A review strategy for carrying out an academic literature analysis as part of the problem analysis for an empirical study

Edward Groenland

Center for Marketing and Supply Chain Management, Nyenrode Business Universiteit, P.O. Box 130, 3620 AC Breukelen, The Netherlands
Email: E.Groenland@Nyenrode.nl

Abstract: The article addresses strategies and working methods aimed at carrying out a literature analysis resulting in a problem analysis for an empirical study at the academic level. To that end, first, a number of preliminary characteristics of the conceptual model are discussed. Next, basic starting points of the strategy to be pursued, i.e., focus and breadth, are considered. This is followed by a detailed overview of the steps to be taken when scrutinising academic concepts, and causal relationships. Also, the criteria to be applied when making substantial choices are presented. Finally, with respect to the presentation of the chapter which contains the literature review, the argumentative structure, tone of voice, and general appeal are considered.

Keywords: academic literature; literature analysis; problem analysis; literature review strategy; argumentative structure; literature synopsis.

Reference to this paper should be made as follows: Groenland, E. (2018) ‘A review strategy for carrying out an academic literature analysis as part of the problem analysis for an empirical study’, Int. J. Business and Globalisation, Vol. 20, No. 4, pp.497–508.

Biographical notes: Edward Groenland is a Professor of Business Research Methodology at the Nyenrode Business Universiteit at Breukelen, The Netherlands. Currently, he is teaching various courses of MBA programs, as related to both qualitative and quantitative business research methodology. Also, he supervises PhD students with respect to related aspects of research methodology. In the past, he was an Associate Professor of Economic Psychology (consumer behaviour), and the Research Director at a market research agency. His main research interests are in research methodology, methods of (multivariate) data analysis, deductive qualitative research methodology and consumer behaviour.

1 Introduction

Carrying out a literature review or a literature analysis may be considered a challenge. The challenge is in the fact that there are so many ways to carry out this task while, at the same time, the end result should meet a specific set of criteria. A major criterion here is compliance with a logical, coherent, and argumentative structure which will readily
convince the prototypical reader of the text. This article aims to offer an approach that is adequate to these challenges.

The article addresses strategies and working methods aimed at carrying out a literature analysis resulting in a problem analysis for an empirical study at the academic level. To that end, first, a number of preliminary characteristics of the conceptual model [sometimes called theoretical framework, i.e., Doorewaard et al. (2010)] are discussed. Next, basic starting points of the strategy to be pursued, i.e., focus and breadth will be considered. This is followed by a detailed overview of the steps to be taken when scrutinising academic concepts, and causal relationships. Also, the criteria to be applied when making substantial choices are presented. Finally, with respect to the presentation of the chapter which contains the literature review, the argumentative structure, tone of voice, and general appeal are considered.

The article presents the elements of the review strategy as a set of comprehensive and connected heuristics, as reviewing academic literature is a creative exercise in applying principles, general rules and starting points. It is also a skill to be acquired by the researcher.

2 Preliminary considerations with regard to the conceptual model

According to the Annabel approach (Groenland, 2014), the literature review results in the problem analysis. The problem analysis constitutes the acts of formulating the research aim, formulating the ensuing research questions, and crafting the conceptual model. While analysing the academic literature, the researcher should bear in mind that a number of characteristics of the conceptual model must be specified upon finishing the literature analysis, because the end results of the literature review must logically translate into the problem analysis as described above, including the conceptual model. Specifically, in the end version of the text, there must be coherence between the literature reviews on the one hand, and the conceptual model on the other hand.

Even at the start of the literature review a researcher may aim for a number of model characteristics, as elaborated below:

- **Theories, models** – The what question. They describe a specific process to be studied. The advantage of a tested theory is that a complex process may be described and explained by a relatively small number of concepts and relationships. At the same time this theory may possess high levels of explanatory power. Alternatively, the researcher aims at developing and testing an amalgamated, or synthesised conceptual model, that is, a conceptual model built from various different parts of other existing conceptual models. Both concepts and causal relationships may be adapted to that end.

