高等院校双语教学适用教材

# 经管研究方法

## 实践指南

第三版

Third Edition

# 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

东北财经大学出版社
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# 出版者的话

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。

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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。

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# 导读

**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。

# 出版者的话

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。

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# Preface

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.

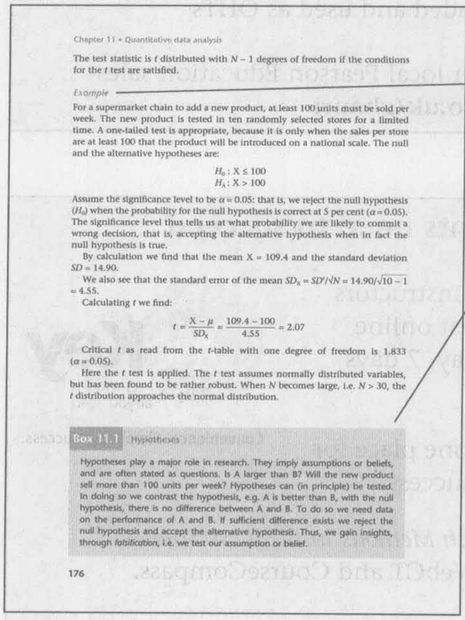
Considering the above, we have worked on the third edition and have considerably changed and, hopefully, improved it. Not only have we added a couple of chapters and about 50 pages of new text, we have also reorganized the whole book. It is now divided into three parts: (I) Challenges and ambiguities 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 statistics.

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 manuscript on time.

*Pervez Ghauri*
*Manchester*

*Kjell Grønhaug*
*Bergen*

# Guided tour of the book


Chapter 11 • Quantitative data analysis

The test statistic is $t$ distributed with $N - 1$ degrees of freedom if the conditions for the $t$ 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 selected stores for a limited time. A one-tailed test is appropriate, because it is only when the sales per store are at least 100 that the product will be introduced on a national scale. The null and the alternative hypotheses are:

$$H_0 : X \le 100$$
$$H_A : X > 100$$

Assume the significance level to be $\alpha = 0.05$: that is, we reject the null hypothesis ($H_0$) when the probability for the null hypothesis is correct at 5 per cent ($\alpha = 0.05$). The significance level thus tells us 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 = 109.4 and the standard deviation $SD = 14.90$.

We also see that the standard error of the mean $SD_x = SD/\sqrt{N} = 14.90/\sqrt{10-1} = 4.55$.

Calculating $t$ we find:

$$t = \frac{X - \mu}{SD_x} = \frac{109.4 - 100}{4.55} = 2.07$$

Critical $t$ as read from the $t$-table with one degree of freedom is 1.833 ($\alpha = 0.05$).

Here the $t$ test is applied. The $t$ test assumes normally distributed variables, but has been found to be rather robust. When $N$ becomes large, i.e. $N > 30$, the $t$ distribution approaches the normal distribution.

**Box 11.1** Hypotheses

Hypotheses play a major role in research. They imply assumptions or beliefs, and are often stated as questions. Is A larger than B? Will the new product sell more than 100 units per week? Hypotheses can (in principle) be tested. In doing so we contrast the hypothesis, e.g. A is better than B, with the null hypothesis, there is no difference between A and B. To do so we need data on the performance of A and B. If sufficient difference exists we reject the null hypothesis and accept the alternative hypothesis. Thus, we gain insights, through *falsification*, i.e. we test our assumption or belief.

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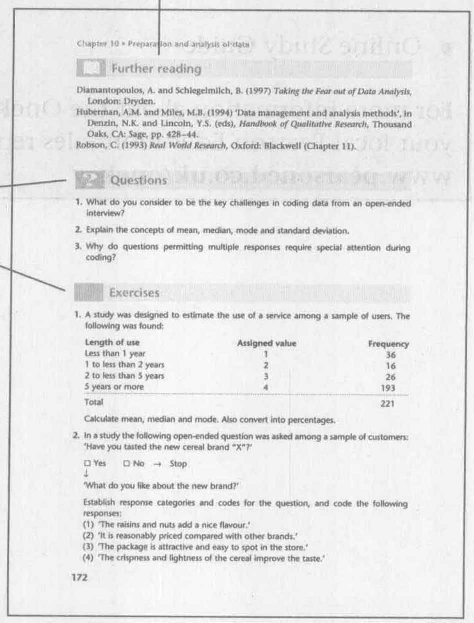
**Examples and boxed illustrations** from a wide range of sources help to explain the ideas being discussed.

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


Chapter 10 • Preparation and analysis of data

Further reading

Diamantopoulos, A. and Schlegelmilch, B. (1997) *Taking the Fear out of Data Analysis*, London: Dryden.
Huberman, A.M. and Miles, M.B. (1994) 'Data management and analysis methods', in Denzin, N.K. and Lincoln, Y.S. (eds), *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage, pp. 428–44.
Robson, 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-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?

Exercises

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 1 year | 1 | 36 |
| 1 to less than 2 years | 2 | 16 |
| 2 to less than 5 years | 3 | 26 |
| 5 years or more | 4 | 193 |
| Total | | 221 |

Calculate mean, median and mode. Also convert into percentages.

2. In a study the following open-ended question was asked among a sample of customers: 'Have you tasted the new cereal brand "X"?'

☐ Yes ☐ No → Stop
↓
'What do you like about the new brand?'

Establish response categories and codes for the question, and code the following responses:
(1) 'The raisins and nuts add a nice flavour.'
(2) 'It is reasonably priced compared with other brands.'
(3) 'The package is attractive and easy to spot in the store.'
(4) 'The crispness and lightness of the cereal improve the taste.'

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

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- Online Study Guide

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# Contents

## Part I • Challenges and ambiguities of business research



## Part II • The research process

# PART I

# 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.**