



Victoria Management School

MGMT 430 MMMS 530

RESEARCH PAPER ON A SELECTED ASPECT OF MANAGEMENT

Trimester Two 2008

COURSE OUTLINE

Names and Contact Details

COORDINATOR

Dr. Deborah Jones, Victoria Management School

Tel. and voicemail 463-5731. Room RH 902

Email deborah.jones@vuw.ac.nz

LECTURER: Todd Bridgman, Victoria Management School

Tel. and voicemail 463-5118. Room RH 903

Email Todd.Bridgman@vuw.ac.nz

SUPERVISOR (quantitative projects): Bob Cavana, Victoria Management School

Tel. and voicemail 463-5137. Room RH 904

Email Bob.Cavana@vuw.ac.nz

SUPERVISOR (Available week 8 August): Sarah Proctor-Thomson, Victoria Management School

Tel. and voicemail 463-5700.

Room RH 922

Email sarah.proctor-thomson@vuw.ac.nz

ADMINISTRATOR: Luisa Acheson

Tel. and voicemail 463 - 5381. Room RH 919

Email: Luisa.Acheson@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.

SCHEDULE AT A GLANCE

WEEK	DATE	TOPIC	READINGS from O'Leary)	ASSIGNMENTS
1	10/7	Workshop: introduction and present eight questions exercise	Chapters 1 & 3	Hand in copy of 8 questions exercise in class (on Blackboard)
2	17/7	Workshop: Literature reviews	Chapter 6	For class: bring 5 minute PowerPoint presentation on key research question and relevant literature.
3	24/7	Workshop: Research Proposal	Chapters 8 & 9	For class: Draft research proposal sections 5-12 (1 hand in plus 1 spare to work on). Lit review due 3 PM FRIDAY 25 July
4	31/7	Workshop: Human Ethics application	Chapter 4	For class: Draft HEC Application (1 hand in plus 1 spare to work on).
5	7/8	Supervision – Sarah Proctor–Thomson available this week		No class
6	14/8	Workshop: Interview and survey methods	Chapter 11	For class: Bring draft interview outlines or Survey forms (1 hand in plus 1 spare to work on).
Study break 18/8–29/8				
7	4/9	Supervision	Data collection and analysis Chapters 11 & 12	Research proposal and HEC form due 3 PM MONDAY 1 September
8	11/9	Supervision		
9	18/9	Supervision		Data collection should be complete by 25 September <i>at the latest.</i>
10	25/9	Data analysis workshop		For class: Bring examples of data to analyse (1 hand in plus 1 spare to work on).
11	2/10	Supervision		
12	9/10	Workshop: Writing up	<i>Chapter 13</i>	For class: Bring a draft of your introduction section – 500 words or over (1 hand in plus 1 spare to work on).
Study period				Final assignment due 3 PM FRIDAY 24 October

TRIMESTER DATES: Monday 7 July to Saturday 8 November 2008

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. We will send all class messages to VUW SCS email account, so you should check these regularly.

To contact staff by email: Include the Course Code, your Name, and the Topic in the subject area of the email.

Introduction

The key objective of this course 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. The first part of the course is based around class workshop sessions where you will work on successive parts of the project, cumulatively building up to data collection and analysis in the second half under supervision. In this course we aim to combine readings and discussion of general research principles with workshops and individual supervision. We also encourage you to approach other staff in Victoria Management School where they have expertise that is relevant to your project.

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, to be handed in as part of the research proposal assignment, 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 human ethics approval.

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.

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.

READING

We expect you to be able to demonstrate that you have a good overall knowledge of the research approach you have taken, and more detailed knowledge of specific methods you are using. You must be able to convincingly use your own words to explain what you are doing and why. See the suggested reading list in this course outline.

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
 - by creating and developing ethical and professional research relationships with participants
 - through giving and receiving feedback on written work and oral presentations
 - through the development and 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
 - by critically evaluating research methods literature
 - by creatively designing research materials to use with participants
 - by creatively designing and presenting a research project
 - through debate and classroom discussion
- to develop leadership skills
 - through structuring independent study
 - through facilitating small-group discussions in class
 - by developing professional research skills including project management and providing guidance to research participants.

Overall Course Objectives

The course objectives 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:

- present a research proposal grounded in a review of a body of literature in a field of management studies
- respond to constructive feedback on versions of the research proposal
- carry out a research exercise, analyse results and draw conclusions for a research question
- show how the results of the research contribute to the existing body of work in the field
- write a journal article based on original research.

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, and
- Obtain at least 50 per cent of the marks available for the final assignment, i.e., at least a grade of C on the final assignment.

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.

