



VICTORIA MANAGEMENT SCHOOL

MGMT 430 MMMS 530 RESEARCH PAPER

Trimester Two 2007

COURSE OUTLINE

CONTACT DETAILS

Course Coordinator

Dr. Deborah Jones, Victoria Management School
Tel. and voicemail: 463 5731. Room: RH 902
Email: deborah.jones@vuw.ac.nz

Lecturers

Todd Bridgman, Victoria Management School
Tel. and voicemail: 463 5118. Room: RH 903
Email: todd.bridgman@vuw.ac.nz

Urs Daellenbach, Victoria Management School
Tel. and voicemail: 463 5732. Room: RH 929
Email: urs.daellenbach@vuw.ac.nz

Administrative Assistant

Tricia Lapham
Tel. and voicemail: 463 5381. Room: RH 919
Email: tricia.lapham@vuw.ac.nz

WHEN & WHERE

Thursdays 10.30-1.20 pm RWW 129

This course is taught by a combination of class workshops and individual supervision. Supervisors will be allocated in week 3.
See *Schedule At A Glance* for details of all dates.

COMMUNICATION

We will email the class to confirm any important messages you need to have about the course. We will also post announcements and handouts on Blackboard.

Students wishing to contact staff by email should adhere to the following instructions: Include the Course Code, your Name, your Student ID and the Topic in the subject area of the email, e.g.

MGMT430_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID.

SCHEDULE AT A GLANCE

WEEK	DATE	TOPIC	READINGS (Chapters from O'Leary)	ASSIGNMENTS
1	12/7	Workshop: introduction and present eight questions exercise	Chapters 1 & 3	Hand in copy of 8 questions exercise in Class (on Blackboard)
2	19/7	Workshop: Literature reviews	Chapter 6	
3	26/7	Workshop: Overview of methodologies	Buchanan & Bryman, 2007; Ch. 7.	For class: read Buchanan & Bryman (in readings list) Lit review due 3 PM 27 July
4	2/8	Workshop: Research Design	Chapters 8 & 9	For class: be prepared to discuss research approach used in one journal article (list for selection provided on Blackboard in week 3).
5	9/8	Workshop: Human Ethics application	Chapter 4	Hand in draft HEC application form in class (plus 1 spare to work on).
6	16/8	Workshop: Data collection	Chapter 11	
Study break				
7	6/9	Supervision	Data collection and analysis Chapters 11 & 12	Research design and HEC form due 3 PM 3 September
8	13/9	Supervision		
9	20/9	Supervision		
10	27/9	Supervision		Data collection should be complete by 28 September at the latest .
11	4/10	Supervision		
12	11/10	Workshop: Writing up	Chapter 13	
Study period				Report due 23 October

INTRODUCTION

The key objective is to design and pilot a research project on a topic of your choice, using the methods of your choice. It is essential that you find a topic that genuinely interests you, and that you take ownership of the research process. You will be required to go beyond a 'recipe' approach to research: instead, you will design your own unique project, and be able to effectively explain your research design choices in your own words.

Successful research requires a unique combination of skills: creativity, a critical approach to research methodology and to the relevant academic material on your topic, interpersonal, project-management and writing skills. In this course we aim to combine readings and discussion of general research principles with individual supervision. We also encourage you to approach other staff in Victoria Management School where they have expertise that is relevant to your project.

You will be expected to show that you have read widely on issues of research methodology. This is one topic where textbooks and other academic research handbooks are often more helpful than journal articles. This outline includes a list of suggested readings. You will also often find that research handbooks from other disciplines are helpful to a given project.

It is important that you design a pilot project that can realistically be carried out during the course. This will mean careful project management, including having a plan B if you are unable to access the people or data you want in a timely way. Assignments are designed so that they cumulatively lead to the final report in journal article format. Everyone will fill in an individual human ethics application form, and this must be approved before you can start data collection.

Please note - you cannot formally agree to carry out research with any individuals or organisations before getting this approval.

RECOMMENDED TEXT

We will draw on this textbook in workshop sessions:

O'Leary, Zina (2004). *The essential guide to doing research*. London: Sage.

Your trimester 1 textbook – Cavana, R. Y., Sekaran, Uma & Delahaye, . (2001). *Applied business research: qualitative and quantitative methods*. Milton, Qld.: John Wiley & Sons – will also be useful.

