research practices that espouse inclusive organisational discourses and challenge, and reject the power relations between the researcher and the researched, few have considered the dynamics of the dialogical process that ensues within these contexts. Furthermore, the concept of what Paulo Freire calls conscientization is also largely ignored in the research literature, this being central to the ownership of research problems, processes, eventual solutions, and subsequently the liberation of the researched as they emerge from cultures of silence and oppression. This paper advocates that changes in research practice and the way those who conduct research engage with those they research are needed if modernist discourses and dominating ideologies that deny individual voice are to be challenged. It is argued this can only be achieved by means of the dialogical process. It is argued that dialogical studies offer democratic and emancipatory practices and the creation of shared meanings, and understandings for those who partake in the research act. The ‘four moments of dialogic research’: Engagement; Self awareness; the aesthetic; and Transformation are presented to illustrate how dialogue can be used to uncover the silence of organisation life.

Keywords: silent voices, dignity, reflexivity, dialogue, respect, emancipation
The Role of Reflection by the Professional Information Systems Practitioner in South Africa

Udo Richard Averweg
Information Services, eThekwini Municipality and Graduate School of Business & Leadership, College of Law and Management Studies, University of KwaZulu-Natal, Durban, South Africa

Abstract: A professional is a practitioner whose practice is based on a significant body of theory, has appropriate tertiary qualifications from a recognised body (in South Africa, usually a university or university of technology), is committed to undergoing continuous professional development, consults best practices before undertaking work and subscribes to a code of conduct (or code of ethics). The Computer Society South Africa (CSSA) has a Code of Practice (Professional Conduct) for its registered members. The CSSA is widely recognised as a professional body for information systems (IS) practitioners. In this paper focus is made on the professional IS practitioner who conducts practitioner inquiry research in the IS discipline in organisations in South Africa. The goal of this paper is to explore and discuss the role of reflection by the professional IS practitioner who conducts computing research in organisations in South Africa. The author argues that the benefit of including reflection in the professional IS practitioner’s learning is that it allows him to understand why he did something (e.g. a research inquiry) in a particular way, recognising how he felt about it and thereby identifying his own personal strengths and weaknesses. Such reflection then allows the IS practitioner to build on his personal strengths and to develop approaches to minimise his weaknesses. The professional IS practitioner has to recognise ‘his’ IS practice as an avenue for learning. This can be achieved by using reflection as a reflexivity tool to understand the professional IS practitioner’s ‘true’ situation in an organisation and create the freedom he needs. Professional skills should therefore be enhanced through a link between reflection and the IS practitioner’s praxis. The professional IS practitioner develops praxis since action is informed by reflection. Professional IS practitioners need to explore and be reflective as it is this habit of mind which is indeed a useful source of professional development. However, for them to be also reflexive, supports critical reflection. To be reflexive can nourish reflections as introspection.
leads to heightened awareness, change, growth and improvement of the self and for the IS discipline.

**Keywords:** computer society South Africa, critical reflection, professional Information Systems practitioner, reflection, reflective practice, reflexivity

### A Technical Guide to Designing and Implementing Effective web Surveys

**Greg Baatard**  
**Edith Cowan University, Perth, Australia**

**Abstract:** The Internet is becoming an increasingly prominent medium for the administration of surveys. Although individual findings vary, the majority of the literature agrees that the appropriateness and response rates of web surveys is expected to rise in the future as we enter a generation of “digital natives” and mail-based communication becomes increasingly antiquated. Just about every aspect and tenet of traditional survey methodology has received attention in academic literature, positioning it as one of the most mature data collection techniques and a mainstay in all areas of research. While much of this accumulated knowledge is applicable and relevant to web surveys, there are numerous issues that arise specifically when surveys are delivered online. Such issues concern the overall design, delivery and administration of web surveys and the structure, presentation and layout of their questions. The decisions made in these areas can influence the efficacy of a web survey in a number of ways, including the rate, integrity and quality of responses. This paper discusses such issues, and makes a number of recommendations to assist researchers in manually developing an effective web survey and in evaluating survey creation products and services.

**Keywords:** web, online, survey, questionnaire, guide
Utilising a Sociological Analytical Scheme and Intellectual Device to Critically Appreciate Software Project Management Methodologies

Gary Bell
London South Bank University, Faculty of Business, London, UK

Abstract: This paper offers a sociological analytical scheme and intellectual device as a broad approach to benchmarking software project management methodologies. The software industry is still bedevilled by problems (or symptoms) such as cost overruns, schedule slippage and poor product quality. The combination of these symptoms has been described as the ‘software crisis’. Project management and associative methodologies are considered to be one of root causes of this crisis. Hence, there is a need to benchmark methodologies connected with the software project management. Furthermore, it is asserted that the project management discipline should be associated with Social Sciences. An analytical scheme is derived in order to highlight appropriate social theory and clarify scientific philosophical assumptions of the identified management methodologies. Key parts of the intellectual device are described. Additionally, its connectivity with scientific philosophy and facets of the single and double learning concept are explored. The device is used to guide the critical appreciation process of an improvement methodology known as the Goal/Question/Metric (GQM) Paradigm. The appreciation aspect examines the original methodology and important developments which assists in uncovering key characteristics (e.g. concepts and principles). Furthermore, the research strategy associated with GQM is identified. The critical aspect investigates the benefit and cost of implementing this methodology. This novel combinational approach comprehensively benchmarks the GQM Paradigm, and generates its epistemological framework. Moreover, it can guide informed changes to this traditional improvement methodology. Finally, future research is outlined.

Keywords: intellectual device, methodology, sociological analytical scheme, and software project management
Validation of Grounded Theory Based Data by Means of Analytical Mapping Techniques

Martin Bergaus, Bernd Stottok and Andrea Gorra
Leeds Metropolitan University, UK

Abstract: Mapping techniques serve as the visualisation of abstract and complex connections. The use of maps of scientific literature research enables researchers a rapid, structured management of different topics. The goal is to support analytical process development for the structuring and grouping of data and texts by using mapping techniques. This article presents an analytical mapping process which validates empirical data analysed by Grounded Theory Methodology (GTM). The mapping process to be presented is a representation of mind and concept mapping. With every map generated, the core information of a specific topic is visually shown to the viewer. In this way the researcher is challenged to find an understandable connection for every term, and also to be able to create obvious key information for other researchers in a quick and simple way. For a research topic, one or various structured maps are created, in which text passages with similar contents are summarised in hierarchical graphs. This method offers the researcher the advantage of being able to systematically extract fundamental aspects out of extensive literature. Combinations, hierarchies, and causal connections within a given subject are prepared in a graphical way. Complex topics can be understood quickly and simultaneously structured, so that they can be taken as indicators for a validation of empirically determined data. The method, moreover, helps with the validation of large amounts of data by researchers in areas where they are not necessarily experts. This article describes the steps necessary when an analytical mapping process is used for structuring of literature based data. The usability of this method is evaluated through a discussion of its advantages and disadvantages, and the presentation of three studies in which the method has been successfully applied. The article is therefore relevant for all those interested in the practical use of mapping techniques in the context of Grounded Theory.

Keywords: mind and concept mapping, grounded theory, data validation, empirical research, qualitative data
Ethnographic Research Methods in Business and Information Systems Research

Ann Brown and Jessica Iacono
Cass Business School, City University, UK

Abstract: Ethnographic research has its roots in anthropological studies, where researchers would travel to faraway places to study the customs and practices of less known societies. Ethnographers try to immerse themselves in a setting and become part of the group being investigated in order to understand the meanings that actors put upon phenomena or situations. Since organisations can be viewed as societies with their own peculiar customs and practices, ethnographic research is well suited to the study of management in organisations and can yield results which are inherently more valid and relevant to the organizational actors. This produces an extra-ordinary depth of knowledge on the context of the research study and can therefore produce rich insight into the problem. First-hand knowledge of what happens in the field may contradict commonly held assumptions, highlight hidden agendas and reveal fundamental misconceptions. Nonetheless, it still forms only a small subgroup of empirical studies in Information Systems. The method is potentially expensive in terms of researcher time and presents a number of problems in application. This paper reviews the recent work carried out in Information Systems studies using this method.

Keywords: ethnographic methods; participant observer, empirical Information Systems research methods, professionally qualified doctoral student

Quality Criteria for Interpretive Research in Information Systems: A Reflexion About Klein and Myers’ set of Principles

Ana Cardoso and Isabel Ramos, University of Minho, Guimarães, Portugal

Abstract: In the last two decades, interpretive research has become more established and more popular in information systems (IS) field (Walsham 2006), (Walsham 1995a). Publications with detailed information and prac-
tical guidelines for conducting this type of studies have contributed to
grow confidence in interpretive methods, as for example (Walsham
1995b), (Walsham 2006), (Myers 1997), and (Klein & Myers 1999). The
work of Klein and Myers (1999) consists of a set of principles for conduct-
ing and evaluating interpretive research, which provide fair and appropri-
ate criteria for judging the validity and reliability of such studies. In this
article we focus on understanding how this set of principles has informed
research articles published in the highest-ranked IS journals (according to
Association of Information Systems): Management Information Systems
Quarterly and Information Systems Research. We question if these prin-
ciples have been translated into common practices when conducting inter-
pretive research in the field of information systems and whether authors
incorporate them explicitly when they communicate the results of their
research. Articles published in these two journals are recognized as finest
exemplars of rigorously conducted research and thus represent a relevant
sample for this exploratory study. This work can be extended in the future
to include more journals. This research is empirical and the analysis is done
at the level of articles published in those two journals. We browsed the
entire collection of articles published in these journals between 1999 and
2009 and selected research papers reporting field studies of interpretive
nature. Selected articles were read, with particular focus in the methodol-
ogy section, and explicit or implicit evidence of quality criteria that in-
formed the research was collected. Direct or indirect reference to Klein
and Myers’ set of principles was highlighted. We summarize and compare
our findings in a comprehensive table, and note that, apparently, the prin-
ciple of hermeneutic circle is the most explicitly discussed in this sample.
Moreover, Klein and Myers’ set of principles seem to have had a greater
influence in Management Information Systems Quarterly publications,
where several articles illustrate the compliance with such principles with
examples. This is particularly visible in the papers published in the period
from 2002 to 2006. This study aims at contributing to the literature of qua-
litative research methodology in information systems field, and provides a
reflexion about methodological rigor in interpretive research that, to our
knowledge, had ever been done. Thus, the findings here presented may be
useful for junior researchers and doctorate level students to understand
how validity and quality criteria are enacted in high-quality research.

Keywords: interpretive research evaluation, quality and rigor criteria, in-
formation systems, Klein & Myers’ set of principles, hermeneutics
Substantiate the Reflexivity: The Insider-Outsider Role of an Ethnographic Researcher

Ke Cui
Durham University, Durham, UK

Abstract: In order to explore the notion and operational application of reflexivity in qualitative research, this article examines the insider-outsider identity of ethnographic research as experienced in a Chinese study. Drawing on doctoral research which focuses on the impact of parental expectations upon children’s social mobility, this paper compares how I have positioned myself as an insider-outsider before and during the fieldwork. According to the differences between what I expected myself to be and what actually happened in the fieldwork setting, this paper argues that positioning an ethnographic researcher within the research process is problematic. This article explores my empirical experiences from the fieldwork I undertook to examine this issue, the result of which reveals that unexpected social boundaries can be raised by the research participants. Thus, we cannot make priori assertions about our position as a researcher before entering in the fieldwork. Moreover, based on the notion of the insider-outsider continuum, my experience reveals that as the research proceeds, a researcher moves constantly within this continuum; therefore, it is possible for an ethnographic researcher being closer to one pole at one moment while being closer to the other pole at other moments. In addition, my experience affirms the necessity to reflect on pre-existing relationships between the researcher and the research participants while creating and re-creating research identities during the course of the fieldwork. Pre-existing relationships inform the various perceptions that informants have of the researcher and this in turn determines the depth of information they want to reveal. Looking at the complexities that arise in negotiation about the ways in which insider-outsider role of the researcher is played out in the research process is a key concern of this article. Additionally, it considers the importance of reflexivity in examining this role within qualitative research. In doing so, I will contribute to the growing body of scholarship that examines the practical realities and ethical dilemmas that arise when one is configured as an insider-outsider in ethnographic research.

Keywords: reflexivity, ethnographic researcher, fieldwork role, insider-outsider role, empirical data, research experience
Students so Close, yet so far Away: A Case Study and Best Practices for Teaching Research Methods Online

Leslie Dinauer
University of Maryland University College, Adelphi, USA

Abstract: An increasing number of students are participating in online learning. When students must take a research methods course online, they often have great difficulty and become anxious. Statistics anxiety appears heightened in the online environment, fueled not only by discomfort with the statistical content of the course, but also by the increased cognitive load of managing the learning software and the challenge of reading and understanding statistics textbooks without the benefit of face-to-face feedback and instruction. Thus, the outcomes for students taking research methods courses online can be much poorer than for students who take similar classes face-to-face. The purpose of this exploratory study is to explore the online experience for students in a research methods class, paying particular attention to the significant ways in which an online class differs from face-to-face. This study first examines the concept of statistics anxiety, then moves to consider the online experience for students in a research methods class, paying particular attention to the significant ways in which an online class differs from face-to-face. Using a case study methodology and narrative analysis, the paper presents the experiences of one class of management graduate students enrolled in a 13-week online research methods class in a large, American university. The data richly demonstrate how the online classroom enhances feelings of alienation with respect to students’ self-beliefs about their ability to participate in the class, and facilitates avoidance behavior that adversely affects performance on homework. Over the course of the semester, however, most students’ confidence and ability improve to acceptable levels.

