Critical review of the literature

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Preliminary ideas

The <u>review of the literature</u> is common <u>to all dissertations and theses</u>.

- It is not a compartmentalised stage of research – you should constantly review the literature until the submission day.
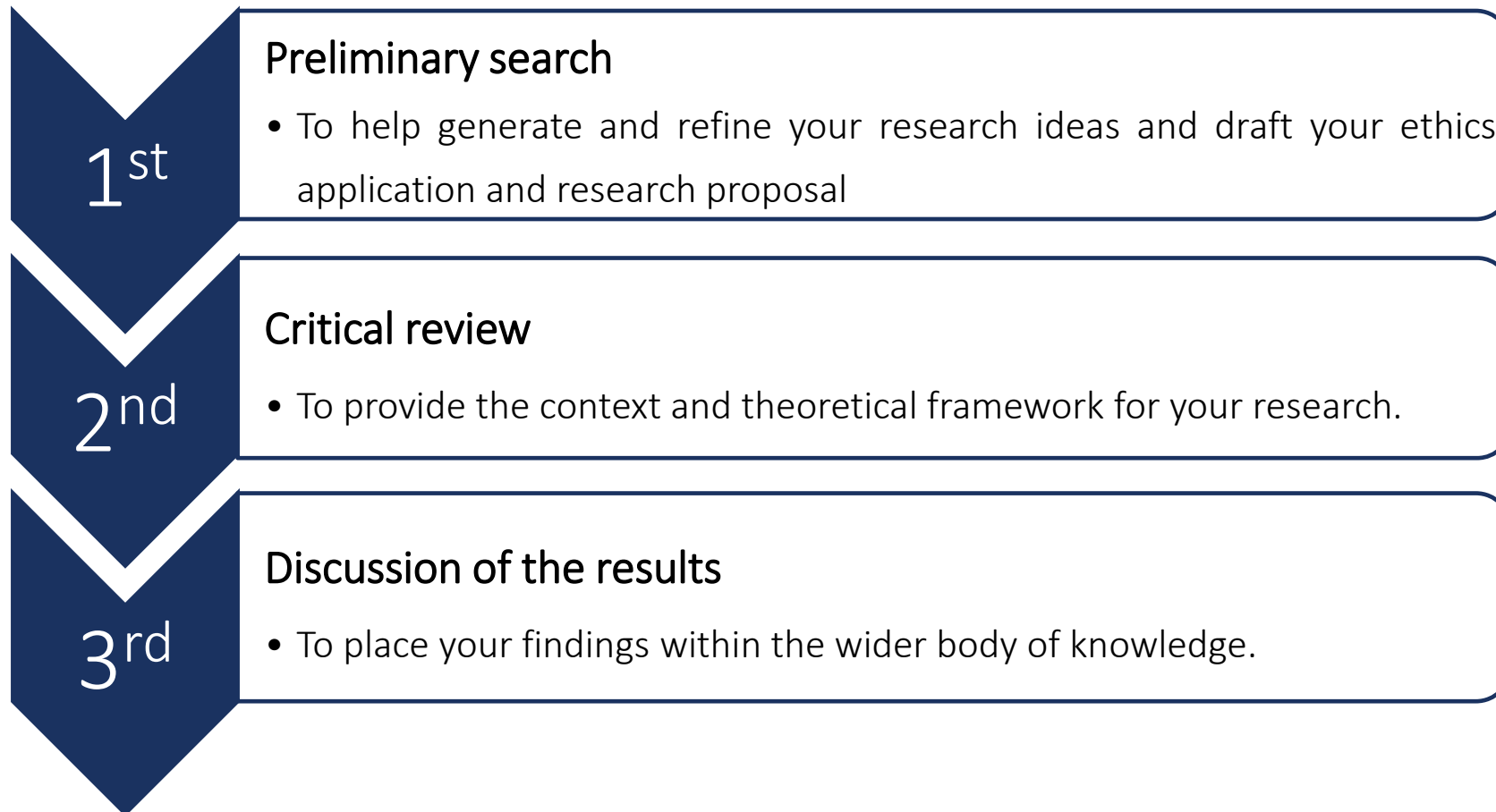
Why to conduct a literature review?

- To focus and **clarify the research problem**.

- To expose you to, and enable you to demonstrate a familiarity with, the **approaches, theories, methods and sources** used in your **topic area**.

- To highlight the **key debates, terms and concepts** employed in your topic area.

- To provide you with **accumulated knowledge and understanding** of a given field and around a topic.

- To assist in **identifying a 'gap'** in the literature, thereby **justifying** your own **study**.

- To **contextualise your project** within a wide-ranging existent knowledge base.

- To, ideally, **make you an expert in the field** of your choice as part your academic development.