Project management and supervision

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. We encourage you to keep a **research journal** during the course, and we will do class work that contributes to these. See the handout *Writing a research journal* on Blackboard.

Supervision will be allocated between lecturers in week three, depending on project topics and approaches. Sarah Proctor-Thomson will be available for supervision during week 8 August, when Deborah and Todd will be away. We encourage you to approach other staff in Victoria Management School where they have expertise that is relevant to your project – but make sure that you do this early in your planning process.

SUMMARY OF ASSIGNMENTS

1. Literature review	15% of total	2000 + / - 200 words	Due 3 PM FRIDAY 25 July
2. Research proposal and HEC form	25% of total	2000 + / - 200 words plus completed Human Ethics form	Due 3 PM MONDAY 1 September
3. Journal article writing up pilot project	60% of total	5000 + / - 500 words (length partly depends on the type of research you do).	Due 3 PM FRIDAY 24 October

1. Literature review

15% of total

2000 + / - 200 words

The purpose of this review is to connect your research project to the academic literature on the topic, showing what you have learned from what others have already done, what you think of it, and how your work can contribute. It will eventually be part of your final article in a revised form.

Format

The literature review should take the form of an academic essay and include an appropriate structure (see material on literature reviews and academic writing in the readings list). It is not a business report and you should therefore avoid the use of lists and bullet points. A sample literature review is available on Blackboard.

The literature review should involve the construction of an argument, rather than merely provide a description of the relevant literature. The literature review needs to argue the need for, and relevance of, your research project by setting it within the context of past research. This requires that you critically evaluate and synthesise the relevant literature to demonstrate the significance and value of your study.

You must be able to summarise key aspects of the literature in your own words. Direct quotations can be useful (e.g. key terms and concepts), but should be used sparingly and should not act as a substitute for your own writing. It is essential to this assignment that the literature should be referenced appropriately. Full details on how to do this are included in the course outline: see 'Referencing strategies'.

Assessment criteria

The literature review should:

- take the form of an academic essay and include an appropriate structure
- involve the construction of an argument to demonstrate the relevance of your topic
- involve a critical evaluation and synthesis of the relevant literature
- be referenced appropriately.

2. Research proposal and HEC form

25% of total

2000 + / - 200 words plus completed Human Ethics form

This is an overview of your proposed research design, and a shorter version will form part of your final assignment. You are strongly encouraged to look through a range of handbooks on research methods, and journal articles, to find methods that interest you. Experimentation is encouraged.

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>

NOTE: you should keep all signed research agreements until after the final course grade is received or until the date on your Human Ethics application forms.

GUIDELINES FOR PREPARING A RESEARCH PROPOSAL

This proposal helps clarify the project so that both student and supervisor(s) are clear about what is proposed and can commit to it. Use referencing to demonstrate your knowledge of research issues and methods.

The proposal should include:

1. **Proposed title**
2. **Introduction:** a broad setting of the scene for your research covering – What, in general terms is the research about? *Why does it interest you? Why is it academically important or interesting? (If also oriented to practitioners) Why is it important or interesting to practitioners?*
3. **Background:** What knowledge, if any, do you already have about the empirical situation you are addressing, if you are doing empirical research?
4. **Literature Review:** *Briefly* summarise key ideas based on your literature review. Which streams of literature within management studies and other disciplinary fields (if relevant) will you be using to locate your research? How has theory developed in this field(s)? How can your work make a contribution to the field(s)? What do you know of other research which has directly or indirectly attempted to address your research questions? Which empirical research has already been done (if any) which addresses your questions, from the same or other theoretical perspectives? *What is original about what you want to do?*
5. **Clear statement of research questions:** What are the questions you wish to address (overall research question and sub-questions)? Why are they important and interesting? How do they relate to the published literature discussed above? *Are your questions answerable?*
6. **Methodology:** Which research strategies and philosophies of knowledge will you draw on? What kind of design will be used and why?
7. **Methods:** what exactly will you be doing? What are the data collection methods to be used? What types of data should be collected? How will this be done? What could be the problems of collecting these types of data? How will access be gained to participants and organisations? How many studies (interviews, surveys, observations, etc.) will be conducted and why? *In which ways will the methods and design answer your research questions?*
8. **Analysis:** *What, in general terms, will be done with the data you collect?* What kinds of analytical techniques is it likely you will use? What are their limitations? How will these analyses address and answer the research questions? How are you going to construct your argument, i.e., how are you going to draw together theory and data in a way that allows readers to follow you and be able to judge for themselves the judgements or conclusions you have reached?
9. **Ethical considerations:** Are there potential conflicts of interest, or areas of ethical sensitivity which may occur before, during or after the research? What cultural or cross-cultural issues are relevant?
10. **Resources:** What kind of resources, e.g., budget; equipment, etc. will you need to complete this project?

