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# Everything Has to Connect

Background (social/organizational problem)



Problem Statement (research problem)



Questions/Hypotheses



Method



Theoretical Framework

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# What is your expectation?

- To comprehend methods for collecting data
- To apply methods/instrumentation (only focus on Questionnaire, Interview & Observation)
- To determine ethical consideration
- Stages of data collection –pre, during and post

# Chap.1: Introduction

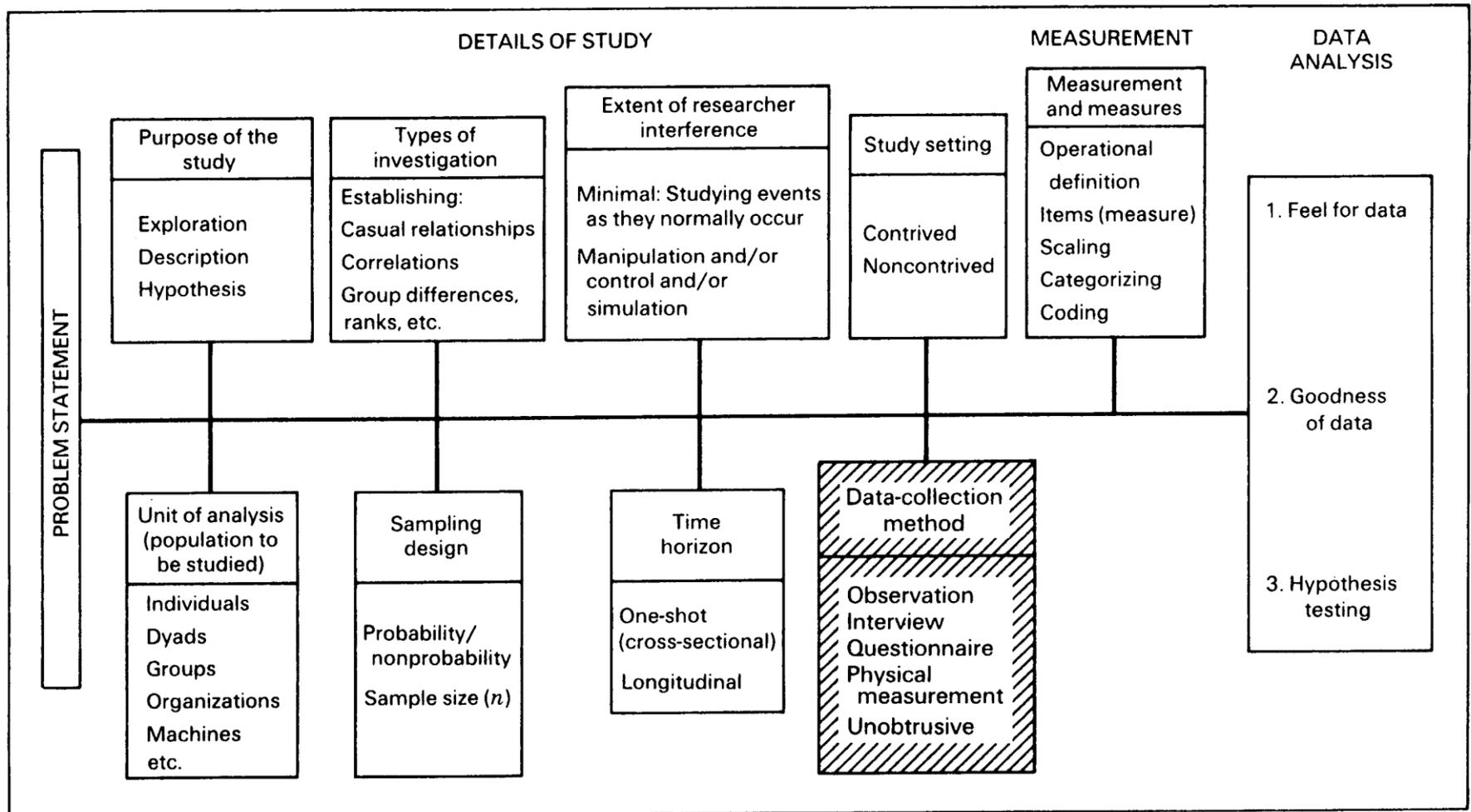
- Research background/BoS
- Problem statement/SoP
- Research objectives
- Research hypotheses or research questions
- Research framework
- Research variables
- Definition of terms
- Significance/important of research
- Limitation of research

# Chap. 2:Literature Review

- Gather all related and relevant findings from previous studies.
- Concepts, definition and the emergence of the discipline.
- Related research to the chosen field.
- Will be cover in the following lecture.