Introduction

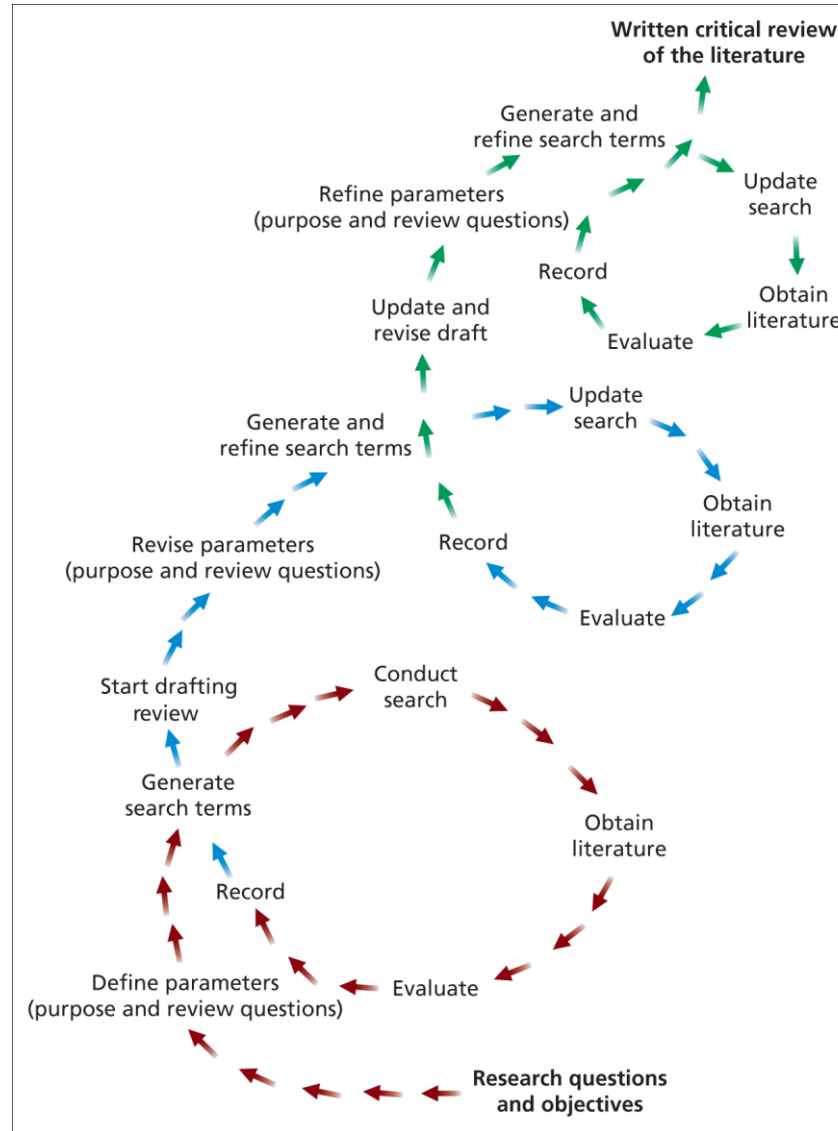Three ways in which you are likely to use literature review in your research project.

1st — Preliminary search
- To help generate and refine your research ideas and draft your ethics application and research proposal

2nd — Critical review
- To provide the context and theoretical framework for your research.

3rd — Discussion of the results
- To place your findings within the wider body of knowledge.

Saunders et al., 2020

Although the literature you read will enhance your subject knowledge and help clarify the research question(s), **only those that are relevant** to your research should be included in the literature review.

"critically reviewing the literature"

The literature review process

Written critical review of the literature

Generate and refine search terms

Update search

Refine parameters (purpose and review questions)

Record

Obtain literature

Update and revise draft

Evaluate

Update search

Generate and refine search terms

Obtain literature

Revise parameters (purpose and review questions)

Record

Evaluate

Start drafting review

Conduct search

Generate search terms

Obtain literature

Record

Define parameters (purpose and review questions)

Evaluate

Research questions and objectives

Saunders et al., 2020, p. 73

Adopting a critical perspective on your reading

Ask yourself the following questions when critically reading the literature:

1. Why am I reading this?

2. What is the author trying to do when writing this?

3. What is the writer saying that is relevant to what I want to find?

4. How convincing is what the author is writing?

5. What use can I make of the reading?

A critical literature review should:

- Include **key academic theories** within the chosen area of research that are **relevant to contextualise the research question.**

  e.g., Social Identity Theory & Team Identification.

  e.g., Balance theory & Sponsor-sponsee fit.

- Demonstrate **up-to-date knowledge** of the topic under research.

- **Enable** readers **to find the original publications** that are cited trough clear and complete referencing.

Saunders et al., 2020

Example

Literature Review

Organizational issues typically occur when decisions made by an organization do not meet the standards of what society considers to be appropriate behavior (Zyglidopoulos, 2003). In the case of a sport event, an issue is likely to involve different perceptions between the organizing committee and their stakeholders and has implications for both society and the host (Parent, 2008). Hilgartner and Bosk (1988) noted that an issue represents projected collective sentiments instead of simply mirroring objective conditions; thus, being subject to the interpretation of interested parties, both inside and outside organization. For example, in the 2016 Rio Olympic Games, the Zika virus was not a global issue until the media, athletes, and the World Health Organization began to express concerns and called for the postponement or moving of the event (The Washington Post, 2016a). In response to these various external pressures, the organizing committee warned athletes to take precautions against Zika virus and the state government invested funds to eradicate the virus (The Telegraph, 2016).

