

Considerations for Multidisciplinary, Culturally Sensitive, Mixed Methods Research

Dorothy Wardale, Roslyn Cameron and Jun Li
Curtin Business School, Curtin University, Australia

d.wardale@iinet.net.au

ros.cameron@curtin.edu.au

Jun.li@curtin.edu.au

Abstract: Undertaking a mixed methods research study requires competencies and technical skills in both or all methods being utilised. This is made even more complex with a multi-disciplinary research team and a culturally sensitive research context that researchers need to take into account when making methodological choices around research design and data collection approaches and techniques. The paper expands on these issues whilst taking the reader through the research process and the culturally sensitive issues that the research team faced. The multidisciplinary nature of the research team is described followed by the decision to use a mixed method approach. An explanatory sequential mixed methods research design (Creswell and Plano Clark 2011) was utilised which involved quantitative followed by qualitative data. Literature on culturally sensitive research approaches is presented as a forerunner to the methodological decisions made by the research team in terms of actual data collection and associated data collection instruments and processes. The paper provides some valuable insights and techniques on methodological choices and approaches taken by a multidisciplinary team in a culturally sensitive context. Actual empirical data from the study is therefore not presented. We utilise a mixed methods research design where the weakness of one type of data collection instrument is offset by the strengths of the other and where the skills and cultural mix of the research team is leveraged to achieve a more robust and rigorous study. The paper makes a contribution to research methodology in several ways: through providing ideas about how to best leverage the diversity from within a multidisciplinary research team, the strengths of using mixed methods as opposed to mono methods and the application of culturally sensitive techniques in both quantitative data collection and qualitative data collection.

Keywords: mixed methods, multidisciplinary teams, culturally sensitive, leadership development, gas industry, Australia, China

1. Introduction

This research was conducted to evaluate the effectiveness of various aspects of a ten-year multi-million dollar executive leadership program, which was designed and delivered in Australia for Chinese oil and gas sector middle and senior managers over a ten-year period. Initially the program had run annually for six months, but after six years it ran twice a year for shorter three-month courses. The program was a non-award but MBA level program that explored aspects of leadership, management and economics within the Chinese oil and gas sector. The participants on the program along with alumni were invited to participate in the research. These participants were asked to comment on four key areas of interest to the researchers including: their opinion of the effectiveness of the program; aspects of social capital support; industry-based human capital; and, their opinions about Chinese energy policy.

During the ten years of the program the Program Managers had provided formative and summative reports on each of the six- or three-month courses. This information along with anecdotal information from the Program Director, also a research team member, provided an excellent starting point for the survey.

The focus of the research, which we want to explore and present here, is related to lessons learnt from undertaking a culturally sensitive mixed methods study with a multidisciplinary team of researchers. First, we present the multidisciplinary team and a review of cultural sensitive research techniques and the issues that arise when undertaking this. The actual mixed methods research design developed and employed is then presented followed by the actual approach and methodological choices we made.

2. Multidisciplinary research team

Our research team consisted of three people: two women, one man. Two of our members are research fellows of the same university; the third member started as an academic of the same university and is now an adjunct

staff member. One team member was the Director of the executive education program being studied and thus had access to the contact details, program staff and could readily seek the Board’s permission, as well as university ethics permission, for the research. She was also known to the participants, which, in this case, assisted to minimise any perceived intimidation of respondents. One team member is Chinese with strong connections across both Australia and China. One researcher is a mixed method expert and researcher. One researcher is an expert and researcher in facilitation of focus groups. Table 1 summarises the spread of relevant researcher expertise and qualities relating to this paper.

Demographics	Researcher 1	Researcher 2	Researcher 3
Gender	Female	Male	Female
Nationality	Australian	Chinese	Australian
Languages spoken	English	English Mandarin	English
Professionally involved with the Exec Education program	No	No	Yes
Research methods employed	Mixed methods, QUAL multi and QUAN mono	QUAN	QUAL
Research interests pertaining to this paper	Mixed method research, Career trajectories, skill shortages	Energy Policy	Facilitation, Social Capital, Team Leadership

Figure 1: Researcher profiles

The research team decided to use a mixed methods approach where quantitative data would be collected from the current cohort and all previous cohorts who had returned to China. This would then be followed by a focus group with the current cohort who was, at the time, in Australia undertaking the leadership program. This qualitative data would provide the team with a much richer set of data to compliment the quantitative data. The research team acknowledged the knowledge base and research skill sets of each team member and made explicit decisions to leverage off these knowledge and skills when undertaking the study.

