

TO ACCEPT OR REJECT? THE ISSUE OF THE TYPES OF ARGUMENTS FOR JUSTIFYING PAPERS IN ADMINISTRATION

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ABSTRACT

The relevance of a study has been recognized as the main factor in the rejection or acceptance of papers by editors of journals. Thus, justifying the study in a clear and persuasive way is an essential skill for researchers. However, despite its importance, research manuals provide superficial guidelines on how to present the study's relevance. Thus, the objective of this paper is to identify the types of arguments used to justify scientific research in administration. To obtain the answer, we used exploratory research implemented by mixed methods (concomitant triangulation). As a result, six types of arguments were identified for papers in administration: authoritative, scarcity, theoretical contribution, necessity, practical contribution and missing gaps.

Keywords: Relevance. Justification. Triangulation. Descending Hierarchical Classification.

INTRODUCTION

The production of scientific knowledge is growing exponentially due to the use of information technology and the advent of indexing databases, among others (MERUANE; BALIN, 2012). This surge in scientific production, especially in administration, has directly influenced the process of development of research in Brazil.

This fact imposes on researchers, scholars, specialists and professors in general a constant search for events that concede the due space for the apprehension and unveiling of recently completed works. In Brazil, such movements are being catalysed by meritocratic and classificatory incentives by agencies that foster research, such as the Coordination of Higher Education Personnel (CAPES) and National Council for Scientific and Technological Development (CNPQ).

Furthermore, in the field of administration, a concern over the rigor and relevance of Brazil's research is a recurring item for discussion in the literature and at events frequented by the country's scientific community (BERTERO et al., 2013), such as EnANPAD – Meeting of the National Association of Postgraduate Degrees and Research in Administration. Within this context, we also find the debate on the need for administration to get closer to its practitioners (REBECCA, 2010), strengthening itself in this manner as an applied social science. The arguments that reveal the relevance of a study are normally laid out in the justification for the research.

In this sense, it is worthwhile pointing out that a study's lack of relevance (contribution of value) to science and knowledge is the main factor in the decision to reject papers considered by editors at journals (FALASTER; FERREIRA; CANELA, 2016). According to the authors, this happens because, although technical errors can be corrected, a paper that has no contribution to make is unlikely to be significantly improved by future bouts of revision.

This search for space in the scientific landscape increases the importance of the justification of studies in administration, seeing as it is the justification that explains why research has been conducted (FIGUEIREDO,

2008). Thus, the justification aims to convince the reader of the need and relevance of the proposed study (HADDAD, 2004; CAJUEIRO, 2015), increasing its acceptance within national and international science circles.

However, despite rigor and relevance serving as the bases for a meaningful scientific paper, the community's practice has favoured rigor over relevance, especially in the field of administration (MASCARENHAS; ZAMBALDI; MORAES, 2011). There is, therefore, a need to rebalance the priorities in this field, focusing on improving relevance and its formulation through rational and persuasive elements. Here, argument is understood as, "[...] any reason, proof or demonstration capable of obtaining assent and inducing persuasion or conviction" (ABBAGNANO, 2012, p. 90), while argumentation is, "[...] an agreement among different components that requires the subject who is arguing to construct an explanation from a rational point of view, recurring to individual and social experiences within the time and space of a situation with the purpose of persuasion" (KOCH; ELIAS, 2017, p. 24).

As per the above, the objective of this paper is to identify the types of arguments employed to justify scientific studies in the field of administration. The research strategy used was that of concurrent triangulation (CRESWELL, 2010), with the aim of achieving the benefits of the approach using mixed methods (qualitative and quantitative) (HUSSEIN, 2009), because for Lahlou (1994) it is possible to overcome the dichotomy between quantitative and qualitative analysis when statistical calculations on qualitative variables of the text kind are used.

In addition, triangulation is useful in the production of knowledge within administration, a field that still lacks greater methodological density, because it allows for the approximation and apprehension of real world phenomena in an encompassing, yet deep, manner (ZAPPELLINI; FEUERSCHUTTE, 2015). In this way, triangulation has been employed with the purpose of confirming and complementing quantitative and qualitative approaches (HUSSEIN, 2009).

The quantitative side was handled by the Descending Hierarchical Classification (DHC) proposed by Reinert (1990). Meanwhile, for the qual-

itative approach, Content Analysis (CA) was used, as per the vision of Bardin (2011). It should be noted that, despite CA being used in this study as the qualitative approach, Minayo (2016) states that the same is flexible enough to be integrated into both qualitative and quantitative scientific investigations.

The corpus for analysis was made up of the 33 papers selected for awards at the EnANPAD 2016 congress, the second-largest scientific event for administration in the world (ANPAD, 2017). As a result, six types of arguments were identified in the administration papers, which in decreasing order, were: authoritative arguments, arguments of scarcity, theoretical contributions, arguments of necessity, practical contributions and arguments of missing gaps.

THEORETICAL BACKGROUND

For Mello (2017), the value of a study lies in the context and in the question (problem). Thus, a research problem is relevant if it is of sufficient importance from the scientific point of view; that is, if the problem is able to open the door to conclusions that are valuable to Science (WALDEMAR et al., 2007).

It is therefore important to understand the reasons behind the production of knowledge. For Santos, Kienen and Castineira (2015), knowledge is produced for three reasons: questioning, necessity and curiosity. According to the authors, permanent doubt moves humanity and so questioning springs from the search for knowing. Meanwhile, the necessity for survival led to mankind creating tools, mechanisms and production systems. Finally, curiosity urged man to explore the unknown in the sense of unveiling the logic of nature. As a result, arguments for scientific justification must be related to one or more of these three reasons.

For Rebecca (2010), it is important to measure the impact of a study in ways that go beyond citations, seeing as Grant et al. (2009) understand the impact of a study as the possible benefits it generates in the economic, social, environmental and cultural worlds of large communities. Thus, the justification for the study appears to be intimately related to: 1) the reasons for embarking on the study; that is, the problems and opportunities that will be tackled by it and, 2) the benefits resulting from efforts of the study.

In this direction, the (theoretical and methodological) rigor and relevance (contribution of value) are pointed out as essential to producing quality scientific work (BACHARACH, 1989; WHETTEN, 1989; PENDERGAST, 2007; MASCARENHAS; ZAMBALDI; MORAES, 2011). For Serra, Fiates and Ferreira (2008, p. 39) the contribution of value means, “[...] to extend theory to demonstrate new precedents, new consequences, new mediating relationships, etc.”. However, despite many researchers referencing the notion of relevance, there are few who actually know what it means (NICOLAI; SEIDL, 2010).

