No 11 June 2021

Research methods events at AIB 2021 Online

The RM-SIG is organizing the following activities at this year's online meeting: pre-conference workshops and masterclasses, research methods clinics and a panel session. In this newsletter, we provide an overview of these events:

CARMA-AIB pre-conference workshops and masterclasses

A total of six workshops and masterclasses are being offered on **25-26 June**. Pre-registration for these events was required.

Research methods clinics

Clinics provide roundtable discussions and direct feedback from a research methods enthusiast. A total of fifteen clinics will be held on **28 June–1 July** at different times, on a variety of topics. Pre-registration for the clinics is **not** required—just show up with your questions!

RMSIG sponsored panel

The RM-SIG sponsored panel is titled 'Research Methods in IB—Trends and Future Agenda'. It will take place on **29 June, 08:30—09:45 UTC**.

More details on the RM-SIG at the online meeting can be found at:

https://rmsig.aib.world/

And in the meantime, keep an eye out for us on social media!
Twitter: @AIB_RMSIG, Facebook: @AIBRMSIG

In this Newsletter:

AIB 2021 annual meeting

RM–SIG activities

AIB 2021: Research Methods Workshops and Masterclasses

Registrations have now closed, but keep an eye out for further RM-SIG events. If you have registered, we look forward to your participation.

Workshop Descriptions

1. Charting the future of Research Methods in International Business: A Panel Discussion

Description: Research methodology in international business is experiencing increasing scrutiny and evaluation. The panelists will extend this conversation by providing their views of current methodological practices and visions for future applications. Discussion among the panelists, and with audience members, will be wide-ranging, spanning quantitative and qualitative approaches. Come prepared to discuss the future of research methods in international business.

Panel Moderator: Donald Bergh (University of Denver, USA). **Panellists:** Herman Aguinis (George Washington University, USA), Jose Molina Azorin (University of Alicante, Spain), Bo Nielsen (University of Sydney, Australia), Alain Verbeke (University of Calgary, Canada), Catherine Welch (University of Sydney, Australia). **Time and Date:** June 25, 8 am EDT/12 pm UTC

2. Qualitative Comparative Analysis

Description: In this workshop, the aim is to provide participants with an understanding of Qualitative Comparative Analysis. The fuzzy set QCA approach is built upon the set-theoretic comparative technique, primarily Boolean algebra, and has been introduced as a tool for integrating the strengths of qualitative and quantitative methods while overcoming the key concerns inherent in both approaches. The first part concentrates on theoretical underpinning to understand the logic behind the case and variable-oriented approaches. The second part of the module concentrates on calibration of qualitative into quantitative data derived from primary research. The outcome will be truth table, Venn Diagram, empirical and configurational analyses. The third part is direct application to the student's practical applications. This workshop should contribute to knowledge and understanding of the development and operation of using qualitative data and analyzing it with a quantitative tool to derive results which would not be possible with the qualitative tools only. Further, the workshop will help to develop the ability to think critically and analyze results, the ability to solve complex configurations, the ability to use information and knowledge effectively as well as quantitative skills.

Workshop Lead: Ursula Ott (Nottingham Trent University, UK). **Time and Date:** June 25, 9 am, EDT/1 pm UTC

3. Fractional Regression Models

Description: This workshop introduces participants to regression models where the outcome is in the form of a fraction, proportion, or percentage, i.e., fractional regression models (FRMs). In IB, FRMs are relevant for analyzing outcomes such as export as a proportion of total sales or foreign subsidiary ownership share. We will cover estimation, testing and interpretation of various types of basic FRMs, but also discuss some advanced topics such as FRMs with instrumental variables and FRMs for panel data.

Workshop Lead: Jesper Wulff (Aarhus University, Denmark)**. Time and Date:** June 25, 2 pm EDT/ 6 pm UTC

4. Ethnography

Description: What insights can ethnographic methods of data gathering and analysis contribute to IB scholarship? How can we overcome the challenges of doing participant-observation research in an international business setting? Two experienced business ethnographers will conduct an interactive workshop exploring the theory behind ethnographic research, its uses in IB, and the practicalities of conducting participant observation in general and in the present changing business world.

Workshop Leads: Fiona Moore (Royal Holloway, University of London, UK), Jasmine Mahadevan (Pforzheim University, Germany). **Time and Date:** June 26, 8 am EDT/12 pm UTC

Masterclasses

1. Identification in IB Empirical Research

Description: Across many social science disciplines, there is increasing focus that empirical research identify causal mechanisms of empirical relationships versus plausible alternatives. In this workshop, we will discuss the issue of identification and what it means for IB research. Our focus will be how to consider identification from the initiation of research questions, to research design, and through the execution of the empirical analysis.

Masterclass Leads: J. Myles Shaver (University of Minnesota, USA), Joel Waldfogel (University of Minnesota, USA). **Time and Date:** June 25, 11 am EDT/3 pm UTC

2. Qualitative Comparative Analysis

Description: The aim of this masterclass is to help IB researchers who utilize Qualitative Comparative Analysis (QCA). The masterclass is focused on supporting researchers who have some prior knowledge and experience with QCA and are working on applying QCA in their research design and data analysis. The purpose of the masterclass is to encourage and support good practice in the application of QCA for IB scholarship and to help participants to achieve robustness in the way configurational data analysis is conducted in all aspects, from design, calibration, truth table analysis to the presentation of your results.

The focus is on advanced problem solving so you will be expected to come prepared to the masterclass. As part of the registration process, you will be asked to outline the project you are currently undertaking or planning to pursue and to detail the issues with which you seek assistance form the masterclass leads. However, researchers interested in attending the session without a specific project/issue are welcome as well.

