7

LITERATURE REVIEW

"Poor referencing reflects a poor effort in report writing to the reader, and readers may then begin to question your ideas as well."

This chapter discusses how you can use literature within your research project. The level of literature input, like most things discussed within this book, will vary based on the focus of your specific research project. Substantial pieces of research will usually require the incorporation of more literature than smaller research projects. However, even applied research projects may require a review of the relevant industry literature to understand the context of your study as well as how the issue is viewed by industry.

It is important to define what a literature review is before discussing issues associated with developing one. While we focus on the outcome (i.e., a literature review), to achieve this one needs to undertake a process of reading, synthesizing, and interpreting of the existing work in an area (Levy & Ellis, 2006). Thus, while we use the terms interchangeably throughout the chapter, there are subtle differences that need to be considered. When undertaking a literature review there are a number of alternative approaches. The first type is an integrated research review, which examines the previous work in the area to determine which variables should be considered as well as identifies the relationships among variables. This then can lead you to identify issues that have not been considered and thus should be focused on in your research. There are many such reviews in academic research, and these generally suggest future research directions to address the gaps in the literature (e.g., Kunz & Hogreve, 2011). There is even a process called a systematic review to allow a researcher to undertake these integrative reviews in a more structured way (Boland, Cherry, & Dickson, 2017). While systematic reviews are really useful as summaries of the literature, most student projects would be unlikely to undertake a systemic review of an area, unless this is a precursor for a larger piece of work in the future.

The second type of review is a theoretical review that examines the various theories that have been put forward, and the outcome is to argue which theoretical perspective is most relevant (Cooper, 1989). The third type is a more general background review of the literature, which will give insights into the issue or industry being examined (White & Schmidt, 2005). The fourth type is one that is less frequently used—an annotated bibliography. This is really more a tool used in the literature review process as it provides the bibliographic citation to works and then a summary of the work (University of California Santa Cruz, 2013). Annotated bibliographies are possibly more important when you have a group assignment, as it summarizes the importance of works to others in your group. These were also more important in the past when it was harder for researchers to access all the relevant literature. However, with the Internet, the literature is generally more accessible, and as such, these are not discussed in this chapter. What is clear from all types of reviews is that you should examine what has been written previously and learn from the earlier work in the area (Gabbott, 2004).

Your research fits within a broader area of work. As one academic has suggested, your literature review and your whole project is like joining a conversation (Perry, Carson, & Gilmore, 2003), where you have to understand the threads of discussion that have already occurred, if you are to participate. As such, literature can assist in a range of parts of your project, including identifying the scope and size of the problem, developing issues to examine, and identifying methods for collecting data or scales that can be used to measure ideas, as well as a way of explaining results, through comparing what you have found to what others have previously found or alternatively assisting in explaining results that may be inconsistent with what you anticipated. Literature can therefore provide you with valuable insights into a number of aspects of your research.

Within this chapter, as with others, we use a number of student assignment examples. As the objective of the chapter is to explain how literature might be used, we have also provided hypothetical examples of how literature might be explained or integrated into your assignment. When it says you "might say," this indicates this is a hypothetical example. In these hypothetical examples, we use literature and theory, describing how it may be discussed.

Student Example

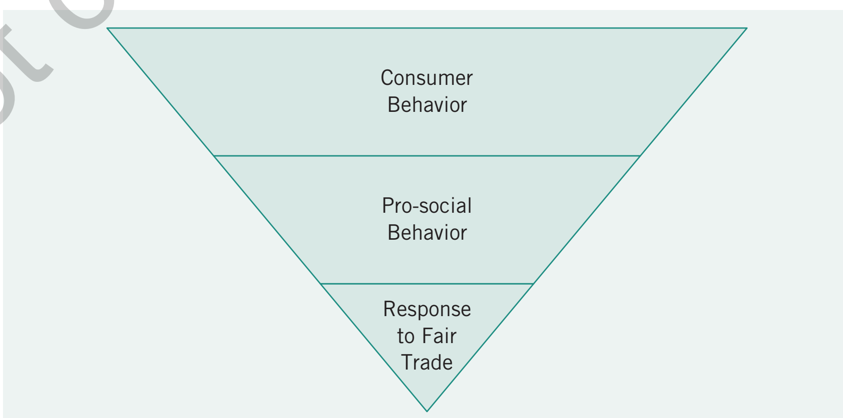
On the website (https://polonskywaller.com/student-examples), there is an interview with students discussing the literature review process they used.

WHAT IS A LITERATURE REVIEW?

In almost *all* cases, there has been extensive previous work related to your research area or topic. If this is not the case, then you may be trying to research something too innovative, at least in terms of a student research project. There will usually be earlier industry and academic material written that will be directly related to your topic (or aspects of your research such as the methodology or scales used previously). For example, if you are looking at consumers' adoption of new technology, there are many studies that consider this issue. However, there will also be a substantial amount of literature that is tangentially related to your project. For example, work related to individuals' level of risk adversity might reveal an influence on whether they adopt new technology and, therefore, might have some relevance to your project. When undertaking a literature review, you seek to go from the very broad to the narrow. For example, as is depicted in Figure 7.1, a project looking at consumers' response to fair trade products would start with looking at consumer behavior and then move to pro-social behaviors more generally before looking at consumer responses to fair trade. In fact, it could go even narrower, as will be discussed later in this chapter.

In many cases, there will not be an exact fit between what has been written in the past and your research. This does not mean that there is no relevant literature but rather that you may be applying ideas from areas in a slightly different way or drawing on literature in other disciplines. For example, a group of students examining males' motivations for gift giving at Valentine's Day found literature on gift giving, but none of this related specifically to Valentine's Day. Many links could be drawn between the students' area of interest and the previous literature, even though there was not anything exactly related to their topic. For example, there has been extensive work on gifts and the meaning in different cultures or differences between givers and receivers. Although in all these cases, the works focused on giving situations other than Valentine's Day (i.e., Christmas or birthdays or other social occasions). Another area of literature that they could have considered, but did not, would have been courtship rituals.

Figure 7.1 The Literature Review Goes From Broad to Narrow



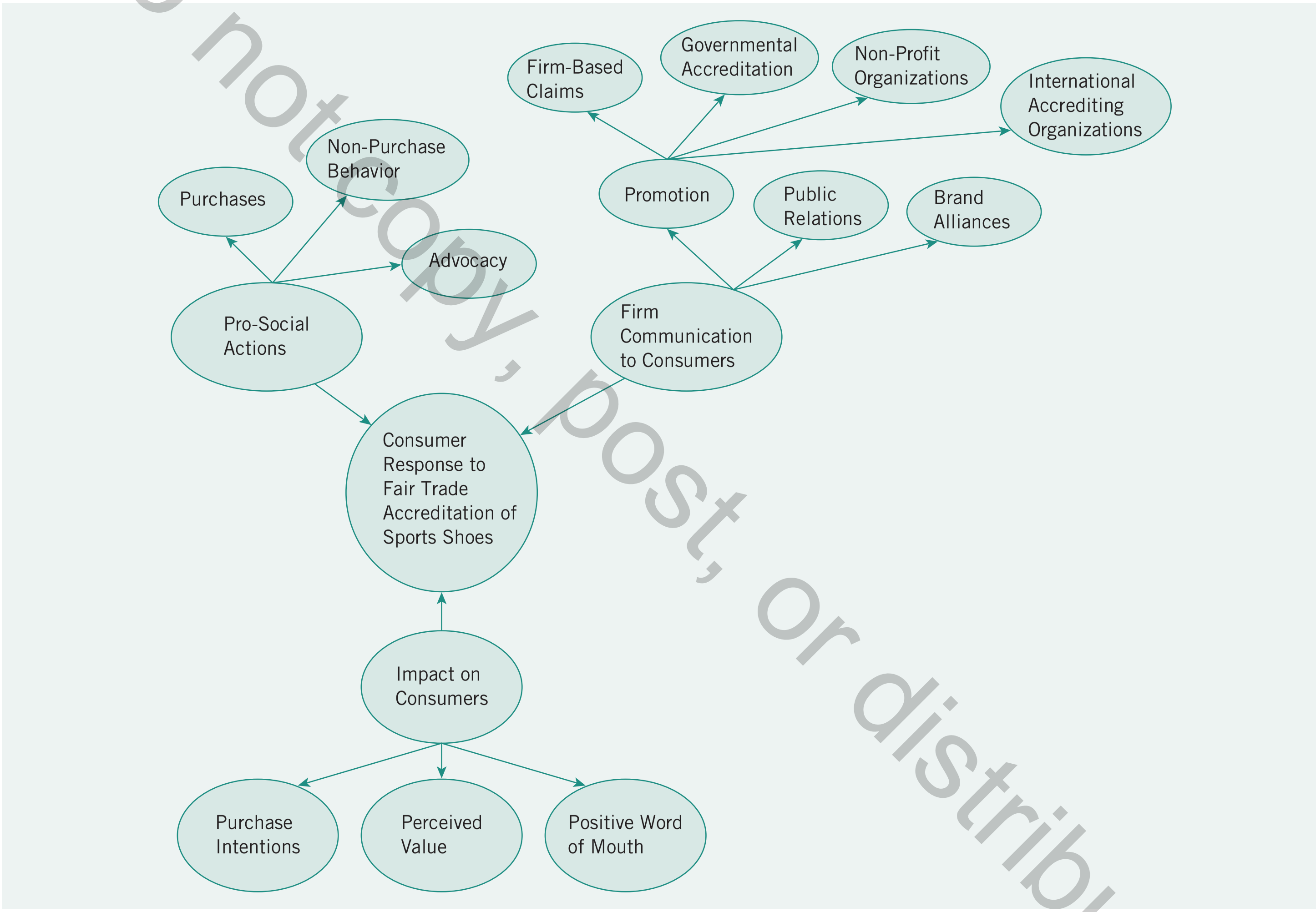
As the above example on Valentine's Day gifts highlights, one of the most critical steps in *any* process of a literature review is to define what areas of the literature should be examined. Sharp, Peters, and Howard (2002) suggest that you should design a relevance tree for research, or what others have called a concept map. Such a diagram allows you to visually map out how issues relate to one another. It allows you to (a) identify all the relevant issues or theories associated with your project, (b) visually present how issues relate to one another, and (c) prioritize areas requiring further examination. This last stage is important, as there may be some areas that only need to be briefly discussed in a project, and so you do not need an extensive review of all literature within the area. A relevance tree, therefore, gives you the ability to maintain focus and ensure that your project does not encompass too much.

