Engaged Business Research for Impact

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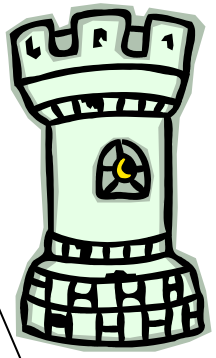
Scholarship in a Professional School

Social system of practice

-Practioners
-Managers
-Businesses
-Trade associations
-Management societies

Social system Of science

-Scientists
-Graduate schools
-Research institutes
-Scholarly societies



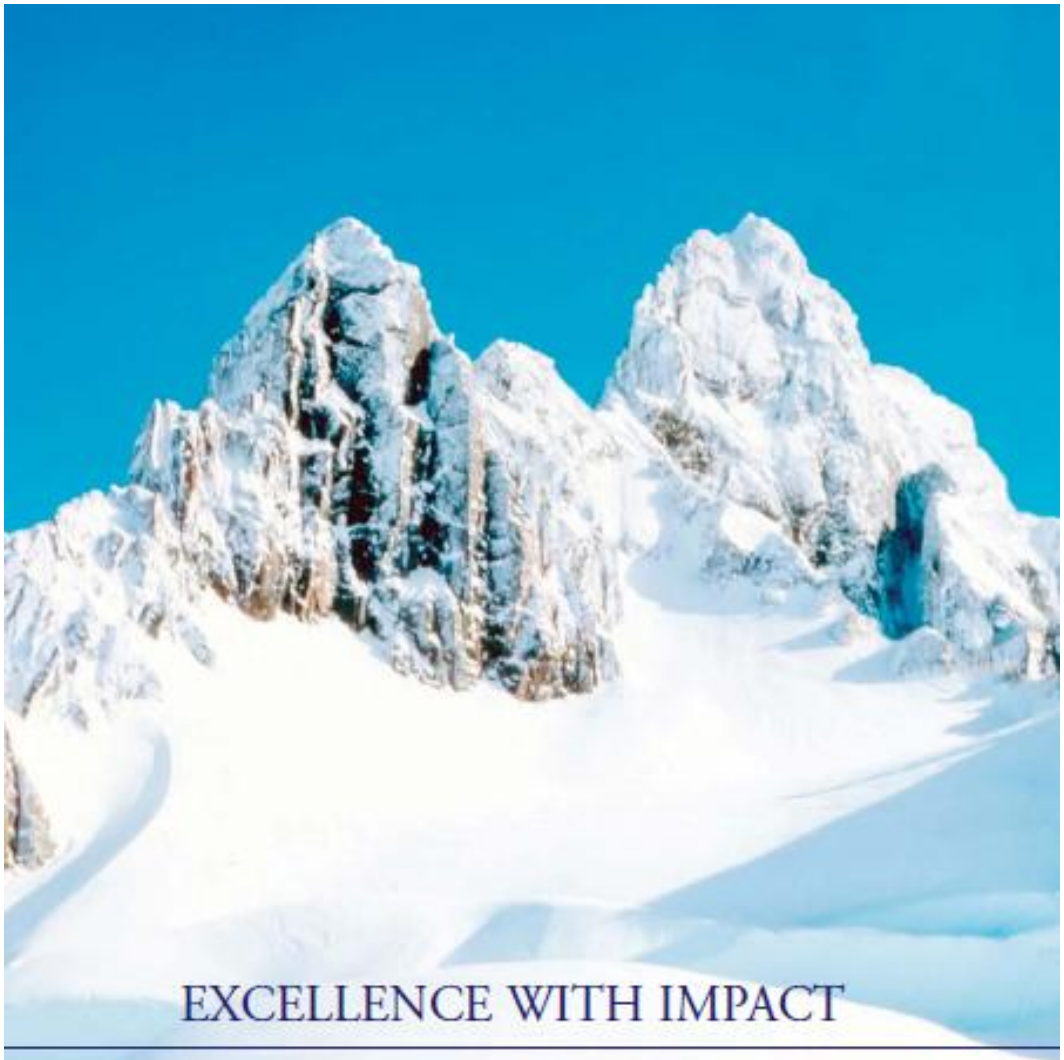
Management consulting

Professional learning community

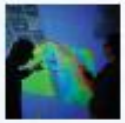
Disciplinary science

Background: State of Research

- Gap between Theory & Practice
  - A dual challenge
    - Academics: put your theories into practice!
    - Managers: put your practice into theory!
- Research not used for practice or science
    - Evidence-based practices often not implemented
    - Journal papers not cited in subsequent research
- The potential for engagement
    - *Many of us address complex problems that exceed our limited individual capabilities. We can understand these problems better when we step outside of ourselves and engage relevant stakeholders in the learning process than when we do it alone.*