PROGRAMME AND COURSE-RELATED LEARNING OBJECTIVES

This course will provide students opportunity:

- to develop oral and written communication skills
 - through active participation in class discussion
 - through the presentation of articles and scholarly writings
 - through the preparation of a final paper
- to develop critical and creative thinking skills
 - through designing and carrying out a research project
 - by critically reviewing the literature for a research topic
 - through debate and classroom discussion
- to develop leadership skills
 - through structuring independent study

- through facilitating small-group discussions in class

OVERALL COURSE OBJECTIVES

The course has several objectives, which include:

- designing and carrying out a pilot research project on a chosen topic
- showing how the project can contribute to the academic literature
- demonstrating a theoretical and practical understanding of the research process
- creating ethical and effective research relationships
- managing a research project within a set time-frame.

COURSE-RELATED STUDENT LEARNING OBJECTIVES

On successful completion of the course, students will have improved their ability to:

- clearly present a research proposal grounded in a review of a body of literature in a field of management studies
- defend a proposal against counterviews, and respond to constructive criticism
- execute a research exercise, analyse results and draw conclusions for a research question
- link the results of the research to the extant body of work in the field.

EXPECTED WORKLOAD

Students can expect the workload to be approximately 15hrs per week on average, including both scheduled contact time (class sessions) and work outside class. Careful project management ensuring regular progress on key aspects is essential so that a large portion of the workload does not fall in the second half of the trimester.

MANDATORY COURSE REQUIREMENTS

To (pass this course) fulfil mandatory course requirements, students must:

- Hand in all assignments
- Be prepared for all class exercises including hand-ins as noted on the Schedule
- Participate in class sessions, presenting your own work and providing feedback to others. You will be expected to miss not more than 2 sessions and should let the coordinator know if you can't make it
- Obtain at least 50 per cent of the marks available for the final paper, i.e., at least a grade of C on the final paper; and
- Obtain at least 50% of the overall course grade.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be notified by email.

ASSESSMENT

All assessment will be internal, and all assignments will be individual. However, it is possible to organise collaborative projects. For some workshop sessions specific preparations will be required – see the Schedule.

Assignments

Assignments build up to a final pilot research project, written up as a journal article. Your project:

- must involve research with people ('human subjects'),
- could also include use of documents, etc.,
- should be related to management, organisations or business in some way (interdisciplinary research is fine), and
- can be qualitative, quantitative, or a combination.

The scope of the pilot project (to be individually negotiated) will depend on the method (or combination of methods) you use. A rough guide is:

- in-depth interviews (say 1 hour plus) – up to 5 OR
- short interviews (say 30 mins) – up to 15 (or more depending length) OR
- questionnaires – 30 or more OR
- observation – about 4 hours.

1. Literature review on your research topic

15% of total

2000 + / – 200 words

The purpose of this review is to connect your research project to the academic literature on the topic. It will eventually be part of your final article in a revised form. A format for the literature review will be provided and discussed in the literature review workshop.

2. Research design

25% of total

2000 + / – 200 words plus completed Human Ethics form

This is a summary of your research design, including a short essay explaining your methodological approach. You are strongly encouraged to look through a range of handbooks on research methods, and research articles, to find methods that interest you. Experimentation is encouraged.

- A general format for the design will be provided in the research design workshop.
- The Human Ethics form shows you how to work through the Human Ethics requirements of university research, and also requires detailed planning for your research project. See <http://www.vuw.ac.nz/fca/research/forms/pipitea-hec-guidelines-and-application.rtf>

3. Journal article writing up pilot project

60% of total

5000 + / – 500 words (length partly depends on the type of research you do).

This final write-up will include in a revised and edited version most of the material already handed in during the course. Article formats will be discussed in class. You should use your literature review to look out for formats that you might want to use.

Handling Assignments

Hand hard copy assignments in to Tricia Lapham in room RH 919 by 3 PM on the due date. No assignments will be accepted by email.

Format for assignments

- All assignments must be typed or wordprocessed.
- They all should have: a cover sheet stating your name, the course name, lecturer name, assignment name, a word count and submission date.
- You should also put page numbers on each page, and
- Use in-text referencing and include a list of references at the end (see referencing strategies handout in this outline).

Penalties - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 5% of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the lecturer, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the lecturer as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 5% of the mark available for an assignment which is 10% over the word limit.** Extra credit will not be given for extra material in an assignment over the limit.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

RECOMMENDED READINGS

All these books should be available in the VUW library. Some will be available at the Pipitea library – let the coordinator know if you have trouble getting out Kelburn books on restricted issues.

