



MASTERS OF BUSINESS  
ADMINISTRATION

RESEARCH PROPOSAL AND  
ETHICS WORKSHOP

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**Session 3**

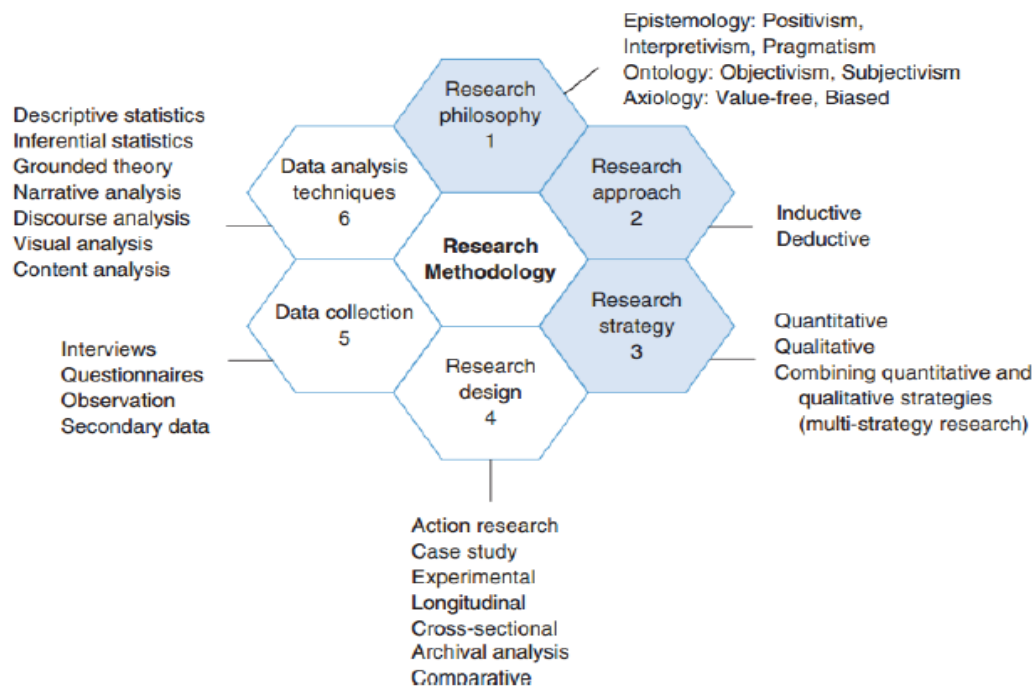
# Agenda

## Session 3- 5:00 pm to 9:00 pm

	<b>Research Design and Methodology</b> <ul style="list-style-type: none"><li>• Purpose of Research Design</li><li>• Research Philosophy</li><li>• Research Design</li></ul>
5:00 pm to 7:00 pm	<b>Data Collection</b> <ul style="list-style-type: none"><li>• Secondary Data</li><li>• Questionnaire Design</li></ul> <b>Data Analysis</b> <ul style="list-style-type: none"><li>• Quantitative Analysis</li><li>• Qualitative Analysis</li></ul>
7:00 pm to 7:15 pm	<b>Coffee/Tea Break</b>
7:15 pm to 9:00 pm	<b>Research Ethics Application</b> <ul style="list-style-type: none"><li>• Stage 1 Research Ethics Application Form</li><li>• Participant Information Sheet (PIS)</li><li>• Participant Consent Form (PCF)</li><li>• Ethics Quiz</li><li>• Permission Letter</li></ul>

# Research Methodology-

The Honeycomb Model- Wilson (2013)



## Diagnosing your Research Paradigm

Taken from: Collis and Hussey (2003)

*Place a tick if you agree, or a cross if you disagree in the boxes on the right of the 10 statements to indicate if you agree or disagree with each statement. No right or wrong answers, and don't take it too seriously.*

1.	Quantitative data is more scientific than qualitative data.	
2.	It is important to state the hypothesis before data collection.	
3.	Surveys are probably the best way to investigate business issues.	
4.	Unless a phenomenon can be measured reliably, it cannot be investigated.	
5.	A good knowledge of statistics is essential for all approaches to business research.	
6.	Case studies should only be used as a pilot project before the main research is conducted.	
7.	Using participant observation to collect data is of little value in business research.	
8.	Laboratory experiments should be used more widely in business research.	
9.	It is impossible to generate theories during the course of research into business issues.	
10.	Researchers must remain objective and independent from the phenomena they are studying.	

