

## In conversation with Anne Tsui

Chidlow, Agnieszka

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No 10

January 2020

## Conducting research during the COVID-19 pandemic

One of the many disruptions caused by COVID has been to research projects that rely on fieldwork. Face-face encounters in the field—whether through interviewing, observations, experiments and surveys—have all had to be adapted and research designs rethought. Scholars around the world have initiated a rich discussion on how to keep research going during COVID in an ethical and valid way.

In this issue of our newsletter, we provide coverage of resources available to support field researchers during this period.

### Research Project

We feature a project currently being conducted by the UK's National Centre for Research Methods on how researchers are adapting their methodologies during the pandemic.

### RM-SIG Webinar

On 3 December, the RM-SIG conducted a webinar on researching during COVID. A summary of the webinar is provided in this newsletter. The recording will be available to AIB members at: <https://member.aib.world/videos/webinars.asp>

### RM-SIG Resources

We have compiled a list of handy resources for fieldwork during COVID-19 on our website:

**More details can be found at:**

<https://rmsig.aib.world/conducting-research-during-covid-19/>

**And in the meantime, keep an eye out for future initiatives on social media!**

Twitter: @AIB\_RMSIG, Facebook: @AIBRMSIG

### In this Newsletter:

- COVID Feature
- Reports from AIB 2020 Online activities
- In memory of Yair Aharoni
- In conversation with Anne Tsui
- *MIR* Focused Issue: PLS-SEM and Complementary Techniques
- CARMA video in profile
- New book: Managing Multinational Workplaces

## RM-SIG Webinar

3 December 2020

COVID-19 has disrupted all aspects of life, including research projects. This webinar was an opportunity for researchers at all career stages to consider ways to adapt their research designs and methods to respond to these conditions. The panelists covered a variety of research methods, including qualitative fieldwork, experiments and survey research.



**Ways of adapting fieldwork to pandemic conditions**, Melanie Nind, University of Southampton

Melanie Nind is the principal investigator of the Economic and Social Research Council (ESRC) funded project *Changing Research Practice: Undertaking social science research in the context of Covid-19* (<https://www.ncrm.ac.uk/research/socscicovid19/>).

The ESRC initiated this project because of its concern about keeping fieldwork going in today's challenging social and health context. Social research is more important now than ever, but there are complex considerations for researchers doing fieldwork at this time. A possible reaction is to switch to secondary data sources but if everybody did this, it would have a deleterious impact on research training and on the types of topics covered. As a research community, we may need to 'rescue projects' under COVID, but also ensure research is relevant in an ever changing world. We need to adapt the right amount and in the right ways so we don't go from one extreme (lots of in-person research) to the other (just secondary data).

The project investigators are interested in material on research methods that have been adapted, developed or applied due to COVID conditions. They are looking at the challenges, solutions and the effectiveness of different methods. They have also been looking at the value of 'grey' literature: the mass of tips, opinion, reflection and analysis which researchers are sharing online in blogs and videos. This grey literature spans a huge range of geographical areas and is often very practical in its orientation.

But in making research happen, it needs to be valid and ethical. Regarding validity: It is not just about adapting or finding new methods, it is about making sure these methods stand up to scrutiny and we can live comfortably with those methods when the landscape around has changed.

Regarding ethics, relevant questions that researchers should be asking themselves include: are these questions relevant anymore? Who am I missing with my methods? How can we build and maintain relationships? How can we keep our data secure? What's the emotional impact of doing research during a pandemic (for participants and researchers?) – and is this a risk I can and should take?

Interim results from the project suggest that the following have been effective ways of adapting fieldwork:

- Targeted Facebook advertising for balanced survey samples
- Offering postal as well as online modes for including elderly people in surveys
- Telephone option in surveys to achieve good response rates, especially with repeat attempts
- Shift from in person to online or telephone individual interviews, although there are drop-out and technical issues to consider
- Autoethnographic, diary and expressive methods, as a substitute for in-person data collection
- Getting support from community leaders/communities in participatory research approaches

**Considerations for research design and data analysis**, Ursula F. Ott, Nottingham Business School and AIB RM-SIG

COVID potentially impacts on all aspects of research design, both directly and indirectly. COVID and lockdown hit researchers at the various stages of their research. Those at the beginning were able to adjust their research questions to COVID and design their methodology respectively. More difficult was adjusting to the changes when qualitative and quantitative investigations were under way or already finished. The adaptation to changes in international business research design have implications regarding the choice of access, the sources and also analysis of the generated data. The presentation offered avenues for adaptation, but also exploration and innovation in research design - not only to circumvent difficulties but also to identify new modes of access, sources and analysis for IB researchers.

The presentation discussed the following adaptations that may be worth considering:

Data access:

- Shift from face-to-face to online (even online experiments and netnography)
- Collaboration: global shift to platforms (X-culture)
- Access via institutions and their webinars
- Chamber of Commerce webinars, fairs shift to online
- Virtual Sandpits

Data sources:

- Individual participants; focus groups; company sources
- Online sources (Facebook, Twitter, Social Media)

Data analysis:

- There will need to be greater use of mixed methods, both in terms of data sources and analysis: we will need to be more open and to trial new approaches
- New social media analysis software can facilitate this (e.g., Netvizz – Facebook; PhantomBuster – Instagram, DocteurTweety – Twitter)

Besides enlarging the data access from face-to-face to virtual platforms and sources, international collaboration for funding and data access will be valuable for IB researchers in order to find out about cross-border activities, migration, sustainability and other topics that we wish to explore as IB researchers. While the current situation requires adaptation of our research designs and methods, it also allows for more innovative approaches.

**Useful resources for qualitative researchers on researching during COVID-19**, Amir Qamar, University of Birmingham and AIB RM-SIG

IB currently lacks guidance in terms of how to do qualitative research in the new business environment. COVID is making researchers rethink what they are doing and how they are doing it.

Qualitative researchers will most likely be disproportionately affected by COVID, as quantitative researchers often make use of secondary datasets. But in IB we don't want qualitative research to disappear given that even before the pandemic few qualitative papers are published in top IB journals. We cannot afford to lose qualitative researchers from our field.

Traditionally qualitative data collection is reliant on face-to-face interactions e.g. interviews, focus groups or other fieldwork. We can use technology to identify participants and substitute face-to-face interactions. Telephone interviews are an option, but video interviews can lead to greater interaction. Participants may feel more comfortable with online interviews: they are non-intrusive and participants are in their own safe environments. If there are connection issues, you can reschedule with greater ease than in face-to-face scenarios. However, non-verbal cues can be missed. There are also infrastructure issues which may limit samples. In some countries, there isn't the technology available to Zoom or Skype, so in some areas WhatsApp is the preferred tool. Cyber security, privacy and access issues are a concern when working online.

When a crisis emerges we need to stop, think carefully and plan research going forward. COVID has not gone away, we have/are having waves and we need to be able to adapt to changes as the context develops. As a field, we should use this disruption to remould the choices that we made in the past: we can use this disruption to leverage the diversity of methods.

The recording of this webinar will be available at the following address: <https://member.aib.world/videos/webinars.asp>

#### **A selection of resources on doing fieldwork during the COVID-19 pandemic:**

- Fine, G.A., Johnson, J.E., & Abramson, C.M. 2020. Ethnography in the time of COVID-19. *Footnotes*, 48(3): 8-9. <https://www.asanet.org/news-events/footnotes/may-jun-2020/professional-challenges-facing-sociologists/ethnography-time-covid-19>
- Kara, H., & Khoo, S. 2020. How the pandemic has transformed research methods and ethics. <https://blogs.lse.ac.uk/impactofsocialsciences/2020/10/26/how-the-pandemic-has-transformed-research-methods-and-ethics-3-lessons-from-33-rapid-responses/>
- Lobe, B., Morgan, D., & Hoffman, K. A. 2020. Qualitative data collection in an era of social distancing. *International Journal of Qualitative Methods*, 19: 1–8. <https://doi.org/10.1177/1609406920937875>
- Special issue of *Survey Research Methods* 14(2) 2020 on [Survey Research Methods during the COVID-19 Crisis](#)

For more RM-SIG Research During Covid-19 resources see:

<https://rmsig.aib.world/conducting-research-during-covid-19/>

# Changing Research Practices:

## The impact of Covid-19

Melanie Nind, Professor of Education, University of Southampton



A team from the National Centre for Research Methods, funded by the Economic and Social Research Council (ESRC), is looking at how Covid-19 is impacting on social research practices. The public health mandates in response to the pandemic worldwide have brought limitations on contact and access and disruption to people's lives. For those conducting social research it often means a need to re-consider the research design, re-think ethics, broker different kinds of access, and adapt research methods. The research community has moved swiftly and unusually collaboratively, sharing narrative accounts, advice and resources in the immediate drive to make sense of how to conduct social research in such changed and continually changing conditions.

The NCRM study, *Changing Research Practice: Undertaking social science research in the context of Covid-19*, is playing a key role by engaging with and facilitating timely debates, synthesising useful evidence, and sharing solutions to the challenges. We are facilitating a series of virtual knowledge exchange workshops, in which colleagues can share the challenges and lessons learned to date and tease out the affordances of existing, new and adapted methods for pandemic times. Running alongside this, we are conducting a rapid evidence review of published research that provides description and/or rationale for the fit of the research methods that have been applied, developed or adapted to the social conditions and public health mandates accompanying Covid-19. These two strands are enriched by a synthesis of the grey literature that has captured immediate responses in blogs, calls for papers, crowd-sourced guidance and the like. We have been impressed both by the agility of researchers to adapt and the readiness to reflect.