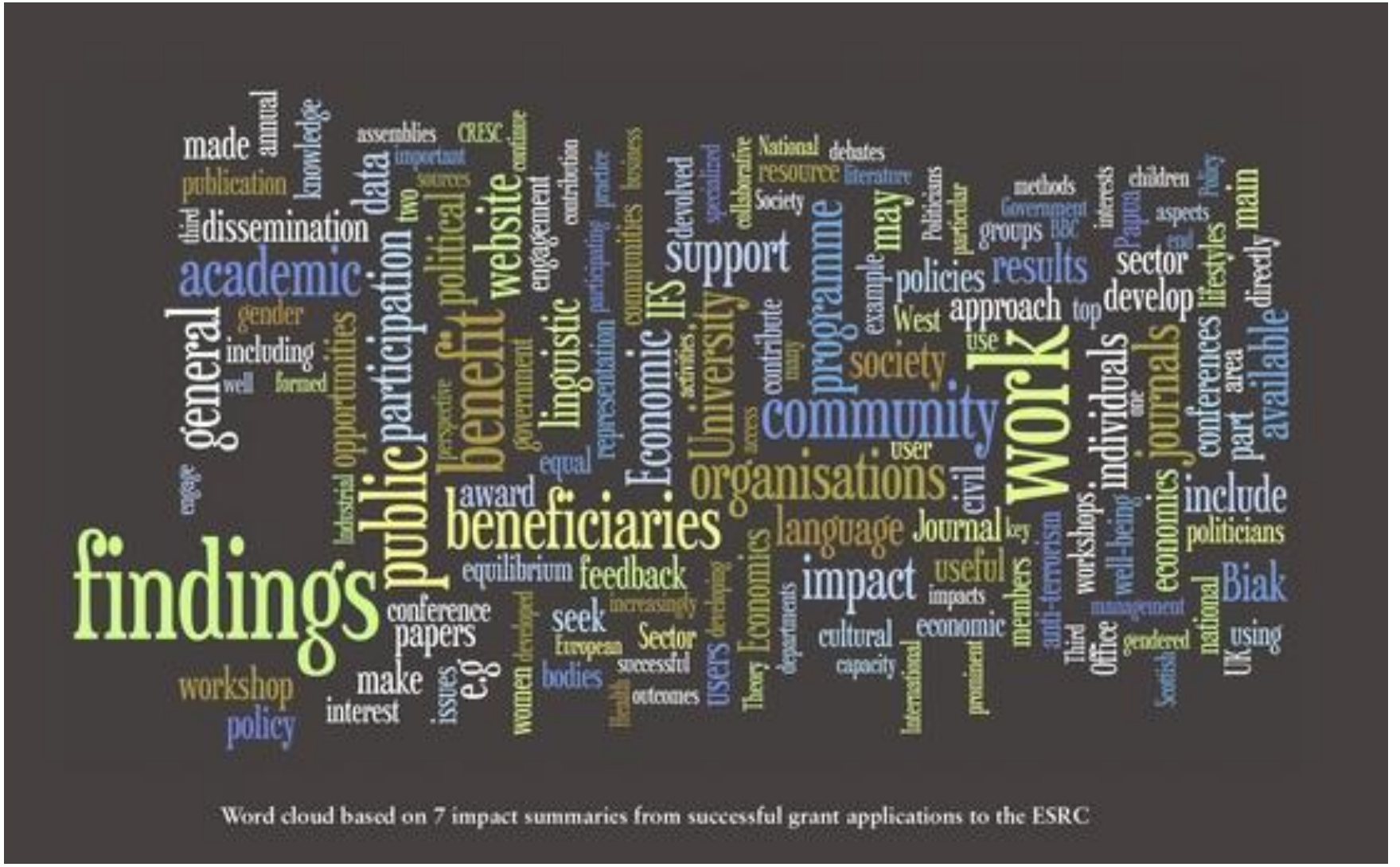
EXCELLENCE WITH IMPACT



RESEARCH COUNCILS UK

Progress in implementing the recommendations of the Warry Report on the economic impact of the Research Councils

How ESRC Grants define impact



So what? Who cares?

