Research proposal: Mformor Bakia

Mformor Bakia
University of Bolton, MB7MPO@bolton.ac.uk

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CHAPTER ONE: INTRODUCTION

1.0 Background of the research

This research explores the process of web-based induction training in the Grocery Department of ASDA supermarket, Farnborough (GDAF). And also proposes recommendations to improve web-based induction training in GDAF.

Induction training is commonly (Robson, 2009) used in a workplace to explained the process whereby workers acclimatise to their jobs and the organisation culture. Research (Wilkinson et al., 2004) indicates that the process of induction training in organisations today is being delivered through two main channels (classroom induction training, and Induction training through information and communication technology). However, the main spotlight of this research falls in induction training through information and communication technology (ICT).

What is Web based induction training? (WIT) The term is unclear amongst academic scholars because of the wider nature of the term web (Pailing, 2002). However, according to (Schweitzer, 2004) WIT is...“The delivery of instructions over the internet to an equipped leaner”. But (Harrison, 2009) explain that WIT simply means inducting an employee through the internet using an online instructor. Studies (Little, 2001 and Horton and Horton, 2003; Marchington and Wilkinson, 2008) indicates that these forces are been engineered by the advancement in information and communication technology (ICT).

The use of electronic learning systems to offer induction training is becoming very popular in organisations today, including the GDAF (Wilkinson et al., 2004). Scholarly literatures (Lohman, 2003; Horton and Horton, 2003; Dodd and Vest,
2002) explain that the driving forces behind these popularities are so many but however highlighted the following factors. First, the attention organisations are putting on employees learning and development. Second, the need to match current learning tools with employee continuous development needs. And, Third the need for flexibility in employee learning and development process. Web-based induction training has come a long way over the years, evolving from a “nice-to-have” to “a must-have” (Driscoll, 2002 and Pfeiffelmann et al, 2010), they account it is because the internet (ICT) has instituted flexibility (numerical, functional and economic) in induction training which deviate from classroom role book process.

Conversely, (Robson, 2009) noted, investment in WIT in itself is insufficient to explain employee learning and development orientations in organisation and it would be misleading and dishonest to suggest otherwise. Likewise (Shweizer, 2004) pinpoint that, organizations depend on getting many different things “right” to established and sustained long term employee learning and development, only one of those things may be WIT.

Professional bodies such as the Charter Institute of Professional Development, as well as the British Institute of Learning and Development just to name a few, have addressed the needs of all those involved in WIT with a focus on careful designed, delivery and evaluation to improve continuous employee learning and development in organisations. The first part of the study (Chapter two) will focus on examining the literature covering the research objectives. The next chapter (3) will dwell on the research designs. But before looking at the body of literature covering WIT, it will be necessary to examine the context of GDAF, the strategic significance of the research and the research objectives.
1.1 About the Grocery Department ASDA Farnborough

Founded in 1965, ASDA Group supermarket is the second largest privately owned supermarket in the United Kingdom (Forum for Private Business: Economic Watch baseline report, October 2010). ASDA Owns about 17% of the retail market in the UK and employs about 243,000 employees (Corporate Watch, 2010). The supermarket sells a wide variety of merchandise. The chain was acquired in 1999 by United State giant retailer WALMART supermarket.

ASDA store Farnborough is located in the Hampshire county council, South of England. The Grocery department is amongst the thirteen departments operating in ASDA/WAL-MART supermarket Farnborough, the other departments include chilled, produce, process, check outs, bakery, home and leisure, George clothing, health and beauty, frozen, warehouse, customer service and pharmacy. The GDAF employs about 120 staffs; of whom 30 are fulltime and 90 part-timers; 4 line managers and 7 supervisors, and the departmental manager as the overall head.

