Index

Academy of Human Resource Development (AHRD) 48, 313
findings of survey methods 231
action learning research (ALR) concept of 158
action research (AR) 151–2
definitions of 142–4
in HRD research 141–2, 144–5, 151–2
context 145, 149
design 146, 150
discussion/extrapolation 147–8, 150–51
methodology/methods 145–6, 149–50
narrative/outcomes 146–7, 150
purpose and rationale 144–5, 149
use on OD 142
Actor Network Theory (ANT) 184, 187
enrolment 194
network assemblages 187, 191, 194
impact of non-human actors on 194
symmetry 187, 194
translation 187, 194
use in DA 187–9, 196
Adult Education Quarterly 301
Analysis of Variance (ANOVA) 315
one-way 335
anthropology 79–80, 200, 292
applied management research 168
Aristotle 51, 55–6
Association of Internet Researchers (AoIR)
Ethical Decision-Making and Internet Research (2012) 187–8
autoethnography 5, 92–4, 102–4
advantages of 97–8
collaborative 101–2
concept of 95–7
co-produced 102
disadvantages of 98–9
role in HRD research 99–100, 103
teaching of 100–101
Bayesian estimation 288
behavioural item questionnaire (BIQ) 24
Chartered Institute of Personnel and Development (CIPD) 37, 94, 252, 255
HRD Conference 37
professional development scheme 47
Chicago School 80
China 316
Hong Kong 325, 332
SMEs in 325, 330, 333, 336
Clean Language 6, 204–5, 210
concept of 201
development of 201–3
influence in qualitative interviewing 200
potential influence on research interviewing 208–11
questions 206
comparative fit index (CFI) 277
Computer Aided Qualitative Data Analysis Software (CAQDAS) 9, 367, 369, 382, 385, 389, 391
NVivo 121, 373–5
use in visual data analysis 121–2
use with CA frameworks 373, 379, 389–90
consensual qualitative research (CQR)
concept of 21
constructionism 20
constructivism 14, 23
concept of 17
content analysis (CA) 369, 382, 385, 390
components of 377
Qualitative Content Analytic Framework (QCAF) 377, 379
use of CAQDAS with 373, 379, 389–90
use with sensitive research topics 375–7
critical action learning (CAL) 156, 162, 164
critical action learning (CALR) 155–6, 159–60, 162–3, 166
Critical Human Resource Development (CHRD) 94, 311, 313–16, 319, 323
research 311–12, 314, 317–18, 321–2
assessment 317
research map 319–20
Critical Incident Technique (CIT) 7, 15, 21, 24, 258–9, 262, 270–71
concept of 258, 260
Criticality (CCIT) 261
development of 258, 260–61
potential support role in HRD research 7, 258–9, 271
requirements for 263–5
user experiences 265–6, 269–70
use in quantitative research 261–2
Critical management studies (CMS) 312
critical pedagogy (CP) 312
Critical Sequential Incident Technique (CSIT)
development of 261
critical theory 8–9, 312–13
development of 17
Czech Republic 249, 252
design science 33–6
critical management studies (CMS) 312
product of 34
research 35
Dillman, Donald
Tailored Design Method 247
Total Design Method 247
Discourse Analysis (DA) 184
concept of 186
use of ANT in 187–9, 196
use of FCF in 186
Donovan, Frances 80
double-loop learning 170
influence of 170, 181
Economic and Social Research Council (ESRC)
inVisio 110
National Centre for Research Methods 131–2
Ellis, Carolyn
Ethnographic I, The (2004) 103
entrepreneurship 34, 161
ethnography 82–6
concept of 79–82
organization 88
process 84–5
research 82, 85, 88–9
in HRD 79–80
European Journal of Training and Development 1
European Union (EU) 315–16
projects funded by 248–9, 252
explanatory sciences 33
concept of 32
feedback culture
organizational 275
relationship with IWB 273
feminism 112, 322, 342, 345–8
Finland 348
Framework for Contextualised Function (FCF)
development of 186
use in FCF 186
Games-Howell test 335
gender management 341
women’s leadership 341–2
gender research 340–41, 345–6, 348–9, 353–4
development of 342–4
heterogeneity 344
role of intersectionality in 343
gender binary division 342, 344
‘harm and pleasure’ dynamics 344–5
in HRD 340–41, 346–7, 354
consistency 346–7
researcher ideals 346
researcher reflexivity 346
media studies
gendered constructions in 352
use of Multi-Stakeholder Framework in 349
power issues 344
