

**Abstracts of Papers
Presented at the
14th European Conference on
Research Methodology for
Business
and Management Studies**

**ECRM 2015
Hosted by the
University of Malta
Valletta, Malta**

11-12 June 2015

**Edited by
Dr. Vincent Cassar
University of Malta, Malta**

Copyright The Authors, 2015. All Rights Reserved.

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

Papers submitted to this conference have been double-blind peer reviewed before final acceptance 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.

This Booklet of abstracts and other conference materials is provided to conference participants for use at the conference.

Conference Proceedings

The Conference Proceedings is a book published with an ISBN and ISSN. The proceedings have been submitted to a number of accreditation, citation and indexing bodies including Thomson ISI Web of Science and Elsevier Scopus for indexing.

The Electronic version of the Conference Proceedings is available to download from **DROPBOX**. (<http://tinyurl.com/ECRM2015>) Select Download and then Direct Download to access the Pdf file. Free download is available for conference participants for a period of 2 weeks after the conference.

The Conference Proceedings for this year and previous years can be purchased from <http://academic-bookshop.com>

E-Book ISBN: 978-1-910810-12-5

E-Book ISSN: 2049-0976

Book version ISBN: 978-1-910810-11-8

Book Version ISSN: 2049-0968

CD Version ISBN: 978-1-910810-13-2

CD Version ISSN: 2049-0984

Published by Academic Conferences and Publishing International Limited
Reading, UK

44-118-972-4148

www.academic-publishing.org

Contents

Paper Title	Author(s)	Page no	Guide page
Preface		iv	ix
Committee		v	x
Biographies		vii	xiv
Research Papers			
Mixed Qualitative Methods in Conducting Business Communication Audits	Justyna Alnajjar	1	1
A Complex Network-Based Visual Analysis of Business Tendency and Consumer Opinion Surveys	Versavia Ancusa, Razvan Bogdan and Oana Caus	10	1
Barriers to Self-Directed Learning When Completing a Master-Level Dissertation	Marie Ashwin and Alan Hirst	15	2
Ambivalence, Indifference, or Uncertainty? Exploration of a Measurement Tool That Distinguishes Neutral Evaluations	Alice Audrezet	23	2
Adoption of Mixed Methods Approaches to Research by Management Researchers	Pat Bazeley	34	3
Using the Classical Grounded Theory Rather Than the Strauss And Corbin Approach in Accounting and Management Research	Abdullahi Usman Bello	41	4
A Sequential and Concurrent Mixed Method Research in Project Management	Omar Bentahar	48	4

Paper Title	Author(s)	Page no	Guide page
Endogenous Human Variables Affecting Performance of JDM: Experimental Research on Romanian Students	Victoria Bogdan, Olimpia Iuliana Ban and Ioan Gheorhe Țara	55	5
Double Estimation Methods to Assess Scales' Psychometric Quality in Marketing Research: ML Versus PLS Approaches	Fayçal Boukamcha	62	6
Rethinking Information Systems Research Methods With Heidegger's Ontology	Ann Brown	71	6
Using Sequential Mixed Methods in Enterprise Policy Instrument Evaluation: The Pragmatic Design Choice?	Anthony Paul Buckley	80	7
An Anthropological Approach to Organizational Research: Based on Industrial Conflicts and Consumer Behaviour	Felicjan Bylok and Leszek Cichobłaziński	89	8
Development of a Small-To-Medium Sized Enterprise IT Management Framework – Leveraging Engaged Scholarship and Design Science Principles	Marian Carcary	96	9
The Repertory Grid Technique as a Method for Eliciting Tacit Knowledge	Gottfried Catania and Raymond Randall	104	10
What do Europeans Require From Their Jobs? A Latent Class Approach on the Comparable Countries	Meltem Ceri-Booms	111	11
Multi Methods Contribution in Researching Tourism Human Resource Management Practices in Malaysia	Jennifer Kim Lian Chan	120	11

Paper Title	Author(s)	Page no	Guide page
Socio-Political Utilisation of Research Findings: Development and Testing of a Systemic Framework	Maelane Chauke and Hendrik Marais	128	12
Sustainability in Hospitality Education: A Content Analysis of the Curriculum of British Universities	Gaurav Chawla	135	13
Facet Theory: An Analytical Approach for Research Design	Murray Clark	144	14
Hermeneutic Exploration, Analysis and Authority: Phenomenology of Researcher's Emotions and Organizational Trust	Caroline Cole, Oliver Couch, Steven Chase and Murray Clark	153	15
Playing Cards to Create Data: How to Link Knowledge and Praxis to Redesign Competencies Framework	Camille de Bovis Vlahovic and Charlotte Dressayre	159	16
Ontology and a Mixed Methods Epistemology in Applied Research	Marthie de Kock	170	17
The Importance of 'e' in Mixed Methods Research – Development of an SME Framework to Leverage Value From IT	Eileen Doherty, Marian Carcary, Elaine Ramsey and Patrick Ibbotson	177	18
The Influence of Casino Architecture and Structure on Problem Gambling Behaviour: An Examination Using Virtual Reality Technology	Karen Finlay-Gough, Harvey Marmurek, Vinay Kanetkar and Jane Londerville University of Guelph, Guelph, Canada	187	19
Assessment of Collective Intelligence: Methodological Problems and Perspectives	Laura Gudelytė and Aelita Skaržauskienė	195	20

Paper Title	Author(s)	Page no	Guide page
Psychogeography for Student Researchers: A Case for the Dérive	Clare Hindley, Deborah Knowles and Damian Ruth	203	21
Cultural Issues in Global Research: A Qualitative Approach	Gordon Hunter	210	21
Using a Mixed Method 'Petri-Dish' Diagram to Determine Complex Impacts of Leadership Development in Extant Entrepreneurs	Louisa Huxtable-Thomas, Paul Hannon and Steffan Thomas	218	22
Mixed Methods Research a Bridge Between the Qualitative and Quantitative Dilemma	Karl Knox	225	23
Development and Validation of an Organisational Justice Measurement Instrument for a South African Context	Ophillia Ledimo	231	24
Can University Exams be Shortened? An Alternative to Problematic Traditional Methodological Approaches	Eric Lee, Naina Garg, Connie Bygrave, Jordan Mahar and Vinita Mishra	243	25
Student Conceptions of Employability: A Phenomenographic Study	Becky Lees, Deborah Anderson and Barry Avery	251	26
The Challenge of Demonstrating the Impact of Research Beyond Traditional Mechanisms	Rita Marcella, Hayley Lockerbie and Ros Cameron	259	27
The use of Narrative in Organisational Learning: Making Sense of Information Literacy Interventions	Jorge Tiago Martins and Rosa Canhoto	267	28

Paper Title	Author(s)	Page no	Guide page
Depersonalising Research: Contextualising Methodological Presence	John Mendy	274	29
Using Semi-Directive Interview: An Analysis of the Power and Social Responsibility of Researchers	Sylvaine Mercuri Chapuis	282	30
Guidelines for Conducting Semiotic Research in Information Systems	John Mingers and Leslie Willcocks	290	30
Research Methods in the Field of Accounting: The Case of Romania	Mihaela Mocanu	299	30
Understanding and Living the Past and the Future: 3D Modelling and Interactive Surveys as a Research and Teaching Methodology	Tessa Morrison and Mark Rubin	307	31
The Hybrid Approach in the Research of Organizational Culture	Janićijević Nebojša	314	32
Identifying Entrepreneurial Competencies Using Q Methodology: An Innovative Research Approach	Chris Phelan	322	33
Reflection-In-Addition: Using Reflective Logs to Build Research Into Undergraduate Projects	Martin Rich	331	34
Fit Between Research Questions, Paradigms and Methodologies in Strategic Management Research?	Eugenia Rosca, Philip Cordes-Berszinn and Julia Bendul	336	335
An Inside Account Of Gaining Access: A Reality of Using Internet Surveys	Mark Saunders, David Gray and Alexandra Bristow	345	36
The Zombie Doctorate	Shawren Singh	352	36
Challenges for Mixed-Methods Ph.D. Students	Caroline Stockman	359	37

Paper Title	Author(s)	Page no	Guide page
Employing Phenomenology to Highlight the Richness of the Leadership Experience	Janet Sutherland and Roslyn Cameron	365	38
Mixed Research Methods: Former and new Trends in Women Entrepreneurship Research	Florica Tomos, Rami Djebarni, Andrew Rogers, Andrew Thomas, Andre Clark and Oana Cristina Balan	674	39
Idea Management: Notes of a Systematic Review	Alessandro Santos Vieira, Mateus Silva Lima, Paulo Henrique Souza Bermejo and Wagner Vilas Boas de Souza	382	40
A Culturally Sensitive, Mixed-Methods Approach to Analysing a Leadership Development Program	Dorothy Wardale, Roslyn Cameron and Jun Li	390	41
Fostering Collaborative Inquiry: Networks of Practice	Christine Welch, Tammi Sinha, Nazareth Nicolian, and Nigel Ward	396	42
A SWOT Analysis of the Maltese Further Education Sector	Nicholas Zarb	405	43
PHD Research Papers		417	45
The EMPLIT (EMPIrical and LITerature-based) Research Framework	Martin Bergaus	419	47
A Mixed Method Approach to Evaluate the Impact of Coaching on Safety Leadership	Wika Esterhuizen and Nico Martins	428	48
The Doctoral Research of Doctoral Researchers; Experiences of Being an Insider Researcher	Sophie Mills and Jim Stewart	437	49

Paper Title	Author(s)	Page no	Guide page
Masters Research Paper		443	51
The Work Identity of Virtual Workers: A Phenomenological Exploration and Virtual Research Design	Deja Nienaber and Antoni Barnard	445	53
Work In Progress Papers		453	55
Reviewing the Literature Using the Thematic Analysis Grid	Deborah Anderson, Becky Lees and Barry Avery	455	57
Improving Learning Through Engagement: Students as Collaborators in Assessment	Daniel Russell and Barry Avery	458	57
Abstracts Only			59
Conflicting Conceptions of Business Management	Nicholas Capaldi		60
A Poetic for Business Research	Ruth Damian, Clare Hindley, Deborah Knowles and Martin Rich		60
A General Analytic Inductive Approach and the use of Technology in Analysing Qualitative Data; SMEs-Large Organisations Business Relationships	Fariba Darabi		61
How Brilliant are we? Reflections on Using Appreciative Action Research in HE	Lois Farquharson, Bethan Collins, Susanne Clarke and Anita Diaz		63
Theoretical Foundations of a Team Management Epistemology	Olaf Flak		64
Constructing a Psychological Coping Profile in the Call Centre Work Environment	Nisha Harry		65

Paper Title	Author(s)	Page no	Guide page
Using a Structured Analysis Model to aid in the Delivery of Business Curriculum	Michelle Hough		66
67Applying Action Research in a new Paradigm of Aged Care Service Design	Kirsty Marles, Carole Steketee, Peter Gall and Graham Dickson		67
Using Critical Discourse Analysis to Analyse Mentoring of Business Lecturers in South African TVET Colleges	Andre Van der Bijl		68
Citaitaion Pages			
Google Scholar	The Importance of Paper citations and Google Scholar		
Jotter Page	Blank Paper for notes		

Preface

These proceedings represent the work of researchers participating in the 14th European Conference on Research Methodology for Business and Management Studies – ECKM 2015 which is hosted this year by the University of Malta, Valletta, Malta on the 11-12 June 2015.

ECRM is a recognised event on the European research conferences calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in the area of business and management research. It provides an important opportunity for researchers and managers to come together with peers share their experiences of using the varied and expanding range of research methods available to them.

The conference will be opened with a keynote from Professor Mark Saunders from The Surrey Business School, University of Surrey, UK on the topic of “The (re-) emergence of mixed methods research: to combine or not combine?”. The second day will be begin with a Keynote by Professor Rob Briner from The University of Bath, UK on the topic of “Measuring employee attitudes and perceptions: The causes and consequences of poor construct definition and operationalization”.

With an initial submission of 124 abstracts, after the double blind, peer review process there are 52 academic Research papers, 3 PhD papers, 1 master’s Research paper and 2 work in progress papers published in these Conference Proceedings. These papers come from some many different countries including: Australia, Austria, Belgium, Brazil, Canada, France, Germany, Ireland, Lithuania, Malaysia, Malta, Netherlands, New Zealand, Poland, Portugal, Romania, Serbia, South Africa, Switzerland, Tunisia, UK and 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 objective of publishing papers that offer new insights or practical help into the application of research methods in business research.

We wish you a most interesting conference.

Dr. Frank Bezzina
Conference Chair

Dr Vincent Cassar
Programme Chair

Conference Committee

Conference Executive

Dr. Frank Bezzina, University of Malta, Malta

Dr. Vincent Cassar, Birkbeck College, University of London, UK

Mini track chairs

Dr Roslyn Cameron, Curtin Business School, Curtin University, Australia

Dr Cathi McMullen, School of Management and Marketing Charles Sturt University, Australia

Dr Fariba Darabi, Sheffield Business School, Sheffield Hallam University, UK

Dr Paula Fernández González, University of Oviedo, Spain

Prof Ramayah Thurasamy, Universiti Sains Malaysia, Penang, Malaysia

Conference Committee

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

Dr. Khodayar Abili (The University of Tehran, Iran); Dr. Bulent Acma (Anadolu University, Eskisehir, Turkey); Ass.Prof.Dr. Hamimah Adnan (Universiti Teknologi MARA, Malaysia); Prof. Dr. Maizam Alias (Universiti Tun Hussein Onn Malaysia, Malaysia); George Allan (Victoria University of Wellington, New Zealand); Dr. Andrew Armitage (Anglia Ruskin University, UK); Dr. Marie Ashwin (Ecole de Management de Normandie, France); Udo Averweg (eThekweni Municipality and University of KwaZulu-Natal, South Africa); Joseph Azzopardi (University of Malta, Malta); Sue Balint (Westminster Business School, London, UK); Dr. Joan Ballantine (University of Ulster, UK); Dr. Heather Banham (Okanagan College, Kelowna, Canada); Edward Barratt (University of Newcastle Upon Tyne, UK); Andrew Basden (University of Salford, UK); Ass Prof. David Bednall (Deakin University, Australia); Peter Bednar (Department of ISCA, Portsmouth University, UK); Lau Bee Theng (Swinburne University of Technology Sarawak Campus, Malaysia); Dr. Gary Bell (London South Bank University, UK); Angela Benson (University of Brighton, UK); Dr. Egon Berghout (University of Groningen, The Netherlands); Dr. Frank Bezzina (University of Malta, Malta); Dr. Vibha Bhandari (College of Applied Sciences, Ministry of Higher Education, Oman, Oman); Dr. Milena Bobeva (Bournemouth University, UK); Dr. Ann Brown (CASS Business School, UK); Cathal Brugha (University College Dublin, Ireland); Dr. Roslyn Cameron (C Q University Australia, Australia); Dr. Marian Carcary (The National University of Ireland Maynooth, Ireland); Dr. Lindsey Carey (Glasgow Caledonian University, UK); Prof. Sven Carlsson (School of Economics and Management, Lund University, Sweden); Dr Vincent Cassar (Birkbeck College, University of London, UK); Dr. Jennifer KimLian Chan

(Universiti Malaysia Sabah, Malaysia); Prof. Prasenjit Chatterjee (MCKV Institute of Engineering, India); Dr. Vikas Choudhary (National Institute of Technology, Kurukshetra, India); Dr. Jyoti Choudrie (University of Hertfordshire, UK); Dr. Murray Clark (Sheffield Business School, UK); Aileen Corley (Liverpool John Moores University, UK); Prof. Felice Corona (University of Salerno, Italy); Dr. Reet Cronk (Harding University, USA); Fariba Darabi (Sheffield Hallam University, UK); Geoffrey Darnton (Bournemouth University, UK); Dr. Linda Dawson (University of Wollongong, Australia); Prof. Leslie Dinauer (University of Maryland University College, USA); 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); Dr. Dev Dutta (University of New Hampshire, Durham, UK); Prof. Rohit Dwivedi (Rajiv Gandhi Indian Institute of Management Shillong, India); Dr. Hossein Ebrahimpour (The University of Kashan, Iran); Dr. Jose Esteves (IE Business school, Madrid, Spain); Mahmoud Fakhra (College of Business Studies, Kuwait); Jason Ferdinand (University of Liverpool, UK); Prof. Paula Fernandez Gonzalez (University of Oviedo, Spain); Prof. Paula Odete Fernandes (Polytechnic Institute of Bragança, Portugal); Dr. Elena Fitkov-Norris (Kingston University, UK); Asst. Prof. Olaf Flak (University of Silesia in Katowice, Poland); Prof. Balan George (German-Romanian University, Romania); Prof. Dr. Adriana Giurgiu (University of Oradea, Faculty of Economic Sciences, Romania); Gerald Goh (Multimedia University, Melaka, Malaysia); Dr. Sayed Mahdi Golestan Hashemi (Iranian Research Institute for Creatology, TRIZ & Innovation Management & Engineering, Iran); Dr. Karuna Gomanee (Regents College, UK); Dr. Andrea Gorra (Leeds Metropolitan University, UK); Gillian Green (School of Informatics, University of Northumbria, UK); Dr. Anabel Gutierrez Mendoza (Regent's College London, UK); Dr. Stylianos Hatzipanagos (King's College London, UK); Dr. Prof. Yunke He (Okanagan College, Kelowna, Canada); Alex Hiller (Nottingham Trent University, UK); Prof. Clare Hindley (International University Bad Honnef -Bonn,, Germany); Clive Holtham (Cass Business School, City of London University, UK); Dr. Bob Hughes (University of Brighton, UK); Fahmi Ibrahim (Glasgow Caledonian University, UK); Prof. Rahinah Ibrahim (Universiti Putra Malaysia, Malaysia); Prof. Devos Jan (Ghent University., Belgium); Dr. Wyn Jenkins (Staffordshire University, Stoke-on-Trent, UK); Kristina Jespersen (Aarhus University, Denmark); Patricia Joubert (University of Swaziland, Swaziland); Helena Karjalainen (Normandy Business School, France); Diane Keeble-Allen (Anglia Ruskin University, UK); Prof. Habibul Khondker (Zayed University, Abu Dhabi, United Arab Emirates); Cyril Kirwan (Cyril Kirwan Associates, Dublin, Ireland); Rembrandt Klopper (University of Kwa Zulu Natal, South Africa); Dr. Jenny Knight (University of Brighton Business School, UK); Dr. Deborah Knowles (University of Westminster, London, UK); Karl Knox (Nottingham Trent University, UK); Prof. Mortaza Kokabi (Shaheed Chamran, Iran); Branka Krivo-

kapic-Skoko (Charles Sturt University, Australia); Dr. Branka Krivokapic-Skoko (Charles Sturt University, Australia); David Lamb (Edith Cowan University, Australia); Rebecca Lees (Kingston University, UK); Prof. João Leitão (University of Beira Interior, Portugal); Prof. Arminda Lopes (Instituto Politécnico de Castelo Branco, Portugal); Prof. Eurico Lopes (Polytechnic Institute of Castelo Branco, Portugal); Jonathan Lord (University of Salford, UK); Prof. Sam Lubbe (NWU, South Africa); Dr. Sandy MacDonald (University of Northampton, UK); Prof. Dalgobind Mahto (Green Hills Engineering College, India); Prof. Hendrik Marais (University of Pretoria, South Africa); Garance Marechal (University of Liverpool, UK); Dr. Maria Cristina Maria Cristina (Gyeongju University, South Korea); Prof. Nico Martins (University of South Africa, South Africa); Dr. Maria do Rosário Martins (Universidade Cape Verde, Portugal); Dr. Ellen Caroline Martins (Organisational Diagnostics, South Africa); Angela McGrane (Northumbria University, UK); Dr. Rachel McLean (University of Bolton, UK); Cathi McMullen (School of Management and Marketing, & Research Institute for Professional Practice, Learning and Education (RIPPLE), Charles Sturt University, Australia); Lisa McNeill (University of Otago, Dunedin, New Zealand); Anabela Mesquita (Instituto Politécnico do Porto, , Portugal); Dr. Ian Michael (Zayed University, Dubai, United Arab Emirates); Elisabeth Michielsens (University of Westminster, London, UK); Dr. Avinash Mulky (Indian Institute of Management , Bangalore, India); Dr. Graham Myers (Durban University of Technology, South Africa); Dr. Emanuela Alia Nica (Center for Ethics and Health Policy (CEPS) and University "Petre Andrei" Iasi, Romania); Dr. Arlene Nicholas (Salve Regina University, India); Prof. Rita Niemann (University of the Free State, South Africa); Prof. Hester Nienaber (Unisa, Pretoria, South Africa); Dr. Kersti Nögeste (RMIT University, Melbourne, Australia); Dr. Chetsada Noknoi (Thaksin University, Thailand); Miguel Nunes (Sheffield University, UK); Dr. Madeleine Ogilvie (Edith Cowan University, Perth, Australia); Ass.Prof.Dr. Abdelnaser Omran (School of Economics, Finance and Banking, Universiti Utara Malaysia, Malaysia); Steve Page (University College Chester, UK); Dr Vijayakumar Parameswaran Unnithan (Tata Institute of social Sciences, India); Dr. Swetketu Patnaik (LAIBS, Anglia Ruskin University, UK); Dr. Noel Pearse (Rhodes University, Grahamstown, South Africa); Prof. Rui Pimenta (Escola Superior Tecnologia Saúde Porto, Portugal); Dr. Iwona Pisz (Opole University, Poland); Ganesh Prabhu (Indian Institute of Management at Bangalore, India); Diana Rajendran (Swinburne University of Technology, Melbourne, Australia); Prof. Thurasamy Ramayah (Universiti Sains Malaysia, Malaysia); Dr. Isabel Ramos (Minho University, Portugal); Karsten Boye Rasmussen (University of Southern Denmark, Odense, Denmark); Theo Renkema (Rabobank Nederland, The Netherlands); Martin Rich (CASS Business School, UK); Kristina Risom (The Aarhus School of Business, Denmark); Dr. Isabelle Royer (University Lyon 3, France); Dr. Maria Ryan (Edith Cowen University, Perth, Australia); Dr. Faith Samkange (SHMS Hotel Belvedere, Switzerland); Joseph Santora (: International