# Chap. 3: Methodology

- Research designs
- Research Philosophy
- Sampling techniques
- Research instruments (aspects of reliability and validity) and research procedure.
- **Data Collection Procedure**
- Ethical consideration



**Group 5 HRD-KMF2024**

**MONDAY/THURSDAY**

**7:00-9:00pm**

**CTF4 BS4**

# METHODS/DATA COLLECTION PROCEDURE

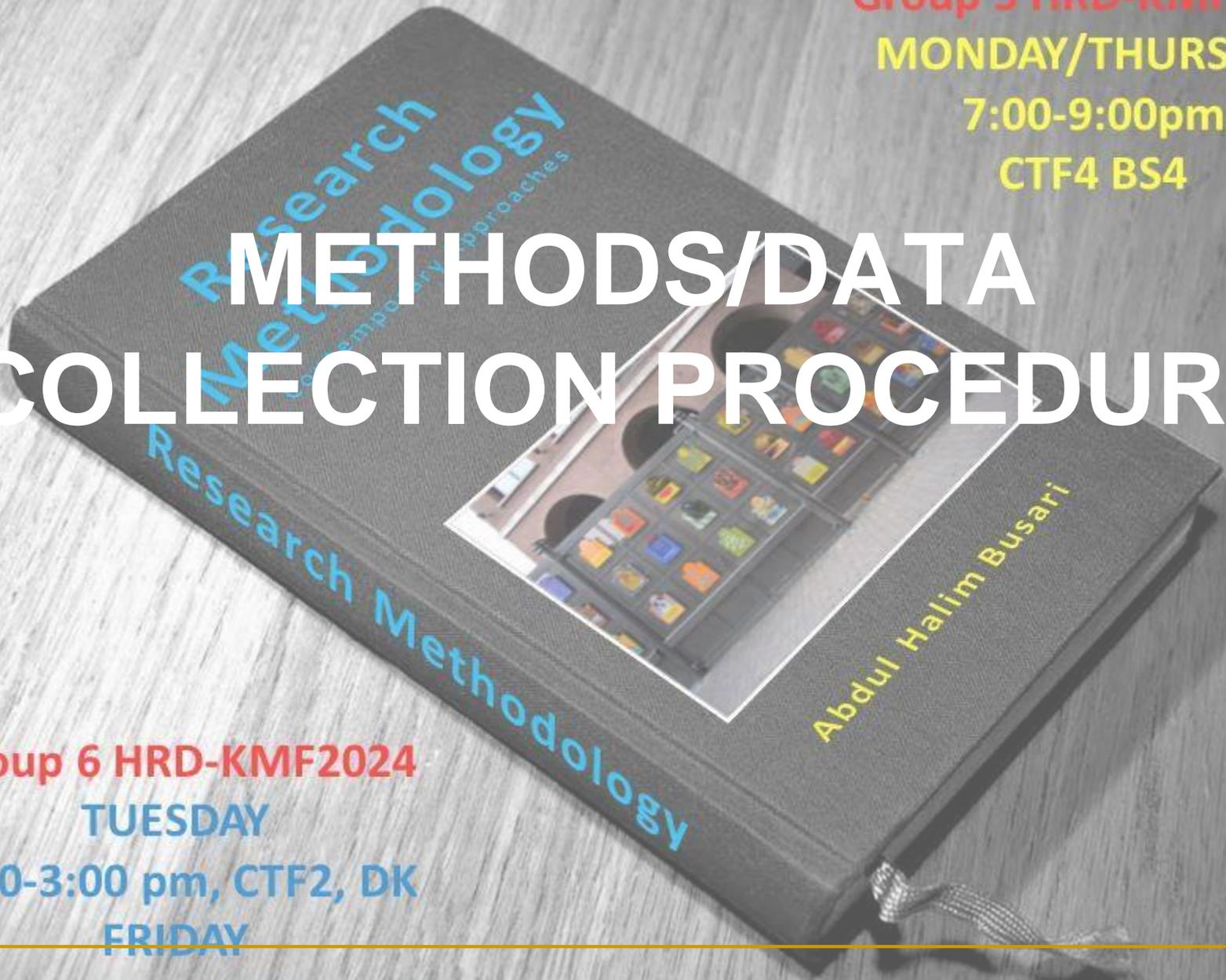
**Group 6 HRD-KMF2024**

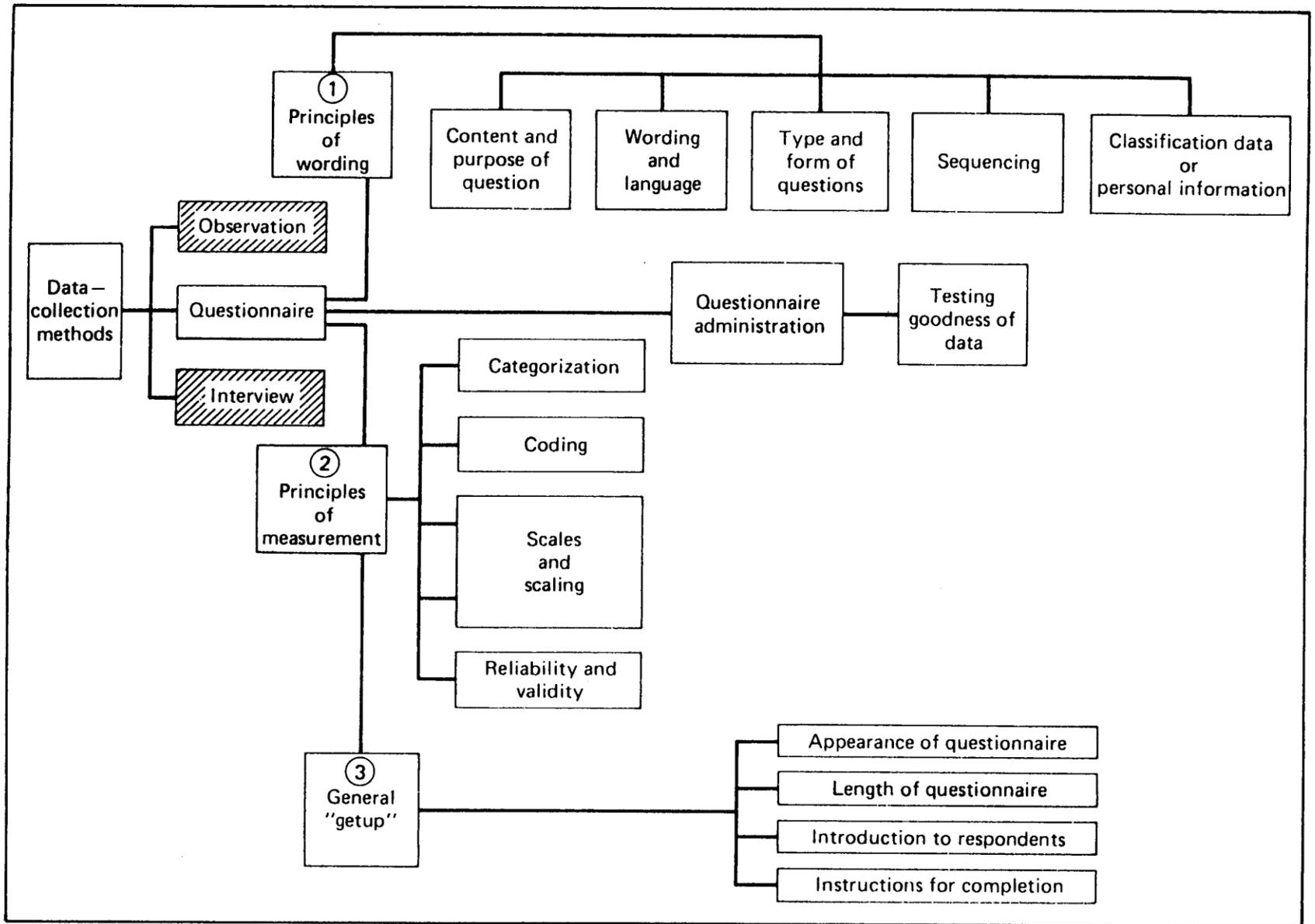
