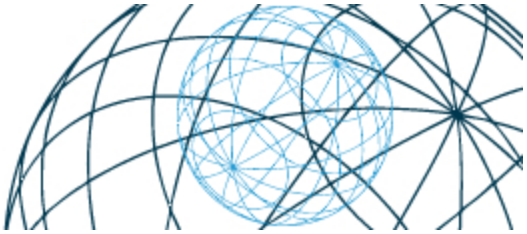


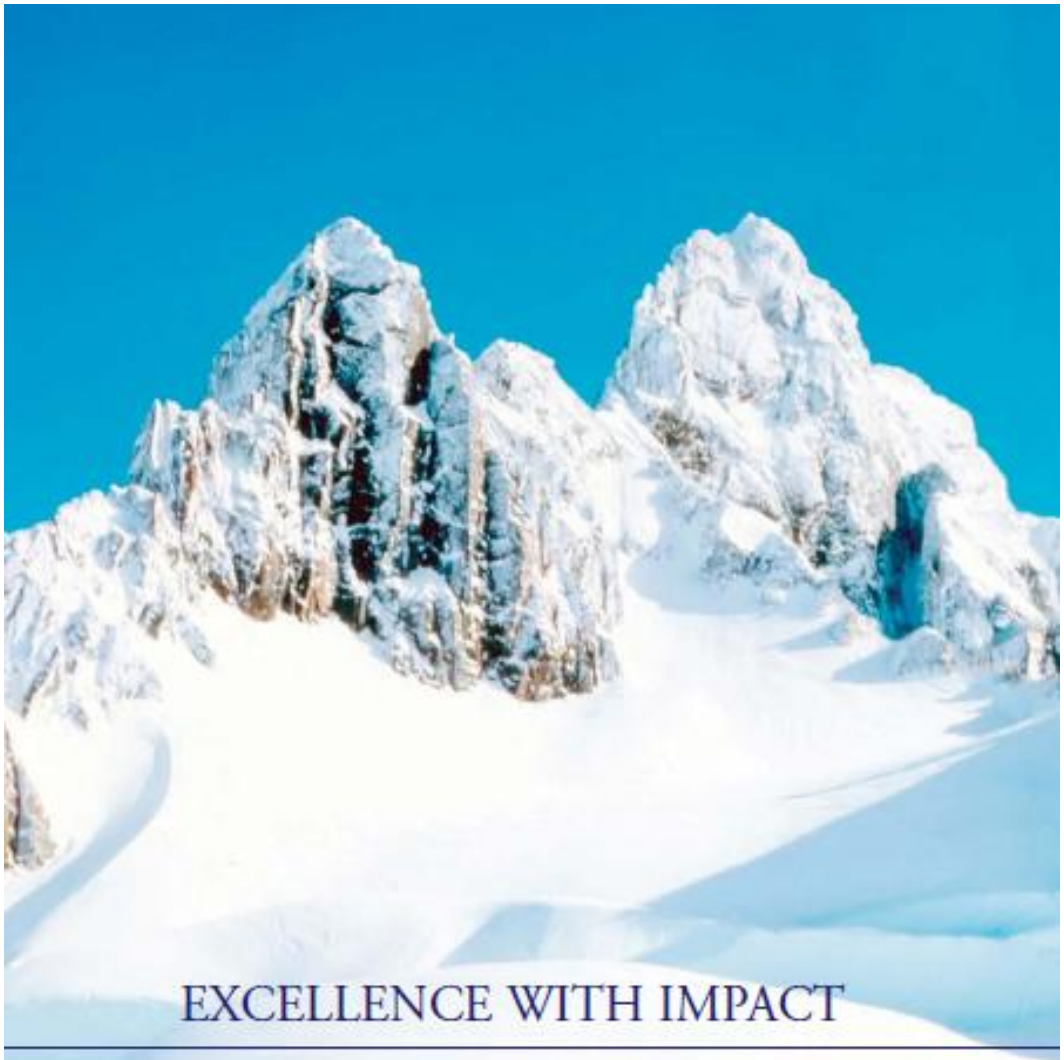
Reflections on Engaged Scholarship:

London Business School, October 1, 2010

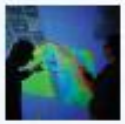
Andrew H. Van de Ven
AIM Visiting International Fellow
Carlson School of Management
University of Minnesota, USA

Background: 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).
- The potential for engagement
    - *Many of us study complex problems that exceed our limited individual capabilities. We can study these problems better when we step outside of ourselves and engage relevant stakeholders in the research process than when we do the research alone.*