School of Management, Paris, France, France); PhD Risto Sääntti (University of Vaasa, Finland); Prof. Chaudhary Imran Sarwar (Mixed Reality University, Pakistan); Mark Saunders (University of Surrey, UK); Dr. Ousanee Sawagvudcharee (Centre for the Creation of Coherent Change and Knowledge, Liverpool John Moores University, Thailand); Dr. Simone Domenico Scagnelli (University of Torino, Italy); Dr. Nima Shahidi (Islamic Azad University_Nourabad Mamasani Branch, Iran); Junaid Shaikh (Curtin University, Malaysia); Dr. Anshuman Sharma (College of Applied Sciences, Ministry of Higher Education, Oman); Marie Sheahan (Charles Sturt University, Australia); Miles Shepherd (Bournemouth University Business School, UK); Prof. Ali Simsek (Anadolu University, Turkey); Dr. Chandranshu Sinha (Amity Business School, Amity University, India); Dr. Tammi Sinha (Winchester University, UK); Ibrahim Sirkeci (Regent's University, London, UK); Prof. Peter Smith (University of Sunderland, UK); Dr. Shahryar Sorooshian (University Malaysia Pahang (UMP), Malaysia); Prof. Rui Dinis Sousa (University of Minho, Portugal); Dr. Rajeev Srivastava (Motilal Nehru National Institute of Technology, India); Prof. Anthony Stacey (University of the Witwatersrand, Johannesburg, South Africa); Prof. Jim Stewart (Coventry Business School , UK); Kerstin Thomson (Stockholm University, Sweden); Claudine Toffolon (Université du Mans - IUT de Laval, France); Prof. Shiv Tripathi (Mzumbe University, Tanzania); Dr. Jim Underwood (University of Technology, Sydney, Australia); Arvind Upadhyay (University of Brighton,, UK); Dr. Jocene Vallack (CQ University, Rockhampton, Australia); Dr. Ana Vasconcelos (University of Sheffield, UK); Dr. John Venable (Curtin University of Technology, Perth, Australia); Kevin Voges (University of Canterbury, Christchurch, New Zealand); David Wainwright (University of Northumbria, UK); John Walton (Sheffield Hallam University, UK); Teresa Waring (Northumbria University, UK); Christine Welch (University of Portsmouth, UK); Roy Williams (University of Portsmouth, UK); Dr. Piotr Wiśniewski (Warsaw School of Economics, Poland); Les Worrall (University of Coventry, UK); Dr. Ruth Yeung (Institute for Tourism Studies, China); Lilia Zerguit (Sheffield Business School, Sheffield Hallam University, UK); Prof. Dr. Muhamamd Zia-ur-Rehman (National Defence University, Pakistan)

Biographies

Conference Chair



Dr. Frank Bezzina is the Head of the Department of Management and Deputy Dean of the Faculty of Economics, Management & Accountancy (FEMA) at the University of Malta. He teaches applied business statistics, quantitative research methods and managerial decision modelling on the Faculty's degree and MBA (Executive) programmes. Frank is also representative of FEMA on the University of Malta Senate, representative of the FEMA Faculty Board and course co-ordinator of the BSC (Hons) in Business and Information Technology. His research interests are varied but mainly focus on methodological and statistical misconceptions, operational risk management and IT-directed Investor Relationship Management.

Programme Chair



Dr. Vincent Cassar is a Chartered Organizational Psychologist with the British Psychological Society and a Chartered Scientist with the British Science Council. He is Senior Lecturer in the Department of Management and is also Honorary Teaching Fellow at Birkbeck College (University of London). His research and teaching interests include cognitive biases in decision-making, the psychological contract, entrepreneurship, occupational health and stress. He also has interests in careers and management development / organizational learning. Vince has presented and published his studies in several peer-reviewed journals. He was President of the Malta Association of Work and Organizational Psychology between 2011 and 2013.

Keynote speakers



Prof Mark NK Saunders is Professor of Business Research Methods in the Surrey Business School, University of Surrey, UK. His research interests include research methods, in particular methods for understanding organizational relationship and online methods; human resource aspects of the management of change, in particular trust within and between organizations and learning; and small and medium sized enterprises. He holds visiting professorships at the School of Management and Accountancy, University of Malta and Worcester Business School, University of Worcester; and is a Fellow of the British Academy of Management and a member of the Fellows' College. Mark has co-authored and edited a range of books

including Research Methods for Business Students (currently in its sixth edition), Organizational Trust: a Cultural Perspective, Handbook of Research Methods on Trust and Doing Research in Business and Management. He is joint editor for Sage's Understanding Research Methods for Business and Management Students book series and editor for Edward Elgar's Handbooks of Research Methods series. Mark's research has been published widely in journals including Field Methods, Human Relations, Journal of Personnel Psychology, Journal of Small Business Management, Management Learning and Social Science and Medicine.



Prof Rob Briner is Professor of Organizational Psychology at the School of Management, University of Bath. His research has focused on several topics including well-being, emotions, stress, ethnicity, the psychological contract, absence from work, motivation, work-nonwork and everyday work behaviour. Beyond academic research and teaching Rob is passionate about helping practitioners and organizations make better use of evidence, including research evidence, in decision-making as well as encouraging academics to make research more accessible. He is a founding member, vice-chair and on the Academic Board of the Center for Evidence-Based Management (<http://www.cebma.org/>) and was recently named by HR Magazine as the third Most Influential HR Thinker and won the British Psychological Society Division of Occupational Psychology award for Academic Contribution to Practice.

research evidence, in decision-making as well as encouraging academics to make research more accessible. He is a founding member, vice-chair and on the Academic Board of the Center for Evidence-Based Management (<http://www.cebma.org/>) and was recently named by HR Magazine as the third Most Influential HR Thinker and won the British Psychological Society Division of Occupational Psychology award for Academic Contribution to Practice.

Mini Track Chair



Dr Roslyn Cameron is a Research Fellow with Curtin Business School, Curtin University, Australia. Ros has been the Co-Convenor of the Mixed Methods SIG of ANZAM since 2011 and has been Chair of the ECRM Mixed Methods Mini Track since 2013. Ros has written several book chapters on the use of mixed methods in business and management research along with several published journal articles. Ros has utilised

mixed methods research designs in several of the large scale funded research projects she has been granted in relation to workforce development.

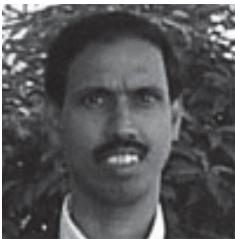


Dr Fariba Darabi is currently a lecturer in International Business and Researcher at Sheffield Business School. She teaches across International Business Modules, Global Supply Chain Management and Research Methods, supervises MSc dissertations and Doctoral thesis. Fariba's research interest is on SMEs Entrepreneurships and Business Schools collaboration, and she has published in international journals of Entre-

preneurship. She is the SMEs Entrepreneurship and Innovation SIG Leader at Sheffield Business School. She has also an interest in Qualitative and Quantitative Research Designs.



Dr. Paula Fernández González is professor of Statistics and Econometrics at the Department of Applied Economics, University of Oviedo. She has worked for fourteen years in Energy and Environmental sciences, focusing on statistical methods, paying particular attention to index-based decomposition techniques. She has published papers in prestigious journals such as *Energy*, *Energy Policy*, *Environmental Science and Policy* or *Resource and Energy Economics*. She is also a regular reviewer in *Energy*, *Energy Efficiency*, *Economic Modelling* and *Energy Policy*. At present, she is editor of the *Journal of Economics Studies and Research*, and participates in several research projects of relevance. is professor of Statistics and Econometrics at the Department of Applied Economics, University of Oviedo. She has worked for fourteen years in Energy and Environmental sciences, focusing on statistical methods, paying particular attention to index-based decomposition techniques. She has published papers in prestigious journals such as *Energy*, *Energy Policy*, *Environmental Science and Policy* or *Resource and Energy Economics*. She is also a regular reviewer in *Energy*, *Energy Efficiency*, *Economic Modelling* and *Energy Policy*. At present, she is editor of the *Journal of Economics Studies and Research*, and participates in several research projects of relevance.



Prof Thurasamy Ramayah has an MBA from Universiti Sains Malaysia (USM). Currently he is an Associate Professor in the Operations Management Section at the School of Management, USM. His current research interest is in the area of technology management and adoption in business and education. He has published in several journals such as *Information Development*, *Asian Academy of Management Journal (AAMJ)*, *WSEAS Transactions on Information Science & Applications*, *International Journal of Learning*, *The International Journal of Knowledge, Culture and Change Management*, *Asian Journal of Information Technology (AJIT)*, *International Journal of Business Information Systems (IBIS)*, *International Journal of Services and Technology Management (IJSTM)* and *Management Research News (MRN)*, *International Journal of Information and Operations Management Education (IJIOME)*, *International Journal of Services and Operations Management (IJSOM)*, *Journal of Project Management (JoPM)*, *Engineering, Construction and Architectural Management (ECAM)*, *North American Journal of Psychology (NAJP)* and *International Journal of*

Emerging Markets (IJOEM). He also serves on the editorial boards and program committees of several international journals and conferences of repute.

Biographies of Presenting Authors

Justyna Alnajjar, PhD, is Assistant Professor at the Institute of Specialised and Intercultural Communication and Head of the Research Center for Business Communication Audit at the University of Warsaw. Her research interests include intercultural business communication, communication in virtual project teams, and communication audit. She is deputy editor of *Lingwistyka Stosowana/ Applied Linguistics/ Angewandte Linguistik*.

Versavia Ancusa received her BSc (2004), MSc (2005) and PhD (2009) in Computer Science from "Politehnica" University of Timisoara. Now she is a Senior Lecturer in the Computer and Software Engineering Department of the same university. Her current research interests cross over multiple domains like: complex networks, reliability, medicine, genetics, management, psychology and social studies.

Deborah Anderson This paper will be of interest to those involved in the dissertation development process where a key element is the writing of a synthesised critical review of the literature. The thematic analysis grid offers a practical method of approaching academic papers which has been positively received by students.

Marie Ashwin With over two decades of experience in higher education in the UK and the Far East, Marie is currently working at EM Normandie, France. She collaborates 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

Alice Audrezet is an Assistant Professor of Marketing at Institut Supérieur de Gestion (ISG International Business School, Paris) since 2012. She holds a Ph.D from Paris-Dauphine University. Her research interests focused on Market Research Methodology and Fashion Behaviors. She has spoken in national and international conferences on marketing. Alice teaches marketing and methodology courses.

Antoni Barnard, an industrial and counseling psychologist (Health Professions Council of SA) is professor in the Department of Industrial and Organisational Psychology, UNISA. Her research interest focuses on in-depth understanding of em-

ployee wellbeing behaviour in natural, real work–life contexts and is represented in various relevant publications in this regard.

Pat Bazeley since graduating in psychology Pat Bazeley has worked in community development, project consulting and academic research development. She provides research training and consulting in qualitative and mixed methods research. Her publications focus on data analysis in those areas and on researcher development and performance. She is 2015-6 President of the Mixed Methods International Research Association.

Abdullahi Usman Bello is a graduate tutor at Northumbria University since 2013. I started as a doctoral student in the accounting and finance department in 2011 after several years experience in banking, law enforcement and management. I completed my PhD in 2014 and I am waiting for official confirmation of the PhD award.

Dr. Omar Bentahar is a Associate Professor of project management and management of innovation at University of Lorraine, France. His research interests are mixed methods research, management of large-infrastructure projects and project manager roles. He is also exploring the application of contingency and dynamic approach in project management.

Martin Bergaus is a PhD graduate at Leeds Beckett University, UK. Beside 19 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 Information Systems.

Victoria Bogdan has a PhD in Economics (Accounting) from 2004. She is associate professor, Department of Finance & Accounting, Faculty of Economics, University of Oradea, Romania. She is a certified accountant and financial auditor member of the following professional organisations: CECCAR (Certified Accountants Association from Romania), CAFR (Chamber of Romanian Financial Auditors) and AGER (General Association of Romanian Economists).

Fayçal Boukamcha, Ph.D, assistant professor of marketing at the University of Gafsa, author of various research papers in social marketing and entrepreneurship. The main fields of interest are Persuasion, cognitive mechanism, social marketing, data analysis methods, entrepreneurship, etc.

Dr. Ann Brown is a Visiting Senior Lecturer in Information Management, Faculty of Management at Cass Business School. Ann Obtained a 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, ethnography and innovative teaching and learning methods.

Dr Anthony Paul Buckley, Director of the MSc programme in Business & Entrepreneurship, Assistant Head, School of Marketing, College of Business, Dublin Institute of Technology. Over twenty year's senior business experience in the public and private sectors in Ireland and on international markets. He has been a full time academic since 2006 and completed his PhD in Lancaster University (UK) in 2013. His research interests are in the indigenous firm growth domain and in mixed methods research.

Nicholas Capaldi is President and CEO of the Global Corporate Governance Institute, Legendre-Soule Distinguished Chair in Business Ethics at Loyola University, and Director of the Center for Spiritual Capital. He is the author of 8 books and over 100 articles, and Associate Editor of the Springer Encyclopedia of Corporate Social Responsibility

Dr. Marian Carcary is a senior lead researcher at the Innovation Value Institute, Maynooth University, Ireland. Marian Researches development of IT Capability Maturity Framework (IT-CMF). Interested in cloud computing, drivers and challenges surrounding business value realization from IT. Managed Enterprise Ireland funded research projects, been involved European Commission funded research projects, centred on ICT professionalism/e-skills. Presented research at international conferences, published in academic journals. Marian has a Bachelor of Business Computing, a Master of Science in Enterprise Software, Doctorate of Philosophy in ICT evaluation.

Gottfried Catania is an Assistant Lecturer in Organizational Psychology at the University of Malta. He is currently reading for a PhD with Loughborough University under the tutorship of Dr Ray Randall. His research interests include workplace motivation, ethical behaviour in organizational settings, the promotion of evidence-based practice, and work-life balance.

Meltem Ceri-Booms received her PhD in Organizational Behavior from Yeditepe University in Turkey. She has been teaching various courses related to the field both in Turkey and Azerbaijan. Since September 2013, she follows a full-time re-

search master program at Tilburg University in the Netherlands in the field of Methodology and Statistics.

Dr. Kim Lian Jennifer Chan is an Associate Professor at Faculty of Business, Economics and Accountancy and past Deputy Director of Centre for Strategic and Academic Management, Universiti Malaysia Sabah (2008-2014). She holds a PhD degree in Tourism and Hospitality Management and is actively involved in academic program quality assurance and program auditing and accreditation.

Gaurav Chawla is currently working as Programme Leader for BA (Hons.) programme at SHMS, Leysin. His hospitality journey started with undergraduate studies at IHM, Mumbai, India. Thereafter, he moved to Scotland to pursue Masters in hospitality management from Edinburgh Napier University. His keen research areas include sustainability, CSR and hospitality education.

Dr Murray Clark teaches Organization Theory and Research Methodology at Sheffield Business School. He is a qualified mining engineer, has a Ph.D. in Organizational Behaviour and is co-editor of Sage's Business and Management Research Methodologies (2006) and co-contributor to Research Methods for Managers (2010). Murray's other interests focus on trust and leadership.

Susanne Clarke, MA, Msc, CGMA/ACCA is an organizational performance management specialist. Interests include appreciative action research and the development of an appreciative prism for change within a higher education context. Susanne is Head of Service Excellence at Bournemouth University (BU) having previously held roles within faculty and as Deputy Director of Finance.

Dr Eileen Doherty, PhD, MSc CIS, BSc (Hons). Eileen works as a Research Fellow at the Innovation Value Institute, NUI Maynooth, Ireland since 2011. She is involved in research into the development of the IT Capability Framework (IT-CMF) – a model to maximise the value the organization gets from its IT capability. More specifically, she researches in the areas of Cloud Computing, SME technology adoption, IT Strategic Planning, Business Planning and Research, Development and Engineering. Prior to this, Eileen undertook her PhD in Business and Management at the University of Ulster at Coleraine, N. Ireland in the area of Broadband adoption by Irish SMEs.

Dr. Camille de Bovis-Vlahovic works the University of Lyon III (France); where she is charge of Master Degree 1 in Human Resources & Organization. Her research interests are focused on High Reliability Organization, coordination and adjust-

ment's principles in volatile or real-time. She studies various organizations: Operas, Pediatric Units, Firefighters Teams and Civil Engineering Firms.

Marthie de Kock is Research Director of Master and Doctoral students at the Da Vinci Institute of Technology in Johannesburg, South Africa. She holds a PhD in Information Science, specialising in Information Technology. Her experience includes working, teaching, supervising and external assessment of students in various academic institutions in South Africa and Hong Kong.

Olaf Flak is an Assistant Professor at the University of Silesia (since 2010), Assistant Professor at University of Economics in Katowice (2002-2012). Olaf is also a Scientist and a specialist in business management, Managing Director in a consulting company konsultanci24.pl. He investigates how automatic pattern recognition techniques can be applied in the management science in order to replace managers with robots.

Naina Garg is a student in economics (honours) at Saint Mary's University, Halifax, NS, Canada. She is currently conducting research in Economics, Management Science, and Management Departments as a Research Associate. She is also working on an International Development project - aimed at helping local artisan women find sustainable business opportunities in Peru.

Nisha Harry is a Senior Lecturer at the University of South Africa, in the Department of Industrial and Organisational Psychology. She has recently obtained her doctorate and the presentation is part of her doctoral studies on psychological wellness of call centre agents'. Dr Harry has published in international and national journals.

Clare Hindley is a Professor in the Language and Communication department of the IUBH School of Business and Management. She is Coordinator for the university's Research Methods and Thesis Writing courses and also lectures in Business Communication.

Michelle Hough is an Associate Professor of Business at the Pennsylvania State University. She is a Fulbright Scholar (Denmark, 2005 and Malta, 2009), and has lectured internationally on business administration, management information systems, and privacy. Dr. Hough also authored the book, "Putting Privacy in Perspective: Exploring the Evolution and Implications of Privacy in U.S. Society."

Gordon Hunter is Professor, Information Systems, Faculty of Management, and University of Lethbridge. Gordon has held academic positions in Canada, Hong

Kong, and Singapore and visiting positions in Australia, Monaco, Germany, USA and New Zealand. His research interests include the effective use of information systems by small business; and the role of CIOs.

Louisa Huxtable-Thomas has 15 years' experience at the interface between business and academia. With a career encompassing many roles, including as an advisor to government, an educator, a doctoral supervisor, a business support provider and a researcher, Louisa's motivation is to use the outcomes of research for practical business outcomes.