Thus, for a scientific work, the justification should: 1) present the study's expected benefits, as well as the importance of carrying out the study at that moment in time (FIGUEIREDO, 2008; CAJUEIRO, 2015; COOPER; SCHINDLER, 2016) and, 2) demonstrate that the research is current, original, relevant, feasible, useful and necessary (BORGES, 2013). Therefore, the justification for the research should be based on evidence such as: facts, statistics, examples and illustrations (MELLO, 2017).

In the scientific literature, several authors mention relevance in terms of contributions to (scientific) theory and/or (social) practice (PENDERGAST, 2007; FIGUEIREDO, 2008; VASCONCELOS, 2009; MASCARENHAS; ZAMBALDI; MORAES, 2011; LAKATOS; MARCONI, 2017). In fact, it is not even a requirement that the work have multiple contributions (SERRA; FIATES; FERREIRA, 2008), only one need be useful to theory, practice or both (PENDERGAST, 2007).

Theoretical (scientific) relevance is found when the knowledge is pertinent to the evolution of scientific knowledge or procedures (MASCARENHAS; ZAMBALDI; MORAES, 2011). For example, when (PENDERGAST, 2007; MATTOS, 2008; BORGES, 2013; FERREIRA, 2015; BARRAL, 2016; VOLPATO, 2017): 1) it gives rise to new knowledge, although originality is more based on the way a theme is approached than on the theme itself; 2) it opens up research possibilities in new areas, 3) it surprises, critiques, supports or contests previous suppositions, as is the case with counterintuitive or paradoxical studies (those that challenge popular knowledge and those that lead to unexpected results, respectively) and, 4) it identifies a gap in the knowledge; that is, something that has not been well explained or understood and necessitates studies with greater depth and extension.

In this sense, Ferreira, Pinto and Belfort (2016), when explaining that what constitutes the constructive review of a paper in Administration, commented that reviewer for journals should help to identify which aspect of the paper may make a difference as a contribution. Thus, clearly presenting the relevance of a study contributes to the work of these reviewers.

Practical (social) relevance refers to when the knowledge generated impacts society and the economy (VASCONCELOS, 2009). After all, re-

search is a social undertaking and its importance should be emphasised within a broader context (HADDAD, 2004). Therefore, the relevance of a scientific paper is attributed by the members of a community (scientific and non-scientific) through social consensus relating to the importance and pertinence of the problem tackled (MASCARENHAS; ZAMBALDI; MORAES, 2011).

Moreover, administration, as with applied social science, requires a practical relevance (NICOLAI; SEIDL, 2010); that is, the conversion of what was earned as research in functional models, duly applied. For example, when (MATTOS, 2008; BARRAL, 2016): 1) it attracts the attention of publics in the community and, 2) it contributes to the debate in society.

Continuing, Meruane and Balin (2012) define the types of justification:

- A lack of generic knowledge: argues a generic lack of knowledge in a given area;
- Lack of practical knowledge: sustains that the result of the application of knowledge established in other conditions (geographical zones, subjects, etc.) is unknown;
- Based on the importance of the question: argues that the question to be investigated is important because of its scientific, social or economic implications;
- Based on the contribution of the findings: the investigation is justified by the contributions (the applications) that the findings imply;
- Based on a gap in the methodology: the investigation is justified by the use of a new method that shines new light on a question;
- Based on solving a problem: the investigation is based on the resolution of a problem that has not been satisfactorily resolved, and
- Based on the empirical corroboration of a theory: the investigation is justified as it attempts to empirically corroborate a theory.

Thus it can be seen that, in the scientific literature, authors are concerned with the importance of the justification of the value of the studies, seeing as those lacking relevance should not be embarked upon. As a consequence, given that Science always thirsts for the new, we can see the need for a justification to propose something new, in theoretical and practical terms, whether incrementally or radically so.

Finally, Mitchell and Clark (2018, p. 3) attest that “life is too short to write badly. Readers have no need of this and writers of qualitative research should abstain from taking part in this crime.”. For the authors, there are five stages to writing more engaging qualitative research: 1) consider what you are writing, as academics also have many channels of communication: studies, grant submissions, twitter, journal reviews, textbooks, dissertations and editorials. Successful writing requires the writer to pay diligent and silent attention to the construction of the genre in which he or she works. Every genre has its own sense of veracity – of the meaning of truth; 2) identify who you are writing for: “who is my audience?”. Identify the likely concerns, history and reception your writing will encounter. 3) persuade: as Aristotle teaches, persuasion is the basis for engagement and influence and writers should use several means to persuade readers, including logos (the solidity of logic), ethos (the emotional connection to the message) and pathos (the belief that the persuader has emotional authenticity and moral credibility). The integration of genre, audience and persuasive charisma is essential to writing convincing manuscripts for audiences less versed in the research; 4) find your voice and tone: know the rules and conventions in order to be able to “break” them and create your own writing style; 5) take creative risks: creativity in academic writing gives shape to ideas using originality and innovation in the measure it is defined by a social context. For studies where the methodology is creative, borrow a writing convention from another discipline or combine ideas that are separate on the surface in order to create something entirely new.

METHODOLOGY

This paper aims to identify the types of arguments employed when justifying scientific research in administration. As such, an exploratory research was chosen based on the decision to make a problem explicit and more familiar (GIL, 2010). Moreover, mixed methods (quantitative and qualitative) were used through concomitant triangulation (CRESWELL, 2010).

It should be noted that there is increasing interest in research employing mixed methods and that these are found in many fields of research (CRESWELL, 2010). One emphatic reason for this is that they allow for a maximisation of the strong points and minimisation of the weak ones of the qualitative and quantitative approaches, while obtaining a greater comprehension of the object of the research (CRESWELL, 2010). The qualitative and quantitative approaches are different in the way they resolve the problem, with the former seeks a holistic and integrated understanding, while the latter aims for confidence and more precision in the analysis (RICHARDSON, 2010).

In this direction, mixed methods demand some form of triangulation. Thus, triangulation is employed to expand and deepen the understanding of the investigation of the phenomenon, as well as increase the accuracy, validity and credibility of the study (HUSSEIN, 2009). Dang (2015) corroborates this by stating that triangulation is a strategy to combine the advantages of the qualitative and quantitative approach and increase the validity of the results of the assessment and research. Zappellini and Feuer-schutte (2015, p. 246) defined triangulation as “a procedure that combines different methods of collecting and analysing data, different populations/ subjects (or samples/ objects), different theoretical perspectives and different moments in time with the purpose of consolidating their conclusions regarding the phenomenon under investigation”.

