CRITICAL METHODOLOGY ANALYSIS OF AN ARTICLE

Munshi Samaduzzaman¹, Musrat Mou², Farah Rezwan³
¹(Faculty, Department of Accounting, American International University – Bangladesh)
²(Faculty, Department of Management, American International University – Bangladesh)
³(Faculty, Department of Finance, American International University – Bangladesh)

Abstract
We have selected a qualitative research paper “more than a cognitive experience unfamiliarity, invalidation and emotion in organization learning” from Journal of Management Inquiry. This paper is an empirical paper with focus on qualitative methods. We have critically evaluate the paper and prepare a critique of it that gives special emphasis to the methodology used for the studies. In considering a critique we have addressed overall research design, methods used, overall quality criteria for effective research practice, the advantages and disadvantages of the methods, limits and significance of the work and proved overall comments on the appropriateness and strength of the methods used.

Keyword: Methodology, research, qualitative, organization, etc.

1. INTRODUCTION

In 2013, an article was published in the Journal of Management Inquiry summarizing a qualitative study undertaken in examining the relationship between emotion and organizational learning (Sillince & Shipton, 2013). The authors used individual and focus group interviews over five years through the longitudinal study perspective. The authors selected interviewees from each section of the business. Total twenty four respondents were selected in the first phase, followed by twenty two respondents in the second phase and finally thirty four respondents in the third phase.

2. CRITICAL METHODOLOGY ANALYSIS

In the first phase of longitudinal study, authors used an informal interview with observation. Informal interview with observation helps in the early stages of development. As a result, the authors can link emotion with organization learning due to lacking in relevant literature. In this article, authors used informal interview to develop an understanding of the setting and to build rapport which helped them to uncover links between emotions with invalidation and unfamiliarity. (Ruspini, 1999)

As a part of longitudinal study with the repeated cross-sectional data collection process, there should be a high level of consistency between questions, sequences of measures through
incorporating the time trend into the analysis (Ruspini, 1999). In the article itself, there were inconsistency between the first phase of data collection with the second and the third face. Since, there are difference phases of changes occurring within the organization, it is difficult to measure emotional changes within the organization learning since same cases are neither measured repeatedly nor for multiple periods (Menard, 1991). Thus, we require additional data to differentiate empirically the dynamic process which lies behind the cross-sectional snapshot (Davies, 1994).

The research approach was inductive since theory is the outcome of the research (Bryman & Bell, 2011, pp. 13). The authors explored the relationship between individual and Organization learning as well as the mechanisms of the exchange of knowledge with Organization Literature. Over time, through interviews and observation suggested how emotion will lead to connect with construct theory and brought to the fore questions around unfamiliarity and invalidation in Organization Learning. Finally, the positive outcome was emotions involved at key stages in the process.

The construct theory was illustrated and applied on the administrative heights. This grounds’ basis on Kelly’s (1955) practical alternative upon resonating powerfully with rationalist philosophies and from within changes of everyday understandings well as the investigational background of review (Simpson and Marshall, 2010). According to the article, construct philosophy supports people to comprehend the function of emotion in organization learning, observing emotion as consciousness of transformation and in what way events are interpreted, ascending from invalidation (Simpson and Marshall, 2010). Chasing of construct philosophy, the article has adopted a reasonable set of research questions such as on the investigation of emotions that stand up as associates reckons true connotation around queries of strategic importance as well as to explore the degree to which organization learning comprises an arrangement of emotions.

There is an effective presence of research conceptualization and framework in which stronger linkage to methods rigor is anticipated more clearly. The concept is grounded on construct philosophy (Simpson and Marshall, 2010) in support to the taking of learning experiences within the organization prior to the representation of study validation. The article is more of narration rather than demonstrating a quantifiable research investigation. This means that the research approach is not grounded on quantitative data and information which is quite challenging to take into consideration. Thus, such consideration is towards the conflicting approaches expressed in organization learning literature (Shipton, 2006).

There is discussion about essential components and design strictures of organization learning which must have a considerable account of critical thinking and logical analysis like that of engaging in case study and participant observation methods. In the process, organization learning processes will be valid and practical since ample research will be completed (Argote and Miron-Spektor, 2011; Berends and Lammers, 2010). The approaches were somewhat weak in terms of methods assumption due to the fact the latter is merely based on literature setting and no actual undertaking has been done such as of sampling and randomized trials in support of valuable insights.

Even if other viewpoints on organization learning revealed that unforeseen incidences might suggest intellectual shock, and conforming undesirable emotions, thus showing flaws and there was no clear research evidence done on the latter assumption such as undergoing interviews and surveys to prove the information and that evidence is very limited to theory and concept which is not all
adoptable and decent in presenting a progressive realization of organization learning and its underlying aspects and elements. However, when discussing such learning shock, evidence based research is necessary, say for instance, acquiring a small pilot study that will magnify levels of learning shock around the individuals and or groups within the organization. Again, research grounded on quantitative as well as qualitative evidence is desirable and is fairly balanced in determining a valid foundation of organization learning for instance, upon, delivering of legitimacy for a certain emotion. In the long run, little studies have obviously deliberated the emotions tangled as persons imitate on the organization’s efforts to learn as well as sequences of emotions within organization learning proceeds.

The article is further grounded on literature review through theoretical concepts supporting the organizational learning, but, in the process, it is vital to integrate evidence in research from wherein the relevance of the matter will be validated and known both into application and practice (Assessment Technologies Institute 2003). From within the study, utilization of research methods is more effective if there involves the combination of both qualitative as well as quantitative resources such as about descriptive exploration and practice along with the presence of surveys for possible examination and primary study conformity. Similarly, comparative analysis should be used wherein numerous examinations can possibly be assimilated through research statistics and quantifiable measures such as Likert scaling analysis tool (Trochim 2006).