A simple example of a concept map is shown in Figure 7.2; looking at Google images, you can identify many more complicated structures, and there may be tools that you can use to assist you in mapping your literature. This is a graphical representation of the literature being drawn on within the assignment, which allows you to structure your thinking in terms of how ideas within the literature are interrelated (Wheeldon & Ahlberg, 2012). The map in Figure 7.2 shows that for examining consumers' pro-social behavior, we need to look at several different issues in the literature that contribute to your project. One area you need to consider is how you define pro-social behavior, as this can include many different types of activities such as taking public transportation, home energy saving, and recycling; buying goods that are accredited as being more responsible, ethical, or organic; or even donating to charity. Thus, you do not want to focus just on a narrow context of consumer behavior, as there are a range of different situations where this behavior could occur. The next issue in the literature might be how this pro-social information can be communicated to consumers. Firms might implement this using advertising, promotional activities, public relations, or other campaigns, such as using social media or brand alliances. If they chose to promote environmental information, what does the literature suggest about alternative approaches, including firm-based claims, claims endorsed by governmental schemes, or international accreditation organizations? You will need to also consider the literature related to how this affects consumers. Do they gain knowledge, improve attitudes, share positive word of mouth? You also need to understand the literature discussing how consumers in fact respond to pro-social activities, such as whether this increases purchase intention, the perceived value that social attributes communicate, or whether they tell others about these goods (i.e., spread positive word of mouth).

As such, the review of the literature focuses the discussion, setting out the relevant underlying issues. This means that you need to have identified and read a sample of the relevant literature before you try and develop the sections, as the review is more than simply reporting on what has been written; rather, it draws on what has been written in order to focus the argument or story (Zorn & Campbell, 2006).

There is one other question that you will have to ask yourself in relation to your literature review: How much literature is enough? This question can be complicated and, like most issues in this book, depends on the focus of your research project. On a pragmatic level, you need to ask yourself how many references you need to cite. There is no simple answer, as you need to ensure that

Figure 7.2 Concept Map or Mind Map—Consumer Response to Fair Trade Accreditation of Sports Shoes



your literature clearly covers all relevant issues. This frequently requires that you have many of the more recent materials on the topic as well as the seminal or leading historical material in regard to your topic on which others have then built their thinking. For example, if you are looking at the globalization of the marketing mix, there are many relatively recent articles on this topic. However, it might be appropriate to include Ted Levitt's (1983) seminal work in this area, as he is often credited with popularizing the idea of globalization. However, you would not try and be exhaustive. Looking at the topic "Environmental Sustainability" and "Business" in Google Scholar (21 October 2017) identifies 136 journal articles that use this phrase in the title and 281,000 articles that include it in the body of works. Certainly not all works in either group would be relevant to your project and other search terms would find even more works. Thus, you need to be selective in how you search and how much you cite.

In determining when you have enough literature, refer back to the specifics of the assignment. If the requirements are not specified, you might ask your professor. However, he or she may simply suggest that your coverage should be comprehensive, that is, that it should cover all important topic areas and have appropriate depth. In this case, you might focus on the most recent material (say the last 5 years) as well as selectively incorporate important earlier works. One way to identify if something is important is to see how many of the recent references refer back to these more important older works. That is, if everyone refers to Levitt (1983), then you might want to incorporate it, indicating that it is included because it is an important piece of work. Identifying highly cited works is now easier as the number of times a work has been cited is often listed in the various databases or online systems. For example, according to Google Scholar (21 October 2017), the earlier edition of this book has been cited in 208 materials cataloged in Google Scholar.

When considering how much literature to include, you need to be careful that you do not confuse being comprehensive (i.e., citing the relevant literature from appropriate areas) with being exhaustive (i.e., citing everything written on a given topic). There are very few situations in which an exhaustive review would be required for a student's research project, although comprehensive may be essential if you are undertaking a detailed systematic review of the literature in a given field (Boland et al., 2017; White & Schmidt, 2005).

Another issue that needs to be addressed is what type of balance you should achieve between academic and business/popular references. One simple way to distinguish between the two is that academic works traditionally incorporate references to other works, but the more important identification of an academic text is usually that it has been reviewed by others within the area (i.e., peer reviewed). This does not mean that academic works have to be purely theoretical. For example, the *Harvard Business Review* and *Sloan Management Review* both publish material concerning applied business practices and would usually be classified as academic, whereas *Marketing News*, *HR Magazine*, *The Economist*, or the *Wall Street Journal* would be considered more popular or professional in nature. Referencing of popular or professional publications can be very useful, especially for providing examples or generating ideas to research. For example, you might say something like, "*According to a report in the* Wall Street Journal, *as a result of outsourcing of services to India, 'an estimated 315,000 U.S. services jobs had been moved overseas by the end of 2003 (Drucker and Solomon, 2004, p. B1),'*" thereby identifying that the problem being researched is a real one for business and thus important to study.

Table 7.1 Links to Materials on Mind Maps and Concept Maps	
"Best Mind Mapping Software 2016" (3:20 [min:s])	https://www.youtube.com/watch?v=6SQ7jftElzA
"How to Create a Mind Map" (9:06)	https://www.youtube.com/watch?v=mRFn1U3jvCw
"How to Make a Mind Map—The Basics" (2:52)	https://www.youtube.com/watch?v=wLWV0XN7K1g
"Concept Mapping: How to Start Your Term Paper Research" (3:58)	https://www.youtube.com/watch?v=KhgxuNvbNrA
"Concept Map for Literature Review" (13:51)	https://www.youtube.com/watch?v=QylyTb7BKI4

However, these professional materials should not be the sole source of materials on which you develop your research project, even if your topic concerns applications of practice. In all cases, you should be able to find some academic material related to your topic as well. There may of course be requirements that you draw on both academic and industry works; thus, you need to refer to the guidelines for your assignment.

As will be discussed in Chapter 13, "Writing the Report," you should clearly state early on in the discussion of the literature exactly what you are going to do; that is, tell your professor, as well as external readers, how you have selected the specific fields of literature you have drawn on. It is also valuable to explain what you are not doing and why. This type of clarification states the boundaries of your topic for all readers. In this way, they will better understand why some things are included and why other things are not included. For example, you might state something like, "*This research will explore how managers of volunteers can use volunteers' motivations to improve volunteer satisfaction. While it briefly discusses motivations for volunteering, we will not explore all the alternative measures and theories regarding volunteer motivations*."

HOW CAN LITERATURE BE USED?

Many types of reports will have a section specifically discussing literature related to your project. However, literature can, in fact, assist you with developing a range of sections of your research project (Cooper, 1989; Machi & McEvoy, 2009), although as was mentioned above, different types of literature may be used in different ways. These will be discussed in the following subsections.

Selecting a Topic

In some cases, you will have the opportunity to select a research topic that is of interest to you. Some students in this situation have difficulty deciding what to study. One way to overcome this problem is to look through the literature or business press and identify a topic that is of interest to you and meets the requirements of your assignment. For example, if you are having trouble thinking of a topic, you might read recent journals, business publications, or even your textbooks, looking for issues or questions that you think are worth investigating further. For example, in the honors thesis "Does Health Aid Matter? Impact of Aid on Infant Mortality (p. 8)," the student suggests that this work is seeking to assess if the findings in past research still hold:

> *"As noted above, the Mishra and Newhouse (2009) study used data up to 2007. Since 2007 health aid has increased by 91.8% (OECD, 2016). The key motivation of this research is to determine if this aid has been effective in reducing infant mortality."*

Reading the recent academic literature might identify issues that are popular in the academic arena or warrant future research. For example, Keupp, Palmié, and Gassmann (2012) have seven pages of discussion relating to future research opportunities in regard to the strategic management of innovation. In one section they suggest,

> *"Thus, future research could focus on studying ownership structure as an important antecedent to the understanding of how and why firms choose and implement particular innovation-related initiatives (p. 380)."*

The above point could in fact become the focus for a research project.