The GDAF shares a culture of colleague investment” (Colleague in ASDA means staffs). Employee development in the GDAF begins with induction training, tailored training, career development, personal plan development and professional qualification for colleague who which to acquire charter membership. Moreover, the GDAF places particular interest in induction training since it is the first point of contact between new employees and ASDA work culture. That said it will be necessary to know what motivated the author to undertake this study and the research objectives.
1.2 Strategic significance of the research

In locating this research in the GDAF, the author was motivated by the fact that induction training is the first point of contact between employees, their jobs and organisational cultures. Also the paradox that ICT is offering best practice in induction training and finally, because far too little research has been touched on this area.

This was proposed to the Grocery department, ASDA Farnborough. The author received approval from the departmental manager and further confirmation letter from the personnel manager of the store to carry out the research. Actually the researcher was delighted because the GDAF is actively using the Web for its induction training. However; it is worth stating that, this process was facilitated by the researcher cousin who works as night line manager in the grocery department.

Additionally, the strategic importance of this study can help strengthen the grocery department in the following ways: firstly, ensure that employees are equipped with the necessary skills and expertise needed to cope with WIT challenges. Secondly, identify any strength, weakness and opportunities and offer recommendation which can assist new staff in learning about the GDAF department in wider context, so that they become integrated swiftly and effectively to make contribution to the business as quick as possible. With these in mind, the following were summarised as research objectives.

1.4 The research objectives

- To critically evaluate the process of web-based induction training in the grocery department ASDA Farnborough
- To propose recommendation to improve web-based induction training.
CHAPTER TWO: LITERATURE REVIEW

With reference from the introduction, the viability, efficacy and potential of web-based induction training to return substantial benefits to employee learning and development depend principally on how the process is designed, delivered and evaluated (Robson, 2009). It is against this backdrop that this chapter will commence.

1.0 Theoretical rationale

The general idea about web-based induction training process has raised diverse perceptions. Several theories have touched on or indirectly looked at this concept or correlated phenomena.

Derioun et al. (2005:8) in their model of induction training evaluation identified the following as important values for WIT. (1) Employee attitude and satisfaction, (2) whether learners gained valuable knowledge and principles taught and (3) whether the skills learned are transferred to the workplace. Similarly, (Brandenburg and Ellinger, 2003) recognised time and cost as important drivers for any WIT in organisations. Likewise, Pailing (2002) succinctly stated the success of WIT process depend on the complexity of the job and employees knowledge about ICT.

On exploring these theories, one important issue instantly became apparent. Although there are good theories that are directly or indirectly significant to the subject, the literature covering WIT is relatively diverse. Relevant concepts to WIT
can be seen in literatures on e-learning, training, knowledge management, staff retention and turnover and electronic recruitment.

2.1 Why web-based induction training

ICT seems to offer organisations new ways of providing high quality and flexible induction training. Moreover, businesses today are faced with enormous internal pressures to develop reliable and credible induction training channels that will be less time and cost consuming. More so, this pressure is driven by global trends and part driven by the need for businesses to response to both economic and technological development (Wilkinson et al., 2004 and Toms, 2010). And are seen by some (Robson, 2009; and Little, 2001) as measures to reduced staff overhead and solve the over increasing problem of induction training.

However, there is little evidence to support how effective, appropriate and accessible these ICT tools are actually supporting induction training in organisation and indeed the extent to which they are cost and time effective than classroom induction training (Wilkinson et al., 2004 and Robinson, 2010). Further, most academic literatures have addressed mainly feedbacks from the used of classroom induction training and little on the process of WIT (Marchington and Wilkinson, 2008).

2.2 How web-based induction training is practice

WIT can be organised using two different forms; instructed-facilitated and/or self-paced. Both forms involves a combination of static methods such as video and audio streaming, live web broadcast, intranet and interactive methods such as audio and video conferencing and chats all being enable by the internet (Dodds and Verest, 2002).
During the induction process for example audio and video conferencing, the instructor presents a concise outlined of the various modules. Subsequently on completing the sequenced of activities, the inductee is asked to complete an online questionnaire about the modules delivered. As (Dodds and Verest, 2002) puts it, the learning process enables the employee acquire some knowledge about the “What” and “How” of the organisation business and working activities. However, the success of this process when compared to classroom induction training has sparked up debate among academic and professional thinkers. This will be nicely analysed below.

