ISTRAŽIVAČKE PROCEDURE U ISTRAŽIVANJIMA MENADŽMENTA I POSLOVNE EKONOMIJE

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Pregledni rad

UDK: 005.31
001.891:33

Apstrakt

Tema ovog rada su prednosti i nedostaci kritičkog realizma, pozitivizma i socijalnog konstruktivizma. Cilj autora ovog rada je da objasne zašto je kritički realizam napovoljniji metodološki pristup u akademskim menadžment istraživanjima. Kritički realizam daje prioritet epistemologiji u odnosu na ontologiju u smislu da za kritičkog realistu postoji jedna realnost i da takva realnost presudno utiče na način na koji će se dobiti znanje o njoj. Kritički realista tvrdi da postoji samo jedna realnost, ali koja može biti različito tumačena. Iako smatra da postoji samo jedna realnost, on ne teži njenoj kvantifikaciji ili opisivanju, već njenom razumevanju. Istraživačka strategija kritičkog realista je kvalitativna, ali pri prikupljanja podataka služi se i kvalitativnim i kvantitativnim metodama. Kvalitativna strategija može da pruži bolje objašnjenje fenomena nego kvantitativna, jer ona teži opisivanju, dekodiranju i tumačenju nalaza koji naglašavaju značenje, ne frekvenciju. To nam dozvoljava da ispitujemo značenja društvenih aktivnosti u društvenom kontekstu, što je cilj kritičkog realiste. Pri analizi podataka, kritički realista uvek zastupa argument. Upotrebom podataka iz sopstvenog istraživanja, referenciranjem, doslovnim citiranjem, pokazivanjem na konkretnim primerima i navođenjem drugih slučajeva, kritički realista uspostavlja argument, ističe njegovu značajnost, opravdava ga, dokazuje, te demonstrira svoj zaključak.

***Ključne reči**: poslovna ekonomija, metodologija, menadžment istraživanja, istraživačke procedure, kritički realizam, pozitivizam, socijalni konstruktivizam, ontologija, epistemologija.*

Uvod

Cilj ovog rada je da se pomogne studentima i mladim istraživačima da razumeju metodologiju. Važno je razumeti je, kako biste imali dobre radove. Metodologija je put do razumevanja na pitanje „zašto“ pri kreiranju naučnog rada, kako bi se shvatili prednosti i ograničenja metoda i fundiranost izabranog filozofskog pristupa. Ovaj tekst ipak moramo da započnemo od osnovnih stvari, a to su citiranje, čemu služe

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uvod i zaključak i kako izgleda logički sled rada. U nastavku ćemo predstaviti metodologiju naučnog istraživanja, sa akcentom na njenu filozofiju – ontologiju, a posebno epistomologiju.

Struktura rada

Iz nekog razloga, studenti smatraju da više pažnje treba da posvete svojim refleksijama i razmišljanjima o temi rada, nego prezentiranju pročitane literature. Verovatno je to i razlog neadekvatnog citiranja literature, što rad čini plagijatom, što je više nego dovoljno da Vas izbace sa mnogih inostranih univerziteta. Često studenti prepisuju bez citiranja navode iz literature, da bi to izgledalo kao njihov stav. Ovo je totalno pogrešan akademski pristup. Studenti se nalaze na fakultetu da bi naučili. Njihovi radovi ni po koju cenu ne bi trebalo da imaju rečenice tipa „ja mislim“. Akademski građanin treba da pokaže sposobnost pronalaženja informacija o problemu iz literature. Istraživački deo rada treba da pokaže sposobnost studenta da uradi metodološki ispravno istraživanje, rezultati, pa čak i na doktoratu, koji jedini ima naučni doprinos, su od sekundarnog značaja. Mentor doktoranta nema zadatak da dovede kandidata do genijalnog rešenja, već da ga osposobi za dalja i plodovitija istraživanja, koja bi trebalo da slede iz doktorata (doktorat nije naučni rad) i što će budući naučnik raditi do kraja svoje karijere.

Svi navodi u radu moraju da budu citirani (referencirani). Svaki navod, svaki iskaz, svaka izjava moraju da imaju traga u literaturi. Takođe, sva teorija koja je prezentovana u radu mora biti pravilno citirana. Nije problem ako u jednoj rečenici imate i po nekoliko citata, naprotiv, to pokazuje da ste ovladali umešnošću citiranja. Pravilno citiranje je verovatno ono čega se studenti najviše plaše, međutim možemo da ih utešimo time što nigde u svetu ne postoji uobičajeni standard. Kada pričamo o citatima, prvo i osnovno pravilo je da sva literatura koja je citirana u tekstu mora da se nađe u spisku leterature na kraju rada. Na menadžment studijama uglavnom se koristi *APA system of referencing*. Odlika ovog stila je upotreba autorovog prezimena i godine publikacije za identifikaciju citata u okviru teksta, koja je odvojena zapetom.

Verujemo da je APA stil i doprineo da se promeni naš stari standard da se godina stavlja na kraju citiranog dela (Tomić, 1964), koji je logičniji jer se kod nas godina završava sa tačkom, tako da i citirano delo izgleda kao rečenica, što je i pravilno. Međutim, novi standard, koji je i kod nas usvojen, sa druge strane je pregledniji. U literaturi se jasno mora prepoznati razlika između knjige od članka i standard je da se knjiga navodi italikom, a članak običnim fontom. Izdavač knjige i naziv žurnala idu u obrnutom fontu, odnosno izdavač u običnom, žurnal u italiku.

Ponovo napominjemo da ne postoji jedinstveno pravilo jer postoji mnoštvo stilova citiranja, osnovno je da su svi pojedinačni delovi citata odvojeni znakovima interpunkcije. Neko ne bi stavio zapetu između prezimena i imena, odn. inicijala, neko ne bi stavio dvotačku iza zagrade, dok se neki stilovi baziraju isključivo na zapetama, dotle neki posle svake stavke stavljaju tačku. Ono što je bitno je da usvojite neki od stilova i da budete dosledni u njegovoj primeni. Iskusni istraživači za

referenciranje koristiće neki od mnogobrojnih softvera (npr. Zotero). Standard je i da se napiše datum posete izvora sa interneta, jer sajtovi mogu da se menjaju i gase vremenom. I uvek napišite naslov ili naziv tog izvora, ne samo adresu sajta i datum posete. Takođe je standard da se kod članka navede njegov digitalni identifikator na internetu, odnosno doi broj.