- **Operational domain** – The where question. The researcher may be willing to make a choice between a universal or a domain-specific theory. This concerns the reach of a theory in terms of space (scope), and time. A truly universal theory claims to be valid for all of the relevant domains in the world, and forever. A domain-specific theory claims to be valid only for well-specified domains or areas, as long as they do not change (a structural change may give rise to a change in the conceptual model). For instance, such a theory would be valid only for the domain of small and medium-sized companies instead of being valid for all companies. A further example
may be found in Dana and Dana (2005, p.84). In the context of a discussion about external validity the authors state that “it may be useful to have local or regional theories” as in some cases “global generalisability to other populations […] is not applicable or desirable”.

- **Volutily/stability over time.** This concerns the inherent flexibility of a theory. Either the researcher aims at a model which describes the real-life process as it is largely unchanged over time, or he would choose a model in which changes may occur instantly, following the rapid changes of the real world with respect to the process under study. Examples of the latter are business reputation studies, and studies aimed at describing and explaining marketing opportunities based on rapidly changing technological capabilities. In both cases, a cross-sectional research design is chosen (not a longitudinal research design).

- **Unit of analysis – The who question.** Here, the researcher aims to describe and explain the process under study for a specific entity. Entities may encompass individuals, households, companies, managers et cetera. All of the concepts require having meaning at chosen level of the unit of analysis. For instance, ‘company culture’ must be rephrased as an individual’s perception of company culture when the unit of analysis of the conceptual model is an individual (employee).

- **Concepts.** They are the building blocks describing in concert the process to be studied (from left to right in de model). Here, for each concept a choice must be made regarding its contents, and its dimensionality.

With respect to contents, the researcher should make an informed choice about the paradigm ruling the nature of the concepts. Examples of these paradigms are economics, sociology, or psychology. Generally, only one paradigm should be chosen for the conceptual model as a whole. When mental processes give rise to specific behaviours (the paradigm of psychology), the conceptual model should be built in accordingly. Similarly, using the economics paradigm, the conceptual model could be focusing on utility maximisation. Finally, the paradigm of sociology would allow a concept such as alienation, which is defined at the broader group level, while rejecting a concept such as perception, because this concept is defined at the individual level. Other examples are presented in Jacob (1988), where paradigms are listed and discussed under the heading of ‘Traditions of qualitative research’.

The dimensionality of concepts manifests itself by a structure comprising of multiple elements, components, or factors. Sometimes these are called constructs. The researcher needs to consider these characteristics as they pertain to the process under study. Specifically, the dimension of variability requires attention, and specification. Concepts which lack a dimension of variation will come out as constants, instead of variables in the measurement of the data, and therefore they do not have the capacity to explain variance in the conceptual model. The final lay-out of each concept should be such that it has meaning as part of a causal relationship of the model.

- **Relationships.** Concepts of a conceptual model are almost always connected in a causal way; a cause, as represented as an independent concept, creates an effect as represented by a dependent concept. Causality must be demonstrated at the theoretical level. Therefore, the researcher must include a discussion regarding this
issue in the literature review. Relationships of a correlation nature (associations between concepts) generally are not fit to explain a phenomenon under study. If this is the case the researcher focuses on causality between concepts.

An issue concerning the integrity of the conceptual model refers to the connectedness of concepts in the model. As a rule, the target concept is – directly or indirectly – causally influenced by the determinants of the conceptual model. Determinants who fail to influence the target concept in this, or any manner should be removed from the conceptual model by the researcher.

Next, the issue of linear versus nonlinear relationships must be discussed. A linear relationship may be chosen by the researcher to describe and explain a maximum effect. Often, nonlinear relationships describe a process where the effect is optimised instead of maximised. The researcher must be aware of this distinction while discussing the relevant literature.

Finally, a relationship may define a threshold. Here, it is predicted that below the threshold there is no effect, while above the threshold there is an effect. Again, the researcher must consider the choice to be made here.

3 Review strategy: strategic choices with respect to focus and breadth of the theoretical approach

3.1 Strategic choice of focus

The Annabel approach on problem analysis (Groenland, 2014) describes how a ‘management problem’ guides the choice of a dependent, or target concept, at the right-hand side of the conceptual model. More generally, a researcher discusses academic literature either with an open mind, while following the above, or he has made an ex ante choice regarding the type of conceptual model he wishes to end with. The latter choice is made frequently. Obviously, there are strategic consequences with regard to the way the literature review is being carried out, as based on the chosen focus. Especially in the latter case, the researcher attempts to ultimately ‘land’ on the conceptual model of preference, and structures the review text accordingly.

