



**FACHHOCHSCHULE
WIENER NEUSTADT**

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University of Applied Sciences

ACADEMIC SKILLS

Class 5

B_BCi 2020, Group 1
Wintersemester 2021

Course Teachers: M. Hense, B. Zrim, S. Maurer, T. Snydal, V. Unger

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Slides have been adapted/ extended by M.Hense

BBCI Academic Skills

WS 2021

AGENDA



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- Status Quo
- Recap
- Literature review
- Literature review process
- Literature review structure
- Organizing evidence

CLASS 5 – LEARNING OUTCOMES



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After Class 5 you will be able to...

- **explain** what a systematic literature review is
- **describe** the literature review process
- **elucidate** the typical literature review structure
- **organize** the evidence presented by your chosen sources

STATUS QUO



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Class 1 (Sep. 10)	Research, types of literature
Class 2 (Sep. 16)	Research question, citing, search protocol
Class 3 (Sep. 17)	Literature research (plenary session held by the Library)
Class 4 (Oct. 7)	Reading, paraphrasing, literature analysis table
Class 5 (Oct. 14)	Literature Review, process, structure
Class 6 (Oct. 21)	Reasoning, writing style
Class 7 (Nov. 5)	Abstract, research proposal
Class 8 (Dec. 7)	Feedback

STATUS QUO



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INDIVIDUAL ASSIGNMENTS

1. Literature Search Protocol & First Research Question (mandatory)	Sep. 27 Submission on Edunet
2. Literature Review for Peer Feedback (mandatory)	Nov. 4 Submission as MS-Word Document on Edunet + E-Mail to Peer-Group (with lecturer in cc)
3. Peer Feedback on Literature Review (mandatory)	Nov. 11 Submission in PDF-Format on Edunet
4. Version 2 of the Literature Review (voluntary)	Nov. 18 Submission as MS-Word Document on Edunet
5. Final Literature Review + Literature Analysis Table (mandatory = final course grade)	Dec. 18 Submission as PDF-Document on Edunet

RECAP

How is it going so far?

Let's find out... MENTIMETER



...or open [mentimeter.com](https://www.menti.com/zofwt522qa) and
type in the code: 6815 6454

<https://www.menti.com/zofwt522qa>



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RECAP

GROUP CLASS EXERCISE – 10 Minutes



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- (1) I have assigned you to peer groups according to your topic.
- (2) Compare your literature analysis table.
- (3) Specifically pay attention to the various aspects you found.
- (4) Give each other feedback.

CLASS EXERCISE



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<u>Group 1</u>		
Kovács	Rebeka	The role of social media marketing for luxury brands.
Tóth	Veronika	What drives people to buy luxury goods?
<u>Group 2</u>		
Lang	Norbert	To what extent is employee motivation connected to productivity?
Tatschl	Clemens Robert	How do Human Resource Management practices increase engagement, motivation and retention among employees (HR)
<u>Group 3</u>		
Warren	Wesley Renee	How is dressing in the office/workplace affecting representation?
Breitsching	Nadine	What are causes and solution approaches for gender inequalities in the workplace?
<u>Group 4</u>		
Bakó	Mercédesz	What are the possible influencing factors of impulse buying decisions regarding online shopping?
Fodor	Petra Réka	What impacts does social media usage have on alcohol consumption?
Sorochan	Mariia	Why are people still tricked into falling for pyramid schemes?
<u>Group 5</u>		
Herzinger	Sarolta Csenge	How working in different time contexts can cause a drawback in virtual teamwork and in communication between virtual team members in a corporation?
Bauer	Esther Sophia	How do character traits influence leadership styles
<u>Group 6</u>		
Akter Hossain	Tahsin	How does islam influence business ethics in various aspects in economics?
Ogbonda	Chikerueze Davies	What are the consequences of cyber attacks on health care businesses? / How does security breach increase the risk of cyber attacks in health care businesses?
<u>Group 7</u>		
Liedeskrastina	Karolina	
Bebech	Patryk Bogumil	



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LITERATURE REVIEW

WRITING A LITERATURE REVIEW



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One of the best ways to learn to write a literature review
is to read other literature reviews.

GROUP CLASS EXERCISE

(20 min. preparation + 15 min presentation)

- (1) In teams of 2, have a look at the paper provided. You may also use google / youtube for further research.
- (2) Prepare a short flip-chart presentation (max. 5 mins) for your peers on the given topic.
- (3) Present your results in class.

CLASS EXERCISE 1 (30 min.)



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Group 1 Literature review definition (What is a literature review? What is the content (overall, not details of the structure) of a literature review? Show the difference between a literature review on its own and as a part of an empirical research. Describe what a literature research is NOT (do your own research or guess to answer that question; hint: personal opinion)

Group 2 Literature review process (Show the main steps of the literature review process + describe them briefly; answer the question if the literature review process is a linear process or not (to answer that question you need to research on your own, also include your gut feeling based on the experience you have made so far)

Group 3 Literature review structure Display the main literature review structure (NO Details of the separate sections); show the leading question behind each part (e.g. Introduction – What is known)

Group 4 Introduction (Show the main content provided in an introduction, search for do's and don'ts, display the general flow of an introduction; also include an example for an introductory statement)

Group 5 Methodology (Show and describe the main elements of the methodology section; mention do's and don'ts)

Groups 6 Main body (Show and describe the main elements of the main body; mention do's and don'ts)

Group 7 Conclusion (Show and describe the conclusion paragraph and its main elements, mention do's and don'ts)

WHAT IS A LITERATURE REVIEW?



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- **an academic piece of work**
- a description and critical analysis of what other authors have written on a topic
- a summary of the existing knowledge on a particular topic
- an essential part of your Bachelor's thesis

- A literature review may be:

a) A scholarly paper in its own right
(e.g. a systematic literature review)