2.3 The state of art of web-based induction training

Within the province of the state of art, the author will examine the extent, to which the use of web in the designed, delivery and evaluation of induction training has on businesses today. This will be supported by theoretical views raised supra and with some practical evidenced.

Firstly, how appropriate the process of WIT is? According to Derioun et al., (2005:926) “The just-in-time availability and apparent cost-effectiveness of e-learning have made it an enticing induction training medium for employee development”. This has helped reduced the time spent in meeting with corporate body and inductee to explain the company ethos, policies and procedure since with the web contents are delivered by an online instructor (Pailing, 2002).

Also, WIT is a very important time effective medium, for instance multinational companies operating in different countries, web can be use to deliver induction materials quickly, easily and in one go this help reduced logistic cost (Toms, 2010). For example Cable and Wireless, An international Telecommunication company in
its Annual Report 2009/2010 estimates that the used of web in its induction training has cost about 80 percent less comparable with what was spent on classroom induction training and has reduced the time the company spend on induction training (Pollitt, 2007).

Unfortunately, however, (Robson, 2009) briefly stated, the ultimate aim of WIT is not to reduce the cost of induction training, but to improve the manner in which is been carry out. Also, Driscoll, (2002) emphasize that the time and cost factors are just simply assumptions because in reality web-based induction training tools requires more time to design and develop than classroom materials. Furthermore, (Anderson et al., 2010) added that since training practitioners will require being train on software systems, this extra step will increased the cost and time.

Another primary interest is learner experience. Academic scholars (Pfieffelmann et al., 2010 and Ellinger, 2004) classified this into learners’ attitude, satisfaction, preference and transfer of skill and knowledge to the job. In a recent WIT carryout by mobile communication company Orange in 2009 which involved 1000 new customer service representative, an evaluation carried out in March 2010 to seek leaner’s behaviours and reactions found out that 94 percent of learners respondent that they have put to used the skills and knowledge to the workplace and 96 percent said they will use WIT again. (www.emeraldinsights.com).

However, CIPD e-learning survey report 2004 yielded a mixed reaction in assessing learner's satisfaction with the process of WIT, 41 percent of learners strongly agree that they are satisfied with the process and 49 percent agree. Robinson, (2010) proclaim that ICT has changed the purposed of induction training, users now focus on the titivating features of ICT rather than getting to match its contents with
employee development needs. Moreover, Wilkinson et al., (2004) question the universality of WIT in developing appropriate employee development strategy since most outcomes are being influenced by the pace of technology.

Furthermore, Derioun et al., (2005) and Goh et al., (2010) were concern whether soft skills such as leadership, quality management, customer service skills and human resource skills can be effectively achieved during WIT process. Pailing, (2002) for example noted more specifically taking an employee on a appraisal induction which is completely online, the techniques and procedures can be delivered and the inductee can understand the right thing to apply in certain situations but complexities may aroused in putting the contents into practiced since in classroom induction training, learners benefit from role play and expert interactions. And thus (Salas et al., 2005) argue that using e-learning for soft skills induction training is unsuitable.