Ono što je malo zahtevnije jeste citiranje u tekstu. Generalno, postoje tri načina kako to možete da uradite: (1) autor-godište, što je preovlađujući standard u menadžment istraživanjima, (2) korišćenjem uglastih zagrada, što preferiraju inženjeri, koji pretpostavlja da se autor nalazi na mestu citiranja u tekstu naveden u literaturi (a ne abecedno) i (3) korišćenjem fusnota, koji je kod studenata najzastupljeniji, jer nam MS Word omogućava da ga koristimo bez nekog velikog problema. Bitno je da se delo iz fusnota nađe i u literaturi, koja se sortira po azbuci ili abecedi, u zavisnosti od pisma. Iako se poslednji način navođenja smatra „najneakademskijim“, opet važi pravilo doslednosti – odaberite jedan i dosledno ga koristite.

I da kažemo nešto o slikama u tekstu. Svaka grafika u tekstu, bila ona ilustracija, tabela ili sl. mora da „živi“ nezavisno od teksta. To znači da mora da ima redni broj, naslov i izvor. Međutim, izvor se nikako ne označava fusnotom, dok su druga dva pomenuta načina dozvoljena. Ipak, najviše je upotrebi sistem koji navodi celo delo u izvoru slike.

Drugo šarenilo koje smo primetili u domaćim radovima je upotreba uvoda i zaključka. Namerno koristimo reč upotreba, jer oni imaju svoju upotrebnu vrednost. Naime, kada naučnik istražuje, on čita samo uvode i zaključke. Uvod mu kazuje o čemu je rad i kako je struktuiran, dok mu zaključak govori o osnovnim rezultatima rada i njegovim ograničenjima. Tek ako ga zainteresuju uvod i zaključak, on čita telo rada. Osnovno pravilo stoga je da se uvod i zaključak pišu poslednji. Mala tajna velikih istraživača je da, posle gotovog teksta, prvo pišu zaključak, a tek onda uvod. Uvod se struktuira tako da se u prvom pasusu ili pasusima definiše problem i obim problema, kao i odnos istraživača prema problemu – zašto ga istražuje, koji su mu motivi i slično, dok svaki drugi pasus opisuje pojedinačnu glavu rada. Poslednji pasus uvoda se vezuje sa zaključkom, a u njemu se samo ističe hipoteza ili istraživačko pitanje i napominje da se u zaključku nalazi odgovor na istraživačko pitanje ili ocena testa hipoteze. Zaključak je suprotan uvodu, svaki pasus se vezuje za posebno poglavlje rada, ali sa drugim pristupom – izlaže se osnovna ideja poglavlja. U poslednjem pasusu ponovo se ističu najznačajniji rezultati istraživanja, koji su već detaljno izloženi u tekstu. Ne čeka se zaključak da biste ih prezentovali. Ne čeka se jer je struktura rada takođe standardizovana, a engleski akronim IMRAD (Introduction, Methods, Results, and Discussion) objašnjava strukturu rada: uvod, metodologija, rezultati i diskusija (sa zaključkom).

Dakle, rad počinjemo uvodom. Sami odlučujemo da li ćemo problem istraživanja i istraživačke ciljeve prezentovati u uvodu, ili zaslužuju celu glavu. Pravilo je – ako imate materijala za celu glavu, onda je i napišite, ali pazite da Vam glave budu ujednačene u kvantitetu, ne da imate jednu na 2 lista, a drugu na 100. Potom sledi vrlo

bitan deo rada, a to je prikaz literature koju ste koristili u cilju obuhvatanja i shvatanja problema. U ovom delu (koji može zauzeti i nekoliko glava) strogo izbegavajte svoje refleksije na temu. U stvari, majstorstvo je da kreiranjem poglavlja i sledom izbora literature pokazujete svoj stav ili mišljenje.

Možda malo čudno izgleda da je tek idući deo rada metodologija, ali to i ne izgleda tako čudno ako shvatite da se svaki rad bazira na tzv. desk istraživanjima, a što je prikaz literature, te da ne morate da to i naglasite u metodologiji, jer se tako nešto podrazumeva. Deo o metodologiji, a koju ćemo obraditi u nastavku ovog teksta, pokazuje da li ste izabrali pravi filozofski pravac u istraživanju, da li ga razumete, kao i da li poznajete prednosti i nedostatke metoda prikupljanja i analize podatka koje ste koristili u svom istraživanju, jer ste na osnovu tog poznavanja i izabrali pojedine metode da biste sproveli Vaše istraživanje.

Rezultati istraživanja sigurno zaslužuju celu glavu. Idealno bi bilo da interpretacija rezultata, zaključci i preporuke takođe dobiju dosta prostora i nekoliko glava, ali ih možete staviti i u jednu. Na kraju sledi zaključak na način koji smo već obradili. Sve što je vezano za istraživanje (upitnici, tabele, projekat, i sl.) treba da se nađe u prilogu, dok se posle naslovne strane nalazi i do jedne A4 stranice sažetak ili apstrakt celog rada.

Numerišite glave i poglavlja i usaglasite sadržaj sa strukturom rada, koji mora biti i pregledan i tačan. Možete koristiti američku formu formatiranja pasusa – prvi red bez uvlačenja sa razmakom između pasusa. Možete i francusku formu da koristite – prvi red uvučen i bez razmaka između pasusa, ali nemojte da ih mešate ili izmišljate neku treću, jer takva ne postoji. Da i ne pričam da vrsta i veličina fonta treba da budu ujednačeni. I vrlo bitno, izbegavajte bullet points. Oni mogu biti savršeno dobri za neki prospekt, ali nikako ne odgovaraju jednom naučnom radu.

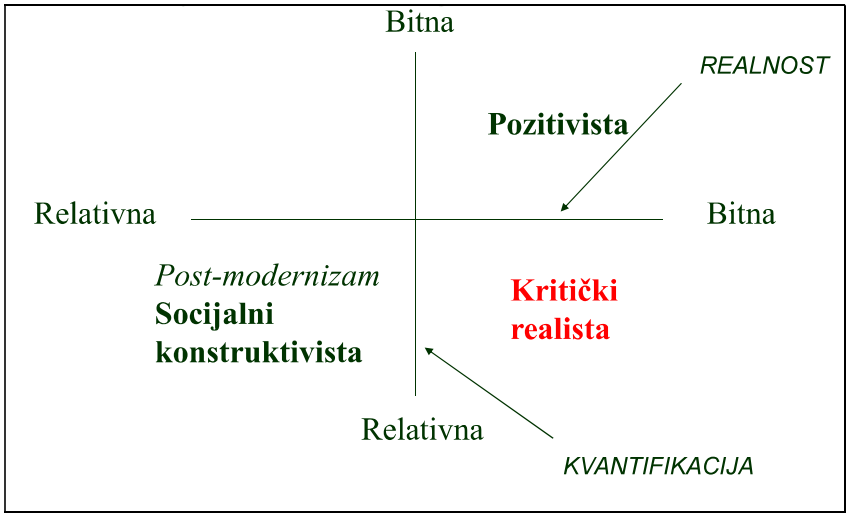
Istraživačke procedure

Rad treba da bude ne samo sadržajno čist, što je bio predmet prethodnog poglavlja, već i metodološki čist. Metodologiju studenti uglavnom smatraju suvišnom, što je greška. Ona je bitna, ali nije potrebno da budete ekspert u metodologiji. Važno je razumeti je, kako biste imali dobre radove.