Creswell (2010) recommends four criteria to choose a suitable mixed method strategy: time distribution, attribution of weight, type of combination and theorisation. The distribution of time indicates whether the (qualitative and quantitative) data collection takes place concomitantly (at

the same time) or sequentially (in stages). The attribution of weight refers to the priority given to the approach, where either the quantitative or qualitative can be prioritised, or they can be equal for both. The type of combination is related to how the research data will be combined – 1) integrated: putting together the qualitative and quantitative data; 2) connected: combining the data from one stage with the data from another stage; or 3) incorporated: incorporating a secondary source of data into a larger, primary source. Theorisation forces a questioning of whether a greater theoretical perspective will guide the study, as well as define if it will be explicit (mentioned) or implied (not mentioned).

The four criteria of this paper were defined as: concomitant for the time distribution, as the quantitative and qualitative data were derived from the same corpus under analysis; the weight distribution was equal for both approaches; the combination type chosen was integrated data and the theorisation was of the implicit type.

Concomitant triangulation was adopted for the study design. For Creswell (2010), concomitant triangulation is advantageous because it is familiar to many researchers, in addition to normally leading to valid and substantiated results. With this kind of triangulation, the quantitative and qualitative methods are applied separately to allow for a subsequent comparison of the results in a joint interpretation, as shown in Figure 1, below.

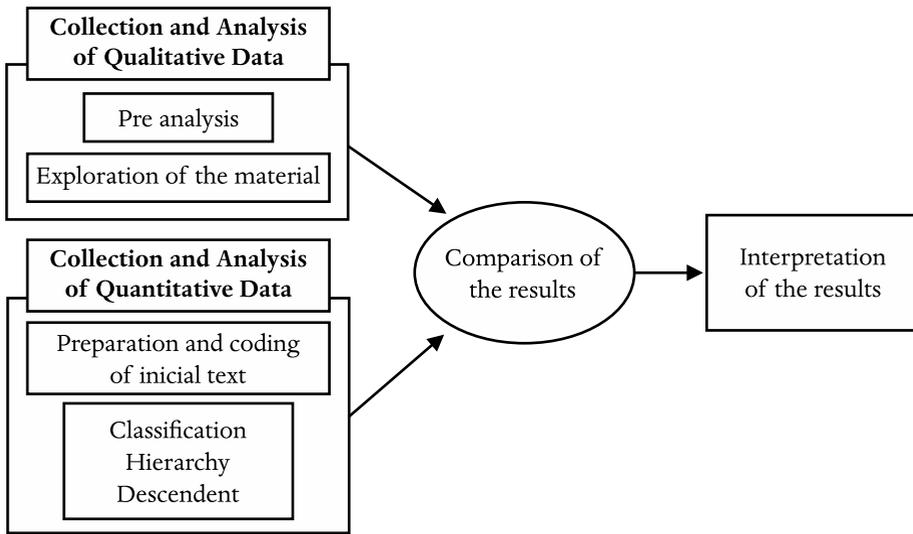


Figure 1: Research design scheme with concomitant triangulation

Source: The authors

Content Analysis (CA) is a method formed by a set of analysis techniques (categorisation, assessment, enunciation, expression, recounting, discourse) for communication that uses systematic and objective procedures for describing and/or predicting the content of messages that are manifested (explicit) and latent (hidden) through quantitative and/or qualitative indicators (BARDIN, 2011; MINAYO, 2016). Within the research design, the collection and analysis of qualitative data complied with the first two steps of the French view of CA as proposed by Bardin (2011): 1) pre-analysis: the stage in which the corpus of the analysis is organised and 2) exploration of the material: the stage in which the actual analysis is carried out.

The pre-analysis began with the constitution of the corpus, for which the criteria for inclusion was the papers from EnANPAD 2016 selected to receive awards at the congress and which numbered 33. The papers can be accessed through the congress' website (ANPAD, 2017) and the presence of justifying elements were looked for in each one, in the Abstract and Introduction, where they would typically be found. EnANPAD was chosen as it

is considered the second-largest scientific event in the world for the field of administration – the focus of this paper (ANPAD, 2017).

The next step was defining the analysis class; that is, the type of approach for the identification of the categories and analysis of the material. The inductive type was chosen, with a posteriori determination of categories; in other words, the categories are determined in the measure that the researcher explores the material under analysis. This class is recommended for exploratory studies (VERGARA, 2015), as is the case, here.

As regards the exploration of the material, the classification criterion for the categories was based on items of the paper kind (complete documents), the registration unit was the theme and the context unit was the paragraph. Thus, efforts were made to comply with the following requirements in the category system: validity, completeness, homogeneity, exclusivity, objectivity and pertinence (MORAES, 1999; BARDIN, 2011).

With the intent to answer the question posed, the categories were described based on the registration units (MORAES, 1999) and on the results analysed through the juxtaposition of categories (SILVA; FOSSA, 2013). Finally, that Atlas.ti software was used for CA support and expressions taken from the papers were mentioned to illustrate each kind of argument, with the intent to increase the reliability of the study.

The quantitative method used in the study was Descending Hierarchical Classification (DHC). DHC is a multivariate statistical method that allows for the analysis of text, providing contexts organised by lexical classes, which are defined based on segments of texts from a vocabulary (CAMARGO; JUSTO, 2013a). Thus, the segments of texts in each class share a similar vocabulary that is also different to those of other classes. The collection and analysis of quantitative data in the study design complied with the first two steps proposed by (1994) for DHC: 1) the step in which the initial text is prepared and coded and, 2) the step in which the descending hierarchical classification itself is applied.

As regards the preparation and coding of the initial texts, the same corpus was used as for the CA, although it needed to be reorganised for the purposes of the CHD, in line with the recommendations by Camargo

and Justo (2013b): 1) track spelling mistakes in order for them not to be taken for different words; 2) eliminate the spaces between blocks of text, avoiding multiple paragraphs; 3) remove formatting such as justify (text alignment), bold or italic fonts, etc.; 4) define and standardise acronyms/ abbreviations, either using the abbreviated form or writing them out and separating the words with underscores instead of spaces; 5) substitute hyphens with underscores, e.g. “well-known” becomes “well_known”; 6) maintain numbers as digits, e.g. “2013”, instead of “two thousand and thirteen”; 8) eliminate the following special characters: inverted commas (“), apostrophe (’), hyphen (-), dollar sign (\$), per cent (%), ellipsis (...) and asterisk (*). In addition, the corpus was divided into two parts, texts in Portuguese and those in English, due to the need to process them separately using the support software.