Masterclass Leads: Stav Fainshmidt (Florida International University, USA), Thomas Greckhamer (Louisiana State University, USA), Ursula F. Ott (Nottingham Trent University, UK). **Time and Date:** June 26, 11am EDT/3 pm UTC

RM-SIG events at AIB 2021 Online are being sponsored by the University of Birmingham

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Other research methods events (Track 8)

Panels:

- Research Methods in IB – Trends and Future Agenda
- Measuring and Conceptualizing Internationalization – Innovative Measures and Empirical Approaches
- Variety is a Spice of Life: Methodological Perspectives, Opportunities and Challenges in IB Research
- Disruptive Research/ers? Methodological Learnings from Conducting Qualitative Research in Non-Western Contexts
- Time in International Business Scholarship: Strengthened Theorizing and Contribution
- Using Experimental design in IB/IM Research

Sessions:

- Diversity is the key: Different methodological considerations in IB research
- Good to know: Language & ethical considerations when undertaking research
- Different ways of looking: Methodological diversity in quantitative IB research

Networking:

Last but not least: Join us for our networking session! Wednesday 30 June. Time: 11:30-12:30 UTC

RM-SIG Webinar: How to Write a Convincing Methodology Section

Contributed by Duc Nguyen, University of Sydney

In the latest webinar facilitated by AIB's Research Method Shared Interest Group (RM-SIG), panellists Peter Liesch, Bo Nielsen, Catherine Welch, and Sjoerd Beugelsdijk shared their insights on how to write a convincing methodology section. The webinar provided researchers at all career stages with insights into best practices for writing an effective methodology section from both a qualitative and quantitative perspective. The following is a summary of their discussions.

Peter Liesch:

Speaking from the perspective of a *JIBS* editor, Peter opened the discussion by outlining the editorial policy of the journal, stating that *JIBS* is multidisciplinary in scope, interdisciplinary in content and pluralistic in terms of methodology. The journal welcomes submissions from both qualitative and quantitative research methodologies so long as the studies are methodologically rigorous. For qualitative studies, this means justifying 'why this case' and 'why this approach', and 'how' and 'why' this data collection and analysis technique. For quantitative researchers, it is about covering the essential elements of a study. They range from theory-informed hypothesis development, measurements, analytical techniques – including estimation procedures and their justifications – to robustness tests, interpretation and discussion. Peter noted that regardless of whether it is a quantitative or qualitative study, the standard of assessment is going to be the same. This means that the research paper should have a clear research question that is well motivated; the research design is clearly articulated and fits the problem description; and the analytical procedures which have been applied is conducted in such a way that there is no doubt about the results. Peter suggested that in general when writing a convincing methodology section "you want to minimize doubts about phases and processes that have been undertaken in your study."

Bo Nielsen:

Bo likened a quantitative methodology section to a 'recipe' for how the research was conducted. He suggested that the litmus test for determining whether a quantitative methods section is rigorous is that after reading it, the reader would be able to replicate the study. Bo pointed out that the ability of a study to be replicated is a key ingredient to judging the validity of the study and is one of the foundations for "good science". Speaking to six guiding principles, Bo shared his insights into how to craft a convincing methodology section:

1. <u>Problem formulation and Research question(s):</u> Describe how, why and to whom the research question(s) matter. Reviewers and readers need information on the motivation of the study and how it will impact key stakeholders. Such information will not only increase the diversity of research topics and relevance but also facilitate better match between theory, data and analysis: that is, rigor in research design.

2. <u>Study context:</u> Describe the setting(s), location(s), and relevant time frame(s) of the study to access the context and generalizability of a study's results. Information about the setting and type of organization, industry and markets is important to describe information on both. For IB research, this information is particularly pertinent as locational context often is at the crux of the study's contribution.

3. <u>Study sample:</u> Describe the nature of the sample (data), including type, source, size, and equivalence. Detailed descriptions of the study sample characteristics help readers understand the premise and applicability of the results. In IB, it is particularly important to ensure equivalence, comparability and replicability of data and results across different environmental contexts.

4. <u>Variables and measurements:</u> For each variable of interest provide details of methods of assessment (measurement). Describe comparability of assessment methods (equivalence) if there is more than one sample context (e.g., region, country, culture). Accurate description of study variables provides reviewers and readers with critical information to assess methodological rigor, evaluate reliability of results, and ensure reproducibility and replicability.

5. <u>Bias:</u> Describe any efforts to address potential sources of bias. Biased studies produce results that differ systematically from the truth. It is important for a reader to know what measures were taken during the design and conduct of a study to reduce the potential of bias. Identify and address potential biases during the design stage of study. Well-known biases that should be addressed include for example, common methods variance bias, endogeneity and sample selection bias.

6. Analytical methods: Describe and justify all analytical methods (techniques) used in study. Bo noted that while there is no one correct analytical method or technique, different approaches do carry different sets of assumptions. As such, researchers should clearly describe and justify why and how a particular method or technique is appropriate given the research objectives, questions and overall design. He also noted that while advanced methodological techniques may be applicable, one should always strive for methodological parsimony.

Catherine Welch

Catherine began her discussion by noting that there is no single template or formula for conducting or reporting qualitative research. Writing a convincing methodology section needs to be more than a descriptive exercise with the addition of a few ritualistic citations. Rather, it is about "explaining the choices you made, why you made them and why they are important to your study". The methodology section should explain to readers "how you went about doing your research" and "why you did it the way you did". This speaks to the transparency of your research.

The methodology section outlines the journey that you went on to produce your study. Catherine pointed out, however, that this does not mean that you detail every twist and turn your research took; rather it is about conveying to readers the most relevant and important decisions. Catherine encouraged researchers to be open about the problems encountered, how they were resolved and how they contributed to the study, especially if they are important to the findings. Qualitative research is a voyage of discovery: it is not a fixed research design, but an emergent one, and your methodology section needs to capture this. Unlike in quantitative research, most qualitative researchers would not expect your findings to be replicable, so while there are many similarities across the methodology sections of qualitative and quantitative articles, there are some differences too.

Catherine concluded her discussion by noting that more and more journals are expecting authors to provide comprehensive details of their study, so there is a need to take the extra step to be open and transparent. This is facilitated by the availability of online appendices by a growing number of journals. In being open, you demonstrate that you have a deep understanding of the methodology you are applying. If you are able to convey your level of understanding of the approach you have used, this will help convince readers you have conducted a rigorous study.

Sjoerd Beugelsdijk

Sjoerd focused his discussion on enhancing methodological transparency in research. He spoke about the changing perspectives on the reporting of research, noting that as more and more journals are providing online appendices – with no limits – the standards and expectations for what is required are changing. The discussion about data access and research transparency has evolved and Sjoerd, like Catherine, encouraged authors to be 'open' and 'transparent' where possible from detailing the filters used when collecting data to outlining how the data was treated and how it was measured. Sjoerd also spoke about some recent editorials and commentaries that have been published to help guide researchers in matters related to what should be reported and what is expected from authors. In particular, Sjoerd mentioned how data access and research transparency (DART) related best practices are now promoted by *JIBS*, including:

- Notifying in the letter to the editor whether the dataset has been previously used and explaining how the new paper advanced knowledge over the original one.
- How it will become normal practice for handling editors to ask for additional research documents, such as intermediate results, original questionnaires etc. and;
- How authors are expected to include in their submission a data sharing "comply or explain" statement.

