

ABOUT THE NEED TO CONDUCT QUALITATIVE RESEARCH IN THE ANALYSIS OF THE RELATIONS BETWEEN HUMAN RESOURCES MANAGEMENT AND ORGANIZATIONAL PERFORMANCE

Grzegorz Łukasiewicz

Cracow University of Economics, Department of Human Capital Management, Poland

Abstract

Human resources of the organization are commonly recognized as strategic. This is attributed to the knowledge, skills, and involvement of employees in the organization's economic performance. For many years, researchers have sought to demonstrate the relationship between effective and efficient human resource management and the improvement of the economic situation of companies, explaining these relationships through a variety of theoretical models. Despite numerous studies in this area, there are still many questions that are difficult to answer. The possible cause of this is the usage of quantitative methods in the researches and marginalization of qualitative methods. For this reason, the purpose of the article is to present the possibilities offered by qualitative research in the development of the theory explaining the relationship between the HRM and organizational performance.

Key words: *human resources management, organizational performance, qualitative researches*

INTRODUCTION

For more than two decades, we have witnessed a growing interest in the relationship between the actions within the human resource management (HRM) area and the organizational performance. Mutual relationships between these two areas are becoming a point of interest not only of scientists but also of management practitioners. Representatives of the research community seek to demonstrate and prove by increasingly sophisticated statistical methods the impact of activities carried out by personnel departments on the economic situation of the organization, while practitioners, and in particular HR managers, are seeking arguments justifying, for example, the growth of expenditure related to the development of employees. There are numerous examples of research indicating the positive impact of human resource management on the organizational performance in the literature. However, these studies are often criticized because they only show statistical dependencies without clear and detailed theory explaining these relationships. The reason for this is the usage of quantitative methods in research, which are excellent for the statistical relationships between variables, but because of their general nature, they are unable to detect the specific cause-and-effect relationships between HRM and the organizational performance. This gap may, in turn, be filled with qualitative research. For this reason, the purpose of the article is to present the possibilities offered by qualitative research in the development of the theory explaining the relationship between HRM and the organizational performance.

1. HRM AND ORGANIZATIONAL PERFORMANCE - REVIEW OF THE LITERATURE

Both theorists and management practitioners are constantly looking for answers to the following questions: How and to what extent are HRM activities reflected in the organizational performance? How to measure this impact? These types of questions are especially important for HR managers who, using the proper tools, could show measurable results of actions taken in the human resources management area. This is highlighted, among others, by A. Mayo, who writes in one of his articles "It is not surprising that there is a link between the efficiency of an enterprise and the way in which it manages the asset-people. Nevertheless, managers are increasingly flooded with the numerous golden solutions with the aim of improving the operation of an organization. What really influences their professional work are numbers - therefore, it is necessary to find quantitatively appropriate methods

that will allow understanding the value of people and their contribution to the creation of value in the organization" (Sienkiewicz 2007, p. 40). Such methods should be offered under the current accounting system, but this system does not cover the area of human resources management, and therefore we are unable to demonstrate the relationships we are interested in. Because of that, HR managers often seek for such methods on their own, as highlighted in the literature "if the contemporary accounting methods do not offer HR professionals the required instruments of measurement, they must seek their own ways to prove their contribution to the results achieved by the company" (Becker, Huselid & Ulrich 2012, p. 24). There are many proposals on these methods provided in the literature. In some cases, they are purely theoretical. For example, as per the literature, measurement methods that combine activities in the area of human resources with the organizational performance are divided into four categories: efficiency of HRM operations, HRM activities and best practice indicators, managerial dashboards or scorecard, cause-and-effect relationships (Cascio & Boudreau 2011, p. 42). Therefore, any research aimed at analyzing such relationships at the theoretical level and their verification in economic practice become essential. An exemplary model of such relationships is presented in Figure 1.