**TUESDAY**

**1:00-3:00 pm, CTF2, DK**

**FRIDAY**

**7:00-9:00pm, CTF4, BS6**





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# Method and methodology

- **Method** is concerned with techniques of data collection.
  - **Methodology** is concerned with the reciprocal relationship between data and theory.
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# Methods include...

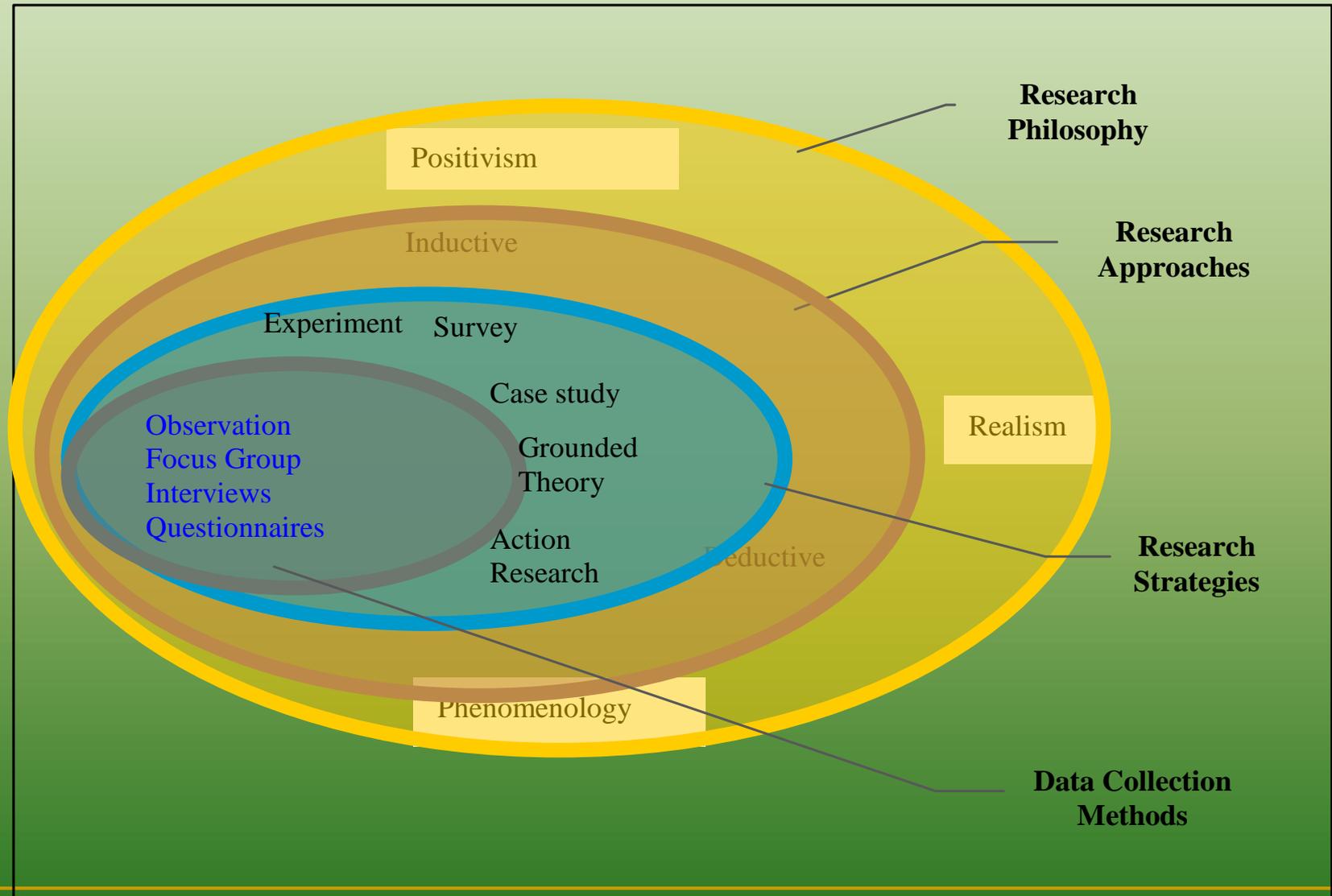
- Questionnaires
  - Interviews
  - Observation
  - Experiments
  - Secondary data collection
  - And others....
-