However, the popular or professional press might also identify issues that are particularly relevant for business practice today. However, in some cases, these issues may be sometimes too new and thus not necessarily have sufficient academic literature to support them. For example, 10 years ago, few if any businesses were starting to experiment with using virtual reality shopping experiences, but now this is a shopping reality and thus a topic that could easily be examined, with a substantial literature base.

Professional magazines might also highlight the need for descriptive research. For example, your report might say, "*Given the extensive debate over global warming and its impacts on business (Lindzen, 2006), there is a need to identify whether managers really understand what this might mean for their businesses. As such, this research seeks to identify how managers believe alternative policy implications will impact their organizations*."

It would even be possible that a highly topical issue could be used to develop *causal* type studies. For example, to do this you might say, "*Given the extensive debate over global warming and its impacts on business (Lindzen, 2006), there is a need to understand whether managers who believe human consumption contributes to the problem are more likely to make organizational investments to reduce their firms' production of carbon than are managers who do not believe that global warming is a man-made problem.*" Thus, an applied focus can be valuable, but this will depend on how you integrate it into your assignment.

Another example of how the literature is used in the introduction (which explains why the topic was selected) is provided from one of the sample projects on the book's webpage. In this case, the discussion focuses on explaining the rationale for looking at social influences on student decision making in regard to university selection and also identifies some of the people that are reported to be involved in influencing the decision. As will be seen in the next section, this does often overlap with the background of the issue being examined as well.

Student Example

Honors Student 1 "Social Influences on University Education Choice" (p. 2): (http://polonskywaller.com/)

"This chapter presents the opening section of this dissertation and provides the reader with background information surrounding the research question at hand, 'how do social influences affect prospective Deakin University, business and law students choice of study program and university selection during the VTAC change of preference period?' According to Collins, Tapp, and Pressley (2010), social influences are created when people such as friends, family, or teachers, to name a few, socially influence a person's decision making on a particular product, service, or concept and will be a key focus of this manuscript (p. 1). . . .

"Many students during the VTAC change of preference period undergo extensive decision making in order to select their ideal study program and ideal higher education provider. Of those students who undergo extensive decision making, many will collect various sources of information mostly from brochures, friends, family, the Internet, and their careers counsellor to facilitate their decision making (VTAC, 2012). This particular study aims to identify the impact of those social influences identified in past literature, such as families, peers, teachers, and university representatives, who are likely to impact on the student's decision-making process of their education choice during the VTAC change of preference period. Past research findings relating to the impact of social influences on student education choice will now be overviewed (p. 2)."

Background

There are two ways in which literature can be used in discussing the background of a project. First, the literature can set the rationale for examining the issue, whereby you would draw on previous literature identifying the area as warranting further examination. In doing this, you *may* be more likely to draw on the practitioner or popular literature, with the framing of the issue to take place in a Background or Introduction section. The first part of the hypothetical example in relation to global warming listed above—"*Given the extensive debate over global warming and its impacts on business (Lindzen, 2006)*"—does this, as it shows that there is an important issue to examine; of course, this literature can be either from the academic or popular literature. However, academic journals may also provide opportunities to develop projects as well. In almost every journal article, there is a discussion of future research opportunities that explicitly identifies what else could be done in regard to understanding a given issue. Of course in many cases, these may be highly technical, but in others they may be something students could use to base their work on. For example, researchers frequently suggest that more investigation could be undertaken on different segments of consumers, employees, or managers based on their age, gender, or other socio-demographic characteristics. Second, the Background section of your assignment can briefly overview the previous literature in the area (i.e., a traditional literature review). In doing this, you would identify and discuss the relevant literature, focusing on the body of academic work in the area. This discussion can be lengthy and would vary depending on the issues being covered and the depth required, as previously discussed in relation to a literature review tree. In focusing on literature in this way, you would tend to pull together the arguments, theories, and results as discussed in the literature and summarize them. The background would generally be a briefer discussion of issues that will be

Student Examples

Honors Student Example 2 "Game Set Match" (p. 1): (http://polonskywaller.com/)

"Sport as a rehabilitation tool for people with a disability (PWD) is not unique to Hall's case. Indeed, the Paralympics was founded to provide returned World War II veterans with motivation and coping strategies (Bailey, 2008; Pensgaard, Roberts, & Ursin, 1999). Moreover, sport can help PWD achieve independence (Bailey, 2008) while at the same time help to provide positive social, physical, and mental benefits (Woods, 2007). This is of critical importance given that PWD have lower participation rates in sport (Australian Bureau of Statistics (ABS), 2011), generally have poorer health, and are more likely to suffer ill health (Australian Institute of Health and Welfare (AIHW), 2010a). For example, the risk of chronic diseases, such as diabetes, is four times higher for PWD (AIHW, 2010b). Also, PWD experience higher rates of obesity (69% vs. 58%) and have a staggering 48% rate of mental illness compared with only 6% of the general population (AIHW, 2010a). It is also important to note that the number of people with a disability or long-term health problem was 4.02 million in 2009 and that the Australian population is expected to rise from 22.61 to 30.9–42.5 million people by 2051 (ABS, 2008). As a result, the role of sport for people with a disability is one of critical importance given the benefits of physical activity but also as PWD are at a greater disadvantage than the general population (AIHW, 2010b) (pp. 1–2)."

Student Example 3 "Does Health Aid Matter? Impact of Aid on Infant Mortality."

"While the importance of health to an individual's well-being has been well documented (Røysamb et al., 2003), healthy individuals provide direct benefits to the economy of which they are a part of. Healthy individuals are less of an economic burden on health care systems (Rasmussen et al., 2005), and they are able to be more economically productive for longer periods of time (Arora, 2001). Bloom, Canning, and Sevilla (2001) note that low health in developing countries may stifle economic growth, potentially preventing countries from making social and economic improvements in the long term (p. 4)."

explored in more depth later in the report. The background discussion may seek to identify gaps in the previous works, such as identify issues or variables that have not been fully considered. In this way, you tell the reader what has and has not been done in the literature and where your research will fit in this body of knowledge. For example, an assignment might say, "*There is research examining the types of activities that young people volunteer (Sarre and Tarling, 2010). . . . As well as early research looking at the motivations for people to volunteer (Clary and Snyder, 1999). One area that has not been extensively examined is why young people volunteer to participate in industry research. This research explores this gap in the literature.*"

In the student examples below (see Example 3 on the book webpage), you will see how two of the students have used both governmental data and academic literature to identify the importance of the topic, warranting its examination.

Setting Research Questions and/or Hypotheses

You should almost always use literature to develop your research question and/or hypothesis, even in a consulting-type report. This would build directly on the evaluation of the literature in the Background section and may, in fact, appear in an earlier section to be justified within the Background section.

The literature will suggest that various relationships should (or should not) exist. Do not be surprised if you find that in many cases the literature is inconclusive or equivocal as to whether a relationship actually exists. Thus, you can use the literature to suggest that in your specific research situation, the relationships will (or will not) exist and that you can even specify factors that may affect or moderate any relationships. In using the literature in this way, the research questions or hypotheses are created out of the discussion. For example, a report might state that "*research has suggested that generations differ in a number of important ways, including their need to continually be stimulated by new challenges at work (Crumpacker and Crumpacker, 2007). This research examines if there are differences in how jobseekers from generation X and generation Y respond to advertisements that explicitly included role flexibly as a core part of the position.*" This example shows that there has been some research on the topic, which suggests that differences exist between the two groups; then, this is used to propose how the difference might impact in regard to an issue. In this way, the literature sets up a plausible argument, which is justified in the past research. If you are researching an area that has been extensively studied, you might be able to find a paper that summarizes the past literature for you. One such type of paper that empirically looks at the relationships across past research is called a meta-analysis, which seeks to compare relationships across unrelated studies (Cooper, 2010), and systematic reviews that look at these issues across different researchers is in a nonempirical fashion. These papers have the benefit not only of identifying the relevant literature using a given type of measure but also of seeking to identify whether relationships across the research are found to hold (for example, see Meyer et al., 2002 referred to in the next section). Unfortunately, meta-analyses and systematic reviews do not exist in every area of research.

In the following example from the student group assignment, students use the literature to propose that three characteristics identified in the literature to impact on donation behavior could be examined within their research. These are then used to develop their research questions (which are listed on pages 6–8 of their report).

Student Example

Group Student Example "Royal Institute for Deaf and Blind" (p. 5): (http://polonskywaller.com/)

"Scaife et al. (2011) identified three key individual characteristics that influence an individual's donation behaviour. These three characteristics may be incorporated into the qualitative research to help better understand the factors that influence an individual to donate. Such characteristics identified by Scaife et al. (2011) include . . .