Emergent findings from the project indicate that the challenge we face is not just in making research happen (during sudden lockdowns, for example) but in making it valid and making it ethical. It is evident that the community of survey researchers are grappling with recruiting representative samples, mode changes and mode effects, and deciding whether and how to engage with Covid-19-related issues. In the struggle to capture the everyday realities of people in these strange times, autoethnographic, diary and expressive methods have proved useful. And a whole new community of researchers have been moving methods online and learning through experience the affordances therein. For some researchers the pause, has brought valuable opportunity to reflect and re-engage with theory or with each other and participants in new ways.

The NCRM aims to provide a response hub to support researchers developing and adapting methods in this challenging period with a view to lasting impact for research communities. The project website <https://www.ncrm.ac.uk/research/socscicovid19/> is already offering resource lists on key topics and we are developing illustrations of researchers' situated decision-making for others to reference in addition to courses to meet new kinds of demand. You can also register for the two project webinars:

- *Social Research Methods Suited or Adapted to Covid-19 Times* - 28 January 2021 - focused on adapting or selecting particular methods, and
- *Emerging Issues in Changing Research Practices for Covid-19 Times* - 11 February 2021 - focused on what is methodologically at stake in Covid-19 and issues being discussed and resolved by the research community.

### Forthcoming webinar

COVID-19: The Impact on Qualitative Research – a blip in time? Presented by NVivo & SAGE Publishing January 21, 2021

12PM EST, 5PM BMT. Register here: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/live-webinars>

#### Description of Webinar:

This webinar is part of the Qualitative Research & Innovation Webinar Series presented by NVivo and SAGE Publications. The webinar discusses the findings of a survey of qualitative researchers on the impact the pandemic has had on their research. The survey was conducted at the end of April and beginning of May when the crisis was at its peak in Europe and North America. Follow-up in-depth interviews were conducted in June-July as the pandemic receded in that part of the world. Questions posed include whether the ways researchers have had to pivot their research to accommodate the limitations put on face to face interaction will have a lasting effect or not on how qualitative researchers conduct research as well as their career prospects. The experiences and views of webinar participants will be sought in what should be a lively interactive discussion.

### RM-SIG events at AIB 2020

Online were sponsored by  
the University of Birmingham

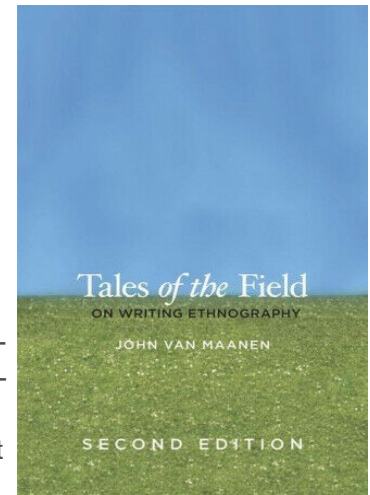


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## RM-SIG Masterclass report: Fieldwork and Textwork

At the 2020 AIB online annual conference, Emeritus Professor John Van Maanen of MIT Sloan School of Management led a research methods masterclass on Ethnography. The aim of the masterclass was to discuss the craft of ethnography and to encourage participants to reflect on their 'fieldwork' and 'textwork' practices. John shared his view that ethnography is a problem-solving device based on fieldwork. It is not a method but a logic, a way of knowing: a style of research that is open-ended and grounded in everyday life. It involves fieldwork, 'headwork' and 'textwork', typically resulting in a written translation of cultural meanings and understandings. The aim of ethnography is to understand 'the natives' rules, norms, perspectives and practices: why they do what they do. To produce an ethnography requires you to get as close as possible to those studied (fieldwork), but to also get as far away as possible (textwork).



The encounter with the 'foreign' is the very essence of ethnography. Fieldwork is about 'living with and living like' those you study to see the world as they do. It is dynamic and recursive, with the end point unknown. It involves observation, conversation, and participation; being placed in an unfamiliar and uncomfortable social situation and dealing with it in order to understand another's culture. It is based on improvisation rather than rigid procedures. Surprise is the essence of fieldwork. As we come closer to understanding the problems and perspectives – the situated practices and points of view – of the people from whom we are learning, our knowledge accumulates and changes over time. There is always more to be learnt and surprises to be encountered. Fieldwork, however, must at some point come to an arbitrary end, having little to do with either theoretical or empirical saturation.

In leaving and getting far away from the field, the textwork of ethnography begins. Textwork involves engaging in and wrestling with the mass of field data. The craft of textwork and writing a coherent and persuasive research narrative is neither an inductive nor deductive procedure. It comes mostly from trial and error, happenstance and good fortune. It may take a long time to be formulated – years perhaps – but it comes largely from abductive reasoning: a continuous confrontation between field data and theory until a satisfying (although forever-in-progress) correspondence is found.

In the end, the challenge of ethnography is to convince readers that what they are reading is an authentic tale written by someone deeply familiar and knowledgeable about how things are done in some place(s), at some time(s), among some people(s). It is about representation not generalization; discovery not validation; description not abstraction; and the quality and persuasiveness of your representation of another's culture.

### Resources:

Van Maanen, J., Sørensen, J. B., & Mitchell, T. R. 2007. The interplay between theory and method. *Academy of Management Review*, 32(4): 1145-1154.

Van Maanen, J. 2011. Ethnography as work: Some rules of engagement. *Journal of Management Studies*, 48(1): 218-234.

Van Maanen, J. 2011. *Tales of the field: On writing ethnography*. 2nd edn. Chicago: University of Chicago Press.

Westney, D. E., & Van Maanen, J. 2011. The casual ethnography of the executive suite. *Journal of International Business Studies*, 42(5): 602-607.

## Panel: Improving the Transparency of Your Research: What It Means for You and Why You Should Care

Contributed by Duc Nguyen, University of Sydney

In a panel discussion at the 2020 annual meeting of the Academy of International Business (AIB) on improving the transparency of your research, panellists Klaus Meyer, Bob Vandenberg, Larry Williams, and Catherine Welch discussed the advantages and challenges of the recent *JIBS* editorial “A new approach to data access and research transparency (DART)”. Covering quantitative and qualitative research methods, panellists outlined actionable ways to enhance transparency while enabling researchers to pursue a wide range of research methodologies. The following is a summary of the panel discussion.

### Klaus Meyer: Data transparency, should researchers share their data depositories?

Klaus opened the discussion by outlining how the need for access to research data and for transparency of the research process have been a growing concern in the social sciences. Recognizing the value of cumulative knowledge creation, Klaus noted how academic journals are revising their policies and calling for enhanced evidence trails and reanalysis of data. In particular, he referred to the recent *JIBS* editorial on DART and pointed out that while there are clear advantages to sharing data, there are also justifiable ethical and legal concerns. On the one hand, within the scholarly community, sharing data and engaging in reanalysis allows for transparency and for the research to be building on each other. But then on the other hand there are internal and external issues as well as practical constraints which may stop you from sharing your dataset. For instance, legal constraints because someone may have the rights to the data; ethics considerations because of confidentiality; or because you are dealing with vulnerable people. Whatever the case may be, Klaus noted how authors should make it clear to the editor when submitting and be prepared to answer questions editor may have. He encouraged participants to not feel offended if the editor asks for additional information on the dataset as it is becoming the new norm.

### Larry Williams: Evolution of my involvement with “Open Science”

Reflecting on his own experiences, Larry shared his journey and involvement with Open Science and spoke to the many resources available to researchers as it relates to open-science and data transparency. These include:

**CARMA Open science portal** (freely accessible-carmattu.com) where you can find recordings on

- Constructive replication, Dr. Tine Koehler
- Questionable research practices, Dr. George Banks
- Robust and reliable research- SIOP Panel
- Verifying empirical research findings, Dr Don Bergh

**CARMA Short courses** (Live online, two and a half days)

- Open Science and R: Principles and practices
- Preregistration and results blind reviews
- Open data and proper annotation
- Do's and don'ts for replication studies

### Bob Vandenberg: Statistical and methodological myths and urban legends

Doctoral students may be taught or told something to do regarding the research process as if it were an absolute truth when in reality it is not, and yet, being who they are, they accept that presumed fact as the “truth”. Similarly, authors may accept something from an editor or a reviewer who in turn was told that “this” is the way it must be as well. The unfortunate outcome is that the truism being perpetuated is anything but true. Some examples that Bob covered include:

**Common Method:** The urban legend part is the assumption that the method alone is sufficient to produce biases, so that everything measured within the same method shares some of the same biases. The reason this is an urban legend is because *there are few scientific data to unequivocally support this view and there are data to refute it* (Spector, 2006)

**Myths of Moderation:** 7 deadly myths of moderation (1) product terms create multicollinearity problems; (2) coefficients on first-order terms are meaningless in presence of significant interactions; (3) measurement error poses little concern when first-order terms are reliable; (4) product terms should be tested hierarchically; (5) curvilinearity can be disregarded when testing moderation; (6) product terms can be treated as causal variables; (7) testing moderation in structural equation modelling is impractical.

**My Model is Best Myth:** in SEM, it is impossible to confirm a model. Although we may fail to confirm a model, we can never actually establish its veracity (Cliff, 1983). Statistical tests and descriptive fit indices can never prove that a model is correct (Tomarken & Wallker, 2003). Therefore, in the best case scenario, when we achieve good fit, we can conclude our model “is one plausible representation of the underlying structure from a larger pool of plausible models” (Tomarken & Waller, 2003: 580).

It is not purposeful with deceit and “cover up” as the underlying motive for the most part. Researchers blindly following “**analytical scripts**” without realizing that there are downsides to those scripts. Nonetheless, following those scripts does lead to “shoddy” science in many cases with conceptual inferences that are unwarranted in light of the myth and urban legend. Being sensitive to and made aware of these myths and urban legends is taking a step in the right direction to increase transparency.