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# Common data collection methods/tools

- Survey
  - Case study
  - Interview
  - Observation
  - Group assessment
  - Expert or peer reviews
  - Portfolio reviews
  - Testimonials
  - Tests
  - Photographs, videotapes, slides
  - Diaries, journals, logs
  - Document review and analysis
-

# Research onion



**Source:** Adapted from Saunders et al. (2003: 83)

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# Methodologies include....

- Action research
  - Grounded Theory
  - Discourse analysis
  - Case studies
  - And others.....
- 
- They may be **QUANTITATIVE** or **QUALITATIVE**
-

# Source of evaluation information

- ❑ Existing information
- ❑ People
- ❑ Pictorial records and observations
- ❑ Documents
- ❑ Events





## 5 (Quantity) Happy (Quality) Kids

**Quantitative:** numbers    breadth    generalizability

**Qualitative:** words    depth    specific

Remember, "**Not everything that counts can be counted.**"

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# What is Data?

- Take a few minutes to think what data you will collect during the course of your studies?
    - Quantitative or Qualitative Data?
    - Instrumentations?
    - How will you collect your data?
    - How will you analyse your data?
-

# Which Data?

*If you:*

- want to conduct statistical analysis
- want to be precise
- know what you want to measure
- want to cover a large group

*Then Use:*

**Quantitative**

- want narrative or in-depth information
- are not sure what you are able to measure **Qualitative**
- do not need to quantify the results

- 
- There is no one right method of collecting data.
  - Each has a purpose, advantages, and challenges.
  - The goal is to obtain trustworthy, authentic, and credible evidence.
  - Often, a mix of methods is preferable.
-

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# Data Collection Strategies

- No one best way: decision depends on:
  - What you need to know: *numbers or stories*
  - Where the data reside: *environment, files, people*
  - Resources and time available
  - Complexity of the data to be collected
  - Frequency of data collection
  - Intended forms of data analysis

# Three Major Techniques for Collecting Data:

1. Questionnaires
2. Interviews
3. Observation



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# Use more than one

- Because of the biases inherent in any data-collection method, it is best to use more than one method when collecting diagnostic data.
- The data from the different methods can be compared, and if consistent, it is likely the variables are being validly measured.

# Demographics



- Information about the people you are gathering data from is important.
- Collect the specific demographics necessary. Some examples
  - Age
  - Gender
  - Income level
  - Ethnic background
  - Status (student, teacher, visitor)
- Be careful not to collect demographics that are not specific to your data collection purpose.

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# Quantitative Instrument

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Questionnaire



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# Questionnaires:

- Questionnaires are one of the most efficient ways to collect data.
- They contain fixed-response questions about various features of an organization.
- These on-line or paper-and pencil measures can be administered to large numbers of people simultaneously.
- They can be analyzed quickly.
- They can be easily be fed back to employees.
- Questionnaires can be standard based on common research or they can be customized to meet the specific data gathering need.

# Questionnaires; there are drawbacks;

- Responses are limited to the questions asked in the instrument.
- They provide little opportunity to probe for additional data or ask for points of clarification.
- They tend to be impersonal.
- Often elicit response biases – tend to answer in a socially acceptable manner.



# Sample Employee / Management Relationship Survey

|  |           |  |
|--|-----------|--|
| <b>Team Goals and Objectives</b>   |           |  |
| Unclear; diverse; conflicting  | 1 2 3 4 5 | Clear; understood; shared by all.  |
| <b>Role Clarity</b>  |           |  |
| Employees are unclear about their roles; responsibilities and authority are ambiguous. | 1 2 3 4 5 | Employees are clear about what is expected of them; they know their responsibilities and authority.                            |
| <b>Communications</b>  |           |  |
| Employees are guarded and cautious when communicating with management                  | 1 2 3 4 5 | Employees are open and authentic when communicating with management  |
| <b>Decision Making</b>   |           |  |
| Little opportunity for input; uninvolved; decisions made autonomously.                 | 1 2 3 4 5 | Decisions made jointly through group participation; plenty of opportunity for input; persons affected asked for their opinion. |

# Levels of Quantitative Measurement

## Discrete

- Nominal (binary)
  - Male=0 Female=1
- Ordinal (categorical)
  - Never=0, rarely=1, sometimes=2, often=3, Always=4.