Sjoerd concluded his discussion by speaking to some practical solutions that authors can take, referring to the following articles:

Aguinis, H., Hill, N. S., & Bailey, J. R. 2019. Best practices in data collection and preparation: Recommendations for reviewers, editors, and authors. *Organizational Research Methods*, https://doi.org/10.1177/1094428119836485

Aguinis, H., Ramani, R. S., & Alabduljader, N. 2018. What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals*, 12(1): 83-110.

To watch this or other webinars facilitated by the RM-SIG go to: https://member.aib.world/videos/rmsig.asp. You need to be an AIB member to access the recordings and presentation slides.

RM-SIG Webinar: Multilevel Methods (MLM) In International Business Research: Utility and New Insights

Contributed by Arpit Raswant, Deakin University

AIB RM-SIG organized the Multilevel Methods (MLM) webinar and invited Mark Peterson, Sabina Tacheva, Paul Bliese, Le (Betty) Zhou, Mike Smet, and Bo Nielsen to discuss the importance of multilevel methods for the IB community and share ways to overcome difficulties related to multilevel research. This webinar showcased papers from *Organizational Research Methods* (ORM) feature topic on Multilevel Methods and Statistics: The Next Frontier.

During the main session, the panel elaborated on issues from the editors' perspective and guided authors when submitting manuscripts involving MLM models—for instance, providing a methods appendix, details on the software package used, and sample syntax. The panel indicated that authors need to consider why the MLM approach is not used if data is nested and represents multiple levels. Authors are encouraged to always account for multilevel dimensions in the phenomenon being studied in the paper. In doing so, authors should attempt to go beyond simple MLM models (2-level), although they can be quickly done in current software packages, and instead try to understand what MLM is and then do it right. One particular issue to be concerned about is that hypotheses are often set theoretically at one or two levels (e.g., country, firm); however, empirically are analyzed at three levels (country, firm, firm-year). Accordingly, there needs to be consistency between theorizing and empirical approach. Panelists recommend authors learn advanced techniques such as intensive longitudinal data analyses with dynamic structural equation modeling and multiple-membership survival analysis.

The presentation of the two papers from the *Organizational Research Methods* (ORM) feature topic on MLM showcased more advanced modeling of dynamic and complex relationships of particular importance to IB research. Betty Zhou presented an example of dynamic structural equation modeling which illustrates how longitudinal data can be more accurately accommodated via MLM. Mike Smet presented a multiple-membership survival analysis which illustrated some novel ways of accounting for complex data structures where units (e.g., firms) belong simultaneously to multiple groups (e.g., industries or countries). These two papers showcase some of the novel and important new frontier research within MLM outside the field of IB but with high applicability to IB phenomena. IB scholars are encouraged to read *Organizational Research Methods* to learn more about cutting-edge methods.

In the Q&A session, the audience raised issues regarding best practices, comprising 200 researchers who joined the webinar live across the globe. Panelists advised authors to critically consider best practices as many were published a while ago and may not be accepted in the same journal today. Instead, authors are encouraged to consider emerging better practices and provide as much information as possible in the methods section, including online links and appendices. In addition, authors are encouraged to think about a series of steps to help the reviewers as things are often messy (e.g., theory and methods are mixed or at times are not consistent). Finally, authors are advised not to worry too much about software per se. Instead, authors should understand the underlying statistics and modeling as models will converge in multiple software and give the same answer when done right.

The following is a list of recommended readings:

- Eckardt, R., Yammarino, F. J., Dionne, S. D., & Spain, S. M. 2021. Multilevel methods and statistics: The next frontier. *Organizational Research Methods*, 24(2): 187–218. https://doi.org/10.1177/1094428120959827
- Eden, L., & Nielsen, B. B. 2020. Research methods in international business: The challenge of complexity. *Journal of International Business Studies*, 51(9): 1609-1620. https://doi.org/10.1057/s41267-020-00374-2
- Lindner, T., Puck, J., & Doh, J. 2021. Hierarchical modelling in international business research: Patterns, problems, and practical guidelines. *Journal of World Business*, 56(4): 101-224. https://doi.org/10.1016/j.jwb.2021.101224
- Miller, S., Welch, C., Chidlow, A., Nielsen, B.B., Pegoraro, D., & Karafyllia M. The adoption challenge: An analysis of research methods in *JIBS*. *AIB Insights*, 21(2). https://insights.aib.world/article/23472-the-adoption-challenge-an-analysis-of-research-methods-in-jibs
- Nielsen, B.B. 2021. A multilevel research lens for dealing with complexity in IB research. *Academia Letters*, 587: 1-7. https://www.academia.edu/48976627/A_multilevel_research_lens_for_dealing_with_complexity_inIB_research
- Nielsen, B. B., & Nielsen, S. 2013. Top management team nationality diversity and firm performance: A multilevel study. *Strategic Management Journal*, 34(3): 373-382. https://doi.org/10.1002/smj.2021
- Nielsen, B. B., Welch, C., Chidlow, A., Miller, S. R., Aguzzoli, R., Gardner, E., Karafyllia M., & Pegoraro, D. 2020. Fifty years of methodological trends in JIBS: Why future IB research needs more triangulation. *Journal of International Business Studies*, 51(9): 1478-1499. https://doi.org/10.1057/s41267-020-00372-4
- Stewart, G. L., Astrove, S. L., Reeves, C. J., Crawford, E. R., & Solimeo, S. L. 2017. Those with the most find it hardest to share: Exploring leader resistance to the implementation of team-based empowerment. *Academy of Management Journal*, 60(6): 2266-2293. https://doi.org/10.5465/amj.2015.1173
- Tasheva, S., & Nielsen, B. B. 2020. The role of global dynamic managerial capability in the pursuit of international strategy and superior performance. *Journal of International Business Studies*, 1-20. https://doi.org/10.1057/s41267-020-00336-8
- Tasheva, S., & Hillman, A. J. 2019. Integrating diversity at different levels: Multilevel human capital, social capital, and demographic diversity and their implications for team effectiveness. *Academy of Management Review*, 44(4): 746-765. https://doi.org/10.5465/amr.2015.0396
- Tierens, H., Dries, N., Smet, M., & Sels, L. 2021. Multiple-membership survival analysis and its applications in organizational behavior and management research. *Organizational Research Methods*, 24(2); 412-442. https://doi.org/10.1177/1094428119877452
- Zhou, L., Wang, M., & Zhang, Z. 2021. Intensive longitudinal data analyses with dynamic structural equation modeling. *Organizational Research Methods*, 24(2): 219-250. https://doi.org/10.1177/1094428119833164