The next key issue in WIT process is accessibility, (Dodds and Verest, 2002) explain that the understanding of ICT features is very crucial in induction training. Actually learners are not competent as we think there are in understanding ICT. Further, (Marchington and Wilkinson, 2008) highlighted accessed to computers and familiarity with online operations as major impediments for learners during induction training more specifically since there is lack of human interface to provide immediate support. Derioun et al., (2005) and Little, (2001) feels that since WIT offer learners control over the contents and sequence of the materials delivered, it will permit them to work on the task quickly as they can and as such making accessibility more easy than classroom role book process and this can commit workers to invest knowledge learned into the workplace. However, one downside of offering learners the freedom over the contents and sequence is that, learners are force to choose the contents which they like best thus hammering WIT effectiveness (Anderson et al., 2010).At
this juncture, the study will focus on the research methodology. It will explain how the research will be conducted to achieve the stated objectives.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

Progressing from the literature review, a research methodology proposed structures concerning the design, implementation and analyses of data to achieve the research objective (To critically analyse the process of web-based induction training in the grocery department ASDA Farnborough). These will be carefully analysed in details.

3.1 Research philosophy

Saunders et al., (2007) define research philosophy as the manner in which knowledge is being developed and interpreted. Scholarly literatures (Saunders et al., 2007; Easter-by-Smith et al., 2004 and Remeyi et al., 2005) denotes that there are three important variables (Ontology, Epistemology and Axiology) that must be consider when looking at a research philosophy.

Ontology is concerned with the nature of reality; it raises questions on how the world functions and variant views people hold therein. While Epistemology is the way knowledge is demonstrated, and how it can be justify. And, Axiology is a branch of philosophy that studies judgement about values, the stress here is what role do the researcher values play in the research; which data are gathered and which are not? Which causalities are claimed and which are not? (Saunders et al., 2007 and Moran, 2010).

According to Easter-by-Smith et al., (2004) research position is vital in research because of the following reasons. First, it can help clarify research design. Second,
identify which design will work and which will not. Third, permit the researcher to stay within the confined of the research objectives, and also indicate some limitations of a particular research approach. Fourth, can help the researcher introduce his or her personal experiences in the research process. More so, Johnson and Clark, (2006) cited in Saunders et al., (2007:17) argue that the most important issue is not the weight of the philosophical space which the research occupy but how well we reflect and defend them against the alternatives we could have adopted. However, there are two philosophical positions (Objectivism and constructivism) which have emerged within the rank of Epistemology (Saunders et al., 2007; Carden, 2010). More so, the ontological continuum presents a graphical illustration of the philosophical positions.

**Figure 1: Continuum of ontological assumptions**

![Continuum of ontological assumptions](image)

3.1.1 Objectivism

Objectivism as an epistemology stance holds that social entity exists in reality and is independent of people’s perceptions, In other words there is an objective reality out
there and research is about discovering this reality (Carden, 2010). This is closely linked to the theoretical perspective of positivism. Being a positivist, implies the researcher is working with observable reality and that the end product of such research can be the source of laws or law-like generalisation similar to those generated by the physical and natural scientist (Remeyi et al., 2005). Yet, positivism has setbacks since it might not provide valuable insights into complex issues such as attitudes and behaviours which are imperative in the field of business and management studies (Easter-by-Smith et al., 2004).

3.1.1 Constructivism

As a parallel to Objectivism, however, constructivism as an epistemology stance is adopted by those who regard the business world as too complex to permit the discovery of definite laws (Moran, 2010). This correlate with the theoretical perception of interpretivism. According to Saunders et al., (2007) interpretivism refers to the way we humans make sense of the world around us, which bear our different perceptions of the way we judge, think and feel about organisational operations. However, proponents of Interpretivism are criticised for undermining the generalisability of research findings (Remeyi et al., 2005). Remeyi et al., (2005:104) nicely summarised the underpinning features of objectivism and constructivism in the table below.
Table 1. Key features of objectivism and constructivism