3. Culturally sensitive research techniques

In our research we were conscious of the methods we might use to gather data from many aspects including cultural sensitivity. We were three Australian-based researchers wanting information from Chinese participants. Some of those participants were located in Australia; some had met one or more of the researchers through the executive education program; some had returned to China many years before and had, possibly, only a distance memory of the program, did not know any of the researchers and had not communicated in English for some time. It was with these elements in mind that we tried to ensure our data gathering strategies were culturally sensitive.

Culturally-sensitive research can be defined as ‘research methods that have been adapted to incorporate knowledge of a cultural group, in particular, their social norms, specialised vocabulary or non-verbal cues such as hand gestures and eye contact’ (Banister et al., p. 2014, 269). It is important that research methodologies are tailored around cultural sensitivities to ensure an optimal research outcome among culturally diverse participants, while simultaneously adhering to academically sound research practise. Deloria (1991, p.460) suggests that a researcher often ‘bears the burden of researchers’ past mistakes’ and that special care must

therefore be taken when interacting with diverse, marginalised or vulnerable groups. Shared context between the researcher and participants allows for greater mutual understanding and trust, fostering rapport between both parties (Banister et al. 2014; Kingsley et al. 2010). Trust in the researcher-participant relationship is a core element of qualitative research success and when well-established, interactions flow naturally and are less likely to be based on false assumptions or misunderstanding (Banister et al. 2014).

Resnicow (1998) suggests that cultural sensitivity has two dimensions: surface structures, which involves matching strategies to observable, face-value characteristics of the group; and deep structures, which involves incorporating the socio-cultural, hierarchical, environmental and psychological forces that influence group. Surface structure may involve using people, places and language, among other things, that the group feel familiar with. Surface structure generally increases the 'receptivity' or 'acceptance' of messages; deep structure conveys salience (Resnicow, 1998). In our approaches we attempted to address both deep and surface structures.

A great deal of benefit may also be derived from the insight of a researcher with culturally-specific knowledge, particularly if their cultural background is the same or similar to that of participants, as was the case with one member of our researcher team. Where this is not the case then following culturally sensitive strategies is vital.

A toolkit for conducting ethical and culturally sensitive research was developed by Burnette et al. (2014) for work with indigenous communities in the United States of America. The toolkit suggests various strategies be adhered to in order to ensure participants feel free to speak, participants' views are represented accurately and a comfortable environment is created in which participants can speak openly (Burnette et al. 2014).

An additional important strategy not included in the toolkit is to provide a translator during interactions and develop all written materials bilingually to avoid potential language barriers (Chidlow et al. 2014; Esposito 2001; Lee et al. 2014; Wong & Poon 2010). A study undertaken in 2014 with Arabic-speaking participants sought to gauge their attitudes, opinions, preferences and past experiences concerning the use of interpreters in healthcare (Hadziabdic et al. 2014). Hadziabdic et al. (2014) note that few studies have been undertaken to assess the importance of translators in qualitative research and concluded that 70% of participants felt the need to have an interpreter at every consultation. Typically the participants perceived the interpreter's role as being a practical, objective communication aid. Further to the toolkit, is the acknowledgement of the importance of sharing the research findings with participants after the qualitative research was complete. This would not be an appropriate strategy if the research topics were highly sensitive, as in many health and social work settings. However, in this education and business setting ethical concerns of that nature were unlikely (Goldblatt et al. 2011). Qualitative content analysis is also recommended for qualitative descriptive studies as it enables authenticity by allowing codes to emerge from the data. This provides the opportunity for researchers to examine key themes without preconceived notions or categories (Hsieh & Shannon 2005; Milne & Oberle 2005).

Positionality refers to the attributes of the researcher that may shift the researcher from an objective, neutral outsider to a co-participant. When conducting qualitative research it is important for researchers to remove themselves from the 'position of power' that is traditionally assumed in the researcher-interviewee setting. Cultural groups that assume hierarchical structures of interaction may require additional approaches to ensure equity and access in conversations (Banister et al. 2014).

Identifiers of positionality include gender, class, ethnic background, level of education, political views, sexual orientation and disability and may influence how researchers perceive the interview process or how they act and engage with participants (Chavez 2008; Gray & Coates 2010; Sokoloff & Dupont 2005; Yunong & Xiong 2012). Identifying the multiple identities of researchers is of value when examining the impact of cognitive bias. These identities may cause the researcher to be simultaneously be perceived as an insider and outsider, therefore playing a significant role in shaping interactions between the interviewer and interviewee (Couture & Maticka-Tyndale 2012). Researchers may also face challenges when interacting with participants with whom they have pre-existing relationships in terms of establishing boundaries and maintaining trust and confidentiality in dual roles (Mcdermid et al. 2014).