Keywords: teaching research methods, online learning, statistics anxiety
Systematic Review of Empirical and Psychometric Studies on Organizational Commitment Conducted in Turkey

Serkan Dolma, Ozlu Azakli, Yagizhan Yazar and Talha Demirbas
Istanbul University, Turkey

Abstract: Although it is far from a consensus, organizational commitment is considered to be a multi-component construct by many researchers of the subject area. Several different multi-component conceptualizations are proposed in the literature, but the most widely preferred model (therefore, the most frequently applied “non-unidimensional” scale) in empirical studies is that of Allen and Meyer (1990). In their model, Allen and Meyer theorize 3 related but different components of organizational commitment, namely Affective, Continuance and Normative Commitment components. They stated that they specifically refer to them as components, i.e. not as types or factors, because an employee’s relationship with an organization might reflect varying degrees of all three (Meyer & Allen, 1997). In other words, in this model (and in the most of the other multi-component models as well) the term organizational commitment is not considered to be a construct per se, but just the group name of these three constructs. Notwithstanding this, a casual perusal of the international journals reveals that this fact has, albeit exceptionally, eluded a few researchers who either (i) computed a “total organizational commitment score” besides the three composite scores or (ii) performed a second-order factor analysis of the three components, both of which are clear signs of a practice that is not in compliance with the model. Contrary to the international literature, papers with these kinds of unfortunate oversights are quite common in the scientific journals in Turkey, let alone being exceptional. It prompted us to turn this casual observation into a systematic review and to conduct an exhaustive survey of the empirical organizational commitment studies carried out in Turkey, in order to assess the pervasiveness of the aforementioned poor practices. Besides our initial motivation, we would like to provide a comprehensive systematic review of the organizational commitment research. Within this framework, we surveyed the empirical studies on organizational commitment conducted in Turkey since 1998 and identified and thoroughly examined (i) 69 articles from twelve social science journals (ii) 75 papers from the proceedings of the four of the most prominent national
conferences on the related areas and (ii) 55 doctoral dissertations which have organizational commitment as one of the variables. We provided summarized information regarding the variables of the studies, the measurement instruments used to assess organizational commitment, and the statistical methods utilized for data analysis, and several other methodological properties of these studies that are included in this review.

**Keywords:** organizational commitment, three-component model, systematic review, composite score

**Online Formative Assessment: Does it add up to Better Performance in Quantitative Modules?**

**Elena Fitkov-Norris and Becky Lees**
**Kingston University, London, UK**

**Abstract:** Students who follow a social science programme often find quantitative methods challenging. Poor numeracy skills impact upon performance of tertiary education students, particularly in the first year of their programme, and since first year performance has the greatest impact upon retention (Yorke 2005), supporting students to develop their numeracy skills early on in higher education is vital. Previous studies concentrating on the use of online formative assessment methods to support learning in quantitative modules report positive benefits, and that exposure to online formative tests is sufficient to enhance subsequent summative exam performance (Angus and Watson 2009). Given these benefits a similar assessment framework was implemented on a first year quantitative methods module taken by approximately 400 business students, many of whom have not taken any mathematical studies since their GCSEs. The aim of this study was to consider whether student participation in a series of online formative assessments had an impact upon overall performance on this module, both within the formative tests and subsequent summative exam. This empirical study analysed the participation and performance data from a cohort of business students, taking into consideration their level of prior attainment, extrinsic motivation, gender and age. A retrospective ridge regression model was fitted and used to examine the nature of the relationship between participation and performance in online formative assessments and overall module attainment, as preliminary analysis.
identified high collinearity between formative test participation and formative test grades. The results suggest that this data set does not support the hypothesis that participation, rather than performance, in formative assessment is a better predictor of student end-of-year exam performance. However, there is evidence that although small, the impact of participation in formative assessment on end of year assessment is positive and significant. Furthermore, the study confirmed that prior attainment in quantitative modules is a significant predictor of future attainment, particularly for male students and that student motivation plays a significant part in overall achievement.

**Keywords:** online formative assessment, performance, evaluation, quantitative methods

### Alleviating Design Silence in Design Science Research: a Proposal of a Design Method

**Francis Gacenga, Aileen Cater-Steel, Mark Toleman and Wui-Gee Tan**  
University of Southern Queensland, Toowoomba, Australia

**Abstract:** Information Systems (IS) design science literature offers a plethora of findings on various aspects, such as the general steps in design science, problem identification, objectives of solutions, and evaluation of the artefacts. However, there appears to be a dearth of guidance on the design of the artefact itself. Information Technology Service Management (ITSM) practitioners report challenges in measuring and reporting the performance of ITSM. This area is identified as significant and lacking in research. We are developing a framework that can be used for performance measurement of ITSM investments in organisations. The ITSM performance measurement framework (PMF) will provide a basis of standardisation and performance comparison for organisations implementing ITSM. The focus of this paper is the design methodology for the PMF framework. Our work considers literature from IS design science as well as disciplines outside IS design. Previous IS researchers developed frameworks that guide the IS design research process but do not provide details of the design process. We extend their work by narrowing the focus on the design step found in IS design science approaches giving a detailed treatment of the design step and delve further into design literature outside IS design.
Design is, of course, a very creative endeavour and may not be solely process driven. Few articles in IS design science address in detail or give any guidance on design per se. Using a design process from outside IS design science advocating ‘designerly ways of knowing’ we apply the integrative Matching Analysis Projection Synthesis approach. We integrate an IS design science research framework with a macro cycle of analysis-projection-synthesis and a micro cycle of research-analysis-synthesis-realisation to create an approach for designing the PMF. Steps for evaluation and communication are also described. The design process proposed may be useful for other IS researchers seeking guidance on how to design the artefact in an IS design science project.

**Keywords:** design science research, it service management, performance measurement framework, mixed methods research, matching analysis projection synthesis approach

**Measuring the Students’ Satisfaction With the Romanian Higher Education Environment: The Case of Blended Learning System at the University of Oradea**

Adriana Giurgiu¹, Carmen-Alina Popa² and Adrian Negrea¹

¹The Department for Distance Learning and Reduced Frequency Education, Faculty of Economic Sciences, Department of International Business, University of Oradea, Oradea, Romania
²The Department for Distance Learning and Reduced Frequency Education; Faculty of Social-Humanistic Sciences, Department of Education Sciences, University of Oradea, Oradea, Romania

**Abstract:** The Romanian Agency for Quality Assurance in Higher Education (ARACIS) has begun its activity in 2005, as an autonomous public institution of national interest. Since then, it has developed many quality standards for the Romanian Higher Education (RHE) system. The ARACIS’ strategy relies on its assumed mission to constantly assure and improve quality in the Romanian universities, by following its declared objectives, such as: improving the external evaluation methodology, in full compliance with the European Standards and Guidelines for Quality Assurance (ESG); increasing the role of students and employers, as final beneficiaries, within
the process of evaluation and assurance of education quality; creating a quality culture in the RHE; establishing a permanent partnership with all institutions in the RHE system, as well as with the economic-social environment, in order to correlate the RHE with the labour market. ARACIS is carrying out its activity according to the best international practices, focusing towards quality assurance and evaluation of the RHE, as part of the European Higher Education Area. ARACIS pursues the external evaluation of the RHE institutions based on its methodology, concluded in six “Quality evaluation activities guide for university study programs and for higher education institutions”. From this perspective, the paper presents the way in which the University of Oradea has adopted and implemented the Part V and VI of the ARACIS “External evaluation methodology, standards, reference standards and list of performance indicators” into its BL (DLS and RFE) study programs, focusing on describing the internal procedures and research methods used to measure the students’ satisfaction with these programs, as well as the way in which these internal procedures have been implemented within the University of Oradea in the last couple of years and which are the results so far. For this purpose, over 2800 questionnaires applied to all BL (DLS and RFE) students of the University of Oradea in these years will be described and interpreted, and their results will be used to formulate the conclusions of the paper, for assessing and evaluating the effectiveness of the students’ experience and satisfaction in such of an environment.

**Keywords:** research methods, students’ satisfaction, quality management, Romanian Higher Education, blended learning (BL)

**The Educational Scorecard: A More Appropriate Evaluation?**

Vivienne Griggs¹, Michelle Blackburn² and Joanna Smith¹

¹Leeds Business School, Leeds Metropolitan University, Leeds, UK
²Sheffield Hallam University, Sheffield, UK

**Abstract:** Against a backdrop of public sector cuts, increasing university fees and high youth unemployment, we are facing challenges in Higher Education to demonstrate the value of our courses. Assessing the value of learning, however, is not straight forward. This paper reports on a study of
evaluation processes on a post-graduate, professionally accredited diploma delivered at a selection of post 1992 universities. The driver for the study was the premise that current evaluation processes do not fully demonstrate the value of the course nor take into account the needs of multiple stakeholders. We would argue that we cannot truly assess accountability and comparability without engaging a range of stakeholders, not only in soliciting their views on the outcome of the learning but also in the design and implementation of evaluation processes. The project included benchmarking University evaluation processes and conducting a dialogue with stakeholders. The study adopted a qualitative management research approach, involving: a review of current practice, comparison with a sample of equivalent courses, and consultation (in the form of focus groups and semi-structured interviews) with a sample of students and employers. The paper discusses findings and proposes recommendations for future evaluation procedures in the design of an ‘educational scorecard’ for the course. Kaplan and Norton’s ‘balanced scorecard (1996) concept was adapted to provide a mechanism to represent and balance the needs of different stakeholder groups in the education process. The ‘educational scorecard’ presented in this paper is developed specifically for the postgraduate diploma in Human Resource Management (PDHRM) at Leeds Metropolitan University. However, the model is flexible and may be adapted for other HE institutions and courses.

**Keywords:** evaluation, HRD, higher education, stakeholders, balanced scorecard

**Appreciative Inquiry as Alternative Method to Assess Service Quality in a Special Library**

**Elrita Grimsley**  
Information Service on Higher Education, Centre for Teaching and Learning, University of the Free State, Bloemfontein, South Africa

**Abstract:** In the negative economic climate of today, special libraries are a luxury that few organisations can afford. The special library needs to demonstrate its value to the organisation it belongs to and needs to justify the continued existence thereof. The users of special libraries are a specific group of people that need information that is utilitarian, pragmatic and
immediate. The need arose to investigate how users of a special library experienced the quality of the service. Being a small special library other evaluation methods to discover the level of service were not appropriate to use in this context. Appreciative Inquiry is explored as a method to delve into the level of service encountered by users of this special library. The assumptions and principles that guide Appreciative Inquiry as methodology are mentioned. Appreciative Inquiry as methodology is grounded in peak experiences. Appreciative Inquiry has a 4-D cycle (discovery, dream, design, destiny), to gather information but only the discovery phase of Appreciative Inquiry is used in this study. For this case study a generic Appreciative Inquiry interview protocol was adapted to discover the quality of the service experienced by the users of the library. Data was collected from a representative group of users of the library. Narratives of the best experiences of users are explored to demonstrate what is giving life to the library. The data revealed three themes, empathy, professionalism and responsiveness to needs of the users, as life giving forces. These findings demonstrate the quality of the service that is delivered to users of the library. While generalisations are difficult to draw from such a small study, a recommendation is made that librarians can use Appreciative Inquiry as methodology to discover what the life giving forces are in their libraries. For the user of the special library, the service experience is short lived, but can leave a lasting impression. A positive service encounter can contribute to the overall well being of the librarian, as well as the user of the library and contribute to strengthen the value of the special library to the organisation it belongs to.

**Keywords:** special libraries; appreciative inquiry; service quality; higher education; service delivery; academic libraries

**Generating new Interview Method**

Yayoi Hirose\(^1\), Kiyoshi Itao\(^2\) and Tomohiro Umeda\(^3\)
\(^1\)Japan Science and Technology Agency, Tokyo, Japan
\(^2\)Tokyo University of Science, Tokyo, Japan
\(^3\)Nara Women’s University, Nara, Japan

**Abstract:** This study aims at generating a new interview method of qualitative research, appropriate for understanding social interactions in a super-
aging society. Several countries are now faced with an aging problem. In particular, the Japanese population took a downward turn in 2005, and Japanese society is now comprised of 21 percent of over 65 year-old people, which Japan has never experienced. The working population of Japanese society is expected to decrease rapidly, and society will be largely occupied by elderly people in the near future. Discussion is now being held on how to generate a sustainable super-aging society. Due to this situation, the national government initiated public nursing care insurance ten years ago, and a large number of senior businesses have been generated, including elderly care services, hospices, nursing home services, and home help services. However, the care business for the elderly has the severe problem that a lot of care workers quit their jobs because of psychological stress. One of the reasons is that care workers are not motivated to provide better care services because they cannot interact with the care receivers very well. For example, care workers cannot understand whether the elderly really enjoy their current circumstances. The elderly who can express their intentions can enjoy their care services, such as listening to music. However, the care receivers may become unwilling or hesitant to make requests of those providing care, as they do not want to be thought of as troublesome or a nuisance. For example, the care receivers sometimes may not feel comfortable saying, “I want to go to bathroom. Please help me.” In order to investigate this factor, interview or survey is regarded as an important method. However, several senior people cannot necessarily express their own opinions, and especially senior people who require nursing care might have difficulty in speaking. Several helpers state that they are concerned whether senior people are really satisfied with the present situation: They might be stressed by being watched via the Internet all the day. This study aims at generating new research methods for obtaining more detailed information regarding human emotional factors by utilizing sensor technology. It can improve the weaknesses of qualitative research past discussions have pointed out, and develop the validity of collected data and more objective analysis of collected data in qualitative research. As the first step for a new research method, the study uses two types of sensing device. These can be used as a complimentary or an additional source of interview or survey data, as the data obtained by the sensor technology sometimes suggests in what emotional condition the senior people stated certain things. By obtaining the emotional condition data of senior citizens, it becomes possible to generate business which senior citizens really want. Exploring the emotions of those in care in detail will con-
nect the emotional gap between care receivers and care workers, and promote communications between each group. By focusing on the service to what senior citizens want, plenty of sustainable senior business can be expected.