The authors triangulated the data by comparing interview data with informal conversations, archival material, employee attitude surveys, policy and practice related in learning and training, company benchmarking activities, employee briefing sessions, and minutes of management meetings. The longitudinal nature of the study and many opportunities for gathering data and frequent feedback with discussion with the company make full use of the variety and complexity of the data. The article content will ideally require providing a comprehensive as well as a comprehensible overview of the quantitative and qualitative organization learning evidence of emotions and to focus on investigation from assimilating the research groundwork through mixed methods triangulation (Steward 2004).

In this article, authors used theory based discussion to confirm the accuracy of the study as well as dependability of literature, the understandings of organization learning are not certainly enough to determine the importance of techniques collected. There undertakes learning that researchers must practice critical thinking in organization learning, notwithstanding of emotions and feelings from within organizations, allowing parties to concentrate on influences that are applicable and substantial to the organization learning in lieu of the systematized strategy of evidence in research (Riddell 2007). The article has attempted to fill in upright study arguments like, by deliberating construct theory on organization learning and emotion heights. The methods should have indicated the usage of reasonable assessment to organization learning.

The weakness of the article is grounded on its presented technique as it must have been connected towards the appropriateness of study provision and its logical paradigm wherein contemporary updates on organization learning through construct theory of consideration and views from every learning point were extensive to accomplish measurable outcomes (Dixon-Woods, Agarwal, Jones, Young and Sutton 2005).
Evidence based practice is an effective influence for distinguishing logical interpretations of organization related factors to upkeep exploration studies from techniques used as well as be unbiased for undertaking practical investigation. So, organization learning through construct theory must be well-found with proof and judgments and bearing in mind a comprehensive array of organization learning and the prolific workforce is critical in every research practice and action (Schlosser, Koul and Costello 2007).

Credibility plays an important requirement in qualitative research. Unlike quantitative researchers with their focus on causal linkages, prediction and generalisation of findings, qualitative researchers examine our social world trying to find meaning in real world settings by adopting a constructionist ontology (Golafshani, 2003). Within this ontological framework, the epistemological perspective of interpretivism argues that people and their social institutions are fundamentally different to the tenets of natural science and as such require a different logic of research procedure. In this regard, according to Guba and Lincoln (2007), it is not feasible to apply scientific reliability and validity standards to qualitative research. The article approaches were not that idealistic. The article is focused on the grounded theory technique which is appropriate in the subject theme. Thus, it does not hold ample research reliability as well as validity, since there was no presence of any statistics that are supported by certain illustrations and image representations. Statistical investigation will serve as an effective means of study and such statistical aspect provide rationalization of the study scheme in performance from within the organization learning cycle in addition to the contribution to construct theory as a matter of evidence base. Since the dependability criterion measures trustworthiness in qualitative research, as a result due to lower score of credibility will lower the dependability of the findings.

The analysis of this article related to emotions as well as organization learning can ideally convey a good exploration paradigm for exploring numerous studies of the subject matter within comprehensive notion, emotions as well as the organization learning do recognize the circumstances of construct theory from a theoretical research domain and not statistical in nature (Steward 2004).

In addition, there will be a need for choosing samples on the basis of representation of a sample population from within a sampling framework and practical settings might generate the sampling framework into integration of methods needed for appropriateness of construct theory upon understanding of emotions as well as the organization learning theories. In disparity, descriptive investigations incline to practice literature based approaches, frequently using flexible queries to search perspectives about emotions as well as organization learning (Dixon-Woods, Agarwal, Jones, Young and Sutton 2005).

The use of questionnaires can be executed in presenting validation of the subject matter detailed in the article of which the basis might be complicated, period intense in generating practical as well as measurable research questions. Certainly, questionnaires are study tools which individuals are requested to reply a set of questions within prearranged instruction. Since questionnaires are extensively used information collecting methods, substantial space will be devoted to its design as well as construction, but few have knowledge about how challenging it is to generate questionnaires that are binding, consistent and unbiased. Surveys must be used when it fit to the intentions of the
investigation; data analysis of emotions as well as the organization learning through construct theory should straightforward to recognize expected responses from the participants (Coles 2002).

It is essential to assimilate study methods into evidence based practice modeled by judgment sowing to engaging methods of gathering arguments from surveys and interviews as a basis for methods triangulation and further exploration of emotions as well as the organization learning following study paradigm in parallel to organization learning spontaneity as determined and manifested into an overall influence of knowledge from within a desirable study groundwork. It is vital to comprehend the phases in mounting effective research evidence in order to carry out an applicable research grounds and achieve consistent results.

**CONCLUSION**

There has to be vibrant discussions in organization learning evidence literature studies directing as in what way qualitative research can be ready as demanding as it is appropriate to the standpoint and objectives of a construct theory for understanding more about emotions as well as organization learning. Thus, the diversities of qualitative techniques, the absence of vibrant limitations among quantitative as well as qualitative exploration, and the inclination to assess evidence based study against predictable standards of thoroughness and essential sorts of quantitative investigation. The article does donate to advantageous literature conversations of study manifested in the organization learning research derived from diverse methods being observed cautiously. There is no present substantiation that empirically demonstrates in what way construct theory affects emotions as well as the organization learning however, the importance of refining the research setting, it will be vital to carefully examine phases of organization learning in relation to work as well assist concerns.

**REFERENCES**