Online

See Blackboard for a list of organisational and management research websites: also includes general websites on research design, qualitative and quantitative research methods.

Good introductions

- Buchanan, D. & Bryman, A. (2007). Contextualizing methods choice in organizational research. *Organizational Research Methods*, 10, 483–501.
- Burgess, R. (1991). *In the field: an introduction to field research*. London: Routledge.
- Ghuri, Pervez N. & Gronhaug, Kjell. (2005). *Research methods in business studies: a practical guide*. 3rd ed. New York: Prentice Hall.
- Hussey, Jill, Hussey, Roger (1997). *Business research: a practical guide for undergraduate and postgraduate students*. London: Macmillan.
- Raimond, Paul. (1993). *Management projects: design, research, and presentation*. London; New York: Chapman & Hall.
- Remenyi, D., Williams, B., Money, A. & Swartz, E. (1998). *Doing research in business and management: an introduction to process and method*. London: Sage.
- Tolich, Martin, & Davidson, Carl. (1999). *Starting fieldwork: An introduction to qualitative research in New Zealand*. Auckland: Oxford University Press. **(Recommended for the New Zealand aspects)**.
- Wadsworth, Yoland. (1986). *Do it yourself social research*. Sydney: Victorian Council of Social Service and Melbourne Family Care Organization in association with Allen & Unwin. **(Recommended for user-friendly 'how to' details)**.
- Dunne, M., et al. (2005) *Becoming a researcher : a companion to the research process*. Maidenhead : Open University Press.
- Roberts, B. (2007). *Getting the most out of the research experience : what every researcher needs to know*. London: Sage.

General

- Booth, W., Colomb, G. & Williams, J. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Bryman, A. (1989). *Research methods and organization studies*. London: Routledge.
- Bryman, A., & Bell, E. (2007). *Business research methods*. Oxford : Oxford University Press.
- Cassell, C. & Symon, G. (Eds.). (1994). *Qualitative methods in organizational research: A practical guide*. London: Sage.
- Cassell, C. & Symon, G. (Eds.). (1998). *Qualitative methods and analysis in organizational research: A practical guide*. London: Sage.
- Cavana, R. Y., Sekaran, Uma & Delahaye. (2001). *Applied business research: qualitative and quantitative methods*. Milton, Qld.: John Wiley & Sons.
- Cooper, D., & Schindler, P.(1998). *Business research methods*. Boston : Irwin/McGraw-Hill.
- Denzin, N. & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N. Denzin and Y. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1–28). Thousand Oaks, CA.: Sage. **[Great value and has chapters on every aspect of qualitative research]**.
- Easterby-Smith, M. (1991). *Management research: An introduction*. London: Sage.
- Flick, U. (2006). *Introduction to Qualitative Research*. 3ed. London: Sage.
- Frost, P. & Stablein, R. (Eds.) (1992). *Doing exemplary research*. Newbury Park, CA.: Sage.

- Ghauri, P. & Grønhaug K. (2005). *Research methods in business studies : a practical guide*. 3rd ed. New York: Prentice Hall.
- Grant, D. et al. (2004). *The Sage handbook of organizational discourse*. London: Sage.
- Gummesson, E. (1991). *Qualitative methods in management research*. Newbury Park, CA: Sage.
- Mayan, Maria J. (2001). *An introduction to qualitative methods: a training module for students and professionals*. Edmonton, Alta.: International Institute for Qualitative Methodology.
- Patton, M. (1990). *Qualitative evaluation and research methods*. 2nd ed. Newbury Park, CA.: Sage.
- Polonsky, M. & Walker, D. (2004). *Designing and Managing a Research Project: A Business Student's Guide*. London: Sage. [On order]
- Prasad, P. (2005). *Crafting Qualitative Research: Working in the Postpositivist Traditions*. Armonk, N.Y.: M.E. Sharpe.
- Robson, Colin. (1993). *Real world research: a resource for social scientists and practitioner-researchers*. Oxford: Blackwell.
- Salkind, N. (2005). *Statistics for People Who (Think They) Hate Statistics with SPSS Student Version 13.0 2ed*. London: Sage.
- Saunders, M., et al. (2007). *Research methods for business students*. 4th ed. New York : Prentice Hall.
- Silverman, D. (Ed.). (1997). *Qualitative research: Theory, method and practice*. London: Sage.
- Somekh, B. & Lewin, C. (2004). *Research Methods in the Social Sciences: A Guide for Students and Researchers*. London: Sage.
- Velde, M. van der, et al. (2004). *Guide to management research methods*. Malden, MA : Blackwell.
- Zikmund, W. (2003). *Business research methods*. 7th ed. Mason, OH : Thomson/South-Western.