**Keywords**: interview method, qualitative research, sensing technology, emotional factor

**The new Role of Marketing Research Toward Sustainability: A Value-Driven Perspective**

Somdee Hongphisanvivat  
Faculty of Commerce & Accountancy, Thammasat University, Bangkok, Thailand

**Abstract**: The increasingly turbulent environment calls for a new role for marketing research to employ the holistic research approach and shift its focus on abilities to learn key knowledge for creating superior value and sustainability. This paper addresses such holistic views using multiple qualitative methods to obtain wider and deeper knowledge/information from professional experts, academicians and executives of various industries experiencing in marketing areas. The findings support the proposed framework revealing the new marketing research requires three significant changes from the original conception of market research: 1) incorporating experience and active collaboration between researchers and decision makers into research process to set the key knowledge most critical to sustainable advantages; 2) employing multiple research methods most useful and applicable to build capabilities in superior learning key knowledge; and 3) enriching interpretation for insightful understanding and facilitating superior decision and proper action. Further study illustrating a case study of the most successful public company in Thailand retail trade industry gives more insights on how to apply holistic perspective. Following the new research approach, the company employs seven forces focusing on periodical study of consumers and employees, improved information technology and data management, and continually building good relationship and strong collaboration with all stakeholders. These assist in developing core capabilities and dynamic capabilities to faster identify key knowledge, better learning for in-depth understanding and proper decision on
an effective implementation of superior holistic value creation of stakeholders. The company’s net profits margin, return on equity (ROE) and return on investment (ROI) outperformed the industry average during the year of 2004-2009 and expected to continue in 2010-2012. These evidences confirm the well applied holistic orientation able to sustainable competitiveness and long-term business success.

**Keywords:** new marketing research, holistic value creation, competitiveness, sustainability, business success

**Student Satisfaction Formation: Linkage Between Information Satisfaction and College Choice Satisfaction**

Nurlida Ismail¹, Faridah Hj Hassan² and Nooraini Mohamad Sheriff²  
¹Taylor’s University, Subang Jaya, Malaysia  
²Universiti Teknologi MARA, Shah Alam, Malaysia

**Abstract:** Satisfaction level that students have in their college choice can have a long term impact on the continued existence of the college. Hence, student satisfaction is considered an important performance indicator. This study investigates the relationship between information characteristics (comprises of information on college attributes and information accessibility), information satisfaction and college choice satisfaction. Structured questionnaire was employed and self-administered survey approach was used to gather data. Two types of analysis were presented. Firstly, descriptive statistics was employed to describe the basic features of the data for each item in a construct. While the second analyses involved the establishment of the measurement model as well as testing the model fit for each construct using structural equation modeling (SEM). The findings of this study provided a very interesting discovery. It strongly pointed out that information satisfaction plays an important role in mediating the relationship between information characteristics with college choice satisfaction. The result of the study indicated very strongly that information characteristics have no direct impact on college choice satisfaction however; the indirect effect of information characteristics onto college choice satisfaction through information satisfaction is very sizeable (95% confidence interval: 0.534, 0.802). Hence, ultimately the real challenge of marketers of
higher education institutions is to ensure that information is disseminated effectively and should result to students being satisfied with such information. As a conclusion, marketers must device their promotional strategies effectively to make sure that potential students are satisfied with the information provided through the various promotional sources.

**Keywords:** information characteristics, information satisfaction, college choice satisfaction

**Weaving the Threads of Reflexivity: Coming to Terms With Grounded Theory Research**

**MacDonald Kanyangale and Noel Pearse**
**Rhodes Business School, Rhodes University, Grahamstown, South Africa**

**Abstract:** Researchers are ultimately responsible for the knowledge they produce as well as how that knowledge is produced. Reflexivity can contribute to making better knowledge claims and improving research practice. However, novice grounded theory researchers may experience practical difficulties and confusion in practicing and deepening the process of reflexivity in a rigorous way. Over the years, different versions of grounded theory have emerged, each with their own set of ontological and epistemological assumptions. This has placed great demands on the novice grounded theory researcher, who has to cautiously and appropriately, exercise reflexivity in their research work. The paper first focuses on understanding the Straussian grounded theory method and the concept of reflexivity. It then explores the implications of reflexivity from the perspective of the role of the researcher in: conducting the literature review, theoretical sampling, data collection and analysis; as well as the implications of a grounded theory researcher exercising reflexivity. In doing so, the article explores the practicalities of entrenching the concept of reflexivity within the method of grounded theory. The paper concludes that merely focusing on theoretical and analytical aspects of reflexivity is insufficient to adequately weave threads of reflexivity into a grounded theory research process. In addition to theoretical and analytical aspects, this paper calls for researchers using grounded theory to also give attention to the social, inter-subjective dimension of reflexivity.
Keywords: reflexivity, reflection, grounded theory, theoretical sensitivity

The use of the Time Diary Method to Explore Academic Time Management: Insights From an Australian University

Branka Krivokapic-Skoko¹, Roderick Duncan² and Kerry Tilbrook¹
¹School of Management and Marketing, Charles Sturt University, Bathurst, Australia
²School of Finance and Accounting, Charles Sturt University, Bathurst, Australia

Abstract: Academics and universities have an interest in tracking the tasks and workloads of academics in the areas of teaching, research and administration, but do academics and their employers know how many hours a week an academic engages in particular tasks? We discuss the on-going development of an electronic time diary tool to measure an academic’s teaching, research and administrative tasks. Our preliminary findings suggest that time spent communicating with students is now a significant portion of an academic workday. Academics work long hours interrupted by the demands of students as customers coupled with increasing accountability and compliance within universities. We find that academics value aspects of their work which foster self-direction and creativity in both teaching and research activities.

Keywords: academics and time management; higher education management; time diaries

Why Should I Care?” Facilitating Learning in Higher Education

Maria Kyriacou and Panayiotis Constanti
University of Nicosia, Nicosia, Cyprus

Abstract: Higher education institutions primarily focus on curriculum development for those courses that will best enable their students to connect with and master the discipline of their choice; and knowledge-creation that will expand the academic horizon. It is assumed that both teacher and stu-
dent are well aware of their main role i.e., the teacher presents a lecture that is cohesive and comprehensible; the student attends lectures, studies the material, submits required coursework, and participates in classroom discussions. Besides these roles, another more implicit aspect influences the actual learning experience. The student forms impressions about the course and the lecturer, while her/his ability to study and assimilate the course material is impacted by clues garnered from the lecturer. Subsequently, teacher behaviour, whether intentional or unintentional, can influence the student’s learning strategies and subsequent academic success or failure. The teacher has to develop strategies for addressing this issue, not only to eliminate the educational problems derived from both his/her intentional and unintentional interactive behaviours, but also to leverage this awareness in order to enhance the student’s academic progress and prospects. Therefore, the teacher needs to introduce and develop strategies that are perceived by the student as enhancing a caring and respectful learning environment. Utilizing focus group and individual student interviews, we set out to answer the following six questions: Have you ever had the feeling that a faculty member did not care about you and your learning in a course? What did the faculty member do or not do to give you that feeling? What did you do as a result of that feeling? Have you ever had the feeling that a faculty member did care about you and your learning in a course? What did the faculty member do to give you that feeling? What did you do as a result of that feeling? The findings suggest that the teacher’s caring disposition, can have a significant impact on the student’s learning strategies, and inspire her/his engagement and learning.

**Keywords:** student, faculty, teacher, lecturer, instructor, pedagogical caring
Establishing and Maintaining Focus in Your Research: Promoting the use and Effective Implementation of Focus Group Methodology in a ‘Real-Life’ Research Study

David Lamb
Edith Cowan University, Joondalup, Perth, Western Australia

Abstract: Within the academic research literature there is a lack of information and guidance on utilising focus group methods, yet it is a research method that is highly adaptable and can be used in combination with a range of other methods at different stages of the research process. In this paper, the use of focus groups in research will be discussed, with reference to a focus group involving pre-birth and post-birth couples to examine how significant life events, such as ‘first time pregnancy’ and ‘first time parenthood’, impacted upon their access, opportunity and experiences of leisure as an individual, couple and as a family. Focus groups are an under-utilised qualitative tool in business/management research and during the paper a range of benefits will be highlighted, with regards to gaining information about participants’ experiences and views on a specific topic. Focus groups are an adaptable research tool and relatively easy to organise and can be used at all stages of the research process. It is a qualitative method of enquiry that is similar to group interviewing, but most importantly the interaction between focus group participants is the key to producing insightful data. Focus groups help participants to express their own perceptions, attitudes and viewpoints about a topic in which they are personally involved and in which they have experience and knowledge. Furthermore, focus groups allow participants to discuss a specific issue in which they have some common interest, with like minded people in a non-threatening and relaxed environment. As a researcher, it is important to be aware of some of the ‘pitfalls’ of using focus groups and strategy to ensure effective management and be clear in your purpose for using this method. Preparation is critical, as there are many tasks that need completion before the focus group meeting can commence. Similar to any other qualitative methods of research, focus groups can be used for a variety of purposes, but the researcher needs to be mindful off the advantages and disadvantages of using this method, in relation to other methods of research. In this paper, the important role of recruiting participants, formulating a strategy for framing
questions and the role played by the moderator in managing the focus group discussion will be emphasised. Suggestions will be given, to highlight a number of ways in which the data produced can be analysed and utilised for reporting purposes. In concluding, the key issues outlined in the paper will be re‐visited and the reader will be encouraged to seriously consider using this method as part or in combination with other qualitative and quantitative methods.

**Keywords**: focus groups, group interviewing, methods, research, family leisure

**Issues and Challenges of Evaluating Digital Divide Projects**

Keri Logan and Barbara Crump
Massey University, Wellington, New Zealand

**Abstract**: A requirement of receiving public funding for community based projects is that an independent evaluation be undertaken within a certain time period. Depending on stakeholders’ perspectives, the evaluation report is used as an indicator of the worthiness of the project for future funding, identification of issues that need addressing or, in the case of small impact evaluations, may provide an estimate of the likely outcome of a planned project. Thus, organisations often use the report for learning, monitoring and accountability. Over the past decade we have been successful in being commissioned to evaluate four digital divide projects situated in different New Zealand contexts. The Requests for Proposals (RFPs) briefly define the goals for the project which have both technical and social objectives, state the required method which is usually quantitative, and the timeframe for completing the evaluation. A feature of the RFPs has been the lack of clarity in the stated outcomes and in some of the objectives. The projects involved multiple stakeholders who each bring their own perspectives and expectations for the evaluation that are, at times, conflicting. In this paper we identify the issues that have arisen in evaluations that meet these expectations and that are useful to the stakeholders. In order to resolve these challenges we believe the most critical factor is open and frequent communication that encourages the building of trust relationships with all stakeholders. Reflection of our experiences in
meeting the various issues and challenges have improved the quality of our evaluative practice which other evaluators may find useful. We have learned to approach every project from, as Patton (2008) says, a logical, concrete and observable perspective which is often very different from that of the stakeholders with whom we are interacting, and for whom we are evaluating.

**Keywords**: evaluation, digital divide, community projects

**Thing’ Qualities - Grounded Theory Method, Discourse Analysis and Semiotics Approaches**

Arminda Lopes
Instituto Politécnico de Castelo Branco, Portugal

**Abstract**: This paper articulates the concerns about adopting various research methodologies of analysing verbal, non-verbal and images data such as transcripts of designers discourse, and small group dialogues. A combination of some of the principles of Grounded Theory Method (GTM), Conversation Analysis (CA) and Semiotics during the research data collection and data analysis were applied. All those were about the meaning we make with words and images. The case studies used to gather data were obtained from two different research networks: The Leonardo Network on Culture, Creativity and Interaction Design and The White Rose Network for Affective Communication in Consumer Products and Exhibition Design. GTM was developed by Glaser and Strauss in 1967 and it has evolved as a method in slightly different directions. In this research the basic concepts and procedures settled by the cofounders are followed but in position with the constructivist Grounded Theory using it as a heuristic strategy. A partnership between the researcher and designers enabled a mutual construction of meaning during interviews and conversations and a meaningful reconstruction of their stories into a grounded theory model. The CA principles embody a theory of meaning-making embracing with a theory of human behaviour and human culture. The basic of CA is comparison as such in GTM. Semiotics is commonly defined as the science of signs and has to do with symbols and meanings. Just as semiotics, the study of signs, helps us to understand practices of description, which in turn reveal how meaning is communicated, so does it enable us to understand the creativ-
ty of the designer, design being a method of the communication of meaning. In addition, the decision for the use of semiotic analysis was based on the need to understand the nature of drawings and artworks themselves, and the multiple relationships between them and designers as well as the designer’s values and beliefs through the artworks inherent signs. Grounded theory method, conversation analysis and semiotics were the approaches to the discovery and explanation of patterns that changed over time. The main concepts of these methodologies and their interrelations were useful in the formulation of the attained research theory as it will be presented in the paper.

