Index

academic writing
  assisting students in process of 29
different genres of 33–4
Explorations of Style website 181
journal articles 34, 35
student accountability for quality of 30
writing groups for practising 29
see also authorship; theses
academically ranked journals 33, 34
@AcademicsSay 179
Academy of Management Journal 11
access, see cognitive access; research access
accuracy, of purchased databases 65
achievability (project) 35
acknowledgements 152
advice
  on literature reviews 27
  on research questions 46–7
advisory panels, systematic reviews 24–5
advisory teams, research projects 77–8
agreement, about next steps in research 107–8
Albert, T. 153
Alvesson, M. 12, 114
American Association for Public Opinion Research 65
AMOS 124, 126, 127
Angelou, M. 131
ANOVA 122
applied research, data collection 5
approval (organisational), of research 107
arguments, development of 133–4
assumptions
  about knowledge, see epistemology
  about learning 126
questioning theoretical 12
Atwood, M. 129
author relations 154
authorship 149–56
approaches to 150–54
as core part of a research career 149
evidence of 83–4
expectations and obligations 154–5
familiarity with rules governing 83
guidelines 151–4
issue of contributions 149–50, 151, 152, 153, 154
lessons learnt 155
order of 149, 150, 151, 152, 153, 154
problem avoidance 153–4
awkward questions 142–3
axiology 51, 52
back-up plans, Internet questionnaire 64–5
back-ups, of work 140–41
balance
  in advisory teams 41
  in negotiating access 92
Baron, R.M. 123
Baruch, Y. 61
beliefs, about knowledge, see epistemology
bending approach 95–6
bias(es)
  directed participation and potential for 94
  incentives and potential for 105
in organisational-based research 192
see also common method bias;
desirability bias; non-response bias; personal biases
bibliographies 35
blogging 179–80, 182
blogs 181
Boddy, D. 184
body language 69, 75, 76
bounce back (email) 61, 62
How to keep your research project on track

British Psychological Society (BPS) 151, 152, 153
British Sociological Association (BSA) 151, 152, 153
broad review questions 25
Buchanan, D. 184
builders (theory) 11
case research 87–97
alignment of interests 90–91
cross-sectional designs 97
finding suitable research sites 89–91
gaining respondent participation
and involvement 93–4
in-depth 97
involvement as interference 94–5
readjusting research instruments 95–6
research access 87–8, 91–2
Cayley, R. 181
Cherryh, C.J. 130
Cirillo, F. 131
clarity, about research needs 106
clients, negotiating with 82–4
coding 116, 138–9, 191
cognitive access 59
cold-calling 89
collaboration 35, 84, 172
Collaborative Interactive Action Research (CIAR) 185
colleagues
advice and feedback on research questions 46–7
advice on literature reviews 27
importance of support from 158
colour coding 116, 138, 191
Colquitt, J. 11, 12
Committee on Publication Ethics 153
common ground 90, 93
common method bias 122–3
common understandings 72, 76
communication
of responsibilities 85
talking to supervisors about feedback 159
of value of research 107
see also body language; English as a second language
competitiveness 34, 78, 83, 84
completion dates, addressing missed 31
comprehensiveness, of systematic reviews 22
compromised research 93, 95, 96
Computer Aided Qualitative Data Analysis Software (CAQDAS) 138, 139
computer program courses 30
computer-based technology 113
‘conclusions’ sections, theses 34
conferences 178
certainty 177
confirmation (examination) 37
conflicting evidence, find the truth amongst 67–76
contacts
finding 102
and research access 32, 64, 65, 92
context
and meaning construction 67
in organisational-based research 192
in qualitative research 117, 119, 120
contextualisation, of research evidence 25
contingency plans 65, 66, 78
continuous learning 126
contracted research 189, 192
contributions
authorship 149–50, 151, 152, 153, 154, 155
to knowledge 32, 52, 53
controlled environments, working outside 79–82, 85
covariance-based SEM 123–4
creativity 135
credibility 67, 88, 90, 91, 92, 96, 113
credits (authorship) 152
‘critical appraisal’ component, systematic reviews 22–3
critical assessment 39, 40, 43
critical feedback 159
critical reading 31, 33
critical realist epistemology 54
criticality 21
cross-sectional quantitative designs 98
customer value proposition (CVP) 107
daily goals 31
data, trustworthiness of 105
data analysis
Index 201

