高等院校双语教学适用教材

# 经管研究方法实践指南



Research Methods in Business Studies

A Practical Guide

Pervez Ghauri Kjell Grønhaug 【英』珀威兹・加瑞【挪』谢尔・格朗霍格 著

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## 经管研究方法 实践指南



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> Pervez Ghauri Kjell Grønhaug

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### 出版者的獨

当前,在教育部的大力倡导下,财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验,同时也发现了教学过程中存在的一些问题,尤其对教材提出了更高的要求;一些尚未进入这一领域的院校,也在不断探索适于自身的教学方式和方法以及适用的教材,以期时机成熟时加入双语教学的行列。总之,对各类院校而言,能否找到"适用"的教材都成为双语教学成功与否的关键因素之一。

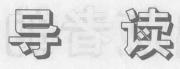
然而,国外原版教材为国外教学量身定做的一些特点,如普遍篇幅较大、侧重于描述性讲解、辅助材料(如习题、案例、延伸阅读材料等)繁杂,尤其是许多内容针对性太强、与所在国的法律结构和经济、文化背景结合过于紧密等,却显然不适于国内教学采用,并成为制约国内双语教学开展的重要原因。因此,对国外原版教材进行本土化的精简改编,使之变成更加"适用"的双语教材,已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社,秉承自己一贯服务于财经教学的宗旨,总结自身多年的出版经验,同培生教育出版集团和汤姆森学习出版集团等国外著名出版公司通力合作,在国内再次领先推出了会计、工商管理、经济学等专业的"高等院校双语教学适用教材"。这套丛书的出版经过了长时间的酝酿和筛选,编选人员本着"品质优先、首推名作"的选题原则,既考虑了目前我国财经教育的现状,也考虑了我国财经高等教育所具有的学科特点和需求指向,在教材的遴选、改编和出版上突出了以下一些特点:

- ●优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本,其中有些教材的以前版本已在国内部分高校中进行了试用,获得了一致的好评。
- ●改编后的教材在保持英文原版教材特色的基础上,力求内容精要,逻辑严密,适合中国的双语教学。选择的改编人员既熟悉原版教材内容,又具有本书或本门课程双语教学的经验。
- ●改编后的教材配有丰富的辅助教学支持资源,教师可在网上免费获取。
  - ●改编后的教材篇幅合理,符合国内教学的课时要求,价格相对较低。→人业高的专

本套教材是在双语教学教材出版方面的一次新的尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导,在此深表谢意,也期待广大读者提出宝贵的意见和建议。

尽管我们在改编的过程中已加以注意,但由于各教材的作者所处的政治、经济和文化 背景不同,书中的内容仍可能有不妥之处,望读者在阅读中注意比较和甄别。



事实并不是简单地摆在那儿,等待着被发现。事实必须从不断发展变化的现实世界中被发掘,必须在一定的参照框架内被观察,也必须被准确地度量,必须在它们与其他相关事实发生联系的时候被观测。所有这些都与方法有关。

(Rose 和 Peterson, 1965: 11)

对学生来说,撰写论文和研究报告是最令人心烦的事情之一。学生们往往不能理解理论和方法论对于写出好的报告与论文的重要性,如果他们还找不到一本可以在研究中指导方法论问题的合适的教科书,那就更令人沮丧了。事实上,科学的方法是一个意识与直觉的问题,不应该被视为是困难的、怪异的或者是不必要的,这就是本书所要传达的信息。

研究是为了找到具体问题的答案而进行计划、执行与调查的过程。为了得到可靠的答案,我们需要进行系统的调查,从而使他人更容易理解我们所作报告的逻辑,并相信我们的报告。

本书的目的旨在帮助学生消除那种认为研究"太过于科学化"或"太抽象"的错误观念;帮助学生了解科学与研究的语言及方法;帮助他们懂得那些结构合理与论证恰当的报告是如何比那些仅以实践方法或常识为基础的报告更令人信服和更可靠的;综合并简化研究过程,为学生提供实践指南,这样他们就能够有效地完成研究项目,写出好的论文和项目报告。

本书主要是为 MBA、管理科学硕士与经管专业的本科生而写的,也适用于博士生与处于研究初级阶段的其他研究者。大多数学院与大学都要求研究生与本科生在学业完成的最后阶段撰写学位论文或研究报告,这些学生就是本书的主要目标读者。本书采用一种综合的方法,特别适用于经管研究,对咨询人员和做研究项目、正解决某一问题以及撰写报告的商业人士也是非常有用的。

