

## New Insights on Learning From/With Practitioners

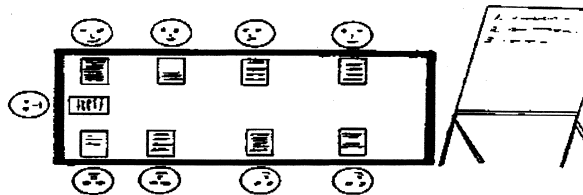
Corporate Process Session 1607, Oct.14, 2007 1-2:30; 3-4:30 p.m.  
SMS Pre-Conference, Track F, San Diego, CA

- 1:00 Introduction – Harry Barkema, Erasmus, NL
- 1:05 Forms of Engaged Scholarship
  - Andy Van de Ven, U. of Minnesota
- 1:30 A Case of Collaborative Research with Nokia
  - Yves Doz, INSEAD, France
  - Mikko Kosonen, Nokia
- 2:30 Break
- 3:00 Small Group Discussions
- 3:45 Group Reports & Commentaries by Facilitators
- 4:30 Adjourn

These slides can be accessed at <http://umn.edu/~avandev>

## Steps in a Nominal Group Meeting

1. Silent writing of ideas on question - 10 minutes
  - No one talks, everyone thinks and writes
2. Round-robin recording of ideas on chart - 20 minutes
  - Leader writes an idea from each person on chart; proceeds around group.
  - No one talks out of turn to evaluate ideas.
  - Members listen and present new ideas when their turn comes.
3. Preliminary vote on ideas - 7 minutes
  - Members silently list 3-5 best ideas on their own papers.
  - Leader tabulates votes on flip chart.
4. Discussion - 30 minutes
  - General discussion, evaluation, and debate of ideas on chart.
5. Final vote on ideas - 7 minutes
  - Procedure is the same as step 3. and meeting concludes.



## Current State of Social Research

- Gap between Theory & Practice
  - A dual challenge
    - Academics: put your theories into practice!
    - Managers: put your practice into theory!
- Social research not used for practice or science
  - Evidence-based practices often not implemented
  - Papers in management journals average less than one (.82) citation per year (Starbuck, 2000).
- Knowledge production problem?
  - *“Academics appear to have entered a period of non-engagement, cherishing their autonomy over engagement and retreating into the ivory tower.”*  
(Patrick Saveau)

## 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.*

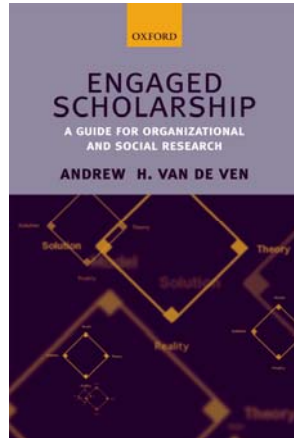


Andrew Pettigrew,

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

## *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

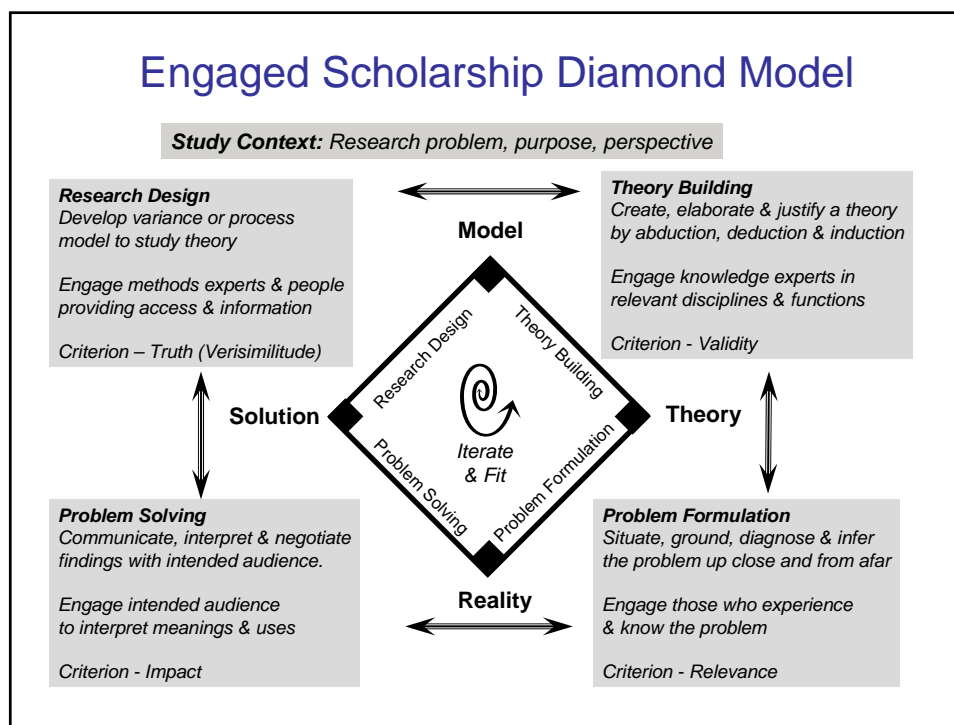
- A **form of inquiry** where researchers involve others and leverage their different perspectives to learn about a problem domain.
- An **identity** of how scholars view their relationships with their communities and their subject matter.
  - Other academics, practitioners, students
- A **relationship** 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