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## Continuous

- Interval
    - Height cm (no absolute zero)
  - Ratio
    - Temperature (Kelvin)
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# What is a self-completion questionnaire?

- Also called a self-administered questionnaire
  - No interviewer present
  - Respondent writes answers on form
  - Returned to researcher or deposited for collection
  - Usually postal questionnaires
  - Can be distributed in person or by email
  - <http://www.smartsurvey.co.uk/s/9582pyimq>
-

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# Comparing self-completion questionnaires and structured interviews

Self-completion questionnaires tend to:

- ❑ have fewer open questions
- ❑ have easier to follow designs
- ❑ be shorter, to reduce 'respondent fatigue'



dreamstime.com

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## LEADERSHIP AND COGNITIVE STYLE QUESTIONNAIRE: A MALAYSIAN GLCs' PERSPECTIVES

Dear valued participant,

You have been selected to be a participant in this study. This questionnaire is designed to describe your leadership approaches, cognitive style and leadership attitude as you perceive it. Please answer all items on this answer sheet. The relationship of leadership approaches and cognitive style that influences leadership effectiveness has not been widely researched and it is important to fill in the gaps that exist in particular in the Malaysian GLCs' context. The findings of this research will be useful in leadership development programmes and for the recruitment and selection of leaders. For that reason, your views are vital to help build a clear picture of how leadership approaches is related to cognitive style and leadership attitude.

Regards

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### HOW TO FILL IN THE QUESTIONNAIRE

1. This questionnaire is divided into four (4) sections. You are required to fill in all the sections. It will take approximately 20-30 minutes to complete.
2. Most of the questions require you to circle [0] or tick [✓] the best option that represents your view.
3. There are no right or wrong answers. Thus, your frank and complete response is very much appreciated.
4. In some of the questions, you may find it difficult to decide a response. If this happens, choose an option that suits you best.
5. Please return the completed questionnaire in the envelope provided.
6. If you need any assistance on how to fill in the questionnaire and interested in the final results of this study, please contact me via the above address.

### ASSURANCE OF CONFIDENTIALITY

1. Your responses to every part in this questionnaire are strictly confidential.
2. The returned questionnaires will be treated with the utmost confidence and no identities will be included within the final report.

Code: \_\_\_\_\_

[The purpose of this code are:

- to avoid sending another set of questionnaire to the same person
- to match between leaders and followers]

*Thank you very much indeed for your precious time and co-operation.*

## SECTION A: LEADERSHIP APPROACHES

**Instructions:** Please answer honestly and CIRCLE [0] the option that you feel best represents your leadership approach. There are no right or wrong answers. Use the following rating scale:

|     | Not at all<br>0 | Once in a while<br>1 | Sometimes<br>2 | Fairly Often<br>3 | Frequently, if not always<br>4 |   |   |   |   |
|-----|-----------------|----------------------|----------------|-------------------|--------------------------------|---|---|---|---|
| 1.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 2.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 3.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 4.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 5.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 6.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 7.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 8.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 9.  |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 10. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 11. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 12. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 13. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 14. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 15. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 16. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 17. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 18. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 19. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 20. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 21. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 22. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 23. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 24. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 25. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 26. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 27. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 28. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 29. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 30. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 31. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 32. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 33. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 34. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 35. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 36. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 37. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 38. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 39. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 40. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 41. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 42. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 43. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 44. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |
| 45. |                 |                      |                |                   | 0                              | 1 | 2 | 3 | 4 |

## SECTION C: LEADERSHIP ATTITUDE

**Instructions:** Each of the following statements concerns your personal feelings and experiences ABOUT YOUR LEADER. There are no right or wrong answers. You will probably agree with some items and disagree with others. First impressions are usually best. Read each statement carefully and decide if you agree or disagree with it and the strength of your opinion about your leader. Then indicate the extent to which you agree or disagree with the statement by circling the appropriate number.

|                 |                      |                |                   |                                |
|-----------------|----------------------|----------------|-------------------|--------------------------------|
| Not at all<br>0 | Once in a while<br>1 | Sometimes<br>2 | Fairly Often<br>3 | Frequently, if not always<br>4 |
|-----------------|----------------------|----------------|-------------------|--------------------------------|

