

MIXED METHODS  
RESEARCH  
METHODOLOGY: GET  
YOUR BASICS RIGHT

PROFESSOR ROS CAMERON 30<sup>TH</sup> NOVEMBER 2021

CO\_CONVENOR ANZAM MMR SIG



# MMR SPECIAL INTEREST GROUP (SIG)



Co-Convenors:

Prof. Ros Cameron, Torrens  
University Australia

Assoc. Prof. Bob Cavana, Victoria  
University, NZ

Dr Matt Xerri, Griffith University

Dr Farveh Farivar, UniTAS

Other SIGs

- ▶ Co-operative and Mutual Enterprises
- ▶ Emotions & Cognition
- ▶ Health Management & Organisation
- ▶ Indigenous Issues
- ▶ Operations, Supply Chain and Services Management



Centre for  
Organisational  
Change and Agility



- Director of Centre for Organisational Change and Agility (COCA) at Torrens University Australia
- Co-Convenor of ANZAM Mixed Methods Research SIG (Est. 2011)
- Executive Board member – Mixed Methods International Research Association (MMIRA)
  - Global Register of MMR HE Courses
  - Global Register of MMR Examiners

Australasia & Pacific Regional MMIRA Conference – NZ Dec 2019

MMIRA-O MMIRA Oceania Chapter of MMIRA



# ANZAM MMR SPECIAL INTEREST GROUP (SIG)



- ▶ Australian and New Zealand Academy of Management (ANZAM) launched its *MMR Special Interest Group (SIG)* at its 2011 annual conference.
- ▶ Foundational Co-Convenors Prof Ray Cooksey (ANZAM Life Member) and Prof Anneke Fitzgerald
- ▶ In business and management fields the use of MMR is growing and has been researched through several studies (Bryman 2008, Bazeley 2008, Cameron 2010, 2011; 2012; Currall & Towler 2003; Molina-Azorin 2008, 2009; Molina-Azorin & Cameron 2010; 2015, Cameron & Molina-Azorin 2011).



# DEFINITION MIXED METHODS

- *Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.*
- Creswell and Plano Clark (2007: 5)

# JOURNAL MIXED METHODS RESEARCH

## **Toward a Definition of Mixed Methods Research**

R. Burke Johnson, Anthony J. Onwuegbuzie, Lisa A. Turner

First Published April 1, 2007 | Research Article

<https://doi.org/10.1177/1558689806298224>

[Article information](#) ^

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Issue published: April 1, 2007

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# METHODOLOGICAL DICHOTOMY

## Quantitative

(Positivist)

Objective reality

Causal

Detached

Samples/populations

Contrived

Variables

Numerical

Statistical

Impersonal

## Qualitative

(postpositivist)

Subjective reality

Meanings

Human intentions

Personally involved

Study cases

Actors in natural settings

Verbal & pictorial data

Generalise case findings

**Mixed  
Methods**

# EDWARD ELGAR HANDBOOK OF MMR IN BUSINESS AND MANAGEMENT- *PUBLISHED LATE* 2022

- **Editors:** Ros Cameron & Xanthe Golenko
- **Part A:** Foundations of Mixed Methods Research Designs and Features
- **Part B:** Discipline and Sub-Discipline specific utility of Mixed Methods Research Designs
- **Part C** Innovations in Mixed Methods Research Designs and Data Analysis Techniques



# HANDBOOK OF MIXED METHODS IN BUSINESS AND MANAGEMENT – EDWARD ELGAR

The aim of the *Handbook of Mixed Methods Research in Business and Management* will be to provide an essential resource for anyone interested in the contemporary, emerging, and evolving practice of mixed methods research and scholarship. It is anticipated that the *Handbook of Mixed Methods Research in Business and Management* will offer foundational mixed methods research (MMR) design concepts and considerations, as well as coverage of MMR across a variety of business and management disciplines and sub-disciplines together with a section dedicated to innovative MMR designs and analytical techniques.

Current plans involve approximately 30 chapters of the handbook organized across the following 3 sections:

**Part A: Foundations of Mixed Methods Research Designs and Features**

## **Editors to be emailed for submissions**

**Professor Roslyn Cameron Torrens**  
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Professor Cameron is currently a Board member of the Mixed Methods International Research Association (MMIRA) and Co-Founder (2011- to present) and Co-Convenor of the ANZAM Mixed Methods Research SIG.

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**Bolton Clark, Australia**  
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## **Publisher**

This book is scheduled to be published by Edward Elgar. This publication is anticipated to be released in 2022-23.

Forthcoming - Published  
late 2022

# CHAPTER PART A: CAMERON, HERRMANN & REYNOLDS- *FORTHCOMING*

<B> MMR Across All Subject Areas

The Boolean search terms for Scopus produced the results depicted in Figure 2 using a logarithmic scale.

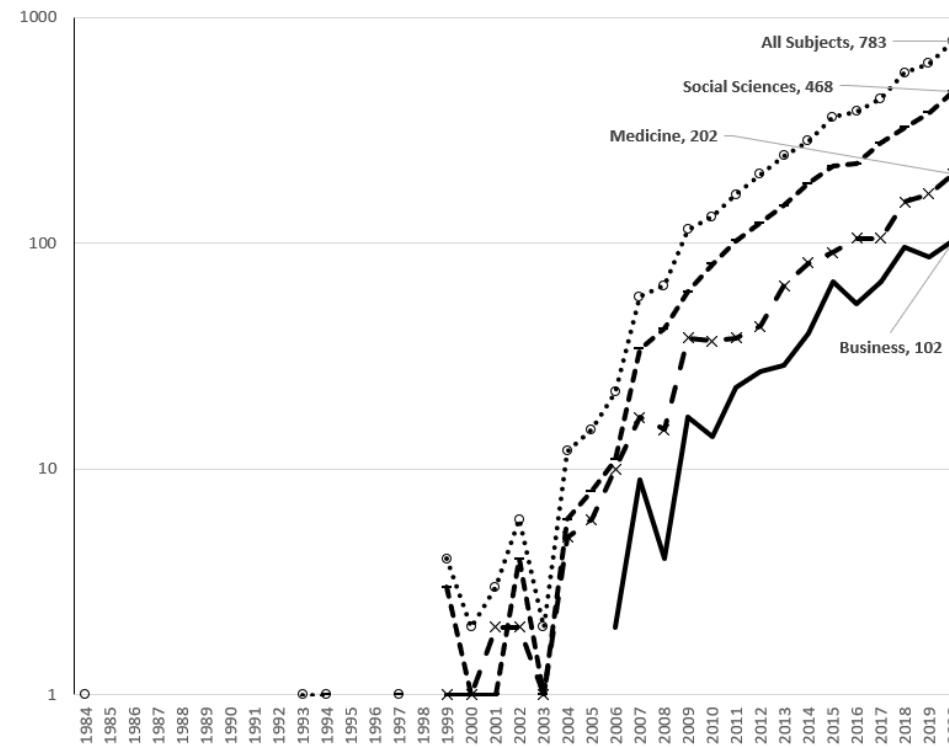
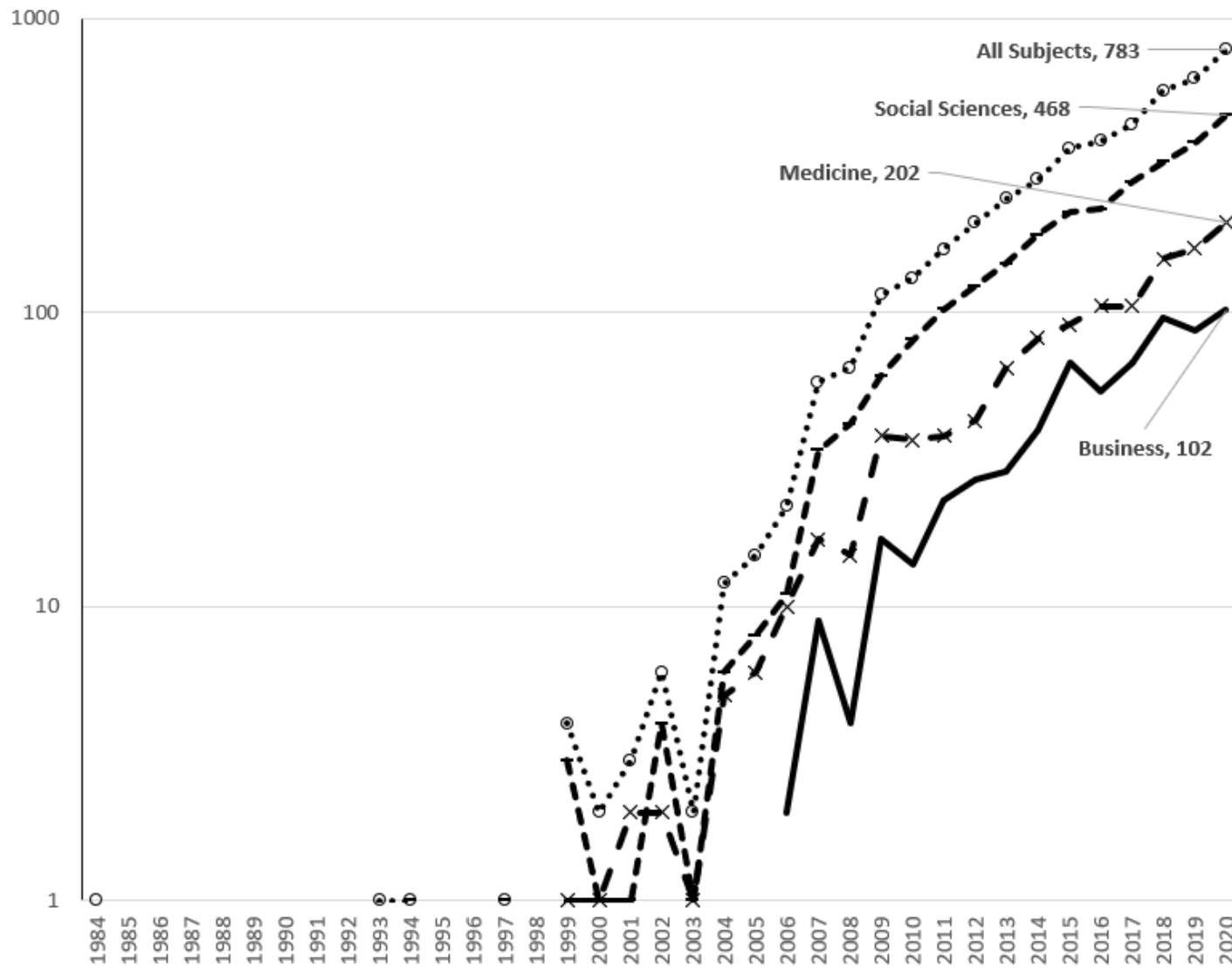