Issues management theory (Chase, 1982) and stakeholder theory (Freeman, 1984) helped explain perceptions of organizational issues in sport mega-events. In general, issues management postulates an anticipatory strategic management process that

2004; Jones & Wicks, 1999). When applied to the Olympic Games, it allows hosts to identify their stakeholders and assist in strategically managing these relationships. Sport organizations, either large as the IOC or small as an interest-based volunteer club, have a variety of stakeholders (i.e., groups and individuals whose relationships with the organization are based on certain objectives and interests; Friedman et al., 2004). For example, governments may expect return on their investment to increase the nation's visibility internationally and to build national pride (W. Kim & Walker, 2012; Rocha, 2017); the community wants the event to be accessible (Inoue & Havard, 2014); sport organizations are concerned with technical aspects and they want a piece of the legacy (Leopkey & Parent, 2012); and sport delegations, among other things, want good and diverse food service at the event (Parent & Smith-Swan, 2013).

In the case of the Olympic Games, national governments, athletes, and corporate sponsors have differing interests with regards to issues that impact the IOC. Due to the impermanent constituent environments, event managers can benefit from a robust and systematic method of stakeholder prioritization based on the assessment of situational factors (Friedman et al., 2004; Parent & Deephouse, 2007). Following Dimeo and Kay (2004), the partnership approach between the event's stake-

of 13 issue categories that organizing committees may face depending on the make-up of the organizing committee. These previous studies suggest that the Olympic Games are affected by a set of organizational issues from pre- to post-Games (Chalip, 2006; Mao & Huang, 2016), but new issues are constantly arising. For example, perceived corruption in the bidding process for the 2002 Winter Olympic Games in Salt Lake City (Friedman et al., 2004), doping scandals before and during the events (The Guardian, 2017), or residential issues in the host cities have occurred in recent events (BBC, 2016a). Also, with the advances of new technologies and the demands of the Olympic Agenda 2020, new problems have arisen for the organizing committee of this mega-event, including social and housing issues, and the sustainability of the Games (Giulianotti et al., 2014). In the 2016 Olympic Games hosted in Rio de Janeiro (Brazil), increased poverty, crime in the slums, inadequate event infrastructure, public education, and health assistance were among the most problematic issues (Biscaia et al., 2017; The Guardian, 2016a). The Olympic Games have become difficult to manage and risky to organize (Parent & Chappelet, 2015), given that many social, sustainability, and economic issues influence local communities (Mao & Huang, 2016) and nations (Waitt, 2003; Xu, 2006), contributing to a decline in cities bidding to host these events

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Biscaia, R., Correia, A., Santos, T., Ross, S., & Yoshida, M. (2017). Service quality and value perceptions of the 2014

Key theories to contextualise the study

Show up-to-date knowledge

Enable readers to find the original publications

Meaning of "critical"

Being critical in reviewing the literature is a combination of your skills and the attitude with which you read.

- Be willing to question what you read.

- Justify your own critical stance with clear arguments and references to the literature rather than just giving your opinion.

purchase a brand [7]. Fans may buy the sponsors' products as an extension of goodwill or to repay the sponsor for supporting the team [8]. The stronger the link with the team, the more fans might feel it is their duty to purchase the sponsors products [9].

Social identity theory [11, 12] represents a solid background for understanding team identification [3], which posits that individuals derive a greater sense of self from the perceived awareness, value, and emotional significance of belonging to a group [11]. Individuals seek to maintain a positive social identity, which derives from favourable comparisons between an ingroup and outgroup [10]. Thus, an individual's acknowledgement of a group's existence requires at least one other group, distinct from the ingroup to which he/she belongs. Previous research found that sports fans often show ingroup favouritism and outgroup derogation, and that these biases often occur when subjects have a higher identification with the team in question [1]. In addition, researchers investigated if the bias effect would be most pronounced in situations involving threat to one's social identity [13], and verified that the individual's psychological connection to his/her team played a vital role in the level of bias, since the greatest level of bias was reported by highly identified fans.

Also, according to the social identity theory, a salient social identity can determine cognitive focus as well as affective and behavioural responses [14]. However, it remains to be investigated if ingroup/outgroup identity might influence the low-level sensorial experience of a product. Here, we aimed to address this issue in order to verify if the decision concerning the sensorial qualities of a beverage and purchase intentions, is associated with a sensorial self-reported subjective experience (Bottom-Up mechanism) or if there is an heuristic that affects the sensorial experience (Top-Down mechanism). Top down mechanisms are possible contenders for mod-

economic impact in Europe [23].

In light of the aforementioned literature, we expect that participants with higher team identification who taste the ingroup beverage (sponsoring beverage from their own team) will present positive physiological responses (positive valence) as well as positive subjective responses in tandem with purchase intentions greater willingness to buy the sponsor's beverage [24]. On the other hand, we expect that participants who taste the outgroup beverage (sponsoring

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Brand identity but not taste influences consumer behaviour

beverage from the rival team) will present both negative physiological and subjective responses, along with lower purchase intentions. Moreover, we expect that highly identified fans would present higher physiological arousal levels as well as higher self-reported arousal values [25] regarding the ingroup beverage tasting.

In accordance with what has been described above, the following Hypotheses are proposed:

Hypothesis 1 (H1): Ingroup identity leads to positive and aroused emotional states while outgroup identity leads to negative and idled emotional states.

Hypothesis 2 (H2): Ingroup identity leads to positive subjective reports of sensorial experience while outgroup identity leads to negative and idled subjective reports of sensorial experience.