3.2 Strategic choice of breadth

The researcher also has a choice of aggregation level concerning the use of theory. The point of departure could be:

- the adoption of entire theories or models (or the essential parts thereof)
- the consideration of a short list of specific comparable or similar concepts
- the consideration of a specific, distinct basic concept

These strategic choices will now be elaborated.

Adopting theories or models as a whole, or in part, for inclusion in the conceptual model, may be chosen for two strategic reasons.

The first reason would be to carry out a full replication study. Here, the researcher simply attempts to reproduce the original study exactly in the same way, therefore
selecting the complete original conceptual model. The aim of the study is to test the model with fresh data, thus demonstrating again that the model is valid, and the outcomes supporting the conceptual model are not dependent on the specific sample characteristics of the original study.

The second reason would be to demonstrate that, when applying a published theory/model in a new, untested domain, this theory or model still holds empirically. In this connection, Hoon (2013) states that theory building also may encompass extending and/or refining (parts of) a theory.

A second strategic choice involves specifying several basic options regarding the theoretical definition of the concept under scrutiny (a short list of definitions), employing a concurrent analysis approach.

A number of sequential steps have to be taken now:

- The archetypical theoretical definitions of the concept, as specified by their inventors, have to be collected and scrutinised with respect to their content.

- An analysis is carried out regarding the sequential, developmental steps of the concept over time. That is, a historical analysis is carried out, focusing on its changing contents in function of time elapsing. Also, the level of definitional detail of the concepts is established. That is, more versus less functional details of the concept are observed, and compared.

Additionally, the researcher engages in extending the concept versus reducing the concept with respect to its structure and dimensionality. This involves the use of alternative approaches to the definition of the concepts, and their structural developments, and the generational steps involved. In addition, a so-called concurrent analysis may be carried out, focusing on alternatives, or alternative schools of thought, and not on gradual changes over time. Similarities and differences are observed, presented, and evaluated. This process may be finalised by presenting the current state of affairs regarding the viable theoretical definitions of the concept. An illustration of the latter process may be found in Covin and Miller (2014, p.13). Here, the authors present ‘two dominant perspectives’ on the construct of entrepreneurial orientation and they go on to explore two opposing views: it is either a composite construct or a multidimensional construct. Obviously, this choice has consequences for both contents and structure of the construct.

A third strategy involves selecting one basic definition of the concept under scrutiny. Now only a historical analysis approach of the formation of this distinct concept has to take place. This involves four separate steps:

- First, a detailed analysis of the archetypal form of the concept, as defined by its creator, must be carried out.

- Next, a possible expansion of the concept versus the development of new branches of the concept has to be observed. Expansion of the concept may be noted in terms of studies following a certain definition, while creating refinements, and adding more details to the definition of the concept.

- Alternatively, new branches of the definitional structure may be detected (new schools of thought), resulting in new approaches while developing a whole range of definitional possibilities.
Two comparisons may be made now. One could either compare archetypal forms with current, up-to-date conceptualisations. Or, one could compare the current state of affairs regarding the current, different theoretical definitions of the concept. In conclusion, it must be noted that elaborating existing concepts generally is to be preferred over defining entirely new concepts, as “redefinition is the work of the research process” [Dana and Dumez, (2015), p.167].

4 The process of reviewing theoretical definitions of an academic concept

We now move to a central part of the literature review: analysing a concept. This type of formal analysis may be part of the strategic analysis approaches discussed in the above.

The analysis of a concept involves taking the concept apart, while dissecting it into categories of elements. Generally speaking, all of the nouns incorporated in the theoretical definition of a concept may represent an aspect, a component, or a dimension of this concept. In addition, this may be true for specific combinations of nouns. Analysing such a theoretical concept thus involves listing these elements, while ascertaining the meaning of these elements.

Uncovering the elements of the concept creates the possibility for the researcher to evaluate these elements, in order to arrive at some sort of quality statement of the concept in relation to the study to be carried out. Defining the ‘quality’, or potential of the definition of a concept can be accomplished by using criteria. A comprehensive list of suitable criteria is presented in the next section. These criteria must be applied in the process of reviewing theoretical definitions of the concepts involved.

The next step involves comparing the definitions of the short list as selected earlier. To that end, a synopsis is carried out. The researcher has a choice whether this analysis is carried out fully, and in a formal way, or to ne this analysis down to some extent. The full version is elaborated below.