"As such these three characteristics could be used in the quantitative research to understand the main characteristics that influence the two target age groups. Furthermore, this research study may also be used to complement the in-depth interviewer guide to help better explain and understand responses gathered. Such as an individual mentioning a migrant heritage and how their experience influences their donning behaviour; which will be further discussed in the qualitative analysis." (p. 5)

Methodology

One of the most useful roles of a literature review is to identify how previous researchers have examined an issue (i.e., what methodologies have been used), although this is frequently overlooked in student research. There is no need to "reinvent the wheel," and using analytical methods, instruments, or processes that have been used before are often considered to add validity to the research and results, although this is not always the case. In some situations, for example, in a marketing research project, you might be explicitly expected to develop a survey instrument to examine your area of study. In this case, you could identify previous scales that have been used and possibly see whether there are gaps that might be improved. A methodological review of the literature is, therefore, a worthwhile task and might even be a separate component of your overall review (i.e., a separate branch on your mind map). Using the literature to support the research approach used frequently is expected and provides a strong justification for undertaking the project in a given way. For example you might state, "*In this study, I will be using Meyer and Allen's three dimension measure of employee commitment (Meyer, Allen, & Smith, 1993), which has been found to be reliable and valid in a range of countries and industries (Meyer, Stanley, Herscovitch, & Topolnytsky 2002).*" Thus, you have explained the measure and also identified why you have selected it as well as provided a reference to others who support this assertion. Of course, in more academic research you would go on to have a more detailed discussion of other work that has used it.

It might also be useful to examine the literature in relation to components of the methodology, although this might be more applicable for substantial research projects than for minor works. For example, there is extensive literature available on techniques for improving survey responses, including the effectiveness of monetary incentives (de Leeuw & de Heer, 2002; Gunn & Rhodes, 1981); different color paper (Jobber & Sanderson, 1983); different types of contact (e.g., telephone, mail, and online; Puleston, 2011; Shosteck & Fairweather, 1979); and a range of other factors including techniques associated with Internet surveys (Chittenden & Rettie, 2003). There is also available literature examining specific types of procedures or analyses, which should be considered particularly with more complex or substantial projects. For example, when using content analysis, there are several procedures to determine whether judges agree on the interpretation of data (Perreault & Leigh, 1989; Rust & Cooil, 1994). For example, you could state it this way: "*According to Rust and Cooil (1994) when exploring content analysis, it is important to assess the role of inter-judge agreement. They propose that the proportion of loss reduction (PRL) method has advantages over alternative methods, and as such, the PRL method is used within this research for determining inter-judge reliability.*"

Drawing on past methods will, therefore, not only save you time in the research process (as you will not have to develop your own measures) but will also make your arguments for using a particular scale or statistical technique stronger, as it is based on what others have done. As can be seen in the next example, the students have used the literature to argue why a given research method was applied. This is done to argue for the broad approach but could be used to argue for a specific type of statistical test as well (i.e., justifying why one approach was taken).

Student Examples

Honors Student 1 "Social Influences on University Education Choice" (p. 30): (http://polonskywaller.com/)

"The chosen research paradigm for this study is the interpretivist research paradigm. According to Neuman (1991, p. 62), the interpretivist paradigm is set out to 'understand social life and discover how people construct social meaning.' This part of the chapter explains how the interpretivist research paradigm guides the phenomenological research approach. According to Lincoln, Lynham, and Guba (2011), the methodological approach undertaken in the interpretivist paradigm is hermeneutical. This means that the researcher interprets the information provided, specifically through a hermeneutic circle approach. This approach requires the researcher to investigate individual parts of the data, such as individualistic comments presented in transcripts, in order to understand responses from one-on-one interviews in their entirety (Brown & Vincent, 2006). Each individual text from these interview transcripts must be read in reference with each other in order to understand the text as a whole, hence, the term hermeneutic circle. This process is vitally important for understanding the bigger picture of the phenomena as perceived by prospective students during the VTAC change of preference period (Brown & Vincent, 2006)." (p. 30)

Student Example 3 "Does Health Aid Matter? Impact of Aid on Infant Mortality." (pp. 15–16): (http://polonskywaller.com/)

"H1. Health aid is effective at reducing infant mortality.

"This hypothesis reflects the views of Mishra and Newhouse (2009) that health aid has a statistically significant effect on decreasing infant mortality and takes into account the large increase in health aid donations in recent years (OECD 2016). Bendavid and Bhattacharya (2014) use aid data current to 2010 and find statistically significant effects of health aid on reductions in infant mortality. However, the authors use different methods and samples compared to Mishra and Newhouse (2009), complicating comparisons of effectiveness between each. Mishra and Newhouse (2009) explain that in recent years, health aid has shifted from being primarily aimed at policy and administration reform towards resourcing for basic health care. Bendavid and Bhattacharya (2014) note that this trend has led to decreased disease incidence in recipient countries. As such, I hypothesise that health aid is effective at reducing infant mortality across the sample period." (pp. 15–16)

Analysis and Discussion

Once you have undertaken the analysis developed in the methodology section, you can use the literature to assist in interpreting the results. Are your results as expected? Were hypotheses accepted or rejected? In this section, literature can be especially helpful if the results are inconsistent with previous findings. This does not mean that your work is incorrect, but the literature may in fact suggest reasons to justify why your results differed from those anticipated. For example, there are many situations in which researchers use a survey instrument developed in one country and within a second country find that the results differ. This might simply mean that the instrument and/or relationships are not generalizable across countries. For example, hypothetically you could say something like, "*The results of this study are different to the U.S.-based work of Richards (2007). Given that this research has been in Burma, it may potentially suggest that there are cultural variations that explain these differences; for example, Western cultures have higher levels of individualism than in Eastern cultures, which are higher on collectivism (Hofstede, 1993). Other research has also pointed to differences between how these* *various cultures deal with other work-related issues (Ng, 2004). Thus, future research would suggest more understanding of the cultural implications for this issue.*" In reality, there will almost always be examples of where relationships exist as well as others that have found they do not exist. Thus, drawing on the past literature will assist you in explaining why you have found or not found what was anticipated.

Of course, if your results are consistent with the previous literature, this may strengthen the discussion and implications of your work. Depending on what relationships or issues you are examining, this may lend support to the argument that the results are generalizable across time, industries, segments, or countries, which provides more support for the relevance of results, although this type of discussion would apply more to academically focused research than to applied research. For example, students might suggest that "*our results for younger employees are consistent with those of Meyer, Allen, and Smith (1993) in regard to the dimensionality of individuals' level of organizational commitment. This suggests that the measure they proposed holds for generation Y workers as well as other segments of workers examined in previous research (Kuron, Lyons, Schweitzer, and Ng, 2015).*"

The use of literature to explain the results is demonstrated in the examples listed below. In the first one, the students argue that trustworthiness is important for assessing charities, which possibly explains their results (see the full discussion on pages 29–30). In the second, the student uses the past literature to justify their results. As such, literature can be used in a range of ways within the analysis and discussion sections. In the third, the student makes links to past works and explains why differences may have arisen.

Student Examples

Group Student Example "Royal Institute for Deaf and Blind Children" (p. 30): (http://polonskywaller.com/)

"The literature also suggests that brands that are unfamiliar to an individual are less likely to be donated to (CGAP 2010; see Section A, 4.2, p. 7). This is further supported by research specifically on the Australian charity sector, which suggests identification of a trustworthy charity is partially reliant on hearing about the organisation in the media on a frequent basis (Millward Brown, 2012). The implications for brand awareness on trust also apply to the 46–60 age group." (p. 30)

Honors Student 2 "Game Set Match" (p. 86): (http://polonskywaller.com/)

"Previous findings and discussions have demonstrated the importance of congruence within sponsorship selection, strategy, objectives, and implementation. Given that existing tools are able to both measure and significantly predict overall congruence (see Appendix A), a lack of measurement within disability sponsorship relationships is of concern. For example, an audience profile analysis is one method to ensure continual target market congruence and is an evaluation technique that has existed in the sponsorship medium for over four decades (Meenaghan, 1983). Not only is it becoming increasingly necessary to measure congruence (Fleck & Quester, 2007) due to its importance in predicting sponsorship effects (Menon & Kahn 2003; Roy & Cornwell 2003) but also the significant role of congruence in disability sport sponsorship relationships suggested that evaluation of the construct should occur." (p. 87)

Student Example 3 "Does Health Aid Matter? Impact of Aid on Infant Mortality" (pp. 48–49): (http://polonskywaller.com/)

(Continued)

(Continued)

"These findings are complementary to Mishra and Newhouse (2009), who suggest that there has been a shift towards investment in basic health aid in recent years. Indeed, data on health aid dispersions support this trend. Figure 8 shows the total amounts of basic and general health aid from 1995 to 2014. Since 2001, where basic and general health aid were largely equal, basic health aid has increased at a dramatic rate, while general health aid has remained relatively constant. In 2013, basic health aid was more than 5 billion dollars larger than general health aid. In comparison to older studies, I find a greater effect of health aid on infant mortality. It is possible that this improvement is due to the increased proportion of basic health aid as a percentage of overall health aid; however, more research is necessary to show this. The hypothesis that basic health aid is more effective than general health aid in reducing infant mortality (H3) is supported." (pp. 48–49)

WHERE TO OBTAIN LITERATURE

Previously, it was mentioned that there are a number of different types of sources for literature. Many of the items identified are fairly straightforward, but you should be well aware of all relevant issues. One area, electronic literature, is of particular interest, and there will be more time spent discussing its use, as well as potential problems associated with it.