Pre svega, kada sprovodimo istraživanja koristimo metode, ne metodologiju, jer je metodologija nauka koja izučava metode (Bond, 2004). Metodologija nam daje odgovor na pitanje *zašto*. Metodologija objašnjava filozofiju, pristup i strategiju istraživanja, kako prikupljati i analizirati podatke, i definiše implikacije istraživanja, odnosno njen doprinos nauci i kojoj vrsti znanja. Metod nam daje odgovore na pitanja *šta i kako*. Metodi su alati za prikupljanje podataka, zatim tehnike kao što su intervju, ankete i sl. Zbog moguće zbrke, neki autori (Piantanida & Noreen, 1999) preferiraju da koriste naziv *istraživačke procedure*. Kempster (2005) tvrdi da je za objašnjenje istraživačkih procedura u primenjenim istraživanjima trebalo znati osnove: (1) filozofije, (2) pristupa, (3) strategije, (4) prikupljanja podataka i (5) analize podataka.

Ontologija i epistemologija se uobičajeno koriste za objašnjenje filozofije. Ontologiju možemo definisati kao nauku o postojanju, ili egzistenciji, ili preciznije (Holsapple & Joshi, 2004) kao simplifikovanu i eksplicitnu specifikaciju fenomena koji želimo da reprezentujemo. Epistemologija je nauka o znanju, ali takođe i odnos između istraživača i onoga što jeste poznato (Jenning, 2004). Ontološko pitanje je: *Šta postoji?* Epistemološko pitanje je: *Kako znamo da to postoji?* Ono što je bitno jeste da epistemologija menadžment istraživanja treba da se bazira se na kritičkom realizmu (Fleetwood, 2004).

Kritički realizam je naučna filozofija (Fleetwood, 2011) koja daje prioritet epistemologiji (proučavanju načina na koji se dolazi do znanja) u odnosu na ontologiju (proučavanju bića ili egzistencije) u smislu da za kritičkog realistu postoji jedna realnost i da takva realnost presudno utiče na način na koji će se dobiti znanje o njoj. To je teorija koja opservirajući neke fenomene (npr. primarnog kvaliteta) može i hoće da precizno opiše eksterne predmete, karakteristike i pojave, dok se drugim fenomenima (npr. sekundarnog kvaliteta i perceptualnim varkama) ne mogu precizno opisati eksterne predmete, karakteristike i pojave. Kritički realizam odbacuje univerzalne pristupe i zahteva da oni fenomeni koji se opserviraju diktiraju i koje će se istraživačke metode i tehnike koristiti. Pošto kritički realista tvrdi da postoji samo jedna realnost, ali koja može biti različito tumačena, onda uvek postoji mogućnost poređenja i procene različitih znanja i istraživanja u odnosu na nju. Kritički realizam odbacuje pozitivističku preokupaciju predviđanjem i (često neodgovarajuće) kvantifikacije i merenja. Prema kritičkom realisti društveni fenomeni se, često uz velike teškoće, mogu shvatiti, ali često ne i (smisleno) izmeriti, imajući u vidu njegovu sklonost ka kvalitativnim metodama. Takođe kritički realizam odbacuje post-modernizam i socijalni strukturalizam. Ako je realnost konstruisana ili kreirana potpuno narativno ili diskurzivnom akcijom, onda ne postoji realnost nezavisno od jezika ili diskursa. U takvom slučaju ne postoji jedna realnost u odnosu na koju se mogu porediti i proceniti (tj. presuditi) saznanja.



Ilustracija 1. Mogući epistemološki pristupi

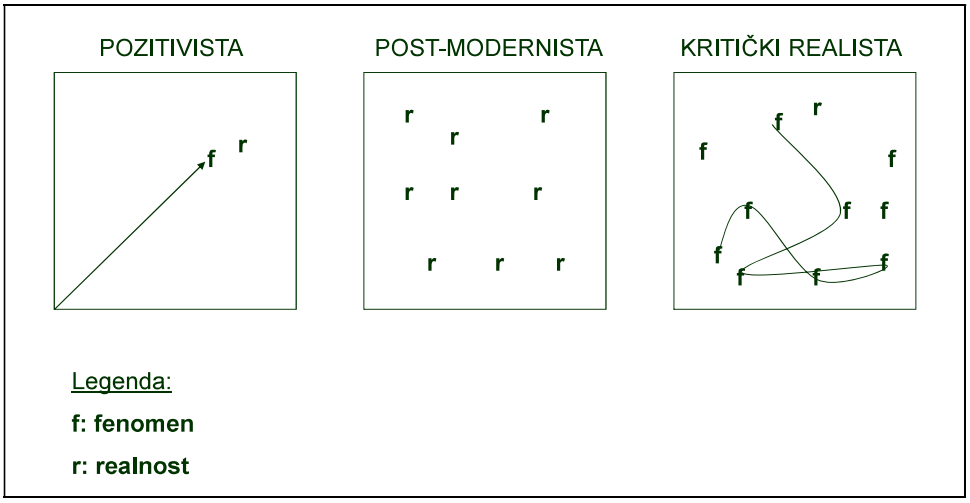
(Izvor: Adžić, S. (2012). Uticaj kritičkog realizma na istraživačke procedure u menadžment istraživanjima ili Moja britanska iskustva o metodologiji u menadžmentu)

Da bi Vam približili ovaj deo koji je i najvažniji, poslužićemo se dijagramima i praktičnim primerima. Prvi dijagram (ilustracija 1) pokazuje nam da su, u odnosu na realnost i kvantifikaciju realnosti, moguća samo tri filozofska pravca istraživanja, jer četvrti prazni kvadrant, odn. kvantifikacija nepostojećeg je logički i suštinski nemoguća.[62] Pozitivista smatra da postoji samo jedna realnost i da je tu realnost moguće kvantifikovati. Iako *legia artis* u prirodnjačkim naukama, ovaj pristup nije pogodan u menadžment istraživanjima, iako je dosta prisutan. Pozitivista često ima tendenciju da na osnovu samo jednog fenomena da konačan sud, iako realnost može da bude rezultat interakcije mnogih fenomena (vidi ilustraciju 2). S druge strane, za