Contributing to the Responsible Research Methods Agenda: Update on the RRBM Network's Activities

There is a vigorous methodological discussion currently taking place around enhancing the rigor, credibility and transparency of empirical scholarship in international business field (Brock, 2003; Ellis, 2010; Chidlow *et al*., 2015; van Witteloostuijn, 2019; Eden *et al*., 2020; Beugelsdijk *et al* 2020, Lindner *et al*., 2020; Nielsen *et al*., 2020; Miller *et al*., 2021). This corresponds to developments in similar fields. For example, in March this year, Serguei Netessine published an interesting work which outlines a vision for responsible research in Operations Management. The author not only raises the questions of rigor and relevance in academic work, but also points out the efforts of the Responsible Research in Business and Management (RRBM) network in improving the responsibility of scientific research across all business and management disciplines.

As discussed in our previous Newsletter (Issue no. 10), the idea of the RRBM network was initiated by a leading management scholar, Anne Tsui, and was aimed at addressing two major challenges of business research: namely, 1) questionable research practices which reduce the quality and credibility of research findings; and 2) the gap between academic research and practice that jeopardises the investment return of research due to questionable creation of impactful knowledge. Today, the RRBM network includes all major business disciplines (i.e. accounting, finance, management, marketing and operations – and of course international business!), along with four institutional supporters (AACSB, EFMD, PRME and Aspen-BSP)

The RRBM network offers a number of high-level activities to promote its vision centered on inspiring, encouraging and supporting credible and useful research. For example, this year, the network hosted its Responsible Research Academic Summit (RRAS) with the objective of sharing experiences and exploring new ideas to further enhance the transformation of business schools towards responsible research to enable rigorous and impactful scholarship and business practices for a more impactful world. The virtual event attracted 199 participants from 140 schools/institutions and 31 countries and included, for example, 24 deans and associate deans, 27 association leaders, as well as 34 editors. The video recording of the event can be accessed for free on the RRBM's website.

As part of its "Dare to Care Scholarship" initiative, the network is currently putting together an online doctoral course centered on "Philosophical Foundations of Responsible Research" between September – November 2021 that aims at both the explaining and understanding of the significance of philosophical foundations in scientific inquiry within empirical science. This methodologically focused event is open to doctoral students in all disciplines within business schools around the world. So, **hurry** to secure a place by going to the following link.

References:

Beugelsdijk, S., van Witteloostuijn, A., & Meyer, K.E. .2020. The evolving rules of data management in the publication process: Data Access and Research Transparency (DART). *Journal of International Business Studies,* 51(6):887-905.

Brock, J.K-U. 2003. The "power" of international business research. *Journal of International Business Studies*. 34: 90-99.

Chidlow, A., Ghauri, P., Yeniyurt, S., & Cavusgil, S. T. 2015. Establishing rigor in mail-survey procedures in international business research. *Journal of World Business*, 50(1): 26–35.

Eden, B. Nielsen, & A. Verbeke 2020. *Research methods in international business*. London: Palgrave Macmillan.

Ellis, P., D. 2010. Effect sizes and the interpretation of research results in international business. *Journal of International Business Studies.* 41: 1581-1588.

Lindner, T., Puck, J., & Verbeke, A., 2020. Misconceptions about multicollinearity in international business research: Identification, consequences, and remedies. *Journal of International Business Studies.* 51: 283-298.

Miller, S., Welch, C., Chidlow, A., Nielsen, B. B., Pegoraro., D., & Karafyllia., M., 2021. The adoption challenge: An analysis of research methods in JIBS. *AIB Insights*, *(forthcoming):* https://doi.org/10.46697/001c.23472.

Nielsen, B., Welch, C., Chidlow, A., Miller, S., Aguzzoli, R., Gardner, E., Karafyllia, M., & Pegoraro, D. (2020). Fifty years of methodological trends in JIBS: Why future IB research needs more triangulation. *Journal of International Business Studies*, 51: 1478–1499.

Netessine, S. (2021) A vision of responsible research in operations management (March 18, 2021). Available at SSRN: https://ssrn.com/abstract=3802047 or http://dx.doi.org/10.2139/ssrn.3802047

van Witteloostuijn, A. 2019. New-day statistical thinking: A bold proposal for a radical change in practices. *Journal of International Business Studies.* 51: 274-278.

Recent Methodological Publications in IB

The following articles are fresh off the press:

AIB Insights, 21(2). https://doi.org/10.46697/001c.24425

- Stewart R. Miller, Catherine Welch, Agnieszka Chidlow, Bo Bernard Nielsen, Diletta Pegoraro and Maria Karafyllia, is titled "The adoption challenge: An analysis of research methods in *JIBS*."
- Stav Fainshmidt, Kira Haensel and Daniel Andrews "Bringing research closer to reality: Configurational analysis and Practical International Business Research."

Journal of International Business Studies, 2021:

- Li, J., Ding, H., Hu, Y., & Wan, G. Dealing with dynamic endogeneity in international business research. *Journal of International Business Studies*, 52: 339–362. https://doi.org/10.1057/s41267-020-00398-8
- Steel, P., Beugelsdijk, S., & Aguinis, H. The anatomy of an award-winning meta-analysis: Recommendations for authors, reviewers, and readers of meta-analytic reviews. *Journal of International Business Studies*, 52: 23–44. https://doi.org/10.1057/s41267-020-00385-z

Undertaking Social Research in the Context of COVID-19

The National Centre for Research Methods (NCRM) in the UK is conducting a project that investigates how social research methods have been successfully adapted or designed for use within pandemic conditions. Outputs from the first phase of the project are now available on the NCRM website, and are listed below. The project has accumulated considerable resources on guides on how to adapt different research methods and practices to the current conditions. The resources are in the form of reports, method-specific guides, reading lists and webinar recordings:

Reports

- Changing Research Practices: Undertaking social research in the context of Covid-19
- Changing Social Research Practices in the Context of Covid-19: Rapid Evidence Review

Guidance material on:

- adapting interview practices for Covid-19
- creative methods combinations in Covid-19
- adapting participatory methods for Covid-19
- doing ethical research during Covid-19
- Wayfinder guide to conducting ethnographic research in the Covid-19 era

Reading and resources lists:

