TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Victoria Management School

MGMT 430/ MMMS 530 RESEARCH PAPER ON A SELECTED ASPECT OF MANAGEMENT

Trimester Two 2011

COURSE OUTLINE

COURSE COORDINATOR
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Dr Sarah Proctor-Thomson
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ADMINISTRATOR
Luisa Acheson
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Phone: 463 5381
Email: luisa.acheson@vuw.ac.nz

Trimester Dates
From Monday 11 July to Thursday October 27.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.

2. The standard last date for withdrawal from this course is Friday 23 September 2011. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation.

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The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers
Wednesdays 2.40pm – 5.30pm, RWW 129

Introduction
This course is about developing your skills as a professional researcher. Successful research requires a unique combination of skills: creativity, interpersonal, project-management and writing skills, as well a critical approach to research methodology and the relevant academic literature.

In this course you will 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 creatively design your own unique project, and be able to effectively explain your research design choices in your own words. You can consider a wide range of topics, but your chosen topic must have a link to management, organisation and/or work.

This course combines class workshops, where you will work on successive parts of the project based on feedback from your peers, with individual supervision by a member of the teaching team. You will be allocated a supervisor in week two. We encourage you to approach other staff in Victoria Management School where they have expertise that is relevant to your project.

For those going on to further research, this course might be helpful for you in developing a thesis research design. Alternatively, you may wish to use the project to explore an aspect of professional practice that interests you for the future.

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

The scope of the project will depend on the method (or combination of methods) you use. A rough guide is:
- in-depth interviews (approx 1 hour plus) – up to 5 OR
- short interviews (approx 30 mins) – up to 15 OR
- questionnaires – 30 or more OR
- observation – about 4 hours.

Course Learning Objectives
On successful completion of the course, you should have improved your ability to:
1. Develop an effective research question to guide your research
2. Present a research design grounded in a review of a body of literature in a field of management studies
3. Articulate orally and in writing your research rationale
4. Give constructive feedback on research designs presented by others
5. Respond effectively to constructive feedback on versions of the research design

6. Carry out a pilot research exercise, analyse results and draw conclusions in relation to the research question
7. Show how the results of the research contribute to the existing body of work in the field
8. If relevant, show how the results of the research contribute to practitioners
9. Use professional research skills in creating effective and ethical research relationships and planning and carrying out a research design
10. Write a journal article based on original research.

Course Delivery

This course is taught by a combination of class workshops and individual supervision. There is a strong emphasis in this paper on a self-directed programme of research carried out under supervision from staff. You are also required to prepare and hand in material for each workshop session. This material is not assessed but provides a useful measure of your progress.

Expected Workload

You can expect to spend 150 hours working on this course. This includes both scheduled contact time (class sessions) and work outside class. You are expected to be well prepared for all workshops – please see the Course Schedule for details of what you are required to bring to each class. You are expected to participate in class sessions, presenting your own work and providing constructive feedback to others.

Readings

The required textbook is:

O'Leary, Zina (2010). 2nd ed. *The essential guide to doing research.* London: Sage.

To complete the assessment you will need to have read widely on issues of research methodology. We expect you 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. For research methods the best resources are usually **books** rather than journal articles. A list of recommended reading appears at the end of this course outline.

Course Schedule

Wk	Date	Staff	Topic	Reading (O'Leary)	Bring to Class	Assessment
1	13/7	TB	Workshop: Eight questions exercise and literature reviews	Ch 1,4,6	8 questions exercise	
2	20/7	TB	Workshop: Research design	Ch 7,8	'Details of project' form (2 copies)	
3	27/7	TB	Workshop: Data collection	Ch 10,11,12	Draft interview outlines, survey forms and/or observation sheets (4 copies)	Literature Review Due 3 pm, Thurs 28 July
4	3/8	UD	Workshop: Human Ethics application	Ch 3	Draft HEC Application including forms etc. (2 copies)	
5	10/8		Supervision			
6	17/8		No Workshop or Supervision this week			Research Design essay and HEC form Due 3 pm, Thurs 18 August
Mid- Trimester Break						
7	7/9		Supervision			
8	14/9		Supervision			
9	21/9		Supervision			
10	28/9	UD SPT	Workshop: Data analysis	Ch 13,14	Draft outline of key issues in analysing your data, for methods section (4 copies)	
11	5/10	TB	Workshop: Writing your journal article	Ch 15	Draft of introduction section, approx 500 words (4 copies)	
12	12/10		Supervision			Journal Article Due 3 pm, Thurs 27 October