[62] Jedan ugledni kolega zapitao se da li se teorija relativiteta i kvantna fizika mogu naći u praznom kvadrantu. Odgovor je negativan. Za razumevanje prezentovaćemo klasičan Šredingerov test, tzv. Šredingerovu mačku, koja nam daje mogućnost da shvatimo način razmišljanja u kvantnoj fizici (Adžić, 2017). Zamislimo crnu kutiju, u koju ćemo staviti dve posude, jednu sa hranom, a drugu sa otrovom. Zamislimo sada mačku koju stavljamo u tu kutiju i koja ima dve mogućnosti – da preživi, jedući zdravu hranu, ili da umre, jedući otrovanu hranu. Posle određenog vremena, postavljamo pitanje: da li je mačka živa ili mrtva? Odgovor je: *i jedno i drugo*. Realnost: mačka, njen život i smrt, postoje kao realnosti samo unutar kutije. Sa stanovišta našeg trenutnog poimanja te nepoznate realnosti, mačka je i živa i mrtva. Relacija: otvaranjem kutije, tj. tek pravljenjem relacije između naše realnosti i realnosti crne kutije možemo da rešimo enigmu mačke. Ukoliko ne odaberemo ovu relaciju, ne možemo da imamo odgovor. Znači, naša radoznalost će ubiti mačku. Ili je pustiti živu na slobodu. Dakle, kvantna fizika, nastala na teoriji relativiteta, stvarnost kreira relacijom, ali kada je kreira, onda mora da je i izmeri, što je svojstvo pozitivizma. Da to nije slučaj, ne bi se toliko para potrošilo na CERN i otkrivanje tzv. božanske čestice.

socijalnog konstruktivistu nisu bitni ni realnost, ni njena kvantifikacija. On ne vidi jednu realnost, on je konstruiše u svom umu, te zbog toga (vidi ilustraciju 2) je moguće da postoji tačno onoliko realnosti u socijalnom konstruktivizmu koliko ima i istraživača, što može biti *legia artis* za mnoga sociološka i psihološka istraživanja. Za kritičkog realistu realnost je bitna. On smatra da postoji samo jedna realnost, ali on ne teži njenoj kvantifikaciji, već njenom razumevanju. Zbog toga (vidi ilustraciju 2) kritički realista bira one fenomene koji najbolje objašnjavaju realnost i logički bira i povezuje one koji su najbitniji i koji je najbolje dekodiraju.

Dalja analiza ilustracije 2 dovodi nas do zaključka da je kritički realizam najpodesniji i naučno najbolji filozofski pristup, jer on predstavlja i kritiku materijalizma i kritiku subjektivnog idealizma (Zaječaranović, 1994). Takođe Zaječaranović (1994) tvrdi da se „kritički realizam javlja kao pokušaj prevladavanja nedostatka neorealizma i naivnog realizma. On se ujedno suprotstavlja idealističkoj tendenciji u filozofiji i u tom smislu može voditi ka naučnom materijalizmu.“



Ilustracija 2. Istraživačko polje saznanja
(Izvor: Adžić, S. (2012). Uticaj kritičkog realizma na istraživačke procedure u menadžment istraživanjima ili Moja britanska iskustva o metodologiji u menadžmentu)

Od filozofije prelazimo na istraživačke pristupe. Postoje tri moguća istraživačka pristupa (Kempster, 2005): (1) induktivni, (2) deduktivni i (3) retroduktivni. Induktivni pristup je pristup „od posebnog ka opštem“. Induktivni pristup podrazumeva da se teorija izvodi iz podataka. Deduktivni pristup je pristup „od opšteg ka posebnom“. U ovom pristupu je teorija predložena ili se pretpostavlja na osnovu hipoteze i istraživačka strategija je razvijena da testira predloženu hipotezu. Retroduktivni pristup počiva na analogiji. Po retroduktivnom pristupu teorija je razvijena na osnovu zaključaka drugih srodnih teorija, iskustva istraživača ili upotrebom metafora “da li to ima smisla?” U menadžment istraživanjima u najvećem

broju slučajeva ćete bazirati svoje istraživanje na istraživačkom pitanju ili hipotezi, tako da ćete najčešće koristiti deduktivni pristup.

Postoje dve glavne istraživačke strategije: kvalitativna i kvantitativna. Kvantitativna strategija (Bond, 2004) je bazirana na pravilima merenja. Ova strategija se bazira na prikupljanju i analizi numeričkih podataka, koji su često obimni i reprezentativni. Osnovne faze istraživanja su: merenje, predviđanje i potvrđivanje ili opovrgavanje hipoteze. Važno je napomenuti da određena pravila moraju postojati u kvantitativnoj istraživačkoj strategiji, kao što je dužina od jednog metra pravilo koje je postavljeno da bi se precizno vršilo merenje dužine. Primeri kvantitativnih strategija: anketno istraživanje (survey), eksperimentalni dizajn, *grounded* teorija (stvaranje teorije iz sakupljenih kvantitativnih podataka).

Kvalitativna strategija (Easterby-Smith et al., 1991) teži opisivanju, dekodiranju, tumačenju i ona dolazi do nalaza koji naglašavaju značenje, ne frekvenciju. To nam dozvoljava da ispitujemo značenja društvenih aktivnosti i omogućava nam da ih stavimo u društveni kontekst, što je cilj kritičkog realiste (Bond, 2004). Kvalitativna strategija se bazira na prikupljanju i analizi nenumeričkih podataka u cilju detaljnog istraživanja malog broja podataka. Osnovne faze istraživanja su: otkrivanje, opisivanje i objašnjenje pojave koja je definisana istraživačkim pitanjem. Primeri kvalitativnih strategija: studija slučaja (case study), etnografija, fenomenologija (empirijsko posmatranje pojava), *grounded* teorija (stvaranje teorije iz sakupljenih kvalitativnih podataka). Pretpostavka pozitivizma je da ako nešto postoji da to može biti izmereno (Jankowicz, 1996), što uopšte nije filozofija kritičkog realiste. Generalno govoreći, kvalitativni pristup može da pruži bolje objašnjenje fenomena nego kvantitativni (Faulkner et al., 1993), te bi i Vaša istraživačka strategija sigurno trebalo da bude kvalitativna.

Kao kritičkom realisti razlika između kvalitativnog i kvantitativnog istraživanja bi trebalo da Vam bude veoma jasna na filozofskom nivou, međutim kada dolazimo do upotrebe metoda i dizajniranja istraživanja ta razlika se briše, jer kombinacija oba metoda na nivou prikupljanja podataka pruža bolje objašnjenje fenomena koji se istražuje. Dakle, postoje i kvalitativne i kvantitativne istraživačke tehnike prikupljanja podataka, ali da nam to ne bi pravilo zabunu, koristićemo precizniju podelu (Jankowicz, 1996), koja istraživačke tehnike deli na: (1) polu-struktuirane, nelimitirane tehnike, (2) potpuno struktuirane tehnike i (4) dodatne tehnike.