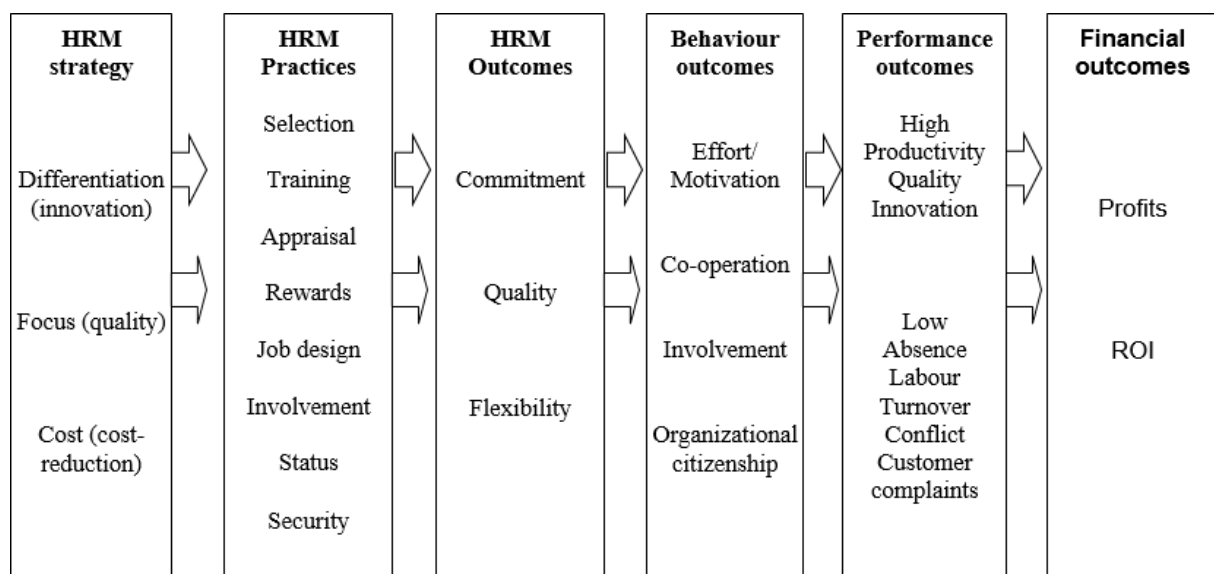


Figure 1. Linking HRM and performance

Source: (Guest 1997)

Over the past two decades, a number of studies on the relationship between HRM and the organizational performance have been conducted around the world. Their full list would certainly cover several hundred items - as early as 2005, authors Wright, T. Gardner, L. Moynihan and M. Allen analyzed 68 studies of these relationships [Wright et al. 2005]. It is worth noting the pioneering work of such researchers as M. Huselid, J. Delady, D. Doty, J.P. Guthrie, S. E. Jackson and R. Schuler, whose research influenced the development of the theory explaining the relationship between these variables (Delery & Doty 1996; Huselid 1995; Huselid, Jackson & Schuler 1997; Guthrie 2001). Literature indicates that in spite of 20 years of research, there are still unresolved problems and it is advisable to take a cautious approach to the conclusions of the research. The essential problem occurs at the initial stage of research design. It is related to the operationalization of key concepts - human resources management and organizational performance. As pointed out by J. Paauwe and P. Boselie, human resource management is defined in the context of the effectiveness of personnel department, knowledge, skills and competences of employees, individual practices or a package of practices that form a coherent system [Paauwe & Boselie 2005]. At the same time, they claim that the concept of HRM covers mostly a practice or a set of practices. The performance is the second key concept that

requires operationalization. This is one of the key concepts used in economic sciences and is primarily used as a criterion for evaluating activities at the level of whole enterprises and in their respective areas. When trying to define performance, it should be noted that this is a very broad term and can be considered from different angles. But most often, this concept reflects the relationship between goals, expenditures, and effects.