- **Basic review:** summarizes and evaluates the existing knowledge on a particular topic
- **Advanced review:** identifies a research problem (gaps and inconsistencies)

b) Part of an empirical study

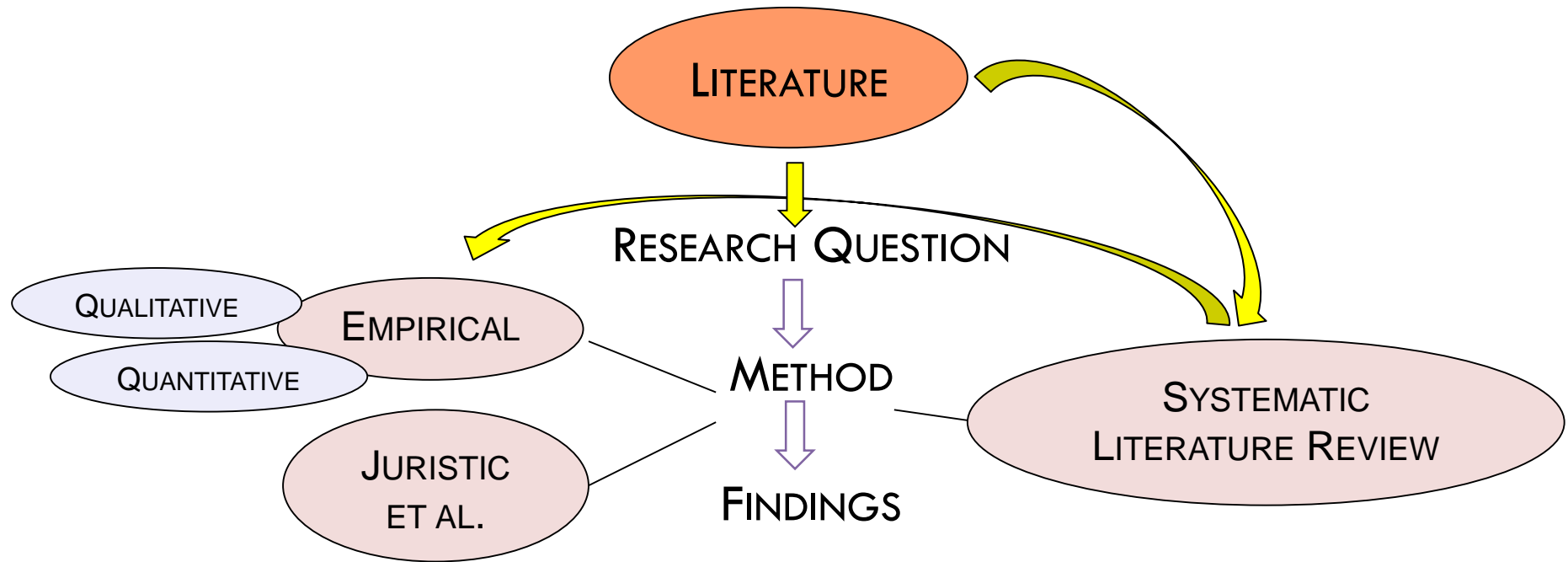
LITERATURE REVIEW



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BASIC AND ADVANCED REVIEWS (Recap)

basic

The basic literature review **summarizes and evaluates the existing knowledge** on a particular topic.

Its purpose is to produce a **position** on the state of that knowledge (a research thesis).

Usually, it is appropriate for **bachelor's** level work.

advanced

The advanced literature review not only produces a position on the state of knowledge, but additionally **identifies a gap in the current state of knowledge** (a research problem) and proposes further research.

Usually, it is appropriate for **master's** level work.

BASIC AND ADVANCED REVIEWS (Recap)



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Examples of research questions:

Basic

- Are consumers willing to reward firms for their positive actions? Specifically, is there a positive link between corporate social responsibility behaviours and purchase behaviours?
- How can we spread and sustain innovations in health service delivery and organization?



Advanced

- Which inconsistencies, knowledge gaps, and conflicting theoretical predictions exist in our current theoretical and practical knowledge about International Entrepreneurship (IE), and how may they be overcome?



If you are conducting empirical research, the literature review helps you to:

- Identify theories and ideas that you will test using data (**deductive approach**)
- Explore your data from which you develop theories that you can relate to the existing literature (**inductive approach**)

DEDUCTIVE VS. INDUCTIVE REASONING



**Deductive
approach**



**Inductive
approach**

WHAT A LITERATURE REVIEW IS NOT:



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- an “opinion piece”
- a mere listing of studies, definitions or authors relating to your topic
- an advertising campaign for your topic

CONTENT OF THE LITERATURE REVIEW



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*NOTE: The purpose of the literature review is not to provide a summary of **everything** written on your topic, as it is impossible to review every piece of relevant literature.*

Rather, the literature review serves to:

- review **the most relevant, significant research** on your topic
- **synthesize** (i.e. reorganize, recombine) **and evaluate relevant sources** in line with your research question
- **Engage your authors in dialogue**, allowing them to agree, disagree, and critique each other as if they were holding a discussion in the same room.



LITERATURE REVIEW PROCESS

LITERATURE REVIEW PROCESS



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The key steps in producing a literature review:

1. **Search** the literature
2. **Select** resources based on:
 - **Quality criteria**
(sometimes we may use “shortcuts” such as journal rankings)
 - **Relevance**
(does the article address the review question?)
3. **Analyze** the literature
4. **Synthesize** the evidence
5. **Write** the literature review

LITERATURE REVIEW PROCESS



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LITERATURE REVIEW - STRUCTURE