Karl Knox has for many years been involved with business issues from an information management perspective. His main research interests involve data, information and knowledge; information strategy and research methods all with a remit involving students and business issues. He has been on faculty at a variety of institutions within the UK, Middle East and Australia. He is currently a senior lecturer at Nottingham Business School.

Ophillia Ledimo has a PhD in Industrial and Organisational Psychology and is currently working at The University of South Africa; Department of Industrial and Organisational Psychology. Her field of specialization is Organisational Psychology and has presented papers at several national and international conferences within this field.

Eric S. Lee B.Sc. 1972, M.Sc. 1974, Ph.D. 1977 (psychology, University of Victoria, Canada). He headed a research team investigating new computer technologies at the Communications Research Centre in Ottawa. He has consulted with many companies, police forces, and government departments. He is currently at Saint Mary's University in Information Systems and Management Science.

Rebecca Lees is an Associate Professor at Kingston University within the Accounting, Finance and Informatics department teaching Quantitative Methods and Management Science. She researches within the higher education environment, with a focus on formative assessment practices and initiatives to develop students' employability skills and behaviours. She is a Senior Fellow of the Higher Education Academy.

Hayley Lockerbie is a Research Assistant within the Institute of Management, Government and Society (IMaGeS) and the Department of Information Management at Robert Gordon University, Aberdeen. Hayley's research interests are in the areas of information behaviour, information literacy and organisational behaviour.

Hendrik Marais holds a Ph D in experimental social psychology and specialises in research methodology, management and innovation policy. He is currently Associate Research Fellow, Institute for Economic Research on Innovation at the Tshwane University of Technology, Pretoria.

Rita Marcella is Dean of Faculty at Aberdeen Business School, Robert Gordon University. Following early experience in the oil and gas industry, Rita has spent most of her career in various academic roles at Robert Gordon University. Her research interests include: information behavior and information systems in health and safety management; health and safety competence; the provision of, need for, and use of government, parliamentary and citizenship information; Internet use by political parties and electoral candidates; freedom of information and business information provision.

Kirsty Marles is a service design innovator and improvement advisor. She is currently facilitating an action research approach to designing and testing an operational model for a new teaching, research aged care Service. Kirsty has qualifications in health services management, improvement methodology, health promotion, public health and is currently expanding her research and evaluation capacity through participation in a Professional Doctorate with The University of Notre Dame Australia.

Jorge Tiago Martins is Lecturer in Organisational Informatics at The University of Sheffield's Information School. His overarching research and teaching area is the management and use of information technology in complex organisations. He is interested in the intersection between Information Management/ Knowledge Management systems and organisation, with particular emphasis on structures, cultures, work practices, behaviour, and change.

Nico Martins holds a PhD in Industrial Psychology and is with the Department of Industrial and Organisational Psychology at The University of South Africa and specializes in the field of Organisational Psychology. He published several articles and presented papers at several national and international conferences in organisational culture/climate, organisational trust, organisational diagnoses and research .

John Mendy researches and learn. He is currently full-time MSc HRM Programme Leader, University of Lincoln. John has published and continues to review for a range of national and international refereed journals and other publication outlets. His research interests include HRM and OB, organisational culture and change management.

Dr. Sylvaine Mercuri Chapuis is a scholar in management. She obtained a doctorate (Ph.D.) from the Jean Moulin Lyon 3 University (France). Her dissertation is about the manipulation of Corporate Social Responsibility by middle manager through a strategic analysis. From 2009, she has produced several publications in French and English.

Sophie Mills is a Senior Lecturer at Coventry Business School where she teaches human resource development and management. Her research interests centre on the experience of doctoral students, and in particular part time students employed in HE institutions in academic roles. Sophie is also researching the relate field of career development.

John Mingers is Professor of Operational Research and Information Systems at Kent Business School. His research interests include research methodology, especially mixed methods and semiotics; research metrics and research performance; the nature of information, meaning and knowledge; and the philosophy of critical realism.

Mihaela Mocanu is a Teaching Assistant at the Bucharest University of Economic Studies. My research interests are: financial audit, research methods, sustainability and controlling. Mihaela has approximately six years of practical experience both in financial auditing and in teaching. She holds a PhD on ethics in financial audit and is currently a postdoctoral student in sustainability controlling.

Dr Tessa Morrison is a senior lecturer in architectural history at The University of Newcastle, Australia. Currently Tessa is researching utopian cities and community housing particularly of the Industrial Revolution. Reconstructing and visualising the architecture is a significant part of her research as it enables a better understanding of the architecture and its context.

Janićijević Nebojša is a full professor at Department of Business Administration, Faculty of Economics, and University of Belgrade. He teaches undergraduate and graduate courses in the area of Organizational Behavior, Human Resource Management and Organizational Change Management. Prof. Janićijević has published several books in the area of management and organization, among them: “Organizational Culture”, “Organization”, “Organizational Change Management”.

Nazareth Nicolian has over 25 years of managerial and consulting IT experience from PWC, Walt Disney, and Universal Studios. He also has 11 years of experience in chairing and lecturing IS programs. He is President and founder of the CIO

Lebanon Association, with an MS degree in IS from Pittsburgh, and a PhD in Business Systems from Portsmouth.

Dr Chris Phelan is a Lecturer at the University of Lincoln in the UK, where he teaches in the areas of tourism and event management, strategic management and entrepreneurship. His research interests focus on rural tourism and entrepreneurship and in particular entrepreneurial skills and competencies.

Martin Rich initially worked in the information systems sector as a consultant and project manager, before joining Cass Business School as a lecturer. He is currently course director for the BSc in management, and is active in applying innovative approaches backed up by pedagogic research to teaching and learning.

Eugenia Rosca is currently pursuing a PhD at Jacobs University, Bremen where she is involved in many teaching and research activities. Her primary research interests include sustainable solutions in developing countries, namely industrial sustainability through business models innovation.

Dr Daniel Russell is an Associate Professor at Kingston Business School. He holds a PhD in Computer Science from the University of Kent at Canterbury. He has over 25 years teaching experience with a particular interest in the mutual dependency of mathematics and information systems, and assessment approaches that foster learning.

Dr Shawren Singh, is a senior lecturer in the School of Computing at the University of South Africa, and has spent more than 15 years teaching and researching in the Information Systems space. His research has focused on e-Government, with particular interest in the design and development of these applications. His research has been published internationally and he has presented papers at several conferences. He is also supervising several post graduate candidates.

Dr. Aelita Skaržauskienė was the coach in the Self-managing team's project in European Parliament together with DEMOS Group Belgium. In her work Dr. A. Skaržauskienė applies both knowledge of management and modern leadership-correlated disciplines such as Business dynamics, Systems thinking, Chaos and Complexity theories. Her current position at Mykolas Romeris University, Vilnius, is Director of Business and Media School together with Middlesex University, UK.

Jim Stewart is Professor of HRD at Coventry Business School. He has previously held similar positions at Leeds Beckett and Nottingham Trent universities. Jim is Executive Secretary of the University Forum for HRD, Chief Examiner of Learning

and Development for the CIPD and the author/co-author of over 20 books on HRD.

Caroline Stockman is an academic at the University of Leuven, Belgium. Her own teaching background and current professional experience in the private e-learning sector, together with an active interest in all matters digital, allows her to passionately conduct Ph.D. research into education and digital culture, with a focus on the role of the teacher. She is also part of the conference committee for the European Conferences on E-learning (ECEL), core member of the Digital Cultural Studies research group at the University of Leuven, and has published and presented on these topics internationally.

Florica Tomos is a Lecturer (HPL) Cardiff Metropolitan University, FHEA and Ph D student at the Department of Business & Entrepreneurship. Studies: BSc (Econ), MSc. Educ (50%), PGD Costs & Accountancy, Dipl. Management & Business, PGC Professional Development, PGCE, ECDL. Her research interest include: education, teaching and learning, entrepreneurship, mobile technologies, e-learning, management, research methodologies, and small businesses.

Andre van der Bijl is a Senior lecturer and as a Programme Coordinator, Faculty Education & Social Sciences, Cape Peninsula University of Technology, S.Africa. Over two decades experience in education and training, as a lecturer at TVET colleges and, since 1994, in teacher education. Masters degree in education, Bachelors degrees in education and Economic History, and a Higher Diploma in Education (Commerce) Secondary. Recently completed a PhD.

Alessandro Vieira has a Master in Public Administration from the Federal University of Lavras, Brazil. Administrator of the Federal Center of Technological Education of Minas Gerais, Brazil. Studies the idea management in public organizations.

Dorothy Wardale works at Curtin University, Western Australia. She has diverse research interests and methodical approaches. Dorothy is part of a research team to explore an innovative approach to research in a cross-cultural setting as well as gathering and analysing data for their own specific research projects in a collaborative way.

Christine Welch visiting Research Fellow, Business School, University of Portsmouth, UK, where formerly taught Systems-related fields. Interested in informed approaches to inquiry and contextual analysis. Published many articles, book chapters and conference papers in Systems field and other related areas. Worked with organizations in Systems and organizational development, participated in

workshops on Systems approaches, through Systems Practice for Managing Complexity network. Member- community of practice of business improvement professionals exploring/sharing approaches to process visualization/development. Former President of UK Systems Society.

Nicholas Zarb PhD. (University of Lincoln) lectures in Systems of Knowledge at the Junior College of the University of Malta. He is interested in the way model building may be utilized to explain and describe how further education organizations align themselves with government policy in small states.

Mixed Qualitative Methods in Conducting Business Communication Audits

Justyna Alnajjar

University of Warsaw, Poland

Abstract: The aim of this paper is to discuss methods for conducting communication audits in business environments, from a linguistic perspective. The introductory part of the paper is devoted to the general characteristics of communication audit research. It focuses on the definition, scope, and process of communication audits in business settings. Then, a collection of qualitative methods utilised for the purposes of data collection and data analysis in business communication audits is presented and explained. With regard to data collection, the focus is on interviews and participant observation, whereas regarding data analysis, the author shows how different approaches to discourse analysis can be applied to data analysis. The paper refers to existing findings and discussion on communication audits by scholars from such disciplines as management, and cultural studies. However, the perspective of the business communication audit is broadened by linguistic considerations and thus calls for interdisciplinary collaboration of practitioners and scholars representing various fields of study.

Keywords: business, communication audit, discourse analysis, ethnography, linguistics, qualitative methods

A Complex Network-Based Visual Analysis of Business Tendency and Consumer Opinion Surveys

Versavia Ancusa, Razvan Bogdan and Oana Caus

Politehnica University of Timisoara, Timisoara, Romania

Abstract: The Organization for Economic Co-operation and Development (OECD) offers several databases for research and transparency purposes. One dataset, centred on data pertaining to business tendency and consumer opinion surveys, belonging to corresponding OECD countries as well as their main economic partners, is particularly heterogeneous. Not all countries have complete data for all the relevant categories; most of the countries outside OECD have very few data fields available. Traditional mathematical methods can process this type of data, but the analysis process tends to be tedious and hypothesis based, thus error prone. On the other hand, complex networks are created to work with large and partially incomplete data sets, their intrinsic mathematical support creating reliable metrics. This paper presents a method of transforming the current databases

into complex networks and of analysing them with specific complex networks techniques. The results are then compared to the current economic outline.

Keywords: data structuring, visual methodology, complex network, business tendency, consumer opinion

Barriers to Self-Directed Learning When Completing a Master-Level Dissertation

Marie Ashwin¹ and Alan Hirst²

¹Ecole de Management de Normandie, France

²Assumption University, Bangkok, Thailand

Abstract: This paper reviews the situation found in an institution which, over the past eight years, has been transformed from a fairly small Business School into an internationally-recognised provider of higher education. It outlines the improvements made to the master-level dissertation process in response to feedback from accreditors and investigates the issues of concern. With the number of postponements of delivery of the dissertation increasing the research sets out to identify some of the reasons. Two key issues emerge, namely student engagement with the research process and working with academic literature. Students, supervisors and librarians also highlight that the lack of opportunities to work with academic literature prior to starting the dissertation in the final (fifth) year of study results in low levels of the skills required. Although anchored in a particular national educational culture which does not facilitate engagement with self-directed learning within a theoretical framework ongoing efforts to improve the situation have seen some positive results.

Keywords: research skills, self-directed learning, autonomous learning, student engagement, academic literature

Ambivalence, Indifference, or Uncertainty? Exploration of a Measurement Tool That Distinguishes Neutral Evaluations

Alice Audrezet

Institut Supérieur de Gestion, Paris, France

Abstract: Literature points out a problem related to the semantic differential scales to measure global reactions of individuals. Three different types of evaluations that cover different realities could be rated at the mid-point: ambivalence, indifference and uncertainty. With two empirical studies, this research demonstrates interest of introducing measurement tool from psychology, the Evaluative

Space Grid that helps to distinguish the previous types of evaluations. This work provides a methodological contribution by proposing a tool that captures consumers' ambivalent reactions. From a managerial point of view, such a tool helps to distinguish evaluative responses associated with various behaviors.

Keywords: ambivalence, indifference, uncertainty, attitude measurement, bipolar scales

Adoption of Mixed Methods Approaches to Research by Management Researchers

Pat Bazeley

Centre for Primary Health Care and Equity, University of New South Wales, Sydney, Australia

Abstract: Trends in the adoption of qualitative and mixed methods by organizational and management researchers are explored by comparing the incidence of qualitative and mixed methods articles published in the Academy of Management Journal (AMJ) and Administrative Science Quarterly (ASQ). Eighty-three articles published in two periods eight years apart were reviewed: 39 articles from 2005-6 (19 AMJ and 20 ASQ) and 44 for 2014 (24 AMJ and 20 ASQ). Articles for both periods and both journals were clearly dominated by studies that employed statistical analyses of archival, database, experimental or survey data, with little change over the period, numbering 29 (74.4%) in 2005-6 and 31 (70.5%) in 2014. The remainder in 2014 included 9 qualitative and just 4 mixed methods studies. The review of articles raised other issues. Difficulty was experienced in classifying studies, leading to a refinement in emphasis for a definition of mixed methods. It was noted, also, that researchers publishing in these journals described statistical methods in minute detail with recourse to an extensive list of references, but those using qualitative data typically referred to just one or both of the same two methodological sources. No articles included any references to a growing literature on mixed methods, nor did any discuss the kinds of issues typically covered in qualitative and mixed methods articles in other journals. The results of this review have implications for the training of management researchers who currently appear to have a quite limited repertoire of non-statistical methods on which to draw when undertaking their research.

Keywords: methodology, methods; mixed methods, quantitative, qualitative, research training

Using the Classical Grounded Theory Rather Than the Strauss And Corbin Approach in Accounting and Management Research

Abdullahi Usman Bello

Accounting and Finance Department, Newcastle Business School, Northumbria University, Newcastle, UK

Abstract: Grounded theory is an inductive methodological approach used in social sciences to achieve the objective of generating a theory. Unfortunately, when the technique is used by some researchers in accounting and management it is either incorrectly conducted or the term is wrongly applied as a label to a poorly conducted substitute. This arises from the failure to adhere to its core procedures due partly to contradictions within the main approach, ignorance and perceived difficulty in implementing the technique. This article proposes a return to the classical approach, which is less prone to confusion and contradiction. It provides a guide to how the method should be carried out in the field to produce a robust research contribution.

Keywords: classical grounded theory, accounting, grounded theory, management accounting

A Sequential and Concurrent Mixed Method Research in Project Management

Omar Bentahar

Lorraine University, CEREFIGE Laboratory, Metz, France

Abstract: This article presents a mixed methodological approach in a project management research and details the terms and the conditions of its design and implementation. Assuming, on the one hand, that qualitative methods allow the study of complex processes and phenomena in their idiosyncrasy, and, on the other hand that quantitative methods produce a nomothetic science based on statistical regularities (Miles, Huberman and Saldana 2013), I argue that the mixed methods research allow, under certain conditions and tradeoffs in the design and the implementation, the achievement of these two objectives. Mixed Methods research are still under used in management sciences despite their advantages in comparison to mono methods (Molina Azorin and Cameron, 2010). This underutilization is linked to the tendency of researchers to oppose the qualitative approaches to the quantitative approaches. This opposition is linked to the incompatibility thesis of the epistemological paradigms combined with the exclusive links between paradigms and methods. The theory of mixed methods is relatively young and does not permit to answer many questions relative to the process of design, implementation and integration of qualitative and quantitative research to which the researcher is confronted. This article presents the process of my re-

search which was carried out in two stages and focuses on the comprehension and the explanation of the diversity and the evolution of project manager's roles, discusses and shows the objectives of a research strategy based on a mixed methodological approach combining qualitative and quantitative methods and specifies the type of my mixed method research according to the implementation order, the combination degree and the weight of qualitative and quantitative methods. I propose in my research a practical application of the theory of mixed methods that can help and inspire researchers in the design of their research, and the implementation and the integration of qualitative and quantitative methods.

Keywords: mixed methods research, design, implementation, sequential, concurrent, project management

Endogenous Human Variables Affecting Performance of JDM: Experimental Research on Romanian Students

Victoria Bogdan¹, Olimpia Iuliana Ban² and Ioan Gheorhe Țara¹

¹Department of Finance and Accounting, Faculty of Economics, University of Oradea, Oradea, Romania, ²Department of Economy, Faculty of Economics, University of Oradea, Oradea, Romania

Abstract: Decision making is a cognitive process with alternative choices. As human beings we make many decisions and we are more or less logical or rational about them. Nowadays it became more important to understand human nature in order to develop a more stable and sustainable economic system. We underline that JDM accounting research could bring important contributions to improve the quality of rational decision making process related to financial accounting issues. Our study looks upon the main endogenous human variables that could provide explanations regarding differences in accounting decision performance. The main purpose of our qualitative research is to demonstrate how these personal variables interact and affect knowledge and ability acquisition. Master students in Finance and Accounting with bachelor degree were purposefully selected for our experimental study instead of professional accountants since the focus of our work was on knowledge acquisition and development of attitudes regarding judgment and decision making process in accounting. When people have enough experience with a particular situation they often see what they expect to see. Students were appropriate subjects because they do not bring specific experience or established attitudes to the task, their decisions are not automatic but require effort.

Keywords: JDM, performance, accounting, students

Double Estimation Methods to Assess Scales' Psychometric Quality in Marketing Research: ML Versus PLS approaches

Fayçal Boukamcha

Higher Institute Of Business Administration, University of Gafsa, Tunisia

Abstract: This research investigates a scale's psychometric quality by using a double structural equation method. The information processing scale of Schemer et al. (2008) was selected to be assessed. A survey was conducted on a convenience sample of 350 smokers in two cafés. Two studies were carried out: the first was based on the maximum likelihood approach (ML); the second on the partial least square method (PLS). The scale's psychometric quality based on reliability and validity was evaluated using the two estimation methods. The findings show a compatibility between the psychometric qualities derived from the ML and from the PLS methods. Indeed, both methods show very close indicators' levels of reliability and convergent and discriminate validity, which confirms the credibility of the findings and the suitability of the scale to measure information processing in the anti-smoking persuasive context in Tunisia.

Keywords: measurement, quantitative method, reliability, structural equation, validity

Rethinking Information Systems Research Methods With Heidegger's Ontology

Ann Brown

Faculty of Management, Cass Business School, London, UK

Abstract: IS research is to some extent driven by practitioner concerns. Both practitioners and .Information Systems (IS) research has been dominated by the Cartesian worldview of duality. This has had the effect of narrowing the range of research questions addressed and focusing mainstream research on the application of scientific research methods. Heidegger's ontology gives us an alternative view of the reality of human life. His analysis of tools in use (which he labels equipment) is of particular interest for IS research. His concept of equipment can be directly applied to Information and Communications Technology (ICT) by both practitioners and researchers. The paper outlines some of the implications of this step for IS researchers.

Keywords: Heidegger, IS research, Cartesian ontology, IT artefact, equipment

Using Sequential Mixed Methods in Enterprise Policy Instrument Evaluation: The Pragmatic Design Choice?