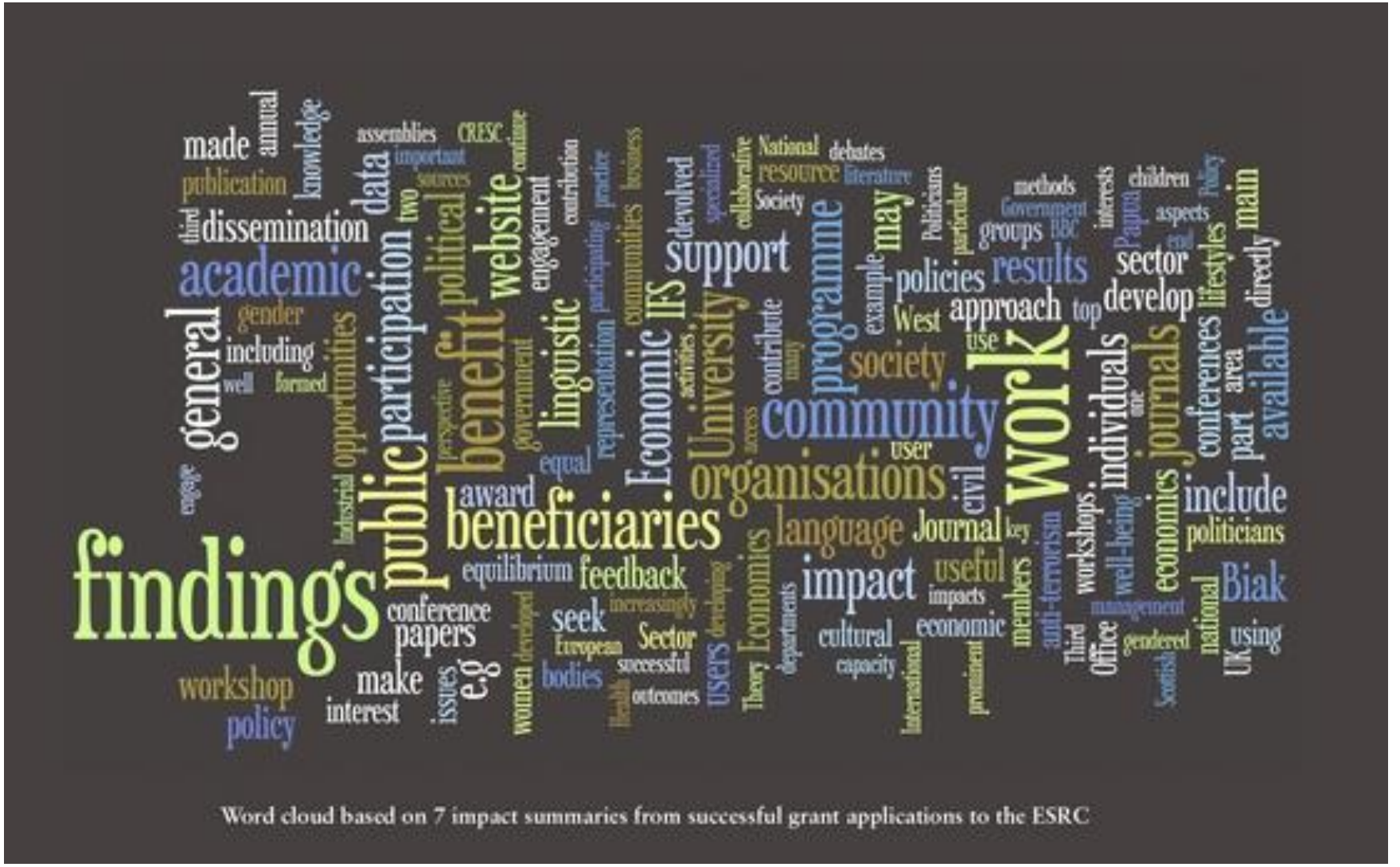
EXCELLENCE WITH IMPACT



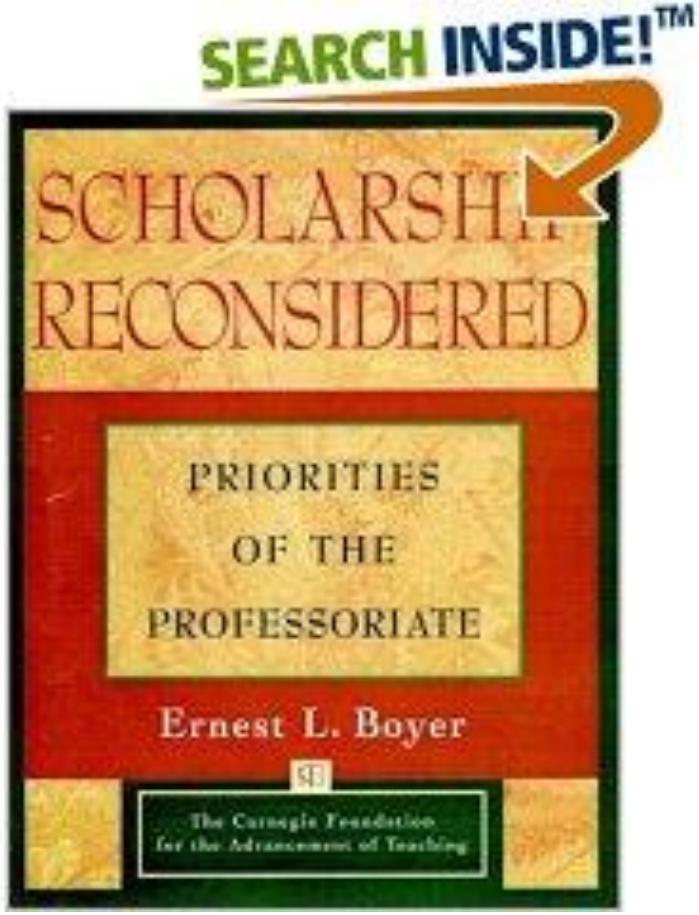
RESEARCH COUNCILS UK

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

How ESRC Grants define impact



Engaged Scholarship:
A Movement in Higher Education in USA



Jossey-Bass, 1990

A Carnegie Foundation sponsored study defining the work of faculty as the scholarship of:

- Discovery
- Teaching
- Service
- Integration

Scholarship of Engagement

"Abundant evidence shows that the civic and academic health of any culture is vitally enriched as scholars and practitioners speak and listen carefully to each other" (Boyer, 1996: 15).