Keywords: grounded theory method; discourse analysis; conversation analysis; social semiotics; multimodal semiotics

Are Employment Tribunals a Barrier to Justice? A Mixed Methods Approach

Jonathan Lord
University of Salford, Manchester, UK

Abstracts: Two publications from the British Chamber of Commerce and Chartered Institute of Personnel and Development stated that the Employment Tribunal System (ETS) is broken due to a number of reasons, including the amount of vexatious claims and the abuse of the system by claimants. The statements by the two employers organisations instigated an exploratory analysis of unfair dismissal claims from 1998 – 2011. The intention of the study is to analyse employment tribunals in respect of its purpose and whether the system is broken as purported by employers organisations. Through analysing users’ perceptions of the Employment Tribunal Service, the intended outcome is to demonstrate that although there are problems with the system, it is not a barrier to justice and that it actually needs to be modernised to ensure that the service is accessible for people who have a dispute with an organisation. Employment Law is an extremely political and controversial issue at the moment, therefore this research will analyse whether the current employment tribunal system is effective, and most importantly identify potential changes to improve the system. A mixed method approach is unusual within a law discipline and would yield information that could be used to shape government thinking.
This paper analyses the possible use of a mixed method approach to studying the ETS.

**Keywords:** mixed method, employment law, triangulation, employment tribunal, convergence model

**Towards Bridging the Quantitative–Qualitative Divide in Business and Management Research**

Hendrik Marais, Graduate School of Technology Management, University of Pretoria, Pretoria, South Africa

**Abstract:** The paper addresses the methodological commonalities linking quantitative and qualitative methodologies. It offers a three dimensional framework of research methodology that spans the assumed divide and shows that quantitative and qualitative research approaches can be mutually complementary and offer a more nuanced approximation of the truth. The framework, *Research methodology in 3D*, is based on a meta-methodological analysis and consists of three root dimensions, namely, firstly, four constituent components presented in all forms of research (concepts, questions/hypotheses, observation/measurement and communication). The second dimension of the framework consists of the core set of criteria that all scientific research must comply with (reliability, validity, ‘objectivity’ and replicability), each may be expressed under different labels and in different forms depending on the specific research tradition. The third dimension represents the basic goals of research, viz. to describe, to explain or to understand. A three dimensional framework emerges when the above dimensions are combined. The framework shows some of the tangent planes between quantitative and qualitative scientific research and suggests possible complementarity between research approaches. The framework furthermore serves at least the following functions: firstly, as map to assist students in charting their way through a maze of new concepts. Secondly, the framework is a useful planning instrument for comprehensive and complex research programmes. Thirdly, the framework can be utilized as a useful guide in evaluating research proposals on the one hand and research reports, on the other.

**Keywords:** research methodology, quantitative research, qualitative research, mixed methods
A Model Development Strategy to Determine Factors That Influence Knowledge Retention in Organisations

Ellen Caroline Martins¹ and Nico Martins²
¹Organisational Diagnostics, Johannesburg, South Africa
²Department of Industrial and Organisational Psychology, University of South Africa, Pretoria, South Africa

Abstract: The wave of knowledge loss and attrition that organisations face in a world of layoffs, retirements, staff turnover and mergers gave rise to this study. The purpose of the paper is to describe the research methodology that was followed, which focuses on theoretical and empirical research, including multiple multivariate analysis techniques to develop a model that would explain the factors that could enhance or impede tacit knowledge retention. An understanding of the research methodology can assist other researchers in utilising this process for future model development and it could assist organisations in coping with a world of losing knowledge by retaining critical tacit knowledge. The preliminary literature review on knowledge retention revealed the theoretical approach to be followed, namely a multi-disciplinary approach focusing on knowledge management, organisational behaviour and organisational development. A theoretical model was developed that identifies the organisational and behavioural factors to be considered when addressing the issue of knowledge loss. This theoretical model focused on human input factors considering knowledge loss risks and behavioural threats that could cause knowledge loss and strategy implementation risks. A quantitative empirical research paradigm using the survey method was followed to determine the extent to which these factors impact knowledge retention. The survey was conducted electronically and on paper in the water supply industry. The exploratory factor analysis technique was used to explore the factor structure underlying the variables. The internal reliability of the variables in the newly proposed factor model was determined. Nine key factors were identified through principle component factor analysis of which knowledge behaviour, leadership and strategy implementation had the highest factor loadings. The next step was to follow a model development strategy using the structural equation modelling (SEM) technique to find the best fitting model. After rigorous model testing three final models were compared.
The regression model that forms part of the SEM process confirmed that there are relationships between most dimensions, which are in line with the theory. A further multiple regression analysis was performed to determine the degree to which different dimensions predict knowledge retention. In summary it can be concluded that the research methodology chosen for this research study, underpinned by SEM, can be utilised to firstly confirm the influencing factors of knowledge retention. Secondly SEM enables the development of a theoretically justified new model to determine the relationship between strategy implementation, knowledge behaviour and knowledge retention.

**Keywords**: principal component factor analysis, structural equation modelling, model development strategy, tacit knowledge loss, knowledge retention, knowledge behaviour

**Searching for a Third way: Self-Justification**

**John Mendy**  
University of Lincoln, UK

**Abstract**: Over the years, researchers have been exploring ways of dealing with the problem of justification, partly to simplify and facilitate teaching its fundamental role and partly to improve the quality of research-in-practice. Traditionally, justification (or justifying one’s research) is linked to depersonalisation, formalised in terms of criteria such as reliability and validity. The need for different forms of justification has been keenly felt due to some difficulties with this notion. The question arises: how can one depersonalise when one deals with situatedness? The arisen situation has led to a plethora of alternative criteria for justification, such as credibility, transferability, confirmability or recoverability and even usability. Each of these notions carries different interpretations according to the research purpose(s). My focus in this paper is to search for a solution of the problem of justification (or justifying) in an area where it has received insignificant attention yet: an area where people construct boundaries to their experiences by cooperating in some task. Here justification can and needs to be explored as if new. In this area justifying one’s research is not aimed at sentences that traditionally seek to represent ‘a’ or ‘the’ reality. Here, people construct boundaries to their experiences by cooperating in, and
thereby learning from, some task rendering the question of justification one of identifying which task boundaries are to be preferred and learnt from. The area seems to have exploded in the literature in the last decade or two. An earlier recognition of this approach was Taylorism, as part of the tradition of representing some reality. What is being treated as if new is the realisation that representation has to be replaced by something else, as follows. What people are able and wish to contribute to and learnt from, depends on what the collective task is and vice versa. If people’s willingness to contribute to their development and that of the collective task is frustrated, they start to resist. In consequence, the problem of justification becomes one of linking the level of individual and that of collective experiences such that each level learns from and maintains the other even when challenged. If the latter is to happen, attempts should be made to demonstrate the link’s uniqueness. This means that the process of discovery and protecting each level’s learning and maintainability become justified and are combined in terms of a process of self-justification. The justification process is exemplified by the results of a study concerning the behaviour of employees in 4 organisations facing radical changes because of external challenges. It is described how certain individuals are able to take initiatives superior to their managers’. Their activity may be called ‘employees as producers’. They become autonomous learners and contributors. Interestingly, they become able to link personal to collective development and thereby to contribute so their companies become more responsive to new challenges. It is argued that this means that they strive to increase the quality of the link between individual and collective contributions to each other’s learning and thereby self-justify that link. This type of justification is based on the equivalence between finding a unique link between individual and global observations, similar to the case of representation. Comments are added to contextualise the problem of finding this unique link. In one it is pointed out that links between non-observational contributions are more severely restricted and more difficult to achieve than links between observational contributions, traditionally implemented using reliability and validity.

**Keywords**: research, justifying, coherence, procedure and learning
Research Philosophical Debates and Classifications: Students’ Dilemma

Marcia Mkansi, Edwin Asiamah Acheampong, Baomi Qi and Kondal Reddy Kondadi, University of Bolton, UK

Abstract: Research philosophical debates and classifications such as ontol-ogy, epistemology, and anxiology are rife and causes dilemma to research students in establishing its relevance to subjects areas and discipline. A number of studies have used different descriptions, categorisations and classifications of research paradigms and philosophies in relation to research methods with overlapping emphasis and meanings. This has resulted in tautological confusion of what is rooted where, according to whom, how it informs future studies and its impact on those that are subject to its application especially, research students. A discussion that may provoke research and paradigm advocates from their peripheral standpoint to become concerned about students’ is required. Eventually, this may result in the development of a planned, systematic framework, and procedure that show some consensus to bail research students from these dilemmatic debates. This paper briefly reviews, discusses and analyses the debates and classifications through literature. Then, assesses how it impacts on research students’ understanding and choice of research approach through case studies based on two North West Universities in the UK. The students are divided into different faculties and subjects groups to allow for comparison and to obtain different perspectives and understanding of these impacts. Interviewed PhD research students were purposively sampled; and the questions were structured for comparability purposes. The overarching aim is to provide a mapping of these research philosophical debates and classifications, provide their clear distinctions and especially their implicit impacts on research students’ understanding and decision of research approach for their projects. Although, the case studies offer detailed understanding of students’ impacts, the findings are not conclusive to all students in the UK; and the focus on faculty and subjects groups is of major limitation. Therefore, recommends future studies to employ a survey and narrow the inquiry to subjects, research problem, philosophy and faculty of the study.

Keywords: research philosophies, debates, students
**The Question of Mixed Methods Suitability to RBV Research: A Literature Review**

Marcia Mkansi, Baomin Qi and Gillian Green  
University of Bolton, UK

**Abstract:** Resource-based view (RBV) is a theory with inherent methodological challenges resulting in calls for mixed methods (referred to as plurality). The notion of testability in relation to measuring intangible resources is a central question in RBV and generates methodological concerns. These methodological concerns led other scholars to think and suggest that mixed methods may be useful in eradicating the concerns. Although increasing attention is being given to plurality in RBV research, much of the plurality application and outcomes in RBV studies is enigmatic. This paper attempts to determine whether plurality is subject to the use of RBV or upon research problem under study. In doing so, the paper briefly reviews and discusses the methodological challenges raised previously, and the principles of mixed methods. It further determines if previous studies encountered the said methodological challenges. And eventually, the basis under which mixed methods was considered appropriate for RBV studies. A sample of scholarly papers drawn from previous RBV studies is reviewed. The plurality applicability and suitability to RBV are thus scrutinized in terms of aims of the studies (RBV dimensions measured), research approach, methodological challenges encountered in measuring RBV (limitations), and recommendations by the studies (suggestions). The paper concludes with discussions of cases and suggestions of areas where plurality is particularly well-suited to research using the RBV approach. Although, the discussions indicate the perspectives of viewing plurality to the RBV studies; its heavy reliance on literature is a major limitation. Subsequently, assumptions have been made as the authors of previous studies were not interviewed. However, the study indicates the prominent resourcefulness of literature in identifying problems and contribution to solutions. The paper recommends that the applicability and outcome of mixed methods in RBV, in relation to the methodological challenges will be successful as more research advance its concepts and regularly apply it.

**Keywords:** mixed methods, RBV, methodological concerns
Solving Problems: A Living Theory Approach to Research Development

Graham Trevor Myers
Durban University of Technology, Durban, South Africa

Abstract: This paper gives an explanatory account of my living theory of research methodology in fostering and sustaining student research in Universities of Technology. Grounded in my research to eliminate the frustrations and sense of hopelessness of students, I explain how I have developed research methodology processes to help them develop their research skills so that each may contribute to the development of knowledge in research methodology and their particular field of interest. Using the concept of praxis and shared praxis (Groom 1991), I show how I have nurtured communities to become communities of transformational development. I explain how I have developed a living theory (Whitehead, 2008) of research methodology to encourage growth in such communities and how my own experiences have contributed to the emerging epistemology of practice. The importance of my research is grounded in my contribution to the educational advancement of students through developing their research skills so that they may become co-authors of their own living theories of practice and, through developing their own community of praxis and shared praxis they may give expression to their research skills.

Keywords: praxis, shared praxis, research methodology processes, communities of transformational development, living theories, teaching research methods

A Journey into Analysis in the Development of a World of Meta-Science

Graham Myers and Verna Yearwood
Durban University of Technology, Durban, South Africa

Abstract: The proposal by Mouton of the three world’s model, places knowledge in three distinct worlds. The first of these is world 1, and in it resides lay-knowledge which tends to be one dimensional. The world 2 knowledge is based on the interrelationship of constructs or variables. This
he also refers to as the world in which the scientific search for truth takes place. It implies a relationship seeking process which links various pieces of lay-knowledge together. The world 3 knowledge he labels the meta-science, or “above” science and links the scientific knowledge into models or theories which are all encompassing. This model discusses the methods of analysis that may be used in the different worlds. The first of these would be world 1 in which the type of analysis deals with the one dimensional nature of the data under analysis using single variable graphs and tables, descriptive statistics, and the conclusions that can be made from such examination. World 2 data is examined in order to determine the relationship between the constructs or variables under examination. Starting with two such variables it may be extended as the number of constructs increases and the complexity increases. It uses cross-tabulation and graphical representation in two dimensions as well as inferential statistics. World 3 data would be that grand attempt to take all the relationships determined in world 2 and start to put these into a comprehensive whole. The methods that Glass (2000) explains or attempts to examine, begins with the use of ANOVA but ends with saying that “more useful and more accurate ways of synthesizing research are required.” The unit of analysis at this level is the project examined in world 2 and the methods of analysis required need further discussion.

