Lecture 4:
Literature Review

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Course Marks Breakdown

Method of Assessment	Percentage Weighting	Learning Outcome Being Assessed	Date of Submission
CA1	80%	All 5	9th Week
CA2	20%	All of 5	12th Week

CA1:

Assessment Title & Description:	Assignment 1
Task:	Research Proposal
MIMLOs being assessed:	1,2,3,4,5
Individual/Group:	Individual
Assessment Weighting:	80%
Issue Date:	2nd week
Submission Date: (All assignments must be submitted through Moodle)	9th week
Feedback Date:	11th week

Assessment Title & Description:	Assignment 2
Task:	Research Presentation (based on proposal)
MIMLOs being assessed:	1,2,3,4,5
Individual/Group:	Individual
Assessment Weighting:	20%
Issue Date:	6th week
Submission Date: (All assignments must be submitted through Moodle)	12th week

Purpose of Critical Literature Review

- Develop a clear argument about what the published literature indicates is known and not known about the research question.
- Avoid simply summarizing articles; assess significance to decide inclusion.

Literature Review Process

1. Finalize critical review of the literature.
2. Generate and repeat search terms.
3. Update search parameters based on findings.
4. Record, evaluate, and obtain literature.
5. Revise draft based on obtained information.

Being 'Critical' in Literature Review

Mingers' four aspects of a critical approach in management education

1. Critique of rhetoric (effective language use).
2. Critique of tradition (question conventional wisdom).
3. Critique of authority (challenge dominant views).
4. Critique of objectivity (acknowledge lack of value-free knowledge).

Emphasize the need for reasoned judgments and effective argumentation in the literature review.

Critical Review Challenges

Identify unclear, biased, or inconsistent concepts, theories, arguments, or empirical research findings.

Justify why further research may be needed in areas of uncertainty.

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Recognizing Seminal Theories and Researchers

- Some theories and researchers may be considered seminal or experts in the field.
- Seminal theories often discussed in textbooks and widely cited.
- Identify researchers acknowledged as experts and whose work has been influential.

Integrating Theoretical Strands

- For some topics, integrate different theoretical perspectives.
- Refer to and assess research by recognized experts.
- Consider, discuss, and evaluate research with similar and differing perspectives.
- Develop a clear, persuasive, logical, balanced, and justified argument.
- Distinguish between **research findings and researchers' opinions**.
- Ensure **accuracy** in references.

Drafting a Critical Review

- Use a checklist for evaluating the critical nature of the review (Box in next page).
- Contextualize your research about previous research.
- Assess strengths and weaknesses of previous research in relation to the research topic.
- Be rigorous, balanced, and refer to research supporting and opposing views.
- Distinguish between research findings and opinions.
- Make reasoned judgments about the value and relevance of others' research.
- Justify own ideas and highlight areas where new research is needed.

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Box 3.1 Checklist

Evaluating whether your literature review is critical

Have you:

✔ contextualised your own research showing how your research question relates to previous research reviewed, acknowledging seminal work?
✔ assessed the strengths and weaknesses of the previous research reviewed in relation to your research topic?
✔ been rigorous in your discussion and assessment of previous research?

✔ been balanced, referring to research that is counter to, as well as supports, your views and opinions, having now reviewed the literature?
✔ distinguished clearly between research findings and researcher's opinions?
✔ made reasoned judgements about the value and relevance of others' research to your own?
✔ justified clearly your own ideas?
✔ highlighted those areas where new research (yours!) is needed to provide fresh insights and taken these into account in your arguments? In particular where:
  • there are inconsistencies in current knowledge and understanding
  • you have identified potential bias in previous research

  • there are omissions in published research
  • research findings need to be tested in alternative contexts
  • evidence is lacking, inconclusive, contradictory or limited.

✔ developed a clear, persuasive, logical argument?
✔ accurately referenced all research to which you refer?

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• an **overview of your research's context** by locating it in the associated contemporary debates, issues and questions provided by existing literature

• **resolution to conflicts** among apparently contradictory previous research

• a discussion of the **relevant theories** and concepts that underpin your research

• definitions and clarifications regarding how relevant terms are being used in your research

• insights into related research that your own work is designed **to extend or challenge**

• supporting evidence that your research questions and aims are **worth researching**, in other words their significance.

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Types of Critical reviews

1. Integrative
- Critically analysing and examining the main ideas and relationships in representative literature on a topic in an integrative way.
- The purpose is to provide an overview, and either generate new frameworks and perspectives on a topic for testing or, alternatively, reveal an area where it is unclear what is happening.