Specialised Areas

Literature reviews

- Massey, A. (1996). Using the literature. *The qualitative report: an online journal*, 2 (4). Available online: <http://www.nova.edu/ssss/QR/QR2-4/massey.html>
- Sutton, R. & Rafali, A. (1992). "How we untangled the relationship..." plus commentaries. In R. Stablein and P. Frost (Eds.), *Doing exemplary research* (pp. 113–140). Newbury Park, CA.: Sage.

Research design

- Bouma, Gary D. (1993). *The research process*. Melbourne: Oxford University Press.
- Cresswell, J. (1994). *Research Design: Qualitative and Quantitative and Approaches*. Thousand Oaks: Sage.
- Marshall, C. & Rossman, G. (2006) *Designing Qualitative Research*. 4ed. London: Sage.

Research ethics and politics

- Bishop, R. (1999). Kaupapa Maori Research: An indigenous approach to creating knowledge. In Robertson, N. (Ed.). (1999). *Maori and psychology : research and practice* – The proceedings of a symposium sponsored by the Maori and Psychology Research Unit. Hamilton: Maori & Psychology Research Unit. <http://wfass-trinity.fass.waikato.ac.nz/docushare/dsweb/Get/Document-995/bishop.pdf>
- Smith, L. T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press.
- Tolich, M. (Ed.) (2001). *Research ethics in Aotearoa New Zealand : concepts, practice, critique*. Auckland : Longman.

Action research

- Coghlan, D. & Brannick, T. (2005). *Doing action research in your own organization*. London: Sage.
- Eden, C. & Huxham, C. (1996). Action research for the study of organizations. In S. Clegg, C. Hardy and W. Nord, (Eds.). *Handbook of organization studies* (pp. 526–542). London: Sage.
- Kemmis, Stephen, & McTaggart, Robin. *The action research planner* (1988). 3rd ed. Waurin Ponds, Vic.: Deakin University Press.
- Reason, P. & Bradbury, H. (2001). *Handbook of action research: participative inquiry and practice*. London: Sage.
- Reason, P. (Ed.). (1988). *Human inquiry in action: Developments in new paradigm research*. London: Sage.

Case study research

- Eisenhardt, K. (1989). Building theories from case study research. *Academy of Management Review*, 14 (4), 532–550.
- Hartley, J. (1994). Case studies in organizational research. In C. Cassell and G. Symon, (Eds.), *Qualitative methods in organizational research: A practical guide* (pp. 208–229). London: Sage.
- Stake, R. (1994). Case studies. In N. Denzin, and Y. Lincoln, (Eds.), *Handbook of qualitative research* (pp. 236–247). Thousand Oaks, CA.: Sage.

Data collection

- Holstein, J. & Gubrium, J. (1997). Active interviewing. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 113–129). London: Sage.
- King, N. (1994). The qualitative research interview. In C. Cassell and G. Symon, (Eds.), *Qualitative methods in organizational research: A practical guide* (pp. 14–36). London: Sage.
- Stablein, R. (1996). Data in organization studies. In S. Clegg, C. Hardy and W. Nord (Eds.), *Handbook of organization studies* (pp. 526–542). London: Sage.

Analysing data

- Constas, M. (1992). Qualitative analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29 (2), 253–266.
- Corbin, J. and Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Qualitative sociology*, 13 (1), 3–21.
- Silverman, D. (1993). *Interpreting qualitative data: Methods for analysing talk, text and interaction*. London: Sage.
- Wolcott, H. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA.: Sage.

Writing up research

- Becker, H. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.
- Richardson, L. (1990). *Writing strategies: Reaching diverse audiences*. Newbury Park, CA: Sage.
- Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.
- Wolcott, H. (1990). *Writing up qualitative research*. Newbury Park, CA.: Sage.