Adapted from Saunders et al., 2020; Franco et al., 2021

Meaning of "critical"

IMPORTANT

- Refer to and assess research by **recognised experts** in your chosen area.

- Consider and discuss **research that supports and research that opposes** your ideas.

- Make reasoned **judgements regarding the value of others' research**, showing clearly **how it relates to your own research** and acknowledging key work.

- Justify your arguments with **valid evidence** in a logical manner.

- **Distinguish** clearly between **fact** and **opinion**.

- Ensure your **references** are completely **accurate**.

Saunders et al., 2020

Journal of Sport Management, 2015, 29, 601-618
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Human Kinetics
ARTICLE

Social Media Scholarship in Sport Management Research: A Critical Review

Gashaw Abeza
University of Ottawa

Norm O'Reilly
Ohio University

Benoit Séguin
University of Ottawa

Ornella Nzindukiyimana
Western University

This work critically assesses the history and current state of social media scholarship in sport management research. Methodologically, the study is based on a comprehensive census review of the current body of literature in the area of social media. The review identifies 123 social media articles in sport management research that were mined from a cross-disciplinary examination of 29 scholarly journals from January 2008 (earliest found) to June 2014. The work identifies the topic areas, the platforms, the theories, and the research methods that have received the (most/least) attention of the social media research community, and provides

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European Sport Management Quarterly, 2014
Vol. 14, No. 1, 6–24, http://dx.doi.org/10.1080/16184742.2013.865776

Routledge
Taylor & Francis Group

The sport value framework – a new fundamental logic for analyses in sport management

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Research question: Sports economic theory and management models have frequently been criticised for not sufficiently explaining phenomena in sport management. This article addresses this gap by proposing a conceptual framework that can be used to understand sport management problems and derive appropriate strategies. Research methods: The framework proposed in this conceptual article has been developed through a critical review of existing literature on sport management and theoretical considerations based on the service-dominant logic. Results and findings: The sport value framework (SVF) provides 10 foundational premises on value co-creation in sport management and suggests three levels for its analysis. The main contribution is a new and better theoretical basis for explaining phenomena in sport management compared with traditional sport economic thinking. Moreover, the SVF provides guidance in structuring research in sport management. Implications: The framework encourages researchers and practitioners to rethink their strategies by applying a different logic that captures the complexity of sport management.

Keywords: sport value framework; value co-creation; service-dominant logic; sport management; sport marketing

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EUROPEAN SPORT MANAGEMENT QUARTERLY
https://doi.org/10.1080/16184742.2021.1938630

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REVIEW ARTICLE
OPEN ACCESS

Service quality and its effects on consumer outcomes: a meta-analytic review in spectator sport

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ABSTRACT
Research question: Previous research on service quality in spectator sport has provided mixed results on its measurement and influence on spectators' outcomes. This study synthesises previous empirical research in a meta-analytic framework to provide a comprehensive understanding of service quality measurement, its effects on spectators' perceived value, satisfaction and behavioural intentions, while also exploring culture and sport setting as moderators. **Research methods:** This meta-analysis is based on a comprehensive search of peer-reviewed articles. It integrates 121 effect sizes based on 139,796 participants from 121 independent studies that were examined through a meta-analytic structural equation model. **Results and findings:** The results indicated that the dimensions of functional and aesthetic quality had a moderate effect on perceived value and a small effect on both satisfaction and behavioural intentions. Core product quality showed a moderate influence on satisfaction but did not influence neither perceived value nor