If we make some assumptions concerning key concepts, such as human resource management and organizational effectiveness, remembering about restrictions resulting from them, there is another question that is absorbing the scientific community - how to conduct the empirical research to get reliable results? Very important conclusions in this regard result from the cited research by P. Wright, T. Gardner, L. Moynihan and M. Allen [Wright et al. 2005]. After analyzing 68 studies on the discussed connections, the quoted authors came up with surprising conclusions. The vast majority of the research do not meet the conditions set by quantitative research covering the analysis of cause-and-effect relationships. Thus, in many studies, the precedence of cause over the effect has not been observed (the data on the effectiveness of the organization came from the period preceding the activities the HRM area), and the control of other factors that could affect the studied relationship has not been guaranteed. As a result, many of the analyzed studies failed to meet the methodological requirements for quantitative research, and those that were found to be methodologically correct have made a small contribution to the development of the theory explaining the impact of HRM on the organizational performance.

Basing practically and exclusively on quantitative methods in the analyzed area has led to the situation that development of a theory explaining the interrelation between HRM and the organizational performance has been slowed down. J. Paauwe, P. Wright and D. Guest came to this conclusion, writing in their book: "There is little doubt that in the past 20 years some progress has been made in the analysis of the relationship between HRM and performance. On balance, however, progress has been modest". In the final considerations, they came to the following conclusion: „Thus a number of attempts have been made to develop a theory of HRM, a theory of performance, and a theory of how the two are linked. However, all are works in progress and none have achieved consensus support among researchers. There is therefore still a need for more theoretical and conceptual development” (Paauwe, Guest & Wright 2013, p. 6). One of the conditions supporting the further development of this theory is the much broader application of qualitative research. This is primarily due to their specificity and in particular to the aspects that distinguish these studies from quantitative research.

2. QUALITATIVE RESEARCH - SELECTED THEORETICAL QUESTIONS

The use of quantitative research to analyze the relationship between the human resource management and the operational performance seems at first glance to be justified. In this case, we are looking for a relationship between these two aspects. At the organizational level, it is quite easy to gather relevant figures and to calculate correlations using the appropriate statistical tools. However, it should be taken into consideration that these variables are very distant from each other. There are many cause-and-effect relationships between them that are not taken into account in quantitative research. For this reason, it might be difficult to explain the calculated correlations, and thus to accurately describe the transition from the activities taken in human resource management area to operational performance. Qualitative research is very useful for this purpose.

Quantitative research, also described as "positivist", has a longer history and has been a dominant force in social research for many years. At the turn of the 1960s and 1970s, however, these studies were subjected to criticism, in which the main objection was the methodological limitations. As a result, qualitative research has been separated, and the time when it happened is called "golden age" in the development of qualitative research (Kaczmarek, Olejnik & Springer 2013, p. 12). At this point, it should be emphasized that there are 8 phases in the history of qualitative research. This "golden age" is the second one in the chronological order dating back to the 1950s. Other phases are: the traditional period (1900-1950), blurred genres (1970-1986), representation crisis (1986-1990), the postmodern, the phase of experimental and new ethnographies (1990-1995), post-experimental inquiry (1995-

2000), methodologically contested present (2000-2004) and the breakthrough future that we have faced since 2005 (Denzin & Lincoln 2014, p.22). Each of these phases brought the value added to qualitative research, whose definition became more and more precise over time, used more and more research methods and techniques, their methodology became more and more detailed, and the description of scientific inquiry was characterized by the increasing professionalism.

When characterizing qualitative research, the opinion of K. Chrenek that it is very difficult to define seems to be adequate. These difficulties are the result of its flexibility and emerging character - it is often simultaneously designed and implemented (Czernek 2015). At the same time, their effects are research conclusions that are highly personalized and embedded in the given context (Van Maanen 1998, p. xi). However, it is important to note that contemporary qualitative research is an independent research field. This is shown by the fact that assumptions of paradigms such as functionalism, radical structuralism, interpretative-symbolic paradigm, and postmodernism underline any research, and numerous literature provides a number of proposals for detailed research methods and approaches in the form of case studies, participatory action research, interviews, observation, visual methods and interpretative qualitative research. In this context, qualitative research is referred to as "a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, & memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them"(Denzin & Lincoln 2014, p. 23). Similarly, S. Juszczuk states that qualitative research is "a perspective of description, understanding and sometimes explaining social, educational or cultural phenomena through empirical research and analysis of individual and group experiences, the definition of the social world, and social interaction using qualitative research or qualitative analysis "(Juszczuk 2013, p. 8). Qualitative research is centered around questions how social experience arises and what significance is given to it by social actors in order to better understand it. Thanks to them, researchers are able to answer questions: how? why?