**Keywords:** lay knowledge, scientific knowledge, the world of meta-science, world 1; world 2; world 3, analysis in research, meta-analysis

**Researching Resilience as Psychological Resource Capacity as Possible Predictor of Students' Academic Experience at a South African University**

**Rita Niemann**¹ and **Tina Kotze**²
¹School of Higher Education Studies, University of the Free State, Bloemfontein, South Africa
²Department of Industrial Psychology, University of the Free State, Bloemfontein, South Africa

**Abstract:** Gaps in research on predictors of successful academic performance necessitate a search for indicators which may have implications for students in dealing with stressful and challenging situations in their aca-
ademic career. This study focused on resilience, as a psychological resource capacity, as a possible tool to identify at-risk students in higher education institutions. High drop-out rates among first year students at South African higher education institutions necessitates this type research. Students face numerous challenges to their well-being and academic performance during their introduction to higher education, which may prevent them from actualising their full academic potential. It is, therefore, necessary to explore indicators that may predict the success of students entering the higher education domain. In this study the possible effect of resilience on the performance of first year students has been researched at a South African university. Findings in this regard provided an understanding whether students would be able to pursue their educational goals despite several difficulties, to adapt to situational discontinuities, overcome disadvantaged circumstances, draw on inner strengths and skills and to maintain their psychological well-being. The sample for this investigation consisted of 789 convenient sampled first year Industrial Psychology students at a South African university. The Adult Resilience Indicator (ARI), for measuring resilience was used as measuring instrument, consisting of 52 Likert scale items and measuring eight domains of resilience: confidence and optimism, positive reinterpretation, facing adversity, determination, support, negative rumination and helplessness, religion and emotional regulation. The stepwise multiple regression analysis was used to determine whether resilience can be used as a predictor of students' academic success. The results showed that three domains of resilience, namely, positive reinterpretation, facing adversity and religion could be significant predictors of academic success, while confidence and optimism, support, determination, negative rumination and emotional regulation did not show a significant relationship to academic performance. Based on the results of this study, it is evident that students' ability to deal with adversities, see situations in a positive way and their religious strength may be valuable predictors of their academic success as they seem to assist students in dealing with the challenges and risks related to university studies.

**Keywords**: first year students, academic success, resilience, psychological resource capacity
Cross-Cultural Marketing Research: Neuromarketing and In-Depth Interview

Maia Ozdemir
Tomas Bata University, Zlin, Czech Republic

Abstract: What the customers really feel? This question is critical for formulating competitive marketing strategies. Significance of marketing is out of any doubts. Companies worldwide spend trillions of dollars each year on advertising, marketing, and product R&D. For decades advertisers, marketers, and product developers are making an effort to apply social psychology to discover the tools to tap into the consumer’s brain. Some marketers believe that most of biases occur because of responses changed by the customer’s conscious mind. Development of technology gives a wide range of opportunities for the new generation marketing research. New point of view most times gives an advantage in the marketing field. It helps to develop creative strategies. For decades, marketing researchers tried to find out an excellent answer using various methods such as focus groups, surveys and so on; sometimes asking consumers directly and sometimes applying an indirect approach, such as choice-based conjoint. But, neither method is foolproof. In the frame of this paper we will discuss some weak points of neuromarketing by demonstrating results of our research and give suggestions toward gaining more precise data. The primary data from Turkey, Czech Republic and Russia were collected using in-depth interviews. Interviews were conducted among 17 Turkish, 25 Czech and 7 Russian, using simple random sampling technique. For the purpose of our research we have used Conceptual analysis of the data gained. In result, we have identified common for each ethnic group patterns. They are Cleanness for Turkey, Nature for Czech Republic and Heat for Russia. Applying suggested data-gaining method allows researches to have more creative point of view toward customers’ real feelings.

Keywords: culture, cultural genesis, evolution, in-depth interview, marketing research, neuromarketing
Utilising Assessment Tasks to Support the Research of MBA Students

Noel Pearse
Rhodes Business School, Rhodes University, Grahamstown, South Africa

Abstract: For a variety of reasons related to the nature of the degree and its delivery, as well as the characteristics of the students enrolling, the research component of MBA degrees has proven to be a significant challenge for many students. Based on the literature, it can be argued that well designed formative and summative assessment tasks can provide the scaffolding that students require to progress with their research. Engaging in reflective practise and focusing on the research component of the MBA degree offered at the Rhodes Business School over a period of ten years, the goals of this paper are to (1) describe the use of assessment tasks, and (2) to analyse the effects of these tasks on the ability of students to complete their research, as well as (3) the effect they have had on the supervision process. Data was collected from documentation and by purposively gathering responses to specific questions through interviews and email correspondence with supervisors, and past and current students. A theoretically driven thematic coding process guided the collection of data and its analysis. In addition content analysis was used to describe the trend in the use of criterion-referenced assessment. The findings show that an increasing number of assessment tasks were incorporated into the module over the ten year period. These tasks assisted the student and supervisor in structuring the progression of the research. It was concluded that overall the inclusion of these assessment tasks was beneficial to both students and their supervisors, but that more dialogue was needed to clarify what was expected of supervisors and students when supervising and undertaking these tasks, respectively. However, in some instances these tasks seemed to place an additional burden upon students, who struggled to meet the deadlines that were set or were frustrated by them. Further research is recommended in this regard.

Keywords: assessment, student research, supervision, course work master’s degrees, MBA
Using Technology to Support and Monitor Independent Learners

Martin Rich
Cass Business School, London, UK

Abstract: This paper focuses on independent learners within a taught undergraduate or postgraduate degree programme. Typically these are students who are expected to carry out an element of independent work, even though the primary focus of their studies is formal teaching. They are often uncertain as to what sort of research skills and methods they should use in independent study, and sometimes receive little guidance on the extent to which they should adopt formal research methods. Frequently they are placed in a position where they need to obtain a rapid grounding in the basics of research methods – often at a pace dictated by the requirements of their independent work and not by the structure usually associated with a taught degree programme. Even as independent learners, they sometimes want to share ideas with their peers. Sometimes they will need to acquire very specialised skills which are relevant to their chosen subject, perhaps by contacting an expert in the field. Sometimes they will have very clear ideas as to how to pursue their chosen topic, and the educator’s role becomes one of mentoring more than one of tuition. These properties all point towards the use of technology, such as a virtual learning environment (VLE) to provide materials for this group. In particular, work on the notion of a personalised learning environment (PLE) is relevant to individual learners who need access to a distinctive and tailored set of material. While it should be straightforward to put a course in research methods online, a move towards providing personalised support for individual learners demands a deeper understanding of their requirements. It also provides an opportunity to encourage independent learners to operate within a loosely connected community with areas of common interest. While the independent learning process is typically based on a constructive paradigm, there is sometimes a need for some material to be provided in a more didactic, transmissive, style. Moreover, use of a VLE offers scope for educators to monitor learners, to respond quickly to requirements, and to gather knowledge about how a cohort of students operates. Therefore the information gathered through this application of technology can be used to inform the way that support can be offered in future. This paper dis-
cusses the use of technology at a relatively simple level to support independent learning, within a range of taught degree programmes. It raises issues about how this could be extended, especially in the context of changing expectations among students and evolving attitudes to their use of technology.

**Keywords:** independent learners, constructivist learning, research skills, virtual learning environment

**A Methodological Approach to Investigating the Transferral of Human Resource Management Practice From a Multinational to the Host Country**

Kate Rowlands  
Salford Business School, University of Salford, UK

**Abstract:** This abstract sets out to examine the extent to which a multinational organisation can transfer their Human Resource Management policy and practice to a host country subsidiary. In order for the research to reach the required outcomes it is imperative that the study is set upon robust research methodologies. The kernel to this research paper is to discuss the introductory approaches to the research in terms of philosophical stance and the methods best suited to this research as well as setting the piece in context and establishing the background to this study. The rationale behind my decision to conduct a case study of the approach of a major global retailer towards their penetration of the Malaysian market. In particular, the study will focus on how they have transferred Human Resource Management policies which are practiced in the Western society to a developing country considering the differences between Human Resource Management and International Human Resource Management

**Keywords:** international human resource management, multinational, methodology, Malaysia, host country, human resource management practices
Beyond the Glass Ceiling: A Gendered and Cultural Hospitality Management Discourse on The Advancement of Women Based on Integrated Research Paradigms

Faith Samkange and Sihle Dingani
Swiss Hotel Management School, Switzerland

Abstract: Historically, development politics is littered with leadership failures (Pretorius and Roux 2011). Who wields power in the higher echelons of leadership? Research though negatively skewed against developing economies suggests visionary, innovative and competent leadership has never been more urgent and yet economic leadership remains the prerogative of privileged men (IIo 2010 and Kjeldal 2008 World Economic Forum 2011). Should leadership competency remain a gendered privilege? Is the continued marginalization of women in leadership justifiable and affordable given the current economic and political global challenges? While addressing these questions this paper argues engaging competent leadership is a complex challenge that should transcend gender boundaries. Research has since established educational, sociological, cultural and legal barriers perpetuate gender leadership imbalances (IIo 2010 and Kjeldal 2008). However, the applicability of these factors in the hospitality industry has not been fully explored. The situation in Africa particularly Zimbabwe warrants attention. Based on a case study of selected hotels, this research assesses the extent to which women are breaking through the hospitality management glass ceiling ... or are they? It further examines the socio-cultural influences emerging and their impact on policy implementation. Personal experiences in community development and gender empowerment research in Zimbabwe and Africa acknowledge the cultural and political sensitivity of pursuing gender discourse raising questions: Is there a research methodology equally sensitive? Can a singular methodology address such sensitivity while embracing the cultural complexity implied? These methodological challenges implied demand alternative integrated and contextualized research paradigms. Consequently, this study rejects the fallacies of rigid and prescriptive research perspectives often responsible for the flawed articulation of political and economic issues in Africa. Flawed articulation of issues impacts negatively on development interventions (Samkange 2011). This paper examines how critical theory (Marx
1994) blends with cultural theory (Hofstede 2001) to develop an integrated contextualized research methodology used to explore the gender development issues identified.

**Keywords**: gender equality, culture, integration, contextualization

**An Amalgamation of Grounded Theory Method and Object – Orientation Concept: A Practical Approach for Theory Development**

Transmissia Semiwau
Politeknik Negeri Bandung (Bandung State Polytechnic), Bandung, Indonesia

**Abstract**: This paper is about an implementation of Glasser-Strauss’ Grounded Theory (GT) method from the perspective of Object-Orientation (O-O) concept. The paper will discuss the way in which the author understands the philosophical as well as the methodological aspects of the method. The philosophical part emphasizes the concept of theory development process. The theory is an encapsulation of personal insights and its real life experiences. It is a conceptual abstract process of identifying phenomena in terms of categories, properties and hypotheses as the elements of the theory. The methodological part explains the way in which the theory – as the object – is generated by means of constructivism and interpretive approaches of understanding people's mind. Based on these approaches, the O-O concept is carried out through an abduction process rather than induction or deduction one with respect to Charmaz’s idea of construction of meaning. The amalgamation of GT method and O-O concept was carried out to develop a theoretical based Information Management (IM) model for Higher Education (HE) institutions. The model was developed based on a study of handling complexity of information-based activities throughout HE institutions. Since it involves the human nature of knowledge, the model has been developed with the underlying epistemological assumption. The model encompasses four interrelated phenomenological categories, which are: Academic Life, Organisational Culture, Work-unit and Communication Metaphor. As a result of conceptual abstract process the four categories are significantly based on the fundamental concepts of sharing information, communication, learning and knowledge
development, resource-use and communication across the organisation. From the perspective of O-O concept, the fundamental concepts suggest common properties and behaviours that bring about specific characters to each of the categories so that each of them conceptually denotes a specific paradigm in relation to their designation. Linking all the paradigms at their properties level, the interrelated paradigms provide a big picture, in terms of a theoretical framework, of IM in a HE institution.

Keywords: grounded theory method; object orientation concept; theory development, information management; higher education

True Science and Project Management

Miles Shepherd and Roger Atkinson
Bournemouth University Business School, UK

Abstract: This paper is intended to highlight the main ontological and epistemic issues in research into project management. It builds on an earlier paper, presented at ECRM 11, and identified the problems inherent in developing Bodies of Knowledge (BoK) and in particular for project management. We noted that these issues have not been adequately addressed, thus they pose chronic problems when determining approaches to the structure, detailed contents and the manner in which Project Management bodies of knowledge have been compiled. In this paper, we investigate the impact these issues have on the development of a theoretical underpinning for the discipline of project management. The notion that a professional discipline requires such an underpinning is challenged and a number of issues and alternatives are identified. For example, paradigmatic views of project management knowledge and how these relate to the construction of bodies of knowledge in order to identify possible research strategies that may resolve some of the underlying weaknesses and gaps. We note that project management cannot be defined totally in the Popperian sense of falsification using failure studies, but in addition requires the outputs from credible rather than significant research outputs in order to attempt to challenge the fitness for purpose of current (BoKs) and define a much boarder ‘Network of Knowledge (NoK) in order to enable the profession or discipline of Project Management to be accepted as such. We discuss the implications of the identified ontological situation of project man-
agement in terms research agendas, research methodologies and on theory building research. The paper concludes by reviewing alternatives to positivistic views of hypothesis testing and theory building approaches.