- *If the duty of the intellectual in society is to make a difference, the [academic] research community has a long way to go to realize its potential.*

  The action steps to resolve the old dichotomy of theory and practice were often portrayed with the minimalist request for researchers to engage with practitioners through more accessible dissemination.

  But dissemination is too late if the wrong questions have been asked. A wider and deeper form of engagement between researchers and practitioners is needed in the co-production of knowledge.

Andrew Pettigrew,

"Management Research After Modernism,"
British Journal of Management, 2001, vol. 12, iss. SPI/1, pp. S61-S70

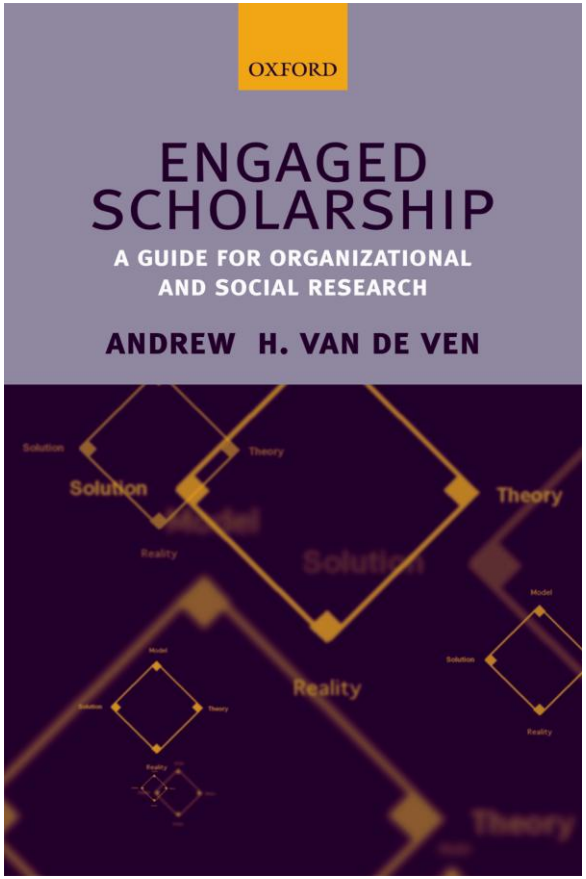
Suggestions for Engaging in Business Research for Impact

1. Adopt engaged scholarship method of research
2. Address big questions that withstand test of time
3. Design each project as a learning community
4. Conduct study over extended duration of time
5. Use multiple theories and methods
6. Run in packs; don't go it alone
7. Develop interactional expertise for boundary work

Source: A. Van de Ven & P. Johnson, Knowledge for Science and Practice, *Academy of Management Review*, vol. 31, no. 4 (Oct. 2006), pp. 802-821

Reflections on Engaged Scholarship:
A Guide for Organizational and Social Research

by Andrew H. Van de Ven, (Oxford Univ. Press, 2007)



Book Chapters

1. Engaged Scholarship in a Professional School
2. Philosophy of Science
3. Problem Formulation
4. Theory Building
5. Process and Variance Models
6. Designing Variance Studies
7. Designing Process Studies
8. Communicating & Using Research Knowledge
9. Practicing Engaged Scholarship

Engaged Scholarship

- A ***form of inquiry*** where researchers involve others and leverage their different perspectives to learn about a problem domain.
- A ***relationship*** involving negotiation, mutual respect, and collaboration to produce a learning community.
- Studying complex problems ***with*** and/or ***for*** practitioners and other stakeholders
  - Many ways to practice engaged scholarship
- An ***identity*** of how scholars view their relationships with their communities and their subject matter.
  - Other academics, practitioners, students

Proposal for Engaged Scholarship

Claim: You can increase the likelihood of advancing knowledge for science and profession by engaging with practitioners and other stakeholders in four steps of any study

1. Ground problem/question in reality up close & from afar.
2. Develop alternative theories to address the question.
3. Collect evidence to compare models of theories.
4. Communicate & apply findings to address the problem/question.