### **Catherine Welch: DART and qualitative research, The debate**

Some open-science practices prescribed as a fix to the replication crisis are ‘at best inappropriate and at worst harmful for qualitative studies’ (Pratt et al., 2020). The *JIBS* editorial on DART takes this into account.

Greater transparency in qualitative consists of:

- **Production (data) transparency:** researchers providing access to data they themselves generated or collected, should offer a full account of the procedures used to collect or generate the data
- **Analytic transparency:** Researchers making evidence-based knowledge claims should provide a full account of how they draw their analytical conclusions from the data, i.e., clearly explicate the links connecting data to conclusions

**The paradox in qualitative research:** The institutional push for greater analytical transparency has encouraged the use of conventions (templates) for reporting qualitative research. But following templates to make the connection between and theory clearer may undermine this very goal. One example is the growing use of the Gioia methodology, a trend which is currently also influencing IB research. Reviewers who insist that authors conform to this template are potentially contributing to less transparency, if that was actually how the data were analyzed.

### **What can be done?**

- In seeking transparency, we need to remember rigid criteria for assessing the value of a scientific contribution may inadvertently, although predictably, encourage misrepresentations
- We can make use of online appendices e.g., to report the actual research journey (increasingly an option offered by many journals)
- Using a greater range of reporting practices to suit different types of qualitative research
- Using templates as guides and inspiration only for showing data-theory linkages
- Acknowledging the interpretive, fallible basis of our work (the data do not provide the answers—it is important to acknowledge the role of the researchers’ own interpretations)

Greater transparency in how we do **actually** do research – **not** insisting on conformity to a cookbook that may not best fit our research purpose – will also have the advantage of encouraging more innovative scholarship.

### **Some references:**

- Beugelsdijk, S., van Witteloostuijn, A., & Meyer, K. E., 2020. A new approach to data access and research transparency (DART). *Journal of International Business Studies*, 51: 887-905.
- Lance, C. E., & Vandenberg, R. J. (Eds.). 2009. *Statistical and methodological myths and urban legends: Doctrine, verity and fable in the organizational and social sciences*. New York: Taylor & Francis.
- Pratt, M. G., Kaplan, S., & Whittington, R. 2020. Editorial essay: The tumult over transparency: Decoupling transparency from replication in establishing trustworthy qualitative research. *Administrative Science Quarterly*, 65(1), 1-19.



## AIB 2020 Fellows Cafe – Professor Tarun Khanna (Harvard University)

### New computational techniques in IB research

Contributed by Arpit Raswant, Deakin University

Professor Tarun Khanna discussed new computational techniques in IB research during the AIB Annual Meeting this year. According to Professor Khanna, new data and techniques matter for three main reasons:

- First, they help in creating different dependent and independent variables and uncovering relationships between variables.
- Second, they allow engaging with non-text inputs - sight (e.g., facial analysis, emotions, body language) and sound (e.g., tones, emotions, accents) - and permit a fuller use of text (e.g., natural language processing, topic modelling).
- Third, they surface ethical and fairness considerations. Accordingly, researchers can potentially consider advanced types of analyses such as topic modelling, sentiment analysis, route mapping, and emotion analysis.

Professor Khanna noted on the use of machine learning (ML) techniques that an algorithm is considered fair if outcomes are independent of the individual protected attributes in the data (race, religion, gender, age, national origin, marital status, to name a few). Unfairness can come in many applications of ML in business. Examples are Amazon's AI based recruiting system, which inadvertently recommended fewer female programmers, and Google's ad engine favouring males over females when positioning ads destined for high income earners. Therefore, it is important to note that ML models are susceptible to biased data which may lead to propagating biases of those who create the training sets.

Potential solutions at the group level include demographic parity (as in the outcome of the model is independent of the protected attribute), equality of odds (as in equalize true positive rates and false positive rates across categories of the protected attribute) and equality of opportunity (as in equalize true positive rates across categories of the protected attribute). However, none of these solutions *guarantees* fairness at the individual level.

#### The following is a list of recommended readings:

Awwad, Y.; Fletcher, R.; Frey, D.; Gandhi, A.; Najafian, M.; & Teodorescu, M. (alphabetical) 2020. Exploring fairness in machine learning for International Development. MIT D-Lab. CITE Report. Cambridge: MIT D-Lab. Available from: <https://d-lab.mit.edu/resources/publications/exploring-fairness-machine-learning-international-development>

Choudhury, P., Allen, R.T., & Endres, M.G. 2021. Machine learning for pattern discovery in management research, *Strategic Management Journal*, 42(1): 30-57.

Choudhury, P., Wang, D., Carlson, N.A., & Khanna, T. 2019. Machine learning approaches to facial and text analysis: Discovering CEO oral communication styles. *Strategic Management Journal*, 40(11): 1705–1732.

Hardt, M., Price, E., & Srebro, N. 2016. Equality of opportunity in supervised learning. In *Advances in Neural Information Processing Systems*, 29 (NIPS'16: Proceedings of the 30th International Conference on Neural Information Processing Systems): 3323–3331.

Khanna, T., Lakhani, K., Bhadada, S., Menietti, M. & Wang, R. 2020. Crowdsourcing Memories: A Mixed Methods Analysis of the 1947 Partition of British India." Harvard University Mittal Institute Working Paper, 2020

Mehrabi, N., Morstatter, F., Saxena, N., Lerman, K., & Galstyan, A., 2019. A survey on bias and fairness in machine learning. arXiv, preprint arXiv:1908.09635

Veale, M., & Binns, R. 2017. Fairer machine learning in the real world: Mitigating discrimination without collecting sensitive data. *Big Data & Society*. doi:10.31235/osf.io/ustxg

## PROVALIS Research Update: QDA Miner and WordStat

Provalis Research offers **free web demonstration sessions** for prospective users and a regular **Lunch and Learn series** on specific topics open to all users through their connect to text analytics initiative. The web demonstration sessions are designed to help researchers learn more about the software and how it is used in practical situations. Each session lasts approximately 45 minutes and introduces the most important functions of QDA Miner and WordStat. You are free to ask questions and you can have the demo session on your data if you wish.



The **Lunch and Learn series** are designed to help people learn more about the software and how it is used in practical situations. Resuming at the end of January 2021, the series introduces some of Provalis Research's trainers and consultants to a larger audience and gives attendees an opportunity to ask questions and engage with presenters to further your own training and development. Each series will feature a leading user of the software who will present on a topic in their area of expertise and will last approximately one hour (30-45-minute presentation and questions and answers). There are no costs involved for participation.

### Previous Lunch and Learn sessions include:

- Managing and analysing focus groups and interviews with QDA Miner 6
- Big Data in Criminal Cases – Digital Evidence Analysis with QDA Miner and WordStat
- Deductive Text Analytics: Using Categorization Models for Confirmatory Approaches and Hypothesis Testing
- How to perform sentiment analysis with WordStat 8
- How to analyze open-ended questions of surveys with QDA Miner and WordStat

To request a demo go to the company website [provalisresearch.com](http://provalisresearch.com). For more information or to watch web demonstrations, video tutorials, or past Lunch and Learn series visit: <https://provalisresearch.com/learning/> or follow Provalis Research on Twitter, Facebook, and LinkedIn.

## What's new at Stata



1. The recent Stata News highlighted updates for its survival analysis suite. For instance, "[sts list](#)" now provides the number at risk at particular time points.
2. The 2021 Stata Conference is scheduled for August 5<sup>th</sup> and 6<sup>th</sup> (virtual). The deadline for the call for presentations is April 1.
3. Stata 16 is ready. Stata 16 features a new meta-analysis suite, Heckman model commands for panel data, among other coding innovations. In addition, Stata 16 can import SAS and SPSS data files. Also, Stata 16 is available in Korean. For more details, go to: <https://www.stata.com/new-in-stata/>.
4. Stata Press has 3 new books that help with Stata coding, data management and analysis:

[Interpreting and Visualizing Regression Models Using Stata, Second Edition](#) (by Michael N. Mitchell)

[Data Management Using Stata: A Practical Handbook, Second Edition](#) (by Michael N. Mitchell)

[Introduction to Time Series Using Stata, Revised Edition](#) (by Sean Beckett)

## Mixed methods and their use in International Business

Contributed by Arpit Raswant, Deakin University

Professor Niina Nummela led an impactful research methods clinic during the AIB Annual Meeting this year. According to Professor Nummela, a mixed-method study is a study which involves the collection and/or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially and are combined at one or more stages in the research process. A mixed-method strategy can add value by:

- enabling facilitation, validation, knowledge creation;
- providing a holistic view of the phenomenon;
- compensating for the weaknesses of one method with another, giving variety to research design;
- allowing creativity; and
- stimulating intellectual debate and thinking.

However, there are several challenges in publishing mixed-method research. For instance, journals often specialise by methodology, finding competent reviewers is challenging, and journal articles have limited space for reporting both research design and findings.

Accordingly, Professor Nummela recommends educating reviewers on mixed-method research and trying to convince them of the benefits. In doing so, we can consider four paradigmatic perspectives for mixed-method research. First, a pragmatic perspective of creating practical solutions to social problems. Second, a transformative emancipation perspective that gives voice to minorities and marginalised groups. Third, a dialectical perspective by using two or more paradigms together, as the tensions brought about through combinations provide new understanding. Fourth, a (critical) realism perspective, that considers the combination of quantitative and qualitative research enriches a study as they address each other's limitations.