Figure 2: Logarithmic chart of documents by year (source: authors, based on Scopus data)

## <B> MMR Across All Subject Areas

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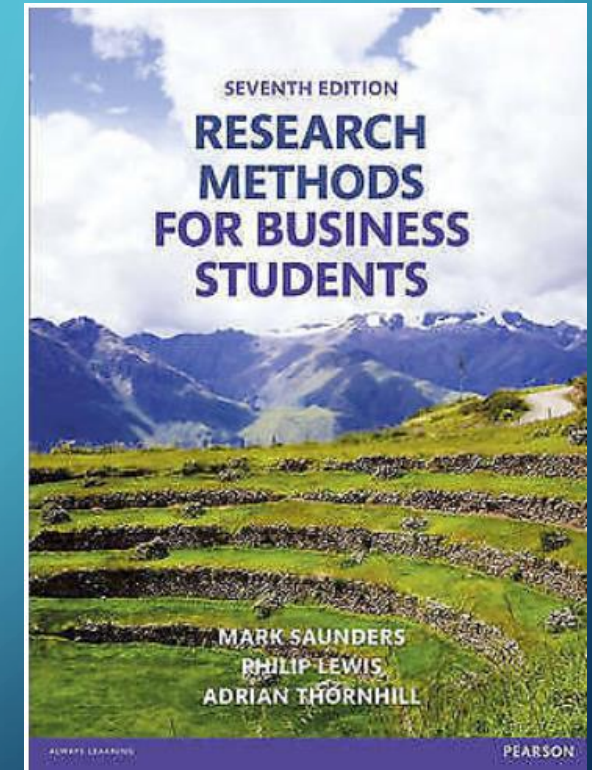
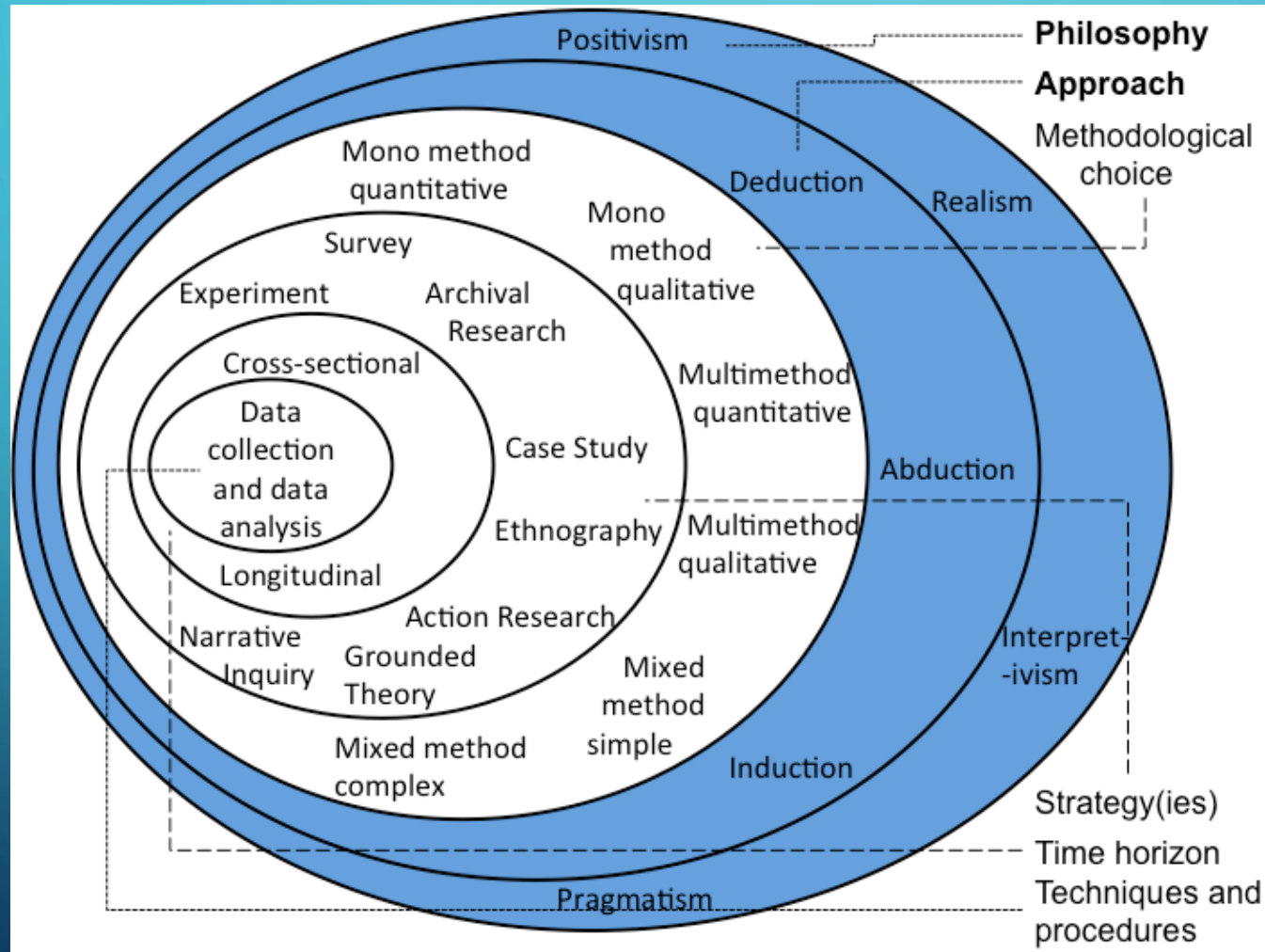