in developing ideas (FMS study) 14–16, 18
in field research 81
section, in theses 33–4
in systematic reviews 26
see also qualitative data analysis; quantitative data analysis
data collection
applied research 5
and authorship 152–3
criticality to high quality theses 33
experimentation 120
in field research 80–81
in qualitative data project 115–16
understanding potential research sites before 76
see also Internet questionnaires
data extraction forms 25
data screening 122–3
databases (purchased) 64, 65
decision-makers
building trust with 107
seeking permission for access 106–7
deductive logic 11
Denyer, D. 22
desirability bias 79, 88
director of studies, see thesis advisors
directories, for gaining physical access 65
‘discussions’ section, theses 34
drafts/drafting 129, 195
dual agendas 185
early career researcher’s musings 165–7
e-mail bounce back 61, 62
empirical evidence 13
employability, enhancing 34
EndNote 30, 180
engaged research 187
English proficiency 30
English as a second language 29–30, 33
everestology, finding 51–7
evidence
of authorship 83–4
contextualisation of 25
finding the truth amongst conflicting 67–76
see also empirical evidence
exaggerations 70, 75
examination (confirmation) 37
Excel (Microsoft) 116, 123, 126, 138
expander (theory) 11
expectations
authorship relations 154
non-compliance of ideas with 11
experience(s)
colouring of memory and interpretation 69
industrial relations researchers’ focus on 114
learning from others’ 85
in literature reviews 20
experimentation, data collection 120
experts, approaching/contacting 27, 47, 57, 126
Explorations of Style website 181
facilitation 172
feedback
from colleagues, on research questions 46–7
in organisational-based research project 186–7, 192–3
see also supervisor feedback
feelings, feedback and dealing with 158
fellow researchers, see colleagues
feminists 189
field research 79–82
examining prevailing ideas (FMS study) 14
and impact of research 83
making additional notes 110
flattery 90
flexibility 84–5
in access negotiation 92
in interviews 109–110
in research designs 102
‘flirting’ negotiation method 91
focus, finding 133–4
focus groups 34, 60, 93, 95, 96, 187, 189, 190–91, 192
focus point, in systematic reviews 24
formative second-order constructs 125
foundation skills 30
fragmented literature 22
free writing 131, 132
funded projects 82, 83, 84
funding, securing 167–71
funding applications 166
gatekeepers 71, 73, 76, 100, 101, 102

generalisability 122
generalisation 60–61

ghost writers 154

gift writers 154

goal setting 31

Goldman, W. 129

grammar support 33

Guardian Higher Education website 181

Haenlein, M. 176

hard bounce back 61

Harman’s one factor test 122

hashtag function (Twitter) 177

Hemingway, E. 134

hidden agendas 76

Holtom, B.C. 61

humans, as autonomous individuals 17–18

hypothesis testing 123

ideas

cautions in sharing 168

developing (study) 11–18

data analysis 14–16, 18

familiarisation with the literature 13–14

fieldwork 14

ideas informing 12–13, 14

illustrating argument 16–17

theory generation 16

non-compliance with expectations 11

‘I’m over it’ statement 197–8

immediacy, of word association technique 114

impact of research 53, 83, 85, 166, 175

impostor syndrome 177

in-depth case research 97

incentives

internet questionnaire 63, 64, 65

too lucrative 104–5

inductive logic 11

inference 17, 54

insights

from systematic reviews 23

in qualitative studies 122

integrity 88, 92, 94, 96, 107, 154

intellectual property 83, 86, 151, 168, 182

inter-rater agreement, calculating 123

interactive research 185

interference, involvement as 94–5

Internet questionnaires, using 59–66

assumed response rate 61

back-up plans 64–5

lessons learnt 65–6

research context 60–61

research difficulties 61–3

threatened legal action 63

interpretation

factors colouring evidence 67–76

flexibility in 109–110

intra-class correlations 123

introductions (theses) 33

involvement (respondent)


gaining 93–4

as interference 94–5

James Hayton PhD (blog) 181

Jesson, J.K. 21

journal articles

noticing structure and pattern in 29

plans and spreadsheets of key 34–5

refereed 35

using as templates for writing 29

writing 34, 35

journals

importance of reading the best 33

plans and spreadsheets of key 34–5

writing for 29

Kaplan, A.M. 176

Kenny, D.A. 123

knowledge

contributions to 32, 52, 53

criticality regarding 21
Index

in normal and revolutionary science 11
and power 17
see also epistemology; management knowledge
Kuhn, T. 11, 12