Anthony Paul Buckley

Dublin Institute of Technology, Dublin, Ireland

Abstract: How might enterprise policy instruments contribute to indigenous firm growth and how can the effects of these instruments be evaluated at both firm and policy level? This paper illustrates how a mixed methods research design and data analysis strategy can address the research questions outlined above. The advantages and challenges of employing quantitative methods followed by confirmatory qualitative methods in a multiphase sequential explanatory research design is explored. The data analysis strategy is firstly to analyse the data generated from a 'before and after' quasi-experiment (with statistical controls), then to add data from the confirmatory qualitative techniques utilised (in-depth descriptive case studies and cross-case analysis) before concluding with a Contribution Analysis (Mayne 2001, 2008, 2012) – a theory-based evaluation methodology which incorporates the data from the preceding analyses to bring the study to a conclusion. This proposed research design and analysis approach is applicable to complex research settings where a study is unable, for a variety of reasons, to meet the requirements of an experimental design e.g. random assignment, establishment of counterfactuals, control groups etc. and therefore it will deliver findings on the 'contribution' of the multiple factors influencing a result showing whether the enterprise policy intervention in this study made a contribution to an observed result and in what way? The findings from the logistic regression analysis (Quasi-experiment), cross-case analysis and contribution analysis collectively demonstrate that the policy instrument evaluated in this study made a marginal contribution at best to individual firm performance. Overall the state received a negative return on its investment (despite selecting the firms to invest in). The study also highlights that the primary growth constraint in individual firms in the analysis period was internal firm-related factors - a lack of 'well thought out, well managed projects' (Walsh 1985) and not a lack of risk capital availability as perceived by the state.

Keywords: sequential mixed methods, evaluation, contribution analysis, enterprise policy, firm growth

An Anthropological Approach to Organizational Research: Based on Industrial Conflicts and Consumer Behaviour

Felicjan Bylok and Leszek Cichobłaziński

**Faculty of Management, Częstochowa University of Technology, Częstochowa,
Poland**

Abstract: The paper presented concentrates on the application of the anthropological approach to organizational research as exemplified by the resolution of organizational conflicts and consumer behaviour. In the paper presented, two methods shall be outlined which are of great significance in the research arsenal in terms of the anthropology of organizations. One of these is the narrative method in research on organizations developed by Barbara Czarniawska (2004). Are these methods possible to be applied in terms of the analysis of contemporary organizations that are not at all alien to a researcher? It would appear to be so. As in the case of the researchers of distant cultures, researchers of contemporary organizations must learn to: “<read what’s happening in a particular situation> or <get a handle on a particular problem>” (Morgan 2006, 3). It is the process of learning about organizations, namely understanding the sense which people attach to their social actions and institutions that becomes the main aim of the anthropological approach. An attempt to describe how this method may serve the analysis and resolution of organizational conflicts shall be made, as exemplified by mediation in collective disputes. In the second section, another significant method of qualitative research shall be subjected to analysis – the focus group method (Stewart et al, 2007, Threlfall 1999). Its high level of usefulness has been indicated in terms of analysing consumer behaviour, particularly in the context of sustainable growth of consumption. “A qualitative methodology can be used to develop a better understanding of self-identified sustainable consumers and the life experiences and motivations driving their sustainability practices” (Melody 2009). In the final section of this paper, an attempt to illustrate the perspectives of the development of the two afore-mentioned methods has been made in terms of the other areas of functioning of organizations, e.g. organizational change. There shall also be an illustration of how the anthropological approach may be utilized not only in research on organizations, but also in their management, as well as consulting.

Keywords: qualitative research, anthropological approach, narrative methods, consumer behaviour, organizational conflict

Development of a Small-To-Medium Sized Enterprise IT Management Framework – Leveraging Engaged Scholarship and Design Science Principles

Marian Carcary

Innovation Value Institute, Ireland

Abstract: The twin goals of research relevance and rigor and the applicability of research outputs to advancing both theory and practice are long-standing debates in social science research circles. An underlying assumption is that research knowledge should be useful in advancing theory and practice. However, a widening gap between theory and practice, research and action, and basic and applied knowledge have been noted in several studies. Engaged scholarship (Van de Ven, 2007) - a participative form of research inquiry for gathering views of multiple stakeholders in order to better understand complex research problems and questions, is proposed as an effective research approach to produce penetrating and insightful knowledge. Based on Van de Ven's (2007) premise, key stakeholders should be engaged in grounding the research problem in a real-world setting, comparing alternative models or solutions to address the research problem, empirically evaluating proposed solutions, and communicating and applying the research findings within the problem domain. The process involves researchers and practitioners leveraging multiple perspectives and negotiating and collaborating in a learning environment to co-produce new knowledge that advances both theory and practice. One suggested approach to practicing engaged scholarship is via design and evaluation research. The Design Science research paradigm, which is underpinned by principles of relevance and rigor, is centred on building and evaluating artefacts in order to solve organizational real-world problems. Informed by principles of engaged scholarship and design science, this paper outlines the research approach adopted in developing an SME IT management framework (SME IT-CMF). The framework was developed in a collaborative and engaged work group setting, comprised of academic researchers, industry-based SME practitioners, and consultants. Through a process of knowledge co-production, learning from feedback and exchange of views, and evaluation of framework instantiations in contextually diverse organizations through field testing, this workgroup evolved the framework across four stages of development. The output from the research approach adopted was a Small to Medium sized Enterprise IT management framework that had utility in practical application, and that further contributed to the knowledge base informing the project with respect to innovation and change in how SMEs manage and use their IT investments to optimize business value. Pragmatically, a research approach's effectiveness is best evaluated in terms of how competently it addresses the intended research question. Based on the case study of the SME IT-CMF's development, this paper assesses the merits and limi-

tations of adopting engaged scholarship and design science principles in producing research outputs that advance both theory and practice.

Keywords: engaged scholarship, design science, SME, IT management, IT capability, SME IT-CMF

The Repertory Grid Technique as a Method for Eliciting Tacit Knowledge

Gottfried Catania¹ and Raymond Randall²

¹**Department of Psychology, Faculty for Social Wellbeing, University of Malta, Malta**

²**School of Business and Economics, Loughborough University, UK**

Abstract: The Repertory Grid Technique is a particular knowledge elicitation method which has been shown to be useful in eliciting tacit knowledge, i.e. knowledge which is difficult to put into words. One of its uses in business and management has been as a tool for eliciting knowledge from Subject Matter Experts about their occupation. This paper will focus on the use of this method to understand how financial advisors understand and experience ethical and unethical behaviour in their profession. 20 structured interviews were carried out with financial advisors and analysed using this technique. Thematic analysis of the resulting data yielded 153 unique constructs organized into 23 categories and 4 superordinate categories, examples of which will be provided in this paper. This study contributes to the understanding of ethical behaviour in practice in a specific profession where unethical behaviour can have severe undesired consequences. Furthermore, its results can be used to design specific training programmes based on the in-depth understanding of the skills and qualities desired for ethical financial advisors. Other practical applications of the results could include the preparation of comprehensive job descriptions as aids in the recruitment process for financial professionals. This study will be used to illustrate the salient points of using Repertory Grid Technique in business research, and the rationale behind the decisions taken at each stage. The underlying theory behind this technique, namely Kelly's Personal Construct Theory, will be discussed, and its relevance to the understanding of the way individuals conceive the world around them will be presented. Finally, the strength of this research method as a possible integration of the idiographic and nomothetic paradigms, amenable to both qualitative and quantitative analysis, will be presented. In conclusion, possible applications of this research method to other business scenarios, and its relevance to evidence based practice, will be explored.

Keywords: tacit knowledge, subject matter experts, ethical behaviour, financial services, repertory grid technique

What do Europeans Require From Their Jobs? A Latent Class Approach on the Comparable Countries

Meltem Ceri-Booms

Tilburg University, The Netherlands

Abstract: This is a cross-cultural study comparing the countries included in the European Values Study in terms of their work value preferences. It takes a methodological perspective and introduces a *restricted latent class procedure* that could be followed in order to cross-culturally analyze dichotomized measures that are expected to fit in Guttman scaling. The procedure provides valuable information on the distribution of the ordered latent classes within each work value domain (extrinsic, intrinsic and social). The fact that these classes are ordered facilitates the comparison across countries and highlights the differences and similarities more clearly. Furthermore, the procedure allows researchers to examine the associations between the domains to capture the possible response biases (e.g. agreement tendency). The procedure is also useful in order to determine the quality of measurement scales by allowing the researcher to examine how well the items follow Guttman scaling.

Keywords: restricted latent class scaling, deterministic Guttman type data, 3step approach, cross-cultural comparisons, European values study

Multi Methods Contribution in Researching Tourism Human Resource Management Practices in Malaysia

Jennifer Kim Lian Chan

Tourism Management Program, Faculty of Business, Economics and Accountancy, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia

Abstract: The importance of researching human resource (HR) practices in the hospitality industry has been highlighted in several studies (Goldblatt, 2010; Kusluvan et al., 2010; Baum, 2012). This is due to the complexity of the industry and the employment structures which influence the development of human resource (HR) and the application of HR theoretical models, as well as due to the contradictions and gaps between theoretical propositions that are not reflected in actual employment situations. The study is a pioneering investigation which aims to understand and explore the underlying factors influencing the practices of HR management by taking into consideration the changes in social, economic environment within the tourism industry. A broader fluid research framework, utilising different methodological approaches, is needed to reflect the HR management and practices that are complex, subjective, situational and multi-

dimensional. This study adopts multi-methods: the Profile Accumulation Technique (PAT), in-depth interviews and focus groups to examine the current practices and key emerging issues in managing HR in 3 to 5 star rated hotels in Malaysia. A multi-method approach utilising three data sources offers a more holistic and detailed investigation with well-founded results and convergent validation of the findings. It offers rigorous data analysis, accurate findings with high cogency and a rich in-depth understanding of HR practices within the tourism context as compared to a single method. Multi-methodology is recommended in researching issues related to HRs that are subjective, complex, sensitive and multidimensional.

Keywords: tourism HR practices, tourism HR management in Malaysia, multi-methods, triangulation, qualitative research

Socio-Political Utilisation of Research Findings: Development and Testing of a Systemic Framework

Maelane Chauke and Hendrik Marais

Department of Engineering and Technology Management, Graduate School of Technology Management, University of Pretoria, Pretoria, South Africa

Abstract: Funders of research and employers of researchers increasingly look for evidence of the 'effects' of the sponsored research. This paper addresses the complex methodological challenge of measuring socio-political utilisation of research findings. The challenge relates to factors such as the complexity of the concept of utilisation and multiple causation of socio-political developments. Despite the lack of generally-accepted methods and indicators researchers in the socio-political domain are required to offer evidence of the effects, impact or return on investment of their research. A previous paper at the 13th ECRM (Guimarães), based on a literature review, produced a general systemic framework for the empirical measurement of necessary conditions for socio-political utilisation of research findings (URF). It consisted of the following subsystems (alt. conditions for or antecedents of utilisation), viz. the sum of *knowledge production processes* (KP), *communication* elements to disseminate the findings (C), *productive interactions* between relevant role players (I), *receiver or beneficiary characteristics* (R), weighted by the sum of the source of the evidence (S) and the extent to which socio-political utilisation has already been realised (RU). In the present paper, *power dynamics* (PD) was added to the framework as fifth subsystem. Each subsystem was further differentiated in terms of dimensions (total 21) and attributes and indicators (total 64). The original framework was formalised as follows: $Utilisation\ of\ Research\ Findings = (KP + C + I + R + PD) \times (S + RU)$ This paper describes a pilot qualitative empirical validation of the systemic framework, based on a content analysis of four PhD dissertations from three South African universities com-

pleted between 2008 and 2012. The dissertations were all of a high standard, addressed subjects that might serve as evidence in the socio-political domain of utilisation, but differed from each other in terms of, e.g., research objectives and approaches. The research question was, first, whether the subsystems would be present in the reported research and secondly, whether the degree of probable socio-political utilisation of the findings of these four graduate projects could be 'predicted' by the systemic framework. The information was gathered by means of a qualitative content analysis (categories consisted of the 64 indicators of the systemic framework; while each dissertation was treated as a unit of analysis). This information was supplemented by responses by the researchers to items in an emailed questionnaire. The results of this qualitative empirical study showed, first, that the dissertations to varying degrees did include the five subsystems or conditions for utilisation of their findings. Secondly, the likelihood of utilisation could be predicted on the basis of the extent to which the subsystems/conditions for utilisation were incorporated in the respective research projects. Thirdly, excluding the weighting variable (S+RU) from the equation did not change the rank-order of the dissertations. The paper concludes with an assessment of the quality of the information generated in this study (consistency, transferability, and replicability), the validity/confirmability of the systemic framework, limitations and ways to address them, and a critical reflection on the implementation of the systemic framework in research management.

Keywords: utilisation of research findings, socio-political utilisation, implementation, a systematic framework for measuring utilisation of research findings, empirical testing or confirmation, power dynamics

Sustainability in Hospitality Education: A Content Analysis of the Curriculum of British Universities

Gaurav Chawla

Swiss Hotel Management School, Leysin, Switzerland

Abstract: This preliminary study adopts an exploratory position and investigates the sustainability curriculum at British universities delivering hospitality management programmes. Sustainability is a prime business focus in the 21st century, and this paradigmatic shift has impacted on higher education too (Boley 2011; Millar and Park 2013). Sustainability education is now an integral component of management courses. Though such concerns have been widely reported and even problematised, the sustainability curriculum has rarely been investigated within the context of hospitality education and hence is the key agenda pursued in this paper. A total of 33 British public universities delivering postgraduate courses in hospitality / tourism / events management were included in the final sample frame. Content analysis of the course overview and module specifications was

conducted, based on the information published on the official websites of selected universities. Content analysis has thus far been an underexplored research strategy, particularly in relation to the vast amounts of textual data freely available through organisational websites (Duriau et al. 1997), and this was exploited in this paper. Published, as well as latent content was included for the purpose of this study, as recommended by Bryman and Bell (2011). In essence, the paper adopts an interpretivist epistemological position. By extension, qualitative analysis was conducted, with the intention of constructing the meaning in text. This aspect of content analysis is vastly underutilised (Altheide 1996). Key themes were identified and patterns were established. The study demonstrates that sustainability is finding a prominent place within mainstream hospitality management curricula, although there is scope for better integration within courses. However, the sustainability-related curriculum remains very fragmented, and there is a need to consolidate prime agendas, informed through pedagogical discussions among key stakeholders.

Keywords: content analysis, sustainability education, curriculum, university, United Kingdom, hospitality education

Facet Theory: An Analytical Approach for Research Design

Murray Clark

Sheffield Business School, Sheffield Hallam University, Sheffield, UK

Abstract: Gaining a greater comprehension of the complexities of social behaviour relies on uncovering the relationships among the different aspects of that behaviour. A vast amount of behavioural research, however, starts from loosely defined concepts and then uses elaborate statistical techniques to analyse observations whose underlying definitional basis is weak. Facet theory is presented as a recipe for social research that offers a set of principles to guide research design. Drawing on an empirical analysis of the nature of trust at work the facet approach demonstrates how a definitional framework may be generated to provide the theoretical basis for the analysis of the structural characteristics of a specific domain of interest. The paper argues that Facet Theory offers a solution to the arguments in the management research literature that focus on the problems that an uncritical adoption of such deterministic positivistic methodological designs raises for management research (Gill & Johnson, 2010); a concern which is increasingly making these designs seen untenable. A key aim of this paper is to suggest that there is still a place for use of such research designs with respect to theory development and the need for alternative methodological choices, such as Facet Theory, which articulate different philosophical commitments.

Keywords: quantitative analysis, multivariate statistical design, similarity, structure analysis, facet theory, organizational trust

Hermeneutic Exploration, Analysis and Authority: Phenomenology of Researcher's Emotions and Organizational Trust

**Caroline Cole, Oliver Couch, Steven Chase and Murray Clark
Sheffield Business School, Sheffield Hallam University, Sheffield, UK**

Abstract: In this paper we focus on the design, data analysis and practical application of hermeneutic based organizational research. There is much written about hermeneutics as a research approach but there is little written about the emotions of the researcher as they analyse data in that fashion and present their conclusions to, often, a non-academic audience grounded in a positivistic business environment. In this paper we highlight the importance of the emotions of the researcher within hermeneutic design, data collection and analysis. We start from the position that hermeneutic research is emotion and value laden and, as they are part of the research and not removed from it, researchers must acknowledge and be reflexive about their emotions. We discuss the philosophical and practical considerations that emerge from this and how these can be dealt with. Hermeneutic frameworks are gaining in popularity in organizational research however there are few papers that consider the analytical processes in any detail. There are challenges for the hermeneutic researcher when seeking to provide insight and make a difference to organizational practice where there are expectations of measureable, reproducible results. We find that there are considerations around the trust, acceptance and authority of emergent insight arising from undertaking this type of research in typically positivist business environments. We take the position that this is, in part, because the approach taken to data analysis in qualitative research is often not visible, accessible or presented in any detail. A reader seeking to access an approach taken can often be left to assume what a researcher has done. These assumptions can become a taken for granted acceptance of what has been done or can become assumptions around what has not been done. In this paper we demonstrate the contribution hermeneutic studies can make to organizational practice. We suggest that there is a need for researchers to shine a light on their approach. In particular we highlight the importance of practically presenting what has been done and why to provide visibility of the approach taken. We highlight how doing this can provide greater authority to emerging insights and facilitate organisational trust and acceptance of results.

Keywords: Hermeneutic, emotions, reflexivity, analysis, organizational trust

Playing Cards to Create Data: How to Link Knowledge and Praxis to Redesign Competencies Framework

Camille de Bovis Vlahovic and Charlotte Dressayre

Institut d'Administration des Entreprises, Lyon 3 University, Magellan Research Center, Lyon, France

Abstract: This paper presents the research design created for action research (Argyris, Putnam, & Smith, 1985) through a unique case study in a big company. The Action research has the huge advantage to mobilize and to integrate panoptical and practical knowledge: “if there is a cooperation between researchers and members of the organization, and if the goal is to produce a valid knowledge both at the scientific and at the practical level, then, we have to assume that theory and practices are strongly linked through methodology” (David, 2012). The organization is searching an answer to the further problematic: render the way the collaborators join and articulate the concepts of competencies to build tools of recruitment accepted, useful, and relevant for all. How to improve the efficiency of the recruitment tools by using the competency framework suitable for the collaborators? The aim of this paper is to contribute to expose a new method of data collection based on a game of cards. This method enables conducting research on the perceptions of the employees concerning the competencies’ framework. This method helps the researcher to identify the decision-making and priorities of the employees. Through their vision, researcher will be able to improve the human resources management system. Generally game of cards is not used in HR researches. Recent research uses this method to understand mental interpretations of people and to build a common European profession’s taxonomy (Deauvieau and *al.*, 2014) based on the socio-professional categorization created by Boltanski&Thévenot, (1983). Our proposal design is a kind different. Games of cards could be used in some prospective tests (Carter and *al.*, 2013), and/or for conjoint analysis (Green and Rao, 1971), but here we apply them in an original and complementary way. Following a description of our research design, and especially the encapsulated game of cards data collection, we will underline the strengths, assets, and the potential interest to implement a new practice of HRM research. Since, the literature includes issues on the inhibition of individuals facing researchers; our game is an easy way to play down the situation to overcome some barriers between practitioners and researchers, and to identify many additional advantages. Finally, we will draw up the future extensions of this new research design and analyse this innovative method to collect data through cognitive-maps, mix-methods, and multiple classification matrixes.

Keywords: game of cards, cognitive perception, action research, competencies framework

Ontology and a Mixed Methods Epistemology in Applied Research

Marthie de Kock

The Da Vinci Institute, Johannesburg, South Africa

Abstract: Social research in a trans-disciplinary tertiary institution largely implies that the aim and contribution of Management Leadership studies should be toward application of the required knowledge in the world of work. As this is a soft science a qualitative research design is generally recommended. The question is whether only one research design, leaning towards subjective inquiry, can provide sufficient proof for application in a taxing organisation. It might be that if a more objective quantitative research methodology and design including numeric figures and statistical data analysis could be combined, evidence for recommendation of change in the organisation may be more acceptable. It can also be that a qualitative element incorporated into an else quantitative study provides more rigour. Using mixed methods for data collection and analysis depends on the student and supervisor's knowledge of different designs as well as the situations under which they originally were exposed to the methods. Experience has shown that a supervisor can inspire a student towards using a specific methodology because of a personal philosophical position, preference and familiarity with the design. Reflecting on the student's individual ontology can stimulate the application of a specific epistemological framework, research design and inevitably, the outcome of the research. However, there is a definite line between selecting a specific methodology because you can relate to it and seriously making effort to inform and familiarise yourself before applying it. Triangulation facilitates validation of data through cross-checking two or more sources and methods. Credibility of the research outcome can be improved if triangulation of sources and mixed methods leads to similar results. This paper does not report on research findings but theorises on the use of a research design in which one recognises one's own reality and rationale for the research, select a theoretical framework, and then decide on a specific methodology, analysis and interpretation of the research data. A mixed method epistemology can ensure congruence of research outcomes depending on the knowledge and experience of the student and academic supervisor. It is important to realise that behind every method there is an appropriate and relevant philosophy and research design.