Carrying out a synopsis refers to the act of placing definitions in joint columns in order to display similarities and differences. In order to do this, a matrix is constructed with columns designating the definitions, and rows designating the elements of the definitions. In the cells, the actual contents of the definitions, as categorised in components, are presented. Following, and below the matrix, similarities and differences are observed row-wise. Based on the patterns of similarities and differences, an interpretation is made in terms of resemblances/consonant components, and incomparable, dissonant components.

An example may elucidate the necessity to carry out this process, i.e., creating the matrix. Let us suppose that a researcher wishes to study the determinants of losing weight by individuals. Thus, the target concept is ‘weight loss’, and may be defined by the subtraction of the current obtained weight from the original weight some time earlier. As a consequence, the concept ‘weight loss’ must have a time dimension as part of its definition, as two moments in time are compared with respect to weight. This raises the question how to decide on the starting point in time of the weight losing process (the original weight), the relevant length of the following time interval, and the end point of the process (the current weight). Also, weight loss may be influenced by the phase of the weight loss process the individual is in. Alternatively, one might envision losing weight as a more or less continuous process.
A review strategy for carrying out an academic literature analysis

encompassing multiple time intervals. Thus, more generally, a decision has to be made regarding both the number of time intervals, and their lengths, to take into consideration. Definitions of the concept of weight loss in the academic literature may take different positions regarding both the arrangement of the time dimension itself, and the number and spacing of time intervals on this time dimension. These constitute the elements of the definitions, to be included as rows in the matrix.

- Determinants of weight loss could focus on both food intake and physical exercise. *Food intake* may be viewed as composite concept, or an umbrella concept, comprising a large number of specific characteristics. In a broad approach its definition could involve the notion that this is a behavioural concept, implying a multitude of specific behaviours for an indefinite period. While some individuals would focus on attempts to lose weight in-between rich meals, others would follow a strict diet, which specifies foodstuffs, quantities, and moments of the day to consume specific types of food. Diets may vary as to their underlying operating principle, for instance, by systematically leaving out specific basic nutrients, or by focusing on drinking red wine. Individuals also may decide just to halve their original food intake. Finally, the effects of these factors on weight loss may be studied separately, or in connection with each other. The academic definitions of these behavioural factors may vary accordingly, disclosing a large number of variations. Again, the elements of these definitions may be included as rows in the appropriate matrix.

- *Physical exercise* may also be treated as a composite concept, or an umbrella (behavioural) concept. Sources of variation include the type of exercise, its time length and intensity, and its pattern during the circadian cycle, and longer cycles. These behaviours, as carried out by one individual, may be studied individually, or in connection with each other. Again, academic definitions may vary accordingly. Finally, academic definitions may be available which connect food intake with physical exercise, specifying higher order interaction effects, and the time it takes to create the causal effects on the target concept, taking for instance into account the rate of metabolism and the rate of fat burning. Once more, the elements of these definitions may be included as rows in the appropriate matrix.

All of the above goes to demonstrate the need to engage in the process of carrying out a formal synopsis as described in the above, in order to arrive at a systematic comparison of definitional characteristics, and a reasoned end choice of theoretical definitions of the concepts to be involved in the study.

In some cases, the researcher may encounter a concept deemed to have explanatory power as part of the conceptual model, while facing the difficulty of not being able to define the actual contents of that concept. For example, in the area of organisational behaviour, studies may have been published about the concept of ‘energy’ having an influence on the dynamics and productivity of employees, departments, and the company as a whole. However, the relevant academic publications may fail to provide clear-cut definitions.

In order to tackle this problem, we revert to the notions put forward by De Groot (1969) regarding nomological networks. Nomological networks generally refer to a system of explicit, and tested statements expressing, among other things, mutual relationships between the theoretical concepts of a *theory*. However, De Groot (1969), in his seminal work, also describes the nomological network with respect to specific
concepts. Here, the network exists of a (sub) system of statements that uses a specific, theoretical concept, or a (sub) system of statements that is of importance in contributing to the definition of the theoretical content (or the empirical meaning) of a concept. We will use this latter notion to develop strategic approaches for solving the definition problems regarding the contents and meaning of a concept.