Table 2: Adapted toolkit for undertaking qualitative interviews with culturally diverse participants (Burnette et al. 2014)

Strategy for Researcher(s)	Description
Work with a Cultural Insider	A cultural insider ensures research is conducted within the culturally appropriate protocols and nuances of the participants
Become Educated	Learn about the specific and broad history of the cultural group from written material and cultural insiders
Exhibit Cultural Humility	Approach interactions with the cultural group with positive intent, authenticity and respect
Spend Time in the Cultural Context	Where possible, spend time immersed in the culture, develop relationships and built trust with members of the cultural group
Collaborate	Become embedded in the cultural community and develop a network of people who conduct culturally sound research
Listen	Engage with culturally aware researchers or members of the cultural group by asking questions and learning from their experiences
Build a Positive Reputation	Build a reputation for doing worthwhile research
Commit Long-Term	Work with cultural groups over the long-term and foster lasting change and collaboration
Use a Memorandum of Understanding	Outline important guidelines including who owns the data, how the research findings will be used and published and any intentions for follow-up activities
Use a Cultural Proof-reader	A cultural proof-reader can be used to review interview questions and processes prior to conducting interviews and publishing findings
Enable Self-Determination	Discuss the research methodology and framework with participants, incorporating their feedback in research design and implementation
Use a Cultural Lense	By adopting the perspective of the research participants, researchers avoid imposing culturally inappropriate frameworks
Use Appropriate Methodology	Use culturally congruent community-based, qualitative, quantitative or mixed-method approaches based on what is deemed most appropriate by cultural insiders
Reinforce Cultural Strengths	Build on the strengths of the cultural group, for example, using a respect-driven approach to encourage experience sharing
Honour Confidentiality	Always ensure that confidentiality is honoured based on what is initially agreed to between the researcher and participants
Allow for Fluidity and Flexibility	Balance rigor with culturally congruent research practises by adapting the research process to honour the community's natural rhythm and traditions

Focus groups provide a suitable solution for culturally diverse research groups and have gained popularity, extensively used in applied social sciences, in research relating to different social groups and in cross-cultural research (Brownie & Coutts 2014; Esposito 2001; Lee et al. 2014; Liamputtong 2011; Savaya & Cohen 2015; Thomas 2008). The aim of focus groups in social science research is to understand the participants' meanings and interpretations of situations or experiences in a comfortable, dynamic conversational setting akin to natural social interaction among participants within the social network of groups, allowing researchers to explore peer communication (Kitzinger 2008; Liamputtong 2011). Similarly, the collective nature of focus groups provides a suitable qualitative research format for participants who may be uncomfortable articulating their thoughts in a one-on-one interview, particularly with translators from similar cultural backgrounds but from different cultural communities (Fang & Faure 2011; Lee et al. 2014). These formats provide 'collective power' to participants and many participants feel more at ease when communicating ideas or sharing experiences (Liamputtong 2011). Chinese cultural norms may influence the way in which participants respond in a group setting, particularly in terms of 'saving face' between participants or researchers, so it is therefore

important that care is taken not to blindly treat Chinese participants as collectivistic (Fang & Faure 2011; Kwan et al. 2011).

Furthermore, it is important for researchers to demonstrate patience when seeking responses or negotiating multiple perspectives from culturally diverse participants (Burnette et al. 2014). Allowing flexibility in culturally-sensitive research may interrupt conventional research methods, given the Western-centric lens most researchers unknowingly apply (Burnette et al. 2014). The use of culturally-sensitive research methodologies and bilingual approaches to qualitative research has demonstrated success in numerous projects, improves rigor and delivers strong research outcomes (Lee et al. 2014) in an era when the diversity of human experience is undergoing profound cultural and political shifts.

In a study on Asian health research in New Zealand, Desouza (2007) suggests that research findings are more robust and valuable to the research when the processes for the gathering those findings have been inclusive and focused on the needs of the cultural group. She also implies that the researcher(s) need to be a competent member of the culture and to do this they would need to develop cross-cultural skills. Ingersoll-Dayton (2011) mirrors these comments by outlining the importance of getting input from the culture when designing and testing the measurement instrument. We used this to guide our survey development through close involvement of our Chinese research team member and testing with a Chinese pilot group.