Keywords: applied social research, ontology, epistemology, research design, mixed methods, triangulation

The Importance of ‘e’ in Mixed Methods Research – Development of an SME Framework to Leverage Value From IT

Eileen Doherty¹, Marian Carcary¹, Elaine Ramsey² and Patrick Ibbotson²

¹Innovation Value Institute, Maynooth University, Ireland

²University of Ulster, Coleraine, UK

Abstract: Small and Medium sized Enterprises (SMEs) form the central tenet of the study underpinning this paper. The research sought to investigate the key business challenges faced by SMEs regarding their Information Technology (IT) or Information and Communications Technology (ICT) capabilities, which are now viewed as a key source of competitive advantage. In particular the paper seeks to highlight the importance of undertaking data collection in mixed methods research via electronic or ‘e’ techniques. In recognition of the time constraints that many SMEs face in their daily business activities, and how unimportant their subsequent participation in research studies may be for them, this study adopted an e-data collection technique. The sequential mixed methods approach employed a quantitative online survey in the first phase of the data collection process, followed by a qualitative phase (using a design science approach via VOIP (Skype), MS Lync, MS Outlook for email). Informed by the work of Meho (2006), this approach was adopted with SMEs as it could potentially provide a more accessible and feasible option to the more traditional based research approaches. Indeed it has proven to be a beneficial research approach as it has offered increased flexibility for the participant SMEs, and as such, provided advantages over more traditional data collection techniques (questionnaire, face-to-face interviews etc.). For the researchers, the approach enabled them to collect data from SMEs over a wide geographical spread, demanded less of their time, and also alleviated some financial pressures associated with, for example, travel to business premises to undertake face to face interviews. On the downside, there are some issues associated with the inability to build rapport in the same way that face-to-face interviews may better facilitate. In the final conclusion, the paper suggests that an ‘e’ based mixed methods research approach is a valid, cost effective and user (participant and researcher) friendly approach that can yield robust data for research purposes. One of the key outputs upon which the current study was based, has been the development of an SME framework to leverage value from Information Technology (IT).

Keywords: mixed methods, sequential, SMEs, ICT capabilities, IT value

The Influence of Casino Architecture and Structure on Problem Gambling Behaviour: An Examination Using Virtual Reality Technology

Karen Finlay-Gough, Harvey Marmurek, Vinay Kanetkar and Jane Londerville
University of Guelph, Guelph, Canada

Abstract: The results of three studies are reported which were designed to provide converging evidence of the emotion and gambling behaviour that are induced by casino settings. Two overall macro casino designs were examined in this research: the *playground* design (high ceilings, spacious layout, the inclusion of elements of nature) and the *gaming* design (low ceilings, maze layout of machines, no extraneous décor). A conjoint study was conducted (n=275) that afforded the measurement of a number of décor variables in combination. Results confirmed that the propensity to gamble beyond planned levels and the level of restoration experienced are both higher for a *playground* casino than for a *gaming* casino; higher gambling was reported when travel distance to a casino was shorter; higher levels of restoration when a music soundtrack was played. Focus group research (n=24) provided rich descriptions of gambling settings, validating the provision of the desired overall macro designs and specific décor elements in casinos. Finally a study (n= 445) was conducted using virtual reality technology, a 360° Panoscope, which immersed participants in a casino settings varying in their overall macro design (*playground* versus *gaming*), the type of emotion (arousal versus pleasure) induced by a landing strip (entrance setting) and the inclusion of restorative images in the gambling setting. The findings were particularly dramatic for females exposed to a *playground* setting: gambling by females was more conservative in a *playground* setting, with positively-valenced restorative images and with a pleasure-inducing landing strip. For both males and females exposed to a *gaming* design, at-risk gambling intentions were not influenced by landing strip and restorative image interventions. The different pattern of results yielded for at-risk gambling intentions and restoration underscores the potential for research on casino environments to uncover less harmful design elements which have separate effects on these two variables.

Keywords: casino environment, environmental emotion, restoration, at-risk gambling, environmental psychology, multi methods

Assessment of Collective Intelligence: Methodological Problems and Perspectives

Laura Gudelytė and Aelita Skaržauskienė
Mykolas Romeris University, Vilnius, Lithuania,

Abstract: Purpose of this paper is to investigate how can be measured the potential of collective intelligence formed by social technologies and what is missing for so far created collective intelligence measuring systems that can lead to public concerns to success. We founded that the evaluation indicators system of collective intelligence although quite detailly describes its development and is generally interpreted, has considerable drawbacks. On the other hand, the guidelines that could develop evaluation system of collective intelligence are defined. Despite the fact that the indices correspond to the major potential of collective intelligence assessment components certain parameters that need to be evaluated remain. In addition, the data on which the calculations are made, and that defines the index value has a significant impact on the development of the evaluation system of collective intelligence. Analysis of the measues of collective intelligence presented in this article can be seen only as a synoptic requiring more study. In order to determine the circumstances that led up to now create assessment system of the structures and properties of the individual indicators of collective intelligence, more research is needed. But the analysis of main properties, necessary for theoretical basis for these investigations, is presented in this article. On the other hand, due to the lack of the objective data - empirical results it is difficult to justify some of the assumptions made by analyzing the performance of collective intelligence potential indicators. In such cases our research is based on analogous reasoning applied to other areas of measurement systems. This article may be useful for further development of evaluation systems of collective intelligence. It sets out the basic guidelines which could be basis for development of of evaluation indicators system of collective intelligence in the future. This is necessary in order to efficiently manage the future evolution of collective intelligence. This study is original overview and critique based on the unique point of view on the assessment system of collective intelligence revealing further development prospects.

Keywords: collective intelligence, evaluation system, index

Psychogeography for Student Researchers: A Case for the Dérive

Clare Hindley¹, Deborah Knowles² and Damian Ruth³

¹IUBH School of Business and Management, Germany,

²Westminster Business School, University of Westminster, London, UK,

³Massey University, Manawatu, New Zealand

Abstract: This paper explores the value of using the dérive and psychogeography as a means of teaching research methods to business students. It draws on the experience and reflections of undergraduate students who carried out a derive in a research methods course. It makes a novel contribution to qualitative research practices in business by applying a methodology established in literary circles and sociology to business. Using the dérive illuminates the importance of several issues such as the dominance of the visual and the importance of location. The paper also considers whether certain people are more open to dérives, whether first-year undergraduates are mature enough for such an activity, and whether undergraduates are able to deal with such an informal practice. It considers how early in their education and to what effect students should be exposed to fundamental issues of epistemology and the challenges to orthodoxy. The findings suggest that the setting of the project is consequential and that reflection is an important element in students' learning from the experience. We may conclude that the deployment of dérive related to psychogeography in teaching research methods in business is viable and productive.

Keywords: derive, field-work, psychogeography, qualitative methods, research methods training, undergraduate students

Cultural Issues in Global Research: A Qualitative Approach

Gordon Hunter

Faculty of Management, The University of Lethbridge, Alberta, Canada

Abstract: This paper proposes the adoption of a qualitative approach to address cultural issues in global research. Qualitative research gathers interpretations of experiences from participants in their natural surroundings. Thus, researchers and participants will work closely together. Initially, a recognition of cultural differences will aid in establishing the researcher – participant relationship. Issues, however, may arise which could impinge upon the success of the investigation. The adoption of a qualitative method will facilitate the grounding of the research in a specific culture. This grounding will allow subsequent replications in other cultures and the consequent ability to compare results across cultures. Further, this qualitative approach will identify specific cultural constructs. When subse-

quent replications are conducted in other cultures it will be possible to identify where the constructs are similar and where they are different.

Keywords: qualitative, culture, international

Using a Mixed Method ‘Petri-Dish’ Diagram to Determine Complex Impacts of Leadership Development in Extant Entrepreneurs

Louisa Huxtable-Thomas¹, Paul Hannon¹ and Steffan Thomas²

¹Swansea University, Swansea, UK

²Bangor University, Bangor, UK

Abstract: A novel methodological approach has been developed with the aim of providing a framework for planning, undertaking and analysing mixed method research utilising multiple data sources to produce findings for multiple audiences. This method was designed specifically for a research project which set out to determine the impact of an experiential leadership programme (LEAD Wales) upon extant entrepreneurs and in turn the indirect effects of these people upon their businesses. At the start of the project a narrative literature review was undertaken to determine the extent to which existing methods could be used in relation to determining impact of the LEAD Wales programme. This review determined that no single established or widely accepted method was available for use. As a result the project faced two challenges: the first was the need for a new methodological approach to be discovered or created; the second was that no suitable system for evaluating and choosing methodologies could be found which could deal with the complex and inherently interconnected data sets being produced while also producing data to satisfy the various audiences demanding it. As a result multiple mixed-methods from other fields of study (primarily entrepreneurship education and economic impact) were used in the first phase of data collection and reviewed in full after 30 months. Amendments were made and a second research-based review of methods was undertaken at 42 months. The first finding of the research was that the mode of measurement of effectiveness of the experiential learning programme was judged according to the audience that requested the conclusions. Contrary to expectations of the multiple audiences there was no single effective measure but rather a complex of outputs required by different stakeholders. In order to correctly formulate the complex a research framework diagram was generated which recognises the importance of audiences in planning and communicating research. In designing the full methodological approach, the authors found that amending a case study approach first advocated by Stake (1995) allowed the multiple and mixed methods to be mapped in such a way that multiple methods could be used to provide data for integrated analysis,

with enough diverse data to triangulate whether the perceived impacts were valid and reliable. This 'mixed-method petri-dish diagram' approach has proven beneficial in providing a strong framework to determine the impact of the LEAD Wales programme suitable for all audiences. This novel approach to impact analysis of the complex social realities of leadership development amongst extant entrepreneurs is considered to be transferable. The implications for further research are in the widening of the role of the case study in mixed-methods research, particularly relating to experiential learning. In practice, the level of research focus on the LEAD Wales programme is not always possible or appropriate. Further study is required to test the methodological approach with other programmes and other learner groups.

Keywords: mixed-methods research, petri-dish, case study, complexity, entrepreneur, leadership

Mixed Methods Research a Bridge Between the Qualitative and Quantitative Dilemma

Karl Knox
Nottingham Trent University, UK

Abstract: After some 20yrs of teaching research methods I still find students contemplating the Qualitative / Quantitative dilemma; seeing the two as being mutually exclusive or as discrete domains. The use of mixed methods research, specifically template and thematic analysis has been used as a mechanism to raise debate and provide a platform for students to investigate and engage with both qualitative and quantitative research. The aim is not to identify that one is 'better' or 'worse' than the other but to recognise that students should not be restricted in their approach to data collection. What becomes important, in the research process, is a recognition of the 'what' and 'how' relationship. That is 'what' is being researched will influence 'how' data will be collected; this in conjunction with the use of a mixed methods approach has assisted in removing the focus upon the qualitative / quantitative dilemma.

Keywords: qualitative / quantitative dilemma, template analysis, 'what' and 'how'

Development and Validation of an Organisational Justice Measurement Instrument for a South African Context

Ophillia Ledimo

University of South Africa, Pretoria, South Africa

Abstract: Measuring organisational justice in a South African context is an area that is underdeveloped. Justice is a multi-dimensional and there is no comprehensive definition; hence an integrative and well-developed measure can advance its measurement and analysis. This study investigates the development and validity of an organisational justice measuring instrument (OJMI), and determines relationships between its different dimensions. Data was gathered from 289 participants, employed in a public service organisation. To analyse data, descriptive and inferential statistics were used. It was found that the model fitted the data well and the measurement of each dimension, namely strategic direction; distributive, procedural, interactional, informational, diversity management; customer relations; service delivery innovation as well as ethical leadership and management justice were confirmed to be statistically significant and positive. These results indicate that OJMI is a reliable and valid measure that organisations need in order to measure perceptions of fairness, and to monitor trends of fair practices.

Keywords: organisational justice, fairness, measurement instrument, South African context/environment

Can University Exams be Shortened? An Alternative to Problematic Traditional Methodological Approaches

Eric Lee¹, Naina Garg¹, Connie Bygrave², Jordan Mahar³ and Vinita Mishra¹

¹Management Science, Saint Mary's University, Halifax, Nova Scotia, Canada

²Administrative Sciences Department, Fairleigh Dickinson University, Vancouver, Canada

³Alberta Ministry of Agriculture and Rural Development, Edmonton, Alberta, Canada

Abstract: Who does not detest marking exams? The recent doubling in class sizes in many universities has exacerbated this problem. Yet many professors still use 3.0-hr final exams. Can we justifiably reduce the time allotted and the number of questions posed on such lengthy exams? Surprisingly few have researched these issues. With the conventional use of experimental designs, statistical techniques, and psychometric criteria, traditional exam length research methodologies are plagued with numerous shortcomings. We propose a new methodological approach based on use of an unusual variation of true experimental design, more

appropriate statistical techniques (e.g., equivalence hypothesis testing), and an expanded set of six psychometric criteria (justifiability, correspondence, equivalence, and number of exam questions as well as the traditional psychometric criteria of reliability and validity) to be met by any shortened exam. In a series of six experiments conducted in a course in business statistics (256 students), we compared student performance on official 3.0-hr exams with that on shortened exams having proportionately fewer questions (2.5, 2.0, 1.5, 1.0, and 0.5 hrs). In all six classes, we found strong evidence favouring a shortening to 2.0 hrs. Consequently, exams in this course were officially shortened to 2.0 hrs. Benefits included a one-third reduction in lecturer marking time, and lower student and instructor stress. Lecturers can use our approach to examine the viability of shortening their own exams. Our approach remedies the shortcomings of traditional methodologies for studying exam length. Most significantly, it takes little time to conduct a study (typically 10 – 12 hrs per class).

Keywords: exam length, psychometric criteria, synthetic experimental designs, test length, classroom test length

Student Conceptions of Employability: A Phenomenographic Study

Becky Lees, Deborah Anderson and Barry Avery
Kingston University, London, UK

Abstract: Despite its everyday use in the higher education discourse, there is still ubiquity around the concept of employability where it continues to be used in a number of contexts and with reference to a range of meanings that include skills, knowledge and attributes in varying degrees of importance (Knight & Yorke, 2002; Moreland, 2006) to a multi-dimensional psycho-social construct based upon career identity, personal adaptability and social and human capital (Fugate, Kinicki & Ashworth, 2004). Although HEIs have placed a greater emphasis on developing employability support for students (Rae, 2007), employers are still finding graduates lack appropriate skills, aptitude and behaviours for the workplace (Tymon, 2013). Despite this extensive discussion, there is little that considers how well students understand the concept of employability and how this affects their job seeking behaviour. To investigate this understanding a sample of 35 undergraduate business students from a range of levels and programmes took part in an online survey asking them to reflect on their employability. These written accounts were then analysed phenomenographically to investigate the qualitatively different ways that business students conceive of employability. To maximise variation in the sample, participants were first to final year students, including some on placement, and were following a mixture of generalist business and spe-

cialist programmes, including accounting, marketing and IT. The responses were analysed in three phases (Marton & Säljö, 2005); sorting quotes into groups oriented around the meaning of employability, examining each group further as a decontextualized set of responses and then determining categories of description to represent the outcome space. This methodology was selected to fully appreciate the variety and breadth of conceptions students held, and identified a hierarchy of five distinct ways of understanding employability. The results of this study should be of value to educators and career support professionals in facilitating interventions that move students' conceptions of employability from that of a possession, to one they must participate in, encouraging students to be more self-aware when entering the employment arena.

Keywords: employability, phenomenography, students, conceptions

The Challenge of Demonstrating the Impact of Research Beyond Traditional Mechanisms

Rita Marcella¹, Hayley Lockerbie¹ and Ros Cameron²

¹Robert Gordon University, Aberdeen, UK

²Curtin University, Perth, Australia

Abstract: The concept of 'impact' in academia is a focus of not only research councils but also of nationwide institutional research evaluations. In the UK, it is necessary for academics and their institutions to not only conduct research which has real impact, but to provide evidence of impact beyond academic bibliometrics. This includes evidence of impact on industry, government, wider communities and beyond (REF 2011). In Australia, the Excellence in Research for Australia (ERA) requirements for the 2015 reporting indicate research outputs, income, and both applied and esteem measures, are to be used to assess the excellence of research activity (Australian Research Council 2014). In addition the Australian Research Council (ARC) has piloted a new tool, the Excellence in Innovation for Australia (EIA) as a potential companion exercise alongside ERA to measure impact. This paper provides an overview of impact definitions in the UK and Australia, drawing on guidance from research councils and the UK's Research Excellence Framework (REF). The research assessment environments in both countries are also described. The challenges of research assessment and the introduction of impact into this are discussed. The analysis of four impact case studies, published by the Economic and Social Research Council (ESRC) from the UK, is presented and discussed, and one author offers personal reflections into the construction of an impact case study for REF 2015. The paper ends with discussions on best practice, identified through critical examination of existing frameworks and case studies, on how to incorporate impact into research design ab initio, including anticipated and unanticipated impacts, as well as the collection of evi-

dence to demonstrate these. At a time when the importance of impact is growing in the demonstration of institutional and personal research excellence and esteem, the paper contributes to an area of very significant dialogue and reflection for the research community, of value to both early career and senior researchers.

Keywords: impact, UK, Australia, research evaluation

The use of Narrative in Organisational Learning: Making Sense of Information Literacy Interventions

Jorge Tiago Martins¹ and Rosa Canhoto²

¹Information School, The University of Sheffield, Sheffield, UK

²School Libraries Network, Ministry of Education and Science, Portugal

Abstract: The purpose of this paper is to explore the use of narrative research in the process of creating situated understandings of new experiences – issues, objects, events and processes that have not been encountered before by organisational actors. The specific context of the study reported in the paper is that of the Portuguese Ministry of Education issuing policy guidelines for the development of information literacy interventions, which were to be led by school librarians at national level. Our focus is on school librarians' stories of their own experiences of navigating the implementation of those information literacy interventions. Methodologically, this implied giving participants the opportunity to act as active framers who related new knowledge to previous understanding and experiences, and who actively engaged in the construction of a narrative. We then engaged in a two-staged process of interpretation: cross-case analysis for the comparison of themes emerging in the accounts of different participants, and within-case analysis to look more closely at organisation and plot. At times narratives were expressed as what happened when things went well and when things went wrong. At other times, the emphasis was placed on reflecting upon what school librarians originally aimed for, and what kind of managerial and leadership challenges they faced. The construction of the sequence of actions and events that participants perceived to be relevant conveys a combination of realist tale, impressionist detail and confessional tones. We suggest that these narrative development processes helped school librarians respond to and make sense of the experience of implementing the policy guidelines issued by the Portuguese Ministry of Education for two reasons. First, they provided a means for the summarisation and communication of key observations. Second, they operated as triggers for action planning, and as instruments in the pursuit of quality improvement.