2. Theoretical
- Examining the body of theory that has accumulated in regard to an issue, concept, theory or phenomenon.
- Theoretical reviews are often used to establish what theories exist and the relationships between them.
- They are also used to reveal a lack of appropriate theories or that current theories are inadequate for explaining new or
- emerging research problems.
- They can therefore be used as the basis for developing new theory to be tested, or revealing an area where it is unclear what is happening .

3. Historical
Examining the evolution of research on a particular topic over a period of time to place it in an historical context.
They are used to place research in an historical context and identify directions for future work.

4. Methodological
- Focusing on research approaches, strategies , data-collection techniques or analysis procedures, rather than the
- research findings.
- Methodological reviews are often used to provide a framework for understanding a method or methodology and to enable researchers to draw on a wide body of methodological knowledge and can help highlight potential ethical issues.

5. Argumentative
- Examining literature selectively to either support or refute well-established positions or assumptions.
- They are used to establish an alternative viewpoint, although care must be taken not to introduce bias if they are used to develop summary
- conclusions about what is known.

6. Systematic
- Which uses a comprehensive pre-planned strategy for locating, critically appraising, analysing, and synthesising existing research that is pertinent to a clearly formulated research question to allow conclusions to be reached about what is known
- They are used to summarise all relevant research about the topic

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- Integrative review is **the most common for student research** projects.
- Systematic and theoretical reviews are also popular forms.
- Reviews may be a combination, such as theoretical supplemented with integrative, or historical focusing on theory development.

- Impossible to review every piece of literature before data collection.
- Literature review should focus on the most relevant and significant research on the topic.
- Emphasizes the **need for selectivity in choosing literature** for review.

- Critical review should demonstrate how findings and theories relate to previous research.
- Showcase **familiarity with existing knowledge** about the research topic.
- Integration of methodological review may follow integrative or theoretical reviews in the methodology.

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In considering the content of your critical review, you will need:

• to include **the key academic theories within your chosen area** of research that are pertinent to, or contextualise, your research question;

• to demonstrate that your knowledge of your chosen area is **up to date**

• to enable those reading your project report to find the original publications that you cite through **clear complete referencing**.

Mendeley
Business enterprise

Mendeley is a reference manager software founded in 2007 by PhD students Paul Foeckler, Victor Henning, Jan Reichelt and acquired by the Dutch academic publishing company Elsevier in 2013. It is used ...

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Purpose of a literature review

1 start at a more **general level** before narrowing down to your specific research question(s) and objectives

2 provide a brief **overview of key ideas** and themes

3 **summarise, compare and contrast** the research of the key authors for each theme

4 **narrow down** to highlight that which is most relevant to your own research question(s) and objectives

5 provide a **detailed account** of these theories and findings and explain how they are related

6 highlight those aspects where your own research will provide **fresh insights** linking explicitly to your research question(s) and objectives

7 outline briefly how subsequent sections of your project report will address these aspects (**very brief**)

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Box 3.3

Focus on management research

Structure of the literature review

A refereed academic journal article by Neve Isaeva, Kira Gruenewald and Mark Saunders, published in *The Service Industries Journal* (Isaeva et al. 2020) offers a theoretical review and synthesis of the trust theory and customer service research literature. The following extract is taken from the first three paragraphs of the introduction to their article; although your review will be longer than this extract (pp. 1031–2). It illustrates a structure that:

- in the first paragraph, starts at a more general level looking at the nature and importance of trust for organisational success;
- then, in the second paragraph, narrows the focus to trust research in the service industries, highlighting how scholars have adopted different conceptualisations of trust;
- and, in the third paragraph, builds on these points to justify the need for the review arguing that service industries' trust researchers need to engage more fully with the theoretical foundations of trust, outlining the contribution of the article and justifying their use of a theoretical review.

The remainder of the introduction outlines the structure of their review article.

Trust is a complex, multidisciplinary concept that is recognised as a strategic asset (Castaldo et al. 2010) and vital element for organisational success (Dietz and Gillespie 2011; Kramer and Cook 2004). In particular, service firms have recognised increasingly that the building and maintenance of trusting relationships with customers is the key success factor (Bozic 2017; Váquez Casielles et al.