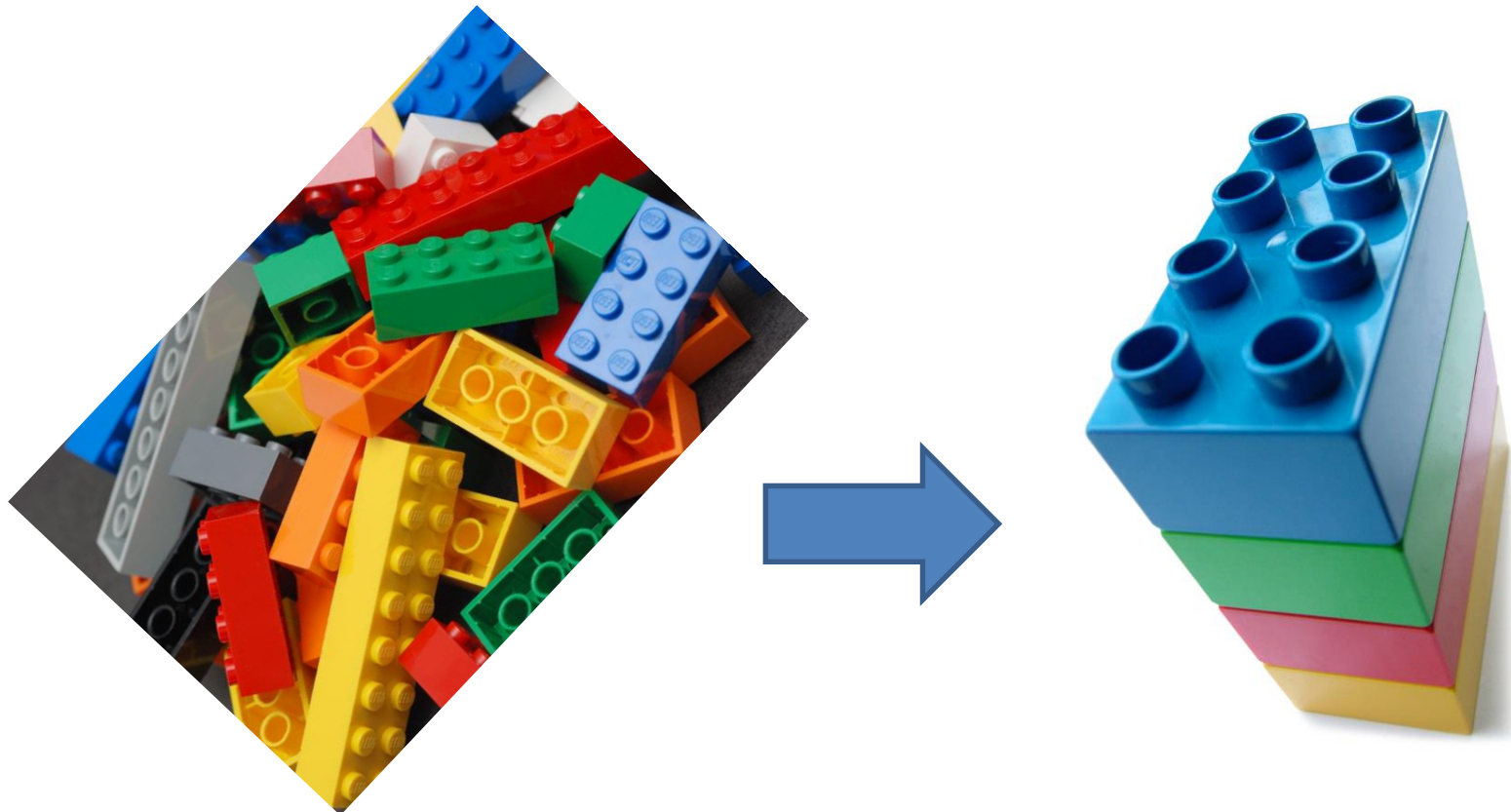
STRUCTURE OF A LITERATURE REVIEW



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STRUCTURE OF A LITERATURE REVIEW



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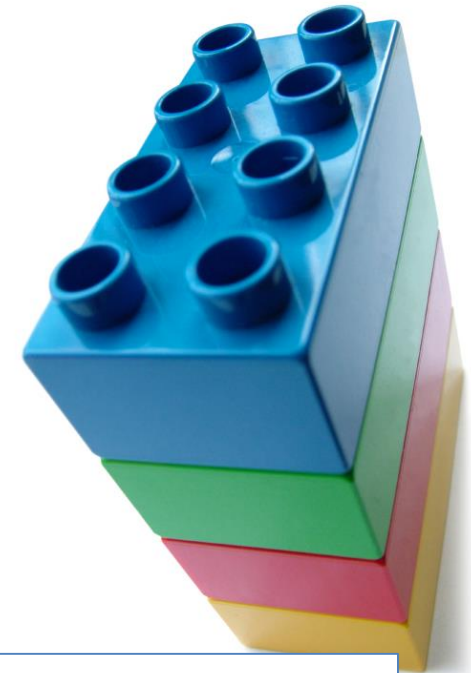
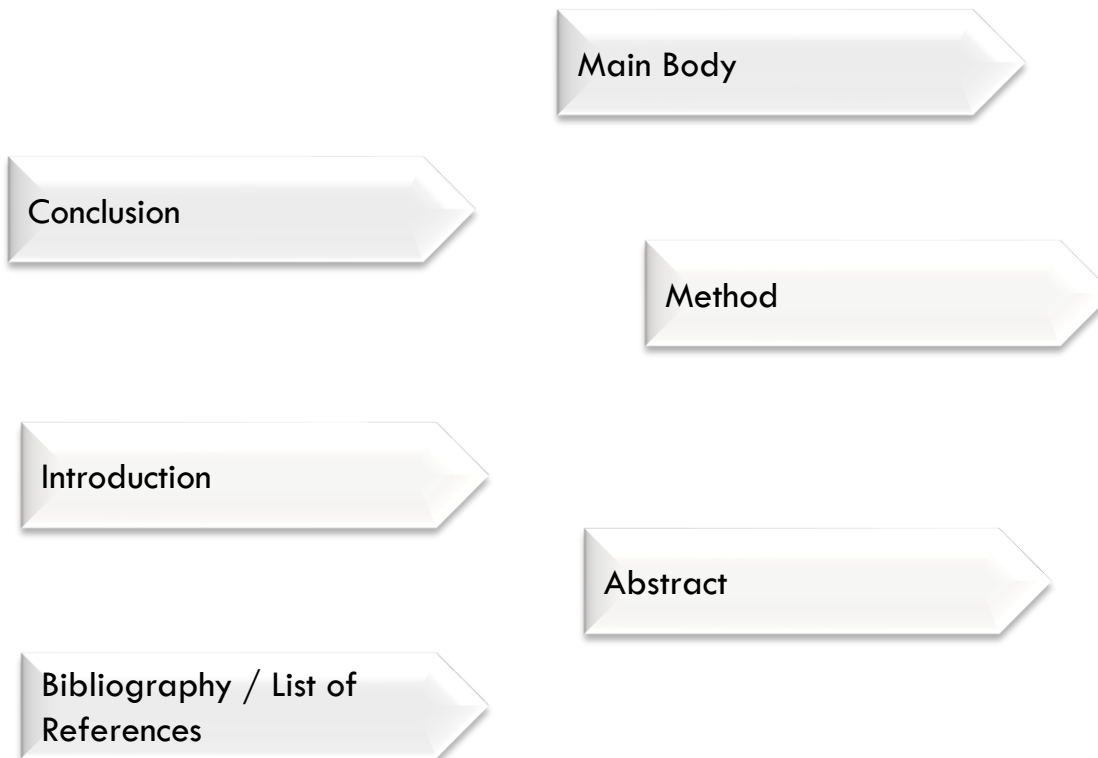
Have a look at the example essay „**Digital marketing for B2B organizations: structured literature review and future research directions**“ and try to identify the elements of a literature review.