Polu-struktuirane tehnike se baziraju na sadržajima i serijama koje nisu sve specificirane unapred. One su takođe nelimitirane zato što respondenti imaju mogućnost da daju odgovor sopstvenim rečima. Takve tehnike pružaju istraživaču veliki broj bogatih i plodnih, ali ne i organizovanih podataka. Postoje četiti takve tehnike: (1) konverzacija, (2) individualni intervju, (3) informativni (key informant) intervju – gde se biraju kandidati za intervju na bazi specijalnog znanja, a ne na bazi slučajnosti i (4) fokus grupa.

Potpuno struktuirane tehnike su potpuno struktuirane, što znači da su sadržaji i serije unapred determisani i da je vrlo verovatno da odgovor participanata u istraživanju ne

može izaći iz zadatog šablona. Takve tehnike daju numeričke, statistički bazirane analize. Uobičajene su dve ovake tehnike: (1) anketa i (2) anketno struktuirani intervju. Postoje i takođe dve proceduralne varijante: (1) poštanska anketa i (2) telefonski intervju. Internet takođe pruža alate za strukturno prikupljanje podataka.

Dodatne tehnike se sastoje od: (1) mreže mogućnosti (dolazak do stava respondenta uz korišćenje jednostavnih, ali suprostavljenih pridevnih i glagolskih fraza, npr. prijatan – neprijatan), (2) skale stavova (skala obuhvata merni opseg potencijalnih stavova ispitanika, da li su u potpunosti za, slabo protivni, itd.) i (3) opservacije (u dve kontrastne varijante: strukturna opservacija i eksperiment na terenu). Uobičajeno se ove tehnike koriste u primenjenim projektima, a manje u akademskim istraživanjima.

Sumirajući strategiju istraživanja i metode ili tehnike prikupljanja podataka, ako Vas neko upita da li je Vaše istraživanje kvalitativno ili kvantitativno, recite mu da je to pogrešno pitanje. Odgovor koji bi zatim trebalo da date bio bi: „Moja istraživačka strategija je kvalitativna, ali služim se i kvalitativnim i kvantitativnim metodama prikupljanja podataka, kako bih najbolje obuhvatio/la problem istraživanja, a što se zove triangulacija“. Eto, sada znate šta znači i triangulacija.

Pri analizi podataka, kritički realista se razlikuje od drugih zato što uvek zastupa argument (Kempster, 2005). Dve komponente argumenta su: (1) davanje iskaza/izjave i (2) iznošenje razloga ili dokaza kako bi data izjava bila prihvaćena od drugih, korišćenjem pretpostavki, zaključaka i tvrdnji. Argumentom kritički realista utiče na verovanja drugih da su njegove sugestije ispravne, odnosno ubeđuje druge u sopstvenu logiku. Upotrebom podataka iz sopstvenog istraživanja, referenciranjem, doslovnim citiranjem, pokazivanjem na konkretnim primerima i navođenjem drugih slučajeva, kritički realista uspostavlja argument, ističe njegovu značajnost, opravdava ga, dokazuje, te demonstrira svoj zaključak.

Zaključak

Ako korisite ovaj tekst prilikom izrade svog rada i došli ste do finala, tj. izrade zaključka i preporuka, prvo u šta morate biti sigurni je da se Vaši zaključci stvarno mogu izvući iz nalaza, odnosno da iz nalaza “prirodno teku” (Kirkup, 2005). Preporuke, odn. nova naučna saznanja, treba da zadovolje tri testa. Prvo, moraju da budu (1) primerene, potom moraju da budu (2) prihvatljive i na kraju i (3) izvodljive.

Na kraju da naglasimo da postoje (Faulkner et al., 1993) četiri moguće greške u istraživanjima. Prvenstveno je to (1) uzorak, koji je u menadžment istraživanjima često mali i nereprezentativan. Takođe greška može da bude (2) pouzdanost, misli se na pouzdanost podataka, odnosno tačnu upotreba istraživačkih metoda i tehnika, u smislu da istraživač nije izmislio ili pogrešno uneo podatke, kao i da nije bio nepažljiv kod prikupljanja i analize podataka. I (3) validnost može da bude greška, misli se na validnost tvrdnji, odnosno da li se objašnjenja odnose upravo na ono što istraživač i navodi da je predmet istraživanja. Napokon, (4) predrasude istraživača su poslednja, a možda i najopasnija, greška.

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Datum prijema (Date received): 15.09.2022.
Datum prihvatanja (Date accepted): 03.12.2022.

RESEARCH PROCEDURES IN MANAGEMENT AND BUSINESS ECONOMICS RESEARCH

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Abstract

The topic of this paper is the advantages and disadvantages of critical realism, positivism and social constructivism. The goal of the authors of this paper is to explain why critical realism is a more favorable methodological approach in academic management research. Critical realism gives priority to epistemology in relation to ontology in the sense that for the critical realist there is one reality and that such reality decisively affects the way in which knowledge about it will be obtained. A critical realist claims that there is only one reality, but which can be interpreted differently. Although he believes that there is only one reality, he does not strive to quantify or describe it, but to understand it. The research strategy of the critical realist is qualitative, but when collecting data both qualitative and quantitative methods are used. A qualitative strategy can provide a better explanation of a phenomenon than a quantitative one because it tends to describe, decode, and interpret findings that emphasize meaning, not frequency. This allows us to examine the meanings of social activities in a social context, which is the goal of the critical realist. When analyzing data, a critical realist always makes an argument. By using data from his own research, referencing, quoting verbatim, showing specific examples and citing other cases, the critical realist establishes an argument, highlights its importance, justifies it, proves it, and demonstrates his conclusion.

Keywords*: business economics, methodology, research management, research procedures, critical realism, positivism, social constructivism, ontology, epistemology.*

Introduction

The aim of this paper is to help students and young researchers to understand the methodology. It is important to understand it in order to have good works. Methodology is the way to understand the question of "why" when creating scientific work, in order to understand the advantages and limitations of methods and the soundness of the chosen philosophical approach. However, we have to start this text from the basics, which are citations, what the introduction and conclusion are for, and what the logical sequence of the work looks like. In the following, we will present the

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methodology of scientific research, with an emphasis on its philosophy - ontology, and especially epistomology.

Structure of work

For some reason, students believe that they should pay more attention to their reflections and thoughts on the topic of the work, than to presenting the literature they read. This is probably the reason for inadequate citation of literature, which makes the work plagiarism, which is more than enough to get you kicked out of many foreign universities. Often, students copy the statements from the literature without citing them, so that it looks like their point of view. This is a totally wrong academic approach. Students are in college to learn. Their works should not have "I think" sentences at any cost. The academic citizen should demonstrate the ability to find information about a problem from the literature. The research part of the work should demonstrate the student's ability to do methodologically correct research, the results, even at the doctorate, which is the only scientific contribution, are of secondary importance. The doctoral student's mentor does not have the task of leading the candidate to an ingenious solution, but to prepare him for further and more fruitful research, which should follow from the doctorate (a doctorate is not a scientific work) and which the future scientist will do for the rest of his career.