*Add the total number of ticks and crosses. If you have more ticks than crosses then you are likely to adopt a positivistic paradigm. If you have more crosses than ticks then you are more likely to adopt a phenomenological stance. If there are questions you are uncertain about, then you need to do more reading.*

## Quantitative Analysis Process

Wilson (2014, pg. 322)

When conducting your quantitative analysis, it can be viewed as a process that involves the following stages:

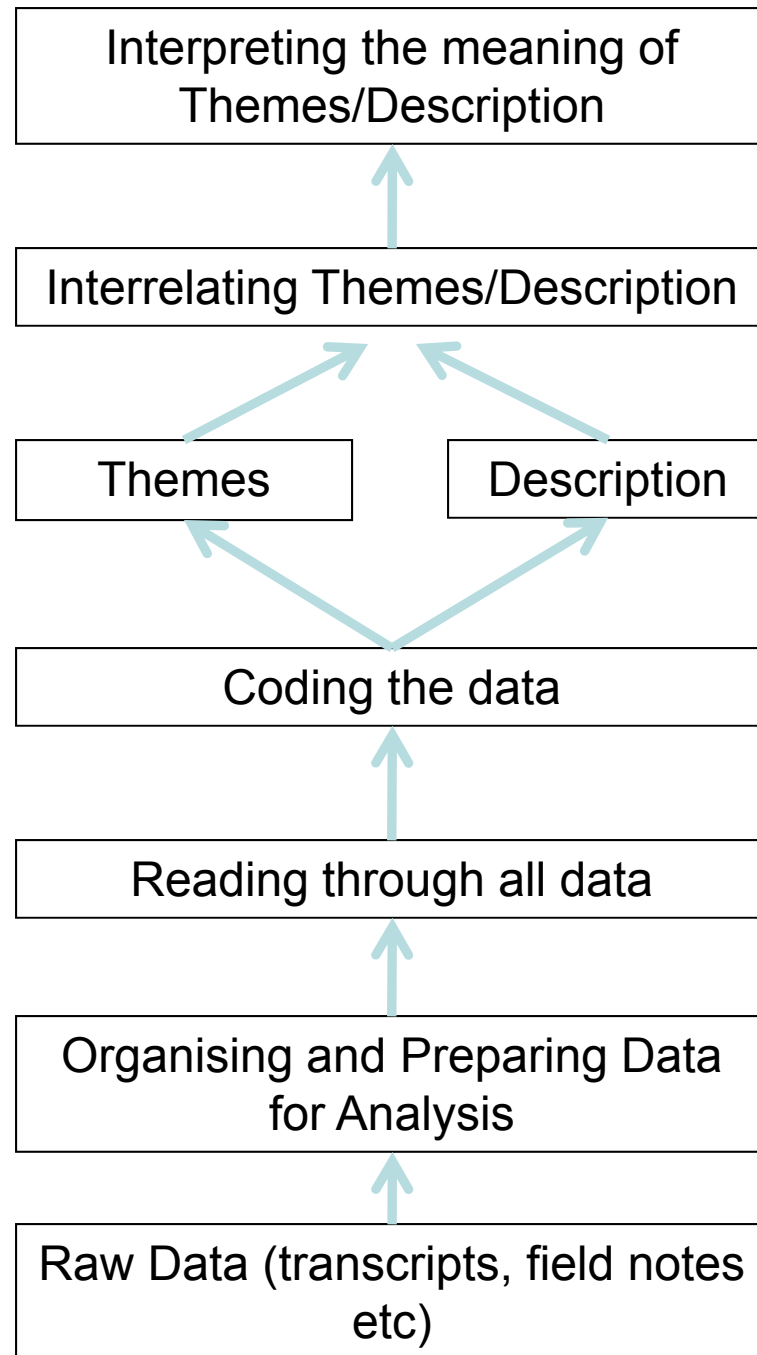
- **preparing your data for analysis;**
- **summarizing and presenting your data using tables and graphs;**
- **describing your data using suitable statistical methods; and**
- **examining relationships and trends between variables.**

Statistical Methods/Techniques Wilson (2014, pg.327)

Method	Purpose	Examples of application
Frequency tables	Summarizing data	Number and percentage of employees in each firm
Graphs and charts	Summarizing data	Advertising spend on different types of media
Mean, median, mode	Measuring central tendency	Analyzing exam scores from a finance exam
Standard deviation	Measuring dispersion	Analyzing the standard deviations from a finance exam
Range and interquartile range	Measuring dispersion	Analyzing the range from a finance exam
Index numbers	Describing change	Changes to retail prices
Cross-tabulations	Frequency distribution	A preference for a brand of cereal based on gender
Scatter diagrams	Frequency distribution	Exploring the link between car mileage and petrol consumption
Multiple bar charts	Frequency distribution	Comparing the output for three different computer manufacturers over a five-year period

# Data Analysis in Qualitative Research

Creswell (2009, pg 185)



The phenomenological report ends with the reader understanding better the essential, invariant structure (or essence) of the experience, recognizing that a single unifying meaning of the experience exists.

## **Example using phenomenology**

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*Parsons, K. (1997). The male experience of caregiving for a family member with Alzheimer's disease. Qualitative Health Research, 7(3), 391-407.*

### **Methodology (p. 393)**

In keeping with one of the identified needs in caregiving research, “to hear from even more of the participating voices than we currently do” and “to turn directly to lived experience and the related and diverse situations and working local discourses of caregiving” ... , the researcher used the phenomenological method as described by Van Manen (1990).