In the previous considerations, the role of paradigms in qualitative research has been emphasized. They have a very important role to play in the process of constructing the research process, and therefore, it is worth paying more attention to them. A paradigm is a set of concepts and theories that are universally accepted by the scientific community of specialists in the given field (Sułkowski 2015). The knowledge about them and, above all, the understanding of their limitations is crucial for researchers who base in their work on qualitative research. They need to use such research methods that are consistent with the assumptions and objectives of the paradigm accepted in the research process. There are many classifications of paradigms in the literature. One of the most quoted is the classification proposed by G. Burrell and G. Morgan (1979). Based on two criteria for epistemological assumptions (objectivism and subjectivism) and the preferred social orientation (regulation and radical change), they have distinguished in the social sciences the four paradigms already mentioned: functionalism, radical structuralism, interpretative-symbolic paradigm, and postmodernism (Figure 2).

Functionalism supporters perceive society in terms of integrity, invariability, unity, order, seeking the universal rights and causes of the homogeneous nature of social reality (Sławecki 2012, p. 77). Functionalists seek knowledge that is useful and can be used to anticipate and control social processes. For functionalists, the society creates a whole, which consists of many systems. These systems within the society are mutually interconnected, causing that the change in one of them brings about adjustments in other systems. The proponents of this paradigm believe that the social world consists of relatively persistent and empirically accessible elements, relationships and structures. The researcher can then identify, analyze, and measure them taking the advantage of the methods used in the natural sciences. This is possible just by assuming that elements, relationships or structures are real and that they do not exist only in our imaginations.

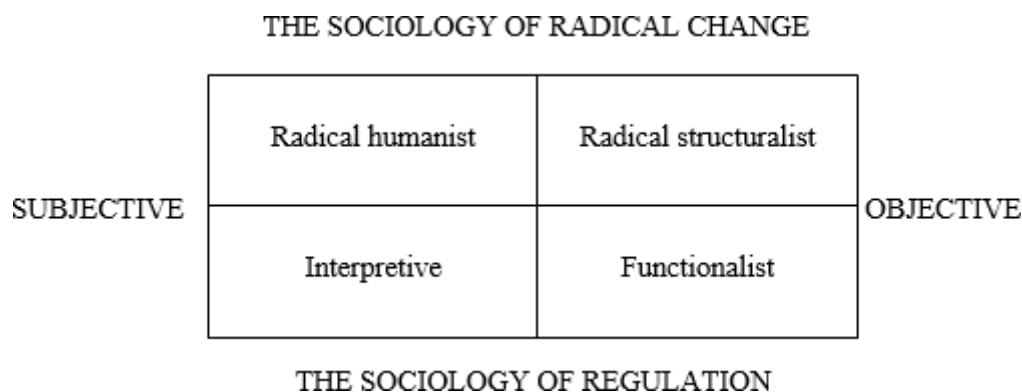


Figure 2. Four paradigms in social sciences

Source: Burrell & Morgan 1979, p. 22

Interpretivism is, in turn, a paradigm whose proponents stand in opposition to the functionalism already discussed. This is due to fact that interpretivism has its roots in the subjectivist vision of social nature and the theory of cognition. A researcher supporting this paradigm does not start the study on a previously prepared theoretical model but tries to get its characteristics in the course of research. The social world is described by the prism of continuous change and evolution with a human being as the main driving force. What is worth stressing is that the world is a product of human minds, a network of assumptions and intersubjectively shared meanings, and unlike functionalism, there is no real form. The purpose of research regarding this paradigm is to understand what is important to the members of the analyzed community. They form norms, values, structures, and thus better than a researcher understand the system in which they act.