2005). Correspondingly, fostering customer trust is considered a viable way for tackling challenges surrounding attracting new and retaining existing customers in highly competitive contexts (Sun and Lin 2010). Furthermore, trust is shown to contribute to achieving greater competitive advantage (Barney and Hansen 1994; Berry 1996; Warrington et al. 2000), sales effectiveness (Hu et al. 2003; Johnson and Grayson 2005), customer loyalty (Chen and Mau 2009; La and Choi 2012; Nguyen 2016; Sirdeshmukh et al. 2002), customer commitment (Johnson and Grayson 2005; Nguyen 2016; Pereira et al. 2016; van Tonder and Petzer 2018), improved perception of value (Sirdeshmukh et al. 2002; van Tonder and Petzer 2018), and collaborative, cooperative, and successful exchange relationships (Doney and Cannon 1997; Grayson et al. 2008; Morgan and Hunt 1994).

Trust has experienced a considerable increase of scholarly interest across different service industries (Agariya and Singh 2011; Bachmann and Zaheer 2006) such as finance (Chiao et al. 2008; Gillespie and Hurley 2013; Hansen 2017; Kosiba et al. 2018; Nguyen 2016; Wang et al. 2015), tourism and hospitality (Altinay and Taheri 2019; DeWitt et al. 2008; Gregori et al. 2014; Nunkoo and Smith 2015; Pereira et al. 2016; Rather et al. 2019; Tussyadiah and Park 2018; Wang et al. 2014), healthcare (Calnan and Rowe 2006; Dean et al. 2017; Murray and McCrone 2014; Nienaber and Schewe 2014; Peters and Bilton 2018; Skinner et al. 2004; Şengün and Wasti 2011), media (Filieri et al. 2015; Jackob 2010; Lee 2010), technology (Barua et al. 2018; Jeon et al. 2019; McKnight 2005) and the like. This surge of interest has paralleled the shift of focus from transactional- to relationship-based service orientation, scholars adopting differing conceptualisations of trust.

Applauding this increase in scholarly interest, we contend advancement of service industries' trust research could benefit from engaging more fully with the theoretical foundations of trust, exploring cross-disciplinary debates, and considering

associated questions. Our contribution is therefore to review the fundamental trust theories while synthesising service industries and management literatures on trust; the purpose being to provide a foundation for service industries scholars alongside service firms and their representatives focusing on customer trust. Recognising that a systematic review is only suitable for some research purposes (Petticrew and Roberts 2006), adherence to pre-set criteria restricting the extent of the diversity among included publications (Cassell 2011) and invariably necessitating constraining the focus perhaps to a single industry, we have sought more flexibility and broader focus when evaluating the extant trust theory. Consequently, we have carried out a theoretical review (Saunders et al. 2019), focusing on those trust theories frequently identified and utilised in key trust literature, in particular, the Journal of Trust Research, widely cited research

volumes such as Handbook of Trust Research (Bachmann and Zaheer 2006), Landmark Papers on Trust (Bachmann and Zaheer 2008), Handbook of Advances in Trust Research (Bachmann and Zaheer 2013), and the Handbook of Research Methods on Trust (Lyon et al. 2015), alongside those utilised in 167 most highly cited trust articles considered by Isaeva et al. (2015). These theories are explored in the service industries context using empirical work such as published in The Services Industries Journal. Although we acknowledge the possibility of overlooking potentially relevant and crucial work through such an approach, we believe we provide a clear and comprehensive representation of key trust theory that constitutes a base for those service industries scholars undertaking trust research.

• **white literature sources**, these being formally published scholarly items, particularly journals, that have been peer reviewed;

• **grey literature sources**, these being items that have not been through the peer-review process and have been published in formats such as conference proceedings, dissertations or theses, government reports and other institutions reports.

Focus on **white literature sources**

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- **Importance of Journals in Research:**
  - Journals, also known as periodicals and magazines, are crucial sources for research.
  - Accessed through full-text databases like **Elsevier** and MDPI.
  - Pre-publication versions of articles available on platforms like Academia.edu and ResearchGate offer valuable insights.
- **Access and Alerts for Academic Journals:**
  - Universities provide free access to research outputs through institutional repositories.
  - Government initiatives like 'access to research' offer free access in public libraries.
  - Email alerts, TOCs, and social network platforms enable researchers to stay updated on academic articles.
- **Characteristics of Peer-Reviewed Journals:**
  - Articles in peer-reviewed journals are evaluated by academic peers for quality.
  - Written by experts, these articles pay rigorous attention to detail and undergo multiple revisions.
  - Language may be technical, assuming prior knowledge, making them valuable for in-depth research.

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- **Role of Books in Research:**
  - Books cater to specific audiences, with some designed for the academic market with a theoretical focus and others for practitioners with applied content.
  - Offer an organized and accessible presentation of material, making them valuable for clarifying research questions, objectives, and research methods.
- **News Media as a Source:**
  - News media, including newspapers, provide information on topical events, business and government developments, and recent statistical data.
  - Accessible through online full-text subscription services , but beware of potential bias, inaccuracy, and limited access to historical issues.