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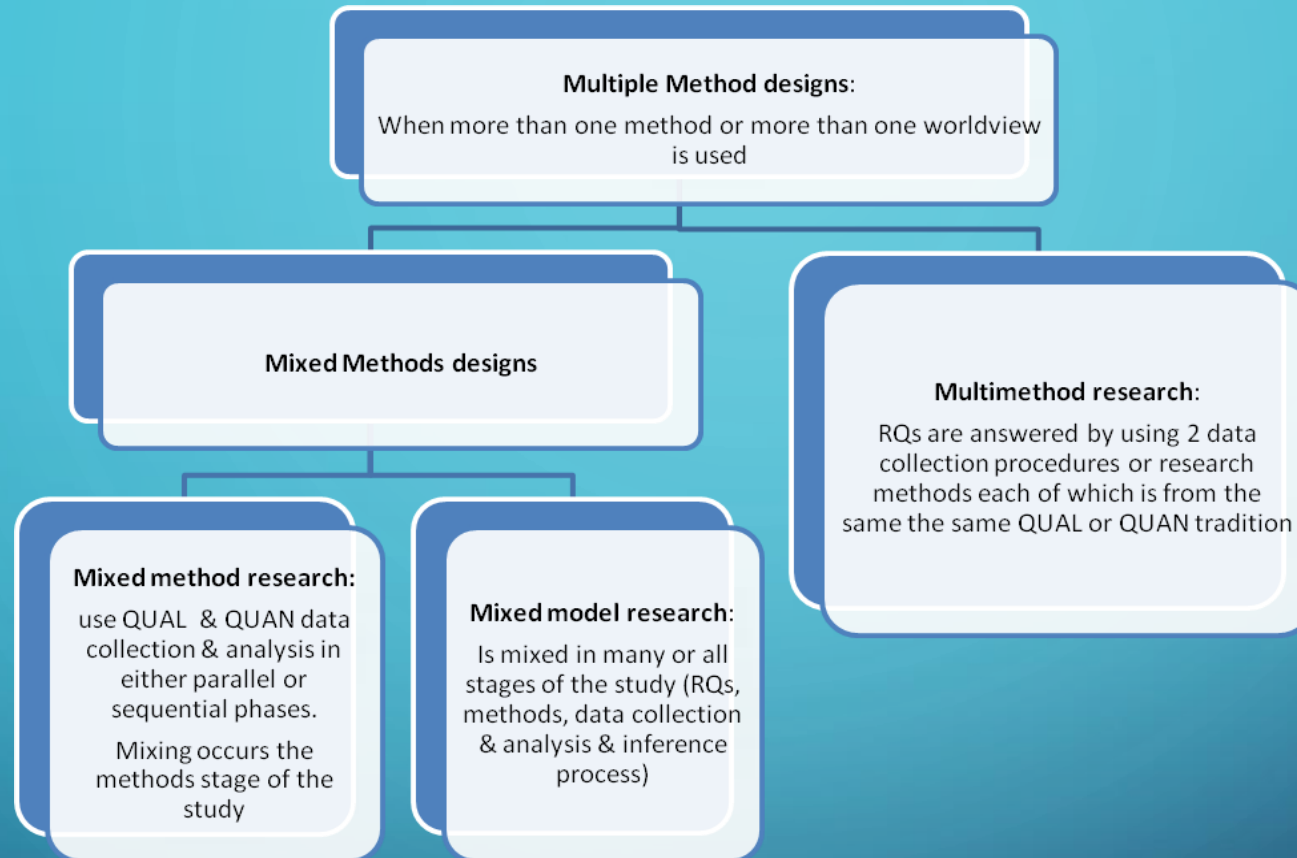
# COMMON ISSUES

- ▶ **Paradigmatic issues**
  - ▶ Development of basic definitions and **new set of language**
  - ▶ **Data integration** attempts can be problematic - integration rules
  - ▶ Logistics - researcher has to be competent in both QUAN & QUAL and extensive resources required – **Methodologically Trilingual**
  - ▶ **Superficial claims to the use of mixed methods**
- 
- ▶ ***Rigorously defend methodological choices***
  - ▶ ***Explicitly document methodological congruence***

# RESEARCH CHOICES AND THE RESEARCH PROCESS 'ONION'

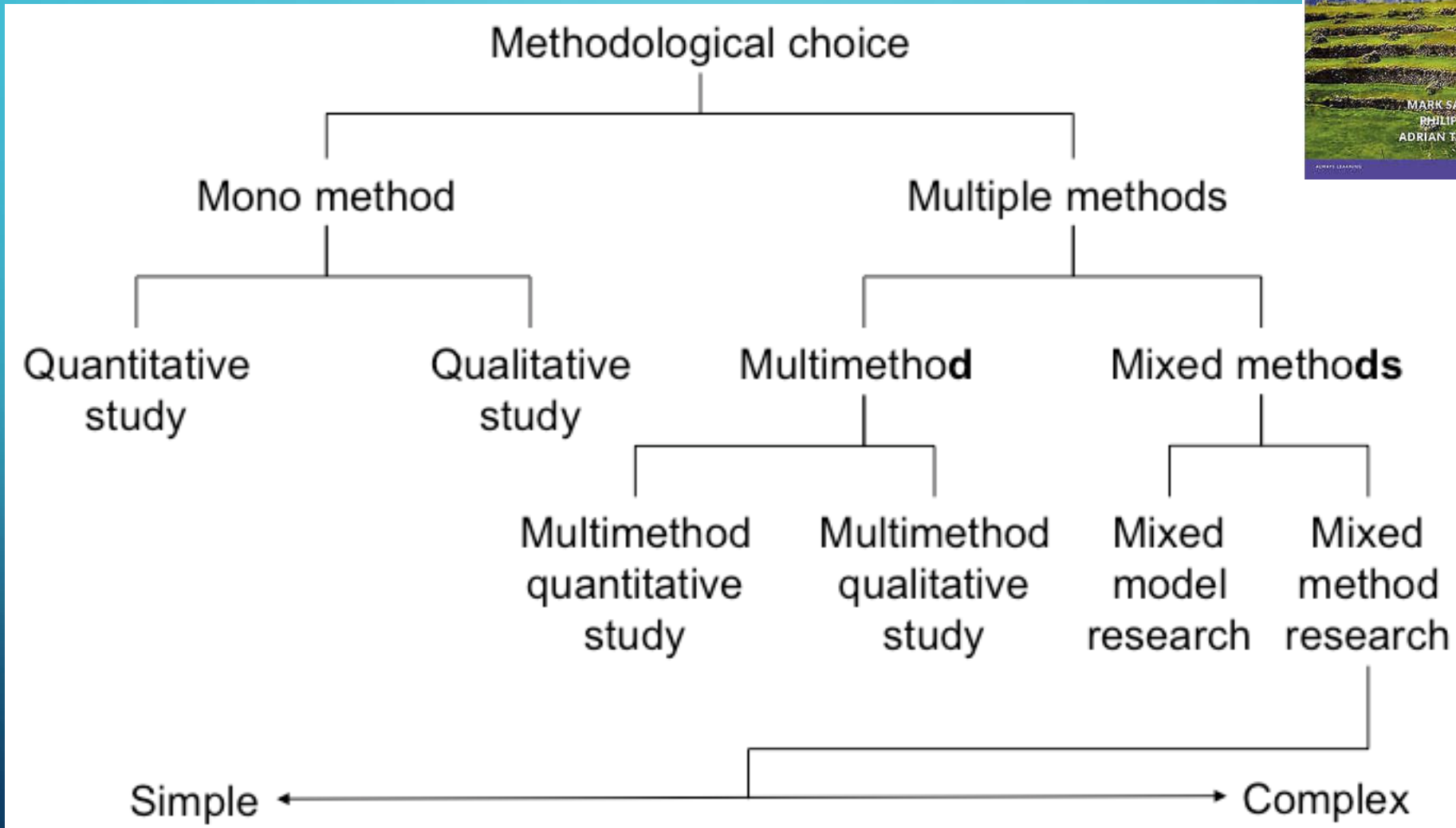
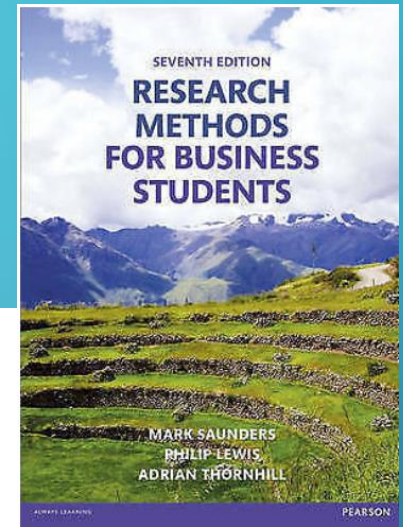


Source: Saunders et al. (2012)