Keywords: narrative, story, organisational learning, change, information literacy

Depersonalising Research: Contextualising Methodological Presence

John Mendy

College of Social Science, Lincoln Business School, University of Lincoln, UK

Abstract: Over the years, researchers and teachers have been attempting to deal with a fundamental problem: how to teach students to depersonalise. This problem is often associated with attempts to justify and make one's results look valuable or objective or credible or convincing and in that sense being depersonalised. What some academics and particularly a vast number of students seem to struggle with is how to crack the depersonalisation and justification conundrum. What seems needed is something different. This paper reports on an attempt to resolve the dual problem posed by attempting to address how it can be done in a non-student case, i.e. approach it as if the proposed combination were an impossibility. My attempt involves an area where research participants construct their own meanings from settings that challenge their organisations' survival. Depersonalisation and justification can and need to be explored as if those being researched upon now acts as research agents. This posits a new problem according to which people need to co-ordinate and to adapt their contributions to that of others. Although the application is new, the type of solution has a long history (Lakatos, 1976; 1999; Ying-Dai, 2012). Contributing while only temporarily adapting one's own interests appears to be a powerful solution to depersonalise and to justify how to achieve the collective task. In other words, people construct constraints to their experiences and thereby learn *from* self-organising depersonalisation and justification. This type of solution seems to have come to research in the last decade only, although mainly from a medical perspective (Baker et al, 2003; Dell, 2002; Phillips et al, 2000). There is hardly any research in the management and business spheres. If one wishes to identify examples in that area, some re-interpretation is necessary. While principles of Taylorism and Fordism typically do not aim to self-organise, they do distinguish roles that depend on collaboration. What they do not do is give control to the people fulfilling the roles. Depersonalisation and justification have to be placed in a context where people's understanding of what they can do or can learn to do (their 'knowledge') should be studied from what they do to each other and from what develops from there (see Hunter et al, 2003). The current study focuses on what people experience when cooperating to achieve a task. Those involved were not students, but employees in 4 case organisations who try to achieve what is referred to in the paper as their 'methodological presence'. Its contribution is that it shows how employees may overcome their dependence on others and (re-) engage with their organisational challenges. Through the interview extracts, they become active researchers and in that sense strengthen their presence and thereby the quality of each other's con-

tributions and reinforcing each other's learning. It is shown that depersonalisation can be positively constructed/perceived and linked to justification even in situations whose activities might suggest an impossibility.

Keywords: research, depersonalising, justifying, teaching and learning

Using Semi-Directive Interview: An Analysis of the Power and Social Responsibility of Researchers

Sylvaine Mercuri Chapuis

IAE Lyon, Jean Moulin Lyon 3 University, Magellan Research Centre, France

Abstract: The question of social responsibility of organizations, businesses or individuals is at the heart of recent publications in management sciences. The debate is now more focused on individual practices: they have caused many social disorders which have to be discussed. Among them, research practices seems to have their dark sides. The most significant example in this area is the Milgram experiment carried out in 1960 in the United States which has intended to demonstrate a relationship between obedience and authority. It led individuals to exceed legal and moral limits. This work suggests to open the debate particularly when researchers collect primary data through semi-directive interviews. This technique appears to be mostly used by researchers in qualitative studies. It comes from the field of psychology and this paper discusses social responsibility of researchers including the impacts on the interviewees. By addressing the specific issue of power and the concept of stakeholders and because of the existence of a communication contract, the interview reveals a consensual relationship which is necessary to analyse. We will formulate our research problem as well: when using semi-directive interviews, what are the social responsibilities of researchers and what are the consequences in terms of power? Based on some theoretical data, we will begin our analysis with a historical overview of the interview and more specifically its semi directive aspects. We will then discuss the correlation between practical experience and good data collection. Through stakeholders approach, power issues will also be discussed and analysed and a consensual form of power will appear as central. We will finally question social responsibility of researchers when practicing semi-directive interviews.

Keywords: semi-directive interview, power, corporate social responsibility (CSR), stakeholders, specialization

Guidelines for Conducting Semiotic Research in Information Systems

John Mingers¹ and Leslie Willcocks²

¹Kent Business School, University of Kent, UK

²IS Department, LSE, UK

Abstract: Semiosis studies the production, transmission and interpretation of meaning represented symbolically in signs and messages primarily, but not exclusively, in language. For information systems (IS) the domain of semiosis consists of human and non-human interactions based on communication in the social, material and personal worlds. The paper argues that semiosis has immense bearing on processes of communication central to the advanced information and communications technologies studied by IS scholars. A previous paper by the authors developed theoretically an integrative semiotics research framework. This paper provides more practical guidelines for applying the framework in IS research. The guidelines, based on a framework by Jakobson, involve considering producer, consumer, content, text, code and medium.

Keywords: semiotics, research methods, sociation, embodiment, sociomateriality

Research Methods in the Field of Accounting: The Case of Romania

Mihaela Mocanu

University of Economic Studies, Bucharest, Romania

Abstract: There is an ongoing debate on the research methods employed in the field of accounting, both at international level, and in Romania. The aim of the present study was to identify the trends in the accounting research in Romania over the past ten years (2005-2014). The methodological approach was empirical in nature. The author investigated the academic papers published within the research period in the main renowned journals of the field. The author's hypotheses were: (1) in the papers published over the first half of the investigated period, the research methods are not clearly described; (2) the dominant epistemological approach is the normative approach; (3) over the past five years, there is an increase in the use of empirical methods. All research hypotheses have been confirmed. The results are highly relevant for the academia, as they increase awareness on the variety of methods available to researchers in accounting, especially within the empirical epistemological approach.

Keywords: research methods, accounting, Romania, trends

Understanding and Living the Past and the Future: 3D Modelling and Interactive Surveys as a Research and Teaching Methodology

Tessa Morrison¹ and Mark Rubin²

¹School of Architecture and Built Environment, The University of Newcastle, Australia

²School of Psychology, The University of Newcastle, Australia

Abstract: In the first Industrial Revolution that began in the eighteenth century in Britain, the population density pattern of the country changed dramatically. From a strong agrarian society with a low population density in the early eighteenth century by the beginning of the nineteenth century Britain had become an urbanised country with large industrial cities such as Manchester, Sheffield and London. These cities became endless and comprised of high density areas with high rates of unemployment and with poor sanitation and housing. There were solutions put forward to prevent this continuous and relentless urbanisation, with major social problems including poverty, disease, unemployment, and deprivation. One of the solutions to combat unhealthy urbanisation was the creation of self-sufficient villages that would be funded through shareholdings. The villages were a mixture of agrarian and industrial activity and they would return the investor a five per cent dividend. This concept of a village or town as a business investment was slow to be realised in the nineteenth century but by the twenty-first century an increasing number of new towns and some cities of significant size are being built throughout the world that encompass the ideals of a liveable environment. Some of these cities are funded by the government while others are private gated communities. This has left open the question of how to evaluate and examine these cities or communities before they are built, not just as an architectural plan, but as a viable working city. Many billions have been spent on cities that are proving to be highly unsuccessful. An example of this is Songdo, a ‘smart city’ in South Korea that consists of the world’s best technology and with ecologically-friendly practices, but it has been slow to attract the required businesses and a population. Architects create 3-D computer models of their designs of these cities to indicate to the investors how these cities would appear and how the commercial areas, domestic areas and industrial areas will be planned. However, this does not assess the viability and the appeal to investors and inhabitants. This paper examines a methodological approach to testing the viability of the city using these 3-D computer models and testing their appeal, permeability and liveability through interactive questionnaires. The authors of this paper have used the methodological approach described in this paper on unbuilt historical cities from the Industrial Revolution that were designed not only to relieve the density problem but as a business proposition. The results revealed a surprising understanding from the

participants of how the city worked what they wanted from it and expected from it. Development of this methodological approach is becoming important in the development of the new cities of the future. The methods used provide a pretesting tool to evaluate urban development and planning as well as being a tool to understanding and evaluating past city planning and designs. This will assist researchers in architectural and business history, as well as providing a powerful tool for teaching.

Keywords: 3D computer modelling, interactive surveys, business history, urban design, mixing method approach

The Hybrid Approach in the Research of Organizational Culture

Janićijević Nebojša

Faculty of Economics, University of Belgrade, Belgrade, Serbia

Abstract: In the thirty-years-long research of organizational culture, two mutually opposed methodological approaches have emerged: objectivistic-quantitative and subjectivistic-qualitative. These two approaches are based on opposite ontological and epistemological assumptions, they include different types of research, and use opposite, quantitative vs. qualitative, methods of research. Each of the methodological approaches has its advantages and disadvantages and they are rarely, in their pure form, suitable for the goals and object of research in a specific research design. This is why it is often the case in organizational culture research that hybrid research methods are applied. The aim of hybridization in methodology is not only to use the advantages and avoid the disadvantages of the pure methods, but also to adjust specific research design to the object of the research and the style of the researcher. For this reason, a hybrid approach emerges as a legitimate choice in organizational culture research methodology. It combines elements of both subjectivistic and objectivistic methodological approaches, according to the goals, content, and context of the research and preferences of the researcher himself/herself. Since it is possible to combine the two principal methodological approaches in various ways, there are several possible hybrid methodologies in organizational culture research. After the review of objectivistic-quantitative and subjectivistic-qualitative methodological approaches, one of the possible hybrid approaches in the research of organizational culture is presented in this paper. This hybrid approach to organizational culture research would include objectivistic, positivistic, and etic research, but also idiosyncratic research which starts with the assumption that culture is unique and that knowledge about the culture is contextual. This hybrid approach to organizational culture research always includes clinical research and is always conducted as a case study. The key

feature of the hybrid approach to organizational culture research is the combination of qualitative and quantitative research methods.

Keywords: organizational culture, research methodology, organization, mixed methods

Identifying Entrepreneurial Competencies Using Q Methodology: An Innovative Research Approach

Chris Phelan

University of Lincoln, UK

Abstract: This paper introduces Q Methodology as a technique for the study of human subjectivity and in particular individual beliefs, values, opinions and attitudes. Originating in the discipline of psychology (Stephenson, 1953), Q Methodology remains a relatively unknown and underutilised technique across other disciplines. Moreover, where it does occur, it is frequently described as an innovative research approach (Stergiou and Airey, 2011; Massingham, Massingham and Diment, 2012). Here, the six key stages within a Q Methodological study are introduced, and are explored in the context of an illustrative Q study which sought to identify the entrepreneurial competencies of UK farmers who have diversified all, or part, of their agricultural operations to farm based tourism and recreation (Phelan, 2014). Thus, the aim of this paper is to demonstrate how Q Methodology works in a practical setting with the literature on Q Methodology reviewed and discussed in tandem with the research findings. In outlining this research design, this paper highlights that Q Methodology embraces a hybridity of both quantitative and qualitative approaches. However, at its core, lies a rejection of hypothetico-deductive methods, and as such, it remains a social constructionist and largely qualitative method. Moreover, this paper demonstrates that Q has much to offer business and management researchers in heeding the call for greater methodological pluralism.

Keywords: Q methodology, subjectivity, entrepreneurial competencies, farm diversification

Reflection-In-Addition: Using Reflective Logs to Build Research Into Undergraduate Projects

Martin Rich

Cass Business School, London, UK

Abstract: This paper explores the scope for using reflective logs as a component in final year projects taken by students on an undergraduate management course. Students often wish to build practical experience into the final year of their degree, but they are also expected to carry out a certain amount of independent research as part of a final year. There can be a tension between students' desire for experience and the requirement for research. The context of this is a management degree where a significant piece of independent work is regarded as a crucial component of the course, but where an unintended consequence of framing this piece of work in a way that encourages autonomy among students, is that there is some ambiguity about quite what students are expected to deliver. An observation made by some of the markers of these projects is that it is not uncommon for them to read like good consultancy reports, which do demonstrate the students' writing skills and often prepare them for their future careers, but which do not necessarily score highly against the criteria associated with a major academic piece of work. Within the author's institution some thought has been given to providing alternative forms of project, and a tangible move in this direction has been to introduce an option where some students combine their project with working alongside an organisation on a practical task. For these students an integral part of the process is the requirement that they maintain a reflective log on their work, following the principles of Schon (1983) in framing and reframing questions to elicit knowledge based on the students' experience. One interpretation of this is that the reflective log can constitute part of the primary data that the students draw on in their research. Such an approach has clear attractions for students and academic supervisors alike. There are well defined formats which a reflective log can follow and which can foster experiential learning (Moon, 2004). Because this type of project is based on practical activities in conjunction with employers, its relevance to students' future aspirations is clear, and because it depends on students carrying out some analysis of their experiences, it offers students some training in using observation and reflection as approaches to research. As discussed by Yanow and Tsoukas (2009) reflection provides a range of different ways to understand the nuances within an activity. Therefore some consideration is being given to the wider use of reflective logs as a component within undergraduate student projects, particularly if these can be framed as part of a process within which the students learn to carry out individual research.

Keywords: reflective practice, projects, observation

Fit Between Research Questions, Paradigms and Methodologies in Strategic Management Research?

Eugenia Rosca, Philip Cordes-Berszinn and Julia Bendul
Jacobs University, Bremen, Germany

Abstract: Strategic Management (SM) is at a critical stage in its development. Numerous scholars suggest that the field is fragmented and lacks coherence, thus the knowledge accumulation and relevance to practice is endangered. Some scholars criticize the methodologies used in the field and highlight their severe limitations. Others suggest that SM scholars should be more concerned with matching research questions with the appropriate research methodologies. This paper performs a systematic investigation of the SM development trajectory aiming to examine the fit between the research questions, paradigms and methodologies. Following a time-axis model, the investigation for each stage of development is carried out based on a mixed research approach. The fundamental assumptions, content of studies and models of reality reflected in the major research questions are examined using content analysis of the most influential SM articles. While, the research methodologies are identified based on systematic investigation of SM journal articles and analysed using descriptive statistics. The major paradigms or “modus operandi” are identified using Burrell and Morgan (1979)’s framework for organisational analysis. The paradigm coherence is used as a proxy for the fit or misfit between research questions and methodologies. The findings support the explanation that SM field is fragmented and that there is a misfit between the underlying assumptions and nature of arguments reflected in the major research questions, the major paradigms, and the predominantly used methodologies. The used approach and the findings are relevant to other management disciplines as well, because introspection and critique are needed to ensure any field’s relevance, knowledge accumulation and progress. Implications for theory and practice of the lack of coherence in theory development are discussed for SM and other disciplines. Recommendations for further research are outlined based on the findings.

Keywords: research questions, research methodologies, paradigms, theory development, strategic management

An Inside Account Of Gaining Access: A Reality of Using Internet Surveys

Mark Saunders¹, David Gray² and Alexandra Bristow¹

¹Surrey Business School, University of Surrey, UK

²Greenwich Business School, University of Greenwich, London, UK

Abstract: Research methods texts and papers usually report the empirical research process as a logical, smooth progression from planning, design, and implementation through to data analysis. Yet, despite such (rationalised) accounts being rare in practice, inside accounts of the realities of organizational research are rare. A review of the bestselling research methods texts in the UK highlights that, whilst dealing with the process of gaining access and stressing the crucial nature of the process, these books rarely emphasize how for many this can be both daunting and problematic. In addition it highlights a lack of differentiation between physical and cognitive access, a focus on gaining access within ethnographic and action research strategies, and a focus upon single rather than multiple organisation research. This problem is addressed by offering an inside account of a multi-organisation research study utilizing a survey strategy and Internet questionnaire, where gaining access threw up many challenges. This account offers the novice researcher clear insight into the issues associated with gaining access when undertaking Internet surveys using questionnaires. In particular it highlights the importance of recognizing that gaining access is often problematic, and provides a context for six methodological lessons to be incorporated into research design in anticipation of potential problems.

Keywords: gaining access, online survey, Internet survey, questionnaire, response rate, inside account

The Zombie Doctorate

Shawren Singh

University of South Africa, Florida, South Africa

Abstract: The process of acquiring a doctoral degree facilitates the transformational intellectual development of the degree candidate. This transformation in the candidate's thinking processes develop over a period of three to eight years. The candidate becomes familiar with the academic literature and then reasons about the research problem. The doctoral process facilitates the candidate to develop techniques that enable the candidate to logically solve problems in a more sophisticated manner, and conduct thought experiments. The candidate demonstrates the degree to which their intellect has developed by the writing of a dissertation. The dissertation is a written scholarly account of the candidate's rigor-

ous research process, the findings and the original theoretical contribution to the body of knowledge. The written dissertation is evidence to the awarding university, other scholars and the broader community that the candidate has: mastered their subject, developed research insight, understands the 'rules and culture' of the discipline, has the ability to conduct independent research and is capable of communicating the findings to the community of scholars. In effect, the successful PhD is the admission ticket to the rigorous academic world. If the candidate uses questionable means to acquire the degree, the candidate does not get the required benefit of the intellectual development process. With increasing pressure on candidates to complete their degrees within a short time frame, some candidates are project managing the dissertation by outsourcing large aspects of the intellectual work, possibly committing academic fraud. A doctoral dissertation that has been outsourced and then collated may be referred to as a zombie doctorate because the transformational intellectual process is unlikely to have occurred.

Keywords: Doctorate, PhD, registration, intellectual development, academic misconduct, ethical, predatory publishing

Challenges for Mixed-Methods Ph.D. Students

Caroline Stockman

University of Leuven, Leuven, Belgium

Abstract: Mixed-methods research is an emerging approach with great merits but also many challenges. Experienced academics around the world join the debate, recognizing the potential of this type of research. Knowledge is pooled in research designs, example studies and ongoing discoveries aid in the development of new tools for effective data gathering, analysis and report. Meanwhile, Ph.D. students face these difficulties as well in the pursuit of their doctoral degree. As the stakes are quite high, successful research is vital. The challenges of a Ph.D. student in mixed-methods research are partly shared by other academics, and are partly particular to their position as learner and growing researcher. Understanding this will prepare future Ph.D. students for the endeavour, and moreover, encourage academic cooperation in determining guidelines for effective practice in mentoring such doctoral work. This paper will firstly outline the procedure of one particular mixed-methods Ph.D. study, and then highlight the challenges faced by this doctoral student conducting such new, interdisciplinary research. These highlights will serve to provide a few initial suggestions into helpful guidance of mixed-methods Ph.D. work, and invite further academic debate into effective supervision of postgraduate students conducting mixed-methods research.

Keywords: mixed-methods, Ph.D., technology, education

Employing Phenomenology to Highlight the Richness of the Leadership Experience

Janet Sutherland and Roslyn Cameron

Curtin Business School, Curtin University, Perth, Australia

Abstract: Leadership is notoriously difficult to define and issues with nomenclature further muddy the waters. Unlike other disciplines there is no grand theory and the evolution of the theory has been relatively rapid. Research in the discipline has largely been dominated by empirical, quantitative investigation. In the move from heroic to post heroic views of leadership, the emphasis has shifted from a focus on the leader to leadership and especially leadership as a reciprocal relationship between leaders and followers. Those who aspire to be leaders must embrace the subjective, expectations of their followers (Meindl, 1995; Mumford, 2011; Kouzes and Posner, 2012; Jackson and Parry, 2011). Parallel to the shift from traditional views of leadership, we see leading scholars calling for a move away from the orthodoxy of the quantitative paradigm to include multiple theoretical and methodological approaches, as leadership is too complex a phenomenon to be apprehended only through statistical analysis (Bass, 2008; Ladkin, 2010). The dilemma facing leadership academics, who accept that leadership is complex, multi-dimensional and experienced by those involved, is how to capture and study it. Shifts in approach include an acceptance of qualitative methodologies, as well as mixed methods approaches (Creswell and Plano Clark, 2011; Stentz, Plano Clark and Matkin, 2012). Furthermore, there have been calls for more methods-related articles (Gardner et al, 2010). This conceptual, methods-related paper will respond to both of these issues. Based on the analysis of two separate, but linked studies, the paper will analyse the theoretical and methodological approaches used to collect, analyse and report data. It will recount a journey from a legitimate, but reductionist (Creswell, 1998; 2002) and bounded rationality (Simon, 1957; Habermas, 1984) approach to one of fully embracing phenomenology as a means of capturing the complexity inherent in leadership as a lived experience. The first approach delivered a laundry list of leadership attributes, styles and practices, while second surfaced rich thematic case studies. Rather than be frustrated by the myriad definitions for, and theories of, leadership or indeed an inability to define it at all, we can choose to see this as a reflection of the complexity of leadership as a phenomenon (Ladkin, 2010; Harter 2015). If we accept that leadership is a phenomenon, and a socially constructed one at that (Berger and Luckmann, 1966; Gergen, 1994), then phenomenology, as the study of the structures of subjective experience and consciousness, provides a language and an approach to begin unbundling leadership in a more complex and multi-dimensional way (Ladkin, 2010). This paper will contribute to theory building and the discourse on moving away from the dominant research paradigm by

operationalising a phenomenological approach. We will establish the value of this approach by comparing and contrasting data and findings from the two studies to demonstrate how the second study renders much richer data and allows us greater access to the lived experience. While we are exploring the context of generational issues and how these play out in relation to leadership, we propose that the same issues will emerge in other contexts.