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KEYWORDS
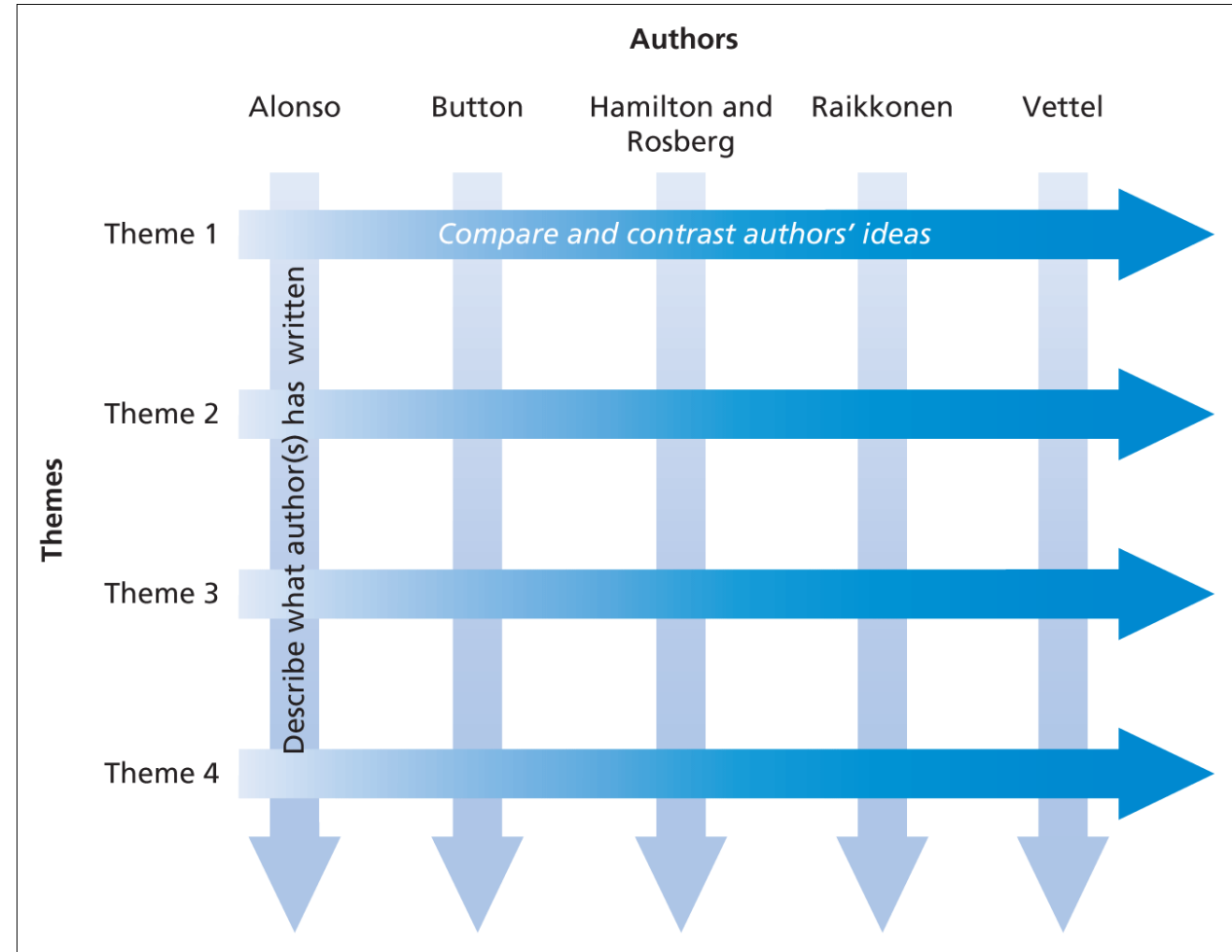Meta-analysis; spectator sport; service quality; value; satisfaction

Structuring and drafting the critical review

Your literature review should juxtapose different author's ideas and form your own opinions based on these.

- Avoid using a purely descriptive approach noting what was done previously.

- Avoid *"Author A found... Author B noted... Author C mentioned..."*

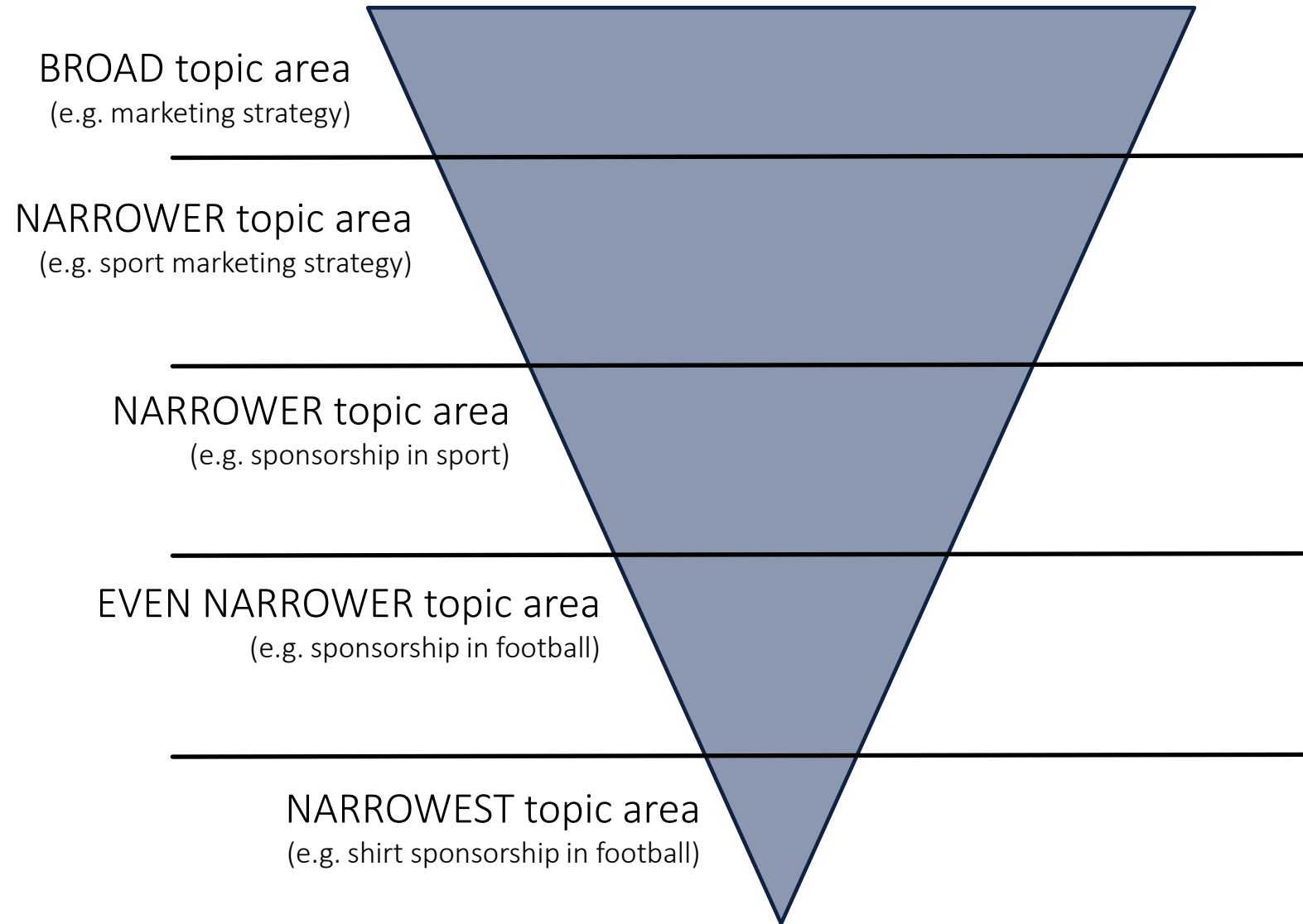# Structuring and drafting the critical review