researcher relationships 345–6
Global Financial Crisis (2007–9) 368, 387
as sensitive research topic 380–82, 387–9
causes of 375
Irish Banking Crisis (2008–11) 387
state investigations into 385
Global Media Monitoring Project (GMMP) 347–8
Global Reference Solution database 249
Grove, David
role in development of Clean Language 201–3
Herodotus
‘Histories, The’ 79
higher education (HE) 236, 315
as site of HRD practice 231
evaluation studies 233
Human Resources (HR) 40, 69, 244
personnel 248
academic journals 46–7
budgets 48
CAL in 157, 160
conceptualization of 2, 37–9, 258
ethnographic research in 79–80, 85, 88–9
evaluation studies 234
gender research in 340–41, 346–7, 354
HE as site of practice of 231
personnel 250
research 1–3, 5–10, 13–16, 28, 32, 37–9, 42, 45, 74, 80, 92–5, 97, 104, 108–9, 122, 138, 162, 165–6, 168–9, 204, 211, 248, 254–5, 274, 301, 320, 325, 336, 367
action research in 141–52
application of STEP to 6, 181–2
CALR in 160, 164
as design science 40–42
development of 39–41
longitudinal 236–7
mono-method 24
mixed methods 1, 8–9, 14, 20, 22–4, 26, 28–9, 89, 219, 263, 319, 322, 325–32, 336–7, 341, 352
multi-paradigm 14, 18, 20–21
multiple-method 24
online surveys in 233–4
potential use of CIT and VT in 7, 258–9, 263–71
role of autoethnography in 99–101, 103
use of photo-elicitation interviewing in 127, 129, 132–3
use of questionnaire surveys in 217–18, 220, 222–6, 228–9
use of SEM in 273–4, 280, 288–9
use of telephone surveys in 243, 245
visual methods in 108, 110–11, 113, 119–20, 123–4
scholarly practices in 45–7, 49–55, 57
impact of 53–4
structure issues 52
theory-practice links in 33, 36, 39, 41, 291–2, 298, 304
operationalising of 303
use of SCA in 299–301
workplace learning 192–3
Human Resource Development International (HRDI) 1, 293
founding of (1998) 200
Human Resource Development Quarterly (HRDQ) 293
Human Resource Management (HRM) 1–2, 38, 47, 149, 304, 315–16
research 40
Hungary 249, 252
India 316
Industrial/Organizational (I/O) Psychology 66, 68
innovative work behaviour (IWB) 278–9, 281, 284–6, 288
development of 273, 279–80
modelling of 280–81
organizational-level predictors of 279
relationship with feedback culture 273
leadership style 273
organizational effectiveness 273
use of SEM in analysis of 281, 283
interviews/interviewing 200, 210
definitions of 203–4
elicitaiton 207
guidelines for 200–201
leverage-saliency theory in 247–8
as neo-positivist 204
as phenomenological 204
qualitative 200–201
influence of Clean Language on 200
questions
Clean Language 206
conceptualising 205–6
wording of 207
research
potential influence of Clean Language on 208–11
in Visio
creation of 110
Kaufman Foundation 255
leadership development 358–9, 362
experiential learning theory (ELT) 359–61
gender in 361
interventions 361
reflective framework 363–5
reflective cycle 1 363–4
reflective cycle 2 364
reflective cycle 3 364
use of post-structuralism in 359–60, 365
feminist 362
Learning Practices Questionnaire (LPQ) 326, 332, 334
quantitative online 333
leverage-saliency theory
application of 243, 245, 248
concept of 247–8
Lewin, Kurt
role in development of action research 142
management 40, 62, 97, 104, 341
as design science 36–7, 45
development of systems of 42
research 45
Management Learning 301
Management Today 302
mixed-methods 328–31, 336–7
concept of 326–7
criticisms of 326–7
design 325–8
research 20, 22, 24, 26, 29, 325
concept of 22
Multi-Stakeholder Framework 9, 340–41, 347, 349, 354–5
development of 349
Gender-Media-Leadership 347
use in media analysis 348–9
multiple methods research 24, 26
concept of 22
Muncey, Tessa
Creating Autoethnographies (2010) 103
National Student Survey (NSS) 231–2
NVivo 121, 373–4
online surveys 231, 237–41
in HRD research 232–3
incentives 233–4, 240
modes of administration/distribution 234–5, 240
respondent burden 235–6, 240
response rates 232–4
saliency 234–5
user experiences 236–8
comments 239–40
Organisational Life Cycle (OLC) questionnaire 326, 331–2, 334–5
organization development (OD) 142, 149
action research used in 142