Our methodologies were further informed by the work of Small et al. (1999). Their premise is that researchers' attentiveness to the selection; training and ongoing support of interviewers and focus group facilitators will have major implications to the study design and planning of the research. More specifically, the interviewers and focus group facilitators need to be firstly, selected to ensure language competence and confidence in both, or all, languages. We did this through our Chinese research team member assisting in the pilot study, focus group and survey design and wording. Secondly, Small et al. (1999) argue that interviewers or facilitators need training and ongoing support to thoroughly understand the nature and purpose of the research. Again this criterion was fulfilled in that all researchers were intimately involved in the research itself and no one else was required to collect and analyse the data.

Further elaboration as to how we implemented our understanding of the importance of culturally sensitive research is provided in the following two sections on research design and discussion.

4. The Research Design

Mixed methods research has become a very popular methodological approach in a variety of disciplines and fields, particularly in the social and behavioural sciences. The fields of education, health and nursing and to a lesser extent business and management have been at the forefront of this 'third methodological movement' (Teddlie, & Tashakkori (2003). A basic premise of mixed methods research is that the use of both quantitative and qualitative approaches combined can emphasise the strengths and diminish the weakness of each approach in a single study (Andrew and Halcomb 2006). A commonly used definition of mixed methods research is as follows:

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

There are several rationales used to support the use of mixed methods research. For example Teddlie and Tashakkori (2003) claim mixed methods provides the opportunity for presenting a greater diversity of divergent views. Given the complex nature of the issues being explored within this cross cultural context the researchers decided a mixed methods approach would allow for a deeper penetration into the issues where language and communication barriers might hinder the research process. As defined by Greene et al (1989) we used the complementarity rationale for using mixed methods approach. This rationale allows researchers to explore interconnected and distinct aspects of a phenomenon.

The research design employed for this study was an explanatory sequential mixed method design based on the mixed methods research typology developed by Creswell and Plano Clark (2011). The purpose of these designs is 'to use a qualitative strand to explain initial quantitative results ... this design can also be used when the researcher wants to form groups based on quantitative results and follows up with groups through subsequent qualitative research' (Creswell and Plan Clark, 2011, p. 82). This design was conducted across two main phases. The first phase was quantitative and involved an online bi-lingual (English and Mandarin) survey followed by a set of qualitative focus groups. Phase one allowed us to capture program participants and alumni from across a ten-year period (2005-2014). The second phase allowed us to gather more in-depth and richer data from the current cohort. The research design details are summarised in Figure 2 below.

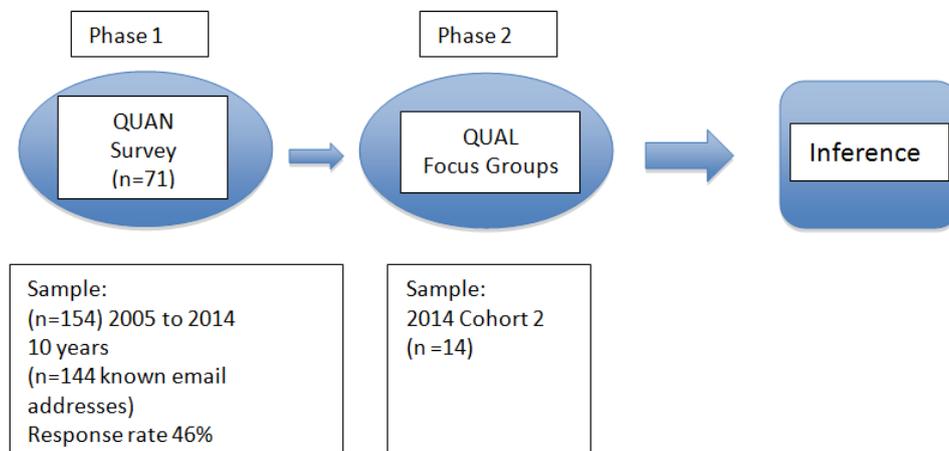


Figure 2: Explanatory sequential research design

The first, quantitative, stage involved the development of an online survey. An initial survey was designed among the research team of three – importantly one of the team is a Chinese national with strong connections in China. His nuanced approach to the survey questions was invaluable. A paper-based version of the survey questions was then piloted with a program-participant cohort to check and refine the survey before sending it to the entire population of alumni (n=160). The on-line survey (Shannon et al, 2002) was provided bi-lingually (Harkness et al. 2010) to the Alumni, with emailed requests also written in Mandarin and English.