The following is a list of recommended readings:

- Brannen, M.Y. 1996. Ethnographic international management research. In B.J. Punnett & O. Shenkar (Eds.), *Handbook for International Management Research*: 115-143. Cambridge, MA: Blackwell.
- Caracelli, V.J., & Greene, J.C. 1993. Data analysis strategies for mixed method evaluation designs. *Educational Evaluation and Policy Analysis*, 15(2): 195-207.
- Creswell, J.W., & Plano Clark, V.L. 2007. *Designing and conducting mixed methods research*. Thousand Oaks: Sage.
- Edmondson, A.C., & McManus, S.E. 2007. Methodological fit in management field research. *Academy of Management Review*, 32(4): 1155-1179.
- Greene, J. C. 2008. Is mixed methods social inquiry a distinctive methodology? *Journal of Mixed Methods Research*, 2 (1), 7-22.
- Hurmerinta-Peltomäki, L., & Nummela, N. 2004. First put in the sugar, and then add the eggs ... or is it the other way round? Mixing qualitative and quantitative methods in international business research. In R. Marschan-Piekkari & C. Welch (Eds), *Handbook of qualitative research methods in International Business*: 162-180. Cheltenham: Edward Elgar.
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- Jick, T.D. 1979. Mixing qualitative and quantitative methods: triangulation in action. *Administrative Science Quarterly*, 24 (4): 602-611.
- *Journal of Mixed Methods Research* (Sage) all volumes
- Shannon Baker, P. 2016. Making paradigms meaningful in mixed method research. *Journal of Mixed Methods Research*, 10(4): 319-334.
- Tashakkori, A., & Teddlie, C. (Eds.) 2003. *Handbook of mixed methods in social and behavioral research*. Thousand Oaks: Sage.
- Teddlie, C., & Tashakkori, A. 2009. *Foundations of mixed methods research*. Thousand Oaks: Sage Publications.



Watch out for announcement about RM-SIG activities, including clinics, at the AIB 2021 Online meeting!

## Yair Aharoni (1931–2020): A methodological innovator

Yair Aharoni obtained his doctorate from Harvard Business School in 1961. His doctoral dissertation, *The Foreign Investment Decision Process*, was published in 1966 and maintains its influence today. He was the Daniel and Grace Ross Professor of International Business and later the Issachar Haimovic Professor of Business Policy – both at Tel Aviv University. He served as the first Dean of the faculty of management at Tel Aviv University. He was also Chief Executive Officer of the Jerusalem Institute of Management and served for five years as the Rector of the College of Management in Rishon LeZion, Israel. In addition to more than thirty books and monographs he authored or edited, he published more than hundred papers in various journals and chapters in books and wrote more than 150 cases.

We include his reflections on doing research in honour of his memory. These are reprinted with permission from *AIB Insights*, Vol. 13, Issue 4, 2013.

### Lessons for IB research.

My long experience in IB research has taught me several lessons which may resemble or differ from the experiences of other researchers. I offer some of them in order to elicit your comments and generate a discussion among us. This paper is not a summary of my research work. Rather, I wanted to reflect on what I consider a few of the major challenges and implications for IB researchers.

Let me start by arguing the importance of talking to practitioners in order to get a real grasp of a problem or practice — often resulting in case studies rather than analyses of secondary data or questionnaire surveys. In 1959–1961, when I was doing my doctoral research at Harvard Business School, I was distressed by the apparent failure of Israel to attract foreign direct investments, despite the fervent attempts by the government to encourage it by enacting the Law for the Encouragement of Capital Investments. From my training in economics, I assumed that the conferral of tax benefits would induce foreign investors to initiate projects which they would not otherwise have undertaken. The problem seemed to be straightforward — how large did the tax incentives need to be?

I could have designed a questionnaire asking a carefully chosen sample of managers to rank the size of the tax holiday they would require in order to make a foreign investment, and added some other questions on related topics. I am sure that I would have received answers that could have been tabulated and regressed against other variables, and I am equally certain that the answers would have indicated that tax holidays are desirable — after all, what managers would answer that they would not want these tax holidays?

However, Harvard Business School required case writing as an integral part of doctoral research. I made a list of firms that had considered an investment in Israel and wrote about 40 case studies on the history of the decisions, based on interviewing managers and reading correspondence and other documents related to the decision. I soon found out that tax incentives did not play the decisive role I had expected them to play. Moreover, the picture emerging from my field research seemed to be one of utterly irrational behavior. The “decision process” followed by US businesspeople had very little in common with the classical economic theory of capital investment. To understand their behavior, it was necessary to recognize that decisions are made under uncertainty within an organizational and social system. Once I changed my research lens, what seemed irrational made sense. I could offer a behavioral theory that explained how and why decisions are made and how and why commitments accumulate. In 1966, I published a book based on my findings which are well known so I will not repeat them (Aharoni, 1966).

Had I chosen to study foreign investments through a mail questionnaire, however carefully designed, I would never have been exposed to the rich saga of the real foreign investment decision process and to the way real managers in real firms make decisions. Rather I could have suggested wrong policies. Since then, I have written more than 150 cases on all kinds of problems and researched a variety of issues. In this work, I have consistently benefited from the insights of businessmen. To be sure, I did not always rely on case studies and interviews since, in some of my studies, I used carefully designed questionnaires. Yet I have always tried to understand the actual behavior of persons within a firm — not how they should behave.

A second key point is that I expect IB scholars to study management rather than economics. IB scholars try to be as scientific as those in the natural sciences. Many of these researchers (including myself) were trained as economists, and economists prefer to apply econometric methods to what is perceived as descriptive research. The quest for additional rigor calls for a solid analysis of a large number of observations. Unfortunately, to achieve rigor, the researchers find themselves very distant from reality, which is socially and politically constructed rather than objectively determined. The pioneers of scientific management attempted to discover general rules of behavior such as the number of hierarchical levels or the span of control which were assumed to be pertinent to all organizations. Only decades later were contingent variables introduced. IB researchers also preferred to look for general rules and ignored contingent variables. Yet human behavior is very complex, and executives are also family members, belong to different clubs and interest groups and are citizens of a nation — and all of these affiliations impact on their behavior. Moreover, as Simon (1955) pointed out in the 1950s, they do not maximize. Since then, generations of behavioral economists — but unfortunately not IB scholars — have followed in his footsteps.

Classical economics-based theory alone is insufficient to understand the complexity of real life. We must incorporate politics, culture and institutions. Only if all of these approaches are woven into our theories may they be helpful for businessmen and for policy makers. One example is what I term “political strategy” — that is, concentrating on getting benefits from the government rather than on achieving competitive advantages in the marketplace. In a democratic society, power is diffused throughout the society, the spectrum of interest groups is wide and business itself is one of the most powerful organized interest groups. Some firms are state-owned and all large firms spend resources on lobbying. They have great political power — particularly, in small countries — but they are also deeply affected by the government and other environmental forces. Thus, when the government abandons its import-substitution policies and exposes firms to foreign competition, many firms go bankrupt.

I also studied boards of directors and the differences among state, trade-union and privately owned enterprises in Israel. I found that professional managers have the same objectives, aspirations and belief systems, irrespective of their firms' owners — be they the state, trade unions or private-sector owners. They pursue what they see as the firm's best interests, disregarding instructions. The simplistic views on the efficacy of planning or that of the market mechanism are both wrong. In my view, the key issue is to design objective and transparent systems for electing the best managers and directors and to avoid political appointments. These managers act within an uncertain environment of norms and institutions and, again, economic-based theory is not sufficient to understand the complexity of real life. The examples above illustrate that we must consider political, cultural and social factors, and acknowledge uncertainty.

Third, IB research is very much context-specific. It does not necessarily apply to different environments and diverse contexts nor is it independent of these factors. Researchers may study a large population and reach wrong conclusions because the choice of the population studied was not a representative sample. Thus, many observations on the behavior of manufacturing firms do not hold for services. As one example, many IB scholars have assumed that firms seek to control their subsidiaries to protect their intellectual property and therefore insist on full ownership. Yet hotel chain management seems to prefer joint ventures and use this form even when the government allows full ownership (more examples may be found in Aharoni (1997)). By the same token, many of the conclusions reached by Porter (1990) are the result of studying mainly US-based large corporations. However, many Israeli, Canadian and Danish firms did not grow first in their home market. In fact, the Israeli high-technology industry exports more than 90 percent of its output, and in several cases, the firm does not sell in Israel at all! Clearly, a tiny country with a very limited market size faces different issues than a large country. Theories based on the experience of US firms may not be applicable to small countries.

My case research showed that successful firms did not attempt to compete head on against foreign giants. Instead, they identified a particular market niche in which they basically had a monopoly — being the only firm that supplied a certain unique product or service. This observation was even more relevant in international operations. Israeli firms cannot even hope to compete head on in the global market against the giant multinational firms. They can, however, be very successful when they define a niche that is either ignored (often because of its size) or unknown to the giant firms in the industry.

Strategy, I suggest as my fourth point, is not about gaining competitive advantage in an industry but about creating a monopoly in a well-defined niche. In other words, strategy is about being an outlier and being unique — not about being part of the herd. A large flow of statistically based research efforts attempt to connect industry structure with strategy, performance or other variables. Yet a successful competitor creates an industry, achieving success by being unique in a certain specific and well-identified niche within which this firm does not compete but which it dominates.