Keywords: phenomenology, leadership, qualitative methodologies, mixed methods, social construction, complexity

Mixed Research Methods: Former and new Trends in Women Entrepreneurship Research

Florica Tomos¹, Rami Djebarni¹, Andrew Rogers¹, Andrew Thomas³, Andre Clark¹ and Oana Cristina Balan²

¹University of South Wales, Pontypridd, UK

²Cardiff University, Cardiff, UK

³Cardiff Metropolitan University, UK

Abstract: Entrepreneurship is a relatively new research field and as a consequence, there is little or no research on designated research methods for this field. Within this context, Women Entrepreneurship as a new branch of Entrepreneurship is in greater need of a comprehensive review of strategies, methods and techniques used in this sub-field. In parallel, across different research fields there was an emergence of innovative ways of mixing quantitative and qualitative research methods and an effort to form the foundation of a new research method – mixed method research (MMR). This paper undertook a critical review into the research methods employed by previous studies on entrepreneurship with a focus on women entrepreneurship in particular. Additionally, the study will search for trends within the research methods used by studies on entrepreneurship and women entrepreneurship. This is a theoretical research where an extensive and systematic literature review was carried out across seven decades, with over 200 articles from more than ten ranked journals, relevant to this research field. The research paper critically evaluates the research methods used by studies on women entrepreneurs. The study attempts to answer the research question regarding the effectiveness of using mixed research methods as a research choice and the imminent trend of innovative ways in blending quantitative and qualitative methods in order to increase the validity of the research. The findings show a strong orientation towards using mixed research methods, with emphasis on the use of case studies as a qualitative approach. Also, there is an increasing use of triangulation of both data collection methods and data analysis. The findings of this research discuss the advantages of using mixed method approach in the re-

search field of women entrepreneurship. Moreover, the results will enhance the body of foundational theoretical work for the third research methods – mixed method research. Further, this research will be of benefit for academics and researchers in the field of women entrepreneurship in particular and management in general and a contribution to knowledge.

Keywords: mixed method research (MMR), women entrepreneurship research

Idea Management: Notes of a Systematic Review

Alessandro Santos Vieira, Mateus Silva Lima, Paulo Henrique Souza Bermejo and Wagner Vilas Boas de Souza
UFLA, Lavras, Brazil

Abstract: As global competition intensifies, modern organizations have to figure out how to innovate using creative ideas. These ideas must be new compared to other ideas and able to add value to the organization by implementing innovations that allow higher profits, reduced spending, job retention and improvements. Ideas can be defined as a result of mental work in order to solve a problem or to create solutions. Given the importance of the ideas, the question that arises is: how to manage ideas? Some efforts have been made in a fragmented way, in order to divide the processes of generation, evaluation and implementation of new ideas. However, there are a number of factors that influence it from generation to implementation in a reciprocal manner, which makes it incoherent to analyze idea management in different optics such as generation, evaluation and implementation, without considering that each of these steps is part of a continuous and complex process. Therefore, idea management is a process that involves the generation, evaluation and implementation of ideas. In this sense, this work aims to analyze and synthesize how each step has been treated to check the intersection points that enable one to propose a new direction or point out areas for future research. To achieve this goal, a systematic review of the literature will be performed. The results confirmed that idea management is treated in a fragmented way in the literature and that there isn't a link among studies on the generation, evaluation and implementation of ideas. Therefore, each of these steps is studied individually without a connection to the entire system. This finding raises the need for a more cohesive theoretical framework that enables more efficient idea management, unlike most of the current proposed models, in which the focus is much more on the stage of idea generation than any other aspect of the process.

Keywords: idea management, idea generation, innovation management, literature review, evaluation of ideas, implementing ideas

A Culturally Sensitive, Mixed-Methods Approach to Analysing a Leadership Development Program

Dorothy Wardale, Roslyn Cameron and Jun Li
Curtin Business School, Curtin University, Australia

Abstract: This paper showcases a culturally sensitive mixed method research approach used to evaluate aspects of an international executive education program. The multi-million dollar program was delivered in Australia over a ten-year period to middle and senior managers from the Chinese up-stream oil and gas sector. The executive education program was a non-award but MBA level program that explored aspects of leading and managing within the Chinese oil and gas sector. Fundamentally, the study consisted of a quantitative survey followed by a focus group to investigate four aspects of the interest to the researchers: the participants perceptions of the effectiveness of the program; aspects of social capital support; industry-based human capital; and, the participants opinions about Chinese energy policy. The program was delivered in Australia over a ten-year period and during this time the Program Managers had provided formative and summative reports on each of the six- or three-month courses. This information along with anecdotal information from the Program Director provided an excellent starting point for the survey. Participants were asked to comment on four key areas of interest to the researchers including: their opinion of the effectiveness of the program; aspects of social capital support; industry-based human capital; and, their opinions about Chinese energy policy. An exploratory sequential mixed methods research design (Creswell and Plano Clark 2007) was employed. This paper focuses not on the responses of the participants but rather on the culturally sensitive, mixed-method approach that was adopted to the gather the data. In summary, we conducted an on-line survey and facilitated a focus group. However, we were conscious of the need to adapt our data gathering methods to ensure maximum responses that were insightful and robust. This approach was assisted by the diversity of our research team.

Keywords: mixed methods, cross-cultural, leadership development, gas industry, Australia, China

Fostering Collaborative Inquiry: Networks of Practice

Christine Welch¹, Tammi Sinha², Nazareth Nicolian³, and Nigel Ward⁴

¹Portsmouth Business School, University of Portsmouth, UK

²Winchester Business School, University of Winchester, UK

³ Management and MIS Departments, American University of Science and Technology, Lebanon

⁴A3 Training Ltd, UK

Abstract: Communities of practice are often cited as important vehicles for organizational learning. However, in later work, Wenger-Trayner discusses a 'living landscape' within which professionals learn and develop their practice, crossing organizational and systemic boundaries and (re)creating personal and professional identities. There is a perceived gap between practice, and theory building about practice, which inevitably arises when research is seated entirely in the world of academia. Multiple perspectives, contributed by stakeholders from differing backgrounds, are needed to encourage attention to the demands of both rigour and relevance in deepening understandings of complex problems. Scholars need to interact with other stakeholders, such as 'users', practitioners, sponsors and clients, in participative forms of inquiry. On the other hand, it has been suggested that efforts at collaborative research between academics and practitioners will be hampered by communication difficulties between the two groups. While experience suggests that there is some justification in this argument, we believe the effort to be worthwhile in itself. The challenge is therefore to find ways to support collaborative efforts by helping members of a network to surface and share their tacit understandings, to evaluate the impact of the community's activities upon their own workplace practice, and to create a productive learning spiral. In the context of networks, research must be expanded to encompass activities relating to the on-going, messy and complex problems experienced in everyday life in organizations. A further challenge arises in efforts to capture what has been learned for onward transmission. This paper examines and reflects upon the experiences of two different networks, acting within very different landscapes of practice. The first involves a group of business improvement professionals from a range of organizations in southern England, meeting regularly to consider and discuss their methods and draw lessons for their own practice. The second group are senior managers from a range of organizations situated in the Lebanon, looking to identify and promote 'best practice' in realising benefits from information technology.

Keywords: collaborative inquiry; collaborative research; organizational learning; communities of practice; engaged scholarship

A SWOT Analysis of the Maltese Further Education Sector

Nicholas Zarb

University of Malta

Abstract: This paper presents a SWOT analysis of the Maltese further education (FE) sector. Traditionally, FE sectors are perceived as being fundamental in providing skills and knowledge to future workers, or as an important step towards university. Conversely, FE sectors are also perceived as the 'Cinderella' of education, since governments are more prone to utilize available resources in compulsory education. While SWOT analysis is popular in business settings, its use in educational management is scarce. Furthermore, the SWOT analysis presented here is visualized through the lens of the resource-based view (RBV) of organizations. The RBV of an organization may help surmount the difficulties associated with SWOT since understanding an organization's resources is paramount to successful strategic positioning. Such a hybrid tool will be used here, and may be considered as part of a wider strategic process. A complementarity mixed method approach based on pragmatism was employed, whereby qualitative and quantitative data streams were collected simultaneously. Pragmatism guides researchers to a middle position between positivist and interpretative approaches, based on activities that are outcome-oriented thus diminishing doubt. The qualitative data stream consisted of seven in-depth semi-structured interviews with FE organizations' principals and a questionnaire administered to all academic staff at said FE organizations. Questionnaire results displayed some incongruence with the semi-structured interviews. Results from both these data streams were then integrated to furnish a SWOT analysis of the Maltese FE sector in its entirety. Academic staff and wide choice of courses available at FE organizations were cited as major strengths, lack of funding and resistance from academic staff as weaknesses, new technologies and learner diversity as the major opportunities, and decreasing competition from other organizations as the major threat.

Keywords: SWOT, resource-based view, further education, Malta, mixed methods

PHD
Research
Papers

The EMPLIT (EMPIrical and LITerature-based) Research Framework

Martin Bergaus

Leeds Beckett University, UK

Abstract: Currently studies on Service Delivery Platforms (SDPs) focus on technical feasibility, quantitative research, and user need analysis, in terms of technical concepts and systems. This promulgated the author to conduct qualitative research on design aspects of SDPs, investigating a system for user needs, from user's perspectives. Combining technological aspects also concentrating on user needs from a users' perspective, opened up a necessary field of research, in terms of SDP, outlined in this paper. The research also looked at challenges and design aspects of SDPs as an administration system for future Information and Communication Technology (ICT) environments, corresponding to the needs of SDP users and developers, end-users and architectural experts respectively. This work presents an empirical study supported by Grounded Theory (GT), employing a methodology to support the collection, analysis and validation of qualitative data, collected from a wide range of stakeholders, to develop a model outlining the requirements needed to consider, when developing SDPs. Thus providing an alternative to investigate user needs with a user-based study. SDP development can be improved when starting SDP-based ICT development, by applying individuals' view of SDP prior to investigating technical feasibility. The EMPLIT (EMPIrical and LITerature-based) research framework was developed as a prototype of alternative methodology, researching user needs of technical systems, should this system or concept not exist, when commencing research. EMPLIT consists of, previously and newly developed methodologies and techniques, to collect, analyse, and justify empirical data. EMP, the empirical part, uses an adaptation of Grounded Theory Methodology with a Colour Coding approach for the analysis and coding of interview data. A mind map depicts the data through a model visualisation. The LIT, literature-based part, uses mind maps to aide in justifying the qualitative data, to group, and structure this data. EMPLIT facilitated in developing and justifying to the substantive contribution. This study indicates usability factors that should be incorporated into future SDP systems via EMPLIT. It is of interest to developers and users of SDP information systems, including those interested in practical applications of GT. The results of this study provide guidance on how to develop SDPs in terms of their design showing that investigating from a user viewpoint prior to focusing on technical implementations, is highly beneficial to the development of ICT systems for their needs.

Keywords: qualitative research, information systems research, service-delivery-platforms, grounded theory methodology, system design for user needs

A Mixed Method Approach to Evaluate the Impact of Coaching on Safety Leadership

Wika Esterhuizen¹ and Nico Martins²

¹WEConsulting, Pretoria, South Africa

²Department of Industrial and Organisational Psychology, College of Economic Sciences, Unisa, Pretoria, South Africa

Abstract: Legislators are placing increased pressure on mining companies to improve their safety performance. The importance of safety leadership is highlighted by its role in safety culture and improving safety performance. The purpose of this paper is to describe the nested mixed methodology that was followed to evaluate the impact of a coaching program on safety leadership. A theoretical model was developed to explain the elements that constitute effective safety leadership. A coaching program was developed based on executive coaching and leadership development principles. The empirical investigation was conducted in an organisation in the South African mining industry. A nested mixed methods design was followed. Data was analysed with descriptive and inferential analysis. Results showed statistically significant improvements on accountability, collaboration, and feedback and recognition after the coaching. The results reflected differences in 360 degree ratings according to gender, race, job level, age and geographical location. The most significant improvements were for females, Africans, management, age 51-60 years, and site 2. In the qualitative study, a semi-structured interview was employed to study four cases to investigate managers' personal experiences and changes in attitude toward safety. Data was analysed utilising thematic analysis. The findings revealed that coaching was a positive experience and contributed to changing managers' attitudes toward safety). The combination of the two types of data, employing a nested mixed method approach, enhanced the validity and utility of the research which would not have been possible if only one approach was used. This was especially important for the evaluation of a coaching program, as is the case in this study

Keywords: safety culture, safety leadership, executive coaching, mixed methods, leadership development, 360 degree assessment

The Doctoral Research of Doctoral Researchers; Experiences of Being an Insider Researcher

Sophie Mills and Jim Stewart

Coventry Business School, Priory Street, Coventry, UK

Abstract: This paper provides the critical reflections of a doctoral researcher and her supervisor regarding the benefits and pitfalls of being an insider researcher. The doctoral researcher at the focus of this paper carried out a fifteen month longitudinal data collection process involving twelve research participants. The purpose of the research is to analyse the extent to which emotion influences the reflections and reflexivity of Business and Management doctoral students. It is argued that as the lead author is a part-time Business and Management doctoral student she could be considered representative of her own participant group. The effects of this association between researcher and her participants is claimed to have resulted in some negative but other largely positive outcomes, including ease of access, equalised relationships between researcher and participants and an opportunity to gain greater insight into participant emotions.

Keywords: doctoral research, insider research

Master's Research Paper

The Work Identity of Virtual Workers: A Phenomenological Exploration and Virtual Research Design

Deja Nienaber and Antoni Barnard

Department of Industrial and Organisational Psychology, UNISA, Pretoria, South Africa

Abstract: At first glance the idea of e-lancing or virtualising from anywhere, any place renders a romantic picture of work-life integration, benefitting both employer and employee. Variable success in working virtually and some negative consequences has been reported. For organisations therefore, establishing and maintaining a virtual work environment remains strewn with unique challenges in terms of employee motivation and well-being. The purpose of this study was to explore the work experiences of virtual employees from a phenomenological perspective and through a virtual research design. The study contributes to the knowledge base on virtual work, and the unique work identity of the virtualiser. Such an understanding is valuable in identifying and managing challenges of virtual work in order to optimise performance and well-being. Methodologically, the study provides insight into the appropriateness of a virtual research design as a research locale to study the virtual working world. Sourcing of participants and data collection was conducted virtually by using e-technology. Purposive, snowball sampling, captured the attention of 17 virtualisers who consented to participate. Data was analysed through phenomenological analysis. Results indicate key attributes and a particular mindset pertaining to the virtualiser. Authentic psychological identification with virtualising and adopting boundarylessness, employability mindset, oriented towards psychological success are highlighted as key requirements in order to succeed working virtually.

Keywords: virtual work, virtualiser, virtualising, boundaryless, employability, virtual career identity

**Work
in Progress
Papers**

Reviewing the Literature Using the Thematic Analysis Grid

Deborah Anderson, Becky Lees and Barry Avery
Kingston University, Kingston upon Thames, UK

Abstract: A review of academic literature is an essential element of the dissertation development process, providing students with an understanding of key theories and authors in their topic area. In the absence of explicit, practical guidance on synthesizing concepts and ideas to produce a coherent, well-linked literature review, “The Thematic Analysis Grid” was developed for postgraduate students in a UK Business School. Guidance for literature review writing is available in text books on research methods and dissertation writing where the focus tends to be on search, retrieval, recording and writing, with some focus on critical review. There are also examples of text books wholly devoted to the literature review. However, a strong, critical review of academic literature, synthesising key themes and identifying consensus and contradictions is not achieved simply by sourcing and reading relevant papers and knowing how to reference properly. In an attempt to provide some explicit, practical guidance on synthesis, the authors developed “The Thematic Analysis Grid”, a tool which enables students to record key themes and ideas from the literature with a view to linking these with other themes and ideas. In this way students are able to approach their reading from an overview perspective, constantly referring to previously identified themes. In brief, “The Thematic Analysis Grid” is a matrix with papers listed in the rows (in date order) and themes in the columns. Students are encouraged to identify possible themes from their cursory reading of abstracts, but to be prepared to introduce new ones as their reading progresses enabling them to keep meaningful notes on their reading. The Thematic Analysis Grid has been successfully used with students for several years. Whilst formal evaluation has yet to be carried out, many positive comments have been received through module evaluations and staff student consultation.

Keywords: literature review, synthesis, thematic analysis

Improving Learning Through Engagement: Students as Collaborators in Assessment

Daniel Russell and Barry Avery
Kingston University, Kingston upon Thames, Surrey, UK

Abstract: As business educators we are encouraged to develop innovative learning, teaching and assessment practices which engage, motivate and enthuse students. In the UK we are required by our quality assurance agency (QAA) to *value the student contribution*, and are prompted by the Government to narrow the

achievement gap between students from traditional and non-traditional backgrounds. Guided by these drivers and the philosophy of *assessment for learning* rather than *assessment of learning* (Wiliam, 2011), we recently developed a novel form of assessment on data analysis on a first year Business module. In this paper we discuss this assessment which emphasises the importance of student collaboration in its development and the impact of this approach on student engagement and learning. Data analysis is typically taught by providing students with data sets and asking them to undertake relevant analyses of the data. We wanted the students to produce the data, that is, we wanted the students to have early buy-in to the assessment by being collaborators in its development. Chow refers to this as student-involved assessment, arguing that this empowers the students as self-regulated learners (Chow, 2010). Our approach was to ask the students to develop and justify their own questions, collect their own data and then to peer review each other's ideas for analysis during the development of their final reports. This process has several educational benefits including active learning and multiple opportunities for formative feedback. When evaluating this innovation the key issues were whether the co-production of the questionnaire, ownership of the data and the opportunities for peer review and self-reflection had impacted on student learning. This paper reports on the impact using both student performance and qualitative feedback.

Keywords: assessment for learning, students as collaborators, formative feedback

Abstracts Only

Conflicting Conceptions of Business Management

Nicholas Capaldi

Global Corporate Governance Institute, Baton Rouge, USA

Abstract: Content: Research on business in general and management issues in particular is not always a simple matter of testing hypotheses and analyzing statistical data. In addition it is often guided by a larger philosophical perspective. Many controversial issues in management during the past century reflect a fundamental conversational debate between two different philosophical narratives (Locke vs. Rousseau-Marx), two different conceptions of how to understand social institutions (explication vs. exploration), two different normative views (libertarian vs. communitarian), and the controversy over whether business firms are to be understood hierarchically or democratically. In what follows I shall (a) explain each pair, (b) show the continuity among the first member of each pair and the continuity among the second member of each pair, (c) critique the second member of each pair, (d) defend the first member of each pair, and (e) indicate the implications for a wide variety of controversial issues.

Keywords: narrative, Locke, Rousseau, hierarchy, democracy

A Poetic for Business Research

Ruth Damian¹, Clare Hindley², Deborah Knowles³ and Martin Rich⁴

¹Massey University, Palmerston North, New Zealand

²IUBH School of Business and Management, Germany

³University of Westminster, UK

⁴Cass Business School UK

Abstract: Most fields of business require research as a fundamental step. Entrepreneurs seeking opportunities or strategists seeking to position the organization rely on observing, recording, imagining and expressing. They ask what is going on here, where are we, and where can we go. The root metaphors are map and journey. It has been acknowledged that business education is in need of new root metaphors (Audebrand, 2010) and that the research field is theoretically rather arid (Alvesson and Gabriel, 2013). This workshop synthesizes work from three major domains and thereby offers a chance to revivify business research theory. The first is that of *d rive* (Debord, 1955) and psycho-geography. *D rive* is combined with walking (Smith, 2014). Psycho-geography is a literary tradition adopted by sociologists, geographers and explorers. It is an interpretivist research method of collecting a variety of data to be analyzed in many ways. The obvious connection with management by wandering about can be linked to mapping, the second source of theory for this workshop, with intellectual roots in Cosgrove (1999),

Turnbull (2000), Huff and Jenkins (2002). The map is the pervasive metaphors through which business position themselves in market terrain. The third domain we draw on is art in order to explore the creative potential of our findings and the expression thereof. We do so because art helps appreciate diverse ways of knowing, personal, narrative, embodied, artistic, aesthetic - that stand outside sanctioned intellectual frameworks (Cole and Knowles, 2008:55). There are specific attributes that the arts develop (Eisner, 2002:10), such as a disposition to tolerate ambiguity, to explore what is uncertain, to exercise judgement free from prescriptive rules and procedures. By 2004 Daniel Pink (2004: 21) could claim that the MFA is the New MBA An arts degree is now perhaps the hottest credential in the world of business. The search for a new paradigm is a search for theory and the aesthetic properties of theory are not ornaments added to a scientific base, but are the fundamentals of the theory itself (Brown, 1997). It was aesthetics and not observation that refuted Ptolemy and led to Copernicus (Sartwell, 2006:19-20). Maybe we need the mathematical and the poetic mode to understand organization, identity and location (Ebers, 1985). We shall focus specifically on poetry, with reference to Morgan (2010), Grisoni (2006), Leavy (2009) and others and explore Freeman and Auster s (2011) notion of the poetic self who creates self and community. We invite participation in two ways. Please join us in a derive in Malta during which we will observe and record and later develop our recordings in a poetry workshop. We could not wish for a better locale than ancient mystical Malta! You do not need to be a poet! An interest in poetry/language/metaphor is enough. Every participant develops a piece of work upon which they may build indefinitely. OU may also submit a working paper for discussion. The group as a whole may produce a body of work that will become a publishable entity in its own right.