The second, qualitative, stage involved a focus group (Morgan 1997). Fifteen participants on the program were invited with 14 participating on the day. For the purposes of building English language confidence, and allaying cultural sensitivities, the cohort was sub-divided into three self-selected sub-groups. Each was given a question and one of the researchers stayed with the group to help explain the question and to record participants' responses. After a time each group moved to the next question and the process was repeated. At the end of this process the larger group reformed for some further questioning of the whole group. By this stage the participants appeared confident enough to provide fulsome responses. Figure 3 provides a visual depiction of how the facilitation occurred in the focus groups.

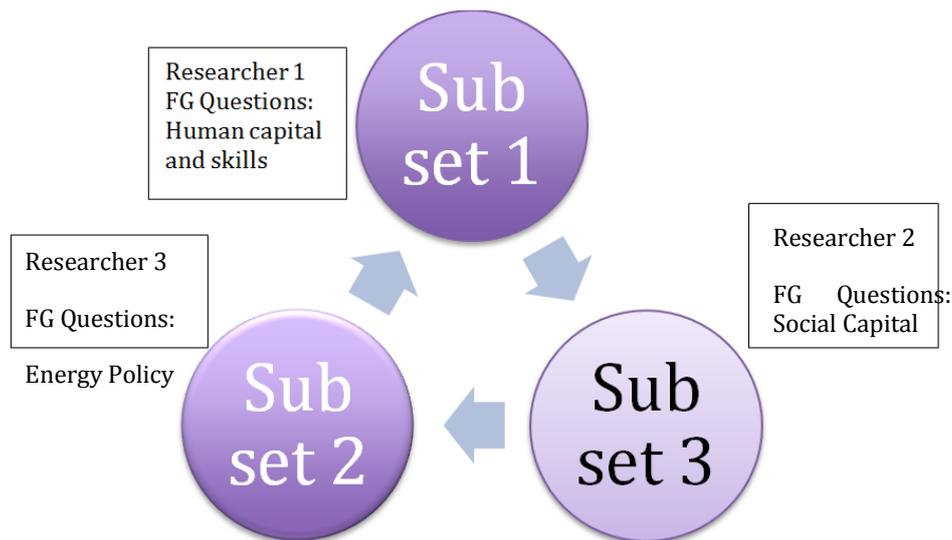


Figure 3: Focus group facilitation

Collectively, the focus group piloting of the survey with a small cohort, the online survey with the entire population of the 10 year program, the further clarifying of the survey responses by a second group of students, and the use of bi-lingual questions and culturally sensitive processes and involvement of our Chinese research team member provided more robust data than a single research method could have provided.

5. Discussion of the Actual Research

Often mixed method research starts with qualitative research and progresses to quantitative (Creswell & Plano Clark 2007). However, in our research we were able to start with a quantitative survey because we had significant background information on the cohort, reports on the courses and clear research questions to be investigated. While this is not entirely unique we found that we could converge data using a survey before we diverged with the focus group, thus maximizing the depth of our research and minimizing the impact and impost on the participants.

Another point of difference for our research was the embedded Chinese research team member. Having him in our team meant that the survey design was more nuanced than if two Westerners had designed it and had it translated. Examples of this were seen even in simple demographics, multi-choice questions such as *'What type of organisation did you work for when you undertook the program?'* Our Chinese colleague explained the importance of separating out 'public company' (that is, government owned company – which accounted for the 84% of our cohort), and, 'government and administration' (that is, government official – around 5% of our cohort. This group is poorly paid but has high power status within the group and their country). Without his advice we would otherwise have written only 'public sector', which would have been adequate in Australia but would not have produced the quality of data we were later to receive from our Chinese communist participants.

Once we were happy with our survey we piloted it with a volunteer group of participants. It was provided in hard copy as a bi-lingual document. Again, we were faced with a cross-cultural opportunity. We knew that the participants found it challenging to critique and openly criticise others' work. To this end we were patient and waited for our pilot group to have resided in Australia for a couple of months. Each of the classes they had attended were delivered in English and the program served not only to inform 'leadership in the oil and gas sector' but also to help showcase and demonstrate an Australian way of life, including an Australian way of facilitated education: via workshops, case study discussions and other means of facilitated and experientially-based learning. Therefore, we timed our pilot so that participants had already been exposed to an environment where critiquing and questioning was not only accepted but welcomed by session leaders. Also the participants had been working together for two months and there was a degree of trust and acceptance within the cohort. Again, the Chinese researcher was in the room to explain and answer questions. This actually wasn't necessary at the time, but one pilot question that provided minimal valuable data was amended as a result of his observations of the participants.