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## 出版者的赞

当前,在教育部的大力倡导下,财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验,同时也发现了教学过程中存在的一些问题,尤其对教材提出了更高的要求;一些尚未进入这一领域的院校,也在不断探索适于自身的教学方式和方法以及适用的教材,以期时机成熟时加入双语教学的行列。总之,对各类院校而言,能否找到"适用"的教材都成为双语教学成功与否的关键因素之一。

然而,国外原版教材为国外教学量身定做的一些特点,如普遍篇幅较大、侧重于描述性讲解、辅助材料(如习题、案例、延伸阅读材料等)繁杂,尤其是许多内容针对性太强、与所在国的法律结构和经济、文化背景结合过于紧密等,却显然不适于国内教学采用,并成为制约国内双语教学开展的重要原因。因此,对国外原版教材进行本土化的精简改编,使之变成更加"适用"的双语教材,已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社,秉承自己一贯服务于财经教学的宗旨,总结自身多年的出版经验,同培生教育出版集团和汤姆森学习出版集团等国外著名出版公司通力合作,在国内再次领先推出了会计、工商管理、经济学等专业的"高等院校双语教学适用教材"。这套丛书的出版经过了长时间的酝酿和筛选,编选人员本着"品质优先、首推名作"的选题原则,既考虑了目前我国财经教育的现状,也考虑了我国财经高等教育所具有的学科特点和需求指向,在教材的遴选、改编和出版上突出了以下一些特点:

- ●优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本,其中有些教材的以前版本已在国内部分高校中进行了试用,获得了一致的好评。
- ●改编后的教材在保持英文原版教材特色的基础上,力求内容精要,逻辑严密,适合中国的双语教学。选择的改编人员既熟悉原版教材内容,又具有本书或本门课程双语教学的经验。
- ●改编后的教材配有丰富的辅助教学支持资源,教师可在网上免费获取。
  - ●改编后的教材篇幅合理,符合国内教学的课时要求,价格相对较低。 → △ □ □ □ □

本套教材是在双语教学教材出版方面的一次新的尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导,在此深表谢意,也期待广大读者提出宝贵的意见和建议。

尽管我们在改编的过程中已加以注意,但由于各教材的作者所处的政治、经济和文化 背景不同,书中的内容仍可能有不妥之处,望读者在阅读中注意比较和甄别。

#### can be particularly useful to teachers and students who want to properly

The first edition of this book, published in 1995, received considerable recognition and attention, mainly from scholars in the United Kingdom, Scandinavia and the Netherlands.

The second edition, published in 2002, was also used in several American and Asian schools and has been translated into the Chinese, Portuguese (for the Brazilian market) and Estonian languages. The book was widely praised for its direct and concrete approach to research methods in business studies. Over the past ten years, we personally received many positive comments on the accessibility and directness of the book from our colleagues and the students who used it. But at the same time we also received a lot of feedback on what was missing in the book, and valuable input on how it could be improved.

About a year ago the publisher approached us for a possible third edition and at that time we started a more systematic collection of comments from the colleagues who have been using the book. The publisher also sent the second edition to ten anonymous reviewers and asked for their comments as to the strong and weak points of the book and their recommendations as to how it could be improved. We have thus received an abundance of comments on the previous editions, how the book should be improved, and what a third edition should include.

Considering the above, we have worked on the third edition and have considerably changed and, hopefully, improved it. Not only have we added a couple of chapters and about 50 pages of new text, we have also reorganized the whole book. It is now divided into three parts: (I) Challenges and ambiguities of business research; (II) The research process; and (III) Implementation. We have made the language and approach more neutral and have provided additional examples in almost all the sections. We first have a discussion on qualitative versus quantitative research methods and have explained which type of research method is more appropriate for which type of research. Each chapter now deals with both types of research method. Part III is completely new and provides concrete guidelines for designing and conducting quantitative and qualitative research, the two most commonly used research methods in business studies. The last chapter gives section by section guidelines for report writing depending on the purpose of the report. Special attention has been given to international and cross-cultural business research throughout the chapters, and the section on ethical issues has been expanded. A brand new chapter on analysing qualitative research has been included. A number of examples have been added to make the text more accessible and easy to understand. A number of new features have been introduced. These include: (1) Boxes to provide illustrations and to strengthen the text, (2) At

the end of each chapter a short list of 'further reading' has been provided. This can be particularly useful to teachers and students who want to probe deeper into a particular issue. These additional readings have been selected with great care to present a balanced and up-to-date view on different issues. (3) Questions are provided at the end of each chapter. They can be used to test the knowledge of the reader and can also be used as exam questions. (4) At the end of all chapters some exercises are provided to encourage discussion and debate in the class. We believe the third edition is a more comprehensive, but still to the point and focused, set of guidelines for research methods in business studies. The data analysis chapters have been totally rewritten, and examples are provided to make the point and to make the book readable to students without a considerable background in Brazilian market) and Estonian languages. The book was widely praise. saitsitats