**Keywords:** project management, bodies of knowledge, empiricism, justifications

**Students’ Entrepreneurial Transition in Enterprise Education: A UK/China Comparison**

Jiwei Jenny Shi\textsuperscript{1}, Naomi Woodier-Harris\textsuperscript{2} and Quan Jin\textsuperscript{3}  
\textsuperscript{1}University of Lancashire, Preston, UK  
\textsuperscript{2}University of Derby, Derby, UK  
\textsuperscript{3}Shanghai Institute of Foreign Trade, China

**Abstract:** This article explores the triggers and barriers of business start-ups amongst business students at two British and two Chinese universities. It presents the similarities and differences in students’ entrepreneurial transition in terms of exploring start-up as a career option between the four universities. It helps to further understand the transitions into student entrepreneurship for further research into establishing an educational framework to encourage more students start-ups. It also discusses the impact of enterprise education in both the UK and China.

**Keywords:** entrepreneurship education, entrepreneurial transitions, students’ entrepreneurship, UK / China, triggers and barriers, educational framework

**Parameter Estimation Using Asymptotic Analogy**

Anthony Stacey  
Graduate School of Business Administration, University of the Witwatersrand, Johannesburg, South Africa

**Abstract:** Conventional analysis of quantitative research data calculates sample statistics from which population parameters and characteristics are inferred. As a result of using ordinal response scales, much quantitative research data is subject to *discretisation error.* This error compounds the
well-recognised and quantifiable sampling error, but is generally overlooked. *Discretisation error* results in unreliable estimates of population parameters such as means, standard deviation, correlation coefficients and the like. Hypothesis tests and other inferences are similarly affected. It will be demonstrated in this paper that the magnitude of *discretisation error* may be substantial. A novel methodology will be presented that completely eliminates *discretisation error* by treating ordinal data as strictly ordinal, and avoiding incorrectly attributing a numeric property to an ordinal response scale. In its generic form, the *asymptotic analogy* methodology involves the creation of a numerical (agent based) simulation model of individuals’ attitudes, perceptions, opinions, thoughts, feelings, beliefs or judgements. The initial input parameters of the model are completely arbitrary. Summary statistics are calculated for the simulation model corresponding to the research sample statistics. The input parameters of the model are then incrementally adjusted using a goal seeking algorithm which minimises the differences between the sample statistics and the summary statistics for the numerical model. The numerical model is thus asymptotically calibrated to the observed research data. Two examples of parameter estimation using *asymptotic analogy* will be presented. In the first exposition of the methodology, the means and standard deviations of verbal ordinal (Likert-type) survey data will be estimated by fitting normal distributions to the raw categorical data. The second illustration of the methodology will demonstrate the analysis of rank-ordered survey data, thereby resolving a frustrating and intractable problem for quantitative researchers. Apart from the obvious theoretical benefits of eliminating *discretisation error*, the methodology has the practical benefit of not requiring technical statistical software because the modelling can be implemented using readily available desktop spreadsheet software.

**Keywords:** parameter estimation; scale reliability; agent based modelling, simulation modeling
Research Ethics for Sustainable Development

Anthony Stacey¹ and Julie Stacey²

¹Graduate School of Business Administration, University of the Witwatersrand, Johannesburg, South Africa
²Centre for Sustainability in Mining and Industry, University of the Witwatersrand, Johannesburg, South Africa

Abstract: The challenges and crises that face organisations are frequently the result of unintended, unanticipated or unforeseen consequences of well-intended decisions. In this paper the role of research ethics is analysed in as far as it contributes to or militates against future decision-outcomes that compromise the development of sustainable societies. The evolution of research ethics in the social and economic sciences will be illustrated by citing historical examples of research that would be regarded as unethical by today’s standards. This will be paralleled with the evolution of our understanding of the requirements for sustainable development. Some of the major financial, social and environmental crises facing the world will be analysed. It will be demonstrated that research and innovation played a seminal role in these developments, and that the current research ethics paradigm would have been inadequate to prevent or address some of the unintended consequences of the original research. The central thesis of this paper is that researchers are responsible and accountable for applying their minds to the possible broader, unintended and unforeseen impacts of their research. Therefore a more comprehensive view needs to be taken of the ethics of business and management research to include procedural ethics, intrinsic ethics, and extrinsic ethics. The new paradigm also requires that the hierarchical interdependencies of the five capitals of sustainable development be considered in research ethics. Natural capital, human capital, social capital, manufactured capital, and financial capital are the five types of capital from which we derive goods and services that we need to survive and/or to improve the quality of our lives. The interactions and flow of stock between these capitals gives rise to twelve features of a sustainable society. It is advocated that research ethics and protocols must change to take into account these twelve features. Ethical and responsible researchers will consider not only the research process and the protection of human participants, but also the application of their research in these broader features of sustainable societies. It may
be argued that individuals cannot be held responsible or accountable for that which is unintended. However, by applying their minds using a more powerful ethical framework, researchers are more likely to anticipate and militate against these potentially latent and often long term impacts of their research.

**Keywords**: extrinsic research ethics, five capitals; sustainable society; business decisions

**Eating our own Cooking: Toward a Design Science of Research Methods**

John Venable¹ and Richard Baskerville²
¹School of Information Systems, Curtin University, Perth, Western Australia, Australia
²Department of Computer Information Systems, Georgia State University, Atlanta, Georgia, USA

**Abstract**: This paper argues that Design Science is an appropriate paradigm for research into Research Methods. Research Methods are designed and created by people to achieve a specific purpose — creating new knowledge. Research methods vary in utility depending on how well they their purpose in the particular contexts and contingencies for which they were developed. Applying a DSR perspective to research methods should yield increased utility in the application of research methods, better guidance in applying them and greater confidence in achieving the desired outcomes of applying them. Based on these premises, this paper analyses the logical consequences of taking a Design Science perspective on research methods. First, it analyses the various purposes of research methods to clarify the alternative and competing design goals of research methods. Second, it analyses and characterises the types of design artefacts that comprise research methods. Third, it considers issues of the evaluation of research methods. Fourth and finally, it considered the development of design theories of research methods.

**Keywords**: research method, research design, design science research, evaluation, design theory, research rigour
Abstract: The study of human behaviour requires the use of valid and reliable instruments in order to quantify, analyse and interpret such behaviour. It is an accepted fact in research design that the reliability and validity of quantitative research depends on the reliability and validity of the instruments applied (Kerlinger 1986; Maas 1998). Many researchers are hampered in their efforts to design quantitative research due to a lack of measuring instruments. Knowing the requirements for constructing Likert-type summative rating scales will greatly increase the reliability and internal validity of research projects. This paper offers the guideline for scale construction according to the model of Classical Measurement Theory as presented by Nunnally in the 1970s. This method of scale construction requires homogeneity of scale dimensions and applies item analysis as a measure of standardisation and not factor analysis as is the case with heterogeneous scales. In executing quantitative research, the statistical properties of scales should be scrutinised for their applicability. Researchers should take care when selecting scales in quantitative research and need experience in the methodological guidelines of scale construction. The writing of an item pool, the pros and cons of different numbers of scale steps and types of anchors are discussed with relevance to current literature. Determining the reliability and validity of a rating scale is clearly outlined. All applicable references regarding the elements of scale construction as posited by literature from the 1970s to the present (researching a time span of 40 years) have been consulted recounting the status of the Nunnally principles as they stand today.

Keywords: classical measurement theory; likert-type; summative; rating scales, item analysis; homogeneous scales
Interpretative Research Paradigms: Points of Difference

Nevan Wright and Erwin Losekoot
Auckland University of Technology (AUT) Auckland, New Zealand

Abstract: This paper outlines the background to the debate surrounding positivisitic and phenomenological research and the growing consensus of a mixed methods approach. It explains the increasing popularity of interpretative methods but recognises growing concern about the lack of rigour by some researchers in using these methods. In the move from positivism to interpretivism the two main interpretive approaches are symbolic interactionism and hermeneutic phenomenolism, but these terms are not synonymous. It explains symbolic interactionism and the fact that it is context specific and dependent on the environment in which the research is taking place, recognising that humans are best understood in relation to their environment. Examples are given of currently acceptable practices that were once prohibited and vice versa. It then outlines hermeneutic phenomenology’s origins and why it is so popular with marketing academics and others. The tradition of ‘textual analysis’ now needs to be expanded to include online and multi-media materials. This paper highlights the differences between what may be reported happened and what actually did occur. Hermeneutics, it is argued, aims to find out what happened, but this is always interpreted through the dasein of the researcher. Symbolic interactionism, on the other hand, focuses not on what happened, but why. The authors warn, however, that one of the most popular tools of such research, participant observation, may find itself compromised as the presence of the observer may well influence the events they are observing. In conclusion, the authors recommend that phenomenological researchers consider using a combination of hermeneutic and symbolic interactionism research in order to not only understand what actually happened in a social environment, but also what it meant to those experiencing the event. This cannot ever totally exclude the life world of the researcher from their interpretation of the events they are studying, but it should at least allow a more accurate representation of what was observed.

Keywords: interpretivism, symbolic interactionism, hermeneutic phenomenology, mixed methods
Application of Cluster Analysis and Discriminant Analysis in Market Segmentation and Prediction

Ruth Yeung¹ and Wallace Yee²
¹Institute for Tourism Studies, Macao, China
²Faculty of Business Administration, University of Macau, Macao, China

Abstract: Cluster analysis is commonly used for classifying subjects, but the analytical technique often receives skepticism of the way of measuring similarity and the number of clusters. Despite applying discriminant analysis can improve target segmentation accuracy; this analytical technique is less adopted. Hence, the underlying purpose of this paper is to demonstrate how cluster analysis in conjunction with discriminant analysis can be applied in a multifaceted business field in tourism research as targeting an optimal market segments is crucial to organization success. With the growth of cross border shopping between the Pearl River Delta Regions in Greater China after the launch of “one year multiple endorsements” of the Individual Visit Scheme by the Chinese government, many popular international brands start to set up shops in Hong Kong and Macau to capture the emerging market. As such, this study adopted hierarchical cluster analysis, followed by K means cluster analysis to classify cross border shoppers into mutually exclusive groups based on their motivation and attitudes in the context. Cross tabulation analysis was then conducted to test if there is any association between the product/service purchased and the cluster membership of respondents. Finally, discriminant analysis was employed to assess the adequacy of classification, and to determine which variables are the best predictors of group membership so that the variables can be used to predict new cases of group membership in the context. To achieve the research purpose, quantitative research design was adopted and data was collected using intercept method with convenience sampling technique. A total of 194 respondents who normally reside in Mainland China were recruited, and their motivation and attitudes on cross-border shopping in Hong Kong were measured. Results of the cluster analysis suggest that there exist three distinct groups of cross-border shoppers based on the motivational and attitudinal criteria. The attitudes towards product price and quality, agglomeration of comprehensive retails, together with age, marital status, education, occupation, types of goods purchased, and frequency of visit are significantly different among the three groups. The
cross tabulation analysis reveals that there was an association between cluster membership of respondents and purchase of high involvement products such as photographic equipment, and certain food products. Using discriminant analysis, the group membership of tourists was predicted based on their experience such as comfortable shopping environment, salesperson’s product knowledge, easy to cross-border and convenient opening hours; and the product attributes such as product price and quality, and comprehensive agglomeration of retails. This research provides a quantitative basis for formulating marketing plan and helps the industry to reduce the uncertainty in the decision making process and increase the probability of success through a systematic and objective analysis. The practical information can be translatable into operational scheme in terms of targeting, and cross-border shopping can be promoted in a strategic approach.

**Keywords**: customers classification, group membership, cross border shopping, motivation, attitudes
PHD Papers
Application of Delphi Expert Panel in Joint Venture Projects in Malaysian Construction Industry

Hamimah Adnan, Azizan Supardi, Zul Zakiyuddin Ahmad Rashid, and Norazian Mohamad Yusuwan
Universiti Teknologi MARA, Shah Alam, Malaysia

Abstract: This paper discusses the application of the Delphi Technique to validate the findings from previously administered questionnaire surveys and in-depth interviews in joint venture (JV) projects in Malaysia. The aim of the Delphi technique is to achieve consensus amongst the selected expert panellists in Malaysia on the primary success factors in JV projects. Essentially, it concerns using selected expert panels to assist in gathering data and information to achieve research objectives by designing a progressive series of questions to which the selected panel of experts responds. The rationale for using Delphi, its benefits, limitations and recommendations for its use are provided. The literature review identified twenty-one factors as critical to the success of joint venture projects. A questionnaire survey and forty three in-depth interviews were conducted to obtain detailed information from the contractors. The Delphi Panel confirmed that inter-partner trust, mutual understanding, criteria for partner selection, agreement of contract, compatibility of objectives, conflict and commitment are the critical success factors while fourteen factors were identified as Failure Reduction Criteria. The application of Delphi Techniques helped to identify the primary factors which will be useful in driving the successful application of joint venture arrangements in Malaysian construction projects.

Keywords: Delphi expert panel, joint venture projects, Malaysia

Action Learning and the Environmental Factors in Developing Engineering Expertise

Matthew Bell
The University of Bolton, UK

Abstract: This paper discusses the use of Action Learning to develop specialist engineering capabilities within a large aerospace organization. Ac-
tion learning and learning by using both theoretical and experiential practice has been defined as being more effective at transferring knowledge than pure classroom theoretical presentations. Action learning was used to transfer the knowledge from a small number of engineering specialists to a larger group of new recruits and trainees. This paper concludes on the environmental and positional action learning factors required to develop practical competency in a group of trainees using the knowledge and experiences from a small group of experts.