We present two strategies in order to address this problem. On the one hand, an enclosure strategy may be followed. That is, the concept under scrutiny may be (broadly) defined by listing existing and clearly defined concepts which ‘surround’, and connect somehow to the target concept in terms of their meanings. Elaborating the example of ‘Energy’ as the concept to be defined, the adjacent (psychological) concepts could include, for instance, motivation, value orientation, attitudes, beliefs, needs and wants, or an individual sense of social cohesion at the level of the department, or the company-as-a-whole. In a final step, the researcher focuses on the similarities and differences of the target concept with these adjacent, well-defined concepts, in order to arrive at a location in a multidimensional space of meanings of the target concept. In this context, the ‘triangulation metaphor’ is of relevance, as it points to a strategy “that uses multiple reference points to locate an object’s exact position” [Jick, (1979), p.602].

Alternatively, a topology strategy is available. Here, the researcher chooses as a point of departure the notion of a concept of a genuinely new genotype (‘species’), which shows itself to the empirical world as a particular phenotype (‘appearance’). That is, the researcher treats the target concept as a new, generic concept, and only specifies its type, while passing over the specifications of its actual content in silence. Finally, in an ultimate effort to make a connection to existing concepts, the target concept could be treated as a new element, a new branch of an already existing taxonomy of concepts of a paradigmatic-based scientific discipline. For instance, the main branches of psychology would include cognition, affect and behaviour. If the target concept ‘energy’ does not fit into any of these three main branches (e.g., in this case, the branch ‘affect’ would be a candidate), it may be conceivable to define and add a new branch for this purpose. It goes without saying that such a new branch should fit into the general nature of the existing taxonomy. That is, it should be possible to make combinations of instances of these branches in order to scientifically explain an empirical phenomenon.

Based on these outcomes, and by applying the criteria as mentioned in the next section, the quality, functionality and usefulness of any definition is being assessed. Thus, the appropriateness of the theoretical definitions vis-à-vis the aim of the study is determined.

Next, the selection phase starts, as a choice is made regarding the definitions considered. The outcome of this choice process may take one of three forms.

a One definition meets all of the demands, applying the relevant criteria, while the other definitions fail to do so. As a consequence, this definition is chosen. If this is true for multiple definitions, these definitions are rank ordered, using the appropriate criteria, and the definition at the top of the list is chosen.

b None of the definitions meet the demands. As a consequence, all of the original definitions are discarded.
Some definitions contain some elements that are deemed useful. As a consequence, these elements are combined by the researcher in order to create a synthesised definition. Here, several separate and different aspects of individual concepts are connected in order to combine and join these into a conceptual unity.

Looking back at the above, the process of carrying out a literature synthesis with respect to the relevant academic publications as a whole is part of the problem analysis, it moulds the conceptual model, and the formulation of the research aims and research questions. In this general form, it is a three-pronged operation:

- **Thesis** – a statement regarding the defining components of a concept.
- **Antithesis** – a process of contrasting opposite components of a concept, and presenting logically contrary components of a concept in each other’s context, in order to demonstrate a conceptual contrast of meaning.
- **Synthesis** – a process aimed at creating a composition by connecting separate elements into a new entity, a new composite whole as it were. This is the new theoretical definition of the concept.

### 5 A summary of criteria to be applied to the definitional choices made

Applying the appropriate criteria may foster trustworthiness, that is, confidence of the study and its findings [Petty et al., (2012), p.381], or it may even justify knowledge produced by the study [Sandberg, (2005), p.62]. Generally, three categories of criteria are available to the researcher to base his choices of concepts on:

#### 5.1 Criteria at the level of the individual concept

This concerns both the contents and structure of one, individual concept. All of the definitional elements should be unambiguous in terms of their meaning. The definition as a whole should also have an unambiguous meaning. That is, there can be only one interpretation, and all of the individuals who are to carry out this interpretation would produce the same core interpretation. Also, the definition should be complete, i.e., it should cover all of the aspects as relevant for its use in the conceptual model. For example, the definition of the concept *attitude* should also include the object of the attitude (i.e., attitude with respect to something), in a well-defined setting.

Finally, all of the relevant dimensions should be included into the theoretical definition, demonstrating on the one hand that each of the dimensions is different from the remaining dimensions, and demonstrating on the other hand that the combination of these dimensions form a conceptual unity (construct).