SOURCE: ADAPTED FROM TEDDLIE AND TASHAKKORI (2003, P. 11)

# BASIC TYPOLOGY



Source: Saunders et al. (2012: 165)

# HISTORICAL PERSPECTIVE- MMR

- ▶ 'Paradigmatic wars'- catalyst
- ▶ Short History-early 1980's
- ▶ Rejects the 'either or' approach
- ▶ 'Quiet' revolution-resolve tensions
- ▶ Third methodological movement

*Tashakkori & Teddlie (2003)*

- ▶ Last ten years research methods texts have begun to address Mixed Methods
- ▶ Authorities emerging in the area



# HISTORY OF MIXED METHODS RESEARCH

CRESWELL AND PLANO CLARK (2007)

Formative period (1950s-1980s)

```
graph TD; A[Formative period (1950s-1980s)] --> B[Paradigm debate period (1970s-late 1990s)]; B --> C[Procedural development period (late 1980s-2000)]; C --> D[Advocacy as a separate design period (2000+)]
```

Paradigm debate period (1970s-late 1990s)

Procedural development period  
(late 1980s-2000)

Advocacy as a separate design period  
(2000+)

# THIRD METHODOLOGICAL MOVEMENT

- ▶ Growing body of trans-disciplinary literature.
- ▶ Prominent research methodologists/authorities from across discipline fields are emerging and guiding the commentary and the movements' momentum.
- ▶ ...'today, we see cross-cultural international interest, interdisciplinary interest, publication possibilities, and public and private funding opportunities for mixed methods research'  
(Creswell and Plano Clark 2007: 18) .

[HTTPS://OBSSR.OD.NIH.GOV/TRAINING/ONLINE-  
TRAINING-RESOURCES/MIXED-METHODS-RESEARCH/](https://obssr.od.nih.gov/training/online-training-resources/mixed-methods-research/)

U.S. Department of Health and Human Services > National Institutes of Health > Division of

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## Mixed Methods Research

Table of Contents (Download PDF's for each section)

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Commissioned by the

Office of Behavioral and Social Sciences Research (OBSSR)  
Helen I. Meissner, Ph.D., Office of Behavioral and Social Sciences Research








By

John W. Creswell, Ph.D., University of Nebraska-Lincoln  
Ann Carroll Klassen, Ph.D., Drexel University  
Vicki L. Plano Clark, Ph.D., University of Nebraska-Lincoln  
Katherine Clegg Smith, Ph.D., Johns Hopkins University

With the Assistance of a Specially Appointed Working Group

OBSSR convened a Working Group of 19 individuals (see [Appendix A. NIH Working Group on Developing Best Practices for Mixed Methods Research](#)  31 KB) to review a preliminary draft of "best practices". This Group was comprised of experienced scientists, research methodologists, and NIH health scientists. These individuals were selected because of their expertise in NIH investigations, their specific knowledge of mixed methods research, and their experience in the scientific review process. The composition of the Working Group was diverse with members representing fields such as public health, medicine, mental health professions, psychology, sociology, anthropology, social work, education, and nursing. This Working Group met in late April 2011, and reviewed and made recommendations for the final document presented in this report.

This report consists of seven sections:

- [The Need for Best Practices](#)  (53 KB)
- [The Nature and Design of Mixed Methods Research](#)  (82 KB)
- [Teamwork, Infrastructure, Resources, and Training for Mixed Methods Research](#)  (72 KB)
- [Developing an R Series Plan that Incorporates Mixed Methods Research](#)  (145 KB)
- [Beyond the R Series - High-Quality Mixed Methods Activities in Successful Fellowship, Career, Training, and Center Grant Applications](#)  (56 KB)
- [Reviewing Mixed Methods Applications](#)  (75 KB)
- [Overall Recommendations](#)  (34 KB)

# PARAGDIGMATIC ISSUES

- ▶ **Ontology:**

- ▶ philosophical study of the nature of reality

- ▶ worldview

- ▶ **Epistemology:**

- ▶ Philosophy/theory about the nature and scope of knowledge

- ▶ Questions what knowledge is and how it can be acquired and the extent of its validity and limits

# PRAGMATISM AND MMR

Several authors propose pragmatism as the best paradigm for justifying MMR:

- ▶ Pragmatism supports the use of both QUAL & QUAN in same study & rejects incompatibility stance
- ▶ Pragmatic researchers consider the RQ to be more important than either the method or paradigm that underlies it the method-”dictatorship of the RQ”
- ▶ Pragmatists rejects forced choice between postpositivism & constructionism with regards to logic, epistemology etc
- ▶ Methodological decisions depend on the RQ and stage of the study
- ▶ Pragmatism is very practical and applied
- ▶ *Teddlie & Tashakorri (2003:21)*

# PARAGDIGMATIC ISSUES IN MMR

- ▶ **A-paradigmatic stance:** *methods & paradigms independent of each other*
- ▶ **Incompatibility thesis:** *MMR research is impossible (purists)*
- ▶ **Complementary thesis:** *MMR possible BUT must be kept separate to ensure strengths of each paradigm (situationalists)*
- ▶ **Single paradigm thesis:** *a single paradigm should serve foundation of MMR*
- ▶ **Dialectic thesis:** *MMR engages in multiple sets of paradigms & their assumptions. All paradigms are valuable but are only partial worldviews. Reject the selection of one paradigm over another.*
- ▶ **Multiple paradigm thesis:** *multiple paradigms may serve MM research. Difference between this & dialectic is choose one type of paradigm for a particular study over another.*
- ▶ (Teddlie & Tashakkori, 2003)

<b>Paradigmatic Stances</b>	<b>Position taken</b>
<b>a-paradigmatic stance</b>	<i>This stance states that methods &amp; paradigms are independent of each other. For many applied studies in real world settings, paradigms are unimportant.</i>
<b>Substantive theory stance</b>	<i>Theoretical orientations relevant to the research being undertaken (eg critical race theory, attribution theory) are more important than philosophical paradigms.</i>
<b>Complementary strengths stance</b>	<i>MMR is possible only if the different methods are kept as separate as feasibly possible so that the strength of each paradigm is maintained (situationalists).</i>
<b>Multiple paradigms</b>	<i>Multiple paradigms may serve as the foundation for MMR. In some MMR designs a single paradigm does not apply and so multiple paradigms may serve MMR. The difference between this &amp; the dialectic stance is the researcher chooses one type of paradigm for a particular study over another.</i>
<b>Dialectic stance</b>	<i>MMR engages in multiple sets of paradigms and their assumptions. All paradigms are valuable but are only partial worldviews. This stance rejects the selection of one paradigm over another and assumes all paradigms offer something. Multiple paradigms in a single study contributes to a better understanding of the phenomenon being studied.</i>
<b>Single paradigm stance</b>	<i>A single paradigm should serve foundation of MMR. This stance was initially formulated to provide the philosophical foundation for MMR- sometimes referred to as the "alternate paradigm stance" (Greene 2007). Examples include: pragmatism; critical realism and; transformative paradigm</i>



# DIALECTICAL PLURALISM BURKE JOHNSON (2012)

At the level of paradigms, DP is a metaparadigm because it carefully listens to multiple paradigms and provides a metaparadigmatic standpoint. The idea of DP for research is to (a) dialectically listen, carefully and thoughtfully, to different paradigms, disciplines, theories, and stakeholder and citizen perspectives; (b) combine important ideas from competing paradigms and values into a new workable whole for each research study or program evaluation; (c) explicitly state and “pack” the approach with stakeholders’ and researchers’ epistemological and social-political values to guide the research (including the *valued ends* one hopes for and the *valued means* for getting there); (d) conduct the research ethically; (e) facilitate dissemination and use of research findings (locally and more broadly); and (f) continually, formatively evaluate and improve the outcomes of the research-and-use process (e.g., Is the research having the desired societal impact?). In short, DP is a change theory, and it requires listening, understanding, learning, and acting.

## Article Menu Close

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## Dialectical Pluralism and Mixed Research

R. Burke Johnson

First Published May 7, 2012 | Editorial | [Check for updates](#)

<https://doi.org/10.1177/0002764212442494>

[Article information](#)

### Article Information

Volume: 56 issue: 6, page(s): 751-754

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## Dialectical Pluralism: A Metaparadigm Whose Time Has Come

R. Burke Johnson

First Published October 12, 2015 | Research Article | [Check for updates](#)

<https://doi.org/10.1177/1558689815607692>

[Article information](#)

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R. Burke Johnson<sup>1</sup>

<sup>1</sup>University of South Alabama, Mobile, AL, USA

Johnson, R. B. (2011b). Do we need paradigms? A mixed methods perspective. *Mid-Western Educational Researcher*, 24(2), 31-40.