To carry out lexical analyses, the IRAMUTEQ (CAMARGO; JUSTO, 2013b) software was used. At first, it identifies the *hapax legomena* (words with a frequency of one), then calculates the quantity of words and their average frequency. After this, it reformats the text units and accesses the vocabulary with the objective of identifying the reduced forms (roots) of the words and creates a dictionary based on those reduced forms. Finally, through the use of repeated chi-squared (χ^2) tests, it provides a stable classification with the active and supplementary forms. The detailed procedure for the implementation of concomitant triangulation is laid out in Table 1, below.

Table 1 Procedure for the implementation of concomitant triangulation

Steps	Explanation
Pre-analysis of the CA	Aimed at organising the corpus in terms of selecting the material, defining the type of analysis grade and develop the coding scheme (qualitative approach)
Exploration of the CA material	Involves identifying the registration units and context, coding and categorising the information and describing the categories (qualitative approach)
Preparing and coding the initial text for the DHC	Involves preparing the text to run the Descending Hierarchical Classification (DHC) (quantitative approach)
DHC	Involves running the DHC on the corpus of text in Portuguese and applying the DHC to the corpus of text in English (quantitative approach)
Results comparison	Consists of comparing the results from the qualitative and quantitative approaches
Interpretation of the results	Consists of giving meaning to the compared results of the study

Source: The authors

RESULTS

Based on the 33 papers selected for awards at the EnANPAD 2016 congress, a corpus for analysis was made up of the text segments containing the arguments used to scientifically justify each paper. This corpus was used for the CA and DHC, albeit with the need to subdivide the corpus according to the language used in the text (Portuguese and English) for separate processing in the DHC.

ANALYSIS OF THE CONTENT OF THE CORPUS

At first, a general reading of the corpus was carried out to understand how the papers were organised. Thus, an effort was made to maintain the division suggested by EnANPAD, in which the 33 papers were organised into 11 divisions, with 3 papers per division (ANPAD, 2017): AC – Accounting; ER – Education and Research in Administration and Accounting;

FI – Finance; IA – Information Administration; MK – Marketing; OM – Operations and Logistics Management; OS – Organisational Studies; PI – Public Administration; SM – Science, Technology and Innovation Management; SO – Strategy in Organisations; WM – Working Operations and Relationships Management. In addition, a section was created with the winners of each division, as well as one with only the best paper of the event. Therefore, the papers were analysed based on 13 divisions. Annex A numbers the 33 papers to facilitate references to the sections of texts that illustrate the types of arguments.

The coding and categorisation of the codes was carried out with the help of Atlas.ti software. In this manner, six categories were identified that represent the types of arguments: 1) Authoritative arguments, 2) Arguments of scarcity, 3) Theoretical contributions, 4) Arguments of necessity, 5) Practical contributions and, 6) Arguments of missing gaps. These six categories correspond to the six types of arguments used by the authors of the 33 papers analysed.

Next, the categories were described and exemplified with texts taken from the papers. Furthermore, the categories present in each of the 13 divi-

sions were identified, as was their presence in the winning papers for each division and in the overall winner.

The type of argument labelled **authoritative arguments** constitutes a category in which arguments based on past scientific literature, referencing both classical and contemporary studies, as demonstrated by the expressions: “It can be seen over the past few years in the academic area...” (paper 2) and “...the recent literature emphasises...” (paper 24).

Another artifice used in this kind of argument was to show the direction that papers have taken, indicating that the study in question is in line with this direction, using expressions such as, “...a growing theme” paper (32), “...has been increasingly gaining space in academic research” (paper 32), “The importance of the theme...” (paper 14), “Firms can no longer escape the effects of...” (paper 15), “...a dizzying increase in adoption...” (paper 15), “The [...] have become increasingly popular...” (paper 15) and “The discussion is of particular interest for...” (paper 8).

Another strategy employed in this kind of argument is to show that the authors are divided over a certain theme or approach. In such cases, there is no consensus and controversy abounds, so the strategy consists of showing that the path proposed by the study was one of the possible ones. Manifestations of this type of argument can be noted in the following expressions: “Despite the interest...” (paper 3) and “Faced with this debate, ...” (paper 16). A variation of this strategy was to list the arguments directly from the literature to try to establish robustness in the justification, exemplified by: “The main contribution of this study is supported by three main findings in literature.” (paper 26), “Another example is...” (paper 2) and “Investigating [...] is important, because...” (paper 4).

The type of argument denominated as scarcity arguments is based on the understanding that studies on a theme or problem exist, but they are considered incomplete to a degree, as shown in these expressions: “...very few studies [...] cope with...” (paper 13), “Little is known...” (paper 9), “few studies have focused on...” (paper 10), “...has focused less on...” (paper 11) and “...have been little explored by the literature.” (paper 32).

Another strategy used in this type of argument was to show that, despite many studies having tackled the theme, there is a certain aspect of the object of the study that helps to differentiate it, as demonstrated by these expressions: “Despite the ample literature in this field [...] not many are reported.” (paper 23), “Most of the literature [...] addressed the [...]. However, there are few theoretical definitions [...] that address...” (paper 6), “This discussion is of particular interest for...” (paper 8), “This study aims to complement...” (paper 21) and “...little attention is given to...” (paper 25).

The type of argument denominated **theoretical contribution** focuses on showing that the study contributes to the scientific literature, as shown by the following: “This work contributes to the studies on...” (paper 23), “This study offers a singular contribution to the export literature.” (paper 15), “With the intent to advance the theory...” (paper 25), “...to delve deeper into issues important to the construction of research...” (paper 2), “...the present study advances in the literature...” (paper 18), “Thus, we contribute by empirically testing...” (paper 17) and “...we empirically tested our conceptual model...” (paper 15), “...proposing greater reflections for the studies...” (paper 10), “...in addition to expanding the recent debates...” (paper 31) and “...the debates call on researchers to reconsider...” (paper 29).

For the type of argument denominated **arguments of necessity**, the notion of necessity is associated with showing the importance of the study to academia, economy or society, as demonstrated by the following expressions: “Its importance is in...” (paper 33), “...increasingly recognise the need for...” (paper 12) and “...becomes necessary...” (paper 28).