Books and Journals

There are vast numbers of books and academic journals available to you. It is sometimes quite amazing how much has been written on a given topic. There are highly academic books and journals, and there are more applied books and journals. At the most basic level, there is your textbook, which refers to a diverse range of other materials. In most cases, it is inappropriate to rely solely on textbooks for your research, especially when these books frequently refer to an extensive amount of other published literature. Thus, ideally you should refer back to the original material, which forms the basis of the textbook.

Technology has made finding relevant books and journals substantially easier, especially as universities have computerized catalogs that allow students to locate relevant books on a topic based on a few keywords that they input. With many universities even having books available electronically (i.e., e-books), it is making access easier. There are a number of other electronic systems that allow students to search journals, books, and other sources as well. One "free" system is Google Scholar <www.scholar.google.com>, and there is a range of other systems or databases such as ABI/Inform or Emerald, to which many libraries subscribe. These tools allow students to search across multiple journals, using a range of keywords, titles, or author names. For example, in Google Scholar, using the advanced search function, you can search using a range of functions including looking for articles

- with all of the words,
- with the exact phrase,
- with at least one of the words,
- without the words.

You can also search for words only in the title or anywhere in the articles. And you can search based on specific authors or within a given journal or set of journals. Last, you can also then restrict the search to a specific year or set of years. One other benefit is that by copying the URL, it sets out the search terms you used, which then can be sent to others if you want. For example, searching for the key term *Fair Trade* and consumers (search undertaken on May 1, 2018) could be done in a range of ways, and this significantly influences the search outcomes (see table 7.2).

Table 7.2 Example of Difference in Search Results in Google Scholar

Terms	How They Are Used	Results	Search URL
Fair and trade and consumers	Individual words anywhere in the articles	1,049,000 results	https://scholar.google.com.au/scholar?as_q=Fair+Trade+consumers&as_epq=&as_oq=&as_eq=&as_occt=any&as_sauthors=&as_publication=&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5
Fair and trade and consumers	Individual words anywhere in the articles, published in journals "marketing"	5,860 results	https://scholar.google.com.au/scholar?as_q=Fair+Trade+consumers&as_epq=&as_oq=&as_eq=&as_occt=any&as_sauthors=&as_publication=marketing&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5
Fair and trade and consumers	Individual words in the title	147 results	https://scholar.google.com.au/scholar?as_q=Fair+Trade+consumers&as_epq=&as_oq=&as_eq=&as_occt=title&as_sauthors=&as_publication=&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5
"Fair Trade" and consumers	Exact phrase and word anywhere in articles	77,000 results	https://scholar.google.com.au/scholar?as_q=consumers&as_epq=Fair+Trade+&as_oq=&as_eq=&as_occt=any&as_sauthors=&as_publication=&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5

(Continued)

Table 7.2 (Continued)

Terms	How They Are Used	Results	Search URL
"Fair Trade" and consumers	Exact phrase and word anywhere in the articles, published in journals "marketing"	1,740 results	https://scholar.google.com.au/scholar?as_q=consumers&as_epq=Fair+Trade&as_oq=&as_eq=&as_occt=any&as_sauthors=&as_publication=marketing&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5
"Fair Trade" and consumers	Exact phrase and word in the title	140 results	https://scholar.google.com.au/scholar?as_q=consumers&as_epq=Fair+Trade&as_oq=&as_eq=&as_occt=title&as_sauthors=&as_publication=&as_ylo=&as_yhi=&btnG=&hl=en&as_sdt=0%2C5

Online databases more generally also allow students to limit their searches to specific keywords or titles and to combine searches. This system links to relevant materials included in the databases. These are always at least linked to article abstracts, in some cases the full text of the article as well.

Students sometimes suggest that one of the greatest limitations of these systems is that they frequently include references for articles that are not available in their full text. However, many databases typically include full-text retrieval as part of the service, although in a number of instances you may need to access articles through your library online catalog, or request that your library obtain a full-text copy or access the material though your university library using the hard copy or other electronic access to the material.

Many universities have access to thousands of journals and books electronically, even though they may only have hundreds in hard copies in the library. When accessing materials electronically, we suggest that students look for pdfs, which are "pictures" of the article. This is valuable when you want to quote a given passage or view an image (picture, figure, table, or diagram), which may not be included in some other online format, and these other materials may also be formatted differently from what appears in the "hard copy" of the publication.

Another useful database that can be used in undertaking a literature review related to academic journals is the *Social Sciences Citation Index*. This index has several parts, two of which are particularly useful. One provides a list of references used in articles from journals included in the database. If you want to see what articles Smith referred to in a particular work published in the year xxxx, you look up Smith (xxxx). If this work was published in one of the indexed journals, it will tell you all the references Smith used (which is a historical assessment of how Smith developed his or her work). Alternatively, if you are looking for people who have referenced Smith (xxxx), there is another part of the index that will tell you who has referred to this work. This latter listing is very useful, especially if you want to see how others have applied one author's work since Smith published the paper. Google Scholar has a similar function, which lets you list all the papers that have cited a given work; thus, you can see who has built on this one work or idea.

Electronic Databases

The range of electronic databases available today is indeed mind-boggling. There are databases that focus on very narrowly defined topics such as health or sports and others that cover a wide spectrum of materials across disciplines, such as ABI/Inform, Emerald, EBSCO, Google Scholar, and Factiva. Just as the databases vary, so do the materials, which can include academic journals, conference papers, books, professional magazines, governmental reports, industry association reports, newspaper stories, current events magazines, court cases and judgments, and even abstracts of PhD dissertations. A list of popular databases and their description is found in Table 7.3.

Each institution will subscribe to a different range of databases, which students and staff usually access freely or for a nominal charge. Of course, as mentioned earlier, some databases such as Google Scholar, are free to users, and all you need is an Internet connection, although not all materials listed are available in full text. In other cases, it is possible to actually search some databases and pay for what you want to read (i.e., a user-pays system). Databases are growing

Table 7.3 Descriptions of Electronic Databases

Database Name	Description
ABI/INFORM Global (ProQuest)	Search worldwide business periodicals for in-depth coverage of business and economic conditions, management techniques, theory, and practice of business, advertising, marketing, economics, human resources, finance, taxation, computers, and more.
Academic Search Premier (EBSCO)	Academic Search Premier contains both full-text journal articles and abstracts, covering nearly every academic field of study. Subject coverage includes information technology, electrical engineering, adult education, leisure, sport and tourism, management, midwifery, nursing, industrial design, interior design, fashion, textile design, visual communication, graphic design, indigenous studies, mathematics, teacher education, architecture, animation, planning, communication, journalism, media, social inquiry, writing, international studies, biotechnology, environmental science, ecology, forensic science, nanotechnology, medicine, politics, history, statistics, and traditional Chinese. A database of images is also available.

(Continued)

Table 7.3 (Continued)

Database Name	Description
Business Source Premier (EBSCO)	Business Source Premier provides access to business resources including full-text articles from peer-reviewed business publications. Subject coverage includes marketing, management, communication, MIS, POM, accounting, finance and economics, and company and industry reports.
EDGE (Informit)	The EDGE database, produced by Information Edge, is a bibliographic database that indexes and abstracts articles that provide international coverage on management, environmental, packaging, and building topics.
Factiva.com	Factiva, a Dow Jones & Reuters Company, provides world-class global content, including Dow Jones and Reuters Newswires and the *Wall Street Journal*—unduplicated in a single service elsewhere. Factiva offers the only single content solution with multiple language interfaces and multilingual content covering nearly 8,000 sources.
PsycINFO (OVID)	PyscInfo is an indexing and abstracting service produced by the American Psychological Association. Sources indexed include scholarly books, peer-reviewed journals, and dissertations (theses) all in the field of psychology and the psychological aspects of related disciplines, such as medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and anthropology.
Science Direct (Elsevier)	Science Direct provides full text and abstracts of journals, reference works, and conference papers. Subject coverage includes agricultural and biological sciences, arts and humanities, biochemistry, genetics and molecular biology, business, management and accounting, chemical engineering, chemistry, computer science, decision sciences, earth and planetary sciences, economics, econometrics and finance, energy, engineering, environmental sciences, immunology and microbiology, materials science, mathematics, medicine, dentistry, neuroscience, nursing, health, pharmacology, toxicology, physics, astronomy, psychology, social sciences, and veterinary science.
WARC–World Advertising Research Center	WARC.com provides marketing intelligence for the advertising & media industry worldwide. Subject coverage includes all areas of marketing and communications. Content includes papers, case studies, research reports, news items, best practice guides, and statistical data.