Time: 10min

Then post the elements you identified in the Mentimeter:
<https://www.menti.com/dvbqc2nj9g>

Code: 7047 8162

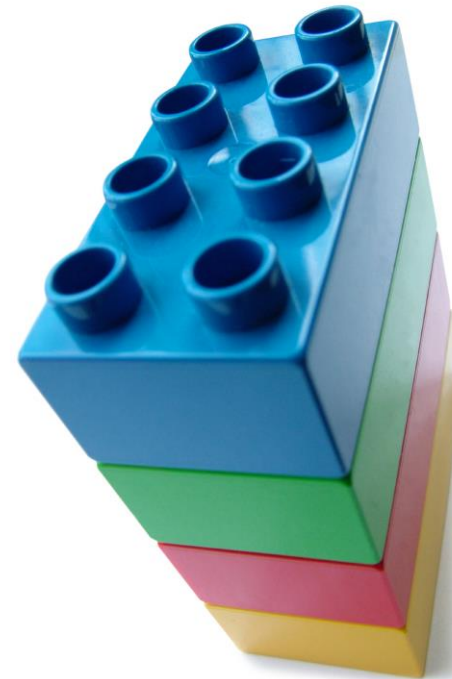
STRUCTURE OF A LITERATURE REVIEW



Now rank the elements: <https://www.menti.com/sw3vrjxn2v>

STRUCTURE OF A LITERATURE REVIEW

1. Abstract
2. Introduction
3. Methodology
4. Main Body
5. Conclusion
6. List of references





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WRITING A LITERATURE REVIEW

How to write ...

- an introduction
- the method section
- the main part



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INTRODUCTION

INTRODUCTION



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1. Introductory statement
2. General topic statement
3. Context / background statement
4. Significance statement
5. Problem statement / Research question
6. Hint on the method used
7. Organization / structure statement

Write your introduction



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Introductory statement

Study topic statement

Context statement

Significance statement

Problem statement

Organization statement

- Narrative hook to grab reader's attention
- Plays with attitudes, beliefs or emotions
- Can be...
 - Poignant example
 - Essence of a debate on the question
 - Question posed by the study

Example:

“Local school boards have abandoned the constituencies that put them in office. They have elected instead to become cogs in the wheels of state bureaucracies. Today, school boards are simply apparatchiks of the state”

(Machi, Lawrence A. and McEvoy, Brenda T. (2009). The Literature Review. p. 135)

Write your introduction



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Introductory
statement

**Study topic
statement**

Context
statement

Significance
statement

Problem
statement

Organization
statement

- Statement about the **key ideas** of the research
- Should include **focus and perspective** chosen

Write your introduction



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Introductory
statement

Study topic
statement

**Context
statement**

Significance
statement

Problem
statement

Organization
statement

- Provides information that defines the **research problem's environment**
 - = Circumstances that surround topic/ environment in which your topic is embedded

E.g. academic debates, academic discourse, societal concerns, practical issues or problems

Write your introduction



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Introductory
statement

Study topic
statement

Context
statement

**Significance
statement**

Problem
statement

Organization
statement

- Justification for the study: Why should one do research on this particular topic?
 - E.g. writer's personal interest (usually not the best reason for the significance) or study's value to the academic community or contribution to a current societal issue / debate/ ...
- Value of research can be a
 - Solution
 - Clarification
 - resolution

Write your introduction



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Introductory
statement

Study topic
statement

Context
statement

Significance
statement

**Problem
statement**

Organization
statement

= The central question that is to be answered by the research study/literature review presented in statement (not question) form.

Example:

Thus, this review **seeks to resolve the question of to what extent** it is useful to interpret Old English poems on 21st century terms.

Write your introduction



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Introductory
statement

Study topic
statement

Context
statement

Significance
statement

Problem
statement

**Organization
statement**

- Sketches / outlines / previews
the literature review's structure and summation.

Introduction

Numerous adolescents spend a lot of time in front of the television, marketing techniques continue to become more persuasive and people are generally rather unknowledgeable about the impact a regular exposure to television entails. Especially children's preferences can be influenced easily. Food advertisements are likely to affect children's eating preferences, hence the quality of their lives. Advertising towards children is a popular topic in academic literature and shows that advertisements not only impact what sort of food children consume, but also how frequently they eat. Therefore, the current essay focuses on the influence television food advertisements have on children's eating behavior in Europe. The relevance for this paper derives from the increased necessity to raise people's awareness for the consequences resulting from children watching television frequently. Firstly, the characteristics of food promotions will be analyzed, including the type of food promoted, the frequency of food advertisements as well as the concern, whether these advertisements meet set regulations. Secondly, the study will discuss the impact of food commercials on children, focusing on the frequency and time they eat, what kind of food they consume and differences between obese and overweight children.

INDIVIDUAL EXERCISE 10 Minutes



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Read the introduction of the given example and identify if the structure of it.

Is equivalent to the proposed structure of Academic Skills I or completely different? Is something missing? Would you do something differently?



INDIVIDUAL EXERCISE: Possible „solution“

Industrial marketing has been researched from multiple theoretical and methodological viewpoints for several decades, which has resulted in several helpful reviews and syntheses of the current literature (Möller, 2013; Reid & Plank, 2000; Wiersema, 2013). In the last four decades or so, information technology in its various forms has been of interest for industrial management practice and marketing (Kaufman, 1966; Mathews, Wilson, & Backhaus, 1977; Trainor, Rapp, Beitelspacher, & Schillewaert, 2011). Within the information technology field, one of the latest achievements is social media and its social media applications and networking sites which have been increasingly utilized and studied, especially in the business-to-consumer marketing context (De Vries, Gensler, & Leeflang, 2012; Hoffman & Fodor, 2010; Lamberton & Stephen, 2015; Nadeem, Andreini, Salo, & Laukkanen, 2015). Now, industrial companies en masse have embraced this novel technology. However, it has also been pointed out that even though industrial marketing practice is benefitting from social media used by marketers, research on that area is still argued to be in the embryonic stage (Siamagka, Christodoulides, Michaelidou, & Valvi, 2015), and further research is called for (Wiersema, 2013). In this research, we argue that some of the research gaps, especially those related to adoption, barriers, and reasons to use social media, are slowly being filled in by academic research. As a result of the literature review conducted, we also point to areas where further research is undoubtedly beneficial, for example, in pricing, social media influences on organizational decision-making or on buying center.

Introductory statement; General topic statement; Context / background statement ; Significance statement ; Problem statement / Research question; Organization / structure statement; Hint on the method

INDIVIDUAL EXERCISE: Possible „solution“



Against this backdrop, this study aims to answer the following research question: How much research exists on the social media deployment in the industrial marketing area, and what are the possible future research directions for industrial marketing? In addition to the literature review, this research aims to integrate some of the theoretical developments and show the abundance and deficiencies in the current research to aid marketing scholars, decision-makers, and marketers. Similarly to the business marketing theory mapping of Möller (2013) and Reid and Plank (2000), in our critical analysis and literature review, we reviewed 40 research articles that specifically focus on the topics of social media use by industrial companies. Based on the review, we provide a state of the art overview of the current literature. As a result, this research shows the current state of knowledge of how social media has been influencing and is utilized by industrial companies as a form of an integrative framework, which also depicts future research avenues. The structure of the paper is as follows: first, the methodology is presented, and then, the review of the current research on social media use and influences on industrial marketing is analyzed and synthesized. Afterward, the abundant and deficient areas are identified in an integrative framework. Finally, the conclusions are presented.