We take this opportunity to thank our families who afford us time and stimulate us in these endeavours. Robert-Jan Bulter at Manchester Business School deserves our special thanks for helping us in preparing the manuscript and for typing and retyping several versions of the book. Finally we are grateful to Heather Fyfe and Amanda Thompson, at Pearson Education, for their professional help and for sending us all those 'nice' emails encouraging us to finish the at that time we started a more systematic collection of com. emit no tqirozunam leagues who have been using the book. The publisher also sent the second edi

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#### Guided tour of the book

Chapter 11 \* Quantitative data analysis

The test statistic is f distributed with N-1 degrees of freedom if the conditions for the r test are satisfied.

Example

For a supermarket chain to add a new product, at least 100 units must be sold per week. The new product is tested in ten randomly safected stores for a limited with the product of the same of the same of the same as a test 100 that the product will be introduced on a national scale. The null and the alternative hypotheses are:  $H_0: X \le 100$   $H_0: X \le 100$ Assume the significance level to be  $u \ne 0.00$ : that is, we reject the null hypothesis  $U_0$  when the probability for the null hypothesis is correct at 5 per cent (u = 0.05). The significance level that test is as at what probability we are likely to commit a wrong decision, that is, accepting the alternative hypothesis when in fact the null hypothesis is true.

By calculation we find that the mean x = 1.09.4 and the standard deviation  $10.0 \times 10.0 \times 10.0$ 

**Examples** and **boxed illustrations** from a wide range of sources help to explain the ideas being discussed.

Further reading presents a balanced and up-to-date view of different issues – ideal if you want to probe deeper.

A Onekey product is available for R

their edition for use with Blackboard M. V

Questions test your understanding of the chapter and Exercises test how well you can put the ideas into practice.

Indiky product please contact s re-resortative or wait

A new Instructor's Manual and corresponding PowerPoint slides are now available online for lecturers at www.pearsoned.co.uk/ghauri.

London: Dyden.  Biberman, A.M. and Miles, M.B. (1994) "Data management and analysis methods:, in Dentials, N.S. and Lincols, V.S. (eds.), finallysis of Quilitative Research, Thousans Robison, C. (1993) Real World Research, Oxford: Blackwell (Chapter 11).  Questions  1. What do you consider to be the key challenges in coding data from an open-endec interview?  2. Explain the concepts of mean, median, mode and standard deviation.  3. Why do questions permitting multiple responses require special attention during coding?  Exercises  1. A study was designed to estimate the use of a service among a sample of users. The following was found.	Diamantopoulos, A. and Schlegelmilch, B. (1997) Taking the Pear out of Date Analysis London: Dybeles.  Hubberman, A.M. and Milles, A.M. (1994) 'Date management and analysis methods', ir Durist, N.Y. and Lincoln, Y. School, Jamilbook of Qualitative Research, Thousand Olds, C.A. Sage, pp. 428–44.  Dobboux, C. (1993) Paid Welel Research, Oxford: Blackwell (Chapter 11).  **Questions**  1. What do you consider to be the key challenges in coding data from an open-ended interview.  2. Explain the concepts of mean, median, mode and standard deviation.  3. Why do questions permitting multiple responses require special attention during coding?  EXECTIONS  1. A study was designed to estimate the use of a service among a sample of users. The following was found:  Length of use Assigned value Frequency Less than I year 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
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172	172	Length of use Less than 1 year 1 to less than 2 years 1 to less than 2 years 1 to less than 3 years 2 to less than 3 years 5 years or more Total Calculate mean, median and more 3 have year to the following open-end 7 have you talked the new creal to 1 Year years 1 Year	1 2 3 4 5e. Also convert into percentage ed question was asked among a roand "X"? d codes for the question, and co flavour.'	36 16 26 193 221 s. sample of customers:
		Length of use Less than 1 year 1 to less than 2 year 2 to less than 3 year 2 to less than 3 year 3 years or more Total  Calculate mean, median and more 7-lore you started the new create law 1 Year you started the new create law 1 Yes No - Stop 1 (1) The package and	1 2 3 4 4 de. Also convert into percentage ed question was asked among a reand "X"?  brand?  d codes for the question, and co filenous' red with other brands,' arealy to got in the store.'	36 16 26 193 221 s. sample of customers:

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-			-			10
-	0	n	1	0	n	ts
- State	V	8.1	100	Same	0.8	60