<table>
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<tr>
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<th>objectivism</th>
<th>constructivism</th>
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<tr>
<td><strong>Basic beliefs:</strong></td>
<td>World is externally and objective</td>
<td>World is socially constructed and subjective</td>
</tr>
<tr>
<td></td>
<td>Observer is independent</td>
<td>Observer is part of what is observed</td>
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<tr>
<td><strong>Researchers should:</strong></td>
<td>Focus on facts</td>
<td>Focus on meaning</td>
</tr>
<tr>
<td></td>
<td>Look for causality and fundamental laws</td>
<td>Try to understand what is happening</td>
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<td></td>
<td>Reduce phenomena to simplest elements</td>
<td>Look at totality of each situation</td>
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<tr>
<td></td>
<td>Formulate and test hypothesis</td>
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<tr>
<td><strong>Preferred methods:</strong></td>
<td>Operationalise concepts so they can be measured</td>
<td>Small samples investigated in depth or over time</td>
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<td></td>
<td>Take large samples</td>
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<td></td>
<td>Use multiple methods to establish different views of phenomena</td>
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Source: Remeyi et al., (2005:104)

Moreover, given the fact both objectivism and constructivism have portrayed a stance into this research, but knowing fully well that only one research position is suitable in a research process (Saunders et al, (2007), however sort of half way position between positivism and interpretivism is realism

3.1.2 **Realism**

The core of realism is that what our minds show us in reality is the truth, meaning the is reality that exist which is independent of human understanding (Saunders et al., 2007). Realism upholds that certain aspect such as organisation, and corporate planning, etc do exist which are totally independent of the observers’ mind, this corroborate with the positivist philosophy (Carden, 2010). However, the realist differ from the positivist in that they denote some observable facts may be mere fantasy
and depend on individual perceptions of what they think it is. Here, the realist supports the interpretivist (Carden, 2010).

3.2 Philosophical position

As a recall, the focal point of the research objectives is to critically analyse the process of web-based induction training in the grocery department ASDA Farnborough. Some divergences amongst theoretical and practical perspectives have been identified in the literature review. As clearly stated in the literature review, the rationale (cost and time) and effectiveness (appropriateness, accessibility and learners feedbacks) of WIT in organisations are been influenced by technology and corporate planning. Especially the design, delivery and even the evaluation process are control by organisational policies and procedures. This is totally independent from employees' knowledge (the observer). More so, the research will seek from management some statistics about prior WIT process through questionnaire and interviews. From this realist reckons with the positivist.

However, the literature review has also identified diverse perceptions on learners’ feedbacks, appropriateness, accessibility (effectiveness) and the rationale of WIT when compared with classroom induction training. More so, the research will be interested to both employees and management perceptions about the process of WIT in GDAF. This makes WIT a social constructs which can also be determine from what employees and management say it is. Here realist shares philosophical room with interpretivist. Moreover, since the research objective simultaneously falls in line with objectivism and interpretivism thus the most suitable approach for this research will be realism.
3.3 Research approach

There are two major approaches to research development, deduction and induction, the deductive approach to research works from a more general to the more specific and conclusions about the findings can be drawn logically from available theory (Saunders et al., 2007), for instance the use of Maslow motivation theory to evaluate motivation effectiveness. However, inductive approach works the other way, moving from specific to broader generalisation, and conclusion is likely based on facts identified in research findings (Saunders et al., 2007). The Inductive approach will be suitable for this research because the research objectives are context specific (GDAF) and the conclusion will be arrived at from the research findings.

3.4 Qualitative and Quantitative method

Qualitative method enables the researcher to rely on wording rather than using numerical data when investigating about the meaning of human actions, the researcher can pose open questions about the nature of things as they happen in real life rather than putting out to test already established hypothesis (Carter and Little, 2007). But one drawback of Qualitative method is the result produced might be exclusive to the few participants in the research.

Quantitative method formulates and uses hypothesis to address particular phenomenon and is based on fact and figures (Carter and Little, 2007), but one downside of quantitative method is that it might ignore hidden variables that are built in people’s minds (Carter and Little, 2007). The researcher will use both qualitative and quantitative methods in this research. The qualitative data’s will be collected from interviews and questionnaires which will be administer to employees and management. Additionally, the researcher will supply some figures to show previous
trends of WIT effectiveness in WIT which will be collected from management using data collection methods. This will provides quantitative marks into the research. Easter-by-Smith et al., (2004) noted that the combination of both methods can maximise the quality of data.