Introductory statement; General topic statement; Context / background statement ; Significance statement ; Problem statement / Research question; Organization / structure statement; Hint on the method



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METHODOLOGY

EXAMPLE



Methodology

The current essay is a literature review, based on Briner and Denyer (2012). Hence, solely peer reviewed, scientific articles were considered and listed in a literature analysis table for further evaluation. Relevant articles were found in the following three databases: Business Source Complete, Science Direct and SpringerLink. To ensure that the essay contains all relevant literature, a variety of keywords and different combinations was used for the searching process. Examples are "television", "children" and "health". These keywords resulted in a list of 658 articles on Business Source Complete. For filtering purposes, peer reviewed articles from 2000 onwards were selected and full access had to be enabled. These criteria reduced the list to 73 relevant papers. The resulting list was then screened for studies conducted in or related to Europe. Subsequently, academic writings from low ranked journals were eliminated, leaving a remaining list of journals scoring Q1, according to the "Scimago Journal Rank" which provided the basis for this literature review.

Read the following "Methodology" section.

Have you applied the same methodology in compiling your literature review so far? How does your approach differ from the approach presented in this paper?

Note that the author transparently presents the methodological procedure in this section of his paper. Proceed equivalently when writing your literature review.

The methodology section ...

- **describes the chosen method**
(in our case, a systematic literature review)
- **describes the procedure** used within that method
- lists databases and search strings utilized
- names quality criteria / selection criteria applied
- describes the status quo of literature
 - Which/how much literature exists
 - Reasons for excluding certain sources

“The current essay is a literature review, based on **Briner and Denyer (2012)**. Hence, solely peer reviewed, scientific articles were considered and listed in a literature analysis table for further evaluation. Relevant articles were found in the following three databases: Business Source Complete, Science Direct and SpringerLink. To ensure that the essay contains all relevant literature, a variety of keywords and different combinations was used for the searching process. Examples are “television”, “children” and “health”. These keywords resulted in a list of 658 articles on Business Source Complete. For filtering purposes, peer reviewed articles from 2000 onwards were selected and full access had to be enabled. These criteria reduced the list to 73 relevant papers. The resulting list was then screened for studies conducted in or related to Europe. (Subsequently, academic writings from low ranked journals were eliminated, leaving a remaining list of journals scoring Q1, according to the “Scimago Journal Rank” which provided the basis for this literature review”) (cited from a submission from an earlier year group)

Why is the method section that important?

→ See criteria of science Unit 1

- ✓ Should be written as comprehensibly as possible so that the literature review could theoretically be reproduced by someone else and similar results would emerge

How to

- Take your literature search protocol and literature analysis table and write down how you proceeded:
 - *How did you search for your sources? What was included/excluded? Which search terms were chosen and why? Which databases were used? Which criteria were chosen and why?*

Sources:

Tranfield, David, David Denyer and Palminder Smart. 2003. „Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review.“ *British Journal of Management* 14: 207-222.

Denyer, David and David Tranfield. 2009. „Producing a Systematic Review.“ In *The Sage Handbook of Organizational Research Methods*, edited by David Buchanan and Alan Bryman, 671-689. London: The Sage.

Denyer, David. 2012. „Systematic Review and Evidence Synthesis as a Practice and Scholarship Tool.“ In the *Oxford Handbook of Evidence-Based Management*, Oxford: Oxford University Press.

Make sure to have read through one of these articles and cite it in your method section!

INDIVIDUAL CLASS EXERCISE – 15 Minutes



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- (1) Write down a first key-word based draft of your method based on your literature search protocol.



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THE MAIN PART

THE MAIN PART



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The main part ...

- clearly focuses on answering the research question.
- provides relevant definitions.
- provides a comprehensive, structured and critical overview of literature (theories and research practices) on a specific topic.
- can identify gaps in the current literature.

THE MAIN PART



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#Main body: Your arguments should follow a thematically logical sequence and lead the reader through the paper (=red thread).

Work steps:

- Collect all main arguments to answer your question on a paper.
- Now you can already see rough topics that have emerged.
- Think of precise headings for these topics (usually there are between 4 and 6 central chapters in the main section in which the main arguments are worked through).
- The headings should have a reference to the content.
- Note: Chapters and sub-chapters are usually structured according to the requirements of the research question.

(Kornmeier 2013)



ORGANIZING YOUR TOPIC

MAPPING (ORGANIZING)



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- After deciding what works will be useful in the study, you then address the **final task of the search: mapping**.
- Examine the material to decide its potential position in the literature review.
- Organize the selected sources by key idea, noting the specific contribution that each work will make when explaining the topic.

MAPPING (ORGANIZING)



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- You can organize your ideas by mapping them, i.e. drawing a mind map.
- Mapping is a technique for **organizing the sources** that will be included in your literature review.
- When mapping, also **note the sources** that you use so that you can transfer them to your literature review.