11. **Timetable:** Give a timetable with dates for each milestone. Include a Plan B – what will you do if you cannot get the data you are planning for by the dates you have in mind? What alternative sources or types of data will you use? [Note: it is not acceptable to simply collect less data because of practical problems].
12. **Research skills:** Which professional experience or research training do you already have that will be relevant to this project? *Which aspects of your research skills would you like to improve?*
13. **References**

Assessment criteria

The research proposal should demonstrate:

- understandings of the theoretical aspects of research design, especially methodology
- ability to design a viable and realistic project
- understandings of ethical issues in research
- ability to explain the relevance of all these issues to your project in your own words
- ability to produce research documents to a professional academic standard.

3. Journal article writing up pilot project

60% of total

5000 + / – 500 words (length partly depends on the type of research you do). A set word length does not apply to this assignment.

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.

60% of total grade

WORD COUNT: 5000 + / – 500 words (length partly depends on the type of research you do). If your article is substantially longer or shorter, check with your supervisor. Appendices should not be used.

This assignment will be written up in the format of an academic journal article. You should find an academic journal that you would aim to publish your paper in, and use the guidelines on their website regarding audience and writing style (if this is mentioned). Some academic journals also aim to reach certain groups of practitioners, and one of these may be suitable if you are also aiming for this audience.

Format

1. Cover material

- Cover sheet as for all assignments – as per course outline
- Title and author; name of journal you are ‘submitting’ the article to, plus brief outline of journal audience and style

2. Content

You will use an essay style (models and tables may be included if relevant), and will include (not necessarily in this order) :

- Introduction
- Literature review (an updated and edited version of assignment 1)
- Methodology (this will be more detailed than in most journals – about 1500 words)
- Findings and discussion (may be two separate sections)
- What you learned from the pilot for future research
 - What you learned about any aspects of the research process (this should be very specific)
 - What you learned about the research topic and how you would change your research design for future research and/or what you would recommend to other researchers
- Conclusions
- References using the style in the course outline

Assessment criteria

The assignment should:

- flow coherently from the research question to the final conclusions
- work effectively as a pilot project
- contribute to the academic literature
- contribute to practitioners (this is not necessarily relevant to all projects)
- demonstrate a good theoretical understanding of the research process?
- be written to an appropriate professional standard for the specified audience
- be referenced to journal standards using the strategies provided in the course outline.

HANDLING ASSIGNMENTS

Hand hard copy assignments in to Luisa Acheson in room RH 919 by 3 PM on the due date. **No assignments will be accepted by email.** If Luisa is not available, hand your assignment in to 10th floor Victoria Management School reception. Give your assignment to a staff member to be signed off – do not leave in an office.

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 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.
- IV. 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.
- V. 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.
- VI. 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 READING

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

Online

See Blackboard for a list of organisational and management research websites: these include 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.
- Ghauri, 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.
- Broussine, M., & Beeby, M. (Eds.) (2008). *Creative methods in organizational research*. London: Sage.
- 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.

- Cassell, C., & Symon, G. (2004). *Essential guide to qualitative methods in organizational research*. 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.
- Grbich, C. (2007). *Qualitative data analysis : an introduction*. 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.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students*. 4th ed. Harlow: Financial Times/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.
- Swanson, R., & Holton, E. (Eds.) (2005). *Research in organizations : foundations and methods of inquiry*. San Francisco, CA: Berrett-Koehler
- 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>
- Ridley, D. (2008). *The literature review : a step-by-step guide for students*. London: Sage.
- 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. [Online].<http://wfass-trinity.fass.waikato.ac.nz/docushare/dsweb/Get/Document-995/bishop.pdf>
- Pipi, K., et al. (2004). A research ethic for studying Māori and iwi provider success. *Social Policy Journal of New Zealand*, 23. <http://www.msd.govt.nz/publications/journal/23-december-2004/23-pages141-153.html>
- Schaffer, B., & Riordan, C. (2003). A review of cross-cultural methodologies for organizational research: a best-practices approach. *Organizational Research Methods*, 6 (2), 169-215.
- 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.
- De Luca, R. (2006). *Writing that works : a guide for tertiary students*. 2nd ed. Auckland: Pearson Longman.
- 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 STRATEGIES

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.

ON THE WEB:

Quick Cite @ University of Auckland <http://www.cite.auckland.ac.nz/quick.php>

For more detailed information, 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/elecref.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, June 2008

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 on the ground floor (EA005). This counter is the first point of contact for :

- 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.victoria.ac.nz/home/about/policy/students.aspx

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

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

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

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 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.