Research 'paradigms' & perspectives

- Burrell, G. & Morgan, G. (1979). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. London: Gower.
- Guba, E. (Ed.). (1990). *The paradigm dialog*. Newbury Park, CA: Sage.
- Putnam, L. (1983). The interpretive perspective: An alternative to functionalism. In L. Putnam and M. Pacanowsky (Eds.), *Communication and organizations: An interpretive approach* (pp. 31–54). Newbury Park, CA: Sage.
- Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (20), 191–206.
- Littlejohn, S. (1999). “How to evaluate a communication theory”. From: *Theories of human communication*. 6th ed. Belmont, CA: Wadsworth.

Language, narrative and discourse-based research

- Golden-Biddle K. & Locke, K. (1997). *Composing qualitative research*. New York: Sage.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Law, J. (1994). Organization, narrative and strategy. In J. Hassard and M. Parker, (Eds.), *Towards a new theory of organizations* (pp. 248–268). London: Routledge.
- Manning, P. & Cullum-Swan, B. (1994). Narrative, content, and semiotic analysis. In N. Denzin and Y. Lincoln. (Eds.), *Handbook of qualitative research* (pp. 463–477). Thousand Oaks, CA.: Sage.
- Mumby, D. (1993). Introduction: Narrative and social control. In D. Mumby, (Ed.), *Narrative and social control: Critical perspectives* (pp. 1–12).
- Parker, I. (1989). Discourse and power. In J. Shotter and K. Gergen, (Eds.), *Texts of identity* (pp. 56–69). London: Sage.
- Parker, I. (1992). *Discourse dynamics: Critical analysis for social and individual psychology*. London: Routledge.
- Parker, I. & Burman, E. (1993). Against discursive imperialism, empiricism and constructionism: Thirty-two problems with discourse analysis. In E. Burman and I. Parker. (Eds.), *Discourse analytic research: Repertoires and readings of texts in action* (pp. 155–172). London: Routledge.
- Potter, J. (1996). *Representing reality: Discourse, rhetoric and social construction*. London: Sage.

The role of the researcher

- Deetz, S. (1996). The positioning of the researcher in studies of organizations: de-Hatching literary theory. *Journal of Management Inquiry*, 5 (4), 387–391.
- Hatch, M. (1996). The role of the researcher: An analysis of narrative position in organization theory. *Journal of Management Inquiry*, 5 (4), 359–374.
- Putnam, L. (1996). Situating the author and the text. *Journal of Management Inquiry*, 5 (4), 382–386.
- Van Maanen, J. (1996). On the matter of voice. *Journal of Management Inquiry*, 5 (4), 375–381.

REFERENCING

Why does referencing matter?

The purpose of using referencing strategies is:

- to demonstrate that you have read course materials to extend your knowledge (in assignments)
- to give credit for the sources of your knowledge or ideas (and avoid plagiarism)
- to allow readers to follow up and do their own reading (in published work).

The format below is an in-text referencing method, used instead of references in footnotes. It is common in the management and social sciences literature, and is based on the APA (American Psychological Association) standard.

For more detailed information, see the latest APA Publication manual held in the VUW library, or check out APA Style Resources on the internet:
<http://www.wooster.edu/psychology/apa-crib.html>

In the text

Put the author name and the date of publication:

Littler has argued that Taylor's ideas have not been improved upon by new models (Littler, 1983).

or, if you are quoting directly – using the same words as the author – also put in the page number/s:

Littler sees claims that Taylor has been superseded as 'a woeful misunderstanding' of Taylor's ideas (Littler, 1983, p. 34).

Where quotes run over more than one page, give the first and last page number: (pp. 34–35).

At the end of your assignment

Include a list of references in alphabetical order of author name which gives the full information about the texts you have quoted in your assignment, in a standard form. The second and later lines of each reference should be indented. Examples of various kinds of entry:

Typical book (or report) entries

Single Author

Cockburn, C. (1991). *In the way of women: Men's resistance to sex equality in organizations*. London: Macmillan.

- The AUTHOR'S NAME is listed first. The author's name is followed by the DATE OF PUBLICATION, in parentheses, ended with a full stop.
- Next include the BOOK TITLE which should be underlined or in italics. Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names. Close with a final full stop.
- End with PUBLICATION INFORMATION. Identify the city. Then identify the name of the publisher, clearly and briefly. Close with a full stop.

Multiple Authors

When a work has between two and six authors, cite all authors. When a work has more than six authors cite only the last name of the first author followed by "et al."

Boje D., & Dennehy R. (1994). *Managing in the postmodern world*. 2nd ed. Dubuque, IA: Kendall Hunt.