**Keywords:** action learning, engineering capabilities, knowledge transfer, experiential learning

### An Insight Into the Promise and Problems of Combining Life History and Grounded Theory Research

**Bronwyn Betts**
**Anglia Ruskin University, Cambridge, UK**

**Abstract:** This paper describes the research carried out in partial fulfilment of the Degree of Doctor of Education. The study was qualitative in nature with a phenomenological interpretive paradigm dominating the philosophical approach. The research methods adopted combined Life Story and Grounded Theory. As far as I have been able to determine there are very few, if any studies which have applied this approach specifically to my area of research. My study investigated the influence life history has on attitude to lifelong learning. Twenty five respondents were interviewed in face-to-face informal interviews. The main aim was to elicit the respondent’s subjective interpretation of the interaction between school, family, work and learning within their lives. I, (the researcher) was then able to identify when they occurred and what or who made them particularly meaningful. Within this paper I describe how initial decisions were made regarding the substantive area to research. My sampling technique and method for collecting the data is discussed and a worked example is given of how the data was analysed. It is intended that this paper will give an insight into the challenge of combining these much debated methods of research. The empirical data lead to some interesting findings which educators and poli-
cy makers will find helpful in order to strengthen the school, college and workplace interface.

Keywords: life history, grounded theory, methodology, family, school, learning

The Doctoral Level Practitioner: The Development of new Knowledge Through an ‘All Channels Open Project’ for the Teaching of Biosciences in National and International Nurse Education

John Lorimer Campbell², Robert Campbell¹ and Gill Green¹
¹University of Bolton, Bolton, UK
²University of Cumbria, Fusehill Street Campus, Carlisle, UK

Abstract: Over the past 20 years one researcher has developed a range of educational materials relating to nurse education. These use the widest methods of dissemination facilitated by the technology available at any time, utilising various channels of communication in order to increase the number of people who can access the materials. It is therefore an ‘all channels open project’ (ACOP), including journal articles, traditional text books, e books, DVDs, podcasts with downloadable and streamed materials. Two hard copy text books have been written, use of digital publishing has allowed thousands of copies to be produced and internationally distributed at low cost. Profits from sales in richer countries have paid for free, or heavily subsidised, distribution in poorer countries. This has allowed traditional publishers to be bypassed, facilitating free access to materials in many poorer countries. Novel approaches in this project include the utilisation of technology by the development of modalities of communication to suit a particular channel. Concepts discussed include; the scholar-practitioner, work based problem solving and the development of new knowledge in the context of the emerging professional doctorate. Development of new knowledge in the professional context is inter-related with the concept of ‘Mode 2’ methodologies, progressing work from Gibbons (1994).
Keywords: professional doctorate, scholar practitioner, professional researcher, context driven problem solving, lifelong development, health care impacts

Can Post Modernism Contribute to Saving the World?

Christine Gilligan  
Sheffield Hallam University, Sheffield UK

Abstract: As human beings, our future sustainability could be under threat if we continue to ‘trash the planet’. Sustainable development, suggested as a way of addressing the environmental, economic and social problems ahead, has fundamental implications for the governance of modern society. In a complex system, such as the Earth, linear analysis and rational planning are no longer considered appropriate, and new ways of understanding change are needed. Post modernism offers an alternative approach and a different way of perceiving the world and its problems. It is however, criticised as almost useless because its plurality of competing dialogues is said to undermine the basis for meaningful change. Revisionary post modernism may provide a way forward. This paper examines a theoretical approach to exploring discourses around sustainable development in non environmental, voluntary organisations using revisionary post modernism, based on a belief that in complex systems small changes can bring about major change and that voluntary organisations, working at a local level, can bring about change in their communities. It highlights how a post modern approach could contribute to securing a more sustainable future, by helping us understand the importance of local narratives in co-creating the future.

Keywords: sustainable development, revisionary post modernism, complex systems, change, voluntary sector
Modeling Organisational Trust: Addressing Challenges of Measurement Invariance

Carvell McLeary¹ and Paula Cruise²
¹University of the West Indies, Mona, Jamaica
²University of Cambridge, UK

Abstract: The traditional conceptual model of organisational trust emphasizes trust propensity, organisational ability, organisational benevolence and organisational integrity as core determinants of trust between employees and organisations (Mayer, Davis & Schoorman, 1995). However while being developed to be as parsimonious and generalizable as possible, there are two primary limitations of the model. Firstly, by ignoring specific contextual variables such as shared value of collective effort, respect for authority, identification, humility and closeness (Tan & Chee, 2005; Tan, Wasti & Eser, 2007), the invariance of the model across a range of organisational contexts and structures remains unknown. Secondly, given the transient and social nature of the construct of trust, validity evidence of the model’s application to unique cultural settings is limited. The current research proposes a global structure of trust as further evidence of the impact of the social and cultural context on the perceived relationship between employees and organisations. Using a sample size of 652 employees from 6 companies based in Jamaica, structural equation modeling was used to confirm the more robust model and address issues surrounding measurement invariance and applicability. Theoretical, methodological and practical implications of measuring organisational trust are discussed.

Keywords: organisational trust; measurement invariance; cross-cultural organisational research; structural equation modeling

Health and Safety of a Project Design: Professional Designers and Malaysian Legal Perspective

Zul Zakiyuddin Ahmad Rashid, Hamimah Adnan, Azizan Supardi, and Norazian Mohamad Yusuwan
Universiti Teknologi MARA, Shah Alam, Malaysia

Abstract: This paper is meant to look at the professional designers understanding and the role of Malaysian law in design risk management, particu-
larly on matters related to health and safety. Health and safety of a project is an important area to be properly managed by the professional designers. The designers have to consider the aspect of health and safety in the element of their design. Failure to do so will expose the professional designers to possible legal actions. In addition to this, the manner the Malaysian law correspond to ensure the designers adhere to the basic risk management practice, particularly on health and safety of the project will also be looked into. In achieving the above, mix method approach was adopted. The general perceptions of the professional designers were sought during questionnaire survey, which form the quantitative approach. Once the general perception of the matter has been gathered, in-depth interview involving more experience respondents were conducted. The in-depth interview formed the quantitative approach in this research. The findings were then evaluated by experts of the matter to complete the triangulation approach. It was found out that majority of the professional designers were unable to fully grasp the health and safety requirement in their design. In addition, legal requirements for health and safety to be practiced by the designers in Malaysia are in need to be further improved.

Keywords: health and safety, professional designers, legal, Malaysia

Promoting Innovation in Data Poor Public and Private Business Areas Through Systems Analysis

Chiang Ren¹, Gillian Green² and Robert Wood³
¹University of Bolton, UK and Kepler Research Inc., USA
²University of Bolton Business School, UK
³University of Bolton Faculty of Well-Being & Social Sciences, UK

Abstract: Despite continuous advances in systems and complex systems research, many public and private sector business areas still exhibit latent levels of system dynamics that are poorly studied. This is in part due to a lack of data in those areas for supporting and validating research. A proposed way to approach data poor problems is for systems analysts to cross disciplinary boundaries and deeply observe from within the environments of the problems. Then, they can identify inconsistencies and build predictive models that integrate incomplete knowledge. The process of observation requires patience, and many years were needed to clearly identify and
study six data poor problems from multiple disciplines to demonstrate this unique path in interdisciplinary research. This paper presents a methodology for approaching data poor problems and discusses published works in disaster preparedness, defense planning, cellular biology, systems engineering, acquisition of IT systems, and public administration that utilized this methodology. To summarize the specific data poor problem analysis experiences, we were able to use systems analysis to provide the business community with an understanding of how to respond to linked crises events despite a lack of historical data on such events in a published paper for disaster preparedness. In a paper for defense planning, systems analysis explained how capabilities and agility were being lost within the U.S. defense enterprise. In a paper for cellular biology, systems analysis showed a new theoretical path for investigating cell specialization. In a paper for systems engineering, complex systems analysis presented engineers with new opportunities to support scientific research. In a paper for the acquisition of IT systems, the understanding of complex systems introduced a new framework for initiating IT programs. And in a paper for public administration, complex systems analysis presented agent-based modeling constructs for the study of disruptive personnel in the government workforce.

**Keywords:** systems analysis, interdisciplinary, research methods, data poor, complexity, innovation

**Appreciative Leadership: Dreaming the Underland-to-Wonderland Dream for Managing a Higher Education Institution**

**Emmie Smit and Rita Niemann**
*Faculty of Education, University of the Free State, Bloemfontein, South Africa*

**Abstract:** A vision is seen as a valued and strategic tool for a leader, but a dreaming leader might be frowned upon. However, Appreciative Inquiry (AI) and Appreciative Leadership employ ‘dream’ as one of the crucial elements in this qualitative research method. This conceptual paper differentiates between predominantly conscious-mind or preconceived dreaming (where the vision is restrained and directed by components of strategy formation) and predominantly subconscious-mind or free-range dreaming.
where the vision unveils a future unlimited by conscious constraints). An alternative concept of vision that might assist leaders to drive creative transformation, instead of merely adjusting and upgrading existing strategies and practices is conceptualised. Theoretical support is supplied by the Alice in wonderland chronicle (2010) as well as research by Harvard’s Medical and Business Schools. The paper forms part of a bigger research project within a post-critical paradigm, whereby the reflective and theoretical epistemology of leadership include metaphors of Alice in Wonderland. These metaphors are juxtaposed with the University of the Free State—where an internationally awarded transformation took place after a debacle that was covered by various mayor international news agencies.

Keywords: University of the Free State, Alice in Wonderland, appreciative Inquiry, visionary dream, vision statement, appreciative leadership

Developing Methodology for Subcontractors’ Security of Payment Under Malaysian Construction Industry

Azizan Supardi, Hamimah Adnan, Zul Zakiyuddin Ahmad Rashid, and Norazian Mohamad Yusuwan
Universiti Teknologi MARA, Shah Alam, Malaysia

Abstract: In Malaysia, if subcontractors are to benefit from payment provisions in the proposed Construction Industry Payment and Adjudication Act (CIPA Act), the relevant small-sized sub-contractors need to enhance knowledge on the ‘Security of Payment’ regime. This on-going research attempts to introduce balance and appropriate guidelines to the sub-contractors in claiming for payment and in ensuring that the main contractors make prompt payments. The paper discusses the methodology used in developing this attempted framework. Firstly, analysis of the content and judgements of Malaysian law cases which are published in the Malayan Law Journal to date is conducted to identify the real problems and legal issues disputed by the sub-contractor relating to payments. A questionnaire survey was sent to various sub-contractors throughout Malaysia to determine the sub-contractors’ level of knowledge on the proposed CIPA Act which was followed by semi-structured interviews with selected subcontractors to analyse the various avenues to improve the payment
process in the construction industry. The findings will be analysed in developing the framework which is further justified by the intended use of a qualitative focus group analysis. This is to validate the proposed framework to be used by the sub-contractors to prepare their claims so they may fully benefit from the security of payment legislation. Most of the small-sized sub-contractors have limited knowledge on the proposed ‘Security of Payment Legislation’ or the CIPA Act and for as long as the CIPA Act remains a proposal, the sub-contractors have to bear with the current and problematic payment mechanisms in the standard forms of construction contracts.

**Keywords:** Malaysia, security of payment, construction industry, subcontractor, methodology

### Researching Implementation of Quality Assurance Policy in Malaysian Private Higher Education

**Siew Fun Tang**¹ and **Sufean Hussin**²

¹Taylor’s Business School, Taylor’s University, Malaysia
²Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya, Malaysia

**Abstract:** This paper presents the methodology undertaken by a Ph.D. researcher to investigate the implementation of quality assurance (QA) policy in Malaysian private higher education. The methodology was intended to bring out accurate data and provide useful sources for the induction of emerging insights relating to the problem identified, which is how the QA system was institutionalised and implemented in two selected Malaysian private higher education institutions. Multiple forms of data were collected using interviews, observation, and questionnaires. Qualitative interviews using semi-structured questions were conducted with government officials, representatives from the association of private higher education, administrators, lecturers, and students of private higher education institutions. In addition, documents and activities relating to QA policy implementation were examined. Quantitatively, responses on structured questionnaires were obtained from the students on their perceptions of quality in private higher education, and QA policy implementation in Malaysian private higher education institutions was analysed. This paper is written in
a systematic manner, whereby the rationale for engaging a multiple-case study will be presented first, followed by an overview of the research design where it describes the overall planning of the study and indicates how the present research was operationalised, that is, how a general set of research objectives could be translated into a practical and researchable topic. Details on selection of participants, choice of data gathering methods, and measures to ensure validity and reliability will ensue. Four procedures were adhered to in this study to enhance the validity of findings. They were triangulation, member checks, peer examination, and audit trail. This paper focusses on the description of how the research was effectively executed using multiple-case studies rather than the research outcome. Finally, this paper discusses the issues of originality and generalisability of the research, anticipated biases, and assumptions made in this study.