All statements in the paper must be cited (referenced). Every quote, every statement, every statement must have a trace in the literature. Also, all theory presented in the paper must be properly cited. It is not a problem if you have several quotes in one sentence, on the contrary, it shows that you have mastered the art of quoting. Correct citation is probably what students fear the most, but we can comfort them by saying that there is no common standard anywhere in the world. When we talk about citations, the first and basic rule is that all literature cited in the text must be found in the list of references at the end of the paper. *APA* is mostly used in management studies *system of referencing.* A feature of this style is the use of the author's last name and the year of publication to identify quotations within the text, separated by commas.

We believe that the APA style contributed to changing our old standard of putting the year at the end of the cited work (Tomic, 1964), which is more logical because in our country the year ends with a period, so that the cited work looks like a sentence, which is and correctly. However, the new standard, which was also adopted in our country, is more transparent. In literature, the difference between a book and an article must be clearly recognized, and the standard is to cite the book in italics and the article in regular font. The publisher of the book and the name of the journal are in reverse font, i.e. the publisher is in plain, the journal is in italics.

We note again that there is no single rule because there are many citation styles, the basic thing is that all individual parts of the quotation are separated by punctuation marks. Someone would not put a comma between the last name and the first name, or. initials, one would not put a colon after the parenthesis, while some styles are based

exclusively on commas, so some put a period after each item. What is important is that you adopt one of the styles and be consistent in its application. Experienced researchers will use one of the many referencing software (eg Zotero). It is also standard to write the date of the visit to the source from the Internet, because sites can change and disappear over time. And always write the title or name of that source, not just the site address and date of visit. It is also standard for the article to include its digital identifier on the Internet, i.e. the doi number.

What is a little more demanding is in-text citation. Generally, there are three ways you can do this: (1) author-year, which is the prevailing standard in management research, (2) using square brackets, which is preferred by engineers, which assumes that the author is located at the in-text citation given in literature (and not alphabetically) and (3) using footnotes, which is the most prevalent among students, because MS Word allows us to use it without any major problem. It is important that the work from the footnotes is also found in the literature, which is sorted alphabetically or alphabetically, depending on the letter. Although the last way of citing is considered the most "unacademic", again the rule of consistency applies - choose one and use it consistently.

And let's say something about the pictures in the text. Every graphic in the text, be it an illustration, a table or the like. it must "live" independently of the text. This means it must have a serial number, title and source. However, the source is never marked with a footnote, while the other two mentioned ways are allowed. However, the most useful is the system that lists the entire work in the image source.

Another colorful thing that we noticed in the homework is the use of introduction and conclusion. We use the word use deliberately, because they have their own use value. Namely, when a scientist does research, he only reads introductions and conclusions. The introduction tells him what the work is about and how it is structured, while the conclusion tells him about the main results of the work and its limitations. Only if he is interested in the introduction and conclusion, he reads the body of the paper. The basic rule is therefore that the introduction and conclusion should be written last. A little secret of great researchers is that, after the finished text, they first write the conclusion, and only then the introduction. The introduction is structured so that the first paragraph or paragraphs define the problem and the scope of the problem, as well as the researcher's relationship to the problem - why he is researching it, what his motives are, etc., while every other paragraph describes an individual chapter of the work. The last paragraph of the introduction is related to the conclusion, and it only highlights the hypothesis or research question and notes that the conclusion contains the answer to the research question or the evaluation of the hypothesis test. The conclusion is the opposite of the introduction, each paragraph is linked to a separate chapter of the work, but with a different approach - the basic idea of the chapter is presented. In the last paragraph, the most important results of the research, which have already been detailed in the text, are highlighted again. There is no waiting for the conclusion to present them. There is no waiting because the structure of the work is also standardized, and the English acronym IMRAD (Introduction, Methods,

Results, and Discussion) explains the structure of the work: introduction, methodology, results and discussion (with a conclusion).

So, we start the work with an introduction. We decide for ourselves whether we will present the research problem and research objectives in the introduction, or whether they deserve a whole chapter. The rule is - if you have material for the whole chapter, then write it, but make sure that your chapters are uniform in quantity, not that you have one on 2 pages and the other on 100. Then follows a very important part of the work, which is the presentation of the literature which you used in order to grasp and understand the problem. In this part (which can occupy several heads) strictly avoid your reflections on the topic. In fact, the mastery is to show your attitude or opinion by creating a chapter and sequence of literature selection.

It may seem a little strange that the next part of the work is the methodology, but it doesn't look so strange if you understand that every work is based on the so-called desk research, which is a review of the literature, and that you don't have to emphasize that in the methodology, because something like that is taken for granted. The part about the methodology, which we will discuss in the rest of this text, shows whether you have chosen the right philosophical direction in your research, whether you understand it, as well as whether you know the advantages and disadvantages of the methods of data collection and analysis that you used in your research, because based on this knowledge, you chose certain methods to conduct your research.

The research results certainly deserve a full head. Ideally, the interpretation of the results, conclusions and recommendations should also receive a lot of space and several heads, but you can also put them in one. At the end follows the conclusion in the way we have already discussed. Everything related to the research (questionnaires, tables, project, etc.) should be found in the attachment, while after the title page there is a summary or abstract of the entire work up to one A4 page.

Number the heads and chapters and align the content with the structure of the paper, which must be both reviewed and accurate. You can use the American form of paragraph formatting - first line without indentation with paragraph spacing. You can also use the French form - the first line indented and without spaces between paragraphs, but don't mix them up or invent a third one, because there is no such thing. am not saying that the type and size of the font should be uniform. And very importantly, avoid bullet points. They may be perfectly fine for a prospectus, but they are by no means suitable for a scientific paper.

Research procedures

The work should be not only clean in terms of content, which was the subject of the previous chapter, but also clean in methodology. The methodology is generally considered redundant by students, which is a mistake. It is important, but it is not necessary to be an expert in methodology. It is important to understand it in order to have good works.

First of all, when we conduct research we use methods, not methodology, because methodology is a science that studies methods (Bond, 2004). The methodology gives us an answer to the question why. The methodology explains the philosophy, approach and strategy of the research, how to collect and analyze the data, and defines the implications of the research, i.e. its contribution to science and what kind of knowledge. The method gives us answers to the questions *of what and how.* Methods are tools for data collection, followed by techniques such as interviews, surveys, etc. Because of possible confusion, some authors (Piantanida & Noreen, 1999) prefer to use the name *research procedure.* Kempster (2005) claims that to explain research procedures in applied research one should know the basics of: (1) philosophy, (2) approach, (3) strategy, (4) data collection, and (5) data analysis.