Suggested structure

1. **Start** at a more **general leve**l before narrowing down to your specific research question(s) and objectives.

   e.g. Fan satisfaction: why is fan satisfaction important?

2. Provide a brief **overview of key ideas** and themes

   e.g. What is meant by fan satisfaction? How to measure it?

3. **Summarise, compare and contrast** the research of the key authors

4. **Narrow down** to highlight **previous research work** most relevant to your own research

5. Provide a **detailed account of the findings of extant research** and show how they **are related to your study**

6. Highlight aspects in **your own research** that may provide **fresh insights**

7. Lead readers into **subsequent sections** of your own project report, which explore these issues

Example

BROAD topic area
(e.g. marketing strategy)

NARROWER topic area
(e.g. sport marketing strategy)

NARROWER topic area
(e.g. sponsorship in sport)

EVEN NARROWER topic area
(e.g. sponsorship in football)

NARROWEST topic area
(e.g. shirt sponsorship in football)

Literature sources

Journals

Refereed academic journals (peer review before publication to assess the quality and suitability)

- Often written by experts in the field
- The language is often technical and very specialised as prior knowledge of the topic is assumed

e.g., Journal of Sport Management

e.g., Sport Management Review

e.g., European Sport Management Quarterly

e.g., See more examples in the slides of week 1 – Unit presentation

Professional journals

- Contain a mix of news-related items and specialised articles
- Articles are more oriented towards professional needs
- Often representative of an individual or organisation's views

Books

Written for specific audiences

- Academic markets – more theoretically routed
- Professional markets – more applied knowledge

Information often presented in a more accessible manner than in journals

e.g., simplified summaries of the content in journal articles

Useful introductory sources

Newspapers

Good sources of topical events

- BUT newspapers <u>main contain bias</u> in their coverage; reporting can also be inaccurate

Literature sources

Reports	Market research reports (e.g., Mintel; Deloitte), Government reports, Academic reports - Sometimes difficult to gain access (not available on libraries)
Conference proceedings	Often not available in Libraries - Conference websites are often the best way to get access.
Theses	MPhil and PhD - https://ethos.bl.uk/Home.do;jsessionid=620698A78B4161E0DB62F140DBA23A06

Which source(s) is(are) likely reliable? Why?

https://www.thesun.co.uk/who/emma-raducanu/

https://www.bbc.co.uk/sport/tennis/58852217

https://www.sciencedirect.com/science/article/pii/S1469029213001180

Literature search strategy

Define the parameters of your search
- Language of publication (e.g., English)
- Subject area (e.g., sport governance)
- Geographical area (e.g., Europe)
- Publication period (e.g., the last 10 years)
- Literature type (e.g., Refereed journals and books)

Generate the search terms
- Words and expressions that describe your research question(s) and objectives
- More details in Week 4

Select online databases and search engines
- See library resources
- See details in Week 4 materials
https://bath-ac-primo.hosted.exlibrisgroup.com/primo-explore/search?vid=44BAT_VU1&tab=local&scope=CSCOP_44BAT_DEEP&sortby=rank&pcAvailability=false&mode=advanced

Select the relevant studies
- Is the article relevant for my RQ and objectives?
- Methodological rigour? Theory robustness? Good arguments presented?
- Ranks/metrics for peer reviewed journals (ABDC; ABS; Scopus Quartiles; Impact Factor; …)

Recording the literature

A. Take notes of every piece of literature that you read

- Highlight key ideas from the text.
- Use quotation marks and page number if you are copying the text exactly.

B. Record the bibliographic details

- Use the referencing style adopted by the University.
- For online items, you need the full Internet address.

Table 3.5 Bibliographic details required

Journal	Book	Chapter in an edited book
• Author(s) – family name, first name, initials • Year of publication (in parentheses) • Title of article • Title of journal (italicised) • Volume • Part/issue • Page numbers (preceded by 'p'. for page or 'pp'. for pages)	• Author(s) – family name, first name initials • Year of publication (in parentheses) • Title and subtitle of book (italicised) • Edition (unless first) • Place of publication • Publisher	• Author(s) – family name, first name initials • Year of publication (in parentheses) • Title of chapter • Author(s) of book – family name, first name initials • Title and subtitle of book (italicised) • Edition (unless first) • Place of publication • Publisher • Page numbers of chapter (preceded by 'pp'. for pages)

Adapted from Saunders et al., 2020

Recording the literature

C. Write down a brief summary of the content

- Main ideas to help structuring the literature review.
- It helps to locate relevant items and referencing.