Assessment Requirements

Assignment	Title	% of marks available	Due date
1	**Literature review**	10%	Thursday 28 July 3pm
2	**Research design essay and HEC form**	30%	Thursday 18 August 3pm
3	**Journal article**	60%	Thursday 27 October 3pm
	TOTAL	100%	

Relationship between the assessments and the course learning objectives are as follows:

Learning Objective	Literature review	Research design essay HEC form	Journal article
1	X	X	X
2	X	X	X
3	X	X	X
4		X	X
5		X	X
6			X
7			X
8			X
9		X	X
10			X

All assignments should be dropped in **Box Number 27** on the Mezzanine floor of Rutherford House in hard copy form by the due time on the due date. Assignments received after the due time will be deemed to be late, and must be handed to the Administrator for this course, Luisa Acheson in RH1022 where your assignment will have the **time, date and signature** noted on the front cover.

1. Literature Review
Due: Thursday July 28, 3pm
Marks: 10%
Length: 2000 words (+/- 10%), excluding reference list.

The purpose of this literature review is to research and develop your topic and to connect your research project to the academic literature, we well as to any relevant practitioner literature. The review shows what you have learned from what others have already done, what you think of it, and how your work can contribute in a credible way. The review will be part of your final journal article, in a revised form.

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.

You should construct an argument, rather than merely providing a description of the relevant literature. You should 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. Note: this review does not include methodological issues which will be covered in assignment 2.

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 that the literature is referenced appropriately.

Each research project will vary according to the mix of theoretical and applied issues being explored. Depending on your topic, the review will include a mix of the following two types of published material:

– *Academic articles and books:* These provide a theoretical framework for your topic. It is possible that there is no existing research on your exact topic. To make your own original contribution you may be relating a theoretical framework to a topic or problem in a new way or combining theories to develop an innovative perspective.
– *Non-academic background material:* For some topics there may be non-academic material such as statistical or policy reports, articles in practitioner journals or other media, news reports, websites or organisational documents which give background to your topic and the issues involved in it. You should use this material in the review only to indicate the relevance of your topic and the issues involved. This section should make up no more than one-third of the review.

Assessment criteria
The literature review should:
- take the form of an academic essay and include an appropriate structure
- present the construction of an argument to demonstrate the relevance of your topic
- include a mix of academic and non-academic material appropriate to your topic
- involve a critical evaluation and synthesis of the relevant literature
- be referenced appropriately
- be well-written and interesting.

 2. **Research design essay and HEC form**
Due: Thursday August 18, 3pm
Marks: 30%
Length: 2500 words (+/- 10%), excluding reference list and completed Human Ethics Committee form.

For this assignment you need to complete an individual human ethics application form and a research design essay. Please note that you may not formally agree to carry out research with any individuals or organisations, or start data collection before getting human ethics approval. Please also note that you should keep all signed research agreements until after the final course grade is received or until the end date on your HEC forms.

The purpose of the essay is to clarify the project so that both you and your supervisor are clear about what is proposed and to demonstrate your understanding of research methodology.

The essay should include the following:
A. Introduction – about 500 words
- Proposed title
- Research question

- Set the scene: What is the research about? Why does it interest you? Why is it academically important or interesting? Is it also important or interesting to practitioners?
- Background: What knowledge, if any, do you already have about the empirical situation you are addressing?
- Literature Review: *Briefly* summarise key ideas from your literature review. What is original about what you want to do?

B. Methodology – about 1500 words
- Which research strategies and philosophies of knowledge will you draw on? What kind of design will be used and why?
- Methods: 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? How will the methods and design answer your research questions?
- Analysis: What will you do with the data you collect? What kinds of analytical techniques will you use? What are their limitations? How will these analyses address the research questions? 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?
- Ethical considerations: Are there potential conflicts of interest, or areas of ethical sensitivity which may occur before, during or after the research? Are there relevant cultural or cross-cultural issues?
- Credibility: What are the truth values in your project? How do you address the issues of reliability and validity that are relevant to your methodology?

C. Planning – about 500 words
- Research skills: Do you have professional experience or research training that will be relevant to this project? Which aspects of your research skills would you like to improve?
- Resources: What kind of resources will you need to complete this project?
- 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 could you use?