Having studied managerial behavior and its interaction with government in a small and relatively less-developed country, I was curious to find out whether things were different in the United States and other developed countries. The result was a book I called *The No-Risk Society* (1981), which showed that demands for social justice and equity have turned into calls for more publicly provided insurance and fewer private risks. Governments are expected to reduce or shift the risks once borne by individuals, immunize the latter against almost any change and insure them against any conceivable hazard. Ironically, government programs to reduce risks have the effect of encouraging people to be more reckless in a new version of moral hazard — a “culture of dependency,” the erosion of individual responsibility, the decline of the entrepreneurial spirit and a “no-risk society” in the end. Both successful entrepreneurs and long-established businesses do take risks, but they do so against a background of extensive protections and hedges, many of them — such as the \$500 billion savings and loans bailout in the US — being supplied at the taxpayers' expense. The expense of these programs is not confined to the public budget. Individuals demand less government yet clamor for public benefits so that the public also pays invisible taxes in the form of regulations that protect business from competition. If a firm begins to falter, the government may rescue it through loans, subsidies or protective trade agreements. The new version of moral hazard became apparent when, in the financial crisis of 2008, it was taken for granted that firms may be “too big to fail,” thereby reinforcing the importance of political factors.

Finally, the MNEs of several dozens of years ago extracted rents from existing resources and knowledge developed at home. In an ever-shifting turbulent environment, they are learning to adapt themselves to the changing environment and to develop new capabilities through a globally coordinated network. In this network, knowledge can be developed in any subsidiary and then transferred to the whole network.

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## RM-SIG: In Conversation With Anne Tsui

Our Vice President for Responsible Research, Aggie Chidlow, uses this particular space on our Newsletter communication platform to interview high profile guests to open up and talk about their academic careers and contributions centered around a responsible research agenda. Focusing on her guest speakers and their insightful dialogues, Aggie aims to offer the academic community perspectives and understanding of rigorous, replicable and transparent research methodologies.

In her first opening conversation, Aggie talks to the founder of the Responsible Research in Business and Management (RRBM) network ([www.rrbm.network](http://www.rrbm.network)), Prof. Anne S. Tsui. Prof Tsui received her PhD from the University of California and an Honorary Doctorate from the University of St. Gallen. She is Distinguished Adjunct Professor at the University of Notre Dame, Motorola Professor of International Management Emerita, Arizona State University, and Distinguished Visiting Professor at Peking University and Fudan University. She was the 67<sup>th</sup> President of the Academy of Management (AOM) and 14<sup>th</sup> Editor of the *Academy of Management Journal* (AMJ) and is a Fellow of both the Academy of Management (AOM) and the Academy of International Business (AIB). Through founding the International Association for Chinese Management Research (IACMR), a new *Management and Organization Review* (MOR) journal, and working with leading Business Schools in China, she has contributed to the development of Chinese management research since 2000. She is a co-founder of the Responsible Research in Business and Management (RRBM), leading a global effort to transform business research into a force for the common good.



**Aggie:** Dear Anne, thank you so much for your time and willingness to participate in the *RM-SIG: In Conversation With....* series. On behalf of the RM-SIG, I am so delighted to talk to you. Anne, you have had such a distinguished career with many top tier journals and many best paper awards. You were the Editor of *AMJ*, and President of AOM. You are not only a top researcher, but you have also contributed so much to the field as an institution builder. You not only founded the International Association for Chinese Management Research (IACMR) but also a new *Management and Organization Review* (MOR) journal to publish such research. Your latest contribution is the movement toward responsible research, encouraging our field to focus on not just on relevance but also on rigor. You are such an inspiration. As my first question, please, can you tell me how did the idea for the Responsible Research in Business and Management (RRBM) network come about and what led you make it happen?

**Anne:** Thank you for the opportunity to talk with you about the RRBM and how I got involved. It certainly was not in my career plan when I graduated from University of California in Los Angeles and became an Assistant Professor at the Fuqua School of Management, Duke University in 1981. I was a traditional researcher working on traditional or mainstream topics such as managerial effectiveness, human resource effectiveness, diversity and demography, and employment relationship. My career was going reasonably well, and I did what all Assistant Professors would do, that is to establish myself as a respectable researcher and teacher. I moved to the University of California, Irvine from Duke University in 1988. I received tenure in 1990. Life was good.

In 1993 I had the opportunity to teach a summer course at the new Hong Kong University of Science and Technology (HKUST). In 1995, the Dean at HKUST asked me to establish and build a new department of management in the Business School there. Having spent my teenage years in Hong Kong and received my primary and secondary education there, I thought that maybe I could give back to this community by helping to build a world class management department with strong research.

During the eight years in Hong Kong, I began to learn about the development of management education in China. My colleagues at HKUST and I decided to help Chinese professors to learn the international research methods so that they can contribute to the global literature and engage in intellectual conversation and collaboration. During this time, I began to write about the need to “contextualize” the research being done in China instead of blindly adopting the questions, theories and methods of the Western world. Interestingly, Chinese researchers, on their own or in collaboration with international scholars, focused on research that could be published in the leading international journals. They largely ignored local problems. James March (2005) noticed this tendency in Europe also. This homogenization tendency led to research that may fit the extant literature but have low relevance or meaning in the local communities being studied.

At the same time, in the 1990s, you may know that in the US, a group of senior scholars, including many AOM Presidents, were calling for attention to improving the connection of our research to the world around us. Beginning with Don Hambrick’s AOM Presidential address in 1993, many AOM presidents gave their addresses on the same theme, including Denise Rousseau, Angelo DeNisi, Andy Van de Ven, James Walsh and more recently Anita McGahan and Jackie Coyle-Shapiro. Their addresses were centered on the need for our research to focus on important problems of our world and to improve the practical relevance of our studies. I did the same in 2012 in my presidential address in Boston, with the title of “*On compassion in scholarship: Why should we care?*” (Tsui, 2013).

Beginning in 2010, a series of papers appeared that identified a number of questionable research practices in our field (e.g., Bedeian, *et al.*, 2010), including p-hacking, HARKing, data manipulations to get the best results (e.g. Murthy & Aguinis, 2019), and publishing only positive, but not negative or null results. Analysis of 100 published papers in psychology, Nosek, *et al.* (2005) shows that more than half of the effects could not be replicated. This is known as the “credibility crisis”, while the research-practice gap is known as the “relevance crisis”. These two crises were the impetus for the creation of the RRBM. The above is a long preamble to answering the question of how the RRBM came about. I think this background is necessary because the RRBM is a direct response to the problem of our research practices. Now, let me turn to the second part of the question.

What was the founding process? The process of creating the RRBM was quite challenging. It was challenging because it has to be a multi-disciplinary movement as the change makers have to represent the core disciplines of a Business School. Also, we need well-respected senior scholars whose voices and words would carry weight. It also has to be global. Why? Because it is not only a problem of the research in the US, but world-wide. I used my social network to find leading scholars in accounting, finance, marketing, and operations management. I wanted the founding team to comprise at least two senior scholars from each field. The involvement of some major institutions is also important. [The European Foundation for Management Development](#) (EFMD) which is the European equivalent of [the Association to Advance Collegiate Schools of Business](#) (AACSB), played a critical role by encouraging this movement and providing the institutional support. After one year, we have 28 founding members, 24 scholars from 23 universities in ten countries and four institutional partners – the EFMD, the AACSB, [the Principles for Responsible Management Education](#) (PRME), and [the Aspen Institute Business & Society](#) (Aspen-BSP). In 2016 and 2017, we wrote the RRBM position paper, outlining our vision for business and management research by 2030, and offered a set of principles to guide in the research design that will ensure both credible and useful knowledge. We secured 85 co-signers of this position papers, who are all leading scholars in various disciplines, as well as two extremely reputable business leaders: Mr. Paul Polman (CEO and Founder of IMAGINE, Vice Chair of the UN Global Compact, and previous CEO of Unilever) and Sir Mark Moody-Stewart (past Chair of the Global Compact Foundation and past Chair of Royal Dutch-Shell). In January 2018, the RRBM network website opened for public endorsement of our efforts ([www.rrbm.network](http://www.rrbm.network)).

**Aggie:** As not everybody might be aware of the RRBM, so please can you give me a brief overview of its vision, mission, purpose and values?

**Anne:** The acronym RRBM stands for Responsible Research in Business and Management. Its vision is for business and management research to be used widely in business and non-business organizations to improve the lives of people in our societies. We aspire for having achieved this transformation by the year 2030. Our mission or purpose is to inspire, encourage, catalyse, and support credible and useful research in the business and management disciplines. We value both basic and applied research, strong multi-disciplinarity and multi-sector collaboration, both regional and global knowledge creation, focusing on pressing issues in the contemporary world as well as addressing local or regional needs. We emphasize two responsibilities: one is to science by producing reliable, credible, and replicable research findings; and the second is to society by contributing knowledge to solve challenging and wicked problems in our world, such as those specified in the United Nations' Sustainable Development Goals. We do not prescribe what authors should study but we value research that finds its question from the external world and not only from the literature.

**Aggie:** Do you think that your experience as President of the Academy of Management helps with the development of the RRBM? Were there any connections there? If yes, what were they?

