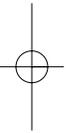


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## The Handbook 'Concept'

As the concept of the Handbook may be unfamiliar to contributors it will be useful to clarify what a SAGE Handbook is.

Handbooks are intended to be reviews, accounts or audits of a discipline or subdiscipline: *What is the state of the art? Where is the discipline going? What are the key debates/issues that comprise the discipline?*

Handbooks are written for academics, researchers, practitioners and advanced postgraduate students; they are not (upper-level) undergraduate teaching texts, although they do have a pedagogic function in that they should address how the discipline is understood and, therefore, taught.

The key dynamic of the Handbook is a retrospective and prospective overview of the discipline, a rich, critical assessment of past and present theory that also looks to the future. Handbooks should emphasize the theoretical diversity within the discipline by examining the integrity and intellectual coherence of the discipline, while also looking at resonances with/between key components and other disciplines.

Defining coordinates for an overview of the discipline should include:

- 1 an historical discussion/context that frames an examination of key theoretical paradigms;
- 2 new areas of research developing from/through/beyond these paradigms;
- 3 an examination of the relation between theory, research and practice.

A Handbook should therefore be a map of the discipline: what defines the present, what signs/indications are there for new directions? The key defining principles of a contribution should then be breadth, depth and multiplicity, illuminating the themes and also identifying, critically, some of the problems inherent in these themes.

To extend the metaphor of the map further: as it becomes increasingly difficult to review all of the literatures, researchers and practitioners are drawn into different areas to confront new and sometimes multidisciplinary problems: the Handbook should be a manual and a resource for researchers and practitioners, that offers an audit of the major paradigms/histories/issues/debates.

In conclusion the Handbook should recognize the changing social and political context of the discipline; consolidate and develop theoretical frameworks; discuss the core substantive issues; and offer a critical review of issues that are not yet central to the discipline.

## Extract from the *Handbook of Organization Studies*

The following abridged extract from the Preface to the *Handbook of Organization Studies* edited by Stewart R. Clegg, Cynthia Hardy and Walter R. Nord (SAGE 1996) sets out very clearly the conceptual process and the practical steps for Handbook editors in any field.

### Preface

To engage in the study of organizations once involved a relatively restricted range of approaches deemed legitimate by crucial gatekeepers such as key journal editors. Principally, they emphasized survey research methods, statistical analyses, and the occasional case study or purely theoretical argument. The more 'scientific' approaches to the analysis of organizations were in vogue. Today, however, organization studies has opened up in ways that might once have seemed unimaginable. Editors of a handbook have a choice in their approach to the project: to exercise strict gatekeeper control or commit themselves to free trade. They may identify with regulatory authorities such as 'customs officers', 'state censors' and 'border guards' or can find affinities with 'merchants' and 'smugglers'. Our intention, in this *Handbook*, was to trade freely, smuggle widely, and disregard the security of borders. We sought to affirm a cosmopolitan rather than a provincial coverage, to encourage diversity as both principle and practice, to reflect the ways in which studies of organizations have expanded, broadened, and diversified.

### Our aims

Initially, we conceptualized the *Handbook* as a project in which the 'terrain' that constituted organization studies would be mapped. We wanted to show the landmarks that characterized the present, and identify the signposts that signalled possible futures. We wanted to present a panoramic vista in which many different scenes would be noted, in different ways, by many different observers. Hence we chose our chapters and our contributors to achieve breadth, depth and multiplicity. We left our contributors to develop, from their particular perspectives and insights, their own strategies for mapping the part of the terrain for which they felt responsible, and to report on those features, the scenery, the aesthetics, the cartography, the geology, the ecology, the history, the spirituality, which they felt to be important.[...]

Students continue to demand a comprehensive foundation; researchers continue to be drawn into unknown areas; practitioners continue to wrestle with new and often multidisciplinary challenges. Thus there are considerable benefits of a *Handbook* that offers an entrée into different areas and goes beyond past specializations. [T]his *Handbook* provides an accounting, a stock-taking of the diversity of current and emergent approaches, not available elsewhere despite the many excellent journals and textbooks that exist.

As the chapters were submitted, we became the first consumers of the project we had initiated. We gained from the depth, breadth and distinctiveness of our contributors' insights and, in particular, the presence and absence of links between them. We learned that some chapters overlapped; some informed others; some missed each other completely. As we engaged with the chapters, we realized that they were more than just maps, they were conversations. We began to think of the conversations

we had, with each other, with the contributors, with the editorial board members. We thought of engagement rather than estrangement; of opening up rather than closing down; of complexity rather than simplicity: we thought of continuing, challenging conversations between people. It was through and out of countless, connected, contentious conversations, by listening and learning, that we realized our own practice: we wanted to initiate conversations, to draw parallel conversations, to bring in previously silent partners and offer arenas in which they might give voice.