Source: UTS Library Database (www.lib.uts.edu.au/databases).

in popularity as a range of sources are realizing that the material is valuable. For example, for a price, one can search through the archives of the *New York Times* and pay to read or download older materials of interest. All this of course means

Table 7.4 Links to Materials on Search Strategies

Materials	Sites
"Search Strategies and Tips" (University of Chicago)	http://guides.lib.uchicago.edu/c.php?g=297879&p=1991784
Help finding information online (The University of Edinburgh)	http://www.ed.ac.uk/schools-departments/information-services/services/library-museum-gallery/finding-resources/library-databases/databases-overview/databases-search
"Systematic Reviews" (University of Michigan)	http://guides.lib.umich.edu/c.php?g=283340&p=2126706
"How Do I Develop an Effective Search Strategy?" (2:34 [min:s])	https://www.youtube.com/watch?v=SeYOs_wtgrQ
"Creating a Search Strategy" (2:33)	https://www.youtube.com/watch?v=IZiQJGqR6L0

you have greater access to information. On one hand, this makes undertaking research *significantly* easier. On the other hand, it means you have to be better able to evaluate the quality of the information provided and integrate it coherently into your literature review. It is impossible to include everything available in one assignment!

Table 7.4 is an expanded version of the material presented in Chapter 2, as it provides links to information that discusses search strategies that can be applied within the above (Table 7.3) databases or using others' data sources, such as Google Scholar.

The Internet

The Internet has made secondary research material much easier to locate. Most of you will have searched the web using one of the many available web search engines, such as Google. These tools are in many ways quite simplistic—that is, they search a directory of websites and look for the use of key terms that web designers assign to the sites in the meta-text associated with the site (a discussion of meta-text is well beyond this book). "Many information professionals suggest that it may be necessary to use as many as 12 key terms to sufficiently limit a search to a manageable amount of information" (Kent, 2001, p. 26). Therefore, though there is extensive information on the web, finding the right information is not necessarily an easy task. Now anyone can post information on a website or blog, but you want to use credible sources of information!

An overreliance on the web alone is inappropriate for undertaking a literature review, although it may be a useful support device (in this context, we are referring to using traditional browsers, such as Internet Explorer or Firefox, rather than specialized services such as Google Scholar). In many cases, your

Internet search will direct you to a vast array of materials; these can be put up on the Internet by universities, firms, and government, but also by anyone who wants to. As such, it is critical that you do not automatically believe everything you read on the Internet (see Table 7.5 for links to videos on assessing Internet information credibility). It seems that students sometimes forget that anyone can set up a webpage and say anything they want within the relevant legal limits.

One citation source that is unfortunately increasingly used by students is Wikipedia. While many of the entries provided list references, the content is not checked for accuracy, and there have been numerous instances of where information placed on the various pages is inaccurate (Lamb & Johnson, 2013; Magnus, 2009). Most university professors would frown on students citing Wikipedia as a credible reference source, and many would explicitly exclude its use. However, there are sometimes useful references listed within Wikipedia pages, and students could refer to these underlying materials (assuming they are to reputable sources of information).

Identifying the appropriateness of information on the web overall is thus a difficult problem that needs to be dealt with. You should always question the extent to which the source is credible and whether the information presented has any inherent bias. For example, an article on sustainable business practices on Greenpeace's webpage might have a very different perspective from one using the same data that appear in an academic article. This is not to suggest that both perspectives are not valid, and you need to know the limitations with both perspectives. There are several problems with using web-based material. These include the following:

1. Information overload—too much information may be identified in the search, and in many cases, much of it will be tangential to the topic.
2. Information accuracy—anyone can put anything on the web; thus, there may be a question of its accuracy, or in the case of corporate-based information, it may be biased to represent a given perspective. This problem is often overcome with academic journals, as they have been peer reviewed in an attempt to provide the most accurate information.
3. Limited breadth of coverage—much academic and professional information will be overlooked, unless you explicitly search one of the various databases, as one undertaking a word search on Google or Yahoo will most likely miss important articles.
4. Information moves or sites change—as distinct from an article in a journal or trade publication, the information on the web often changes quickly. For example, a very useful web report may cease to be accessible. Thus, it is difficult to refer back to the information unless the individual has a hard copy of it. This causes unique referencing problems, which will be examined below.

You must use the Internet with caution, and we would suggest that you would never base your entire research project on web-based information, which does not include specific searching of the academic literature using online databases. Of course, this is not to suggest that all information on the Internet is inappropriate or inaccurate. The Internet provides an extremely useful research

Table 7.5 Online Search Strategies and Online Information Credibility

"Online Research: Tips for Effective Search Strategies" (3:04 [min:s])	https://www.youtube.com/watch?v=LTJygQwYV84
"How to Search the Internet More Effectively" (4:13)	https://www.youtube.com/watch?v=uqxbZkBlhqo
"Evaluating Sources for Credibility" (3:14)	https://www.youtube.com/watch?v=PLTOVoHbH5c
"Credible Websites?" (3:52)	https://www.youtube.com/watch?v=AFEwwG7rq0E

tool in conjunction with other types of information. For example, if you want country-based information, you might refer to the *CIA World Factbook* (https://www.cia.gov/library/publications/the-world-factbook/), which provides extensive information on countries, if you want background information.

The complexity associated with searching the Internet has resulted in a number of books being written to give practical guidance as to how to use this resource, although these tend to talk about all Internet sources (e.g., Hock, 2007).

Government and Industry

One important tool for undertaking a literature review is the use of government and industry reports, many of which are increasingly accessible on the Internet. These materials are often especially useful for identifying statistics about various issues, as in the example of the *CIA World Factbook*. It is truly amazing how much information (including data and data sets) is freely available from these sources, although some reports are sold at a nominal price. Finding what data and reports exist is, in itself, a somewhat complex task. In some countries, governmental printing offices have catalogs or online searching of their materials. In other instances, you can go to official government sites and identify documents, using the associated search facilities provided. In some cases, government and industry materials are also included on larger online databases. There are also a number of international governmental bodies that produce a range of information freely or at low cost. These include the United Nations, World Bank, International Monetary Fund, International Labour Organization, and Organisation for Economic Co-operation and Development (OECD), not to mention all the various private associations and foundations that provide information on issues. It should be noted that in many cases, these bodies provide only summaries of reports for free, and individuals have to purchase complete reports and data, which are sometimes very expensive. However, in an increasing number of cases, the information is freely available.

One of the problems with using associations is that it is sometimes difficult to track down the relevant documents and data, even when the associations can be located using the Internet, although search facilities within sites are making this easier. In addition, many governmental bodies and associations provide a list of other relevant bodies; therefore, one group may lead you to another. The use of the web has made finding associations and governmental bodies much easier.

HOW TO WRITE A LITERATURE REVIEW

All the material in this chapter has been designed to explain the role of a literature review. One question often asked is, "how do I actually write a review?" Some aspects of this question have been discussed earlier, but it is important to emphasize these again. Literature can be used in many places within a research project. The focus in this section will be on discussing how to write a review in which the research questions or hypotheses are developed, thus focusing on one aspect of the process.

The goal of this type of review is to identify the critical issues in the literature. In many cases, you will not only identify how arguments have developed within the area (i.e., a historical evolution of the literature), but also you will discuss how different authors' works complement or diverge from one another. This review is more than a reporting of what people have done or said, although this will be part of the process.

Synthesizing the past literature is not an easy task; many students (and academics, for that matter) frequently report on divergent studies without drawing links between authors' works. For example, if you were looking at sponsorship literature, it would be important to identify how various authors define sponsorship and what the differences in definitions mean. This demonstrates an understanding of material and that some synthesis has taken place. One flaw that is often seen in students' work is that they simply list definitions used by earlier authors without linking them together. Thus, no deeper understanding of the previous works occurs, which is ultimately part of the aim of most research projects. Simply providing extensive lists of references or quotations does not add value on its own; it is the interpretation and linkages that add the value. Below is a hypothetical example explaining the development of one such debate:

> *"Research on evaluating service quality has been examined in a number of ways. There are two widely used methods that have been debated in the literature. One is where researchers compare individuals' perceptions minus their expectations, referred to as SERVQUAL (Parasuraman, Zeithaml, and Berry, 1985). Another is where researchers measure expectations minus evaluation of experiences, referred to as SERVPERF (Cronin and Taylor, 1992). . . . With authors having compared the effectiveness of these two alternatives (Carrillat, Jaramillo, and Mulki, 2009). However, other aggregate methods of overall or summative assessment of service quality (Powpaka, 1996) do not require comparisons of consumers' views using measures based on gaps between the expectations or perception and expectations or performance. This project uses the summative approach, because. . . ."* It is also usually important to present alternative views and/or discuss disagreements in the literature (as in the example above). In another hypothetical example you could state,

"When discussing the development of corporate responsibility, you would need to discuss varying perspectives, including the idea that 'the business of business is business,' attributed to Milton Friedman (Hinson, Boateng, and Madichie, 2010) and thus corporations should not be responsible unless there is direct measurable return to the firm. Presenting the fact that some people do not believe this perspective is relevant, but others believe firms have an obligation to contribute to the social environments that they operate (Carroll, 1991)."

This demonstrates you have read widely on the topic and also that views on the topic are not universally accepted. Further, it is imperative that you somehow justify which perspective you believe to be the most appropriate one or at least why you are selecting the one that you plan to use. In doing this, you are basically developing an argument for your thinking using the literature.