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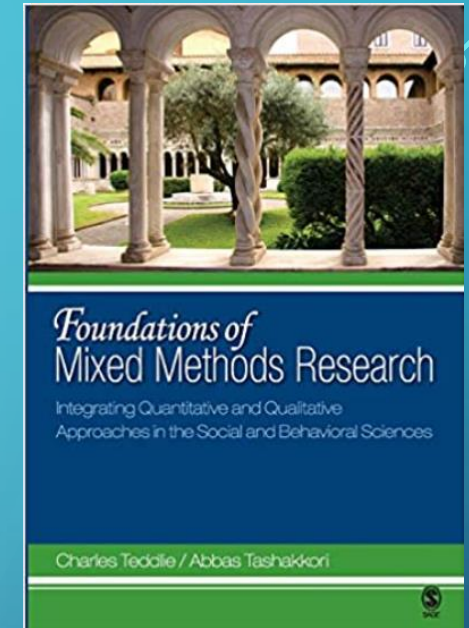
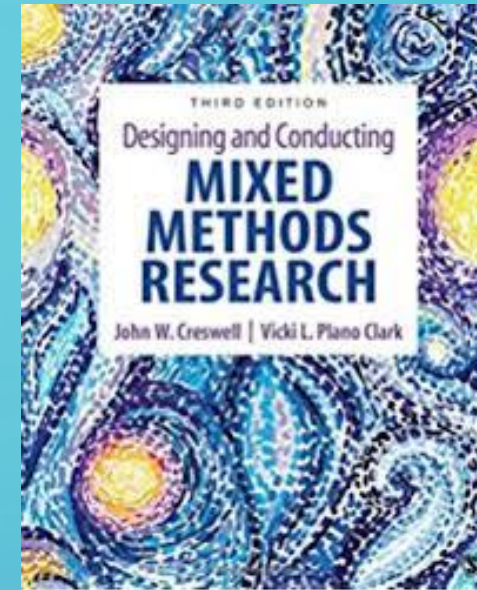
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# TEXTS & AUTHORITIES

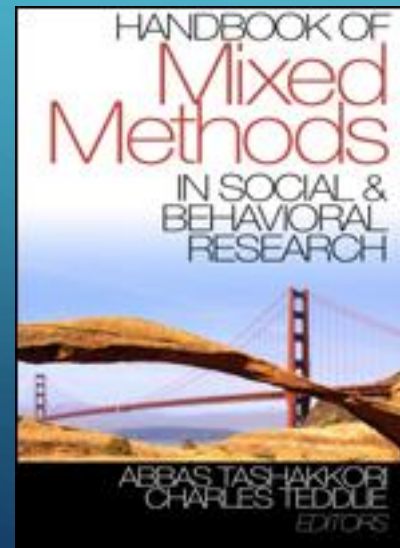
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- ▶ Greene and Caracelli (1989)
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- ▶ Bergman (2008)
- ▶ Andrews & Halcomb (2009)
- ▶ Morse & Neihaus (2009)
- ▶ Onwueugbuzie, A
- ▶ Johnson, B
- ▶ Mertens, D



1<sup>st</sup> Edn



2<sup>nd</sup> Edn



3<sup>rd</sup> Edition:  
SAGE HB of MMR  
currently being  
written  
Editor Prof Cheryl  
Poth

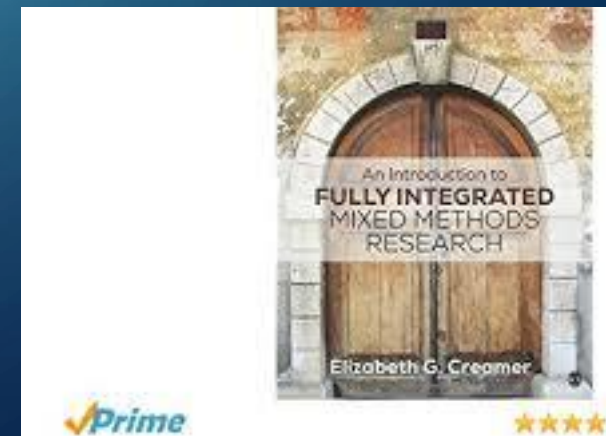
# GURUS & THEIR RECENT WORDS

- ▶ Teddlie & Tashakkori (2009) Foundations
- ▶ Teddlie & Tashakkori (2003, 2010) SAGE handbook Eds 1 and 2
- ▶ Creswell and Plano Clark (2011) Design & Conduct
- ▶ Plano Clark & Creswell (2007) Reader
- ▶ Greene (2007) – Social inquiry
- ▶ Bergman (2008) – Theory & application in multiple fields
- ▶ Morse & Niehaus (2009) - Design
- ▶ Mertens (2005) – Education and Psychology
- ▶ Bazeley (2003) – CAQDAS - NVIVO
- ▶ Andrew & Halcomb (2009) – Nursing and Health Sciences
- ▶ Hesse-Biber (2011) – Theory & practice

▶ Bazeley, P



▶ Creamer, E



# PAT BAZELEY



JOURNAL

Qualitative Health Research

ISSN: 10497323



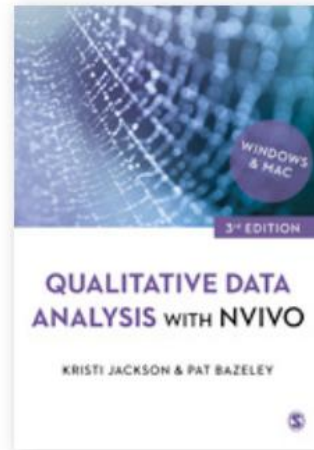
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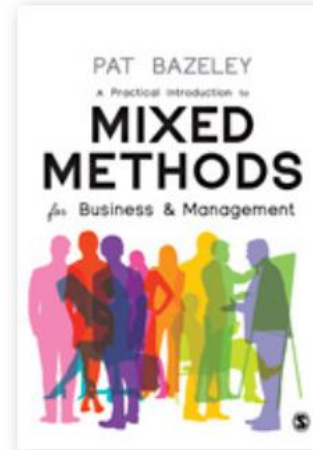
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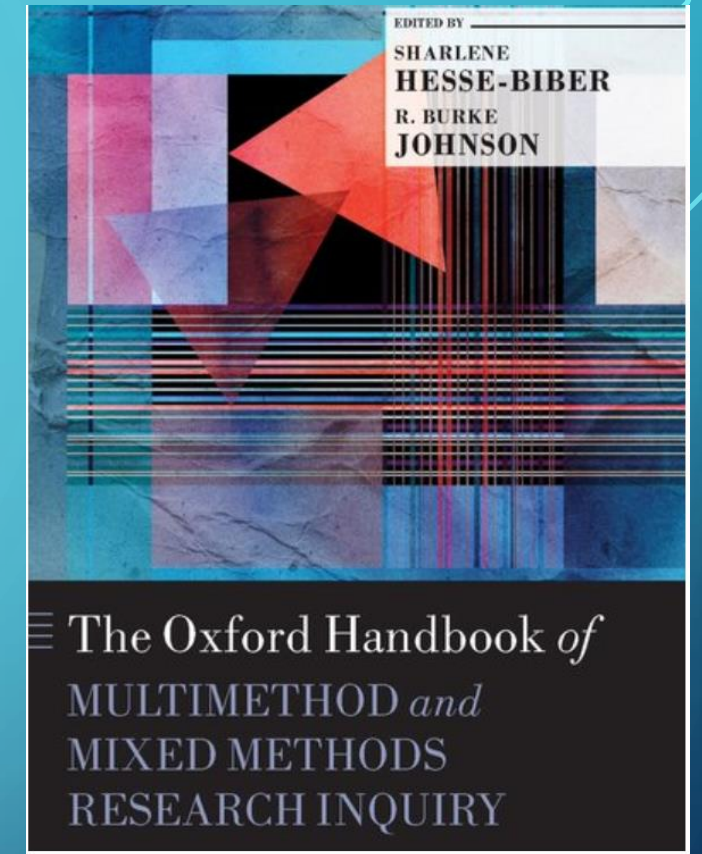


TEXTBOOK

Integrating Analyses in  
Mixed Methods Research  
First Edition

# MMR IN MANAGEMENT & BUSINESS

- ▶ Late Professor Allan Bryman - UK
  - ▶ Assoc. Prof. Jose Molina Azorin- Spain
  - ▶ Prof Ros Cameron – Australia
  - ▶ Prof Pat Bazeley - Australia
- 
- ▶ Oxford University Press *Handbook on Multimethods and Mixed Methods Research (2015)*.
  - ▶ Editors Professors Burke Johnson and Sharlene Hesse-Berber (USA)
  - ▶ Molina-Azorin & Cameron Chapter of MMR in Management & Marketing:
  - ▶ Molina-Azorin, J.F., & Cameron, R. (2015). History and emergent practices of mixed and multiple methods in business research. In Hesse-Biber, S., & Johnson, R. B. (Eds.), *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford University Press.