So our aim is to map the terrain *and* open up multiple, engaging conversations. Maps are important.[...] The chapters in this *Handbook* thus present diverse views of the terrain which we need to understand before we can move forward. So, these maps were our starting point. But we also wanted to engage in conversations with the people who created these maps, even those, perhaps especially those, with whom we disagree. These conversations are not intended to pull everything together in a nice, neat package; they are not intended to provide the illusory comfort of consensus. They are intended to be 'controversial' – controversial because they are replete with political conflict among participants proposing alternative courses of action. And as we engage in these conversations, we remember that they are the middle, not the beginning. As readers also engage with this project, we hope they, too, will bring up new interpretations, and add new voices to new conversations.

### Our title

Our title, *Handbook of Organization Studies*, reflects our aims. We rejected 'organizational theory' because we do not believe there is a theory, in the singular, of organizations. Instead, there are several competing and closely fought theories. To render as singular that which is clearly contested and plural encourages the elevation of one or other of the contesting theories to the status of legitimate claimant for the sovereign position. To do this, even by implication, is not part of our project in editing this *Handbook*. We rejected 'organization science' because 'science', in the singular, is a term surrounded by cultishness and talismanic recitation as to who has it, what it is, and what it isn't. It defies definition in terms other than the most loosely empirical or the dubiously prescriptive: at one extreme, science is what 'scientists' do when they do whatever they constitute as 'science'; at the other, claims of science allow one to favour preferred projects while delegitimizing those of hostile camps.

So we chose 'organization studies', aware as we did so of the possible pitfalls: after all, this is the name of a leading European journal. Given that 'organization science' is the name of a leading American journal, and 'organization' is the title of a major British journal, would this choice be construed as partiality? Between us, we have published in, review for, and sit on the editorial boards of all three journals, so that in this sphere at least we can claim disinterest. Our nomenclature is intended not as a political endorsement but as the utilization of a term sufficiently broad that none would sit too uneasily within its gloss. So, not 'organization', not 'organization theory', not 'organization science' (although our contributors use each and every one of them), but 'organization studies' in order to embrace the many and varied approaches to the study of organizations.

### Our handbook

Ideally, this *Handbook* should pass the 'Desert Islands Discs' test. 'Desert Island Discs' is the name of a long-running BBC Radio programme. Each week a 'castaway' is asked to choose eight records and one book they would want if they were marooned on a

desert island. We think of the *Handbook* in these terms. Cast into the 'field' to do research, marooned without other resources, we would want it to function as an invaluable guide; an indispensable resource to steer the way, to find out where one 'is', where one might be going, to identify and interpret salient features of the organizational landscape. [...]

[While compiling this *Handbook*] we made a series of choices. The choice of some chapters was straightforward: for example, any *Handbook of Organization Studies* today must address gender and diversity. Why? Because societal change and political activism have made such issues part of the 'normal' discourse of academic and organizational life. [...] The inclusion of other chapters stems from more longstanding traditions. We wanted consolidation of current and developing theoretical frameworks, such as population ecology, contingency theory, institutional theory, psychological and cognitive approaches, as well as organizational economics. We wanted to represent central substantive topics, such as power, strategy, leadership, decision-making, groups, communications, technology, organization learning and innovation. The ebbs and flows of academic debate dictated still more contributions as new academic developments and interests suggested the inclusion of such topics as globalization and the ecological environment, to take us into the twenty-first century.

We also wanted to use the *Handbook* to draw attention to areas which we thought were, or ought to be, significant. [...] Hence we wanted chapters on culture in the non-prescriptive, non-managerialist sense of the term; on critical theory and postmodernism; on recently emerging issues such as emotion, aesthetics, and time; on problematizing the taken-for-granted such as data and research; on cross-cutting issues concerning paradigms, practice, and representation. Such an agenda, we believed, would not only consolidate the state of the art in organization studies: it would extend it.

We canvassed widely to develop the final list of chapters that comprise this *Handbook*. An initial list of areas was drawn up in consultations between the editors and the publisher. A list of potential topics was specified and circulated to the members of the editorial board whom we invited to work with us. Their advice became incorporated in the planning: some topics were added; some were cut – not, we should note, because they were unimportant, but because we were constrained by the limits and logistics of publishing a single volume, despite it being a large book. So, armed with an eventual list of topics, we sought, in conjunction with the editorial board members, to identify contributors. Having chosen the authors, we asked them to consider an initial brief not only to review but also, in the parlance of the day, to 'add value'. Initial ideas and early drafts were circulated to members of the editorial board who, in most cases, offered additional suggestions and ideas. The contributors then got down to the task of writing. We believe they do, indeed, add value. It takes a variety of forms: a critique of the past; an innovative way of reconceptualizing the present; a new vision for the future. So this volume is in every sense a collaboration. It began with Sage and the editors; it grew to incorporate the editorial board; as contributors were recruited, it encompassed them and brought them into the fold of what, on occasions, became a lively debate between editors, board members and contributors. The *Handbook* bears many names: it is, in every respect, the result of a collective enterprise.