Practical contributions is the name of the type of argument connected to management contributions in the sense of solving problems, fostering advances and refining processes, as can be seen by these expression: “...this study contributes to managers...” (paper 9), “...a management contribution...” (paper 23), “This paper investigates methods to solve problems...” (paper 5), “The objective of this study is to find [...] encourage performance...” (paper 31), “...seeking to reduce the...” (paper 8), “...can

lead to implications in the process of..." (paper 28) and "...contribute to the development of..." (paper 28).

Finally, the **arguments of missing gaps** was a type of argument that tackles a missing part of the literature, especially relating to gaps in knowledge, whether empirical or regarding the scientific literature of Brazil. It is worth stating that the gap is in the sense of the problem not having been studied with the required depth or a certain focus, instead of not having been studied at all. Some expressions that demonstrate this type of argument, are: "...but, there is still a gap in..." (paper 9), "Not having identified in the Brazilian literature studies that..." (paper 10), "...the literature presents gaps in the knowledge on..." (paper 31), "...there has been no empirical analysis..." (paper 3), "...presents a gap in the theory on..." (paper 25) and "...know of no study thaty..." (paper 4).

It should be noted that some Summary and Introduction chapters from the 33 papers researched were found to have no justifying arguments, with the Summary (27%) suffering from this to a greater degree than the Introduction (12%. Table 2 lists the types of arguments with the 11 divisions used by EnANPAD 2016, but with the added sections of: division winners (11 papers) and overall winner (one paper). The percentages in Table 2 indicate the use of the type of argument by category, where any given argument can fit more than one type.

Table 1 Use of the types of arguments across the divisions

	Authoritative arguments	Arguments of scarcity	Theoretical contributions	Arguments of necessity	Practical Contributions	Arguments of missing gaps
AC	63%	13%	0%	13%	0%	13%
ER	33%	33%	0%	0%	0%	0%
FI	11%	11%	33%	22%	11%	22%
IA	20%	10%	30%	10%	0%	10%
MK	0%	13%	38%	13%	25%	0%
OM	10%	10%	40%	20%	20%	0%
IS	50%	0%	0%	0%	0%	17%
PI	33%	22%	11%	0%	33%	11%
SM	13%	50%	13%	0%	25%	0%
SO	29%	43%	14%	0%	0%	14%
WM	15%	31%	8%	31%	8%	8%
Division winners	26%	22%	7%	7%	4%	15%
Overall winner	100%	0%	0%	0%	0%	50%

Source: The authors

From Table 1, we can see that the types of arguments that predominate each division of EnANPAD 2016 were: IA Information Administration, with **authoritative** arguments; PI – Public Administration, **authoritative arguments** and **arguments of scarcity**; AC – Accounting, with **theoretical contributions**; OS – Organisational Studies, with **theoretical contributions**; ER – Education and Research in Administration and Accounting, with **theoretical contributions**; SO – Strategy in Organisations, with **theoretical contributions**; FI – Finance, with **authoritative arguments**; SM – Science, Technology and Innovation Management, with **authoritative arguments** and **practical contributions**; OM – Operations and Logistics Management, with **arguments of scarcity**; WM – Working Operations and Relationships Management, with **arguments**

of scarcity and MK – Marketing, with **arguments of scarcity** and **arguments of necessity**.

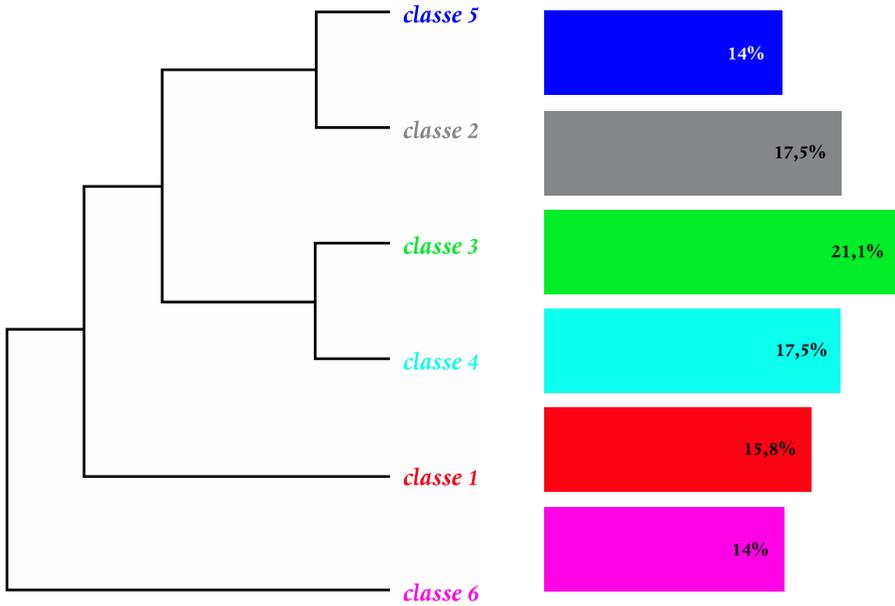
Finally, for both the division winners and the overall winner, **authoritative arguments** was the predominant type of argument used. Next, we will see the results of the DHC for the Portuguese and English sections of the corpus under analysis.

DHC FOR THE PORTUGUESE CORPUS UNDER ANALYSIS

Carrying out the DHC on the Portuguese corpus generated 76 segments of text, of which 57 were actually used, which translates to a 75% retention of the corpus. Moreover, there were 2,778 occurrences of words, with 978 distinct words and 567 words that only occurred once (*hapax legomena*). Meanwhile, the average occurrence per word was 2.93.

The results of the DHC generated six classes, as shown in the dendrogram of Figure 2, which shows the classes and the relationships among them. For the descriptive analysis of each class, two criteria were used, as suggested by Camargo and Justo (2013b) to choose which words to focus on: 1) words with a frequency higher than the average frequency for the set of words in the corpus, in this case, words with a frequency of more than 2.93. 2) words with a chi-squared (χ^2) of class association equal to or higher than 3.84, in order to ensure the margin of error is less than 0.05 for a degree of liberty of 1 (one).

Figure 2 Dendrogram of the DHC for the Portuguese corpus under analysis regarding the justificatory arguments in the EnANPAD 2016 papers



Source: The authors

It should be noted that the dendrogram of Figure 2 was divided into two sub-corpora. The first, formed by class 6, relates relevance and necessity. The second sub-corpus deals with the authoritative arguments, arguments of missing gaps and arguments of scarcity, in addition to practical and theoretical contributions, represented by classes 1, 2, 3, 4 and 5. This second sub-corpus was again divided into two sub-corpora, placing class 1 in one, with the other having classes 3 and 4 on one side and classes 2 and 5 on the other. The denominations of the classes followed the same terms used in the Content Analysis.