The paradigm of radical structuralism, also known as Critical Management Studies (CMS), is based on the assumption that there is an objective social reality (Sułkowski 2013). However, it requires deep changes. In order to achieve this, it is necessary to have the appropriate power of influence. For this reason, the radical structuralists focus on the issue of power, domination and deep-seated internal contradictions and disputes. This basis, they seek to make changes in the consciousness and social reality of the unfair divisions between individuals or groups. The ultimate goal of the researchers is to propose ways of liberating individuals and groups from the dominance of others.

The last paradigm, radical humanism, as well as the interpretative paradigm, is based on the belief that the social world is not material and objectively accessible reality, but a product of human minds. The proponents of this paradigm believe that our consciousness is dominated by certain patterns imposed upon us, which negatively affect the ability to truly get to know our environment. The aim of researchers is to increase the awareness of these limitations, which in consequence would lead to self-fulfillment and development of individuals.

Apart from the cited classification, the literature provides a number of other examples of paradigms. For example, E. G. Guba and Y.S. Lincoln distinguished five paradigms: positivism postpositivism, critical theory, constructivism and participation paradigm (Guba & Lincoln 2014, p. 285). In turn, Sułkowski stands for a division into paradigms that dominate science, including functionalism, neo-positivism and system theory, and alternative paradigms, including interpretivism and critical current (Sułkowski 2015, p.37). On the other hand, according to G. Gephart, the following paradigms can be distinguished: positivism, postpositivism, interpretive research and critical postmodernism (2004). Literature provides researchers with many proposals for contemporary paradigms. The task given to every scientist is to stand behind one of them, but the choice should be in line with the subjective perception of the reality surrounding us. The choice of the paradigm reflects in the selection of appropriate research methods and techniques. Quantitative methods are recommended in the case of a functional paradigm, while qualitative ones, in the form of interviews, observations or content analysis, are advisable in case of radical structuralism and interpretivism.

3. QUALITATIVE RESEARCH IN ANALYSIS OF THE RELATIONSHIP BETWEEN THE HRM AND ECONOMIC RESULTS OF AN ORGANIZATION - AREAS OF THE POTENTIAL APPLICATION

In the first part of the article, it was pointed out that research showing the relationship between human resource management and organizational performance was based primarily on quantitative methods. Despite numerous studies over the last two decades, researchers are still unable to provide a precise theory explaining cause-and-effect relationships between these two variables. One of the reasons for this can be found in preference to quantitative research while ignoring the qualitative approach. This second approach, however, can significantly contribute to the development of the mentioned theory. This is demonstrated primarily by the objectives set for qualitative research and the differences between qualitative and quantitative approaches.

In the case of qualitative research, five main reasons for their application are highlighted (Graebner, Martin & Roundy 2012):

- The formulation of a new theory when the theory that explains the phenomenon does not exist or is insufficiently developed or has some deficiencies,
- Capturing the life experiences of the subjects studied in their natural environment and interpretation of these experiences,
- Full, comprehensive understanding of the tested processes, which can result in testing the theory,
- An illustration of a certain abstract idea derived only on the basis of theory,
- Examination of the narrative, discourse or other linguistic phenomena.

One of the main goals of qualitative research is to build a new theory. Qualitative research methods are most useful in cases where the analyzed phenomenon is new or very little researched, or where the theory underlying it contains many internal contradictions and therefore it is difficult to prove it with the usage of quantitative research. The results of research oriented to theoretical development can take different forms - from general assumptions to model, process, or typology proposals. In this context, one of the characteristics of qualitative research becomes important, namely, its openness. Researchers using a qualitative approach do not start research from hypotheses but try to formulate them during research. The openness of these studies, i.e. the admission of various assumptions or cause-and-effect relationships at the very beginning, makes them usable in forming new theories.