Once the pilot was refined we sent it out to the entire cohort of participants (n=160). We sent an initial email with the survey attached. We sent three follow-up emails and attached surveys. All of these requests were sent in English and Mandarin. We had lost contact with 16 participants – largely from the first 2 years of the program. This brought our total number of potential respondents down to 144 and of that number we received 71 responses.

Demographics 个人情况

1. What is your gender?
您的性别?
 - a. Female 女
 - b. Male 男
2. What is your age?
您的年龄?
3. Who was your employer when you participated in the ACNGM program?
您参加ACNGM培训项目时候的工作单位名称是(请提供中英文)?
4. What year did you participate in the ACNGM program?
您是哪一年参加ACNGM培训项目的?
5. What is your highest level of educational attainment?
您的最高教育水平?
 - a. Senior High School 高中
 - b. Technical Institute 大专、高职
 - c. Bachelor degree 本科
 - d. Master degree 硕士
 - e. Doctorate/PhD 博士

Figure 3: Excerpt from online bilingual survey

Following the survey completion the research team completed an initial collation of the data using Survey Monkey and SPSS data analysis software. At this initial stage we wanted to explore any areas where it would be beneficial to gain further information from a focus group. We found there were seven questions, which required deeper responses.

By now, three months had past. Our pilot cohort had returned to China and another cohort had arrived and had been enrolled in the course for two months. Again we felt that they had grown somewhat accustomed to proffering opinion and critiquing suggestions. Therefore, we perceived the group would respond openly to a workshop. However, we went further to ensure their candor and easy participation.

We invited all 15 course participants to a 90-minute focus group. All but one attended, as she had a prior appointment. After commencing the focus group with the usual preamble we divided the cohort into three sub-groups. Each sub-group was asked to move to a location around the room where a researcher was waiting with one of the first three questions written on a flip-chart sheet. It was anticipated that the sub-groups would facilitate conversation and this was certainly the case. The participants seemed to enjoy the activity enormously and liked having their ideas and answers recorded openly by the researcher. Once they were involved in the process they were very forthcoming. After the first 10 minutes at one station, participants were asked to move onto the next station. Thus sub-groups ‘rotated’ across the three initial questions and a wealth

of data was acquired. Researchers were able to interrogate sub-group members' responses if they were confused about anything that was said. Being a small group this interrogation was not intimidating, and participants seemed to enjoy providing their opinion and advice.

For the remaining four questions the researchers were prepared to continue to work in sub-groups or work with the whole group (with a preference for working with the whole group). Due to the participants seemingly being at ease with each other, the researchers and the process, a decision was made to be work as a whole group for the final four questions. Again, quality data was obtained. The researcher who was most invested in the question asked and interrogated their question while one of the other researches recorded responses on a flip chart.

In all, the following aspects of our methodology helped us achieve robust data:

- A mixed method approach
- Starting with anecdotal data and existing reports, meant we could move straight into a quantitative survey rather than using a focus group to decide what to best survey
- Piloting and administering our survey bi-lingually for bi-lingual respondents. This was particularly important for those alumni of the program who had been back in China, possibly with little access to English, for a number of years.
- An embedded Chinese researcher in our team ensured all aspects were more nuanced than if we had employed a translation for each of our approaches
- Being patient enough to wait until our pilot cohort and subsequent focus group were settled and 'acculturated' enough to provide open and honest responses when they are from a more collective and hierarchical culture (Hofstede et al. 2010)
- The use of sub-groups and rotating groups to maximise the ability to comfortably interrogate participants without fear of them feeling intimidated.

6. Limitations

A limitation arising from the study relates to lower response rates from earlier cohorts. Unfortunately there were no respondents from the 2005 cohorts and a total of 15% of respondents were from the 2006 to 2009 cohorts. The majority of respondents were from the 2010 to 2014 cohorts (85%). Nonetheless, this majority of respondents were participants from the last five years and had more recent experiences to draw from than those from the earlier years.

7. Conclusion

This paper has focused on research methodology and the use of culturally sensitive, mixed-method research design informed by our multi-disciplinary and multicultural research team. The research itself was conducted to evaluate the effectiveness of an executive leadership development program conducted in Australia for Chinese participants. Aspects of social capital; participants' industry-based human capital; and the opinions of Chinese energy policy were interrogated.