Assessment criteria
The research design essay should demonstrate:
- understandings of the theoretical aspects of research design, especially methodology
- ability to design a viable and realistic project
- ability to argue convincingly for the academic credibility of the 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
Due: Thursday October 27, 3pm
Marks: 60%
Length: 5,000 words (+/-10%), excluding references.

Your task is to produce a credible academic research article clearly showing how you have proceeded from research question to final conclusions and discussion. It will demonstrate what you have learned from the pilot process, and the implications for future research. 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. Your finalised and approved HEC application and all related documents should also be attached for our information.

A suggested format is

- Brief overview of the journal
- Title
- Abstract
- Introduction
- Literature review (an updated, re-focussed and shortened version of assignment 1)
- Methodology
- Findings
- Discussion
- Conclusion
- Implications of your study for future research
- References

Assessment criteria
The journal article should:
- flow coherently from the research question to the final conclusions
- work effectively as a pilot project
- contribute to the academic literature
- demonstrate a good theoretical understanding of the research process
- be written to an appropriate professional standard

Quality Assurance Note
Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

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 course co-ordinator 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 course co-ordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

VI.   The ability to write in an economical style is a skill that is valued in both academic and business settings and therefore word limits should be strictly adhered to. +/- 10% is acceptable. Beyond that, a penalty may be applied.

Mandatory Course Requirements
To meet the Mandatory Course Requirements, you are required to:
 –   Submit all assignments
 –   For the final assignment, obtain at least 50% of the marks available

Referencing
Accurate and correct referencing is essential to scholarly research skills. A quick introduction to APA as required in this course will **be posted on Blackboard.** There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide.

Class Representative
Your class representative was elected at the start of the year, and that person's name and contact details have been made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students."

Communication of Additional Information

Information on course-related matters will be announced at class and posted on the **Blackboard** website at http://blackboard.vuw.ac.nz/. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

For the following important information follow the links provided:

Academic Integrity and Plagiarism
http://www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes
Find key dates, explanations of grades and other useful information at
www.victoria.ac.nz/home/study
Find out about academic progress and restricted enrolment at
http://www.victoria.ac.nz/home/study/academic-progress.aspx

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at http://www.victoria.ac.nz/home/study/calendar.aspx (See Section C).
Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at
www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices
http://www.victoria.ac.nz/fca/studenthelp/

Te Putahi Atawhai
Maori and Pacific Mentoring Programme
http://www.victoria.ac.nz/st_services/tpa/index.aspx

Recommended Reading

All these books should be available in the VUW library. Most will be available at the Pipitea library. In cases of multiple editions of a text we have listed the most recent edition here - previous editions will also be useful. This is an illustrative list. It is neither exhaustive nor is it a list of required reading. Each specific research method or approach will have its own body of literature and you are encouraged to follow up additional resources where relevant.

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

USEFUL 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.

Booth, W., Colomb, G. & Williams, J. (2008). *The craft of research, 3rd ed*. Chicago: University of Chicago Press.

Cavana, R. Y., Sekaran, Uma & Delahaye (2001). *Applied business research: qualitative and quantitative methods.* Milton, Qld.: John Wiley & Sons.

Davidson, C. & Tolich, M. (2003). *Social science research in New Zealand: many paths to understanding, 2nd ed*. Auckland: Pearson Education.

Denscombe, M. (2003). *The good research guide for small-scale social research projects, 2nd ed.* Maidenhead: Open University Press.

Dunne, M., Prior, J & Yates, P. (2005). *Becoming a researcher: a companion to the research process.* Maidenhead: Open University Press.

Easterby-Smith, M. (2008). *Management research,* 3rd ed. London: Sage.

Ghauri, Pervez N. & Gronhaug, Kjell. (2005). *Research methods in business studies: a practical guide,* 3rd ed. New York: Prentice Hall.

O'Leary, Z. (2010). *The essential guide to doing research, 2nd ed..* London: Sage.

Robson, Colin. (2002). *Real world research: a resource for social scientists and practitioner-researchers, 2nd ed.* Oxford: Blackwell.

Roberts, B. (2007). *Getting the most out of the research experience: what every researcher needs to know.* London: Sage.

Somekh, B. & Lewin, C. (2004). *Research methods in the social sciences: A guide for students and researchers.* London: Sage.

Tolich, M, & Davidson, C. (1999). *Starting fieldwork: An introduction to qualitative research in New Zealand.* Auckland: Oxford University Press. (Recommended for the New Zealand aspects).