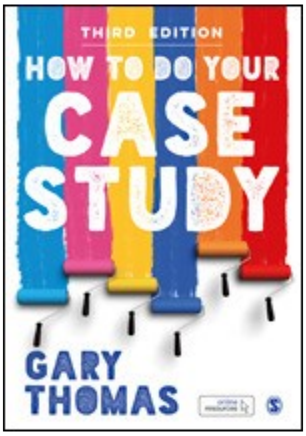
- Doing research with children and young people in the context of Covid-19: Reading and resources
- Low and middle-income countries (LMICs) / Global South research during the pandemic 2nd edition
- Alternatives for interviews
- Researching with participant groups with additional challenges
- Participatory and deliberative methods
- Research ethics in Covid-19
- Creative and sensory methods
- Doing ethnography in the pandemic
- Survey and longitudinal methods
- Secondary data and Covid-19 data

Webinars: videos and presentations

- Methods adapted or suited to research in the pandemic (28 January) - recorded presentations
- Secondary data during the pandemic
- Adaptations in sensory and material methods in Covid-19 times
- Expressive methods during the pandemic
- Just transferring online: valuing Covid-19 methodologies
- Survey methods in the pandemic
- Emerging issues in changing research practices for Covid-19 times - recorded presentations
- Making research ethical
- Making research happen
- Making research valid and trustworthy

These resources can be accessed on the NCRM website: https://www.ncrm.ac.uk/research/socscicovid19/?n=3

Interview with Gary Thomas (University of Birmingham)



Author of *How to Do Your Case Study (3rd edition)*

SAGE Publications, February 2021, 320 pp.

Interview conducted by Emma Gardner, University of Birmingham

Emma Gardner: What motivated you to write a book about case studies?

Gary Thomas: I think it's probably because when I was marking students' work and I got fed up with seeing Yin's name. I hadn't actually read the Yin book, but when I did get around to looking at it I realized that it wasn't quite the case study that I'm familiar with. This is because in education we take quite an interpretivist stance towards the case study, while Yin is a neo-positivist who sees case study very much in the same mould as other kinds of research, such as experiments. So I thought that, particularly for undergraduates, there isn't really very much out there. There are some excellent books which explain the case study and contextualize it – for example by people like Martin Hammersley, John Gerring, Alexander George and Andrew Bennett – but students don't refer to them. So I set out to write a book that gave us an outline of the structure of case study and gave students some ideas about how to use it. So that was my motivation, really.

Emma Gardner: How does your book compare to Yin's?

Gary Thomas: I think mine takes a much more pedagogic stance, and it's about how to do it - which is in the title. It also draws from different authors – e.g., from Martin Hammersley and Howard Becker. It takes a much more interpretive stance towards the case study. So I suppose it's more practical, really, about what the case study can and can't do. And, in particular, it takes the stance of someone I draw on again and again throughout the book, particularly in the third edition, and that is Michel Wieviorka (1992). He draws a distinction between the subject – the thing we are focusing on – and the object of the case study - the analytical frame through which we interpret it. For example, you might be looking at the Second World War, as an example of a just war. So your topic of theoretical interest is going to be a just war and you'd be looking at that topic through the study of your subject, the Second World War. It's a key thing to understand, this distinction between subject and object.

Emma Gardner You now have multiple editions of your book so what's new in terms of case study research since your first edition?

Gary Thomas I don't think the case study itself has changed very much ,it's more my ideas on case studies that have changed and I've tried to adapt the book in response to feedback. In particular, I draw on a typology I've drawn up of different forms of the case study, for example whether it's exploratory, whether it's explanatory, whether it's instrumental. I have tried to develop the typology in such a way that you can say 'this is a case study of this kind, that is a case study of that kind'. And I have drawn up a six-point protocol or checklist for thinking about the case study, from the identification of the subject and object, down to your choice of data collection and analytical methods for doing it.

Emma Gardner In your experience, what are the main struggles that students have when doing case study research?

Gary Thomas: Well, I think often they say they are doing a case study, and they are not. And I don't think they have given very much thought to what they want to do a case study on. They just go, 'I'll do a case study because it sounds easy'. But when they've done lots of interviews and observations, or whatever, their case study is just a mushy heap of data. It's not really organized in a very meaningful way, and you know they're not really trying to draw anything from it. So that I think is the main problem. They don't adequately draw things from the data so they don't really understand why they are doing it.

Emma Gardner So this question extends what you've just said, but what are some other common misperceptions about case study research that you've come across?

Gary Thomas That it's easy to do. It's actually much more difficult to do than a very structured design frame like the experiment where everything is laid out for you: first you do this, then you identify that your groups, and you use this statistical test or whatever. I think there is a lot more opportunity for things really to go wrong with the case study because you've got so many directions you can go in, and it can take so many different forms. And I think often what people mean when they when they say they are doing a case study is that they're doing something a little bit interpretive or they're using interviews then they call this a case study. But a case study is really a scaffold: a design frame under which you can use a whole range of methods. That you can use those various methods, sometimes it's just a bit much of an embarrassment of riches for students. They don't really know where to go from having read the whole range of different options.

Emma Gardner And so a final question for you, Gary, what is your tip for people embarking on case study research?

Gary Thomas Well, read my book! Certainly do read about it. You know you really do need to know what it's all about before you set out to do one.

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BJM BRITISH JOURNAL of MANAGEMENT BRITISH ACADEMY OF MANAGEMENT

British Journal of Management
Special Issue Call for Papers

"Advancing Research Methodologies in Management Scholarship"

Guest Editors: Michael Christofi (Cyprus University of Technology, Cyprus) – Managing Guest Editor Elias Hadjielias (Cyprus University of Technology, Cyprus) Mathew Hughes (Loughborough University, UK) Emmanuella Plakoyiannaki (University of Vienna, Austria)

Paper submission deadline: 1 September 2021

Background

Empirical methods, both quantitative and qualitative, have a long history and tradition in management research. Drawing on functionalism and positivism, quantitative scholars have utilized a range of research designs for testing and measuring phenomena in the management field, including surveys, experiments, structured observations, and panel studies. Such data are commonly analysed through regression and path analysis. On the other hand, interpretive-driven qualitative researchers, seeking rich insights and meanings around managerial phenomena, have drawn on research designs such as case studies, ethnography, action research, and grounded theory (Hennink, Hutter and Bailey, 2020; Ji et al., 2019; Welch et al., 2011). Studies frequently use qualitative data gathering techniques such as in-depth interviews, focus groups, and unstructured observations (Hennink et al., 2020; Saunders and Townsend, 2016). Scholars typically rely on sensemaking analytical processes such as thematic analysis, narrative, discourse, and interpretive phenomenological methods to analyse and present such data. Mixed methods, by comparison, have only some presence in management research. Emphasizing methodological pluralism and triangulation, mixed-method approaches can provide complementary insights into empirical phenomena and enhance data validity (MolinaAzorín, 2012; Turner, Cardinal and Burton, 2017) if their philosophical and methodological challenges can be overcome.