### **MY LEADER.....**

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | Successful in achieving his/her job aims.....   | 0 | 1 | 2 | 3 | 4 |
| 2.  | Would not let me participate in making decisions.....   | 0 | 1 | 2 | 3 | 4 |
| 3.  | Treats all group members equally.....   | 0 | 1 | 2 | 3 | 4 |
| 4.  | Feels pleased if he/she reach his/her objectives.....   | 0 | 1 | 2 | 3 | 4 |
| 5.  | Gives opportunities to me for independent thought and action.....   | 0 | 1 | 2 | 3 | 4 |
| 6.  | Looks out for the personal welfare of group members.....  | 0 | 1 | 2 | 3 | 4 |
| 7.  | Tries to get feedback from me indicating that he/she has reached his/her goals.....                                   | 0 | 1 | 2 | 3 | 4 |
| 8.  | Is not concerned by my perceptions in performing his/her duty.....  | 0 | 1 | 2 | 3 | 4 |
| 9.  | Consults group members when deciding to act.....  | 0 | 1 | 2 | 3 | 4 |
| 10. | Helps the organisation increase their profits.....  | 0 | 1 | 2 | 3 | 4 |
| 11. | Inspires me to carry out better job performance.....  | 0 | 1 | 2 | 3 | 4 |
| 12. | Puts suggestions made by the group into operation.....  | 0 | 1 | 2 | 3 | 4 |
| 13. | Believes my abilities enable him/her to accomplish organizational goals.....  | 0 | 1 | 2 | 3 | 4 |
| 14. | Expects me to perform competently under his/her supervision.....  | 0 | 1 | 2 | 3 | 4 |
| 15. | Encourages a group member to speak up when they he/she disagree with decisions.....                                   | 0 | 1 | 2 | 3 | 4 |
| 16. | If he/she reach his/her professional targets, he/she believes these will be in line with the organizational aims..... | 0 | 1 | 2 | 3 | 4 |
| 17. | Regardless of what happens to the organisation, his/her followers give support to him/her                             | 0 | 1 | 2 | 3 | 4 |
| 18. | Helps group members get to know each other.....   | 0 | 1 | 2 | 3 | 4 |
| 19. | Puts organisational expectations as a priority for him/her.....   | 0 | 1 | 2 | 3 | 4 |
| 20. | Creates an environment that establishes commitment among staff.....   | 0 | 1 | 2 | 3 | 4 |
| 21. | If there is a conflict, he/she work to resolve it quickly.....  | 0 | 1 | 2 | 3 | 4 |

# General rules for designing questions

- Provide a context by briefly explaining the purpose of the research
- Only ask questions that are needed for the analysis
- Keep each question as short and as simple as possible
- Only ask one question at a time
- Include questions that serve as cross-checks on answers to other questions
- Avoid jargon, ambiguity and negative questions
- Avoid leading questions and value-laden questions that suggest a 'correct' answer
- Avoid calculations and memory tests
- Avoid questions that could cause offence or embarrassment

# Designing closed and open questions

- Closed questions
  - ❑ Respondents select the answer from predetermined variables (eg Q1 – Q6)
  - ❑ Remember to indicate whether single or multiple choice
- Open questions (keep to the minimum)
  - ❑ Respondents give the answer in their own words (**critical incident technique** may be used) (eg second part of Q3)
  - ❑ Later you will classify this qualitative data thematically and allocate a number to each category

# Important aspects of writing questionnaire items

- ❑ Avoid leading questions (lead to bias)
  - Do not ask “Don’t you agree with the **experts** that...” or “Would you agree with **most people** that ...”
  
- ❑ Avoid touchy questions – might not reply honestly
  - Do not ask a lecturer if she or he sets high standards for achievement
  
- ❑ Avoid question that assumes a fact not necessarily true
  - e.g. “Have you stopped stealing from the church poor box?” – how do those who have never stolen respond
  - ~~“How many hours per week do you use your foreign language laboratory?”~~ - making assumptions

# Important aspects of writing questionnaire items

- ❑ Avoid double barreled-questions (ask 2 issues in one question)
  - Do not ask “Do you think that families are more democratic in their decision making these days, or do you feel that young people need to be given more say in what is decided?”
  
- ❑ Questions must be clear unambiguous
  - Avoid asking participants to rate the degree of agreement on statement like this “ *I like to spend my leisure time attending parties and shopping*”

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- ❑ Avoid negatively worded items (mixed views)

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# Good practices in preparing the questionnaire

- a brief statement describing the study and its purpose at the top of the Q
  - general (interesting, nonthreatening) to specific
  - provide information on how to respond
    - “Select the choice that you most agree with “
    - “Circle the letter of your choice”
    - “Rank the choices from 1 to 5, where 1 is the most desirable and 5 the least”
    - “Darken your choice on the answer sheet provided. Please use pencil to record your choices.”
  - Number pages and items – organizing data for analysis
  - Don’t put very important questions at the end.
-

# Pretesting the Questionnaire

- before distributing – try it out in a pilot study
- choose individuals – similar to research participants
- information about deficiencies and suggestions for improvement
  - survey directions
  - specific items
  - error of commission
    - occurs when respondent is instructed to skip over the following question (or questions), but instead answer it
  - error of omission
    - occurs when a respondent is supposed to answer the next question, but instead skip it.

(these 2 errors can be made as a result of skip instructions)

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# Self-completion questionnaires have advantages.....

- Cheaper and quicker to administer (to widely dispersed populations)
  - No interviewer variability
  - Convenience for respondents
-

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## ...but many disadvantages

- ❑ Cannot probe or prompt
  - ❑ Can only ask salient questions
  - ❑ Few open-ended or complex questions
  - ❑ Respondent can see the whole questionnaire before answering (question order effects)
  - ❑ Cannot ensure that the 'right' person answers
  - ❑ Cannot collect additional data
  - ❑ Respondent fatigue if too many questions
  - ❑ Excludes people with limited literacy skills
  - ❑ Greater risk of missing data
  - ❑ Lower response rates
-

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# Preparing the cover letter

- accompany mailed Q
  - explain what is being studied and why
  - Sample
  - Describe your "confidentiality/anonymity" policy
  - Give the name and phone number of someone they can call with questions
  - Mention inclusion of a stamped, self-addressed return envelope (if any)
  - Give a deadline.
-

Kuala Lumpur  
MALAYSIA

Professor Arthur Francis  
BSc(Eng) ACQ CCM FBAM  
Dean

2 July 2008  
Ref: GLC/PhD-Bradford/Consent (9)

YBhg Dato'

#### CONSENT TO PARTICIPATE IN THE GLCs LEADERSHIP RESEARCH

As part of a Doctoral programme at Bradford University School of Management, United Kingdom, which under the sponsorship of the Ministry of Higher Education (MOHE), Malaysia and Universiti Malaysia Sarawak (Unimas), I am conducting a study exploring the relationship between leadership effectiveness and cognitive styles from both leaders' and followers' points of view in the Malaysian GLCs under the supervisions of Dr David Spicer and Dr Jackie Ford.