Engaged Scholarship Diamond Model

Study Context: *Research problem, purpose, perspective*

Research Design
Develop variance or process model to study theory

Engage methods experts & people providing access & information

Criterion – Truth (Verisimilitude)

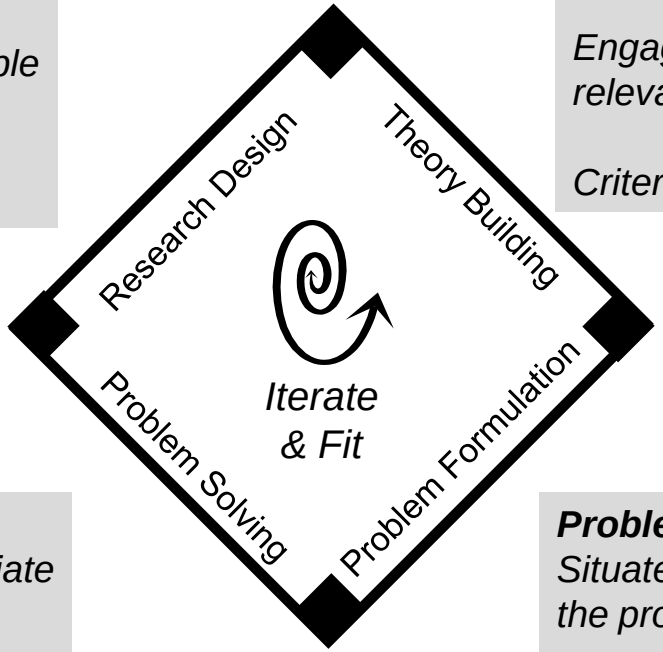
Model

Theory Building
Create, elaborate & justify a theory by abduction, deduction & induction

Engage knowledge experts in relevant disciplines & functions

Criterion - Validity

Solution



Theory

Problem Solving
Communicate, interpret & negotiate findings with intended audience.

Engage intended audience to interpret meanings & uses

Criterion - Impact

Reality

Problem Formulation
Situate, ground, diagnose & infer the problem up close and from afar

Engage those who experience & know the problem

Criterion - Relevance

Alternative Forms of Engaged Scholarship

Research Question/Purpose

Research Perspective		To Describe/Explain	To Design/Intervene
	Detached Outside	Basic Science With Stakeholder Advice 1	Policy/Design Science Evaluation Research For Professional Practice 3
	Attached Inside	2 Co-Produce Knowledge With Collaborators	4 Action/Intervention Research For a Client

Researchers who “run in packs” will be more successful than those who go it alone

Knowledge production is a collective achievement.

- No single researcher or innovator can do it alone.
- Knowledge distributed in different people, places, things
- Subjects we study are distributed, partisan, embedded

Engaged Scholarship at Boundaries

- It's not about knowledge transfer
  - it's about knowledge co-production at the boundary
- Boundary work is essential in knowledge production between different communities
  - Starts with boundary objects that create trading zone (Gibbons, 2008)
- You cannot study a domain in which you have no interactional expertise (Collins, 2004)
- Value of knowledge to parties at boundary is not the same
  - The basis for intellectual arbitrage (Perkmann, 2007)