## The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry

Edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson

### Abstract

The Oxford Handbook of Multi and Mixed Methods Research Inquiry is designed to offer a range of innovative knowledge- building perspectives and methods tools with the goal of enhancing new ways of asking and addressing complex research questions. The Handbook offers multiple quantitative and qualitative theoretical and interdisciplinary visions and practice. Each chapter is written in clear and concise language by leading scholars in the field. The Handbook reflects the most current thinking and scholarship on emerging multi and mixed methods research inquiry within and across the disciplines. ... [More](#)

*Keywords:* [Multimethod Research](#), [Mixed Methods Research](#), [Interdisciplinary](#), [Qualitatively-Driven](#), [Quantitatively-Driven](#), [New Technologies](#), [Research Benchmark](#)

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## **[–] Part 3 Contextualizing Multimethod and Mixed Methods Research Within and Across Disciplines and Applied Settings**

### **Multimethod and Mixed Methods Research in the Fields of Education and Anthropology**

Jori N. Hall and Judith Preissle

### **Evolving Mixed and Multimethod Approaches in Psychology**

Nollaig A. Frost and Rachel L. Shaw

### **Participatory Mixed Methods Research**

Bradley D. Olson and Leonard A. Jason

### **Moving From Randomized Controlled Trials to Mixed Methods Intervention Evaluations**

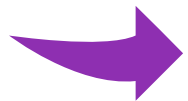
Sarah J. Drabble and Alicia O’Cathain

### **Mixed Methods Evaluation**

Donna M. Mertens and Michele Tarsilla

### **Applying Multimethod and Mixed Methods to Prevention Research in Global Health**

Stevan Weine



### **History and Emergent Practices of Multimethod and Mixed Methods in Business Research**

José F. Molina-Azorín and Roslyn A. Cameron

### **How Does Mixed Methods Research Add Value to Our Understanding of Development?**

Nicola A. Jones, Paola Perezniето, and Elizabeth Presler-Marshall

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## **Editors to be emailed for submissions**

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Professor Cameron is currently a Board member of the Mixed Methods International Research Association (MMIRA) and Co-Founder (2011- to present) and Co-Convenor of the ANZAM Mixed Methods Research SIG.

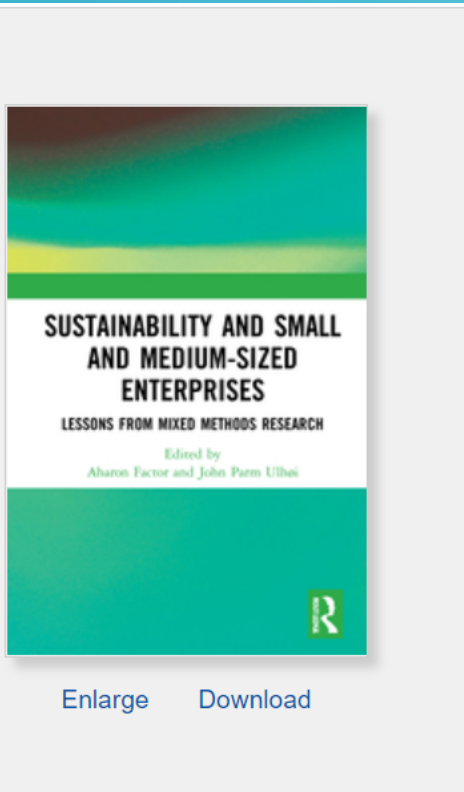
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**Bolton Clark, Australia**  
E: [xgolenko@boltonclarke.com.au](mailto:xgolenko@boltonclarke.com.au)

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late 2022

# FACTOR AND ULHOI (2021) ROUTLEDGE



1st Edition

## Sustainability and Small and Medium-sized Enterprises

### Lessons from Mixed Methods Research

*Edited By Aharon Factor, John Parm Ulhøi*

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**eBook**

\$49.69

ISBN 9781138387270

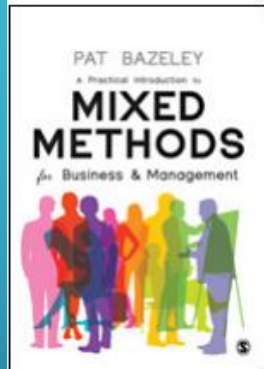
Published March 30, 2021 by Routledge

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**Format**

Hardback

# BAZELEY, P (2019)

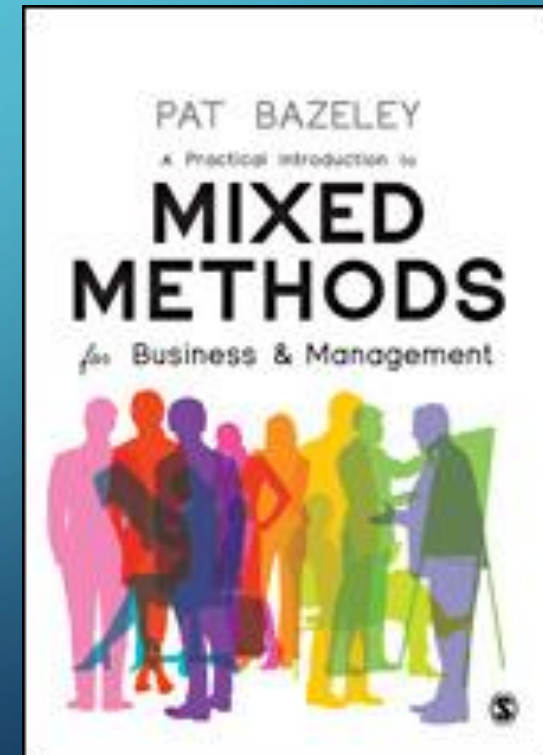


## A Practical Introduction to Mixed Methods for Business and Management

[Patricia Bazeley](#) - Western Sydney University, Australia

December 2018 | 136 pages | SAGE Publications Ltd

Format	Published Date	ISBN	Price
Paperback	12/15/2018	9781526462497	\$30.00
Hardcover	12/15/2018	9781526462480	\$89.00
Electronic Version	11/05/2018	9781526462923	\$27.00
Electronic Version	11/05/2018	9781526462909	\$27.00
Electronic Version	11/05/2018	9781526462916	\$27.00

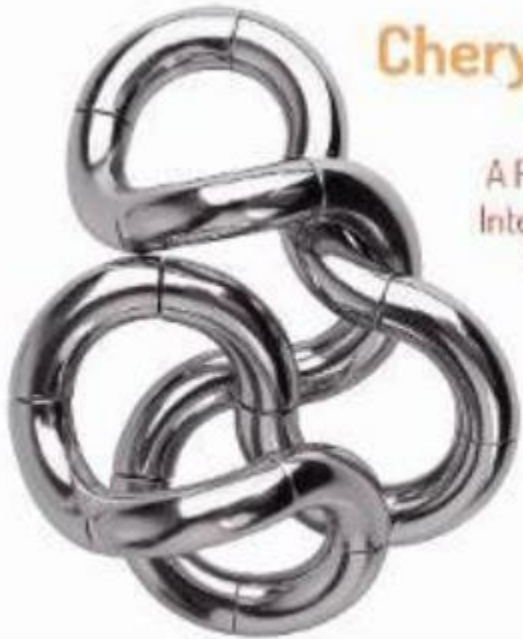


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# INNOVATION IN MIXED METHODS RESEARCH

Cheryl N. Poth

A Practical Guide to  
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## Innovation in Mixed Methods Research : A Practical Guide to Integrative Thinking with Complexity