Ontology and epistemology are commonly used to explain philosophy. Ontology can be defined as the science of existence, or more precisely (Holsapple & Joshi, 2004) as a simplified and explicit specification of the phenomenon we want to represent. Epistemology is the science of knowledge, but also the relationship between the researcher and what is known (Jenning, 2004). The ontological question is: *What exists?* The epistemological question is: *How do we know it exists?* What is important is that the epistemology of management research should be based on critical realism (Fleetwood, 2004).

Critical realism is a scientific philosophy (Fleetwood, 2011) that prioritizes epistemology (the study of how knowledge is obtained) over ontology (the study of being or existence) in the sense that for a critical realist there is one reality and that such reality decisively affects the way to get knowledge about it. It is a theory that observing some phenomena (eg of primary quality) can and will accurately describe external objects, characteristics and phenomena, while other phenomena (eg of secondary quality and perceptual illusions) cannot accurately describe external objects, characteristics and phenomena. Critical realism rejects universal approaches and demands that the phenomena being observed dictate what research methods and techniques will be used. Since the critical realist claims that there is only one reality, but which can be interpreted differently, then there is always the possibility of comparing and evaluating different knowledge and research in relation to it. Critical realism rejects the positivist preoccupation with prediction and (often inappropriate) quantification and measurement. According to the critical realist, social phenomena, often with great difficulty, can be understood, but often not (meaningfully) measured, bearing in mind his preference for qualitative methods. Also, critical realism rejects post-modernism and social structuralism. If reality is constructed or created entirely by narrative or discursive action, then there is no reality independent of language or discourse. In such a case, there is no single reality in relation to which knowledge can be compared and evaluated (i.e. judged).

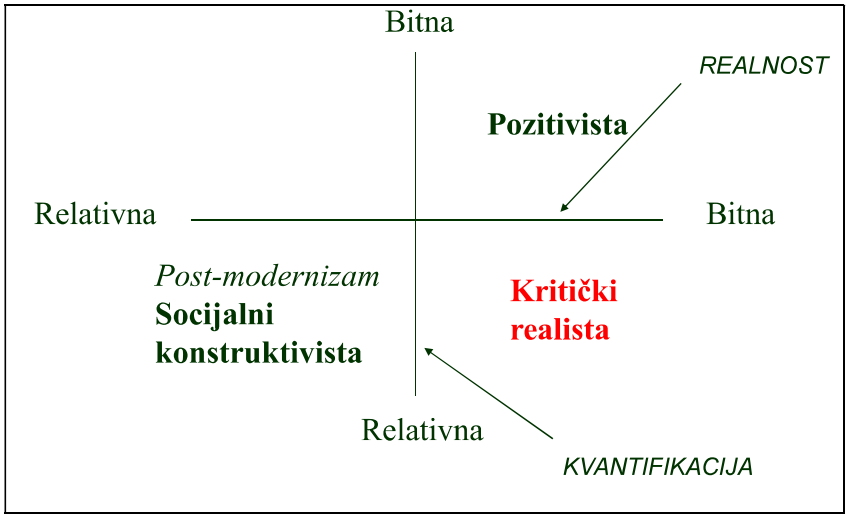

Illustration 3. Possible epistemological approaches

(Source: Adžić, S. (2012). The influence of critical realism on research procedures in management research or My British experiences on methodology in management)

In order to bring this part, which is the most important, closer to you, we will use diagrams and practical examples. The first diagram (illustration 1) shows us that, in relation to reality and the quantification of reality, only three philosophical lines of research are possible, because the fourth empty quadrant, or quantification of the non-existent is logically and essentially impossible. [66]The positivist believes that there is only one reality and that this reality can be quantified. Although *legia artis* in the natural sciences, this approach is not suitable in management research, although it is quite present. The positivist often tends to make a final judgment on the basis of only

[66]A distinguished colleague wondered whether relativity and quantum physics could be found in the empty quadrant. The answer is negative. For understanding, we will present the classic Schrödinger test, the so-called Schrödinger's cat, which gives us the opportunity to understand the way of thinking in quantum physics (Adžić, 2017). Let's imagine a black box, in which we will put two containers, one with food and the other with poison. Now imagine a cat that we put in that box and that has two possibilities - to survive, eating healthy food, or to die, eating poisoned food. After a certain time, we ask the question: is the cat alive or dead? The answer is: *both.* Reality: the cat, its life and death, exist as realities only inside the box. From the point of view of our current understanding of that unknown reality, the cat is both alive and dead. Relation: by opening the box, ie. only by making a relation between our reality and the reality of the black box can we solve the enigma of the cat. Unless we choose this relationship, we cannot have an answer. So, our curiosity will kill the cat. Or release her alive. Therefore, quantum physics, based on the theory of relativity, creates reality by relation, but when it creates it, it must also measure it, which is a property of positivism. If this were not the case, so much money would not have been spent on the CERN discovery of the so-called divine particles.

one phenomenon, although reality may be the result of the interaction of many phenomena (see illustration 2). On the other hand, neither reality nor its quantification is important for a social constructivist. He does not see one reality, he constructs it in his mind, and because of that (see illustration 2) it is possible that there are exactly as many realities in social constructivism as there are researchers, which can be legia artis for many sociological and psychological researches. For a critical realist, reality is important. He believes that there is only one reality, but he does not strive for its quantification, but for its understanding. Therefore (see illustration 2) the critical realist chooses those phenomena that best explain reality and logically chooses and connects those that are most important and that best decode it.

Further analysis of illustration 2 leads us to the conclusion that critical realism is the most appropriate and scientifically the best philosophical approach, because it represents both a critique of materialism and a critique of subjective idealism (Zaječaranović, 1994). Zaječaranović (1994) also claims that "critical realism appears as an attempt to overcome the lack of neorealism and naive realism. At the same time, it opposes the idealistic tendency in philosophy and in this sense can lead to scientific materialism."