Pa	rt I	• Challenges and ambiguities of business res		
1	Int	ing with research problems		
	1.1	S in research  General concepts and specific use  Secretary		
	1.2	Readership Seasona Sea		4
	1.3			-
2	Res	earch in business studies		8
	2.1	Why we do research		9
	2.2	Research versus common sense		10
	2.3	1111690		14
	2.4			14
	2.5			16
	2.6	Knowledge skills and research (19169291 bits 910700112 mg) Why research never stops		17
	2.7			18
	2.8			19
		<ul><li>2.8.1 The researcher and the respondent</li><li>2.8.2 The researcher's moral responsibility</li></ul>		21
	Furt	her reading		22 24
		stions transfer		24
		cises distributed to the control of		25
				20
201	et II	Cross-sectional designs Time series		
CII	C 11			
3	The	The one-shot case study research process		20
Ų.	3.1			29
	3.1			29
	3.2	Levels of research		32 35
		Research and knowledge		35
		What comes first: theory or research?		36
	3.5			37
		3.5.1 Concepts		37
		3.5.2 Definitions and indicators are specified as a specific specified and indicators.		38
		s (scales) of measurement		39

#### Contents

			Methods		40
			uding remarks		40
		her rea	ding		41
		stions			41
	Exe	cises			42
4	Res	earch	problems		43
	4.1	Resear	ch ideas		43
	4.2	Wrest	ling with research problems		44
	4.3		ls in research		47
		4.3.1	General concepts and specific use		49
			Model purposes		49
	4.4				52
	Furt	her rea	ding		54
		stions			54
	Exer	cises			55
5	Res	earch			56
3	INCS	carcii			-
	5.1	The d	esign problem		56
	5.2	Proble	em structure and research design		57
		5.2.1			58
			Descriptive research		58
		5.2.3	Causal research bonness and bons and an		59
	5.3	The p	roblem of 'cause' range is none e range		60
		5.3.1	The importance of theory		61
	5.4		assic experiment		62
	5.5		ty threats		65
	5.6		research designs		68
			Cross-sectional designs		68
			Title Series		70
			The one-shot case study		70
	5.7			research proc	71
					72
		her rea			73
		stions		Levels of researc	74
	Exer	cises			74
31			t: theory or research?		
6	Mea	asuren			75
	6.1		8		75
					77
	6.2		(scales) of measurement		78
		6.2.1	Nominal level (scale)		78

					Cont	ents
		6.2.2	Ordinal level (scale)			78
		6.2.3	Interval level (scale)			79
		6.2.4				79
	6.3	Valid	ity and reliability in measurements	r coding		80
			Validity and reliability	ons		81
			Multiple indicators			82
			Construct validity			83
			Other forms of validity			85
	6.4	Impro	oving your measurements			86
	0.0		rements in 'qualitative' research	Vhy take samples?		88
		her rea				90
	Que	stions				90
	Exer	rcises				90
						20
7	Dat	a sour	ces			91
	7.1	Secon	dary data			91
		7.1.1	Advantages of secondary data and			95
		7.1.2	Disadvantages of secondary data			97
		7.1.3	Types of secondary data		Furth	100
	7.2	Prima	ry data		Quest	102
		7.2.1	Advantages of primary data		Exerci	
		7.2.2	Disadvantages of primary data			103
		7.2.3	Types of primary data made to all		mang I	103
		7.2.4	Collecting cross-cultural data		1	105
	Furt	her rea	ding		1:011	
	Que	stions				07
	Exer	cises				07
3.1						
8	Data	a colle	ection		8:011	80
		Qualit	ative versus quantitative methods		1	.09
	8.2	When	to use qualitative methods	10.3.2 Measures of	1	10
		8.2.1	Historical review had the young		1	12
		8.2.2	Focus groups		4.011	14
		8.2.3	Case studies		110.5	14
	8.3	Observ	vations		1	20
	8.4	Comm	nunication		a.011	23
	8.5	Survey	'S	er reading	draud1	24
		8.5.1	Constructing questionnaires		zouQ1	27
		8.5.2	Guidelines for constructing questi	ionnaires	1 Exerc	29
	8.6	Intervi			1	31
			Preparing for an interview		1	33
		8.6.2	Pre-interview			36
			The interview			37
		8.6.4	Post-interview			39