Keywords: drive, psychogeography, arts-based research, organizational strategy

A General Analytic Inductive Approach and the use of Technology in Analysing Qualitative Data; SMEs-Large Organisations Business Relationships

Fariba Darabi

Sheffield Business School at Sheffield Hallam University, Sheffield, UK

Abstract: The purpose of this paper is to stimulate discussion concerning how qualitative research designs, in particular, data analysis approach in developing professional practice may be usefully considered. The concern is to illustrate that what the step by step procedures are in analysing qualitative data with the aid of technology i.e. NVivo software. To achieve this aim, 'neo-empiricist (Alvesson & Deetz, 2000) methodologies', based on General Analytic Inductive (GAI) (Johnson,

1998) are used to help the qualitative researchers to get a better understanding of dealing and managing qualitative data which it is possible to conceptualize and undertake business and management research. The study explores the collaborative relationships between SMEs-Large organisations. A qualitative approach was used to gather empirical data through in-depth semi-structured interviews with Managers and academics at a University- as a sample of large organisation-, and SMEs in South Yorkshire and Humber Regions. A purposive sampling data technique and general analytical induction approach were used for data collection and analysis respectively. The method of induction is the process of proceeding from particulars to the general- universals (Locke, 2007). Its process starts with an observation or something that is a puzzle and needs exploration, e.g. a general question, and ends up with a new theory. Taking this approach in social research means that we are generating a theory at the end of the research. Gill and Johnson (2006) argue that human beings are able to attach meaning to the events and phenomena that surround them. Therefore, examining people at the SMEs and the University could reveal different understandings and different views of their relationships because they are from different organisational contexts and have different experiences of a relationship with each other. It also provided good contrasts and comparisons and thereby confronts the emergent theory with the patterning of social events under different circumstances (Johnson, 1998 in Cassell and Symon, 1998). McCracken (1998) believes that the object of analysing qualitative data is to determine the categories, relationships and assumptions that inform the respondent's view of the world in general, and the topic in particular. Johnson (1998) claims analytic induction is a set of methodological procedures that tries to generate theory grounded in the observation. This approach shaped the researcher's thoughts in applying the analytic induction approach to the data analysis. The paper then discusses, in developing the analytical approach, how data from both sectors was gathered and the interview transcripts were analysed with the aid of NVivo software, producing a provisional list of some common features and deviant cases which were identified. Then similarities between categories were established. Deviant features were accommodated either by linking them with other common features or by generating a new category with unique features. Eventually, cross-case analysis within the groups and between groups at the University and SMEs occurred and a number of themes emerged from the data; a tentative model of initiating trust building in the context of SME-large organisations relationships that is linked with Vangen and Huxham's trust building loop and Darabi and Clark's (2012) 'initiating collaboration model' were suggested. The details of data analysis procedure in practice and findings will be illustrated in this paper. It is concluded that through the adoption of practical methods of step by step data analysis in investigating the business relationships between SMEs-Large organisations, the researcher would be able to give an intelligibility

and transparency in dealing with qualitative data. The challenges of this method of data analysis will also be discussed in the paper.

Keywords: general analytic induction, qualitative data analysis, qualitative data management

How Brilliant are we? Reflections on Using Appreciative Action Research in HE

**Lois Farquharson, Bethan Collins, Susanne Clarke and Anita Diaz
Bournemouth University, UK**

Abstract: Strategies to enhance student experience and engagement typically have been based around reactionary responses to issues raised in quantitative surveys, such as the UK's National Student Survey (NSS). Whilst such approaches may be effective in identifying areas for improvement, they can create adversarial undercurrents that damage student-staff relationships. At Bournemouth University (BU), a counter-balancing injection of positivity has been provided by BU's Student Union (SUBU): students nominate staff for a You're Brilliant Award when they feel they have experienced service excellence. Drawing on the existing SUBU You're Brilliant Award information as a base, this research sought to understand:

1. What motivates and enables students to nominate staff for a You're Brilliant Award and what service excellence means to them;
2. Why recipients think that they received awards;
3. What enabled recipients to perform the excellent attitudes/behaviours and whether receiving the award changed their attitude/behaviour; and,
4. Key lessons can be derived from these excellent experiences to promote good practice.

Appreciative Action Research (AAR) is the methodology underpinning the research. This has been chosen to highlight the lived experience of staff and students in a Higher Education (HE) environment and the approach enabled identification and dissemination of positive stories, which in turn can promote positive change and service improvement. Narrative touch-points were used in the interviews whereby the interviewers asked participants to identify key incidents/situations that relate to brilliant staff-student interactions and selected emotion words to describe these. The interviewer guided participants to explore and describe the situations and the narratives were thus used to derive meaning-

ful experiences and stories. This method involved significant skills in both interviewing and observation so all interviewers (students and staff) were briefed prior to undertaking the research. The research builds on the practical use of AAR which is underpinned by appreciative inquiry (Kavanagh et al, 2008; Reed, 2007; Cooperrider et al, 2008) and has most recently been championed by Dewar and colleagues (e.g. Dewar and Sharp, 2013) in the health sector. It also draws on Action Research as part of the organisational development field (Coghlan & Brannick, 2014; Landry-Meyer, 1999). Appreciative Action Research has enabled the collaborative process of research to, in itself, be a positive outcome. Thus research of this type can foster consideration of what works well, thereby promoting culture change and continuous improvement. We report results from a post-research debrief discussion in which the AAR method itself was used to reflect on the practice, value and challenges of Appreciative Action Research in the HE context. Therefore, this paper will both present the key findings of the research itself about what made student-staff interactions brilliant in order to show the depth and type of information gained from this research method and also reflect on the use and applicability of the approach as a vehicle to improve service in the HE context. The team will offer some key practice points for anyone who seeks to use this approach for their research.

Keywords: appreciative action research, higher education

Theoretical Foundations of a Team Management Epistemology

Olaf Flak

University of Silesia, Katowice, Poland

Abstract: The team management, especially the cooperation between a manager and his/her subordinates, can hardly be captured because of cultural, linguistic and structural features. Until now there are many information systems for knowledge management focusing on some fields of an organization such as sale, distribution, production. However, there is a lack of information systems which could gather significant data about team management. Why is it so? Building knowledge about team management depends on several aspects which are necessary to be taken into consideration during any research in that field. In the paper there are theoretical foundations of creating knowledge about activities of team managers. When an ontology of team management is established, several issues should be focused on. First, what facts occurring in team management are really possible to notice and record. Recognition of phenomenon in team management always based on the ontology which is a starting point of any research. Psychological and philosophical aspects of recognition let us consider a range of answer we are expecting to achieve. This range also depends on the ontology. We

usually try to obtain reliable and honest answers. They should be true at any circumstances influence. Then it comes further to the third issue, which is a type of reasoning. If there is going to be logical reasoning, types of answers should be suitable for a logical inference. However, the type of reasoning depends not only on types of answers. It depends also on a choice between qualitative and quantitative data which are going to be gathered in the research. It is commonly considered that human behaviors are mostly qualitative. In order to get closer to the truth there is a question: what phenomena exist in the team management? It is usually necessary to combine these two approaches or even to resign of such a division. This is the fourth stage of the epistemic processes. There is the fifth stage which means a choice between research methods. Generally, a positivism approach influences much on this choice. This dilemma creates the sixth issue of the research. Next there is a choice between a descriptive and an explanatory role of epistemology in team management. The main question occurs: is it possible to point real correlations (relations between a reason and an effect)? The last issue presented in the paper covers the case of verifying knowledge about human managers in a team. There are presented approaches how to make the knowledge more general and how to use longitudinal research in order to get data about behavior of team managers. In the paper, except these epistemological issues, there also an example of research on team managers. The research join several approaches and methods of research in teams.

Keywords: team management, epistemology, research methods, managers behavior

Constructing a Psychological Coping Profile in the Call Centre Work Environment

Nisha Harry

University of South Africa, Pretoria, South Africa

Abstract: The study explored the overall relationship between call centre agents wellness-related dispositions and their resiliency-related behavioural capacities with the view to construct a psychological coping profile. The wellness-related constructs comprised of sense of coherence, emotional intelligence and burnout. The resiliency-related constructs included career adaptability and hardiness. Research has recognised call centre work as one of the ten most stressful jobs in today's economy. Numerous studies have been conducted on turnover rates, anxiety, depression, intrinsic and extrinsic job satisfaction, wellness, absenteeism and exhaustion in the call centre environment; however, the psychological dispositional attributes and behavioural capacities that constitute the coping profile of call centre employees have been under-researched. Therefore this this research

involves the coping and wellness of call centre agents in a characteristically high-stress work environment compounded by a contemporary world of work that is increasingly uncertain and turbulent in three largest financial call centres in Africa. A cross-sectional survey approach was followed. The sample comprised predominantly of permanently employed black female (N=409) in call centres in Africa. The results revealed significant canonical correlations. A canonical correlation analysis indicated a significant overall relationship between the wellness-related dispositional attributes and the resiliency-related behavioural capacities. Multiple regression analyses indicated the wellness-related dispositional attributes acted as significant predictors of the resiliency-related behavioural capacities. Structural equation modelling indicated a good fit of data with the canonical correlation-derived measurement model. On a theoretical level, the study deepened the understanding of the cognitive, affective, conative and interpersonal behavioural dimensions of the hypothesised coping profile. On an empirical level, the study produced an empirically tested psychological coping profile in terms of various behavioural dimensions. On a practical level, wellness intervention practices in terms of the behavioural dimensions of the psychological coping profile for call centre employees were recommended. The findings of the research provide preliminary insights that add to the body of knowledge concerned with employee wellness in the call centre environment.

Keywords: behavioural capacities, call centres, psychological coping profile, wellness attributes

Using a Structured Analysis Model to aid in the Delivery of Business Curriculum

Michelle Hough

Penn State University, USA

Abstract: The objective of this work is to propose the application of structured analysis principles towards the development of a pictorial model for facilitating student learning of business analysis techniques. The ability to conduct insightful analyses is critical to success in business. Multiple sources suggest that analysis is a prerequisite skill for middle-management effectiveness; further, the specialized ability to perform strategic analysis is considered crucial to ascending to the upper echelon of organizations. Many business programs tout critical thinking and analysis as integral curricular components, but too often it seems as if the acquisition of these skills by students is left to some vague process of osmosis. Structured analysis is a well-established programming and software tool which enables the development of business requirements into specifications used to design and implement computer systems. Structured analysis often includes pictorial models of

the flow of data and processes through a system. The effectiveness of using models to enhance both work processes and student learning is well-established. It is proposed that the application of the software design tool of structured analysis toward teaching analysis in business curriculum will aid student learning, eventually translating into greater success in business decision-making.

Keywords: structured analysis, critical thinking, model, pedagogy

Applying Action Research in a new Paradigm of Aged Care Service Design

Kirsty Marles¹, Carole Steketee¹, Peter Gall¹ and Graham Dickson²

¹University of Notre Dame Australia / ACH Group, Australia

²Royal Roads Univeristy, Canada

Abstract: An action research study has been adopted to explore how distributed leadership (articulated in Health LEADS Australia: the Australian health leadership framework), can be embedded into the operational model to generate the conditions required to support sustained collaborative practice at ViTA (meaning life). This new service aims to revolutionise how services for older people are delivered. This research seeks to apply current health leadership theory into practice and provide insight into, and elaboration of the factors that make distributed leadership work in this context. The research design has also been planned to identify and inform the development and implementation of strategies aimed at creating the conditions for staff within the new service to exercise distributed leadership. The data collection methods have been designed to provide an audit trail to capture exactly when strategies were determined and allow for analysis of why they were chosen, how they are intended to be implemented and how they are intended to work in practice. This paper describes a real world example of how action research is being applied to inform the design and development of an operational leadership model for a new purpose built teaching research aged care service. Research into business practices used by aged care services is relatively uncommon. The majority of research in the industry focuses mainly on evidence based best practice relating to clinical practice. For example, research into wound care management and dementia care for the aged is typical compared to research into leadership and systems development. With demand for aged care services on the increase and with increased pressures to do more with less there is an urgent need to innovate in service delivery. Innovation requires leadership. The innovation in service delivery at ViTA aims to provide the opportunity for students and researchers to work collaboratively with customers, and for staff to develop new approaches to rehabilitation and restoration. Sustained collaborative practice, supported by distributed leadership, will be critical to realising the vision for ViTA

which requires collaboration beyond the traditional aged care workforce. The need for transformational change to support sustained collaborative practice in health and aged care is widely recognised. This research has been designed to focus on developing strategies to create the conditions for staff to exercise distributed leadership to support that change. More research is needed to explore how to overcome structural, political and cultural impediments to collaborative practice that exist within organisations. It is anticipated that these strategies will address the impediments to collaborative practice. The new operational model being designed for ViTA aims to enable a way of working, organising, and operating that effectively utilises scarce resources in delivering services in a cost-efficient manner to best meet the needs of the customer. The new operational model will include a distributed leadership strategy, workforce and governance structures which are specifically designed to maximise collaborative practice.

Keywords: action research, service design, transformational change, leadership, collaboration

Using Critical Discourse Analysis to Analyse Mentoring of Business Lecturers in South African TVET Colleges

Andre Van der Bijl

Cape Peninsula University of Technology, South Africa

Abstract: A characteristic phenomenon of South African Technical and Vocational (TVET) colleges is that more than half the staff employed do not meet the state's professional qualification requirements (South Africa, 2008: 9-10). The state requires that Business Studies lecturers have a four-year post-school qualification which includes an accredited teacher's qualification that provides pedagogic knowledge to complement content knowledge gained as part of a graduate qualification. Employment practices in TVET colleges have, however, resulted in colleges appointing new staff without the required qualifications. The employment of lecturers without the required pedagogic knowledge and associated skills necessitates that colleges and lecturers are developed by means of informal learning processes. One form of informal learning could be described as mentoring. The proposed paper is based on a recently completed PhD. It will provide analysis of the use of a combination of forms of discourse analyses used to map the initial skills development process of Business lecturers at TVET colleges. The study made use of Fairclough's (2010) four stage CDA process, Fairclough's (1989; 2001) framework for analysing individual discourse and Foucault's work, as framed by Keevy (2005), to link the individual discursive practices to the broader framework. The proposed paper discusses challenges faced with the realisation that the concept being studied is the problems, as well as the opportunities provided and new

challenges faced by using critical analyses. Opportunities include the redirection of focus that results from a paradigm shift. Challenges, however, include both the choice and justification of methodologies and the justification of the use of a critical paradigm. This study contributes towards an understanding of challenges involved in applying a critical methodological paradigm. It also contributes towards understanding initial staff development by challenging the neo-liberal notion of mentoring in which the point of power is located in the mentor, as a representative of management of the organisation to which new staff is being introduced (Kobeleva & Strongman, 2010: 8), and one in which the state- or employer-appointed mentor acts as, to paraphrase Mooney Simmie (2012), a pied piper .

Keywords: mentoring, critical discourse analysis, technical and vocational education, professional development, Norman Fairclough

Citation Pages

The importance of paper citations and Google Scholar

As an academic researcher you will know the importance of having access to the work of other researchers in your field as well as making your own work available to others. In the area of academic publishing this is achieved through citation indexing. There are a number of bodies that undertake this task including Thompson ISI, Elsevier Scopus and Google Scholar – to name just a few.

At ACPI we do all we can to ensure that the conference proceedings and the journals that we publish are made available to the major citation bodies and you can see a list relevant to this conference on the home page of the conference website.

However, it is also important for you, the author, to make sure that you have made your work available for citation – particularly with organizations such as Google Scholar. We are providing you here with the simple steps you need to take to do this and we would ask you to take the time to upload your paper as soon as you can.

Step one: Extract your paper from the full proceedings that you have downloaded from the Dropbox link provided to you.

Step two: Upload your paper to your own website, e.g.,

www.university.edu/~professor/jpdr2009.pdf ; and add a link to it on your publications page, such as www.university.edu/~professor/publications.html.

Make sure that the full text of your paper is in a PDF file that ends with ".pdf",

The Google Scholar search robots should normally find your paper and include it in Google Scholar within several weeks. If this doesn't work, you could check if your local institutional repository is already configured for indexing in Google Scholar, and upload your papers there.

More information is available from

<http://scholar.google.com.au/intl/en/scholar/inclusion.html>

We will separately upload the proceedings to Google Books which is also searched – but evidence has shown that individual upload results in quicker indexing by Google Scholar.

Your own institution may also subscribe to an institutional repository such as

<http://digitalcommons.bepress.com/> or

<http://dspace.org/>

Providing the original reference of your paper is included you have our permission as publishers to have your paper uploaded to these repositories.

Sue Nugus ACPIL

Research Jotter

Research ideas can happen at any time –
catch them in writing when they first occur

ECRM 2015

Poster Voting Sheet

Please score each poster with a **mark out of 10**. The winner will be announced at the close of the conference.

When deciding on your score you should consider the following:

- Does the poster explain the research in a clear, concise manner?
- Does it convey why the authors are researching in that particular field?
- Does it effectively use graphs and diagrams?
- Is it easy to understand the order in which the text on the poster should be read?
- Is there too much/too little text and information?
- How well does the poster owner present their poster (e.g. answering questions or offering extra details)?

1	Improving Hospital Management by Means of Disease Interaction Analysis Versavia Ancusa , Lelia Susan , Alexandra Popu and Horia Ciocarlie , Politehnica University of Timisoara, Romania (invited poster)	
2	Reviewing the Literature Using the Thematic Analysis Grid Deborah Anderson , Rebecca Lees and Barry Avery , Kingston University, UK	
3	Through The Looking Glass: Reflecting Women In Research Through Social Dream Drawing Antoni Barnard , Michelle May and Annelize van Niekerk , Department of Industrial and Organisational Psychology, UNISA, Pretoria, South Africa, Peliwe Mnguni , Unisa Graduate School of Business Leadership (invited poster)	
4	Conflicting Conceptions of Business Management Nicholas Capaldi , Global Corporate Governance Institute, USA	
5	Emic approach: What can we learn about diverse way of conducting Organizational Behavior researches? Camille de Bovis Vlahovic , Lyon 3 University, France (invited poster)	

6	How Brilliant are We? Reflections on Using Appreciative Action Research in HE Lois Farquharson , Bethan Collins , Susanne Clarke , and Anita Diaz, Bournemouth University, UK	
7	Theoretical Foundations of a Team Management Epistemology Olaf Flak , Univwersity of Silesia, Poland	
8	Constructing a Psychological Coping Profile in the Call Centre Work Environment Nisha Harry , University of South Africa, South Africa	
9	Using a Structured Gap Analysis Model to Aid in the Delivery of Business Curriculum Michelle Hough , Penn State University, USA	
10	Applying Action Research in a New Paradigm of Aged Care Service Design. Kirsty Marles , Carole Steketee , Peter Gall University of Notre Dame Australia, and Graham Dickson , Royal Roads Univeristy, Canada	
11	Co-Creating Value and Sharing Benefits for Poverty Alleviation: The Case of Business Model Innovation Eugenia Rosca , Julia Bendul , Jacobs University, Germany (Invited Poster)	
12	Improving Learning Through Engagement: Students as Collaborators in Assessment Daniel Russell and Barry Avery , Kingston University, UK	
13	Using Critical Discourse Analysis to Analyse Mentoring of Business Lecturers in South African TVET Colleges Andre, Van der Bijl Cape Peninsula University of Technology, South Africa	
15	"Mind the Gap: Developing Student Confidence During Transition". Hilary Wason , Nathalie Charlton and Rebecca Lees , Kingston University, London, UK (invited poster)	

Please return to the conference desk by the end of lunchtime to ensure your vote is counted.