D. Record supplementary information

Information	Reason
ISBN	The identifier for any book, and useful if the book has to be requested on inter-library loan
DOI	The digital object identifier is both permanent and unique, meaning an electronic document can be found more easily
Class number (e.g. Dewey decimal)	Useful to locate books in your university's library and as a pointer to finding other books on the same subject
Quotations	Always note useful quotations in full and with the page number of the quote; if possible also take a photocopy or save entire document as a PDF file
Where it was found	Noting where you found the item is useful, especially if it is not in your university library and you could only take notes
The search engine, database, encyclopaedia, bibliography or other resource used to locate it	Useful to help identify possible resources for follow-up searches
Evaluative comments	Your personal notes on the value of the item to your research in relation to your relevance and value criteria
When the item was consulted	Especially important for items found via the Internet as these may disappear without trace
Filename	Useful if you have saved the document as a PDF file

Saunders et al., 2020

Literature review matrix – examples

https://www.youtube.com/watch?v=M2He9ow5n9w

https://www.scribd.com/doc/262129873/APA-Literature-Review-Matrix-Template

https://guides.library.vcu.edu/health-sciences-lit-review/organize

Authors	year	Journal	Title	Study aims	Research design	participants	key results	Main theoretical ideas	Limitations	My comments

Using Systematic Review

Systematic Review?

It is a process for reviewing the literature using a comprehensive planned strategy to locate existent literature, evaluate the contribution, analyse and synthetise the findings and report the evidence to allow conclusions to be reached about what is known and what should be new research directions.

Suggested steps:

1. Formulate the review question (often based on previous scans and explorations of the literature)

2. Locate and generate a comprehensive list of potentially relevant studies (i.e., database searches, specialist bibliographies, etc.)

3. Select and evaluate relevant studies using predetermined inclusion and exclusion criteria

4. Analise and synthetise the relevant studies (e.g., methods, research questions, results, etc.)

5. Report the results

PRISMA checklist often provides good support for systematic reviews

http://prisma-statement.org/

Flow diagram for reporting Systematic Review

Saunders et al., 2020, p. 110
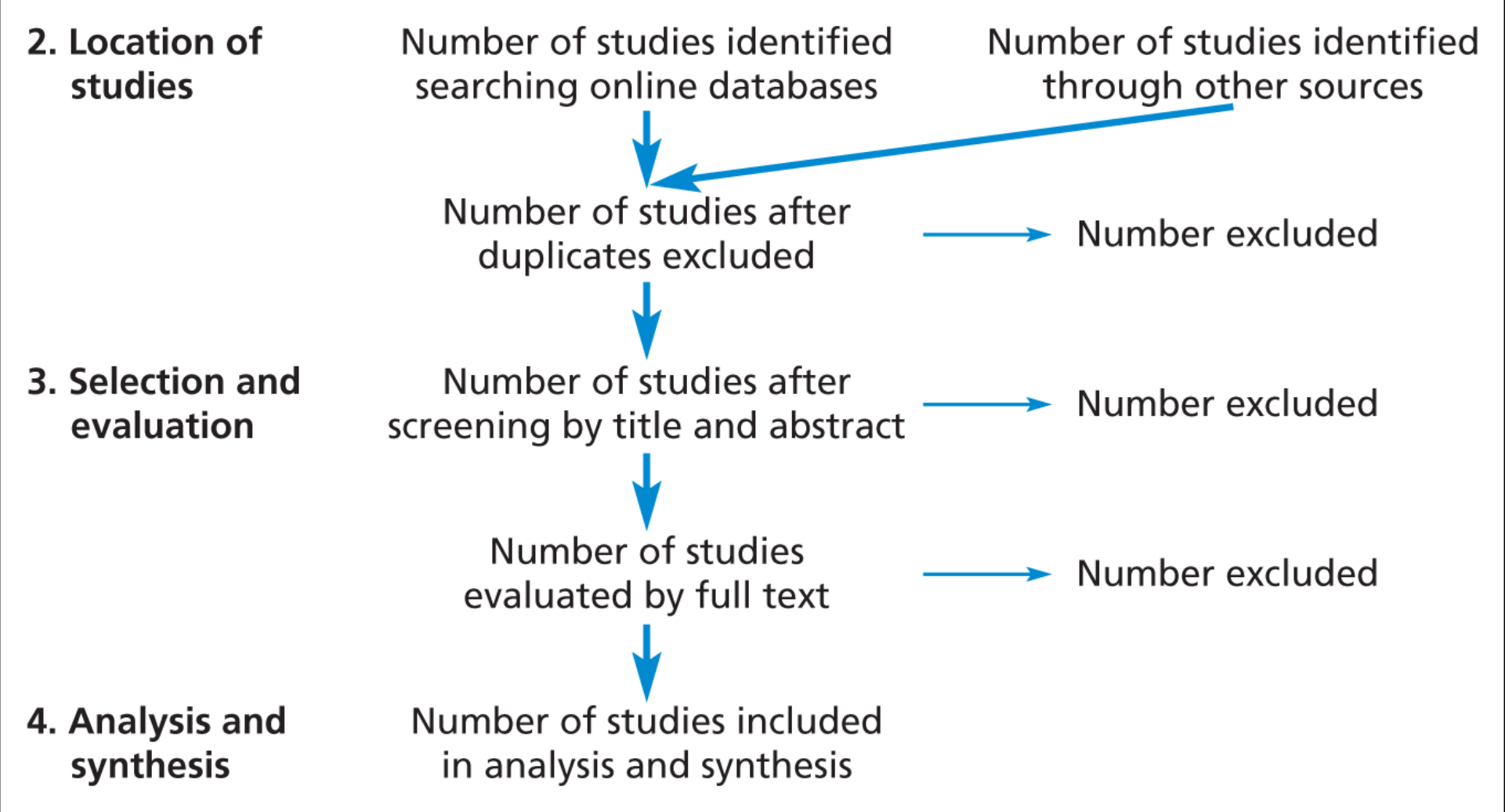
Examples – Systematic Reviews