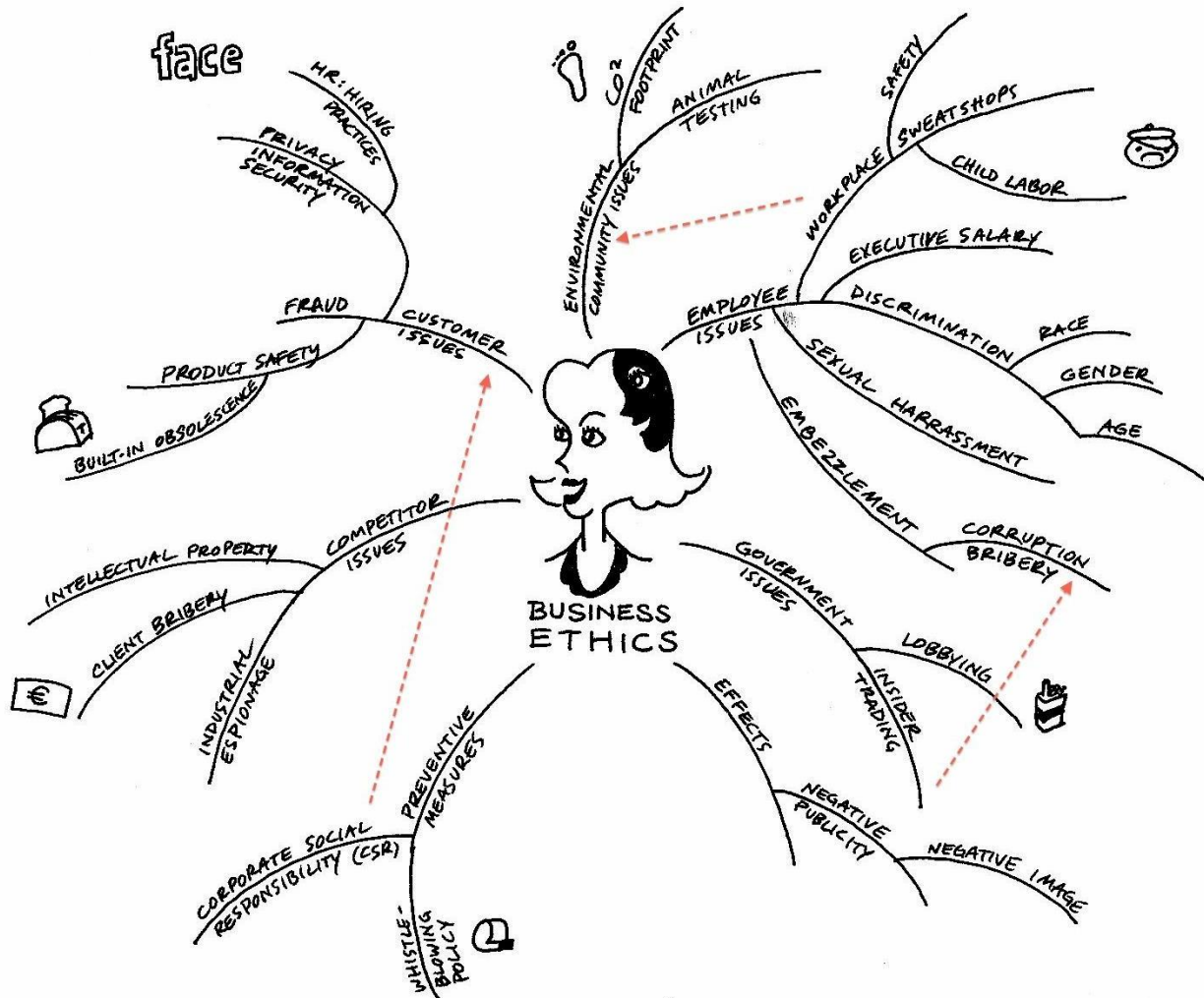
REVIEW: MIND MAP



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SEARCH AGAIN



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- Your **focus may change** during the process of searching, screening and reading the literature, consequently changing your topic and search strategy.
- In this case, you **start the whole process again**: design your search strategy, search literature, select new sources (by screening for relevance) and organize the selected sources.



ORGANIZING EVIDENCE:

Searching for similarities and differences

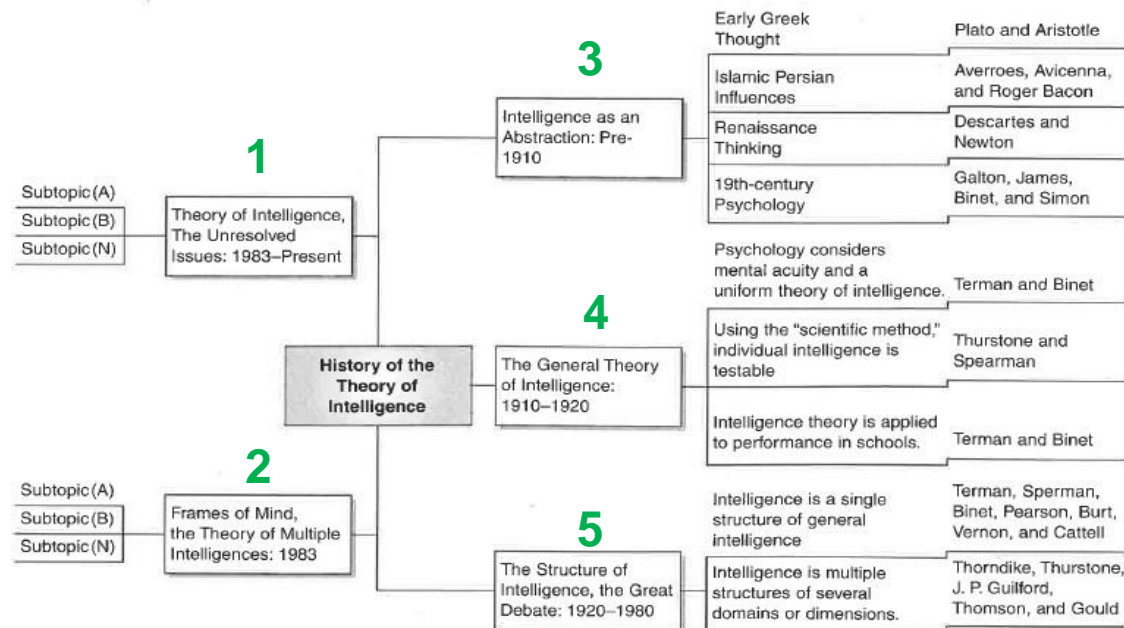
ORGANIZING EVIDENCE: ANALYSIS TABLE

You can organize your evidence in an analysis table by

- searching for **similarities and differences**.
 - **grouping articles** accordingly.
-
- For example, you can group articles by *different findings, definitions, research methods, samples, or a time period* (if you choose to compare studies chronologically)
 - You can try different groupings to examine which one fits your review question best.
 - Sometimes, a *combination of evidence groupings* can be the most suitable method for patterning your data.

ORGANIZING EVIDENCE: GROUPING

- **Example:** History of the Theory of Intelligence
- A chronological scheme organizes the data in five major parts, which are further divided into subsections.



ORGANIZING EVIDENCE

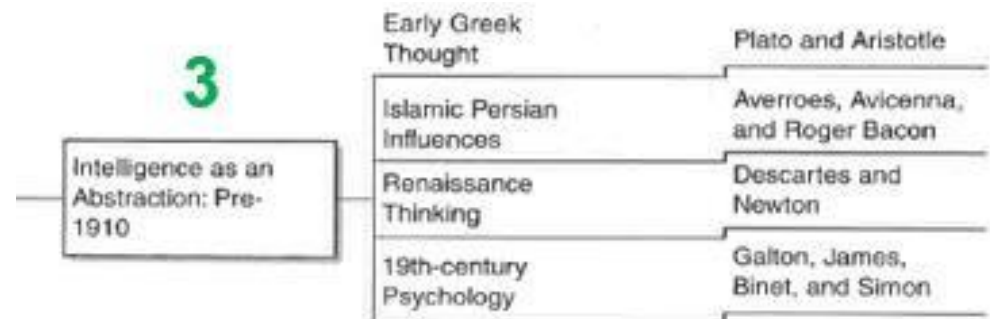


As evidence patterns form (**similarities and differences**), document them.

- You might develop a *coding scheme* to group your evidence.
- The coding scheme should employ key words for organizing the evidence.
- Enter the codes for evidence categories in your analysis table.