Your organisation is invited to participate in this particular study which will take place on October-November 2008. The study will involve 10 personnel from a management level and 20 staff under every manager who takes part in the study. Ideally we would like these managers to be the senior leaders in the organisation, including the MD and/or CEO but are interested in managers at all levels who have significant supervisory responsibilities. The following information is provided in order to help you make an informed decision whether or not to participate.

Participation in this study is **VOLUNTARY** and **ANONYMOUS**. The instruments will involve questionnaires and/or interview (optional). The survey questionnaire should take less than 25 minutes to complete and should reflect leader/manager and/or follower/employee opinions. The interview will be conducted only if the participant agreed to be interviewed. The results of this study will be used to explore leadership effectiveness from the leaders' and followers' perspective respectively. By showing that a relationship may exist between the variables, GLCs shall be given some empirical evidences of the importance of leaders and followers points of view related to leadership approaches and cognitive style which may impact on future leadership development efforts, placement and selection of the leaders in the GLCs. Additionally, participants can have the opportunities, if they wish, of gaining some feedback on their own approach to understanding of leadership style and cognitive style.

Ethical consideration which will be taken into account in the study are: **NO EMPLOYEE/FOLLOWER OR MANAGER/LEADER WILL BE IDENTIFIED INDIVIDUALLY IN THIS STUDY AND ALL RESULTS WILL BE REPORTED IN THE AGGREGATE**. Each survey response will be numbered to track response completion. All completed surveys and collected data will remain in my possession and will be securely stored until the analysis is complete. Upon completion, all data will be destroyed.

If you have any questions, please do not hesitate to contact me. All contact information is included below. I appreciate your time and energy in advance. If your organisation interested in participating in this study or if you have any questions, please feel free to contact me at [a.h.b.busari@bradford.ac.uk](mailto:a.h.b.busari@bradford.ac.uk) or my lead supervisors Dr David Spicer at [D.P.Spicer@Bradford.ac.uk](mailto:D.P.Spicer@Bradford.ac.uk), or otherwise you can fill in the reply slip attached to this letter.

Yours sincerely



Abdul Halim Busari  
Doctoral Researcher

# Follow-up activities

- ❑ not everyone will return your Q
  - ❑ recipients
    - no intention of completing it
    - put it off so long – forget it or lose it (follow-up)
  - ❑ Initial follow-up strategy
    - reminder postcard to
      - ❑ everyone (anonymous) – “If you have already responded, please disregard this reminder and thank you for your cooperation.”
      - ❑ specific participants (not anonymous)
    - shortly after the cover letter deadline for responding has passed
- 
- send second set of Q + a new cover letter

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# Tips to improve response rates to postal questionnaires:

Since response rates are relatively low there is a risk of sample bias; a rate of 60%+ is needed to be acceptable (Mangione, 1995).

Response rates can be improved by:

- ❑ Writing a good covering letter
  - ❑ Including a stamped addressed envelope
  - ❑ Issuing reminders
  - ❑ Using shorter questionnaires
  - ❑ Give clear instructions
  - ❑ Using a layout attractive to the respondent
  - ❑ Providing monetary incentives
  - ❑ Use online mechanism
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# Interviews

- Interviews may be highly structured, resembling questionnaires, or highly unstructured, starting with general questions that allow the respondent to lead the way.
- Interviews are usually conducted one-to-one but can be carried out in a group.
- Group interviews save time and allow people to build on other's responses.
- Group interviews may, however, inhibit respondent's answers if trust is an issue.

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# Interviews / Focus Groups

- Another unstructured group meeting conducted by a manager or a consultant.
- A small group of 10-15 people is selected representing a larger group of people
- Group discussion is started by asking general questions and group members are encouraged to discuss their answers in some depth.
- The richness and validity of this information will depend on the extent that trust exists.

# Drawback to interviews

- They can consume a great deal of time if interviewers take full advantage of the opportunity to hear respondents out and change their questions accordingly.
- Personal biases can also distort the data.
- The nature of the question and the interactions between the interviewer and the respondent may discourage or encourage certain kinds of responses.
- It take considerable skill to gather valid data.

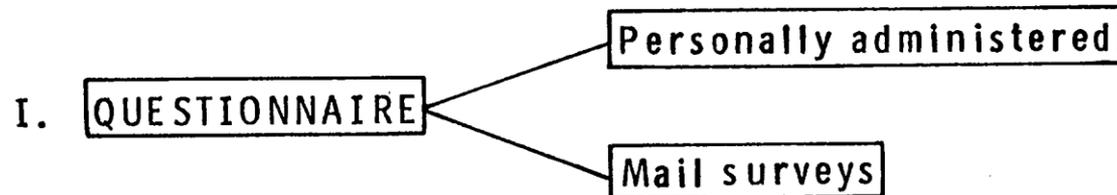


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# Sample Interview Questions

1. How do management and non-management employees interact in the office?
2. How do you know when you have done an excellent job?
3. How do non-management employees learn about organizational change?
4. If you could change one or two things about the way management and non-management personnel interact, what would you change?