**Anne:** I do see a connection between my role as an officer for the AOM and the creation of the RRBM. When I agreed to run for officer for the AOM, I wanted, if elected, to do something about the problem of the research-practice gap that many of the prior presidents of the AOM and other scholars have spoken and written about. Two issues were particularly salient in my mind at that time. One is the gap issue and the other is the dominance of theory in published papers. Don Hambrick in his 1993 Presidential address (Hambrick, 1994) brought our attention to the relevance (another word for research-practice gap) issue. His *AMJ* paper in 2007 on '*the management field's devotion to theory*' (Hambrick, 2007) also made a great impression on me. It suggested to me that our obsession with theory might be one possible impediment to relevance. Researchers aim to fill theoretical gaps and seek theoretical novelty, often at the expense of tackling tough issues that cannot be easily explained by existing theories or evade easy theorizing due to the complexity of the problem. The journals are filled with research that aimed to fill the theoretical gaps or offer incremental extension of existing theories by identifying mediating mechanisms or boundary conditions (the famous mediation-moderation models). These research studies are often divorced from the problems in the world and the complex multiple interaction models are not easily understandable by practitioners and difficult if not meaningless to implement. To me, there was a *third problem*. The literature largely focused on explaining or improving the economic outcomes of the firms, with much less attention to issues important to other stakeholders, i.e., the social outcomes including work stress, poverty, inequality, justice, and global warming (for example, there was no paper about the 2008 financial crisis in any top management journal, as pointed out in a paper by Starkey, 2015). As the program chair for the 2010 annual meeting of the Academy, I proposed the theme of *Dare to Care: Passion and Compassion in Management Research and Practice*, calling on our Academy members to conduct research on neglected social outcomes (see Walsh *et al.*, 2003 and Tsui & Jia, 2013 for a definition of the economic and social outcomes of organizations and the relative prevalence of each kind of outcome in the literature). During the 2011-2012 year, I was the chair of the Board of Governors. We approved a new journal, the *Academy of Management Discoveries*, to encourage and publish research that explores complex and new phenomena not explainable by existing theories and not amenable to easy theorizing.

Having served on the Board of the AOM made me keenly aware of the value of problem-focused high-quality research generating credible knowledge to inform policies and business practices toward a better world. After all, the AOM's vision is "We inspire and enable a better world through our scholarship and teaching about management and organizations". We should not continue to stay in our ivory tower working on research with little relevance for communities of practice, mis-using the talents in our schools, and wasting the financial investment in research that does not offer any meaningful return to the providers of such investment such as students, taxpayers and philanthropists. A leader of the EFMD heard a presentation I made at a conference lamenting the state of our research asked me if I would help to gather a group of scholars to work on solutions to this problem. I felt a calling

that I should respond. In retrospect, I believe my experience with serving as a leader for the AOM and as an Editor for the *AMJ* gave me the credibility to initiate this movement and the courage to make the plunge.

I hope the story that I have told, though a bit long, shows a clear connection between my five-year term as an officer of the AOM, three years as the Editor of the *AMJ*, and the creation of this RRBM network and movement.

**Aggie:** Why should the academic community care about the RRBM and the values it represents?

**Anne:** The academic community, especially the AIB and its flagship *Journal of International Business Studies (JIBS)* already care about responsible research. *JIBS* is among the first to publish editorials introducing new policies to improve the credibility of knowledge published in its pages, such as the Editorial on What's in a p? by Meyer, *et al.*, (2017), your commentary on this editorial in *JIBS'* special collections focused on research methods in international business (Chidlow, *et al.*, 2020), as well as the recent editorial on DART (Beugelskijk, *et al.*, 2020). The new special issue in *JIBS – The Global Scope of Corporate Sustainability: Multinational Firms, Supply Chains, and the Private Governance of Social and Environmental Issues* (submission deadline: September 1, 2021) – is also an effort to increase the usefulness of knowledge.

The *AMJ's* special research forum *Joining conversations in the society on management and organizations* invites authors to join conversations that are taking place around the world. The Call for Submission provided a large list of possible topics that span individual, firm, and national levels. At the individual level, I am pleased to see some old but also many new topics such as analysing the effects of caste systems on employment and discrimination in organizations; sexual harassment, diversity and inclusion in the workplace, global health inequities, bribery, political influence and private politics. These are the grand challenges of the 21<sup>st</sup> century and the literature is silent on most of these topics. This special research forum will be an excellent example of responsible research. There are many more examples of journals or professional association that care about responsible research, e.g., the American Marketing Association and its flagship *Journal of Marketing* as well as the journal of Service and Manufacturing Operations Management which has a Special Issue on “Responsible research in operations management (papers are under review as we speak.) There are at least nine special issues in leading journals with active call for submissions. You may see this list on the [RRBM webpage](#).

A great stimulus to Business Schools' caring about responsible research is the revised accreditation standards by the AACSB. The societal impact of a school's research and teaching is the dominating theme of the revised standards. For those Business Schools that wish to receive or renew their accreditations will have to provide documentation on the societal impact (positively) of the schools on the external communities, locally, nationally or globally.

The most important reason to change our research culture and practices, in my view, is to live up to our responsibility as social scientists who are entrusted by the society to contribute evidence-based solutions to solving society's problems of injustice and to help humanity realize its potential to create a world that respects human dignity and protects human rights. All institutions arose in the history of humanity to facilitate order, justice and survival. As social scientists in Business Schools, we have *three* responsibilities. I have mentioned the first two already, but they are worth repeating. *The first responsibility* is to science by seeking truth through producing trustworthy knowledge with integrity. *The second responsibility* is to society by ensuring the knowledge we produce is useful in solving the timely problems in our societies. *The third responsibility* is to protect the sanctity of our profession as responsible scientists and responsible teachers by developing the next generation of scholars who are equally if not more committed to using their talents to solve society's wicked problems and more eager to contribute to the making of a better world. The RRBM is not the panacea to the problems in our research culture. It is a modest effort to encourage, stimulate, catalyze the recognition and actions toward research that aims to produce both credible and useful research ...for a better world.

**Aggie:** What is your view on responsible research methods?

**Anne:** Responsible research methods are to ensure the credibility of our research results. I have mentioned the problem of questionable research practices such as p-hacking, HARKing (e.g. Murthy & Aguinis, 2019), data manipulation to find the best results, withholding negative or null findings. These practices reflect unethical research conduct that threatens the integrity of science at best and mislead practice leading to wasteful resources and harmful effects at worst. I was saddened to see the prevalence of these practices. As well-educated professionals in the scientific method with the goal to seek truth, why would researchers engage in these practices? I can think of two reasons. *The first reason* is that we *have not done* a good job in training doctoral students and young scholars. They are ignorant that such practices which prevent us from finding the truth. *The second reason* is that our faculty evaluation system (for tenure or for promotion) are using the wrong metrics in evaluating the quality of research and in defining the standards for promotion. While changing promotion criteria may be difficult (though not impossible), we should at least improve our training of nascent scientists so that their understanding and a sense of duty to seek truth would deter them from engaging in these truth compromising practices. In my view, responsible research methods are critically important in the doctoral curriculum.

**Aggie:** Following on from that, how could the doctoral curriculum be improved?

**Anne:** Ideally, the PhD curriculum should include a course or module on the philosophical foundation of responsible science (the word science and research are used synonymously here). It would include learning about the uncertainties around the two modes of scientific reasoning (induction and deduction), inductive risk (assessing the consequences of wrongful conclusions, i.e., type I



and type II errors), the role of values in scientific work, objectivity, the responsibility of scientists, the relationship between science and policy and between science and society.

We also need more robust research design and statistical analysis training. Most training on such methods, I worry, is rather superficial. Students learn by doing and doing without knowing the assumptions underlying different statistical methods. In recent years, many researchers look to develop complex mediation-moderation models. There is a trade-off in generality and specificity in such complex models. They seem sophisticated but they have the risk of capitalizing on sample-specific characteristics. Complex models are most difficult to replicate because the results are unique to well-defined and highly contrived situations. Most likely, they are the artifact of statistical manipulations so that the results are unlikely to be observed in another sample or even when some control variables are added or deleted in the same dataset. These complex multi-way moderation models have the appearance of novelty, but their usefulness is highly limited. How useful is a policy suggestion for a very narrow set of conditions? The more useful approach is to propose a simple theory with only the main effect. The research is to repeatedly test this theory (through adding control variables or moderating variables) to ensure that the main effect continues to be observed in different conditions.

Research should also identify if a theory might have any unintended negative effects. For example, agency theory aims to align the interests of the executives as agents and shareholders as principals. An unintended consequence of agency theory is that the executives manipulate earnings to maximize the stock values without actually increasing the value of the firm. Interestingly, the evidence of the thirty years after the introduction of the stock based executive incentive compensation is that there is no relationship between executive pay increases and rise of share values (Martin, 2011). The former is much greater than the latter.

Good theory and good methods go hand in hand. Responsible theory and responsible methods are both important for responsible research. All of these are natural to the responsible researcher. The world of business and management research, the world of business, the reputation of business schools, and the careers of young scholars will all be better off when business schools have transformed and adopted responsible research. I am very excited that this transformation is now happening and am cautiously optimistic that we will be able to celebrate substantial progress, if not complete transformation, by 2030.

**Aggie:** I absolutely agree with you with regards to more robust research design and statistical training. But, shouldn't we be broadening PhD students' exposure to a wider range of scientific methods?

**Anne:** I absolutely agree with your comment. The RRBM aims to correct the problem of empirical research involving data and hypotheses testing. This is along the line of Popper who proposed empirical research as an exercise to refute or falsify a hypothesized relationship. This is to avoid or to counterbalance the confirmation bias. However, we also need qualitative hypotheses building research to offer possible explanations of empirical puzzles. We need theory development work that proposes solutions to an empirical puzzle. Theories can come from observing regularities and identifying underlying mechanisms in the empirical world. Theories can also come from creative thinking or the subconscious. A good story to illustrate creative theorizing is how Kekule (Okasha, 2018: 79) "*hit on the hypothesis of a hexagonal structure for benzene after a dream in which he saw a snake trying to bite its own tail*". We also know that theory building or development is largely a subjective process. We don't know whether a theory is right or wrong, good or bad until we have tested it. Some philosophers of science, such as Popper, argue that it does not matter how theories came about. What is most important in science is how the theory is justified. This is part of the reason why positivists' approach to science has captured the attention and popularity of the scientific community, including social scientists in Business Schools. Since theory development is not as teachable as theory testing, it is no surprise that most empirical work is theory testing, with theory development focusing on extensions or identifying boundary conditions of existent theories. I remember Karl Weick (1989) used the term "disciplined imagination" to refer to theory development. Imagination is not a skill that can be easily learned. Theory development may involve implicit knowledge which cannot be articulated. However, I think good observation skills, some degree of objectivity, abandonment of personal a priori conceptions of a phenomenon, and ability to see patterns in behaviour or text data are the minimum requirements of discovering or developing a theory of explanation or prediction. Studying how successful theorists did it might be a good starting point. Along this line, I recommend Smith and Hitt's (2005) book *Great Minds in Management* which features 24 scholars who developed important theories in management.