language, see body language; English as a second language
large projects 77, 82, 83, 84, 86, 166
large teams 83, 84, 149
latent constructs 124–5
lead authors 150, 151
leadership 172
learning, assumptions about 126
legal action (threatened) 63
lies 75
list errors 61–2
listening, to interview transcripts 98
literature
creating summaries of 30
drawing together fragmented 22
familiarisation with, in developing ideas 13–14
reading to establish a gap in 31, 32–3
taking a systematic approach to reading 34
tendency to focus on preferred pieces of 21
literature reviews 20–27
deciding which to use 20–21
experience in 20
lessons for keeping on track 26–7
section, in theses 33
see also systematic reviews
long-term thinking 85
longitudinal qualitative studies 115
marketable incentives 104–5
management disciplines, additions to theories in 11–12
management knowledge 12
manual coding 138–9
manual observation 79–81
marketability 35
master–apprentice relationship 28–35
mathematics, in statistical data analysis 122, 123, 124, 126–7
matrices, in data analysis 15, 18
McCalman, J. 184

meaning construction 67
mediation model, testing 123–4
meetings, planning staff–student 31
meta-analyses 21, 26
methodological approaches 33
methodological pluralism 55
micro-blogging 176–9
Microsoft Excel 116, 123, 126, 166
mindset, for academic writing 29
miscommunication 74
misinterpretation 116–17
misunderstandings 72, 74, 75
mixed methods research 33, 60, 79–82
monitoring, questionnaires 66
multiple mediator mediation model 124
multiple sources, using 96
mutual gains approach 91
naivety, in believing others 68
narrative analysis 26
narrative literature reviews 21
narrow review questions 25
negotiation
with clients and partners 82–4
co-authorship 154–5
research access 90, 91–2, 93–4
networks/networking 51
encouragement of, in academia 77
for gaining physical access 64–5
about research questions 47
in team work 78, 83, 86
non-response bias 122
normal science 11
note-taking 30–31, 34
NVivo 34, 138–9, 180

objective data 122
objectives 77, 82, 90
objectivity 53, 79
observation templates 81
observational research 79–81
ontology 13, 51, 52
optimism 18
organisational filters 96
organisational reality 88, 93, 96
organisational-based research 184–93
attracting interest in 186
CIAR methodology 185, 186
clarity about research needs 106
How to keep your research project on track

derailment of projects 84
engaged nature of 187
feedback sessions 186–7
gaining access 184
lessons learnt 191–3
survey 188–91
usability/tangibility 87–8
outside researchers 188
over-eager managers 94–5

paranoid managers 95
paranoid researchers 67
paraphrasing 30–31
part-time work 168, 169
participants
  caution in rewarding 104–5
  checking and double-checking 94
  gaining participation and involvement 93–4
  hidden agendas 76
  involvement as interference 94–5
  non-truthfulness
    incidents in PhD research 70–75
    interviewer shortcomings 69–70
  possible reasons for 68–9
survey research for finding suitable partners, negotiating with 82–4
partnership(s) 77, 83, 84, 85, 168
pattern exploration 15, 18
pattern observation 80
patterns, noticing, in journal articles 29
performance, in advisory teams 78
permission, for access 106–7
perseverance 100, 126
personal biases 69
personal contacts 21
PhD students
  accountability for quality of writing 30
  homework on supervisors 29
  key lessons for 35–6
  selection of high quality 28–9
@PhDForum 178–9
philosophies, researchers 52
photographic techniques 80
physical access
  sales skills needed for gaining 106–8
  using Internet questionnaires 59–66
  pilots 98–9

planning
  failure in 78
  importance of 2
  large projects 83, 84
  process of 77
  staff–student meeting times 31
  work–life balance 31
plans
  of key literature journals and articles 34