- **Reports as Research Sources:**
  - Include market analyses, research reports, government reports, and academic reports.
  - Limited accessibility due to potential charges; use tools like the British Library Portal.
- **Conference Proceedings for Research:**
  - Often in journals or books, offer specific information.
  - Limited indexing; rely on tools like The Conference Index and general search engines.
  - Conferences may have web pages with abstracts and full papers.
- **Theses as Unique Research Sources:**
  - Unique and detailed for major projects.
  - Difficult to locate and access; often one copy at the **awarding institution**.

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1. the **parameters** of your search
2. the search terms and **phrases** you intend to use
3. the online **databases and search engines** you intend to use
4. the **criteria** you intend to use to select the relevant and useful studies from all the items you find
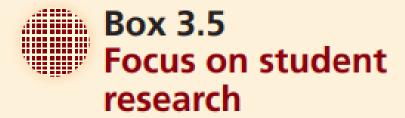
Criteria
Impact factor
Cite score
Journal reputation
Title
Keywords
Results

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- language of publication (e.g. English)
- subject area (e.g. accounting)
- business sector (e.g. manufacturing)
- geographical area (e.g. Europe)
- publication period (e.g. the last 10 years)
- literature type (e.g. peer-reviewed journals and books)

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Box 3.5
Focus on student research

Generating search terms

Han's research question was, 'How do the actual management requirements of a school pupil record administration system differ from those suggested by the literature?' She brainstormed this question with her peer group, all of whom were teachers in Singapore. The resulting list included the following search terms and phrases:

schools, pupil records, administration, user requirements, computer, management information system, access, legislation, information, database, security, UK, Singapore, theories

The group evaluated these and others. As a result, the following search terms (and phrases) were selected:

pupil records, management information system, computer, database, user requirement

Online dictionaries and encyclopaedias were used subsequently to add to the choice of search terms:

student record, MIS, security

Han made a note of these prior to using them in various combinations to search her university library's single search interface.

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- Read articles by key authors and recent review articles to define subject matter and suggest search terms.
- Review **recent review articles** for current research insights and references to refine search terms.
- Consult dissertations, theses, and project tutors for additional references and guidance.
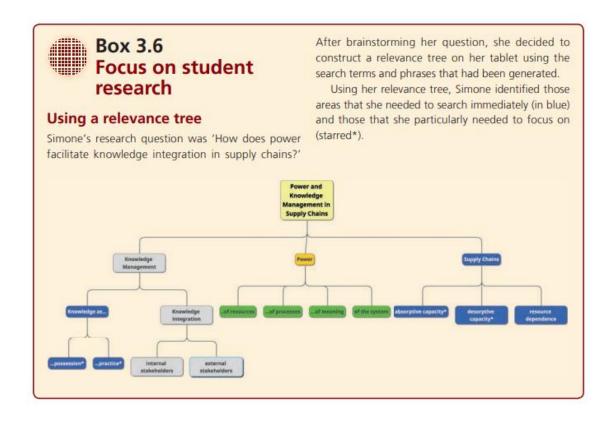
Techniques for Identifying Search Terms

- Discuss your research with peers and mentors for feedback and new ideas.
- Utilize brainstorming sessions to note and evaluate words and phrases related to your topic.
- Use support materials like dictionaries, encyclopedias, handbooks, and thesauruses for building relevant search terms.

Relevance Trees for Structuring Literature Search

- Construct relevance trees to organize and guide your literature search process.
- Begin with the research question or objective at the top level and identify important subject areas.
- Further subdivide major subject areas and prioritize areas for immediate focus.
- Update relevance trees as reading and reviewing progress, using mind mapping tools for assistance.

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Box 3.6
Focus on student research

Using a relevance tree

Simone's research question was 'How does power facilitate knowledge integration in supply chains?'

After brainstorming her question, she decided to construct a relevance tree on her tablet using the search terms and phrases that had been generated.

Using her relevance tree, Simone identified those areas that she needed to search immediately (in blue) and those that she particularly needed to focus on (starred*).

1 Start with your **research question** or an objective at the top level.
2 Identify **two or more subject areas** that you think are important.
3 Further **subdivide each major subject area** into sub-areas that you think are of relevance.
4 Further **divide the sub-areas into more precise sub-areas** that you think are of relevance.
5 Identify **those areas that you need to search immediately** and those that you particularly need to focus on. Your project tutor will be of particular help here.
6 As your reading and reviewing progress, **add new areas to your relevance tree**.