Example:

- You could name five columns according to the five categories, and enter the respective sub-categories in each column. In this case, the column “Intelligence as an Abstraction (Pre-1910)” has subcategories such as “Early Greek Thought” and “Renaissance Thinking”.
- Of course, you can arrange your columns in any way that you find suits your review best.



ORGANIZING EVIDENCE: ANALYSIS TABLE



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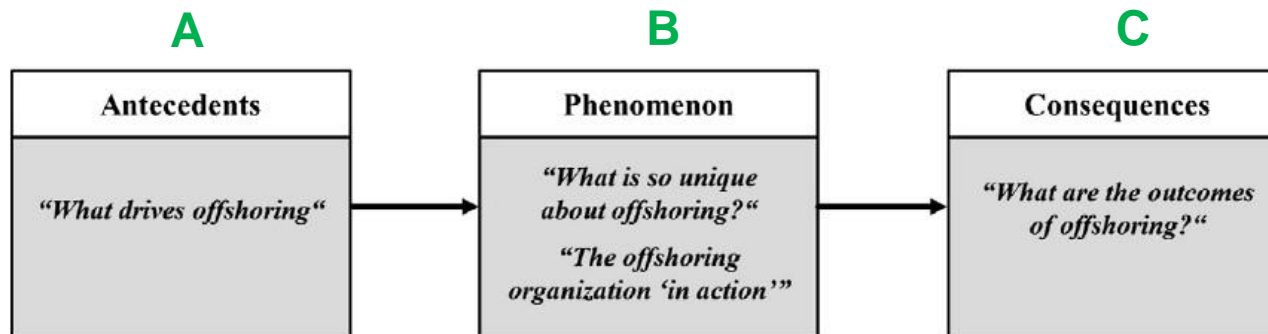
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- Your Analysis Table may already indicate some similarities and differences that you can use for grouping the studies.
- You may need to add some extra columns and information.
- **Note:** there is no one-size-fits-all approach to organizing evidence. Each literature review demands its own individual organization.

ORGANIZING EVIDENCE: EXAMPLE

Example: Offshoring

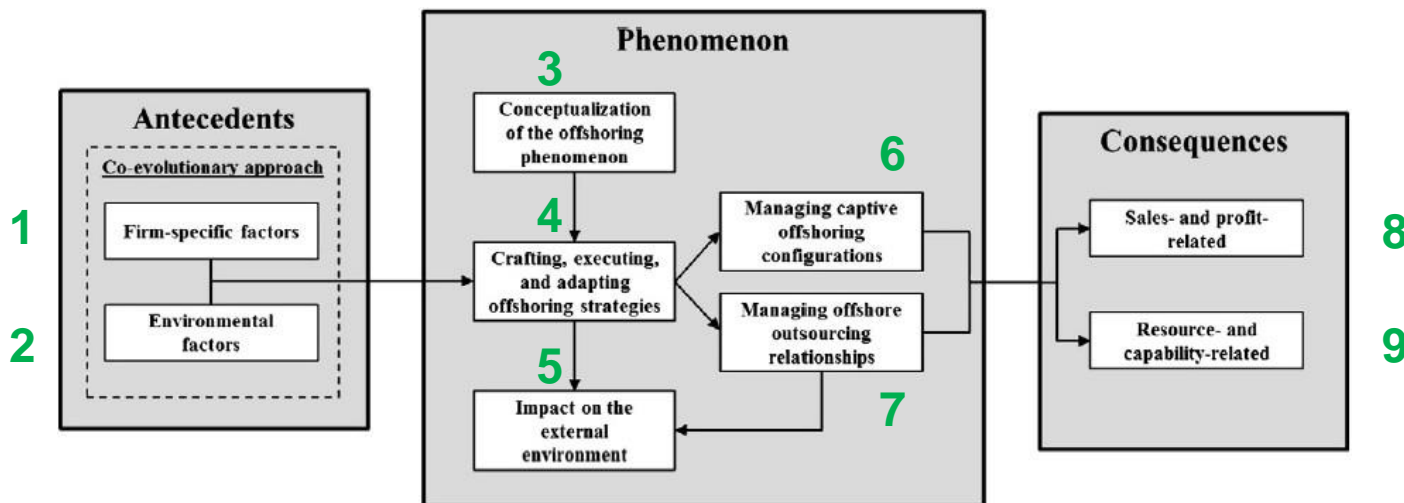
- Goal of the review: to collect, synthesize, and report existing knowledge on offshoring organizations
- First, the author grouped the studies into three broad categories: (A) antecedents, (B) phenomenon, and (C) consequences (*deductive approach*).



Source: Schmeisser (2013, 393): A Systematic Review of Literature on Offshoring of Value Chain Activities.

ORGANIZING EVIDENCE: EXAMPLE

- Second, the author defined nine sub-groups based on similarities and differences between the sources (*inductive approach*).



Source: Schmeisser (2013, 403)

ORGANIZING EVIDENCE: EXAMPLE

Level 1

- Offshoring

Level 2

- Antecedents
- Phenomenon
- Consequences

Level 3 (examples of consequences)

- Profit- and sales-related consequences
- Resource and capability-related consequences

ORGANIZING EVIDENCE: EXAMPLE

Consequences of offshoring.		Level 2	Level 1: Offshoring
Study	Type of study	Contribution and main findings	
Profit- and sales-related	Bertrand (2011)	Empirical (quant.)	Offshore outsourcing has a positive effect on firm's export sales. This positive effect is positively moderated by firm size, intra-firm sourcing, and export experience of the firm.
	Coucke and Sleuwaegen (2008)	Empirical (quant.)	Relative to purely domestic firms, firms which engage in offshoring have a higher rate of survival in situations of increased local competition and domestic market penetration by foreign MNE affiliates.
	Di Gregorio et al. (2008)	Empirical (quant.)	The unique relationships between foreign service providers and SMEs in the course of offshore outsourcing projects results in substantial learning and social-network advantages which facilitate internationalization efforts and international competitiveness.
	Fuchs and Kirchain (2010)	Empirical (quant.)	Under certain conditions, a firm's location decision for offshore manufacturing facilities impacts new technology development by increasing the cost-advantage of the prevailing technology, and, thereby, influences the technology trajectory of the industry.
	Funk et al. (2010)	Empirical (quant.)	Consumers' willingness to purchase a ("hybrid") product is negatively affected if value activities are offshored to animosity-evoking countries.
	Hutzschenreuter et al. (2011b)	Empirical (quant.)	Publicly available knowledge, heterogeneity among firms' offshore governance modes, and cultural proximity have a positive effect on the time horizon within expected offshoring objectives are realized.
	Mauri and Neiva de Figueiredo (2012)	Empirical (quant.)	The geographical dispersion of value activities leads to a decrease in performance variability. A captive governance mode thereby leads to an increase in performance variability while offshore outsourcing contributes to a decrease in performance variability.
	Mol et al. (2005)	Empirical (quant.)	International outsourcing is not a significant explanation for firm performance. As firms vary in their ability to search and evaluate for suppliers, a "capability to outsource internationally" may be the missing link in the offshoring-firm performance relationship.
	Jensen (2009)	Empirical (qual.)	Offshore outsourcing partnerships on advanced services serve as arenas for organizational learning and facilitate strategic business development and transformation. As the partnerships mature and firms gain experience, learning in both host and domestic firms evolves in areas different of those initially intended, which can lead to strategic and organizational transformation.
	Jensen (2012)	Empirical (qual.)	Offshore outsourcing of advanced services influences firms' resource stocks through the external acquisition of resources and through the internal accumulation of resources.
Resource- & capability-related	Kotabe et al. (2008)	Empirical (qual.)	Investigation of the conditions under which manufacturing (offshore) outsourcing might become a vicious circle and leads to competence destruction in firm's home base.
	Nieto and Rodríguez (2011)	Empirical (quant.)	R&D offshoring has a positive effect on innovation performance with greater effect on product than on process innovations. Captive offshoring has a greater effect on innovation performance than offshore outsourcing.