*Personnel Management* 302
phronesis
concept of 57
Pirsig, Robert M.
*Zen and the Art of Motorcycle Maintenance* (1974) 133–4
Poland 249
positivism 23, 312, 325
concept of 16
neo- 204
post 14, 16
research 85
post-structuralism
concept of 358, 362–3
feminist 362
use in leadership learning 358–60, 365
process consultation 168–9
concept of 169
psychological ownership 64
psychology 32, 38, 200, 292
psychophenomenology 207

qualitative comparative analysis 26
qualitative content analysis 69–70, 137
qualitative research 22–3, 319, 325
photo-elicitation interviewing in 127, 129–30, 135–9
concept of 127–9
data analysis 133–4
development of 128
ethical concerns 130–32
research validity 132–3
use of visual data in 108
quantitative data analysis 259
quantitative factor analysis 15
quantitative research 22, 219, 314, 319, 325

questionnaire surveys 218, 226–9, 266
design of 218, 231, 238
collection/delivery 218
internet-mediated 218
interviewer-completed 218–19
intranet-mediated 218
length of 218–19
mail/postal 218, 227
self-completed 219
telephone 218, 247, 249–51
web-based 218, 226
use in HRD research 217–18, 222–6, 228–9
issues of design 220–21
pilot testing 223
reliability of data 223
response rates 223–4
validity of data 223
use in quantitative research 219
user experiences 224–7

Republic of Ireland 368
Commissions of Investigations Act (2004) 387
State Department 387
research designs
use of visual methods in 111–13
participatory 112
research paradigms 14, 26
constructivist 21
critical science 18
critical theory 14
functionalist 18
interpretative 18
interpretivism 18
multiple- 14, 18, 20–21, 26
positivist 16, 18, 28
post 14, 16, 28
radical humanist 18
radical structuralist 18
realism 16–17
root-mean-square error of approximation (RMSEA) 277