The second key reason for applying qualitative research is that it is possible to capture the opinions of the participants and to express them with their own words, allowing the researcher to present their subjective view of the researched phenomenon. As in the case of the development of a new theory, it is also meaningful that there is no prior theoretical framework that could impose the ways of data collection, analysis and, what is the most important, interpretation. As the ultimate result of research aimed at this purpose, we can assume the abstract relationships, which through subjective opinions, undergo the stage of operationalization and thus in subsequent scientific investigations become the subject of quantitative research. Also when there is an established theory on the subject of the study, qualitative research may extend this theory to additional themes that have not been discussed previously.

The comprehensive description and understanding of processes in the surrounding reality are equally important. Many of these processes are characterized by very complex dynamics, numerous cause-and-effect mechanisms, and being embedded in diverse social interactions. These mechanisms may, in turn, involve knock-on effects at multiple levels of analysis. The analysis of these processes by means of quantitative methods is possible, but its results will be very general, superficial and certainly will not explain many of the dependencies that comprise the process under investigation.

Qualitative research can also help researchers to illustrate abstract ideas that can be considered convincing and credible after the research is finished (Czernek 2015, p. 172). In this regard, numerous research methods allowing the description and understanding of critically appraised ideas assist the

researchers. The last of the qualitative research aims is to present narrative, discourse or other language phenomena. To this end, not only direct interviews but also media statements, reports, websites or press releases can be used.

The presented aims of the qualitative research, even in such a brief form, clearly indicate the wide possibilities of their use in analyzing the relationship between HRM and the economic efficiency of an organization. At this point, attention should be paid to the first goal - formulating a new theory or developing an existing one. In the case of the aforementioned relationships we are dealing with such situation - the existing theory is contested because it does not explain all cause-and-effect relationships between these variables. It must be stated unequivocally that this theory requires further research leading to its development and elaboration. Progress in this area may happen, inter alia, thanks to the wider use of qualitative methods. Moreover, the purpose of the mentioned research - full, comprehensive understanding of the researched processes - can be considered crucial from the point of view of this theory. These relationships are very complex, occur on many levels - individuals, teams or organizations - and contain feedback loops. This multidimensionality and high level of complexity require the use of qualitative methods, which are far superior to quantitative research in microscale studies.

The possibilities of using qualitative research to develop the theory of relationships between HRM and the organizational performance can also be presented by their comparison with quantitative research. This type of approach is presented in Table 1. The first feature that distinguishes these two approaches points to the very important advantage of qualitative research. Using them we can answer the questions that begin with "why?" and "how?". These types of questions are still being asked for the described relationship. We still do not know how exactly the actions in the HR area affect the organizational performance. In the case of the proposed answers, there is another question - why in this way, and not another? Only by means of qualitative methods researchers are able to provide appropriate answers to such questions.

Table 1. Differences between qualitative and quantitative research and their use to analyze relationships between HRM and organizational performance.

Source: own study based on: (Kaczmarek, Olejnik & Springer 2013, p.15-16; Czernek 2015, p. 173; Park & Park 2016; Hayhow & Stewart 2006)

Feature distinguishing	Qualitative research	Quantitative research	Areas of application of qualitative research
Basic research question	Why? How?	How? How often?	Answering the question: <i>Why and how do activities in the HR area affect the economic performance of the organization?</i>
Research goal	Mainly formulating, improving, less often testing theory, classifying and creating typology	Most often verification of existing theory by testing hypotheses	The development of the theory of the relationship between HRM and OP
Context of the studied phenomena	Very important; it must be shown by the close connection between the researcher and the studied area	Irrelevant	Context helps to understand the relationship between HRM and OP
Contents	It is based on text - words, conversations, etc., and images that relate to feelings, processes, and meanings.	It is based on numbers, measurement.	The development of the theory can be achieved through getting the knowledge of the opinions of managers, line managers and other employees regarding the investigated dependencies.