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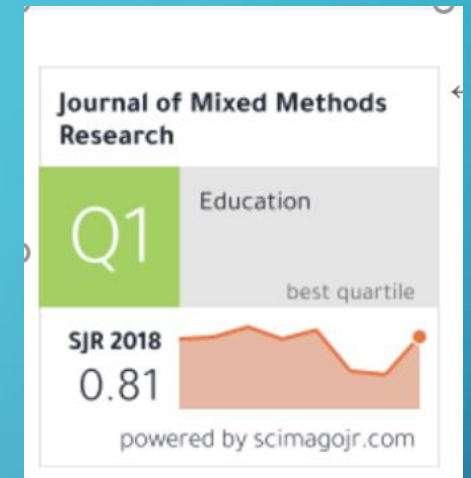
**Mixed Methods  
Applications in  
Action Research**

From Methods to Community Action



# JOURNALS

- ▶ **Journal of Mixed Methods Research (JMMR)**  
(first issue Jan 2009)
- ▶ **Quality and Quantity International Journal of Methodology**
- ▶ **International Journal of Multiple Research Approaches (IJMRA)**  
(first issue Oct 2009)



# SPECIAL ISSUES - IJMRA

- ▶ *International Journal of Multiple Research Approaches (IJMRA)*
- ▶ *Special Issues:*
- ▶ *Special Issue ECRM 2013 Conference, (Vol.8, Issue 2)*
- ▶ *Mixed Methods Research: Philosophy, Policy and Practice in Education (Vol. 7, Issue 1)*
- ▶ *Mixed Methods in Genders & Sexualities Research (Vol. 7, Issue 2)*
- ▶ *Mixed Methods in Education 2012 Vol 6 (3)*
- ▶ *Mixed Methods in Business & Management 2011 Vol5 (3)*
- ▶ *Mixed Methods in Health Sciences 2011 Vol 5 (1)*
- ▶ *Mixed Methods for Novice Researchers: 2009 Vol 3 (1)*
- ▶ *Teaching Mixed Methods: 2008 Vol 4 (1)*
- ▶ *General Issue with Section: Computer Assisted Multiple and Blended Research: 2008 Volume 2 (1)*



# JOURNALS SPECIAL ISSUES ON MMR

- *International Journal of Social Research Methodology Theory and Practice*  
*2005 Issue 3*
- *American Behavioral Scientist* 2012 Vol 56 (6)
- *Organisational Research Methods* 2015
- *Feature Topic: Mixed Methods in the Organizational Sciences*
- *International Journal of Qualitative Methods*  
*2017 Vol 14(2)*



International Journal of  
*Environmental Research  
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- [Aims & Scope](#)
- [Editorial Board](#)
- [Reviewer Board](#)
- [Topic Board](#)
- [Instructions for Authors](#)
- [Special Issues](#)

# Special Issue "Qualitative Research and Mixed Methods, Application in Health Care Science"

- [Print Special Issue Flyer](#)
- [Special Issue Editors](#)
- [Special Issue Information](#)
- [Keywords](#)
- [Published Papers](#)



A special issue of *International Journal of Environmental Research and Public Health* (ISSN 1660-4601). This special issue belongs to the section "**Health Care Sciences & Services**".

Deadline for manuscript submissions: **31 July 2020**.

# MMR PREVALENCE STUDIES – ACCOUNTING REYNOLDS AND CAMERON-FORTHCOMING 2022

## Sample of accounting journals

Journal Name	Scimago Quartile Ranking	Scimago 2018 Citations per Document (2 years)/ Journal Impact Factor (Thomson Reuters)
Accounting, Organizations and Society (AOS)	Q1	3.411
British Accounting Review (BAR)	Q1	3.386
Critical Perspectives on Accounting (CPA)	Q1	3.261
Journal of Accounting Literature (JAL)	Q1	3.333
Management Accounting Research (MAR)	Q1	5.068

Table X

Results of methodological content analysis for five accounting journals 2015-2019

Journal	Total # Articles Analysed	Conceptual	Quan		Qual		Case Study		Mixed Methods
			Mono	Multi	Mono	Multi	Multi Qual	Mixed	
AOS	197	34	0	88	19	22	24	0	10
		17.3%	0.0%	44.7%	9.6%	11.2%	12.2%	0.0%	5.1%
Non conceptual	163		0.0%	54.0%	11.7%	13.5%	14.7%	0.0%	6.1%
JAL	48	0	0	15	33	0	0	0	0
		0.0%	0.0%	31.3%	68.8%	0.0%	0.0%	0.0%	0.0%
Non conceptual	48		0.0%	31.3%	68.8%	0.0%	0.0%	0.0%	0.0%
MAR	92	3	1	40	11	6	28	0	3
		3.3%	1.1%	43.5%	12.0%	6.5%	30.4%	0.0%	3.3%
Non conceptual	89		1.1%	44.9%	12.4%	6.7%	31.5%	0.0%	3.4%
BAR	163	5	0	101	22	8	21	2	4
		3.1%	0.0%	62.0%	13.5%	4.9%	12.9%	1.2%	2.5%
Non conceptual	158		0.0%	63.9%	13.9%	5.1%	13.3%	1.3%	2.5%
CPA	211	75	0	6	44	20	57	2	6
		35.5%	0.0%	2.8%	20.9%	9.5%	27.0%	0.9%	2.8%
Non conceptual	136		0.0%	4.4%	32.4%	14.7%	41.9%	1.5%	4.4%
TOTAL	711	117	1	250	129	56	130	4	23
% over TOTAL		16.5%	0.1%	35.2%	18.1%	7.9%	18.3%	0.6%	3.2%
Total Non-Conceptual	594		0.2%	42.1%	21.7%	9.4%	21.9%	0.7%	3.9%

# MMR PREVALENCE STUDIES – HEALTH MNGT

## Prevalence study

**Table 2**  
**Prevalence Frequencies by Journal**

	Total Health Research Articles	Mixed Methods Explicit	Mixed methods	Total Mixed Methods	Qualitative only (QUAL)	Quantitative only (QUAN)
<i>JHM</i>	164	14 (1%)	25 (15%)	39 (24%)	18 (11%)	107 (65%)
<i>AHR</i>	377	19 (5%)	24 (6%)	43 (11%)	98 (26%)	236 (63%)
<i>HMS</i>	134	1 (0.7%)	2 (1%)	3 (2%)	0	131 (97%)
<i>PMR</i>	244	12 (5%)	20 (8%)	32 (13%)	76 (31%)	136 (56%)
<i>JOHM</i>	101	0	8 (8%)	8 (8%)	30 (30%)	63 (62%)
<b>Total</b>	<b>1020</b>	<b>46 (5%)</b>	<b>79 (8%)</b>	<b>125 (12%)</b>	<b>222 (22%)</b>	<b>673 (66%)</b>

Note: *JHM* = Journal of Health Management; *AHR* = Australian Health Review; *HMS* = Health Management Science; *PMR* = Public Management Review; *JOHM* = Journal of Healthcare Management

# GRAMMS - O'CATHAIN, MURPHY & NICHOLL (2008)

1. Describe the **justification** for using a mixed methods approach to the research question
2. Describe the **design** in terms of the **purpose, priority and sequence of methods**
3. Describe **each method** in terms of **sampling, data collection and analysis**
4. Describe where **integration** has occurred, how it has occurred and who has participated in it
5. Describe any **limitation** of one method associated with the presence of the other method
6. Describe any **insights** gained from mixing or integrating methods

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# KNOW YOURSELF BETTER THROUGH MBTI PERSONALITY TEST

PROFESSOR ROS CAMERON 30<sup>TH</sup> NOVEMBER 2021  
CO\_CONVENOR ANZAM MMR SIG



# ONLINE QUIZ

## 1. MBTI/16 Personalities

Long before we had online personality tests, psychoanalyst Carl Jung speculated about personality types, particularly the concepts of [introversion](#) and [extroversion](#).

Many of the personality tests you'll find today are based on Jung's research and ideas, but also use outside influences to create their own unique testing rubrics and determine outcomes.

The most popular personality test that draws heavily from Jungian psychology is the [Myers-Briggs Type Indicator \(MBTI\)](#) test.

While the official, MBTI-branded version of the test is paid, there is a free version available that many people find to be just as helpful: the [16 Personality Types](#) test.