Wadsworth, Y. (1997). *Do it yourself social research, 2nd ed*. Sydney: Victorian Council of Social Service and Melbourne Family Care Organization in association with Allen & Unwin. [Recommended for user-friendly 'how to' details].

ORGANISATIONAL & BUSINESS RESEARCH - GENERAL

Alvesson, M. & Deetz, S. (2000). *Doing Critical Management Research*. London: Sage.

Broussine, M., & Beeby, M. (Eds.) (2008). *Creative methods in organizational research.* London: Sage.

Bryman, A., & Bell, E. (2007). *Business research methods.* Oxford : Oxford University Press.

Cooper, D., & .Schindler, P. (2008). *Business research methods, 10th ed..* Boston: Irwin/McGraw-Hill.

Easterby-Smith, M. (2008). *Management research, 3rd ed*. 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.

Johnson, P. & Duberley, J. (2000). *Understanding management research: An introduction to epistemology,* London: Sage.

Kayrooz, C. & Trevitt, C. (2005*). Research in organisations and communities: Tales from the real world.* Crows Nest, N.S.W.: Allen & Unwin.

Maylor, H. & Blackmon, K.L. (2005). *Researching business and management.* Basingstoke: Palgrave Macmillan.

Polonsky, M. & Walker, D. (2004). *Designing and managing a research project: A business student's guide.* London: Sage.

Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students. 4th ed.* Harlow: Financial Times/Prentice Hall,

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 & designing research projects

Bouma, G.D. & Ling, R. (2006). *The research process, 5th ed.* Melbourne: Oxford University Press.

Cresswell, J. (2009). *Research design: qualitative, quantitative, and mixed methods*, *3rd ed.* Thousand Oaks: Sage. [Good guide for those developing a proposal].

Marshall, C. & Rossman, G. (2006). *Designing qualitative research*, *4th ed.* London: Sage.

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 '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.

Jones. O. (1995). 'No Guru, No Method, No Teacher': A Critical View of (My) Managerial Research. *Management Learning,* 26: 109.

Law, J. (2004). *After method. Mess in social science research.* London: Routledge.

Littlejohn, S. (1999). 'How to evaluate a communication theory'. From: *Theories of human communication. 6th ed.* Belmont, CA: Wadsworth.

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., Cram, F., Hawke, R., Hawke, S, Huriwai, T., Milne, M., Morgan, K., Tuhaka, H., Tuuta, C. (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.

Qualitative data research - general

Cassell, C., & Symon, G. (2004). *Essential guide to qualitative methods in organizational research.* London: Sage

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].

Eriksson, P. & Kovalainen, A. (2008). *Qualitative methods in business research.* London: Sage.

Flick, U. (2006). Introduction to qualitative research. *3rd ed.* 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. (2002). *Qualitative research and evaluation methods, 3rd ed*. Newbury Park, CA.: Sage.

Prasad, P. (2005). *Crafting qualitative research: Working in the postpositivist traditions.* Armonk, N.Y.: M. E. Sharpe.

Silverman, D. (Ed.). (2004). *Qualitative research: Theory, method and practice.* London: Sage.

Silverman, D. & Marvasti, A. (2008). *Doing qualitative research: a comprehensive guide*. Los Angeles: Sage.

Silverman, D. (2007). *A very short, fairly interesting, and reasonably cheap book about qualitative research.* Thousand Oaks, CA: Sage.

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, S., & McTaggart, R. (1998). *The action research planner, 3rd ed*. Waurn Ponds, Vic.: Deakin University Press.

McNiff, J. (2000). Action research in organisations. London: Routledge.

Reason, P. (Ed.). (1988). *Human inquiry in action: Developments in new paradigm research.* London: Sage.

Reason, P. & Bradbury, H. (Eds). (2008). *Sage handbook of action research: participative inquiry and practice, 2nd ed.* 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.

Yin, R. K. (2009). *Case study research: design and methods, 4th ed.* Los Angeles, CA.: Sage

Data collection

Barbour, R. S. & Kitzinger, J. (Eds)(1999). *Developing focus group research: politics, theory, and practice.* Thousand Oaks, CA: Sage.

Holstein, J. & Gubriuem, 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.

Neyland, D. (2008). *Organizational Ethnography.* 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.

Reynolds, R. A., Woods, R., & Baker, J. D. (Eds.) (2007). *Handbook of research on electronic surveys and measurements.* Hershey, PA : Idea Group Reference.

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