## 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



## Alternative Forms of Engaged Scholarship

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

## An Example of Engaged Scholarship: The Nokia Collaborative Research Project

An Academic's View of the Research  
– Yves Doz, INSEAD, France

A Practitioner's View of the Research  
– Mikko Kosonen, Nokia

2:30 Break

3:00 Small Group Discussions

3:45 Group Reports & Commentaries by Facilitators

4:30 Adjourn

## Small Group Discussions: 3:00 – 3:45

### Topics:

1. Share concrete examples of doing engaged research.
2. Share your experiences of what did & didn't work.

3:45 Group Reports & Commentaries by Facilitators

4:30 Adjourn

## Key Questions for Designing a Study

- 1. What research problem and question are you studying?**
  - Address who? what? where? when? why? & how? the problem exists up close & from afar
- 2. What is your proposed answer to the research question?**
  - Is your answer any better than the status quo or a competing plausible alternative answer?
- 3. How will you empirically study your proposed answer?**
  - Research design for gathering data to examine your proposal.
- 4. How will you communicate and use study findings?**
  - How communicate & interpret findings with intended audience?
  - How implement/use study findings about research question & problem?
- 5. What/Who's perspective will you take?**
  - Who will you engage to answer above questions?
  - For whom and with whom are you conducting the study?
  - Who's point of view will you take?
  - Who are the users and audience of your study?

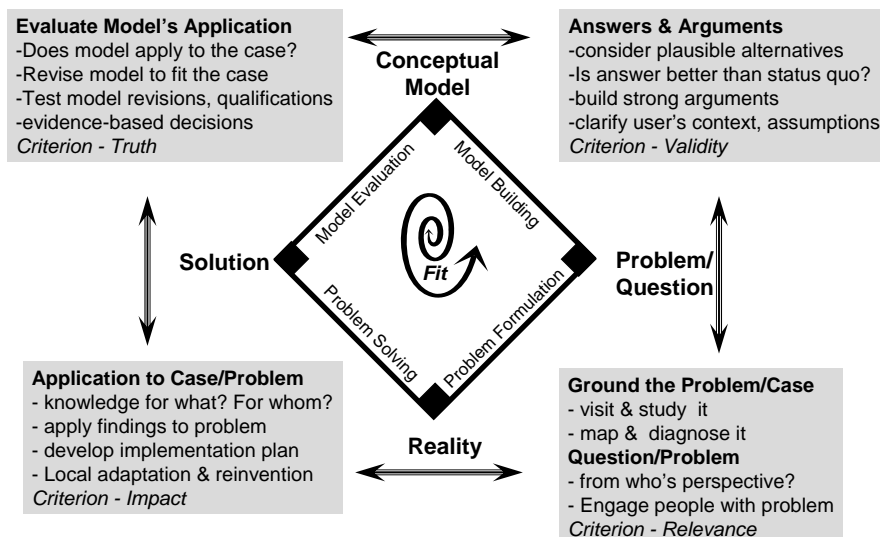
## A Method for Analyzing Cases or Problems

Claim: You can increase learning and understanding of cases or managerial problems by doing four things:

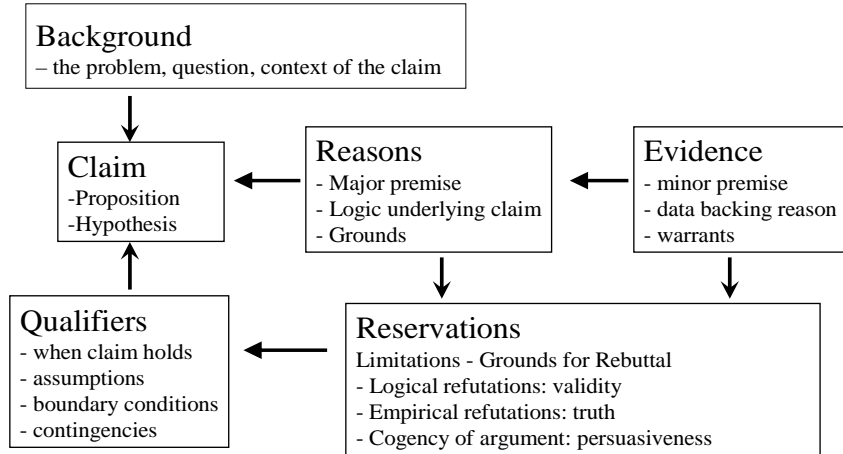
1. Ground the problem & question in reality.
  2. Use alternative models to address the question.
  3. Evaluate how well the models apply to the case.
  4. Propose a solution to problem/question & method to use or implement it.
- Engage people relevant to each step

From Andrew H. Van de Ven, *Engaged Scholarship*, Oxford Univ. Press, 2007

## Diamond Model for Examining Cases or Problems



## A Good Solution is a Strong Argument



Stephen Toulmin, *The Uses of Argument*, Updated Edition. Cambridge: Cambridge Univ. Press, 2003

## Argument for Diamond Model to Examine Cases or Problems

