

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

- 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?

Observation

- 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.

- 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)

- Apprehensiveness (Bourne and Robson, 2013)
(Canada)
 - Confidentiality (turnover)
 - Judgement (Bourne and Robson, 2013)
 - Pre-conceived expectations (Bourne and Robson, 2013)
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- “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 relationship

But not deviate from the question

How to gain trust!

- Active listening;

How they experienced the situation ???

- Focus on the other’s experiential world

- “researchers need to demonstrate to the participant that it is safe to be open and revealing of feeling and information”
(Polkinghorne, 2005: 143)

- 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)

- Logistics – where is the company located?
(Daniels and Cannice, 2004)
- Phone interviews? Emerging economies experience.

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Thank you

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