Despite these developments, however, management research is still defined by numerous tensions and debates, which diminish the diversity and trustworthiness of research methodologies in the field. This proposal highlights four significant debates featured in articles published in the British Journal of Management, and whose resolution is significant for advancing management scholarship. First, perhaps the most long-standing debate, which has been extended in the management field by other disciplines, is the quantitative-qualitative research dichotomy (Morgan and Smircich, 1980). Misconceptions feed this debate on the "robustness" of qualitative research and the seeming preference that gatekeepers within specific management fields and journals hold towards quantitative methodologies (Bell et al., 2017; Hewlett and Brown, 2018; Pratt, Kaplan and Whittington, 2020). While qualitative methods are acknowledged for their value across management fields, certain fields such as finance and accounting are traditionally quantitative oriented. Many prestigious journals are guided by the positivist paradigm and exhibit a clear preference towards quantitative studies (Bell et al., 2017). For a multidisciplinary and general management journal such as BJM, the question should not be over the value or merits of one methodological alternative over another but over their complementarity and appreciation of different criteria employed to enhance the trustworthiness of findings in naturalistic inquiry or positivism. This SI contributes to this timely debate by encouraging new ways of thinking and communicating rigour in quantitative and qualitative research, which recognise the strength of these methodological alternatives addressing this counter-productive methodological divide (Pratt, Kaplan and Whittington, 2020).

A second traditional tension is on the legitimacy and importance of mixed methods as a management research methodology. While mixed-method approaches are gaining (some) more acceptance in the field (Brennecke, 2020; Gover, Halinski and Duxbury, 2016; Molina-Azorin, 2012), they continue to face skepticism from scholars more familiar to the quantitative/qualitative dichotomy (Modell, 2009; Berthod, Grothe-Hammer and Sydow, 2017; Venkatesh, Brown and Bala, 2013). The capacity of mixed-method approaches to combine two conflicting epistemological paradigms is a key reason for the criticism this methodology receives (Modell, 2009; Turner et al., 2017). We suggest that the metaphor of methodological bricolage (Pratt, Sonenshein and Feldman, 2020) can be extended to mixed methods research and further explored in this SI as a means of combining alternative methodological lenses.

A third long-standing debate in management research concentrates on the rigourrelevance tension (Bell et al., 2017; Cunliffe and Scaratti, 2017; Wright, 2011). The tendency to isolate rigorous from relevant studies has limited new approaches that can combine the two, thus, shifting the field towards less diversity and pluralism (Ashworth, McDermott and Currie, 2019). Rigour relates to methodological soundness, while relevance centres on the relevance of findings for managers and other practitioners in management (Gulati, 2007; Latusek and Vlaar, 2015; Parry et al., 2020). While many researchers in the field of management have invested in rigorous methodologies and studies, they have been highly criticized that the theories they produced are not relevant and thus unimportant to management practice (Latusek and Vlaar, 2015; Kelemen and Bansal, 2002). A central argument of scholars that argue for relevance is that management research should be relevant at the expense of rigour (Ashworth et al., 2019; Gulati, 2007), which becomes a source of long-lasting tension in the field. Bridging this gap invites researchers to engage in "bilingual interpreting" (Gulati, 2007), clarifying findings and communicating them to the research participant and practitioner audiences. Our goal is to revisit what Wright (2011) refers to as "committed-to-participants-research" and explore different epistemological assumptions, theorising and reporting styles in management scholarship that makes it possible and valuable.

A fourth tension, which limits methodological diversity in the field is the lack of innovation in management research methodologies. Despite the presence of an abundant methodological choices, the management field continues to rely on the disciplinary convention that proliferates dominant quantitative and qualitative practices with not much emphasis on new analytical approaches and research designs (van Burg et al., 2020; Robinson and Kerr, 2015). While prominent scholars in management have argued for methodological pluralism, many top management journals are still biased towards the preference of specific traditional research designs that they conceive as more robust (Bell, Bryman and Harley, 2018). Over the years, a set of expectations and standards has shaped the field's data collecting and analysing practices and thus its theorising. Quantitative studies are also expected to draw on robust statistical techniques such as multiple regressions, the reporting of p-values, and the running of coefficient and multicollinearity tests (Dutt and Joseph, 2019; Julian and Ofori-dankwa, 2013; Karim, Manab and Ismail, 2020). Similarly, in qualitative studies, much preference is attributed to methodological templates (e.g. Eisenhardt, 1989) as a response to the recent "replication crisis" in the field (Pratt, Kaplan and Whittington, 2020). Methodological innovation in the form of new analytical approaches, research designs, machine learning and cognitive systems "allow scholars to address old questions in new ways and to investigate questions that were not tractable using existing methods" (Arora et al., 2016, p.37). Our goal in extending the call for papers is to encourage methodological innovations that expand the questions management scholars may ask and improve the trustworthiness of their answers.

Contributors in this special issue are invited to join critical discussions and debates in management, which can help advance management scholarship on several fronts. We are raising a call to reconsider existing debates, standards and practices to facilitate improvements, which can advance management research. We encourage papers that make choices on research design, sampling, validity and measurement, transparency and accountability, data collection, and analytical approaches, which delve beyond the 'convention' and 'standard' in the management field and set the grounds for establishing more novel and trustworthy research and theorising (Plakoyiannaki and Budhwar, 2021). To achieve this, management researchers are encouraged to problematise taken-for-granted assumptions and research traditions in the management field. Further, we encourage management scholars to delve beyond the narrow field of management to identify alternative and novel research methods.

Aim and scope

This SI aims to offer a unique and timely opportunity to explore, revisit and critically examine these methodological tensions in the management scholarship with the purpose of advancing diversity and novel theorising in the field. We expect contributors to provide suggestions for solving these tensions and pave the way for open and inclusive theorising in management scholarship. Our special issue establishes topic clusters with proposed research topics, which can contribute to these debates and advance the field of management research. We welcome empirical, conceptual and methodological papers, which respond to these methodological debates in management research. Papers that introduce improved and novel empirical methodologies considering new technologies and draw on cross-disciplinary methods are highly encouraged. Based on the above aims, we invite papers in four topic clusters, which correspond to the need to revisit the methodological tensions addressed in this Special Issue.