ORGANIZING EVIDENCE: EXAMPLE

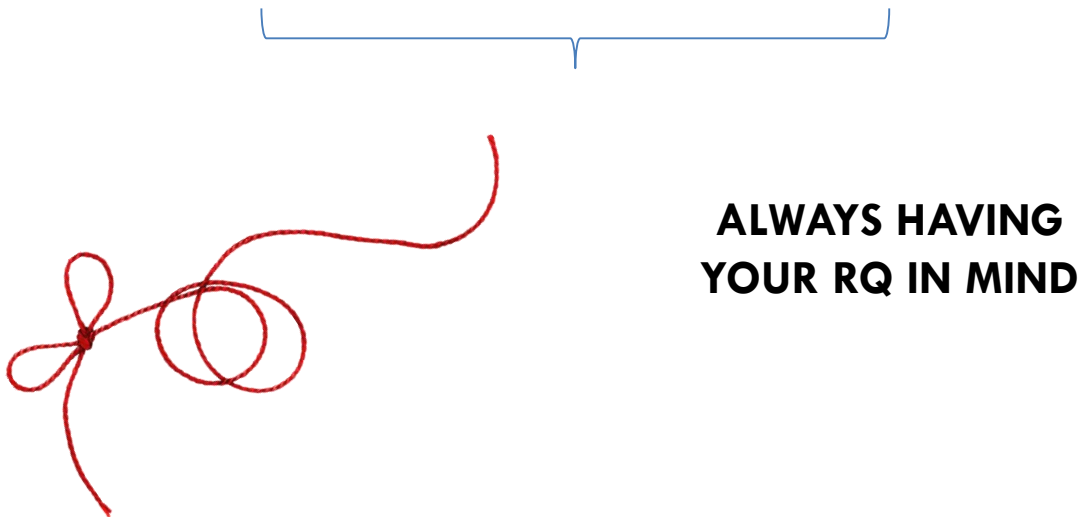


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1. Decide which contents are relevant for answering your question.
 2. Decide what significance the individual sub-aspects have.
 3. Decide how these individual parts are connected.
- (Ebster, 82)



ORGANIZING EVIDENCE: EXAMPLE



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Example: In How Far Do Television Food Advertisements Influence Children's Diet in Europe

Abstract

1. Introduction
2. Method
3. The content of Food Advertisement on Television
 - 3.1. The Frequency of Food Advertisements
 - 3.2. Food Product Advertised
4. The impact of Television Food Advertisements on Children
 - 4.1. Food Consumption of Children related to Television
 - 4.2. Frequency of Consumption due to Television
 - 4.3. Focus on Obese and Overweight Children
5. Conclusion

IMPORTANT: THE STRUCTURE CAN AND SHOULD BE CREATED AND CHOSEN INDIVIDUALLY AND DOES NOT HAVE TO FOLLOW THE EXAMPLE HERE - THIS IS FOR ILLUSTRATION PURPOSES ONLY.

GROUP CLASS EXERCISE 15 Minutes



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- (1) Get into your assigned group.
- (2) Arrange your literature/evidence into topics/aspects on the basis of your literature analysis table and try to find a preliminary structure for your literature review.
- (3) If necessary, help each other to find a useful structure
- (4) Note: Having a look at the example essay's structure I gave you might help you to get a first idea.



CONCLUSION

CONCLUSION



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The conclusion ...

- addresses/**seeks to answer the research question**
- explains the **impact** of the given findings
- presents **future outlook** / areas for future research
- **DOES NOT** present new ideas, arguments or evidence

Conclusion

In summary, the influence of television advertisements on children's diet in Europe appears considerable. Food commercials stimulate children's appetite, consequently they tend to eat the products promoted on television, which are generally HFSS products. Moreover, the food consumption increases with the watching time. Meaning that children are likely to eat food more frequently when they sit in front of the television, resulting in overweight or obese children as the snack or meal normally contains more energy, than it would otherwise. Since this topic is of increasing interest to families as well as governments, companies and health institutions, this paper aims as a comprehensive overview of the food advertising issue to raise awareness. Policies and regulations for advertisements directed at children should be reconsidered and tightened. Since this academic writing addresses this issue solely in Europe, studies could be conducted focusing on worldwide differences. Another limitation is the fact, that this literature review only discusses the influence on children, therefore, the impact on adults could be a topic for more investigation. Furthermore, additional research could be done in terms of longitudinal studies, since only a few sources are available on this aspect.

HOME ASSIGNMENT



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- (1) Finish your review structure from the class exercise.
- (2) Start writing your literature review!**
Write one paragraph of your choice
(introduction, methodology, etc.)
- (3) Bring your paragraph to our next class
- (4) If you're motivated you may write more than one paragraph, but bear in mind that we will cover reasoning and writing style in the upcoming session

STATUS QUO



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INDIVIDUAL ASSIGNMENTS

1. Literature Search Protocol & First Research Question (mandatory)	Sep. 27 Submission on Edunet
2. Literature Review for Peer Feedback (mandatory)	Nov. 4 Submission as MS-Word Document on Edunet + E-Mail to Peer-Group (with lecturer in cc)
3. Peer Feedback on Literature Review (mandatory)	Nov. 11 Submission in PDF-Format on Edunet
4. Version 2 of the Literature Review (voluntary)	Nov. 18 Submission as MS-Word Document on Edunet
5. Final Literature Review + Literature Analysis Table (mandatory = final course grade)	Dec. 18 Submission as PDF-Document on Edunet