see also back-up plans; contingency plans; publication plans

plants (interviewee) 93
PLS-SEM 125
politician speak 133
politics 166
Popay, J. 26
positivism 53, 56
positivity 76, 78, 86, 95
power 17
power distance cultures 96
power imbalance
  in access negotiation 92
  accounting for 109–10
practice 56, 57
practitioner community 56, 57
pragmatism 56, 57
pragmatist epistemology 54, 55, 56, 57
pre-determined outcomes,
  organisational involvement and 93, 94
preconceived idea 69
preparedness 78, 84–5, 110, 170
procedural methods 122
proficiency, in English 30
project management skills 84
projective techniques 114
protectionist type philosophy 170
psychometric meta-analyses 21, 26
publication plans 83
publishing
  from theses 34, 35
  knowing the rules of the game 86
  strategy and goals 34
purchased databases 64, 65
qualifiers (theory) 11–12
qualitative data analysis
  interpretation (study) 113–20
Index

data collection approach 115–16
developmental problems 118–19
identifiable problems 116–18
lessons learnt 120
positive aspects 119
word association technique 114, 118–19
quantification in 120
software 34, 113, 138, 139
qualitative research 33, 55–6
bending approach 95–6
longitudinal 115
value of 114
quantitative data analysis
statistical method 121–7
use psychometric meta-analysis 26
quantitative research 33, 55–6, 60
in case studies 93
cross-sectional 97
good research designs 121
robust 122
questioning assumptions 12
questions
dealing with awkward 142–3
systematic reviews 23, 25–6
quotes, cherry picking 117

rapid evidence assessments/appraisals 21
rapport building 91, 103, 104, 115
re-drafting 195
reading
to establish a gap in the literature 31, 32–3
to establish theoretical framework 33
see also critical reading
readjustment, of research instruments 95–6
realist ontology 13
realist reviews/syntheses 21
reality(ies) 67, 95, 114
refereed journal articles 35
reflection
epistemological 52, 57
on interviews/observations 76
on one’s chosen path 86
reflective research journals 158
regression coefficients 125–6
rejected hypotheses 123
reliability 33, 122
reluctant interviewees 93
reporters (theory) 12
representative samples 60–61
reputation 44, 78, 85
research
competitive nature of 84
see also individual methodologies
research access
case studies 87–8
and the diminishing dissertation 101–2
negotiation 90, 91–2, 93–4
organisational-based research 184
precarious nature of 100
research sites 32, 71–2, 89–91
see also physical access
research assessment 187
research assistants 63, 82, 186, 188
research design(s)
flexibility in 102
quantitative 98, 121
researchers’ philosophies 52
using pilots to test for weakness in 98–9
research findings
contextualisation of evidence for explaining 25
from pilots to strengthen main projects 98
non-confirmation of prevailing ideas 18
systematic reviews and confidence in 22
research instruments, readjusting 95–6
research projects
achievability and simplicity 35
advisory teams 77–8
communicating value of 107
data, see data analysis; data collection
developing research ideas 11–18
doubts and anxieties about 165–7
dynamics underpinning 164–73
emotional and political labour in securing/maintaining 171–3
finding the time to progress 144–6
‘I’m over it’ statement 197–8
knowing when to give up 103
making back-ups 140–41
managing/securing funding
(personal account) 167–71
marketability 35
need for pilots 98–9
organisational derailment of 84
PhD students’ starting point 32–3
planning, see planning
research questions
advice and feedback from colleagues 46–7
approaching experts 47
creating literature summaries for
thinking about 30
finding common ground between
organisational objectives and 90
integrity 92
principal 32–3
using multiple sources to answer 96
research relationships 149
importance of building 193
interviewer memory and
interpretation 69
see also authorship relations;
partnership(s); supervisor/
supervisee relationships
research sites
accessing 32, 71–2
finding suitable, in case research
89–91
understanding before data collecting 76
researchers
paranoia in 67
philosophies 52
sales skills 106–8
see also colleagues; interviewers
response rates (questionnaire) 61, 65
responsibilities, outlining/
communicating 85
‘results’ section, in theses 33–4
revolutionary science 11
rewriting 195–6
robust quantitative research 122
rules of the game, knowing 86
sales skills, for researchers 106–8
sample selection (questionnaire) 60–61
Sandberg, J. 12
Saunders, M.N.K. 115
scepticism 67
science, distinction between normal
and revolutionary 11
scope of research, articulating and
recording 193
scoping study, systematic reviews 24
second-order constructs 124–5
selection, of high quality students 28–9
self-discovery 51, 145
Shakespeare, W. 164
Shaw, G.B. 67
short-phrase approach, in data
collection 117
short-term projects 167–8, 170
simplicity (project) 35
simplistic research models 121
skillset, for academic writing 29
SmartPLS 125, 126
social media 174–82
blogging and vlogging 179–81
engaging and connecting with
academics 175–6
finding one’s niche 174–5
knowledge of institutional policies 182
micro-blogging 176–9
platforms as learning tools 125, 180
and reputation 44–5
tips for keeping on track 182
social reality 114
social sciences, variety of thinking in 12
software
data management 30
learning from YouTube 180
qualitative data analysis 34, 113, 138,
139
statistical data analysis 22, 123–4,
125, 126–7
Sorkin, A. 130
specific review questions 23
‘speed dating’ negotiation method 91
spreadsheets
of key literature journals and articles 34–5
use in qualitative data analysis
project 116
SPSS 122, 123, 127, 180
statistical construction 124–5
statistical data analysis 122–7
statistical difference 123
Index