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Answer these questions

1 Why am I reading this? (The authors argue that this is where the review question is particularly valuable. It acts as a focusing devic
and ensures that you stick to the purpose of the reading and do not get sidetracked too much by the author's agenda.)

2 What is the author trying to do in writing this? (The answer to this may assist you in deciding how valuable the writing may be for
your purposes.)

3 What is the writer saying that is relevant to what I want to find out?

4 How convincing is what the author is saying? (In particular, is the argument based on a conclusion which is justified by the
evidence?)

5 What use can I make of the reading

Box 3.12 Checklist

Evaluating the relevance, value and sufficiency of literature to your research

Relevance

✔ How recent is the item?
✔ Is the item likely to have been superseded?
✔ Are the research questions or objectives sufficiently close to your own to make it relevant to your own research?
✔ Is the context sufficiently different to make it marginal to your research question(s) and objectives?
✔ Have you seen references to this item (or its author) in other items that were useful?
✔ Does the item support or contradict your arguments? For either it will probably be worth reading!

Credibility

✔ Has the item been subject to a reviewing process prior to publication?

✔ Does the item appear to be biased? For example, does it use an illogical argument, emotionally toned words or appear to choose only those cases that support the point being made? Even if it is, it may still be relevant to your critical review.
✔ What are the methodological omissions within the work (e.g. sample selection, data collection, data analysis)? Even if there are many it still may be of relevance.
✔ Is the precision sufficient? Even if it is imprecise it may be the only item you can find and so still of relevance!
✔ Does the item provide guidance for future research?

Sufficiency

✔ As I read new items, do I recognise the authors and the ideas from other items I have already read?
✔ Have I read the work by those acknowledged by others as key researchers in my research area?
✔ Can I critically discuss the academic context of my research with confidence?
✔ Have I read sufficient items to satisfy the assessment criteria for my project report?

Sources: Authors' experience; Bell and Waters (2018); Colquitt (2013); Fisher (2010); Jankowicz (2005)

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Plagiarism- Serious concern

1 Quoting someone else's work, word for word, without clear acknowledgment.

2 Cutting and pasting text, diagrams or any other material from the Internet without acknowledgement.

3 Paraphrasing someone else's work by altering a few words or changing their order or closely following the structure of their argument without acknowledgement.

4 Colluding including unauthorised collaboration with others (unless expressly asked to do so such as in group work) and not attributing the assistance received.

5 Inaccurately referencing (citing), within the text and list of references, of the source of a quoted passage. This often occurs when students **pretend to have read** an original source, when their knowledge is derived from a secondary source.

6 Failing to acknowledge assistance that leads to substantive changes in the content or approach.

7 Using materials written by others such as professional essay writing services, or friends, even with the consent of those who have written it.

8 Auto or self-plagiarising, that is submitting work that you have already submitted (either in part or fully) for another assessment. However, it is usually acceptable to cite earlier work you have had published

9 Generative AI (e.g., Chat GPT)

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Types of Critical reviews- an excersise

1. Integrative
- Critically analysing and examining the main ideas and relationships in representative literature on a topic in an integrative way.
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- Examining the body of theory that has accumulated in regard to an issue, concept, theory or phenomenon.
- Theoretical reviews are often used to establish what theories exist and the relationships between them.
- They are also used to reveal a lack of appropriate theories or that current theories are inadequate for explaining new or
- emerging research problems.
- They can therefore be used as the basis for developing new theory to be tested, or revealing an area where it is unclear what is happening .

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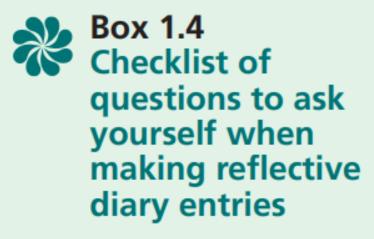
5. Argumentative
Examining literature selectively to either support or refute well established positions or assumptions.
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- They are used to summarise all relevant research about the topic

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Write up a reflection 100-200 words based on this class

Box 1.4
Checklist of questions to ask yourself when making reflective diary entries

In relation to each experience. . .

✔ What has gone well?
  • Why has it gone well?
  • So what does this mean in relation to my research?

✔ What has not gone so well?
  • Why has it not gone so well?
  • So what does this mean in relation to my research?

✔ What adjustments will/did I make to my research following my reflection?

Looking back. . .

✔ How could I have improved on the adjustments made?
  • Why?

✔ What key themes have emerged over several entries?

✔ How will I apply what I have learnt from each experience to new situations?

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