## Content and Style Guidelines for Handbook Contributors

### EDITORIAL STRUCTURE

Disciplinary Handbooks should have between 30 and 35 chapters with a 20,000–word contextualizing introduction by the editors. Sub-disciplinary Handbooks should have between 20 and 25 chapters with a 20,000–word contextualizing introduction by the editors.

### THINK INTERNATIONAL

The Handbook should sell internationally. To be international in its intellectual scope and vision the Handbook should be considered 'native' to those academics, researchers and practitioners who use it internationally. For the purposes of most of our Handbook publishing that means that a key 'name' North American academic should have a senior editorial role. Please think and write as internationally/globally as possible, avoiding excessive geographic and ethnocentric bias in the literature covered. Use a range of examples and locations.

### AVOID 'DATING' THE MATERIAL

The Handbook should be a resource for several years. Please avoid prematurely 'dating' the material, keeping references to specific current (for example political) events and personalities to a minimum.

### BE ACCESSIBLE

Each contribution must be accessible to a wide range of people, including graduate students, researchers and academics teaching in the area, for whom the book should be a key teaching reference and resource in course design. To produce a contribution which is substantial and enduring in its content as well as easily accessible please keep your sentences short and technical language to the minimum.

### USING HEADINGS

Do use headings and subheadings wherever possible and appropriate. They should serve as a 'visual index' to your contribution such that an initial reading should give a general sense of the structure and coverage.

### LENGTH

Please keep to the allocated length of 8,000–10,000 words for your chapter. This will be a big book and it is very important that we do not exceed the planned overall length if we are to price it to reach the widest possible market.

## INDEX

The Handbook will have a substantial index. It is helpful if you could keep a list of key words, phrases and topics in your contribution. This list needs to be submitted together with your contribution and will be given to the indexer as a guide.

## Biographical Details

Please provide *with* your chapter a biographical statement about yourself of 75–100 words, including your full name (as you would like it to appear in the Handbook), your affiliation, and any other information you see as relevant, such as current research interests and recent publications.

## Coverage

### A REVIEW OF THE LITERATURE

A key function of the contributions is to offer a substantial review of the main strands, debates and developments that do currently, and have historically, characterize(d) the various themes addressed. Each contribution should paint a picture which, within the limits of allocated space, is rich and substantial in its representation of the various perspectives that have shaped, and continue to shape, the development of the sub-discipline.

### TONE OF VOICE

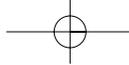
Contributions should be critical rather than 'simply' polemical, generous where possible rather than overly critical.

### SOME THEMES

Suggestions for contributors to consider include the extent to which they will seek to address the following in their overviews: the historical development of the area; its major interpretative paradigms; exemplary texts and studies; major epistemological issues and approaches; how research, methodological and theoretical agendas have been constructed and implemented in relation to classic and contemporary questions of the sub-discipline; issues of key 'silences' or omissions; any problems of ethics, values, validity, interpretation and so on; issues of knowledge, from whom, for what, to whom.

### FUTURE DIRECTIONS

Each chapter should include a substantial section exploring likely future developments, including the key research and other related agendas.



## Manuscript Preparation

- Please present one copy of your manuscript, double-spaced throughout (i.e. including quotations, notes and references), with wide margins and typed on one side of the paper only. Your chapter must also be supplied on disk and it is essential that the disk and the manuscript correspond absolutely.
- Please refer to Sage's *Guidelines for Authors and Editors* for instructions on submitting illustrations.
- Sage's *Guidelines for Authors and Editors* give details of our preferred house style. The most important principle is that of consistency in the spelling of key terms, names, words, the use of capitals and abbreviations and the presentation of references.
- Please make sure that your references are complete. This means giving full bibliographic information (as outlined in the *Guidelines for Authors and Editors*) for every reference you cite in your text.
- Please ensure that you have obtained permission to reproduce anyone else's material before you submit your chapter (see Sage's *Guidelines for Authors and Editors*).



## Author's Checklist

- The typescript script is the final version
- Electronic files are the final version and match the printout
- Have a back-up of electronic files
- The typescript is double-spaced and the pages numbered consecutively
- List of all figures, artwork and tables supplied and clearly identified
- Figures, tables, boxes, etc. numbered consecutively and clearly identified
- Captions and table headings complete
- Acknowledgements and sources provided where necessary for text, artwork, figures and tables
- References cited in the text are given in the Reference List
- The Reference List contains full details for all citations
- Notes numbered sequentially within chapter
- Numbered/bullet lists have consistent punctuation style
- List of key words/topics supplied for the index
- Biographical details provided