- <https://www.16personalities.com/free-personality-test>

# MBTI

## MYERS BRIGGS PERSONALITY TYPE INDICATOR

<b>INTJ</b> <b>THE ARCHITECT</b> IMAGINATIVE STRATEGIC PLANNERS	<b>INTP</b> <b>THE LOGICIAN</b> INNOVATIVE CURIOUS LOGICAL	<b>ENTJ</b> <b>THE COMMANDER</b> BOLD IMAGINATIVE STRONG-WILLED	<b>ENTP</b> <b>THE DEBATER</b> SMART CURIOUS INTELLECTUAL
<b>INFJ</b> <b>THE ADVOCATE</b> QUIET MYSTICAL IDEALIST	<b>INFP</b> <b>THE MEDIATOR</b> POETIC KIND ALTRUISTIC	<b>ENFJ</b> <b>THE PROTAGONIST</b> CHARISMATIC INSPIRING NATURAL LEADERS	<b>ENFP</b> <b>THE CAMPAIGNER</b> ENTHUSIASTIC CREATIVE SOCIAL
<b>ISTJ</b> <b>THE LOGISTICIAN</b> PRACTICAL FACT-MINDED RELIABLE	<b>ISFJ</b> <b>THE DEFENDER</b> PROTECTIVE WARM CARING	<b>ESTJ</b> <b>THE EXECUTIVE</b> ORGANIZED PUNCTUAL LEADER	<b>ESFJ</b> <b>THE CONSUL</b> CARING SOCIAL POPULAR
<b>ISTP</b> <b>THE VIRTUOSO</b> BOLD PRACTICAL EXPERIMENTAL	<b>ISFP</b> <b>THE ADVENTURER</b> ARTISTIC CHARMING EXPLORERS	<b>ESTP</b> <b>THE ENTREPRENEUR</b> SMART ENERGETIC PERCEPTIVE	<b>ESFP</b> <b>THE ENTERTAINER</b> SPONTANEOUS ENERGETIC ENTHUSIASTIC

# OPPOSITE WAYS TO DIRECT AND RECEIVE ENERGY



EXTRAVERSION

OR



INTROVERSION

*Source: Introduction to Myers-Briggs® Type*

# TYPICAL E-I DIFFERENCES

e

People with a preference for **EXTRAVERSION** may

Talk more, show energy and enthusiasm

Respond to questions immediately

Interrupt

Provide nonverbal information—gestures, etc.

i

People with a preference for **INTROVERSION** may

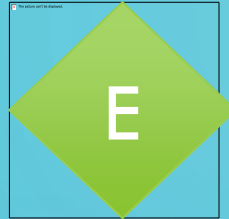
Reflect more, be quieter, keep enthusiasm inside

Reflect before responding to questions

Wait for space

Be more contained, harder to read (reactions are inside)

# E-I DIFFERENCES



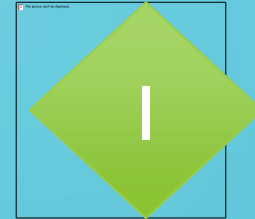
People who prefer  
**EXTRAVERSION**

---

Direct their energy  
and attention outward

---

Focus on the outside world  
of people and activity



People who prefer  
**INTROVERSION**

---

Direct their energy  
and attention inward

---

Focus on their inner world of  
ideas and experiences

We all use both preferences,  
but usually not with equal comfort or confidence.

Source: *Introduction to Myers-Briggs® Type*

# HOW PEOPLE DIRECT AND RECEIVE ENERGY

**E**

People who prefer  
**EXTRAVERSION**

Are energized by  
interacting with others

Are sociable and  
expressive

Prefer to communicate  
by talking

Work out ideas by talking  
them through

**I**

People who prefer  
**INTROVERSION**

Are energized by  
opportunity to reflect

Are private and  
contained

Prefer to communicate  
in writing

Work out ideas by  
reflecting on them

Source: *Introduction to Myers-Briggs® Type*



# HOW PEOPLE DIRECT AND RECEIVE ENERGY

**E**

People who prefer  
**EXTRAVERSION**

Have broad interests in many things

Learn best through doing or discussing

Readily take initiative in work and relationships

**I**

People who prefer  
**INTROVERSION**

Focus in depth on a few interests

Learn best by reflection, mental “practice”

Take initiative selectively—when the situation or issue is very important to them

*Source: Introduction to Myers-Briggs® Type*

# OPPOSITE WAYS TO TAKE IN INFORMATION



SENSING

OR



INTUITION

*Source: Introduction to Myers-Briggs® Type*

# S-N DIFFERENCES

**s**

People who prefer  
**SENSING**

Focus on present realities,  
verifiable facts, and experience

**n**

People who prefer  
**INTUITION**

Focus on future possibilities,  
the big picture, and insights

We all use both, but we typically prefer  
and trust one more than the other.

*Source: Introduction to Myers-Briggs® Type*

# HOW PEOPLE TAKE IN INFORMATION

**s**

People who prefer  
**SENSING**

Focus on what is real and actual

Observe and remember specifics

Trust experience

**n**

People who prefer  
**INTUITION**

Focus on patterns and meanings in whatever is presented

Remember specifics when they relate to a pattern

Trust inspiration

*Source: Introduction to Myers-Briggs® Type*

# HOW PEOPLE TAKE IN INFORMATION

**s**

People who prefer  
**SENSING**

Use a step-by-step approach when gathering information

Focus on facts and details they observe in their current environment

**n**

People who prefer  
**INTUITION**

Focus on the implications, meanings, and future possibilities in a situation

Focus on ways to develop something new, different, and interesting based on current information

*Source: Introduction to Myers-Briggs® Type*

# OPPOSITE WAYS TO DECIDE AND COME TO CONCLUSIONS



THINKING

OR



FEELING

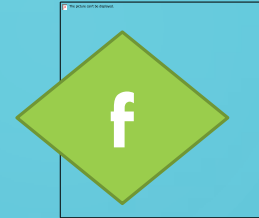
*Source: Introduction to Myers-Briggs® Type*

# T-F DIFFERENCES



People who prefer  
**THINKING**

Like to decide things by looking  
at the logical consequences of  
their choice or action



People who prefer  
**FEELING**

Like to decide things by  
considering what's important to  
them and to others involved

Both approaches are rational and we use both,  
but usually not with equal ease.

# HOW PEOPLE MAKE DECISIONS



People who prefer  
**THINKING**



People who prefer  
**FEELING**

---

Step back to get an  
objective view

Step in to identify with  
those involved

---

Analyze

Empathize

---

Use cause-and-effect  
reasoning

Are guided by personal and  
social values

---

Solve problems with logic

Assess impacts of  
decisions on people



# HOW PEOPLE MAKE DECISIONS



People who prefer  
**THINKING**



People who prefer  
**FEELING**

---

Strive for an objective  
standard of truth

Strive for understanding,  
harmony, and positive  
interactions

---

Are reasonable

Are compassionate

---

Can be “tough-minded”

May appear  
“tenderhearted”

---

Are fair—want everyone  
treated equally

Are fair—want everyone  
treated as an individual

Source: *Introduction to Myers-Briggs® Type*

# OPPOSITE WAYS TO APPROACH THE OUTSIDE WORLD



JUDGING

OR



PERCEIVING

*Source: Introduction to Myers-Briggs® Type*

# J-P DIFFERENCES



**People who prefer  
JUDGING**

---

Use their T or F preference to decide and take action as soon as possible based on available information

---

May feel frustrated when others insist on gathering more information before deciding



**People who prefer  
PERCEIVING**

---

Use their S or N preference to gather more and more information before deciding

---

May feel frustrated when others insist on deciding before all the information is available

**We all use both preferences,  
but usually not with equal comfort.**

*Source: Introduction to Myers-Briggs® Type*

# HOW PEOPLE APPROACH THE OUTSIDE WORLD



People who prefer  
**JUDGING**



People who prefer  
**PERCEIVING**

---

Scheduled

Spontaneous

---

Organize their lives

Flexible

---

Systematic

Casual

---

Methodical

Open ended

Source: *Introduction to Myers-Briggs® Type*

# HOW PEOPLE APPROACH THE OUTSIDE WORLD



People who prefer  
**JUDGING**

---

Make short- and long-term plans

---

Like to have things decided

---

Try to avoid last-minute stress



People who prefer  
**PERCEIVING**

---

Adapt, change course

---

Like to keep things loose and are open to change

---

Find last-minute pressures energizing

**PROFESSOR ROS CAMERON**

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AUSTRALIA**

Centre for  
Organisational  
Change and Agility