Class 1, denominated **authoritative arguments**, accounted for 15.8% of the text segments. The main terms associated with this class were: strategy, thus, company, period, also and potential. One can see the concern in sustaining that there is a potential route that justifies the research. The following excerpt illustrates this context: “[...] it is also important because

of the known relationship between international collaboration and the relevance of the scientific production, resulting in the effort of international publication being less important if it is not associated with research strategies based on international collaboration” (paper 4).

Class 2 was denominated **arguments of missing gaps** and accounted for 17.5% of the text segments. The main terms associated with it, were: organisational, research, study, motive, history and area. Here, efforts were made to show that the support for research on organisations can be based on the absence of past works in a certain area of study, especially in the national scope. The following excerpt illustrates this context: “[...] we know of no study that maps out the characteristics and impacts of this globalisation on research in the country, in terms of themes and theories, or of the potential contribution of the national production in this field on an international scale” (paper 4).

Class 3, denominated **arguments of scarcity**, accounted for 21.1% of the text segments. The main terms associated with this class, were: explore, public, although, know, teaching and higher. Class 3 is related to the possibility of the argument coming from the exploring of the scientific literature in search of themes that, despite having some studies, also evidence a stimulus to find out more. The following excerpt illustrates this context: “[...] very little is known about the effects of the economy obtained in the tender process on the speed of delivery of the acquired objects” (paper 24).

Class 4, denominated **practical contributions**, accounted for 17.5% of the text segments. The main terms associated with this class, were: value, service, sector, known, innovative and user. Class 4 highlights the value of practical knowledge, especially innovative knowledge, as an argument type to justify the research in a given sector. The following excerpt illustrates this context: “[...] the identification of the abilities needed to obtain a competitive advantage comprise the management contributions” (paper 21).

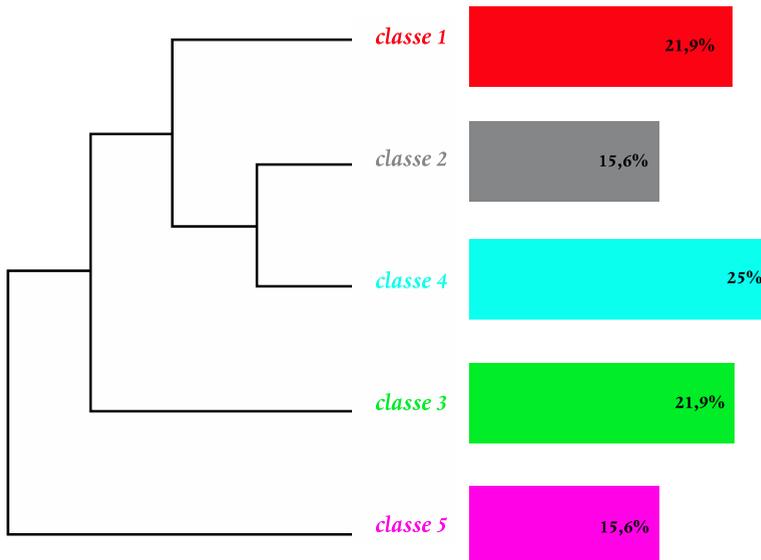
Class 5, denominated **theoretical contributions**, accounted for 14% of the text segments. The main terms associated with this class, were: ability, health, contribution, in addition, form and proposition. In this case, the class emphasises the contribution in terms of form and/or proposals that

have the capacity to go beyond the existing theory. The following excerpt illustrates this context: “[...] while the contributions to the academic field are concentrated on constructing the measuring model for dynamic abilities in cross-sectional studies” (paper 21).

Class 6, denominated **arguments of necessity**, accounted for 14% of the text segments. The main terms associated with this class, were: application, use, mobile, adoption, necessity and relevant. Class 6 shows it is possible to argue alleging the need and/or relevance of a research theme or area for academia, the economy or society. The following excerpt illustrates this context: “[...] in this way, the reason for choosing the object of this research lies in the necessity to expand the knowledge of the app market in Brazil, due to its exponential growth and the landscape of government incentives” (paper 14).

DHC FOR THE ENGLISH CORPUS UNDER ANALYSIS

Figure 3 Dendrogram of the DHC for the English corpus under analysis regarding the justificatory arguments in the EnANPAD 2016 papers



Source: The authors

Figure 3 shows that the dendrogram was split into two sub-corpora. The first, formed by class 5, is related to practical contributions. The second sub-corpus has to do with missing gap, theoretical contribution, authoritative and necessity argument types, represented by classes 1, 2, 3 and 4. This second sub-corpus is itself divided into two sub-corpora, with one containing only class 3, while the other has class 1 on one side and classes 2 and 4 on the other. Here, the class denominations also followed the terms used in the Content Analysis.

Class 1, denominated **missing gaps**, accounted for 21,9% of the text segments. The main terms associated with this class were: institutional, amount, quality, resource and investment. Class 1 showed that the filling in of gaps in the corporate context, as with those connected with quality, resources and investments, are the sources of justification for the studies. The following excerpt illustrates this context: “[...] moreover they not only lack the adequate amount of resources that should be directed to knowledge-intensive activities but they also suffer from endemic problems related to institutional quality” (paper 8).

Class 2, denominated **theoretical contributions**, accounted for 15.6% of the text segments. The main terms associated with this class were: discussion, narcissism, study, national and topic. Class 2 suggests that the discussion of theoretical topics could be used to argue for the studies. The following excerpt illustrates this context: “[...] the results extend the restricted list of studies on narcissism in the national scene seeking to contribute to discussions on the diagnosis of narcissistic personalities by educators and to contribute to the improvement of educational processes” (paper 7).

Class 3, denominated **authoritative arguments**, accounted for 21,9% of the text segments. The main terms associated with this class were: previous, behaviour, examine, member and process. Thus, class 3 suggests that previous studies should be examined in search of arguments to align the study to be justified. The following excerpt illustrates this context: “[...] previous lmx research has primarily examined organizational and individual out comes such as member organizational commitment performance and citizens hip behaviors” (paper 11).