One very useful tool to assist in developing your literature review is to put together a table of the relevant pieces of work. These tables can be quite complex, depending on the issue you are examining. You might want to provide a listing of how your topic has evolved. In this case, you might simply list the author(s), year, and key arguments and findings (for an example of this, see Mitchell, Agle, & Wood, 1997). It may be possible to use this table of literature to identify themes (for example, see Cornwell & Maignan, 1998). There are, of course, a range of other structures that tables could take to identify different methodologies used or to look at different relationships that were examined in the previous literature. The use of a table adds some structure for you and the reader. However, if you do choose to use a table to structure your literature or part of the literature, it is essential that you explain the structure to be used, how articles were selected (as you will most likely never be able to include everything), and the years that this is designed to cover. It is also essential to identify what aspects of the articles you will discuss within the table; for example, is the methodology, sample used, summary of variables, and/or summary of findings to be included? Setting these parameters ensures that your reader understands exactly what you are doing and why, as well as gives your table and associated arguments more structure. It is also important to have a logical flow to the table and associated literature review. For example, if you are discussing the historical evolution of an idea, it is important to discuss the literature in the chronological order in which it appeared. On the other hand, if you are discussing alternative ways that a concept has been measured (say employee engagement), the timing of which approach came first may be less relevant, as there might be multiple actable approaches.

As indicated at the start of this section, the focus is on writing a literature review that develops the research's focus, as well as hypotheses, if these exist. All relationships to be examined should arise from within the discussion of your literature review. If there are competing views on an issue, you might suggest that your research will examine which is most appropriate in your situation. For example one might write something like, "*The debate in the area has suggested that there are competing views of whether individual performance targets result in improved output. Some authors argue that these increase competition among individuals in a work unit and thus break down collaboration (Wondolleck & Yaffee, 2000), whereas others argue that these give individuals more focus and thus increase targeted activities (Marlow & Wilson, 1997). Given the debate over this issue, in this paper we will take the view that performance targets improve outputs. This perspective has been taken* *because of their extensive use and the fact that this approach has been suggested to be generally effective (Kumar & Van Dissel, 1996; Wondolleck, & Yaffee, 2000).*"

The literature might suggest that there are moderating variables that have not been considered previously and that you will look at these. In this case, you are looking at a gap in the literature. For example, in your report you might suggest that "*while researchers have suggested that underlying values impact on whether people donate to charities, this research has generally used specific measures of people's values rather than examining their more macro view of society. As such, this research looks at people's views of whether the world is a 'just place,' using the scales developed by Webb, Green, & Brashear (2000) to see if this moderates the relationship between values and donation behavior.*" Whatever your research focus, the literature provides some justification that what you are looking at makes sense and that this is not simply unfocused research (sometimes called a fishing trip), unless that is the objective of the project.

When writing the review, it is important to remember that this is an assessment of the academic literature. As such, you should not be writing this in the first person as you are reporting on others' work. This is important even when identifying why you have taken a given perspective over another perspective. The following hypothetical quote provides such a rationale:

> "*There has been extensive discussion within the literature in regard to whether acculturation is a unidimensional construct where a person is acculturated or not, or whether there are degrees of acculturation where people maintain aspects of their home orientation while adopting aspects of their host orientation (Ryder, Alden, and Paulhus,* 2000). *Given that much of the literature suggests that people do not completely acculturate or maintain their home identity, and the fact that the dimensional measure of acculturation is often found to be reliable (Huynh, Howell, and Benet-Martínez, 2009), within this research the bi-dimensional approach to acculturation is taken.*"

As such, you explain your rationale without saying, "*I will take X approach*" or "*I believe that X approach is better because.*" This type of argument is important as readers will need to disagree with the literature, rather than disagreeing with your opinion.

Table 7.6 Links on How to Write a Literature Review

"Writing the Literature Review (Part One): Step-by-Step Tutorial for Graduate Students" (5:22 [min:s])	https://www.youtube.com/watch?v=2IUZWZX4OGI
"Tips for Writing a Literature Review" (3:31)	https://www.youtube.com/watch?v=rUNOBFponjc
"The Literature Review" (25:05)	https://www.youtube.com/watch?v=jKL2pdRmwc4
"Writing a Literature Review.wmv" (5:58)	https://www.youtube.com/watch?v=J_dKLcXBFjw

How Much Literature Is Enough?

In searching the literature, you must be very careful because it may be easy to get information overload (i.e., by trying to be exhaustive). If you cite too much literature, it *can* sometimes become confusing for both you and the reader. For example, let's assume you are doing a project looking at how to improve service quality. According to Google Scholar (October 22, 2017), there are 56,000 articles on this topic. Thus, when starting out you might say something like the following, which you support by listing 20 different citations:

> *"Service quality has been extensively covered since the 1980s (Parasuraman, Zeithaml, and Berry, 1985; Cronin and Taylor, 1992; Zeithaml, Berry and Parasuraman, 1996; Bolton and Drew, 1991; . . . Su, Swanson, and Chen, 2016. . . . ElMelegy, Ponnaiyan, and Alnajem, 2017)."*

This really does not tell the reader anything. That is, why did you list the materials that you used? How do these references in fact support your point? Are all the references used equally important? The goal of a reference is to lend support to your ideas, showing that these are relevant to your project and arguments. Thus, you could equally say:

> *"Service quality has been extensively covered since the 1980s (Parasuraman, Zeithaml, and Berry, 1985), with a Google Scholar search (May 1, 2018) identifying this appeared in the title of over 93,000 works."*

This demonstrated the significance without providing multiple additional citations that are not really discussed. Another way to say the same thing might be:

> *"Since Parasuraman, Zeithaml, and Berry (1985) popularized the issues of service quality as an important marketing concept, there have been thousands of works that have explored this issue. This includes works in numerous contexts and disciplines such as tourism (Ho and Lee, 2007); online behaviors (Yang and Jun, 2002); health (Andaleeb, 2001); sports (Shonk and Chelladurai, 2008); and education (Joseph and Joseph, 1997), to name a few."*

The above example identifies the importance of the concept by explaining that it has been applied in many settings. It would have been possible to significantly expand the list of contexts and disciplines, as well as have multiple citations with each, but that would not necessarily have made the argument any stronger or clearer. And yet another way to say the same thing might be something like this:

> *"Since Parasuraman, Zeithaml, and Berry (1985) popularized the issues of service quality as an important marketing concept, there have been thousands of works that have explored this. This includes a number of systematic reviews (Lepmets, Cater-Steel, Gacenga, and Ras, 2012; Roy, Lassar, Ganguli, Nguyen, and Yu, 2015) and meta-analysis on service quality issues (Carrillat, Jaramillo, and Mulki, 2009; Black, Childers, and Vincent, 2014; Ranjan, Sugathan, and Rossmann, 2015)."*

Notice that in the above example, it was suggested there were several review articles undertaken, and thus, this is supported with more than one reference. Whether you need multiple references to support these points all depends on how you stated the argument. When you write your literature review and provide supporting information, it is impossible to cover *all* related issues or all authors' works. A major mistake students make is trying to include too many papers or issues, including those that are not core to the topic. It is important to ensure that the material is focused and relevant to your project. Of course, not having sufficient support for your argument is equally a problem. Thus, saying something like the statement below, while true, might be expected to have some support for the ideas. However, if you are suggesting this is common knowledge, then it might be sufficient to say,

> "*Service quality has been extensively covered since the 1980s and is examined in a wide range of disciplines.*"

Unfortunately, there is no formula or rule of thumb that exists to tell you how much literature is sufficient to support your project. This will certainly depend on the level of the assignment, where a 100% research assignment would generally be expected to have more citations than consulting-type reports.

REFERENCING

It is essential for you to appropriately reference others' ideas, that is, to give credit where credit is due. Failure to do so is plagiarism (discussed in Chapter 5), which is a significant breach of academic norms and expectations. In most universities, plagiarism is associated with punishments ranging from failing your assignment to being excluded from the university. As such, it is essential that you attribute ideas and content appropriately. This means that you must clearly cite and quote people within the body of the report as you refer to their work and provide a comprehensive list of materials referenced. Referencing of material serves several purposes. As was mentioned earlier, it can be used to assist in supporting your arguments, as the reader identifies that your assertions have been previously tested within the literature. It also acknowledges the ideas of others and allows the reader to refer back to the original source, should they want to. Because of this, when providing references, it is important that as much relevant information as possible is provided.

There are a number of different referencing styles available, and all of them provide information on the author, year the material was published, title of the work, title of publication, volume and issue of the publication, and page numbers. Other information *may* also be provided, depending on the material being referred to. For example, an edited book would also contain the name of the book editors, the publisher, and the place of publication. There is also an increasing use of web links and document source descriptions as provided through databases. The specifics of the various styles (i.e., ordering of information and punctuation used) vary, although the same information is presented consistently across different reference styles and most universities have approved referencing styles. Online bibliographic information is increasingly important especially as many journals are "publishing" works online before these come out in hard copy materials. One implication for referencing is that there are necessarily volume numbers, issue numbers, or page numbers. The reference is however supported by what is called a DOI number (digital object identifier), which is a unique number attached to the specific article. An example of how this might be used within a reference is

> Meyer, J. P., Stanley, D. J., Herscovitch, L., and Topolnytsky, L. (2002). "Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences." *Journal of Vocational Behavior*, *61*(1), 20–52. http://dx.doi.org/10.1006/jvbe.2001.1842

When works are forthcoming in journals (i.e., there is no year, volume, issue, or page numbers), the year of publication becomes the date when the work is published online, prior to it being assigned to a printed volume and issue. In this situation, the DOI can also be used to identify the material:

Sharkey, A. J., and Kovács, B. (2017). "The many gifts of status: How attending to audience reactions drives the use of status." https://doi.org/10.1287/mnsc.2017.2879

There are a number of resources related to online citations. For example, there is a complete APA guide, the "Citation of Electronic Resources," based on APA Style (APA, 2012).