3.5 Research Strategy

According to Remeyi et al., (2005) research strategy provides the overall direction of the research. They noted that research strategy is determined by four main factors; research objectives, time, cost and the researcher skill. Galliers, (1992) cited in Remeyi et al., (2005p.48) identified several research strategies (Action research, case studies, forecasting and ethnographic etc). However, for the purpose of this research, the researcher will focus on case study strategy.

The idea behind a case study is that sometimes it provides a snapshot of actual interaction of events which can only be obtained by looking a real life situation in a specific context (Remeyi et al., 2005). For instance, the use of case study in this research will comfortable accommodate better understanding of both qualitative and quantitative data to be collected since it is targeted to the grocery department in the store. Moreover, case study strategy presents the following advantages: it enables a cross section of participant to be study in-depth, and permit triangulation using different research methods (Easter-by-Smith et al., (2004). However, critics' purports that focusing on small group can undermine the validity and generasability of research finding. And may also create biased in the finding (Carter and Little, 2007). Nonetheless, the aim of this case study strategy is to provide a rich picture of the situation being studied.
3.6 Data collection methods

Given that this study is operating within the realist philosophical stance, using induction theory as the research approach, applying both qualitative and quantitative research methods and that case study is the appropriate research strategy. The selection of data collection methods offers several traditions (sampling, questionnaire, observation, interview, focus group, and documentation analysis etc) (Easter-by-Smith et al., 2004). However for the purpose of this study the researcher is going to use three methods (questionnaire, semi structured interview and focus group) for purpose of triangulation.

3.6.1 Questionnaires

These are sets of carefully prepared questions designed with the aim of collecting reliable data from selected participants (Remeyi et al., 2005). Questions can either be open ended or closed ended. The author will base the questionnaires to the permanent staffs in the department, particularly to staff who have used both the web and classroom for any form of induction training. This is to enable the researcher to have a rich picture about the process of WIT (Rationale and effectiveness). However, the sample, size, criteria and representations is justified below and in 3.10.

A sample size of about 30 staffs will be use for questionnaire data collection; this will includes shop floor workers (24), supervisors (4) and line managers (2). The questions will be in the form of both open ended and closed ended so as to gain rich insight of both quantitative and qualitative data. This shall be guided by the ideas raised in the literature review. Moreso, the questionnaires are aimed at enabling
those employees and managers who can express their views through interviews or focus group discussion and which may have reliable information about the effectiveness of process of WIT to express their views. Also it will be channel either manually or electronically base on respondents’ preferences.

Moreover, the use of questionnaire presents the following advantages: it is cost and time efficient in collecting and analysing data (Easter-by-Smith et al., 2004. However, questionnaire poses some difficulty, for example open ended questions may require the respondent to be coherent and to provide details answer to questions which may be difficult to some respondents. Moreso, and closed ended question may limit the in-depth inquiry of relevant information (Easter-by-Smith et al., 2004). However, the author will adopt to fill in the lapses. Furthermore, the author will carry out a pilot test using five questionnaires to check that the questions are easily understood and that there are no obvious problems to do with length and sequence of questions and sensitive items.