Routledge
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Check for updates

A systematic quantitative literature review of empirical research on large-scale sport events' social legacies

Alana Thomson [a], Millicent Kennelly [b] and Kristine Toohey[b]

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ABSTRACT
The potential to realise social legacies through hosting large-scale sport events has gained saliency in policy and academic contexts over the last decade. However, social legacies, such as enhanced civic pride, social inclusion, civic engagement, and quality of life remain largely under researched. This article presents findings from a systematic quantitative literature review of academic articles which empirically investigated social legacies and were published between 2000 and 2016. Seventy-seven articles were examined to find patterns and gaps in the research. Our findings show 34 social legacy types have been examined empirically. However, empirical research on social legacies comes from a limited number of geographic contexts, and the theories and methods employed to research such legacies are also limited, suggesting opportunities for innovation in future research designs. We highlight a role for leisure studies to contribute to richer understanding of social legacies. We also call for greater intentionality by researchers to consider what constitutes social legacy and more meaningful and unique ways to research social legacies and inform practice.

ORGANIZATIONAL ISSUES IN OLYMPIC GAMES: A SYSTEMATIC REVIEW

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The purpose of this study is to extend previous research on organizational issues of sport mega-events through the development of a framework for the Olympic Games. A three-step approach was taken. Firstly, a systematic literature review was conducted based on journal articles, academic books, and official reports published by the International Olympic Committee (IOC) and Olympic Games Organizing Committees (OGOC). Secondly, the issues identified within the media regarding the 2016 Olympic Games were analyzed. Lastly, semistructured interviews were conducted with 10 stakeholders to further examine the organizational issues of the 2016 Rio Olympic Games. A new extended conceptual framework of organizational issues associated with the Olympic Games is then proposed. Issue categories faced by the organizing committee include politics, marketing, media and visibility, financial, planning, negotiation and ethics, operations, infrastructure, human resources, social, environmental, and legacy. These 12 dimensions of organizational issues account for a total of 76 specific issues. The article provides critical information to aid the IOC and OGOCs in understanding organizational issues that may arise in future of Olympic Games.

Key words: Organizational issues; Issues management; Sport mega-events; Olympic Games; Systematic review

Plagiarism

Plagiarism?

It refers to:

- Presenting work or ideas as if they were your own when in reality they are the work and ideas of someone else.

- Failing to acknowledge the original source.

Common forms of plagiarism:

1. Stealing material from another source

   e.g. Buying a paper from a research service or essay bank

   e.g. Copying a whole paper from a source text without proper acknowledgement

   e.g. Submitting another student's work with or without his/her acknowledgement

2. Submitting a paper written by someone else and passing it off as if your own

3. Copying sections or material from one or more source texts, supplying proper documentation (e.g. full reference), but leaving out quotation marks

4. Paraphrasing material from one or more source texts without supplying proper documentation

Review Questions

1. Why is it important to have a clear focus and well-formulated research questions for conducting the literature review?

2. What problems might you encounter if the focus of your study is too broad or too narrow?

3. What are the potential uses of the literature review in research?

4. List three sources of bibliographical information and their advantages and limitations.

5. Identify and discuss each type of literature review.

6. Elaborate on the ways in which you are likely to use literature review in your research project.

7. Why is it important to adopt a critical perspective when reviewing the literature?

8. Highlight 5 key aspects while conducting a critical review of the literature.

9. Identify 4 sources that can used for your literature review. Indicate advantages and disadvantages of each.

10. Explain the four steps proposed by Saunders et al. (2020) for a literature review strategy

11. What criteria can be used to assess the value and relevance of the literature obtained during the search?

12. Why is it important to have a record of the literature that was read?

13. What is a systematic review and why it is important?

14. What is plagiarism and why it is a problem?

Saunders, M., Lewis, P. and Thornhill, A., 2020. *Research methods for business students.* 8th ed. Harlow: Pearson Education. **(Chapter 3)**

Veal, A. J. and Darcy, S., 2014. *Research methods in sport studies and sport management*. A practical guide. New York: Routledge. **(Chapter 6)**

Gratton, C. and Jones, I., 2015. *Research methods for sports studies*. 3rd ed. New York: Routledge. **(Chapter 5)**

Grix, J., 2019. *The foundations of research*. 3rd ed. London: Red Globe Press. McMillan Research Skills. **(Chapter 3)**

Collis, J. and Hussey, R., 2014. *Business Research: A Practical Guide for Undergraduate and Postgraduate Students.* 4th ed. New York: Palgrave Macmillan. **(Chapter 6)**