Though you may think that the references are not important, in some cases those grading your research will look at the references before they even read your paper to see what body of literature you have based your work on. Poor referencing reflects a poor effort in report writing to the reader, and readers may then begin to question whether there are other problems with your ideas and the research process used, as well.

There are several systems for presenting references, and we will mention several of these, briefly, as well as refer to specific style guides or other relevant sources that are commonly used. There are two issues related to references: (a) how to acknowledge the ideas of others within the body of the paper and (b) compiling a comprehensive list of references. The answers to these problems vary depending on whether you are required to have a Reference section or a Bibliography at the end of the project, *or* if you have to use footnotes.

When dealing with material in the body of your project, it is important to identify others' contributions. Therefore, if you are referring to the components of Porter's (2001) model regarding how the Internet influences industry structure, you might discuss it in the following alternative ways, although no one approach is better than the other—the issue is really about how you want to integrate the material into the discussion: in the first case, you are drawing on something said by the author; in the second case, you are acknowledging that the idea was developed by the author; whereas in the third case, you are providing a direct quote to what the author said. Hypothetical examples might be

> "*Within Porter's (2001) model of industrial buying behavior, there are five underlying forces of competition*."
>
> "*In some models of the influence of the Internet on industry structure, there are a number of influencing factors (Porter, 2001).*"
>
> "*Porter (2001, p. 66) has suggested that. . . .*"

In some cases, you might not include author names within the text of the paper but rather refer to authors in footnotes or use numbers that refer to materials included in the references. An example of this would be, "*in some models of the effect of the Internet on industry structure, there are a number of influencing factors.*"[1] The superscript would refer to a footnote/endnote or to a citation in the references, and the details of the material would be expanded on in the footnote or citation. For the above example, this would be stated,

1. Porter, M. (2001). Strategy and the Internet. *Harvard Business Review*, *79*(3), 62–78.

While the footnoting format is often taught in high school, it is less often used in university-level research projects within business areas, although this may vary by institution and subject. For example, referencing within the legal subjects often utilizes footnotes rather than referencing. If you are required to use footnoting for references, you can refer to guides such as *The Bluebook* in its 20th edition for the specifics required (*The Bluebook* 2015).

In most cases, there will be a reference list at the end of the report/project. As was mentioned earlier, there are many different styles of referencing that are used at different institutions, and each system has an extensive style guide identifying how to acknowledge almost every type of material imaginable. Two popular style guides are the *Publication Manual of the American Psychological Association* (APA, 2009) and *The Chicago Manual of Style* (University of Chicago, 2010). You should refer to the relevant guide to see exactly how materials should be referenced. Within this book, we have used a version of the APA style of referencing.

The format for citing a book is often like this: Author's Name. (year). *Book Title*. City Published: Publisher. For example, the second edition of this book would be cited as

Michael Jay Polonsky and David Waller (2010), *Designing and Managing a Research Project: A Business Students Guide* (2nd ed.). Thousand Oaks CA: Sage.

The format for citing a journal article is often like this: Author's Name. (year). Article Title, *Journal Name*, volume (number), pages. For example,

Polonsky, Michael Jay and Don Scott (2005), "An Empirical Examination of the Stakeholder Strategy Mix," *European Journal of Marketing*, 39 (9/10), 1199–1215.

Table 7.7 Links to Alternative Referencing Styles and Support

Reference Style	Link to Guidelines for That Style
American Psychological Association (APA)	http://www.apastyle.org/manual/
Harvard Referencing	http://www.harvardgenerator.com/
Oxford Referencing style	http://www.citethisforme.com/uk/styles/oxford-referencing-generator
The Bluebook (Law)	https://www.legalbluebook.com/ http://guides.ll.georgetown.edu/bluebook
Vancouver	http://www.qub.ac.uk/cite2write/vancouver3b.html

Finally, it is important that you check with your supervisor or university to find out if there is a particular style that he or she would prefer or one that is recommended by the school. Proper referencing of your project report *is* important, and it does reflect on the quality of the report.

MANAGING YOUR REFERENCES

It is essential that you somehow manage all the references and information that you collect. There are a number of systems or databases that can be used to assist you in managing this information. One proprietary software package that is increasingly being used is called Endnote. (For more information on this, refer to the Endnote website, http://endnote.com/. There are also corporate training presentations on https://www.youtube.com/user/EndNoteTraining.) There are a range of benefits to using bibliographic software. The most important is that it ensures you record all relevant information about a piece of literature. Basically, the databases have predetermined fields (that you can amend) that cover all the relevant information required for citing a reference or including it in a bibliography. These databases are very robust and allow you to include summaries or abstracts of documents, with some even allowing you to capture the full pdf of the article. With advances in technology, now some of the programs even allow you to download bibliographic material directly from online databases into your reference system, thus making things faster and more accurate (although these systems are not flawless); this saves time as you don't need to type in the information. Systems such as Endnote also allow you keep track of what materials you have read and can be used as a searchable database of your materials.

One of the best benefits is that you can set up a referencing style that allows you to directly import references into your report (at least this is a function available in Microsoft Word). When you cite material in the text, it is also automatically included in the bibliography at the end of the report. You can, importantly, specify the bibliographic style as well, which saves valuable hours and is something that can be easily changed if different professors want different styles. It also means that you never forget a reference or include ones you do not cite, as linking the software within your word processer ensures references are adjusted as you write your document. Of course, you can use your bibliographic system for all subjects you study and thus keep a running record of what literature you have read across units that you study. There is even an ability to share endnote databases online with other students in the group. This makes the days of using filing cards (how we were taught to keep track of references) seem as outdated as riding a horse and buggy!

We would strongly encourage you to talk with a reference librarian regarding the data sources your university has and the training related to searching these databases and/or reference management systems they provide. You will be amazed how happy librarians are to help you learn how to search for information. They will, however, be less helpful if you simply expect them to do your work! The library and librarians are a critical resource that all too many students do not avail themselves of. While you can get a lot of materials from the Internet and alternative data sources, librarians have expertise in searching for information. Thus, getting support from them is similar to getting support from the literature. It can save time by not reinventing the wheel!

Table 7.8 Additional Resources on Literature Reviews

Resource	Brief Description	Link
"ABCs of Systematic Review: Steps on Conducting a Systematic Review"	Video lecture outlining the elements of a systemic literature review Resource type: video Approx. duration: 56:23 (min:s)	https://www.youtube.com/watch?v=GxPb8QL7mBQ
"EndNote X8 on Windows: The Short Course"	Video lecture outlining endnote Resource type: video Approx. duration: 24:56	https://www.youtube.com/watch?v=MSLu1zlX0yc
"Three Ways to Structure Your Literature Review"	As the title suggests, this video lecture outlines three different approaches to structuring a literature review. Resource type: video Approx. duration: 8 minutes	http://www.youtube.com/watch?v=PU2uqFY-l4s
"Getting Started on Your Literature Review" University of New South Wales	A general guide to preparing and writing the literature review Resource type: webpage (with pdf facility) Approx. length: 4 pages	http://www.lc.unsw.edu.au/onlib/litrev.html
"[Emerald] Mind Maps"	Mind maps	http://www.emeraldinsight.com/learning/study_skills/skills/mind_maps.htm

PROJECT CHECKLIST

- Will your report have a literature review section?
- How will you use literature in your project?
- What are the sources of literature that you will be using?
- Who will be writing the main literature review?
- Who will be checking the referencing format?

CASE STUDY

Before interviewing any consumers or HPS staff, it is important to start by undertaking a review of the current literature that might be relevant to the project. This is part of your secondary data gathering, but it also grounds your topic in appropriate theory.

- What sorts of keywords would you use to develop a concept map for examining the question (some topics that might be included are CSR, Socially Responsible Brands, Fair Trade, and Responsible Consumers)?
- Identify three articles that you believe could be used in this topic and explain why you think they assist in framing the research (or methodology).
- Identify an appropriate industry or governmental site that has information that would be of some assistance. Explain how you might use it.

CHAPTER QUESTIONS

1. For your research project, identify how the literature could assist you in developing the rationale and methodology?
2. Identify the main areas that you need to cover within your literature review.
3. Develop a concept map for the literature review associated with your assignment.
4. Find out what is the appropriate referencing style for your assignment and then format a book, journal article, newspaper story, and website using that structure.
5. What might it mean if you cannot find enough topics on your subject when you start your literature review?
6. Identify the databases that your university has (or has access to) that would be most valuable for your assignment.

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