Features of data and variables	• Plasticity of data - they allow to formulate theory and illustrate phenomena, • Wealth, diversity, and detail of data - illustrate phenomena based on nuances and details, • Categories / open variables - the researcher does not need to precisely define variables prior to data collection, • Subjectivism of variables - differently understood and interpreted by the researchers, relatively difficult to grasp and to measure.	• The specificity and lack of plasticity of data, • Less diversity, typical and general data - show the general relationships typical of the examined population, the different cases are eliminated, • Categories / predetermined variables - the researcher specifies them prior to the data collection process, • Objective variables - objectively functioning in the studied reality, relatively easy to grasp, quantifiable	The variety and specificity of the collected data might contribute to broadening the knowledge of the relationship between HRM and OP, some nuances can only be captured by analyzing the feelings and opinions of the respondents.
Data measurement	Unstructured measurement, unhampered way of obtaining information; probing questions, open, dynamic, flexible questions	Controlled and standardized measurement Closed questions, established form	The openness of questions, raising various topics during e.g. interviews might point to so far unknown relationships.

For the development of the discussed theory, the context and content of the conducted research become very important. The relationship between HRM and organizational effectiveness is multidimensional and dynamic. Actions in the area of HRM can be implemented with different effects and thus can be very differently perceived by employees. In turn, this perception determines their satisfaction and commitment to their work, which ultimately results in the revenues or expenses, thereby shaping the organization's economic performance. It should also be noted that the final economic outcome is conditioned by a number of factors whose impact is much more significant than activities in the area of HRM. These factors should, for obvious reasons, be taken into account when analyzing these relationships. Also, in this case, qualitative research can be very useful. It is difficult to imagine an analysis of the context, in which mutual relations between HRM and the economic efficiency of an organization occur, using quantitative instead of qualitative research.

The difference between qualitative and quantitative research in the area of study also works in favor of the qualitative ones in the study of the discussed relations. Qualitative research is based on text, words or conversations. In this way, the researcher is able to draw attention to the many details that quantitative research is unable to capture. In the case of the main thread of deliberation, opinions of managers, line managers or employees are more openly taken into consideration. Their observations and remarks can shed new light on the relationship between HRM and the organizational performance.

CONCLUSIONS

For decades quantitative research has dominated the scientific discourse between the management of human resource management and the organizational performance. On the one hand, many studies confirm the positive impact of modern human resource management methods on improving the company's economic performance, while on the other hand, there is a poorly developed theory explaining the relationship between these variables. The development of this theory might take place when the qualitative methods will be used to a greater extent. They are used mainly when the theory of the phenomenon under investigation does not exist or is underdeveloped. This happens in the case of the relationship between HRM and the organizational performance.