1. Revisiting the quantitative-qualitative research dichotomy: we seek contributions that advance practices of quantitative and qualitative research and challenge the divide between these two methodological approaches. Possible topics of interest include, but are not limited to:

- Enhancing methodological trustworthiness in qualitative data analysis
- Using qualitative research for theory testing, contextualised explanation and causal inferences
- Revisiting data collection and analysis practices qualitative research
- Rethinking quantitative and qualitative sampling techniques
- Improving quality criteria in quantitative and qualitative research
- Considering methods for avoiding bias in quantitative research
- Discussing ethical and accountability practices in quantitative and qualitative research
- Creating more robust standards for methods drawing on narratives, metaphors, and storytelling

2. Revising mixed-methodologies in management: we seek contributions that meaningfully combine quantitative and qualitative research. Possible topics of interest include, but are not limited to:

- Overcoming scepticism and elevating the standards and rigour of mixed-methods research
- Employing bricolage approaches to mixed methods research
- Employing multi-modality in mixed methods research
- Using holistic triangulation and theory development through mixed method research

3. Bridging relevance and rigor in management: we seek contributions concerned with advances in methods and standards to balance rigour and relevance in management studies. Possible topics of interest include, but are not limited to:

- Advancing methodologies balancing rigour and relevance (e.g. engaged scholarship)
- Creating managerially useful knowledge through ‘dialogical sensemaking’ and other ‘engaged research’ approaches
- Generating knowledge through joint academic-practitioner research methodologies
- Employing rigorously relevant action research
- Using new methods for bridging applied and pure research gap

4. Innovative research methodologies in management: we seek contributions that propose innovative to management scholarship research designs and practices including data collection, sampling, and analysis. Possible topics of interest include, but are not limited to:

- Implicating artificial intelligence in data analysis in management studies
- Using of data mining and genetic algorithms in panel data analysis
- Rethinking big data sampling in empirical studies
- Introducing novel ways to qualitative inquiry
- Employing cognitive networks applied in management studies
- Using social network designs in management studies
- Introducing novel ways of analysing text and interview data
- Considering new research designs for more robust mixed-method research
- Modernizing survey designs
- Introducing new measurement techniques in empirical studies
- Revisiting case study research
- Revisiting structured observational research designs
- Improving reporting practices in quantitative and qualitative research

Submission Information

The deadline for submissions is **1 September 2021**. Authors should ensure they adhere to the journal author guidelines which are available at: http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467- 8551/homepage/ForAuthors.html. Submissions should be uploaded to the *British Journal of Management* ScholarOne Manuscripts site at https://mc.manuscriptcentral.com/bjm. Authors should select 'special issue paper' as the paper type, ensure they answer 'yes' to the question 'Is this submission for a special issue?' and enter the title of the special issue in the box provided. Papers will be reviewed according to the *British Journal of Management* blind review process.

Informal enquiries relating to the Special Issue, proposed topics and potential fit with the Special Issue objectives are welcomed. Please direct any questions to the Guest Editors:

- Michael Christofi at michael.christofi@cut.ac.cy
- Elias Hadjielias at elias.hadjielias@cut.ac.cy
- Mathew Hughes at m.hughes2@lboro.ac.uk
- Emmanuella Plakoyiannaki at emmanuella.plakoyiannaki@univie.ac.at

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New book

FIELD GUIDE TO INTERCULTURAL RESEARCH

Cases in Critical Cross-Cultural Management:
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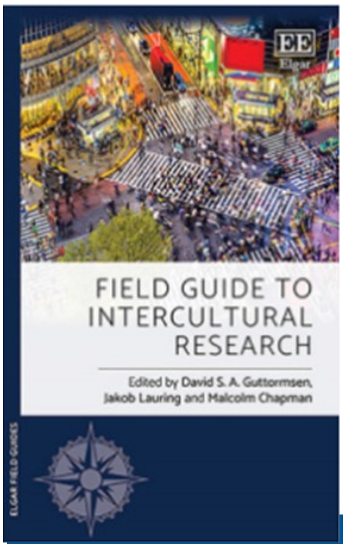
New York: Taylor and Francis, 2020



From the publishers

Editors: David S. A. Guttormsen, Jakob Lauring, Malcolm Chapman, Edward Elgar Publishing, January 2021 (392 pages).

Contributed by: David S. A. Guttormsen and Jakob Lauring, with Malcolm Chapman

Many a researcher in international business and management faces challenges during fieldwork that might ‘make or break’ the all-important data collection endeavor. Field researchers are required to deal with, and solve, a multitude of potential barriers. Such barriers may relate to complex and intricate power balances, interpersonal and social relations, as well as adapting to context specificities and local cultures that might be unfamiliar to the trail-blazing academic. Other important issues are securing access to organisations and research subjects, coping with new physical surroundings, handling ongoing iterative analysis and observing ethical concerns “on the go”.

These challenges are exacerbated when conducting fieldwork across cultural, ethnic and linguistic boundaries, which in essence is the default position when researching cross-border phenomena.

We therefore felt compelled to create a field guide that focuses specifically on intercultural challenges during fieldwork. Our aim was to provide a platform for field researchers to communicate and share their experiences of grappling with various methodological dilemmas and innovations. Finally, we were interested in understanding how this complex tapestry of fieldwork affects the researcher and the project itself, and indeed the theoretical and practical knowledge that we produce.

Across the 26 chapters in this edited book, 48 authors of more than 20 nationalities narrate the intercultural challenges, and solutions, that they experienced whilst in the field. The geographical settings traverse the African, Asian, Australian, European and Middle Eastern regions. Additionally, the experienced field researchers share their ‘lessons learned’ and insights into methodological debates and research practices, and provide guidance and practical advice for avoiding pitfalls and to achieve best practices.

As editors, our aim is that the field guide will entice more scholars to embark on fieldwork in international business research, as a way of investigating even more phenomena set in their natural contexts and to add to, and even contest, extant international business knowledge. We hope the various chapters can inspire to capitalise on unveiling layers of new understanding and curious discoveries about new phenomena. Furthermore, the authors’ experiences and advice will assist in preparing for fieldwork and will enhance the practical ‘know-how’ for both the new and seasoned field researchers.