The paper highlighted several interesting methodological innovations given the complex nature of this cross-cultural leadership program. Quantitative data from across a ten-year period of the program was gathered via a bi-lingual survey. Whereas, it was determined that qualitative data to elicit richer responses in several identified areas would be better served through group facilitation techniques that were sensitive to hierarchical issues, cultural difference within the participant group and cognisant of the varying English language skills. A 'rotating groups' process was used as the initial process to aid with the comfort level of participants and thus the quality of the information we believe we gathered. Using a mixed methods research design gained greater complementarity in terms of data collection and analysis.

The paper makes a contribution to research methodology in several ways: through providing ideas about how to best leverage the diversity from within a multidisciplinary research team, the strengths of using mixed methods as opposed to mono methods and the application of culturally sensitive techniques in both quantitative data collection and qualitative data collection.

References

- Andrew, S., & Halcomb, E. J. 2000, Mixed methods research is an effective method of enquiry for community health research. *Advances in Contemporary Nurse*, 23(2), 145-153.
- Banister, C. E. M., Begoray, D. L., Nimmon, L. E., Mills, E. A. J., Durepos, G., & Wiebe, E. 2014, *Encyclopedia of Case Study Research Cultural Sensitivity and Case Study*, 269–71.
- Brownie, S., & Coutts, R. 2014, Focus group interviews with older Australians to explore their awareness of the national age-adjusted dietary recommendations and their suggestions for assisting them to meet these dietary targets. *Australian Journal of Primary Health*, 20/2: 182–7.
- Burnette, C. E., Sanders, S., Butcher, H. K., & Rand, J. T. 2014, A Toolkit for Ethical and Culturally Sensitive Research: An Application with Indigenous Communities. *Ethics and Social Welfare*, 00/00: 1–19. DOI: 10.1080/17496535.2014.885987
- Chidlow, a, Plakoyiannaki, E., & Welch, C. 2014, Translation in cross-language international business research: Beyond equivalence. *Journal of International Business Studies*, 45/5: 1–21. Nature Publishing Group. DOI: 10.1057/jibs.2013.67
- Couture, A. L., & Maticka-tyndale, E. 2012, Reflexive Accounts: An Intersectional Approach to Exploring the Fluidity of Insider / Outsider Status and the Researcher's Impact on Culturally Sensitive Post-Positivist Qualitative Research. *Qualitative Sociology Review*, 8/1.
- Creswell, J. W., & V. L. Plano Clark. 2007, *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & V. L. Plano Clark. 2011, *Designing and Conducting Mixed Methods Research*. 2nd Edn. Thousand Oaks, CA: Sage Publications.
- Culley, L., Hudson, N., & Rapport, F. 2007, Ethnic Communities : Researching Infertility in British South Asian Communities. *Qualitative Health Research*, 17/1: 102–12.
- Deloria, V. 1991, Research, Redskins and Reality. *American Indian Quarterly*, 15/4: 457–68.
- DeSouza, R. 2007, Walking a tightrope: Asian health research in New Zealand. *Diversity in Health and Social Care*. 4, 9-20.
- Esposito, N. 2001, *From Meaning to Meaning : on Non-English Focus Group Research*, 11/4: 568–79.
- Fang, T., & Faure, G. O. 2011, Chinese communication characteristics: A Yin Yang perspective. *International Journal of Intercultural Relations*, 35/3: 320–33. Elsevier Ltd. DOI: 10.1016/j.ijintrel.2010.06.005
- Goldblatt, H., Karnieli-Miller, O., & Neumann, M. 2011, Sharing qualitative research findings with participants: Study experiences of methodological and ethical dilemmas. *Patient Education and Counseling*, 82/3: 389–95. Elsevier Ireland Ltd. DOI: 10.1016/j.pec.2010.12.016
- Gray, M., & Coates, J. 2010, 'Indigenization' and knowledge development: Extending the debate. *International Social Work*, 53/5: 613–27. DOI: 10.1177/0020872810372160
- Greene, J., V. Caracelli and W. Graham 1989, "Toward a conceptual framework for mixed-method evaluation designs." *Educational evaluation and policy analysis* 11(3): 255-274.
- Hadziabdic, E., Albin, B., & Hjelm, K. 2014, Arabic-speaking migrants' attitudes, opinions, preferences and past experiences concerning the use of interpreters in healthcare: a postal cross-sectional survey. *BMC research notes*, 7/1: 71. BMC Research Notes. DOI: 10.1186/1756-0500-7-71
- Harkness, J.A. et al. (ed.) 2010, *Survey Methods in Multinational, Multiregional and Multicultural Contexts*. John Wiley & Sons, Inc., Hoboken, New Jersey.
- Hofstede, G., Hofstede, G.J., and Minkov, M. 2010, *Cultures and Organizations: Software of the Mind*. Revised and Expanded 3rd Edition. McGraw-Hill.
- Hsieh, H.-F., & Shannon, S. E. 2005, Three approaches to qualitative content analysis. *Qualitative health research*, 15/9: 1277–88. DOI: 10.1177/1049732305276687
- Kingsley, J. 'Yotti', Phillips, R., Townsend, M., & Henderson-Wilson, C. 2010, Using a Qualitative Approach to Research to Build Trust Between a Non-Aboriginal Researcher and Aboriginal Participants (Australia). *Qualitative Research Journal*, 10/1: 2–12. DOI: 10.3316/QRJ1001002
- Kitzinger, J. (2008). *FOCUS GROUP RESEARCH: using group dynamics to explore perceptions, experiences and understandings*. *Qualitative Research in Health Care*. Oxford University Press.
- Kwan, C. M. L., Chun, K. M., & Chesla, C. A. 2011, Cultural Norms Shaping Research Group Interviews with Chinese American Immigrants. *Asian American Journal of Psychology*, 2/2: 115–27. DOI: 10.1016/j.biotechadv.2011.08.021. Secreted
- Lee, S. K., Sulaiman-Hill, C. R., & Thompson, S. C. 2014, Overcoming language barriers in community-based research with refugee and migrant populations: options for using bilingual workers. *BMC international health and human rights*, 14/1: 11. DOI: 10.1186/1472-698X-14-11
- Liamputtong, P. 2011, *Focus Group Methodology: Principle and Practice*. SAGE Publications.
- Mcdermid, F., Wales, N. S., South, N., Wales, N. S., & South, N. 2014, Conducting qualitative research in the context of pre-existing peer and collegial relationships, 21/5.
- Milne, J., & Oberle, K. 2005, Enhancing rigor in qualitative description: a case study. *Journal of wound, ostomy, and continence nursing : official publication of The Wound, Ostomy and Continence Nurses Society / WOCN*, 32/6: 413–20. DOI: 10.1097/00152192-200511000-00014.
- Morgan, D.L. 1997, *Focus Groups as Qualitative Research – Planning and Research Design for Focus Groups*. Sage.