Corporate authorship (an organisation is the 'author'):

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

Edited collections

Clegg, S. (Ed.). (1988). *Critical issues in organizations*. London: Routledge and Kegan Paul. BUT you don't have to specify chapters if the book is all by the same person.

Citing chapters in an edited collection – page numbers for the chapter go in:

Burns, J. (1994). A strategic approach to Human Resource Management: A new opportunity for EEO? In J. Sayers and M. Tremaine (Eds.), *The vision and the reality:*

Equal Employment Opportunities in the New Zealand workplace (pp. 131–139).
Palmerston North: Dunmore Press.

Typical journal entries

The journal title is in italics (NOT the article title): the title is capitalised just as it appears in the original. The page numbers for the paper or article are always given, but 'pp.' is not entered.

Where there is a volume number then an issue number, the issue number goes in brackets:

Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (20), 191–206.

If you take a journal article off ProQuest or another online database, just use the ordinary journal referencing, don't put in the ProQuest site details.

Articles in magazines or newspapers

Baird, P. & James, C. (1990, April). Business and biculturalism: Side by side. *Management*, 25–37.

Where no volume number or name is given, the month is included after the year. Note: exact date goes in brackets.

Cardy, T., & Rendle, S. (2002, December 19). Rings finale to open in capital. *The Dominion Post*, A1.

Electronic Information

Electronic information includes the internet, CD-ROMs, etc.. Page numbers in electronic references are unavailable in many cases, so are left out of the citation (and out of quotes). For latest information on electronic referencing check the APA electronic style guide:

<http://www.apastyle.org/eleceref.html>

Web pages

Author/editor. (Year). Title (edition), [Type of medium]. Producer (optional). Available Protocol (if applicable): Site/Path/File [Date you accessed it, if there is no other date].

Prwatch.org (2003, 15 January). *Supreme Court Takes Nike Case On Corporate PR*.
[Online]. <http://www.prwatch.org/spin/index.html>

Write "No date" in the brackets (n.d) when the electronic publication date is not available.

Online journals

Opie, A. (1997). Teams as Author: Narrative and Knowledge Creation in case Discussions in Multi-Disciplinary Health Teams. *Sociological Research Online*, vol. 2, no. 3.
<http://www.socresonline.org.uk/socresonline/2/3/5.html>

Deborah Jones, Victoria Management School
Victoria University of Wellington, New Zealand
May 2007

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) – FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) – FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building – it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

RESEARCH PAPER ON A SELECTED ASPECT OF MANAGEMENT

The Eight Questions

1. The working title of your project (\leq 20 words)
2. Author
3. Anticipated outputs (whichever are relevant):
 1. *thesis examination or assignment*
 2. *journals for later publication*
 3. *reports or presentations to practitioners*
4. Intended readers (can include markers or examiners)
Name 4 to 6 potential readers – give their names and why they would be interested (e.g. “Elaine Swan, management researcher interested in women and work”, not “other management researchers”). Make sure all nominated readers really are likely to read the nominated journal (e.g. few practitioners read refereed journals).
- (5a) What is the central question your project will pose? (\leq 30 words)
- (5b) What is the answer it will provide? (\leq 30 words)
- (6) If your readers had only one sentence to summarise your project, what would it be? (\leq 25 words)
Focus on the outcomes from the work, not the inputs.
- (7a) Why will you do the work? (\leq 70 words)
Briefly outline the problem or question you are tackling and why it is important.
- (7b) What will you do? (\leq 70 words)
Briefly outline the methods you will use to gather evidence.
- (7c) What will be the results? (\leq 100 words)
Briefly outline the likely key results. Focus on outcomes.
- (7d) What can your project add to theory? (\leq 70 words)
An academic project has to add to broader understanding. What will yours contribute? Think about how your results and conclusions will change how people see the world.
- (7e) What can your project add to practice? (\leq 70 words)
Superior research also has practical consequences. What are the consequences of your work? Think about how your results and conclusions might change what people do.
- (8) What might remain unresolved? (no word limit)
This is more for your own benefit, but will provide some guidance for your audience and some of it may be useful in your discussion.

Ref: Robert Brown [robbrownmail.ipswich.gil.com.au]

Revised Deborah Jones, Victoria Management School, Victoria University of Wellington
9.3.06. [Deborah.Jones@vuw.ac.nz]