The aim of phenomenology is to explicate the meaning of human phenomena and to understand the lived structures of meanings of everyday experience. Going beyond the actual state of affairs, such as the how, where, what, when, or why something happened, phenomenology is concerned with the essence or nature of the lived experience for a particular individual. It is concerned with interpreting the meaning of the lived experience, our lifeworld (Van Manen, 1990). (p. 393)

### **Data analysis (p. 395)**

Following the completion of each interview, the researcher transcribed the tapes. This transcription process helped immerse the researcher in the data and helped the researcher to think about what the interviewees were saying and how they were saying it. Each written transcript was read several times while listening to the corresponding audio tape to ensure accuracy of the transcribed tape and to come to a better overall understanding of each participant's experience. This process of transcribing and listening also prompted additional questions for a subsequent interview.

The specific approach used to uncover the thematic aspects of the caregiving experience was the selective or highlighting approach outlined by Van Manen (1990). In the selective reading approach, the text was read several times and statements that appear to be revealing about the phenomenon were underlined or highlighted. Themes were identified by highlighting material in the interview text that spoke to each man's experience. Next, the researcher selected each of these highlighted phrases or sentences and tried to capture as fully as possible what meaning the highlighted material conveyed.

Following the initial readings and preliminary identification of themes in each of the interviews, the researcher met with three other researchers to discuss the themes and any areas that required more investigation. These meetings helped to ensure that the researcher's “decision trail” ... could be followed and the themes refined. The researcher next compared the themes in each interview, looked for commonalities and differences, and identified the overall themes that best described the experiences of these men as caregivers.

With the themes identified, the researcher then began the process of writing the themes and describing how they were interrelated. Rewriting continued until the researcher felt the themes (parts) and the relationship between the themes (whole) captured as accurately as possible the way these men experienced caregiving. (p. 395)

## Summarising Interview Transcripts

Questions	Interviewee 1	Interviewee 2	Interviewee 3	Key Themes
1. How would your staff and colleagues describe your leadership style?				
2. How have you influenced employees to follow your strategic vision for the organization?				
3. What methods have you used to gain commitment from your team?				
4. How have you encouraged learning and development of employees?				



## Example Summarising Interview Transcripts

Questions	Interviewee 1	Interviewee 2	Interviewee 3	Key Themes
1. How would your staff and colleagues describe your leadership style?	<p>Strict Transactional + T.L (Need Based)</p>	<p>Charismatic But assertive when needed.</p>	<p>⑤ Transf. lead. →</p>	<p>• Situation (I<sub>1</sub>, I<sub>2</sub>) • Dominant style - T.L / Charismatic (I<sub>3</sub>)</p>
2. How have you influenced employees to follow your strategic vision for the organization?	<p>• Induction meeting • lead by example</p>	<p>- meetings - wtkly, mtly</p>	<p>Leading by Example</p>	<p>• lead by example (I<sub>1</sub>, I<sub>3</sub>) • meetings (I<sub>1</sub>, I<sub>2</sub>)</p>
3. What methods have you used to gain commitment from your team?	<p>- Meetings</p>	<p>- Communication • meetings - Team Spirit - Bonus.</p>	<p>Incentives - OT pay - Flexi-Time</p>	<p>• Incentives. • Meeting</p>
4. How have you encouraged learning and development of employees?	<p>- Advise - Rec. - perform appraisals.</p>	<p>- Training sponsored</p>	<p>- New project - Learn through Experience</p>	<p>→ Advise → P.A → Training → Exp.</p>

↓ • Similar  
• DITB.

## **Example Write up for Section 4 Stage 1 Research Ethics Application Form**

The researcher will ensure that participants are adequately informed about the details of the research and their participant rights by providing a Participant Information Sheet (PIS) form, please see below. The PIS will explain the participants rights, which include, but is not limited to, the right to voluntary participation, voluntary withdrawal at any point during the process, privacy and confidentiality. This will also ensure that there is no deception and that participants will be fully aware of the research purpose and requirements of their participation.

Informed consent will also be obtained from all participants, using a Participant Consent Form (PCF), please see below. In the case of interviews and in the case of questionnaires a consent question will be used at the start of the questionnaire. All data collected will be stored in password protected computers, mobile phones and locked filing cabinets. The results will also be presented in an aggregate and summarized format rather than on an individual basis. This will reduce the likelihood of participant's being identified. In order to further protect the participant's identity, the researcher will not collect any personal or sensitive data.

In the case of interviews, the researcher will pseudo-anonymize the results in the final report. The researcher, being the data controller, will be the only person with access to the raw data so as to minimize the risk of identifying the participants.

The researcher will obtain a letter of permission from the gatekeeper organization. This will be done after explaining the purpose of the research and providing a copy of the participant information sheet. Please see below for letter of permission. The gatekeeper has granted access to the participant and use of their organization's name in the final report.