#### Contents

8.7 Focus groups (elegal) level familia	140
8.7.1 Advantages/disadvantages of focus groups	141
8.7.2 Conducting focus groups	142
Further reading sinements and villegiler bas w	143
Questions viilidely and reliability	144
Exercises Exercises	144
9 Sampling in empirical research with liev to active tention	145
ring your measurements 86	La
9.1 Why take samples? days a wits ill sup 'ni stupmen	145
9.2 Sampling procedures	146
9.3 Probability samples	
9.3.1 Simple random sampling	148
9.3.2 Systematic sampling	149
9.3.3 Stratified sampling	150
9.3.4 Cluster sampling	151
9.4 Determining sample size	151
9.5 Sampling in qualitative research	155
Further reading	156
	156
Exercises stab granting to aspains vol.	156
O Preparation and analysis of data stab visuation to eggy	157
Collecting cross-cultural data 10	137
	157
10.1.1 Editing	900 157
10.1.2 Coding	158
10.2 The role of statistics	159
10.3 Analysing one variable	160
10.3.1 Using graphs to describe distributions by swing	161
10.3.2 Measures of dispersion from available per of	163
10.3.3 Types of frequency distributions of landout H	164
10.4 Cross-tabulation	166
10.5 Test of hypotheses	168
10.5.1 A word of warning	8.8170
10.6 Use of computers in research	170
T	172
Constructing questionnaires	172
Guidelines for constructing questionnaires	172
	8.6
Part III • Implementation	
1 Quantitative data analysis waiviaini adil	175

					Contents
	11.1	Examin	ing differences		S.E.175
		11.1.1	Hypotheses about one mean		175
		11.1.2	Hypotheses about two means		177
		11.1.3	Related samples woll but against.		178
		11.1.4	Comparison of more than two groups		179
	11.2	Relation	nship (covariation) between variables		181
		11.2.1	The correlation coefficient moger and to a		181
			Partial correlation		182
	11.3		ing and predicting relationships between va	riables	183
		11.3.1	Simple linear regression		183
		11.3.2	Multiple regression		188
		11.3.3	Dummy variables		190
		11.3.4	Discriminant analysis		191
		11.0.0	LOSISTIC TESTESSION ANALYSIS		193
	11.4	Data rec	duction, structure and dimensions		195
		11.4.1	Factor analysis		195
			Principal component analysis 291001001		198
	11.5		nal methods applies to vides applies.		198
			Cluster analysis		198
			Multidimensional scaling and scaling and		198
		11.5.3	Canonical correlation analysis		199
			Multivariate analysis	ions	199
		11.5.5	Structural equation modelling		199 199
	Furthe	er reading	g		200
	Quest				200
	Exerci	ses			201
12	Quali	tative d	lata analysis		202
	12.1		teristics of qualitative research		202
	12.2		ative data		204
	12.3		cal procedures		204
	12.4	Interpre			212
	12.5		ies for qualitative analysis		212
			Analysing case studies		214
	12.6		fying qualitative data		215
	12.7		y in qualitative research		216
	12.8		s of cross-cultural data		218
	12.9		computers in qualitative research		220
	12.10		udies and triangulation		221
		r reading			222
	Questi	_			223
	Exercis				223
3	Writin	na the fi	inal report		224
	13.1	rurpose a	and importance of a written presentation		224

#### Contents

2.21175	Guidelir	ing differences		1.112	25
	13.2.1	Hypotheses about one mean sonsibuA	1.1.11		25
	13.2.2	Good communication   woods sesentropyH		2	26
	13.2.3	Language and flow wolf samples		2	26
	13.2.4	Form and style and of more than all style		2:	27
	13.2.5	Headings strate needed (covariation) between varia sgnibal		2.11.2	29
18113.3		The correlation coefficient trops and to s			29
	13.3.1	Partial correlation age	11.2.2	2'	29
	13.3.2	Table of contents in a principard bus and		2.11.3	29
	13.3.3	Erroustive grant regression a grant significant			30
	13.3.4	Introduction and problem statement			30
	13.3.5	I neoretical packground			31
161	13.3.6	Methodology sizylana manaricsici Hogistic regression analysis			31
	13.3.7	Logistic regression analysis			31
	13.3.8	Conclusions			32
	13.3.9	LISCIOL SERSIVERS	11,4,1	23	
	13.3.10	Pibliography or references		2:	
		contotion		23	
13.5	Writing	Cluster analysis		23	
Furthe	er reading		11.5.2	23	
Quest		AND THE PROPERTY OF THE PROPER			
Exerci				23 23	
DOS .	303	Structural equation modelling			59
Reference					40
201				12511 <b>2</b> 4	ŧU
212	*				
		ity in qualitative research			
220		f computers in qualitative research			
		se and importance of a written presentation			

## Challenges and ambiguities of business research

Part I (Chapters 1 and 2) explains the purpose of the book and the challenges related to doing research in business studies. It sets the scene for the book and explains its perspective, target group and the purpose of doing research in general. It also takes up the ethical responsibilities of the researcher.