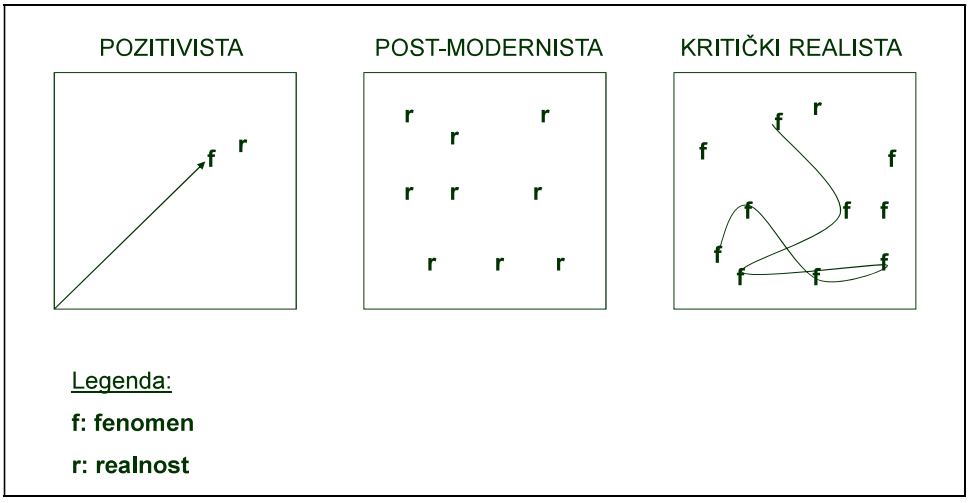

Illustration 4. Research field of knowledge
(Source: Adžić, S. (2012). The influence of critical realism on research procedures in management research or My British experiences on methodology in management)

We move from philosophy to research approaches. There are three possible research approaches (Kempster, 2005): (1) inductive, (2) deductive, and (3) retroductive. The inductive approach is a "from the particular to the general" approach. The inductive approach implies that the theory is derived from the data. The deductive approach is a "general to particular" approach. In this approach, a theory is proposed or hypothesized based on a hypothesis and a research strategy is developed to test the

proposed hypothesis. The retroductive approach rests on analogy. According to the retroductive approach, the theory is developed based on the conclusions of other related theories, the experience of the researcher or by using the metaphor "does it make sense?" In management research, in most cases you will base your research on a research question or hypothesis, so you will most often use a deductive approach.

There are two main research strategies: qualitative and quantitative. Quantitative strategy (Bond, 2004) is based on measurement rules. This strategy is based on the collection and analysis of numerical data, which are often extensive and representative. The basic phases of research are: measurement, prediction and confirmation or refutation of the hypothesis. It is important to note that certain rules must exist in a quantitative research strategy, such as a length of one meter is a rule set in order to accurately measure length. Examples of quantitative strategies: survey, experimental design, *grounded* theory (creating a theory from collected quantitative data).

A qualitative strategy (Easterby-Smith et al., 1991) seeks to describe, decode, interpret, and arrive at findings that emphasize meaning, not frequency. This allows us to examine the meanings of social activities and allows us to place them in a social context, which is the goal of a critical realist (Bond, 2004). The qualitative strategy is based on the collection and analysis of non-numerical data in order to conduct a detailed investigation of a small number of data. The basic phases of research are: discovery, description and explanation of the phenomenon defined by the research question. Examples of qualitative strategies: case study, ethnography, phenomenology (empirical observation of phenomena), *grounded* theory (creating a theory from collected qualitative data). The assumption of positivism is that if something exists it can be measured (Jankowicz, 1996), which is not a critical realist philosophy at all. Generally speaking, a qualitative approach can provide a better explanation of a phenomenon than a quantitative one (Faulkner et al., 1993), so your research strategy should certainly be qualitative.

As a critical realist, the difference between qualitative and quantitative research should be very clear to you on a philosophical level, however, when we come to the use of methods and research design, that difference is erased, because the combination of both methods at the level of data collection provides a better explanation of the phenomenon being investigated. So, there are both qualitative and quantitative research techniques of data collection, but in order not to confuse us, we will use a more precise division (Jankowicz, 1996), which divides research techniques into: (1) semi-structured, unlimited techniques, (2) completely structured techniques and (4) additional techniques.

Semi-structured techniques are based on contents and series that are not all specified in advance. They are also unlimited because respondents have the option to answer in their own words. Such techniques provide the researcher with a large amount of rich and fruitful, but not organized, data. There are four such techniques: (1) conversation, (2) individual interview, (3) informative (key informant) interview - where candidates

for the interview are selected based on special knowledge, not based on chance, and (4) focus groups.

Fully structured techniques are fully structured, which means that the contents and series are predetermined and it is very likely that the answer of the participants in the research cannot deviate from the given template. Such techniques provide numerical, statistically based analyses. Two such techniques are common: (1) survey and (2) survey-structured interview. There are also two procedural variants: (1) postal survey and (2) telephone interview. The Internet also provides tools for structured data collection.

Additional techniques consist of: (1) network of possibilities (arriving at the respondent's attitude using simple but contrasting adjective and verb phrases, e.g. pleasant - unpleasant), (2) scale of attitudes (the scale covers the measurement range of potential attitudes of respondents, whether are fully in favor, weakly against, etc.) and (3) observations (in two contrasting variants: structural observation and field experiment). Usually these techniques are used in applied projects and less in academic research.

Summarizing your research strategy and data collection methods or techniques, if someone asks you whether your research is qualitative or quantitative, tell them that's the wrong question. The answer you should then give would be: "My research strategy is qualitative, but use both qualitative and quantitative data collection methods in order to best encompass the research problem, which is called triangulation." Well, now you know what triangulation means.

When analyzing data, a critical realist differs from others because he always presents an argument (Kempster, 2005). The two components of an argument are: (1) making a statement/statement and (2) presenting reasons or evidence for the given statement to be accepted by others, using assumptions, inferences, and assertions. By argument, the critical realist influences the beliefs of others that his suggestions are correct, that is, he convinces others of his own logic. By using data from his own research, referencing, quoting verbatim, showing specific examples and citing other cases, the critical realist establishes an argument, highlights its importance, justifies it, proves it, and demonstrates his conclusion.

Conclusion

If you use this text when creating your paper and you have reached the final, i.e. drawing conclusions and recommendations, the first thing you must be sure of is that your conclusions can really be drawn from the findings, that is, that they "flow naturally" from the findings (Kirkup, 2005). Recommendations, or new scientific knowledge, should satisfy three tests. First, they must be (1) appropriate, then they must be (2) acceptable, and finally (3) feasible.

Finally, let us emphasize that there are (Faulkner et al., 1993) four possible errors in research. Primarily, it is (1) the sample, which in management research is often small

and unrepresentative. Also the error can be (2) reliability, meaning the reliability of the data, that is, the correct use of research methods and techniques, in the sense that the researcher did not invent or incorrectly enter the data, and was not careless in collecting and analyzing the data. And (3) validity can be a mistake, meaning the validity of the claims, that is, whether the explanations refer to exactly what the researcher states is the subject of the research. Finally, (4) researcher bias is the last, and perhaps the most dangerous, error.

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Datum prijema (Date received): 15.09.2022.
Datum prihvatanja (Date accepted): 03.12.2022.