3.6.2 One to one Interviews

According to Easter-by-Smith et al., (2004) one to one interviews can take various forms, structured; semi-structure and unstructured. This requires a face-face conversion between the interviewee and interviewer and the sequence of questions are always open ended (Remeyi et al., 2005). In understanding the respondents views about the process of web-based induction training in GDAF, semi-structured interviews will be adopted and will be base on questions drawn from the literature review. However, the author may add some relevant question and drop issues which may seem inappropriate while conducting the interviews.
Semi-structured interview provide an opportunity to probe complex issues in a relax atmosphere. It provide quick and rich evidence because respondent can provide detail insights of facts(Remeyi et al., 2005). However, the approach can be time consuming, time it takes to complete the whole process. (Remeyi et al., 2005). Participants for the semi-structured interview will be selected based on acquaintance with both WIT and classroom induction training; this may provide valuable insights to the process of WIT in GDAF. Also the focus of the semi structure interviews will be to find out the rationale (cost and time) and learners and management experiences about WIT when compared to classroom induction training. The choice of the sample will be. The personnel management (1), Departmental manager (1), line manager (1) and shop floor workers (2).

3.6.3 Focus group discussion

According to Saunders et al., (2007) focus group discussion involves the use of comprehensively group interaction whereby participants are chosen because they have something to contribute on the topic. A focus discussion can precede both qualitative and quantitative data (Remeyi et al., 2005). Focus group discussion is advantageous in that the range of data generated can be richer and deeper, and constitute illuminating perspective. Also it can produce large amount of information in a reasonably short time period (Saunders et al., 2007 and Remeyi et al., 2005).

However, there are some setbacks in focus group discussion, social pressures can condition the response gained, and it may well be that people are not willing to give their views publicly. Also difficulties may arise in getting the groups together in a stated time (Saunders et al., 2007 and Remeyi et al., 2005).
The group constitution will determine on participants knowledge of both web and classroom induction training. The idea is to design the question from questionnaire and semi structured interview in a different way and given room for brainstorming by participant and can help the author observe and compare views and even those which may arise from participants’ behaviours and attitudes. More so the focus group discussion will provide an arena as (Wolf, 2010) puts it to use one stone to target several birds. There shall be one focus group discussion and to constitute the departmental manager (1), line manager (1) and shop floor workers (2). This discussion might last for about 25 minutes.

3.7 Triangulation

According to Wolf, (2010:145) triangulation “refers to the combination of different research modes or looking at the same topic from different angles”. As stated above, three methods have been adopted for this study. The rational is to provide broader breadth and depth of the research objectives, and also offer greater clarity about gaps in philosophical commitment during data collection and analysis levels (Cox and Hassard, 2005 and Wolf, 2010).and also the three methods will better explores the outcome of WIT process thus enhancing validity.

3.8 Validity and Reliability of research design

Validity and reliability are some of the most important criteria’s in evaluating research. Gummerson, (1991) cited in Remeyi et al., (2005:115) refers to validity as representing a good fit between theory and reality in the same sense that when a description of a process is evaluated, best fit between theory and reality can be traced. The primary reason for considering this is to indicate how the research will be accepted as a piece of academic writing (Remeyi et al., 2005). Since the research
will includes quantitative data, statistical validity will be very paramount to ensure consistency and integrity. Also, validity of qualitative data will be prompted whether the researcher has gained ‘full access’ to knowledge and information about the case study (Remeyi et al., 2005).

Reliability is that similar observation should be made by researchers on different occasions and the concern is therefore with how replicable the study is (Remeyi et al., 2005). This is achieved by keeping data collected safe, to enable others to investigate should any doubts arise in the research results. This provides transparency and trust in the philosophy, approach and methods used in collecting and analysing data since they are open for scrutiny (Remeyi et al., 2005).

3.9 Research Ethics

The researcher will bear in mind ethical concerns; these will be in accordance with research ethics framework presented by the University of Bolton Institutional Repository, and also the Economic and Social Research Council: to ensure the design and undertaken of the research will respect honesty and quality standard. Guarantee that the intended use, methods and need for participation are clearly understood by informants. Respect privacy of information gathered and anonymity of respondent. Ensure voluntary participation, free from coercion and without any perceived undue influenced which may cause any form of distress or embarrassment to anyone involved are respected. Moreover, the author will observed the widely cited suggestions of (Remeyi et al., 2005) relative to the theft of ideas, fudging references, choice of sampling, obtaining assistance from others, misrepresentation of work done and finally to avoid illegal and unlawful conducts with the entities of the organisation being studied.
3.10 **Evaluation of overall research design**

The research philosophy, approach, strategy and methods adopted for this research are judged by the researcher as the most suitable for the research objectives. However, the author is aware that lapses in the research design can hinder convincing conclusions. The author has envisaged the following possible limitations and has outlined some backup plans.