REFERENCES

1. Becker, B, Huselid, M & Ulrich, D 2012, *Karta wyników zarządzania zasobami ludzkimi*, Oficyna a Wolters Kluwer Business, Warszawa.
2. Burrell, G & Morgan, G 1979, *Sociological paradigms and organisational analysis. Elements of the sociology of corporate life*, Heinemann, London.
3. Cascio, W & Boudreau, J 2011, *Inwestowanie w ludzi. Wpływ inicjatyw z zakresu ZZL na wyniki finansowe przedsiębiorstwa*, Oficyna a Wolters Kluwer Business, Warszawa.
4. Czernek, K 2015, „Wprowadzenie do badań jakościowych w naukach o zarządzaniu”, in C Czakon (ed.), *Podstawy metodologii badań w naukach o zarządzaniu*, Oficyna a Wolters Kluwer Business, Warszawa, p. 167-188.
5. Delery, J & Doty, D 1996, *Modes of theorizing in strategic human resource management: tests of universalistic, contingency, and configurational performance predictions*, “Academy of Management Journal”, vol. 39, no. 4.
6. Denzin, NK & Lincoln, YS 2014, „Wprowadzenie. Dziedzina i praktyka badań jakościowych”, in NK Denzin, YS Lincoln (ed.), *Metody badań jakościowych*, PWN, Warszawa, tom 1, p. 19-62.
7. Gephart, RP 2004, *From the editors. Qualitative research and the Academy of Management Journal*, “Academy of Management Journal”, vol. 50, no. 1, p. 25-32.
8. Graebner, ME, Martin, JA & Roundy, PT 2012, *Qualitative data: cooking without a recipe*, “Strategic Organization”, vol. 10, no. 3, p. 276-284.
9. Guba, EG & Lincoln, YS 2014, „Kontrowersje wokół paradygmatów, sprzeczności i wyłaniające się zbieżności”, in NK Denzin, YS Lincoln (ed.), *Metody badań jakościowych*, PWN, Warszawa, tom 1, p. 281-313.
10. Guest, DE 1997, *Human resource management and performance: a review and research agenda*, “The International Journal of Human Resource Management”, vol. 8, issue 3.
11. Guthrie, JP 2001, *High-involvement work practices, turnover and productivity: evidence from New Zealand*, “Academy of Management Journal”, vol. 44, no. 1.
12. Hayhow, R & Stewart, T 2006, *Introduction to qualitative research and its application to stuttering*, “International Journal of Language & Communication Disorders”, vol. 41, no. 5, p. 475-493.
13. Huselid, MA 1995, *The impact of Human Resources Management Practices on Turnover, Productivity and Corporate Financial Performance*, “Academy of Management Journal”, vol. 38, no. 3.
14. Huselid, MA, Jackson, SE & Schuler, RS 1997, *Technical and strategic human resource management effectiveness as determinants of firm performance*, “Academy of Management Journal”, vol. 40.
15. Juszczak, S 2013, *Badania jakościowe w naukach społecznych. szkice metodologiczne*, Wydawnictwo Uniwersytetu Śląskiego, Katowice.
16. Kaczmarek, M, Olejnik, I & Springer, A 2013, *Badania jakościowe - metody i zastosowania*, CeDeWu.Pl, Warszawa.
17. Park, J & Park, M 2016, *Qualitative versus quantitative research methods: discovery or justification?*, “Journal of Marketing Thought”, vol. 3, no. 1, p. 1-7.
18. Paauwe, J & Boselie, P 2005, *HRM and performance: what next?*, “Human Resource Management Journal”, vol. 15, no. 4.
19. Paauwe, J, Guest, D & Wright, P 2013, *HRM and performance. Achievements and challenges*, Wiley, Chichester, Sussex.

20. Sienkiewicz, Ł 2007, Pomiar wartości kapitału ludzkiego, in M Juchnowicz (ed.), *Elastyczne zarządzanie kapitałem ludzkim w organizacji wiedzy*, Difin, Warszawa, p. 7-42.
21. Sławecki, B 2012, „Znaczenie paradygmatów w badaniach jakościowych”, in D Jamielniak (ed.), *Badania jakościowe. Podejścia i teorie*, Wydawnictwo Naukowe PWN, Warszawa, tom 1, p. 57-87.
22. Sułkowski, Ł 2013, *Paradygmaty nauk o zarządzaniu*, „Współczesne Zarządzanie”, nr 2, p. 17-26.
23. Sułkowski, Ł 2015, „Metodologia zarządzania - od fundamentalizmu do pluralizmu”, in C Czakon (ed.), *Podstawy metodologii badań w naukach o zarządzaniu*, Oficyna a Wolters Kluwer Business, Warszawa, p. 28-48
24. Van Maanen, J 1998, „Different strokes: qualitative research in the administrative science quarterly from 1956 to 1996, in J Van Maanen (ed.), *Qualitative studies of organizations*, Sage, Thousand Oak, CA.
25. Wright, P, Gardner, T, Moynihan, L & Allen, M 2005, *The relationship between HR practices and firm performance: examining causal order*, “Personnel Psychology”, vol. 58, no. 2.