I want to also mention another research method that has great promise for increasing both the strength of causality and the relevance of the research. This is experimental or "intervention" research. (e.g. Chapter 10 in Risjord, 2014). Experimentation or intervention research is the best to examine the causal structure of an idea. From a policy point of view, it is the best to "prove" the efficacy of a policy intervention. The intervention can be a policy, a practice, a training program, or an incentive system. The research design tracks the effects of the intervention based on the theory and hypotheses. In medicine, this is the randomized controlled trial (RCT). This is the method that the three winners of the 2019 Nobel prize in Economic Science used in their 20-year research program to reduce poverty in the developing world. They broke the complex issue of poverty into smaller, more manageable questions, such as reducing absenteeism among teachers and nurses, using remedial teaching to increase the learning readiness of pre-school children in disadvantaged populations, immunization programs and productivity boosting technologies in agriculture. They replicated the studies to gain greater confidence in their results. Their research brought scientific rigor and real-world impact to developing economies.

Intervention research is essentially field experiments and this method is not a stranger to management research. We have used it widely in the 1960 to 1970s on studying the effect of goal setting, job enrichment, incentive systems and training programs on

performance or other outcomes. To increase the relevance of our research, there is nothing better than intervention research. The intervention, if shown to produce the expected effects consistently, can be used directly in practice or to inform policy.

**Aggie:** Within the broader understanding of scientific methods, shouldn't we also be drawing our PhD students' attention to national differences and significance in designing and undertaking data collection? After all, we shouldn't compare "apples with pears".

**Anne:** Indeed, we definitely should be alerting PhD students to this issue. As you said, in international business research we have to study apples as apples, oranges as oranges, pears as pears, in their native forms, instead of assuming they are the same or ignoring their underlying differences. I have already mentioned the problem of "homogenization" which refers to focusing on a similar set of problems (P), using the well-accepted theories (T) and popular methods (M) by researchers in different national and regional contexts where the nature of the problems, conception of reality, and meaning systems may differ substantially (Tsui *et al.*, 2017). The key idea here is "contextualization" (Tsui, 2006; Whetten, 2009) which can range from applying the PTM from one context (usually the research advanced contexts such as the USA) to another context (usually the emerging economies) without any modification to adjusting the PTM to match local conditions. So, failing to acknowledge local variations in M, can not only significantly jeopardize issues relating to data collection equivalence (Sekaran, 1983; Hult *et al.*, 2008; Chidlow *et al.*, 2014; Chidlow *et al.*, 2015) but also the analytical rigour (Cuervo-Cazurra *et al.*, 2016) for cross-national research. Therefore, I think, it is important that not only our PhD students, but also all scholars, are mindful of such differences when designing their research and undertaking chosen data collections. Otherwise, we will compare "apples with pears" which will lead to meaningless findings and questionable validity of our scholarly work.

**Aggie:** Dear Anne, as our time together comes to an end, on behalf of the RM-SIG, I would like to take the opportunity and "Thank You" for sharing all of this with me. You are such an inspiration and I am sure AIB members and readers will find our conversation not only insightful but also inspirational. Have a good day.

**Anne:** You are most welcome. I would like to wish the RM-SIG all the best.

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## Q&A with the guest editors, *Management International Review*

### Focused Issue: The Use of Partial Least Squares Structural Equation Modeling (PLS-SEM) and Complementary Methods in International Management (IM) Research

Call for papers: <https://www.springer.com/journal/11575/updates/18019998>

#### Guest Editors:

Nicole F. Richter (University of Southern Denmark, Denmark, [nicole@sam.sdu.dk](mailto:nicole@sam.sdu.dk))

Sven Hauff (Helmut Schmidt University, Germany, [hauff@hsu-hh.de](mailto:hauff@hsu-hh.de))

Siegfried P. Gudergan (University of Waikato, New Zealand, [sguderga@waikato.ac.nz](mailto:sguderga@waikato.ac.nz))

Christian M. Ringle (Hamburg University of Technology (TUHH), Germany, and University of Waikato, New Zealand, [cringle@tuhh.de](mailto:cringle@tuhh.de))

#### Q1: What are your motivations for this special issue?

We believe that one important purpose of academic research is to produce predictive insights and to provide meaningful implications for international business policy and managerial practice. Partial least squares structural equation modelling (PLS-SEM) represents a suitable analytical procedure in this regard as it offers both explanatory and new predictive estimation abilities. However, further pushing the boundaries—that is benefitting from applying the most advanced technical abilities of PLS-SEM and combining its use with complementary methods, such as necessary condition analysis (NCA)—can help advancing science in international management to a higher level. With this focused issue in *MIR* we offer researchers in international management an opportunity to advance this key objective. In turn, this special issue can serve as a ‘how-to’ guide for other researchers in international management and related disciplines when they grapple with producing predictive insights that benefit both international management research and practice.

#### Q2: How did the idea for this special issue come about?

We are a team of researchers who are passionate about advancing research methods and their usage in strategic and international management. We observed that researchers in various fields, including those in international management, are not tapping the full potential that method advancements are offering. Hence, developing new sophisticated methods is one aspect, but convincing the community to benefit from using these new methods or to discuss and evaluate new methods is another story. Against this background, we believe that a focused issue in *MIR* is a fantastic outlet that offers the potential to trigger method adoption and further evaluation in the field.

#### Q3: What do you hope to emerge from the special issue?

For the field we hope that this focused issue will contribute impactful research that will advance theorizing in international management and that also produces insights of elevated managerial relevance. While we look forward to being inspired by fresh insights and viewpoints of authors that submit to this focused issue, we also hope that the contributions will serve as a reference point for other researchers.

#### Q4: Why should authors submit to this special issue?

In a nutshell, we think that submitting to this focused issue in *MIR* will enable authors to make a difference and, importantly, to have impact. The focused issue offers a platform to researchers who are curious about cutting-edge research concerning prediction and explanation in empirical international management research. Adopting new and advanced research methods or to blend traditional ones with new techniques may be challenging when publishing research in regular journal issues. This focused issue in *MIR* looks out for and provides an avenue to publish such research. We will offer the relevant expertise to work with submitting authors to polish their works. Our focus is on developing submitted research in constructive ways. Hence, we aim for a fair and very constructive revision process that guide authors in improving their manuscripts and study designs.

#### Q5: Any last thoughts?

Curiosity is what drives us as researcher. Knowing when and how to apply sophisticated methods should trigger interest in applying advanced methods beyond the focused issue in *MIR*. While using and establishing new ways of research in international management is always hard, and some might be sceptical, hopefully our focused issue can help reduce scepticism and pave the way for international management researchers who want to apply advanced PLS-SEM approaches or complement it with other (new) methods.

## BIOs:

Nicole Richter is an Associate Professor of International Business at the University of Southern Denmark. She is among the leading experts in PLS-SEM. Moreover, she is an ambassador for NCA. In addition to research methods in international business, her major research interests are in the fields of international business strategy and cross-cultural management. Her publications have appeared in journals such as *International Business Review*, *Journal of International Management*, *Long Range Planning*, and *Management International Review*.

Sven Hauff is Professor of Human Resource Management and head of the Chair of Labor, Human Resources and Organization at the Helmut Schmidt University in Hamburg. His main research interests are in the interrelationships between the design of human resource management and its effects on employees and organizational performance. His research is characterized by a quantitative empirical focus and a strong interest in research methodologies, including PLS-SEM and NCA. His scientific works have been published in leading international journals such as *Human Resource Management*, *Human Resource Management Journal*, *International Journal of Human Resource Management*, *Journal of International Management*, and *International Business Review*.

Siggi Gudergan is Professor of Strategy at Waikato Management School within the University of Waikato. His research cuts across strategy, marketing and international business aspects with a particular emphasis on quantitative methods. His articles have been published in journals such as *International Journal of Human Resource Management*, *International Journal of Research in Marketing*, *Journal of the Academy of Marketing Science*, *Long Range Planning*, *Journal of International Management*, and *International Business Review*.

Christian M. Ringle is a chaired Professor of Management at the Hamburg University of Technology (TUHH), Germany, and an Adjunct Professor of the University of Waikato, New Zealand. His research addresses human resource management, organization, marketing, strategic management, and quantitative methods for business and market research. His articles have been published in journals such as *International Journal of Human Resource Management*, *International Journal of Research in Marketing*, *Information Systems Research*, *Journal of the Academy of Marketing Science*, *Long Range Planning*, *Organizational Research Methods*, and *MIS Quarterly*. Christian's works have been awarded with several citation and best paper awards and he has been included in the Clarivate Analytics' Highly Cited Researchers list. More information: <https://www.tuhh.de/hrmo/team/prof-dr-c-m-ringle.html>

## CARMA Video in Profile:

***Evidence on questionable research practices: The good, the bad and the ugly. How effective are the interventions?* (November 2017)**  
**George C. Banks**, Associate Professor of Management, Belk College of Business UNC Charlotte.



Questionable Research Practices (QRPs) relate to the growing concern regarding the credibility of research in the organizational sciences and related fields. Examples of commonly discussed QRPs include:

- selective reporting of hypotheses,
- excluding data post hoc,
- hypothesizing after the results are known (HARKing) and
- selective inclusion of control variables.