## TYPES OF DATA COLLECTION METHODS



Personally administered questionnaires: (usually to groups of people)

- return rate is high
- any doubts of respondents could be clarified on the spot.
- possible to establish the right amount of rapport with respondents.

Mail Questionnaire:

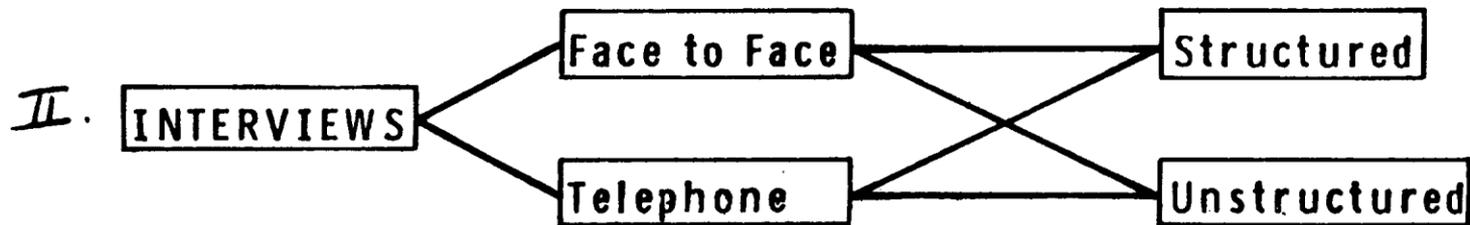
Advantages:

- Wide geographic coverage
- No face to face interaction awkwardness
- Can be answered at home and at own pace.

Disadvantages:

- Low return rates
- Clarifications cannot be sought
- Respondents cannot be observed at all
- Representativeness of sample difficult to establish if return rates are low.

Tips: Short questionnaire and stamped return envelopes help better return rates.



Face to Face or Direct Interviews:

**Advantages:**

- Can change/adapt/adopt questions
- Can pick up non-verbal cues
- Can clarify doubts

**Disadvantages:**

- Costly
- Geographic limitations
- Reliability of measures may suffer:
  - Interviewer bias (different interpretation)
  - Inter-rater reliability (differences in interpretations between interviewers).
- Voice inflection and interviewer conditioning the subjects may introduce response biases.
- Confidentiality rather difficult to be assured of.

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### Telephone Interviews:

Advantages: - Discomfort of face to face interviews avoided.  
- Number of calls per day could be high.

Disadvantages: - Time may be limited for the respondent.  
- Interviewee could put the phone down and refuse to answer.

### UNSTRUCTURED Interviews:

- Useful during exploratory states of a research project.
- Helps develop better theoretical frameworks.
- Helps develop better questionnaires and structured interviews.

### STRUCTURED Interviews:

- Saves time
- Helps to code information
- Better inter-rater reliability could be established through trained interviewers.

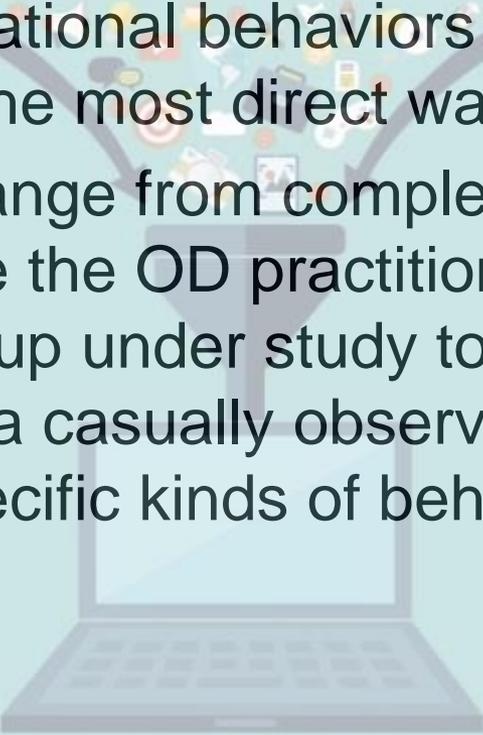
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### Tips for Interviews:

1. Interviews can be taped with the permission of the interviewee.
2. Cameras can be used to capture the non-verbal cues of the interviewee, and can be studied at leisure by researcher.
3. Training of interviewees necessary to establish inter-rater reliability.

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# Observations

- Observing organizational behaviors in their functional settings is one of the most direct ways to collect data.
  - Observation can range from complete participant observation, where the OD practitioner becomes a member of the group under study to a more detached observation using a casually observing and noting occurrences of specific kinds of behaviors.
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# Advantages to Observation:

- They are free of the biases inherent in the self-report data.
- They put the practitioner directly in touch with the behaviors in question.
- They involved real-time data, describing behavior occurring in the present rather than the past.
- They are adapting in that they can be modified depending on what is being observed.

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# Problems with Observation

- Difficulties interpreting the meaning underlying the observations.
- Observers must decide which people to observe; choose time periods, territory and events
- Failure to attend to these sampling issues can result in a biased sample of data.

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# Observation Protocol

- A decision needs to be made on what to observe.
- Example:
  - Observe how managers and employees interact in the office.
  - Observe who has lunch with whom. (Do managers and non-managers eat together? Do executives have a private lunch area?)