Responsible Research Methods Symposium

Cross-country data collection: Reflection and perspectives

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• Context

• Language
Methodologies

- Case Study
- Ethnography
- Grounded Theory
- Survey
- Participatory research
- Experiment
- Life history
Data collection

• Secondary
  – Personal documents
  – Organisational documents
  – Public documents
  – Media
  – Visual documents

• Questionnaire
  – Structured
  – Semi-structured
  – unstructured

• Observation
Context
• Research is context-dependent (Marschan-Piekkari et al., 2004)

• Different contexts:
  – The external
  – The organisational
  – The individual
• Context is generally taken for granted.
How to understand the context?
• Observe the environment, the company, the department (UK - notes in Portuguese; Colombian director)
• Observe interviewee behaviour, facial expressions, gestures, other nonverbal indications (arms, seat position), clothing (Norway) (Polkinghorne, 2005)
• Observe silence (Norway)
Language
Language

Language is only part of the context, that is broader (Fox, 2014)

Most of IB studies are cross-language (Chidlow et al., 2014)
• Language has been related to

  – Culture (Harzing and Maznevski, 2002)

  – Emotions (Tenzer and Pudelko, 2015)

  – Power (Tenzer and Pudelko, 2017; Harzing and Pudelko, 2013)
• How is language perceived (Hall, 1976; Harzing and Pudelko, 2013)

– Mechanic as a mean of communication?
  • Language however is perceived to be an static entity rather than informing situational codes (Tenzer et al., 2017)
Data Collection
Structured data collection

- How can I make sure I have ‘equivalence’? (Chidlow et al., 2014)
  - Back translation
  - Cross-Cultural Research Methods (Brislin, 1976)
  - Translation problems (Brannen et al., 2014)

- How can I make sure I will get a response rate in other countries? – Use of context

- How I deal with different languages?
Zhang and Guttormsen (2016) observed power relations between interviewer and interviewee

- Language skills
- Different accents
- Grasp local nuances
- Ethnicity
- Social structure
- Junior researcher – high hierarchical levels.
Semi-structured/unstructured interviews

• Language (Norway vs Canada and Wales)

• Sensitivity to the context (Byman and Bell, 2015);

• Encountering the unexpected (Byman and Bell, 2015) (Norway)

• Resistance (Norway and Colombia)
Interviewee

• Apprehensiveness (Bourne and Robson, 2013) (Canada)

• Confidentiality (turnover)

• Judgement (Bourne and Robson, 2013)

• Pre-conceived expectations (Bourne and Robson, 2013)
• “There is a considerable overlap between the skills involved in research interviewing and those needed by counselling psychologists in their counselling and psychotherapeutic work (Polkinghorne, 2005: 142).”

• Ability to form a trusting relationship;
• Active listening;
• Focus on the other’s experiential world

But not deviate from the question

How they experienced the situation???

How to gain trust!
• “researchers need to demonstrate to the participant that it is safe to be open and revealing of feeling and information” (Polkinghorne, 2005: 143)
Fieldwork

• Participants of the research

• Definition of the population and sampling

• Former employees

• Language skills - Talking on mother tongue helps in establish trust (Zhang and Guttormsen, 2016)
• Not interviewing on interviewee first’s language may impact on response biases, neglect of important cues, misunderstanding (Marschan-Piekkari and Reis, 2004)
Fieldwork

• Logistics – where is the company located? (Daniels and Cannice, 2004)

• Phone interviews? Emerging economies experience.
References

Thank you

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