Class 4, denominated **arguments of necessity**, accounted for 25% of the text segments. The main terms associated with this class were: export, firm, economy, theoretical and emerge. Here, class 4 indicates that necessity or relevance can emerge from the theory, economy and/or organisation. The following excerpt illustrates this context: “[...] thus it is important to study the drivers of export activity and export performance to understand firms that have become increasingly involved in exports as a means to grow and prosper” (paper 15).

Class 5, denominated **practical contributions**, accounted for 15.6% of the text segments. The main terms associated with this class were: ownership, risk, idiosyncratic, holding and cash. Class 5 focused on showing that more concrete aspects, such as financial gains and risks, could provide the scientific justification. The following excerpt illustrates this context: “[...] there has been no empirical analysis on the effects of the level of insider ownership on cash holdings when idiosyncratic risk is considered” (paper 3).

RESULTS ANALYSIS AND INTERPRETATION

Concomitant triangulation was used to analyse the data. This is a research line that employs mixed methods, with the quantitative approach represented by Descending Hierarchical Classification and Content Analysis representing the qualitative one. The corpus for analysis was made up of the 33 papers selected for awards at EnANPAD 2016.

As suggested by Creswell (2010), the qualitative and quantitative data can be compared by using a matrix. Chart 1 thus shows the comparison between the results revealed by the CA and DHC. The CA results were prioritised in descending order of frequency of occurrence and the DHC results were prioritised by the percentage points of segments of text covered by the class.

Chart 1 Prioritisation of the CA results and DHC results for Portuguese and English

Prioritisation	Content analysis of the corpus	DHC of Portuguese corpus	DHC of English corpus
1	Authoritative arguments	Arguments of scarcity	Arguments of necessity
2	Arguments of scarcity	Arguments of missing gaps	Authoritative arguments
3	Theoretical contributions	Practical contributions	Lacuna
4	Arguments of necessity	Authoritative arguments	Practical contributions
5	Practical contributions	Theoretical contributions	Theoretical contributions
6	Arguments of scarcity	Arguments of necessity	----

Source: The authors

The content analysis of the corpus revealed that the categories correspond to: authoritative arguments, arguments of scarcity, theoretical contributions, arguments of necessity, practical contributions and arguments of missing gaps. The DHC on the Portuguese corpus revealed that the classes correspond to: class 1 (authoritative arguments), class 2 (arguments of missing gaps), class 3 (arguments of scarcity), class 4 (practical contributions), class 5 (theoretical contributions) and class 6 (arguments of necessity). Meanwhile, the DHC on the English corpus revealed results that the classes correspond to: class 1 (arguments of scarcity), class 2 (theoretical contributions), class 3 (authoritative arguments), class 4 (arguments of necessity) and class 5 (practical contributions).

Therefore, independently of prioritisation, it can be noted by the analysis of the results of the CA and DHC that the six types of arguments used in the justification of scientific research in administration, were: authoritative arguments, arguments of scarcity, theoretical contributions, arguments of necessity, practical contributions and arguments of missing gaps.

The **authoritative arguments** type is quoted by Cialdini (2006) as one of the principles of influence; that is, the arguments listed by authority figures (for example, renowned authors) attract concordance. In this sense, Mello (2017) states that the research justification should be founded on evidence of examples and references to classic and cutting edge studies. The author also asserts that the justification can be demonstrated by: 1) aligning the study in the direction that the other studies have taken, 2) demonstrating controversy in the literature and, 3) extracting arguments from the literature to demonstrate the robustness of the justification.

The **arguments of scarcity** type was detected by Meruane and Balin (2012). The authors denominated it as the lack of generic knowledge in the sense of there being studies on the theme or problem being investigated, but where these studies are considered incomplete to a degree. Therefore, the scarcity is not an absence of knowledge about a subject, it is an insufficiency of knowledge regarding the needs of a scientific community. Scarcity is also cited by Cialdini (2006) as one of the principles of influence in his studies on the psychology of concordance.

Theoretical contributions are a type of argument that reflect an advance in the theory of an area, for example, when: 1) the existing scientific literature expands, as recommended by Pendergast (2007), Mattos (2008) and Barral (2016); 2) new knowledge arises, as attested by Borges (2013), Santos, Kienen and Castineira (2015) and Volpato (2017); 3) empirical contributions are made, in line with Meruane and Balin (2012) and when the empirical corroboration of a theory is the type of justification used and, 4) the discussion or debate among researchers is promoted, as proposed by Ferreira (2015).

The **arguments of necessity** type is associated with the importance of the study. This type of argument was called, by Meruane and Balin (2012), a justification “based on the importance of the question”. According to the authors, this type of argument is ranked second for those used in the Social Sciences. Showing the importance of carrying out the study is also in line with the recommendation by Figueiredo (2008), Cajueiro (2015) and Cooper and Schindler (2016). Two strategies were used in this way: 1) explicitly mentioning the words “importance” or “necessity” in the justification and, 2) using connective wording (short or long) to designate necessity.

Practical contributions are a type of argument that is linked to the management and social contribution in the sense of solving problems, encouraging developments and refining processes for society. This type of argument was called by Meruane and Balin (2012) as “based on the contribution of the findings”, which, according to Santos, Kienen and Castineira (2015), is about indicating the benefits to society of producing knowledge about the phenomenon under study, or the risks of not doing so. This is the predominant argument type in the Social Sciences (MERUANE and BALIN, 2012). It should be noted that Vasconcelos (2009) also found this type of justification in his studies.

Finally, **arguments of the missing gap** are a type of argument that show a such a gap in the scientific literature, missing knowledge that new studies can fill in. However, new studies will not only bring radical and revolutionary discoveries, they may be responsible for discoveries that are incremental (different to a certain degree) (SANTOS; KIENEN; CASTINEI-

RA, 2015). As such, there are several ways in which studies can vary and so the gap may be found in, for example, the methodology (MERUANE and BALIN, 2012), theoretical framework, research study design, data, data collection or data analysis. The new can, therefore, be found when the researcher is flexible with his or her view of the world.

FINAL CONSIDERATIONS

This exploratory study was supported by concomitant triangulation and sought to join the forces of the qualitative and quantitative approaches using Content Analysis and Descending Hierarchical Classification, respectively, with the objective of identifying the types of arguments used to justify scientific research in the field of administration. To obtain the answer, the source of data were 33 papers selected for awards at the EnANPAD 2016 congress, the second-largest event of its kind in the world.

It was initially confirmed that the Summary and Introduction of a scientific paper are the main sections where researchers should spare no efforts in the sense of refining the content, encouraging the reader to proceed along the path of the submitted piece.