**Keywords:** multiple-case study; qualitative and quantitative data; quality assurance; policy implementation; Malaysian private higher education

**Methodology for Investigating Rationale for Unsuccessful EOT Claim in Malaysian Construction Industry**

Norazian Mohamad Yusuwan, Hamimah Adnan, Azizan Supardi and Zul Zakiyuddin Ahmad Rashid
Universiti Teknologi MARA, Shah Alam, Malaysia

**Abstract:** This paper presents a proposed research methodology to be adopted in on-going PhD research which aims to investigate the rationale behind the unsuccessful Extension of Time (EOT) claims in the Malaysian construction industry. At the end of the research, a framework for quality EOT claims will be produced. To achieve the aims and objectives of this research, both quantitative and qualitative methods will be applied. A quantitative research method in the form of a questionnaire survey will be conducted to investigate reasons for unsuccessful EOT claims from both the contractor’s and architect’s point of view. The next stage of data collection will involve in-depth qualitative investigation using face-to-face interviews meant to get in-depth information from the respondents about their experience and regarding the rationale behind unsuccessful EOT claims. To complete the triangulation approach, expert group validation
will be conducted to validate the findings from the research (through quantitative and qualitative methods) and also the expert group’s acceptance of the framework produced. This paper specifically explores and describes the research methodology proposed in undertaking the research. Review of prior research, books and publications will be conducted in determining the most effective research methodology in executing this research.

**Keywords:** extension of time (EOT), construction industry, projects, construction delay, research method


Lilia Zerguit  
**Sheffield Business School, Sheffield Hallam University, Sheffield, UK**

**Abstract:** This paper examines the proposed methodology to be adopted by the author, to study the strategy-making process within the context of a sample of UK universities. The research aims to build an understanding of the process universities follow in developing their strategies. It can be argued that strategy takes different forms within an organization (Mintzberg 1998); but is this the case in UK universities? How can researchers untangle the complexity of strategy-making in different organizational contexts? This paper does not explore the outcomes of this research; neither does it examine the appropriateness of the methodology. Its purpose is to explain the need to take into consideration the researcher’s own philosophical position, assumptions and methodological commitments while designing a research strategy. As a result, the discussion tackles the complex issues of maintaining a consistent ontological and epistemological stance throughout the design of a PhD research methodological approach. Researchers in the field of strategic management have mainly adopted a positivist approach to the study of strategy. Their view of “reality exists objectively”, therefore illustrates “a relatively accurate representation of the underlying phenomenon” being explored. However, as the strategy-making process is not always formerly recorded or deliberately realised, the positivist approach would disregard the social and cultural dimensions of strategy development. Adopting an interpretivist approach therefore seems to be
more appropriate for this type of study. The phenomenological base of this approach relates to the idea that the “person” and the “world” are related through their lived experiences of that world. In order for the researcher to better understand the strategy-making process, it is therefore more appropriate to adopt an approach that uses the voice of participants to constitute a picture of their lived experience of reality. First, an ontological reality is constructed - inter-subjectively through the “meanings” and “understandings” developed socially and experientially. This underpins the view that the relevant reality (the strategy-making process) exists within the perceptions of the person experiencing it (social actors). Secondly, the epistemological underpinnings of the approach assume that researchers cannot separate themselves from what they know and how they perceive things. The author addresses this dilemma by becoming engaged in the interpretivist reality. In this case, the pre-existing knowledge of the author in the subject area and the personal involvement in academia has potential to establish rapport with the social “actors” and penetrate their cognitive processes by extrapolating and analysing their trains of thought. This paper provides other researchers with insights on how to conceptualise and design a qualitative study firmly grounded within their philosophical and methodological positions.

**Keywords:** strategy-making process, interpretivist approach, ontology, epistemology, abduction, retroduction
Work in Progress Papers
Focus Groups as Evaluation: Exploring Issues Connected With “Insider” Research

Deborah Anderson
Kingston University, Kingston upon Thames, UK

Abstract: This paper discusses the use of focus groups in evaluating a specific learning and teaching initiative amongst a group of students. Of particular interest is the issue of “insider research” i.e., teaching staff conducting research amongst students. “Insider research” raises questions for both the interviewer and the respondents. From the interviewer’s perspective, insider research can raise concerns over taken for granted understanding and the potential loss of crucial information. Being too familiar with a situation may prevent us from recognising important patterns of practice. On the other hand, access to respondents will generally be more straightforward, rapport may be easier to establish and being an insider may force a researcher to surface any assumptions in a way that an “outsider” may not. The paper concludes in favour of insider research as long as the interview process includes continual reflection and detachment.

Keywords: focus groups, research amongst students, learning and teaching, insider research

The Drivers Behind the Establishment of a Dissertation Supervision Process in the French Grande Ecole System

Marie Ashwin¹ and Alan Hirst²
¹Ecole de Management de Normandie, France
²London Southbank University, UK

Abstract: Over recent years the School in question has been working towards international accreditation to maintain its status within the Grande Ecole system in France. The Grade de Master requires that a school prepares students for the working world, that is has well qualified full-time academic staff, and that it provides the opportunities for study overseas. The focus upon obtaining internationally recognized accreditation in recent years has resulted in the improvement of a number of systems within the
School. The most recent initiative is the drive to improve academic research skills and the introduction of a system for the allocation of supervisors for final year students undertaking a dissertation. The initial results following the harmonization of the research methods syllabus across 15 programmes and the development of a centralized allocation of supervision are promising. Students are demonstrating an understanding of the differences between professional and academic literature and the need to identify an appropriate methodology for their research projects. Review of the initiative at the end of the academic year will enable the steering committee to make necessary modifications for the future.

**Keywords:** research methods, research skills, supervision, supervisor training

**Community Participants Wellbeing**

Karen George¹, Petia Sice¹, Robert Young², Safwat Mansi¹, and Jeremy Ellman¹

¹CEIS School, Northumbria University, Newcastle upon Tyne, UK
²School of Design, Northumbria University, Newcastle upon Tyne, UK

**Abstract:** The third sector provides valuable services for local communities but is struggling due to reduced funding. More effective community engagement is called for by UK Government to devolve power and enable local improvements. Devolved power is often gained through local community associations who are tasked to manage community assets, calling for highly skilled community participants. They are under tremendous stress, which may have a detrimental impact on individuals’ wellbeing. Community associations often struggle for capable community participants as they compete with the well-known giants of the voluntary sector. When the public think about participating in community activities there are a series of local social interactions that take place, culminating in a tipping point, when they decide to participate, or not. This process is complex with varying sources of information linking into decision making, which, when coupled with the needs of community associations, necessitates careful management to ensure the wellbeing of both. Prior evidence of complex networks with active communicating social agents show emergent properties. Exploitation of these local social interactions and emergent properties
for enhanced community participation should have a powerful influence. The research entails a mix of narratives, semi-structured interviews and workshops to innovate appropriate online mediation to effectively communicate to the public, encouraging virile tipping points. Involvement from the public, community and third sectors gives this research credibility with stakeholders. The outcome will be a frame of reference for effective community participation through ICT, applying both complexity and design perspectives to recognise the role of local interactions that enhance well-being. The community sector can exploit this research by offering well-fitting roles for career development of young and unemployed people. This could bring in additional funding and provide more skilled community participants.

**Keywords:** community participation, information and communication technologies (ICT), complexity, design, local interactions and appreciative inquiry

**Enhancing Students Academic Skills: The Case of the Bucharest Academy of Economic Studies**

**Irina Purcarea**  
*Academy of Economic Studies, Bucharest, Romania*

**Abstract.** The area of students’ academic skills is crucial in what concerns ensuring academic success. Students should be encouraged to become effective learners and universities play a key role in providing a comprehensive academic skills support. Throughout time, various studies have pointed out a number of strategies meant to help students improve their academic skills. At the moment, Romanian universities should gain a thorough understanding of the educational process, especially from the perspective of the academic skills Romanian students acquire within the learning process as well as identifying ways in which to encourage Romanian students to take more responsibility for their learning. My current project focuses on the academic skills of the students of the Academy of Economic Studies, namely students at the Faculty of Commerce and students at the Faculty of Business Administration in foreign languages (English section), both faculties being part of the Bucharest Academy of Economic Studies. The research intends to gain an insight into the academic skills that stu-
Students are using in their learning process as well as providing the opportunity to make a comparative analysis between the academic skills employed by students in the Faculty of Commerce and students in the Faculty of Business Administration in foreign languages (English section). In order to meet the research objectives set, a questionnaire was designed to address four key academic skills, namely independent learning skills, critical thinking skills, research skills and exam skills. The questionnaire consists of both closed-ended questions and open questions. The closed-ended questions relate to aspects specific to each of the four types of academic skills whereas the open questions allow students to provide input in what concerns the methods and tools to be used in order to further develop their academic skills. The findings will help our University gain an understanding of the academic skills students benefit from and specific areas for improvement as well as identifying specific methods/tools that can be applied to further develop their academic skills.

**Keywords:** academic skills, students, research
Abstracts only
Embedding Research Data Management Behavioural Change Through a Policy, Systems and Human Support Infrastructure

Lindsay Wood¹, Niall O'Loughlin² and Janet Wheeler³
¹Iridium Project, Newcastle University, UK
²University Research Office, Newcastle University, UK
³ISS, Newcastle University, UK

Abstract: This paper reports work in progress from the JISC funded Institutional Research Data Management at Newcastle University (iridium) project. Newcastle University is committed to the full life cycle of research management, investing in the development of two major business systems to support researchers: MyProjects and MyImpact. The significance of research data has increased dramatically in recent years, both in the volume collected and in the impact that it makes on the research being conducted - in an academic and financial sense. Funding councils are now expecting researchers to make their data available to others. This task is non-trivial and potentially poses a significant burden on the individual researcher. A need was identified for policies to govern the storage, management and curation of research data across the institution. iridium, which is a significant intra-institutional collaboration, made recommendations for these policies in consultation with researchers, along with the infrastructure required to support their adoption and use. The aim was to produce a holistic plan and infrastructure for research data management (RDM) in the University, making data generated by research at the University both available and discoverable with effective curation throughout the full data lifecycle. Specific objectives were to determine current practice and future requirements; to produce an institutional RDM policy informed by the results; to support that policy by integrating data management tools and support into a pilot infrastructure. The project’s initial work performed a survey of current policy and practice coupled with a requirements analysis and identified a suitable representative cross-section of researchers to participate in consultation with regards to policy. Methods included both online surveys, face-to-face interviews with researchers and investigated data collection, analysis and sharing management. Through synthesis of the results of the requirements survey, the iridium project made recommendations for a coherent framework of policy and practice in order to
effect institutional RDM behavioural change. The project drafted recommendations for a formal institutional RDM policy and the initiation of the procedures for its approval and adoption by the University. Policy principles covered included roles of researchers and research support staff, accountability and responsibility, internal discoverability, authoring of data management plans, legislative and funder specifications compliance, data repositories and appropriate University training, support and guidance. In later work, exemplar research projects will be invited to test a pilot RDM infrastructure and its components. Recommendations for the training and guidance infrastructure to support researchers in these policies and their use will be provided, together with embedding of good practice at the doctoral and postdoctoral level.

**Keywords**: research data management, policy development, research business infrastructure, behavioural change, embedding practice

**Towards an Outcome-Based Approach to Literature Review for Business and Management Research Students**

**Kambidima Wotela**  
Graduate School of Public and Development Management, University of Witwatersrand, South Africa

**Abstract**: Academics that have distinguished themselves in research methods confess that most research supervisors as well as research methodology textbooks assume that a research student will consequently know what a literature review is. The most they do is warn the student that a literature review is an important but complex undertaking. Others state that literature review needs one to use many skills—such as, library search, logical arrangement of information, and scientific writing. What does this mean? How does one source, summarise, select, and synthesise appropriate and yet adequate literature? From the definitions, we can infer that an academic literature review is an act of interrogating research reports to understand their aims, objectives, methodologies, findings, conclusions as well as determining their strength and weakness. Remenyi, Williams, Mone and others (1998) see a literature review as a platform researchers should use to provide a general understanding of the overall discipline as
well as the specific area within the discipline. They argue that, in this component, one should establish an understanding of the theories and models within the overall and specific discipline of the research study. Further, they point out that one should use this chapter to discuss the established and accepted facts, contradictions, as well as paradoxes within the overall and specific discipline of the research study. Researchers can also use this chapter to provide support from literature that the research problem, question or opportunity they are pursuing exists and discuss the available methods before selecting and discussing an appropriate and acceptable approach. Unfortunately, knowing that literature review comprises simple and complex summaries of published and unpublished information to achieve the four aims is insufficient. It does not answer the two questions we have paused in the first paragraph. In addition, students also want to know what comprises important literature. To advance what outcome-based approach to literature review is, we examine the purpose of the literature review in other chapters of a research report. We then propose seven broad areas that business and management students should focus on when undertaking literature review for their respective researches. Each broad focus area plays a specific role in the entire research report. We then demonstrate how they can apply their respective research descriptions (title, problem, purpose, and questions) to convert the seven broad areas into ‘working thesis statements’. We do this to help postgraduate students with limited prior training in research or any other specialised academic field. These students have vast experience in business and government management and usually suggest interesting practical or applied research topics. However, the problem is grounding their researches academically—that is, systematic anchoring of their arguments and decisions in academic literature. The intention of the outcome-based literature review is to keep them focused on supporting their arguments and decisions as they review academic literature. The manual, which is underway, aims to get such students to produce high quality research output. It focuses on the literature review because it is the greatest weakness for these students. However, the outputs of this exercise include an introduction chapter and a description of the methodology.

**Keywords:** research, literature review, outcome-based literature review, broad focus areas, working thesis statements, supported arguments and decisions