- Resnicow, K., Baranowski, T., Ahluwalia, J. S., & Braithwaite, R. L. 1998, Cultural sensitivity in public health: defined and demystified. *Ethnicity & disease*, 9(1), 10-21.
- Savaya, R., & Cohen, O. 2015, A qualitative cum quantitative approach to construct definition in a minority population: Reasons for divorce among Israeli Arab women. *Journal of Sociology & Social Welfare*, 25/4: 157–79.
- Shannon, DM, Johnson, TE, Searcy, S, and Lott, A. 2002, Using Electronic Surveys: Advice from Survey Professionals, *Practical Assessment Research & Evaluation*, volume 8, number 1.
- Small, R., Yelland, J., Lumley, J., & Pranee, L. R. 1999. Cross-cultural research: Trying to do it better 1. issues in study design. *Australian and New Zealand Journal of Public Health*, 23(4), 385-389.
- Sokoloff, N. J., & Dupont, I. 2005, Domestic violence at the intersections of race, class, and gender: challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence against women*, 11/1: 38–64. DOI: 10.1177/1077801204271476
- Teddlie, C. and Tashakkori, T. 2003, Major issues and controversies in the use of mixed methods in the social and behavioral sciences. *Handbook of mixed methods in social & behavioral research*. A. Tashakkori and C. Teddlie: 3-50.
- Thomas, A. 2008, Focus groups in qualitative research: culturally sensitive methodology for the Arabian Gulf? *International Journal of Research & Method in Education*, 31/1: 77–88. DOI: 10.1080/17437270801919941
- Tung, R. L. 2008, The cross-cultural research imperative: The need to balance cross-national and intra-national diversity. *Journal of International Business Studies*, 39(1), 41.
- Wong, J. P.-H., & Poon, M. K.-L. 2010, Bringing translation out of the shadows: translation as an issue of methodological significance in cross-cultural qualitative research. *Journal of transcultural nursing : official journal of the Transcultural Nursing Society / Transcultural Nursing Society*, 21/2: 151–8. DOI: 10.1177/1043659609357637.
- Yunong, H., & Xiong, Z. 2012, Further discussion of indigenization in social work: A response to Gray and Coates. *International Social Work*, 55/1: 40–52. DOI: 10.1177/0020872811406893