Moreover, six categories were identified that represent the types of arguments used by papers in administration: authoritative arguments, arguments of scarcity, theoretical contributions, arguments of necessity, practical contributions and arguments of missing gaps. In addition, it was found that in the division-winning papers and overall winner at EnANPAD 2016, it was the authoritative argument type that predominated.

As regards the divisions at EnANPAD 2016, the predominant argument types were: IA Information Administration, with authoritative arguments; PI – Public Administration, authoritative arguments and arguments of scarcity; AC – Accounting, with theoretical contributions; OS – Organisational Studies, with theoretical contributions; ER – Education and Research in Administration and Accounting, with theoretical contributions; SO – Strategy in Organisations, with theoretical contributions; FI – Finance, with authoritative arguments; SM – Science, Technology and Innovation Management, with authoritative arguments and practical contributions; OM – Operations and Logistics Management, with arguments of scarcity; WM – Working Operations and Relationships Management, with arguments of scarcity and MK – Marketing, with arguments of scarcity and arguments of necessity.

Evidently, the limitation of the study comes from restricting the corpus for analysis to the papers selected for awards at EnANPAD 2016. This choice has been justified above, but it is recognised that there is the possibility some specific characteristic of this congress could cause a bias in the findings.

Suggested future avenues of investigation would be to replicate the study using other corpora for analysis, involving papers from journals, other congresses, dissertations and theses in the field of administration, on both the national and international scales. Such studies could add new types of arguments or further meaning to the ones found in this paper.

Finally, it is hoped that this research encourages the discussion on the importance of the use of consistent arguments as a means to improve the acceptance of works in the scientific context and in society at large.

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ANNEX A

The 33 papers selected to compete for awards at the EnANPAD 2016 congress. The papers were numbered to facilitate references to excerpts chosen to illustrate types of arguments.

Paper 1:

CARDOSO, R. L.; LEITE, R. DE O.; AQUINO, A. C. B. *The effect of cognitive reflection on the efficacy of impression management: an approach with financial analysts*. (ANPAD, Ed.) XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 2:

CARNEIRO, A. DE T. *A pesquisa com documentos históricos em Estudos Organizacionais: Reflexões e Experiências**. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 3:

CRUZ, A. F. DA; KIMURA, H. *Title : A bird in the hand is not worth two in the bush: insider ownership, idiosyncratic risk, and cash holdings*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 4:

DINIZ, E. H.; FAVARETTO, J. E. R.; PONTOS, H.; BRÓLIO, D. V. R. *Inserção internacional do campo de administração da informação (adi): análise da formação, publicação e participação em redes de pesquisa*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 5:

DIOGO, O. A.; VARGAS, E. R. DE; WANKE, P. F. *O Problema de Alinhamento de Territórios: Uma Possível Aplicação às Clínicas da Família*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 6:

FERREIRA, A. C.; PIMENTA, M. L.; WLAZLAK, P. G. *Proposition and Validation of a Model to Measure the Level of Cross-Functional Integration Between Marketing, Logistics and Production*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 7:

FILHO, R. N. L.; SOUZA, A. A. C.; D'SOUZA, M. F. *Narcissistic Personality Traits in the Context of Accounting Education: An Application of the Item Response Theory*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 8:

FISCHER, B. B.; GAMARRA, J. T. *Moderating Effects of Institutional Quality on the Efficiency of Laggard Innovation Systems*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 9:

FORTUNATO, G.; DAMASCENO, R. S.; BASTOS, S. A. P. *Valor de Empresa: A Influência da Propaganda nos Períodos de Recessão*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 10:

FRANCO, D. S.; NILLES, D. S. O. *Atitudes Retaliatórias de Jovens Trabalhadores: Reflexões de uma Análise Qualitativa*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 11:

FURTADO, L. MAGALHÃES, G. P.; SOBRAL, F. *The role of causal attributions in leader-member exchange (LMX) development: a Conceptual Proposal for the Integration of LMX and Attribution Theories*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 12:

GUIDO, A. L. B.; JOÃO, B. N. *User-Generated Content em Serviços: Uma Análise do Aeroporto Internacional de Guarulhos (GRU)*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 13:

HERNANDEZ, J. M. C.; STRANO, M. P. V.; PONTOES, L. D.; CARVALLO, D. S. *Overcoming Consumer Advertising Skepticism*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 14:

JOIA, L. A.; ALTIERI, D.; MEDEIROS, A. C. *Antecedentes da Intenção de Uso de Aplicativos Móveis de Táxi*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 15:

JU, S. Y.; XAVIER, W. G. *How Do Manufacturing Firms in Emerging Economies Become Exporters?* XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 16:

LACERDA, C. O.; CARVALHO, M. M. L.; VIEIRA, R. S. G. *A Requalificação do Cais Mauá e o Direito à Cidade: A luta pelo Espaço entre Conflitos, Discursos e R[existência]*. XL ENANPAD 2016. *Anais...*Costa do Sauípe - BA: ANPAD, 2016.

Paper 17:

LOCH, M.; SILVA, A. L. P. *A influência do governo, como regulador e acionista, no desempenho das empresas brasileiras de distribuição de energia elétrica*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 18:

MACHADO, D. P.; RAMOS, C. P. R.; PEIXE, B. C. S. *Conexões Políticas e Oportunismo na Gestão dos Recursos Públicos dos Estados Brasileiros: um Estudo à Luz da Teoria dos Ciclos Político-Orçamentários*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 19:

MEDEIROS, C. R.; SILVEIRA, R. A.; OLIVEIRA, L. B. “Nós Estamos Fazendo o que Deve Ser Feito”, “Nós Não Colocamos a Sociedade e o Meio-ambiente em Risco” e “A Culpa Não é Nossa”: *Desengajamento Moral em um Crime Corporativo*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 20:

MONTENEGRO, M. R.; ALBUQUERQUE, P. H. M. *Gerenciamento de Riqueza: Modelando a Dependência Não Linear*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 21:

NODARI, F.; OLIVEIRA, M.; BALLE, A. R.; CORDEIRO, M. M. *A Miscibilidade de Capacidades de Ordem Superior e Desempenho Organizacional*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 22:

NOVA, S. P. C.; LOURENÇO, I. AZEVEDO, R. F. L. *Who Gives the Most? Trade-Offs between Academic Success Perceptions in a Process of Institutional Change*. XL ENANPAD 2016. *Anais...* Costa do Saúipe - BA: ANPAD, 2016.

Paper 23:

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