Firstly, the issues of inclusion and exclusion of sample criteria may pose constraints in the research design. For instance, age discrimination and ethnicity problems, and overall logistic cost and general feasibility of the research design can hinder the collection of sufficient data. Also, selected participant may be unavailable due to leave, absence and more importantly the busy scheduled of management. Likewise the current management of the department might be altered through transfer or otherwise this might slow down the research process because familiarities will be needed with the new structures. Moreso, obstacle from personal situations such as illness may delay the research time outlined.

Secondly, the purported sample size of 30 participants may not provide a broader picture of the process of web-based induction training in the GDAF. Thirdly, errors of non-response or even decline from participants might cause problems in the sample representativeness. These might hinder an all embracing conclusion.

Furthermore, using a case study research strategy makes it difficult to generalise the outcomes of the research since this may not present a wider view of the store and even the overall ASDA organisation. This can raise question about the validity and reliability of the research. More so, the time available to carry out this research is
limited, this may limit the collection of vital information through semi structured interviews and focus group discussions which might cause some loopholes in the research process.

Appropriate data collection, analysis and interpretation tools may be difficult to find and if found, the researcher might lack a clear knowledge of their applicability. More so since the scope of the research objectives seems to be limited and focuses on a more tangible issue such as technology; this might limit participant interest in the research thus can cause setbacks in the research process. Additionally, the issue of access to vital information about the department might cause constraint in the research process, as noted by (Wolf, 2010) it is common for researcher to encounter accessibility difficulties during the data collection staged of their research.

Finally, the research project is the first independent project of such magnitude embarks by the author, although the author has written essay for up to five thousand words. This may cause inaccuracies in the overall research design. However, the following backup plans can help minimise the aforementioned limitations.

The use of questionnaires will targets wide sample size, this will ensure appropriate response. Interviews and focus groups discussion will enable the researcher to obtain valuable information for limited time since management will be involved.

As concern data analysis and interpretation, the author will apply simple coefficient method by comparing between samples, with higher coefficient reflecting higher score and vice versa (Cavusgil and Das, 1997).

With regard to internal and external validity of the research, the author will ensure causality between the research objectives, literature review and the research design.
and also ensure that the research design match with other research patterns. More so, triangulation has been adopted to provide richness in data collected. Similarly, the author will follow the recommendation provided by (Gibbert and Ruigrok, 2010) to ensure external validity “generality in external setting does not mean that case study should give up generalisability but the key is to distinguish between statistical and analytical generality”.

With respect to ethical concerns, the researcher will guarantee transparency through careful documentation and organisation of the research process with relevant materials to be kept secured to facilitate retrieval for any further investigation.

Furthermore, the author will ensure sample criteria cultures are respected; inclusion criteria will follow the provisions of Equality and Discrimination Act 2010. The author will use randomisation of sample in order to avoid any representation errors. For instance in the purport sample size of 30 if return rate is 8, a percentage representation of 73.3% will be good practiced. Also as regard accessibility, the author will be keeping closed contact with the management. More so the author has pick up a three weeks Christmas holiday job with the department so as to gain acquaintance with management and employees. And the issue of cost especially transport and other logistic from Bolton to Farnborough will be handled since Farnborough is the authors UK resident.

In sum, the research design coupled with the research objectives and the literature review are fundamental in critically evaluating the process of WIT in GDAF.
Word count Summary

Bibliography = 905
References + quotations + subtitles = 586
Essay content = 5450
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