Such practices can have harmful implications for evidence-based practice, theory development and perceptions of the rigor of science.

This video titled *Evidence on questionable research practices: The good, the bad and the ugly* covers two main areas:

- What evidence exists regarding engagement in questionable research practices in the social sciences?
- How effective are interventions?

# New publication

MANAGING MULTILINGUAL WORKPLACES: METHODOLOGICAL, EMPIRICAL AND PEDAGOGIC PERSPECTIVES.

**Editors:** Sierk Horn, Philippe Lecomte, Susanne Tietze

Routledge, 2020 (Series: Routledge Studies in International Business and the World Economy)

Contributed by: Susanne Tietze, with Philippe Lecomte and Sierk Horn

This edited book is located within language-sensitive international business and management research. This field is thriving and has reached a degree of maturity that calls for a pulling together and advancement of developments in empirical research, methodological questions and pedagogical applications and innovations.

It contains three sections and 11 chapters contributed by teachers and researchers of languages in the field of international business and management. Each section focuses on either methodological, empirical or pedagogic aspects of language-based research. The book's purpose is to provide a source that both presents a good picture of the latest developments in this field in terms of empirical research, methodological questions and challenges and that also discusses pedagogical aspects of teaching languages within international business education.

The book is expressive and reflective of the still developing and expanding literature and research that is often labelled as language-sensitive international business research; a stream of inquiry that by now is several decades old (Tietze and Piekkari, 2020) and whose scholars draw on different theoretical approaches to language (Karhunen et al., 2018), and use (mainly) social science methods of a qualitative or quantitative kind (Tenzer et al., 2017) as part of their empirical inquiry - all with a view to develop understanding of the impact and role of English, languages and recently also translation (Chidlow et al., 2014; Piekkari et al., 2020) within international business and management contexts. The empirical part of this edited book is a case in point, as the methods and research designs employed draw on tried and tested techniques comprising narrative analysis of exemplary cases, semi-structured interviews or interviews, on-site observational data, the use of secondary data and an empirically informed literature review. The choice of methodologies in the empirical section confirms what is perhaps a European preference for qualitative approaches, and as such survey-based research for example is less well presented in this book.

Despite this particular perspective in the book, the four chapters comprising the methodological part offer novel approaches, techniques and thinking about how to research multilingual workplaces and contexts.

Fan and Harzing's chapter is titled *Moving beyond the baseline: Exploring the potential of experiments in language research*, and in it they take up the cause of experimental research as a viable and useful approach to provide clear and informative research findings. Experimental research is of course well established in other disciplinary fields (e.g. psychology), but within language-based research, in particular within European communities, it is less well established. Fan and Harzing discuss and demonstrate how experimental design can establish causality through randomization, which ultimately enables researchers to claim whether dependent variables are caused by independent variables and that alternative causes can be ruled out. Consequently, experimental designs can provide a strong test of how robust theory is; and this in turn provides a useful basis to give advice and guidance to practitioners when discussing language-related organizational problems.

Outila, Piekkari and Mihailova's chapter is titled *How to research 'empowerment' in Russia. Absence, equivalence and method*. It is based on a language-across-border qualitative study, emphasising the sense-making of managers and employees located in the Russian subsidiary of a Finnish MNC when requested to implement practices of empowerment. One of the problems the researchers faced is that there is no equivalent word for empowerment within the Russian language and within the interview process both researchers and local actors began to interpret the meaning of empowerment in both a metaphorical and interlingual sense. The methodological



From the  
publishers

and analytic process included the use of proverbs which captured societal relationships and the cultural values they are grounded in. The chapter includes examples of the minutiae of the analytical (collective) process through which findings began to yield meaning.

Xian's chapter is titled *Translating Western research methodologies into Chinese. A contextualised approach in practice*. It is an insider account of how her own experience of translating Western research methodology into Chinese when working with Chinese research students in the UK. Translation is seen as acts of cultural interpretation and Xian shows that the teaching of (Western) research philosophies leave many (Chinese) students often bemused and puzzled. The role of the teacher of methodologies is therefore crucial in making philosophical vocabulary meaningful. The role is therefore a complex one as the teacher is simultaneously researcher and translator: Someone who knows and understand Western epistemologies and is able to render them meaningful to the receptive process of 'different' language and cultural groups.

Koskinen's chapter is titled *Translational linguistic-ethnography in organizations*. Koskinen is a translation scholar with expertise in researching multilingual workplaces through ethnography. She conceptualizes multilingual workspaces as spaces where translation has to happen in order to achieve mutually intelligible communications. Translation is defined broadly, including both explicit and implicit language and translation policies, as well as practices and organically grown, habitual translation cultures. Translations are not seen to be 'one-off, formal' acts but ongoing translational events where the power positions of various actors and their aims and motivations (skopoi) play a significant role in defining how the translation process unfold and how interpretations are achieved.

The chapters together present an impressive array of potentialities for reconsidering how the field arrives at its conclusions and which methodological innovations are available to both broaden and deepen the reach of our understanding of multilingual workplaces and our research into them. Whether advocating the use of a technique such as experimental designs; whether documenting the minutiae of the multi-agentic, analytic-translational process, where meaning is forged in the interstices between languages; whether addressing the perplexities arising from the philosophical-epistemological aspects of (Western) research vocabulary or whether conceptualizing multilingual workplaces as translational spaces to be researched through ethnographic engagement – together the chapters pose a new agenda and new means for language-translation-based research, which may well herald interdisciplinary, multilingual research teams drawing on social sciences, translations studies as well as on the arts and humanities.

In the conclusion of the book we advocate the cultivation of a multilingual habitus (the acknowledgement of the existence of a multilingual world and the consequent rejection of an imposed normality produced through the unreflective use of the English language) as well as the continuation of the reflective use of the English language. The former respectfully acknowledges the existence of multilingual, multicultural realities (identities) and the latter is necessary to share knowledge through our publications, classroom practices and encounter with business practices (mutual intelligibility).

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Watch out for the forthcoming publication:

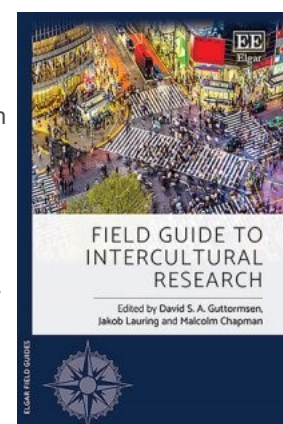
*Field Guide to Intercultural Research*, edited by

David S. A. Guttormsen, Associate Professor in Organisation and Management, Department of Business, Strategy and Political Sciences, USN School of Business, University of South-Eastern Norway, Norway,

Jakob Lauring, Professor in International Management, School of Business and Social Sciences, Aarhus University, Denmark and

Malcolm Chapman, (retired) formerly Senior Lecturer, Centre for International Business, University of Leeds, UK

Edward Elgar, January 2021



# CARMA Update: 2021 Activities



## Live Online Short Courses – January 6-8, 2021

Sponsored by University of South Carolina

### Complete Course Listing

- “Introduction to R and Data Analysis” – Dr. Scott Tonidandel, University of North Carolina-Charlotte
- “Advanced Multilevel Analysis with R” – Dr. Paul Bliese, University of South Carolina
- “Introduction to SEM with LAVAAN” – Dr. Robert Vandenberg, University of Georgia
- “Statistical Analysis of Big Data with R” – Dr. Jeff Stanton, Syracuse University
- “Intermediate SEM, Model Evaluation” – Dr. Larry Williams, Texas Tech University
- “Open Science and R: Principles and Practices” – Dr. George Banks, University of North Carolina-Charlotte
- “Advanced Data Analysis with R” – Dr. Ron Landis, Illinois Institute of Technology
- “Systematic Reviews and Meta-Analysis in R” – Dr. Ernest O’Boyle, Indiana University

\*\* Members of the Academy of International of Business (AIB) receive a 20% discount \*\*\*

For more information, see <https://carmattu.com/sc-south-carolina/>

### Upcoming CARMA Webcast lectures 2021

For more information, see <https://carmattu.com/webcast-lectures/>

Dr. Rhonda Reger, University of North Texas	Dr. Gilad Chen, University of Maryland
Qualitative Methods of Macro Research	Multilevel Analysis
January 22nd, 2021 / 12:00 – 1:30 pm ET	February 5th, 2021 / 12:00 – 1:30 pm ET
Dr. David Mackinnon, Arizona State	Dr. Michael Howard, Texas A&M University
Mediation Analysis	Network Analysis
February 19th, 2021 / 12:00 – 1:30 pm ET	March 3rd, 2021 / 12:00 – 1:30 pm ET
Dr. Lisa Harlow, University of Rhode Island	Dr. Jason Colquitt, University of Notre Dame
A Multivariate Research Application with R	Content Validation
March 31st, 2021 / 12:00 – 1:30 pm ET	April 9th, 2021 / 12:00 – 1:30 pm ET

### Topic Interest Groups

CARMA now offers Topic Interest Groups (TIG) for members. TIGs will meet regularly, also with live individual access for premium members that requires advance registration. These meetings will include tutorials, panel sessions, ask-the-experts sessions, and other instructional activities. Topics to be covered include structural equation modeling, multilevel analysis, qualitative methods, advanced regression techniques, with others currently being planned. Recordings of the Topic Interest Groups will be available in the Video Library for premium and basic members.

### Staying in Touch

CARMA Global Messenger provides monthly news briefs of “What We Do”

See <https://carmattu.com/messenger/>

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:

catherine.welch@sydney.edu.au