While experience with, and guidelines for, collecting qualitative data are the main focus of the book (e.g. Lauring and Jonasson, 2021) there are also innovative new perspectives on fieldwork. Commendably, the chapter by Harzing, Reiche and Pudelko (2021) demonstrates how quantitative researchers also encounter intercultural issues in the field, when devising a quantitative survey as part of their field encounters. An additional novel aspect of the book relates to elucidating new approaches to coding field data (e.g. Linneberg & Korsgaard, 2021) – including the use of grounded theory (Selmier II & Newenham-Kahindi, 2021) and novel digital technology (Jackowska, 2021).

Some of the remaining chapters take the form of reflective pieces around researcher positionality (e.g. Stening, 2021; Zølner, 2021), whereas other authors explore understudied topics linked to intercultural aspects, such as unpacking intercultural challenges relating to religion (Richardson, 2021), cultures of academic disciplines (Guttormsen, Poljsak-Rosinski, Thein, Pavkov, Brkovic, & Gillan, 2021) and race (Jonasson, Guttormsen, & Lauring, 2021). Several chapters problematise and unpack intercultural challenges relating to binational researchers (Barmeyer & Davoine, 2021) and social identity (Owa, 2021). Others focus on intercultural obstacles, and opportunities, in country-specific settings: for example, Nigeria (e.g. Oyewunmi, Ukenna & Esho, 2021), China (Shostya, Banai, & Morreale, 2021), Qatar (Theys, 2021), Vietnam (Huynh & Bartel-Radic, 2021) and Thailand (Kainzbauer & Hunt, 2021), among others.

Bon Voyage!

David, Jakob and Malcolm

New Scholars Network Online Forum and Webinar Series

Organized by Ibrat Djabbarov from Cranfield School of Management, the New Scholars Network is an online forum that aims to nurture scholarship practices among doctoral researchers who seek to advance management theory and practice. Bringing together established and emerging scholars to discuss and share insights and ideas to encourage richer and more meaningful scholarship, the New Scholars Network hosts a series of webinars which aim to support the development of junior and early career scholars. Commencing with a formal presentation of the topic matter before engaging in a Q&A session with participants, the webinars are free and open to all and can be accessed through the New Scholars channel on YouTube. Some of the previous speakers and topics include:

Joep Cornelissen, How to write Theory: Theory is central to management and organizational research, as it is to other areas of the social sciences. However, writing theory as part of research papers is far from easy. In this session, Joep Cornelissen will demystify the craft of writing theory through a number of practical exercises.

Alf Steinar and Andrew Van de Ven, Generating Theory by Abduction: The need for understanding how new ideas and hunches are created that many subsequently lead to new theories or models has never been greater for academics and practitioners. Abduction provides a mode of reasoning that begins with observing and confirming an anomaly, generating and evaluating hunches that may explain the anomaly. In this discussion, Andrew Van de Ven proposes specific ways for disciplined imagination in abductive reasoning for theory creation.

David Ravasi, Theorizing from Qualitative Research: Moving from a descriptive organization of data to a fully-fledged theoretical account is one of the most difficult steps in qualitative research. In this webinar, Davide Ravasi shares the lessons he has learned over the years about theorizing from qualitative data.

To join the New Scholars Network community and be a part of future conversations or to watch previous webinars go to the New Scholars channel on YouTube or email i.djabbarov@cranfield.ac.uk for more information.

European International Business Academy (EIBA) 2021 Conference:

New Approaches and Methods in IB Research and Teaching in the 2020s

CALL FOR PAPERS: TRACK 14

Submission deadline: July 15, 2021

Track Chairs: Bo Nielsen (Copenhagen Business School, Denmark and University of Sydney, Australia), Catherine Welch (Aalto University and University of Sydney, Australia)

This track explores, problematizes and enriches the role that research methodologies play in advancing IB research - and could play in the future. We welcome contributions that: suggest new ways to apply existing methods, or critique the current application of a method (e.g., when a method is used too often, or correcting 'methodological myths and urban legends'); explore the application of methodologies from other disciplines (e.g., what can we learn from methodologies that are more frequently used in other disciplines or for other research topics, but which also have potential in addressing IB topics); develop an entirely new method (e.g., indigenous research methods); address the contextualisation of research methods for cross-border, cross-cultural and cross-language contexts.

In all cases, it is important that papers make an argument as to how the specific method(ology) contributes to theoretical development in IB research. All papers should provide powerful examples to illustrate the issues.

Keywords:
methodology; research methods; research design; contextualisation of research methods; applied research methods; qualitative; quantitative; mixed-methods.

Go to https://eiba2021.eiba.org/ for more information

CARMA Webcast Lectures 2021-2022

The CARMA Webcast Lecture Series, established in 2004, consists of ten live one-house webcast lectures presented annually by nationally recognized methodologists. Recordings of the lectures will be available in the CARMA Video Library, along those from past years, to faculty/graduate students from Institutional Member Universities/organizations. A searchable listing of these recordings is available in the CARMA Video Library.

The upcoming CARMA webcast lectures include:

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- Testing Interactions with Latent Variables. Presented by Dr. Jose Cortina, Virginia Commonwealth University. January 21, 2022
- Rigor/Trustworthiness in Qualitative Research. Presented by Dr. Elaine Hollensbe, University of Cinncinnatti. February 04, 2022
- Omitted Variable Bias. Presented by Dr. John Busenbark, University of Notre Dame. February 18, 2022
- A Framework for Literature Reviews. Presented by Dr. Zeki Simsek, Clemson University. March 25, 2022
- Longitudinal Latent Variable Analysis. Presented by Mo Wang, University of Florida. April 8, 2022

For more information on the presenters visit: https://carmattu.com/webcast-lectures/

Vale Thomas W. Lee

Professor Tom Lee passed away unexpectedly this month. Tom was a renowned management scholar and methodologist at the University of Washington Foster School of Business.

Frank Hodge, Dean of the Foster School, noted that Tom was cited in a 2013 paper as the exemplar of the "academic decathlete" who excels at research, teaching, service, mentoring and leadership over the course of a career.

Tom's many achievements and service are too numerous to list here. You can learn more about his contribution and legacy in this article written by Ed Kromer.

For more information on the RM-SIG, find us on the Web at:

https://rmsig.aib.world/

Contact Us

If you have any feedback, content or suggestions for the next issue, please let us know.

Contact:

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This newsletter was compiled with the editorial assistance of Duc Nguyen, University of Sydney