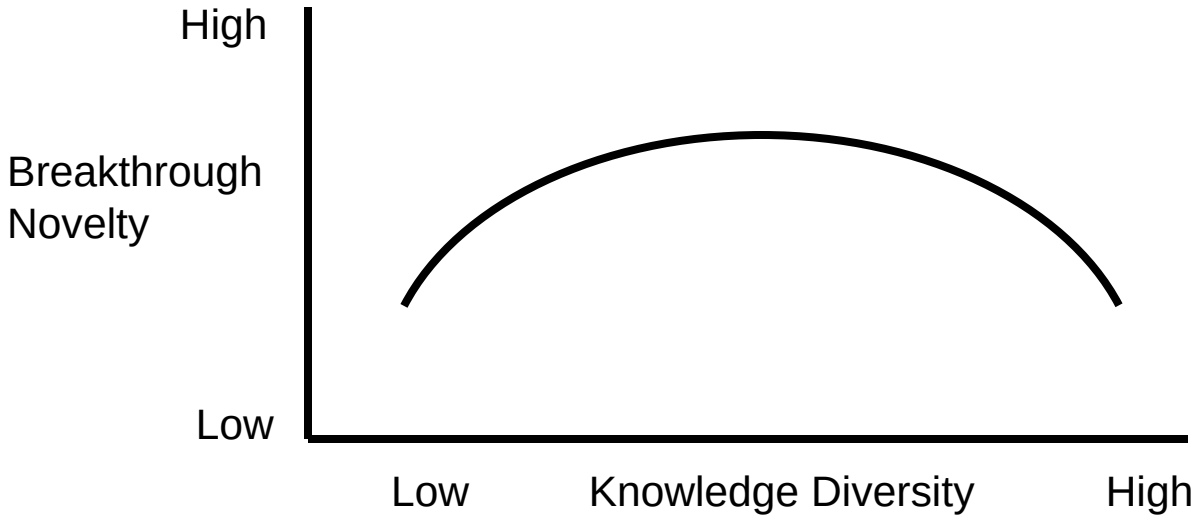
Harry Collins, "Interactional expertise as a third kind of knowledge," Phenomenology and the Cognitive Sciences, vol. 3 (2004), pp. 125-143

M. Gibbons, Why is knowledge translation important? Grounding the conversation, Paper presented at Knowledge Translation 2008 conference, Banff, CA, May 2008.

M. Perkmann, Intellectual arbitrage in exchange relationships across institutional domains, Wolfson School of Mechanical & Manufacturing Engineering, Loughsborough Univ. U.K. working paper 2007.

Limits to Spanning Knowledge Boundaries

- knowledge dimensions
  - technical, cognitive & social knowledge
- Proposition: There is a concave relation between diversity of knowledge boundaries & breakthroughs



Conclusions

Suggestions for Engaged Business Research for Impact:

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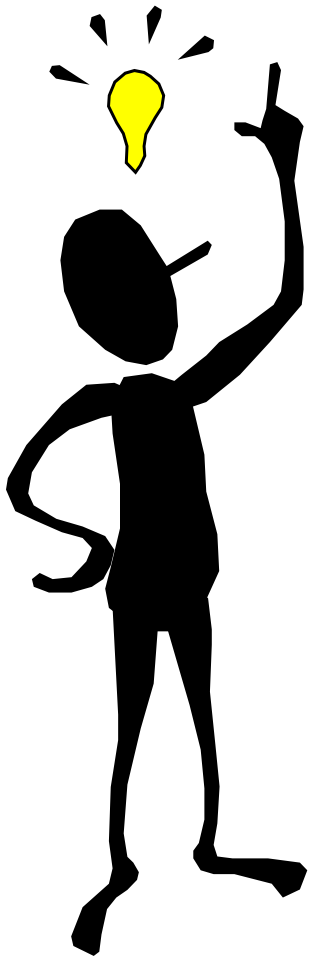
Your Observations Please!



- Questions & comments about engaged scholarship
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  -
- What keeps you from practicing engaged scholarship in your professional school?
  -
  -

Thank You!

http://umn.edu/~avandeve

Challenges in Practicing Engaged Scholarship

1. The research problem and question
2. Mode of inquiry
3. Triangulation strategy
4. Negotiating the research relationship
5. Being reflexive
6. Spending time in the field
7. Limits of engagement
8. Scholar's identity

Engaged Scholarship is based on a Critical Realist Philosophy of Science

- There is a real world out there, but our understanding of it is limited
- All facts, observations & data are theory laden
- Social science has no absolute, universal, error-free truths or laws
- No form of inquiry can be value free & impartial; each is value full
- Knowing a complex reality demands use of multiple perspectives
- Robust knowledge is invariant (in common) across multiple models
- Models that better fit the problems they are intended to solve are selected, producing an evolutionary growth of knowledge.