#### 5.2 Criteria at the level of the conceptual model

This relates to the fit of the concept with respect to the remaining concepts of the conceptual model. Ideally, the string of concepts creates a tightly knit fabric of determinants and the target concept, both strengthening each other, and possibly creating synergy effects within the conceptual model with respect to its explanatory power. The
following criteria may be identified as being applicable to the conceptual model as a whole:

- Coverage of all of the cognitive, affective, and behavioural aspects as they exist in the real world, capturing all elements of the semantic field (paradigm of psychology). The same *modus operandi* may be followed when choosing another paradigm, while focusing on the relevant elements of this paradigm. Indeed, while breaking a lance for the use of multimethodology, Mingers and Brocklesby (1997) have to admit that “moving between paradigms can present serious difficulties”.

- Consistency of all of the definitions of the concepts with respect to each other; together they should form a homogenous, structural unit, expressing a well-defined and unambiguous meaning.

- A capacity of the chosen concept to fulfil its various roles in the conceptual model. That is, being a distinct and meaningful part of the conceptual model capturing the process under study. Moreover, the ability to play a pivotal role, as part of the conceptual model, in describing a process under study accurately, articulately and insightfully.

- A capacity to meaningfully, consistently and coherently relate to the other concepts of the conceptual model, as specified.

- The characteristic of being suitable with respect to the research design and the sample design.

Its contribution to the explanatory power of the model. We distinguish between a concept that is a determinant in the conceptual model and a concept that is the target concept in the model:

- When the concept is a *determinant* in the conceptual model the criterion concerns creating the strongest expected effect on the target concept, either directly or indirectly.

- When the concept is the *target concept* of the conceptual model the criterion translates into allowing for the strongest expected effects of the determinants on the target concept

5.3 *Criteria related to the potential usefulness of the study*

The potential usefulness regards the potential to create useful and powerful *recommendations* upon completion of the study. The definitional choice of the concept may influence two types of recommendations:

- The capacity of a concept – in conjunction with other concepts - to create academic opportunities and fruitful expansions regarding future research of the type and topic under study. That is, the creation of scientific recommendations which – ultimately – will contribute decidedly to the body of academic knowledge.

- The capacity of a concept – in conjunction with other concepts – to contribute to the process of creating useful, effective, efficient and executionable recommendations for the client of the study.
In both cases, the potential of a concept to contribute to the creation of useful and powerful recommendations depends significantly on the capacity of the concept to add to the explanatory power of the conceptual model as a whole.

6 General structure of the literature review – paragraphs and chapter

Apart from the elements relating to the contents of the literature review, a logical and transparent structure of the text must be employed for the reader. Here, three focal points are elaborated: The chapter as a whole, the basic structure of a paragraph, and the general argumentative structure and tone of voice of the text. In the following, these focal points are addressed in succession.

An introduction of the chapter as a whole includes the following:

• The purpose of the chapter has to be made clear to the reader. This involves a summary of the tasks which will be carried out and to what end. Also, the place and position of the chapter in the text as a whole must be explained. Next, the structure and logical order of the paragraphs is to be presented. Finally, the questions that will have been answered at the end of the chapter are listed.

The basic structure of a paragraph has the following make up:

• The paragraph starts with an introduction, offering an overview of steps to be taken in order to arrive at an informed choice of the theoretical conceptual definition. This is to be followed by a discussion of the definitions of the concept, and the steps taken regarding the comparisons to be made. Next, the criteria to the various alternatives are applied. Then, a presentation of the informed choice is offered to the reader. The paragraph ends with a round-up, presenting a list of advantages of the choice made regarding the conceptual definition.

The general argumentative structure and tone of voice of the text includes the following elements and characteristics:

• General and straightforward argumentative lines must be constructed and be made visible to the reader: from basic, broad principles toward further refinements and consequences – creating an unescapable funnel effect. Persuasive and pervasive arguments are to be used – the reader has to be convinced. When considering the various alternatives ample weight and focus must be given to the advantages of the – obvious – choice, while not neglecting possible drawbacks. At the same time, however, all of the interpretations have to be defensible in a cognitive way. Finally, the tone of voice must be both to the point, persuasive and resolute, so the reader is compelled to follow the flow of logical and analytical arguments as presented in the text, while at the same time gently, and in an intuitive way, being carried towards the final choice offered. To that end, the semantic appeal of nouns and especially adjectives must be carefully chosen and applied. Favourable arguments may be accumulated, so that they may reinforce themselves in a sequence, while rising to a crescendo. Finally, an end choice is made that is both inevitable and splendid!
References