sample/sampling 50, 203, 205, 219, 224, 235–8, 240, 243–5, 247–9, 253, 262, 270, 276–9, 288, 293, 295–8, 303, 305–6, 316, 329, 331–2, 335, 374, 377, 385, 387
design 277–8
frame 333–4
constitition 249–50
non-probability 174, 293, 305
convenience 293
quota 293, 333
snowball 293, 326, 334
probability 293
class 293–4
simple random 293
stratified random 293–4
systematic 293
purposive 174, 176, 226, 389
selection 175, 249–50, 293
techniques 245–6
systematic 390
theoretical 326, 331, 385
Second World War (1939–45) 292
sensitive research topics 367–73, 381, 385, 387, 389–90
access issues 387–8
willingness of participants 373–4
data sources 371–2, 385
primary 371
secondary 371
ethical issues 374–5
examples of Global Financial Crisis (2007–9) 369, 380–82, 387–9
extra sensitive 368–9
use of CA with 375–7
Service Template Extended Process (STEP) 168, 170–71, 175, 179–80
application to HRD 6, 181–2
concept of 171–2, 174
data capture 175–6
development of 171–2
shortcomings of 181
structure of
Phase I 174–5
Phase II 174–5
Phase III 174–5, 179–80
template generation 175–6, 179–80
use by applied research 169–70
Simon, Herbert A.
concept of ‘design science’ 32–4
single-loop learning 170
Skype 205
small and medium-sized enterprises (SMEs) 145, 155, 326, 330, 333–4
life cycle stages of 330–33
workforce 325
workplace learning practices 331–3, 335–6
Society for Human Resource Management (SHRM) 255
sociology 32, 38, 200, 292
Spry, Tami
Body, Paper, Stage: Writing and Performing Autoethnography (2011) 103
standardized root-mean-square residual (SRMR) 277
structural equation modelling (SEM) 273, 286, 288–9
advantages over regression analysis 275–6
development of 274–5
measurement models 276–8, 283–4
comparative fit indices 277
confirmation factor analysis (CFA) 276
global fit indices 277
multilevel analysis 278–9
single-level analysis 278–9
software packages 275, 277–8, 288
structural model 277–8, 284
use in analysis of IWB 281, 283
use in HRD research 273–4, 280, 288–9
as psychometric tool 280–81
use in modelling multilevel/longitudinal data 284, 286
structuralism 18
Sweden 348
Switching Path Analysis Technique (SPAT) 261
systematic content analysis (SCA) 291–2, 304–5
category definition 294
practice orientation 294
science orientation 294–5
caveats/research validity 297–8
coding process/coder training 295–7
determining trustworthiness 296–7
development of 292
formulation of research questions 292–3
sample selection 293–4
article sample 293–4
non-probability samples 293
probability samples 293
systematic review methodology 62–3, 73–4
application in HRD 65, 68–9
analysis/synthesis of findings 72
determination of review questions 69–70
discussion/utilization of findings 73
pre-review 68–9
search of literature 70–71
selection/evaluation of references 71–2
concept of 63–5
stages of 65
scope of 66, 68

television questionnaires/surveys 245
design of 218, 247
instrument development 250–51
notification/sponsorship/tokens of appreciation 251–2
sample frame construction/sample selection 249–50
translation 250–51, 255
leverage-salience theory 247–8
participation decisions 245
response rates 254–5
non-response 243
role of interviewers in 253–4
recruitment/selection 252
training 253
use in HRD research 243, 245
Training and Development 301–2
Tucker-Lewis index 277
Tukey Honest Significant Difference test 335
Twitter 184, 196
applications (apps) 187, 194–5
discussion events on 184–6, 188–91, 195
conversational floors 191
structures of 191
hashtag system of 184
users 188

University Forum for Human Resource Development (UFHRD) xviii, 306
United Kingdom (UK) 15–16, 21, 205, 245, 249–50, 252, 296–7, 315, 341, 347–8, 368, 375–6, 382
Civil Service 15
Data Protection Act (1988) 131
gendered media constructions in 352
higher education sector of 231–2, 315
HM Revenue and Customs
Anglia Region 15
House of Commons
Treasury Select Committee 385
HRD in 94
Lake District 137
National Health Service (NHS) Trusts 110
public sector of 224–5
United States of America (USA) 17, 45, 57, 231, 292–3, 296, 301, 368, 375–6, 382
Congress
Senate 389
Senate Permanent Subcommittee on Investigation 385
Financial Crisis Inquiry Commission (FCIC) 385
Wall Street 389
University of Wolverhampton
Management Studies Department 15

Vignette Technique (VT) 258–9, 262–3, 270–71
development of 258, 261
potential support role in HRD research 7, 258–9, 271
requirements for 263–5
user experiences 265–70
visual methods 108, 110–11, 123–4
analysis of visual data 121–2
simple content analysis 122–3
symbolic analysis 123
use of CAQDAS in 121–2
graphic mapping 113, 120
ethical concerns of 131
in HRD research 108, 110–11, 113,
  119–20, 123–4
limited use of 109–10
participants in 109
photo diaries 120–21
photo elicitation 121
readers/user in 109
researchers in 109

storylines 120
use in research designs 111–13
participatory 112
video 121

Walker, Charles Rumford 80
Weber, Max 292
work-life balance (WLB) 200, 203
as topic of interviews 208–9