statistical software 122, 123–4, 125, 126–7
structural equation modelling (SEM) 122–3, 123–4, 125
structured approach, of systematic reviews 22
structured observational technique 79–80, 81
study habits 31, 136
subjectivity, of narrative literature reviews 21
summaries
  in data analysis 14, 26
  of literature topics 30
supervision, key issues and challenges 28–31
supervisor feedback 157–63
  hints and tips for dealing with 162–3
  personal account
    during middle and later stages of research 159–61
  reflections on dealing with 157–9
supervisor/supervisee relationships 28–35, 161
supervisors
  in authorship 152
  key lessons for 35–6
  selection of high quality students 28–9
  students’ homework on 29
support
  from colleagues 100, 158
  as a mutual process 86
  in writing 33, 135
survey research, finding participants 89–90
@SUWTues 179
systematic reviews
  advantages 22–3
  definition 21
  disadvantages and challenges 24–6
  origin and popularity 21
  scoping study 24

task/time management technique 131–2
Taylor, F.W. 13
team-based approach, English as a second language 29, 33
telephone questionnaires 62–3

testers (theory) 12
theoretical framework (theses) 33
theory(ies)
  generation 11, 16
  in management disciplines 11–12
  questioning underlying assumptions of 12
theses
  blogs 181
  contributions to knowledge 32
  different sections within 33–4
  publishing from 34, 35
  statements 133–4
  understanding process and appearance of 30
  using to build future careers 35
see also academic writing
thesis advisors
  lessons for keeping on track 43
  personal account
    finding 36–7
    keeping 41–2
    losing 37–41
  to complement one’s strengths 37, 43
  transferring between 42, 43
The Thesis Whisperer (blog) 181
thinking
  epistemology as a mirror of researchers’ 55
  like an academic 29
  long-term 85
  variety in 12
  thinking outside the box 6, 126
  time management 27, 131–2
  ‘time to market’ approach 97
  time-off 31
  timelines, articulating and recording 193
Times Higher Education website 181
topics, finding and choosing 32, 35
Townsend, K. 115
Tranfield, D. 22
trust/trustworthiness 91, 105, 107
the truth, unearthing 67–76

  lessons for keeping on track 76
  participants’ non-truthfulness
    instances in PhD research 70–75
    interviewer shortcomings 69–70
  possible reasons for 68–9
How to keep your research project on track

Twain, M. 132
Twitter 176, 177–9, 182

understatements 70, 75
uninterested interviewees 93
universities
  computer program courses 30
differences in requirements,
  expectations and procedures 42
  encouragement of partnerships 77
  writing groups 29
University of Cambridge 153
university libraries
  computer program courses 30
  helping with literature searching 34
untruths 71, 73, 74, 75
user-friendly statistical software 124, 126–7

validated scales 88, 95
validity 33, 90, 113, 122
value of research, communicating 107
vlogging 179–80

Wager, E. 153
word association technique 114, 118–19

work–life balance 31
working relationships 77, 83, 169, 192
workshops 135
world views 18
WrapPLS 125
writers’ block 129–36
  dealing with the blank page 129–31
  finding focus 133–4
  lessons for keeping on track 136
  making a habit of writing 136
  Pomodoro (time management) technique 131–2
  writing communities 134–6
@WriteThatPhD 179
writing
  making a habit of 136
  see also academic writing; free writing; rewriting
writing communities 134–6
writing groups 29
writing mentors 134–5
writing retreats 134, 135
writing tasks, breaking up 132

YouTube 73, 124, 125, 180

Zapata-Phelan, C. 11, 12