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.

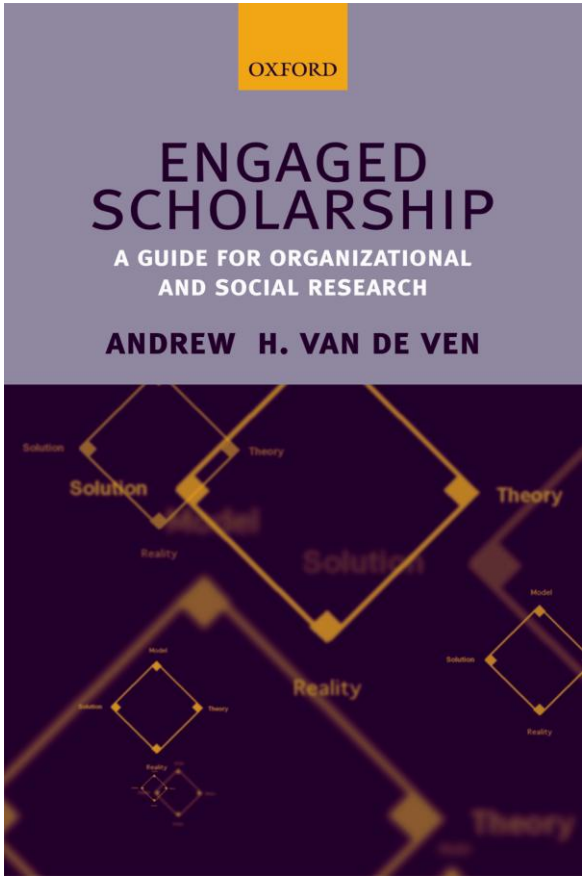
  But dissemination is too late if the wrong questions have been asked. A wider and deeper form of engagement between researchers and practitioners is needed in the co-production of knowledge.

Andrew Pettigrew,

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

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)

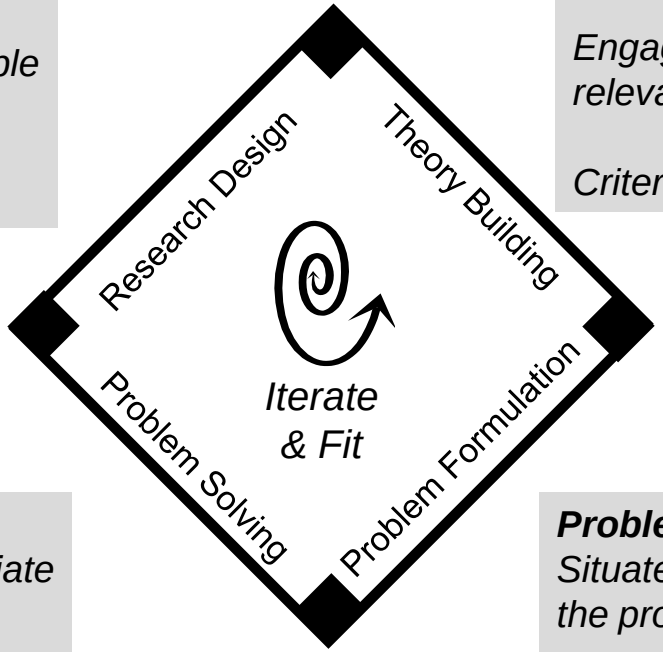
Model

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

Modes of Inquiry from the Inside and Outside

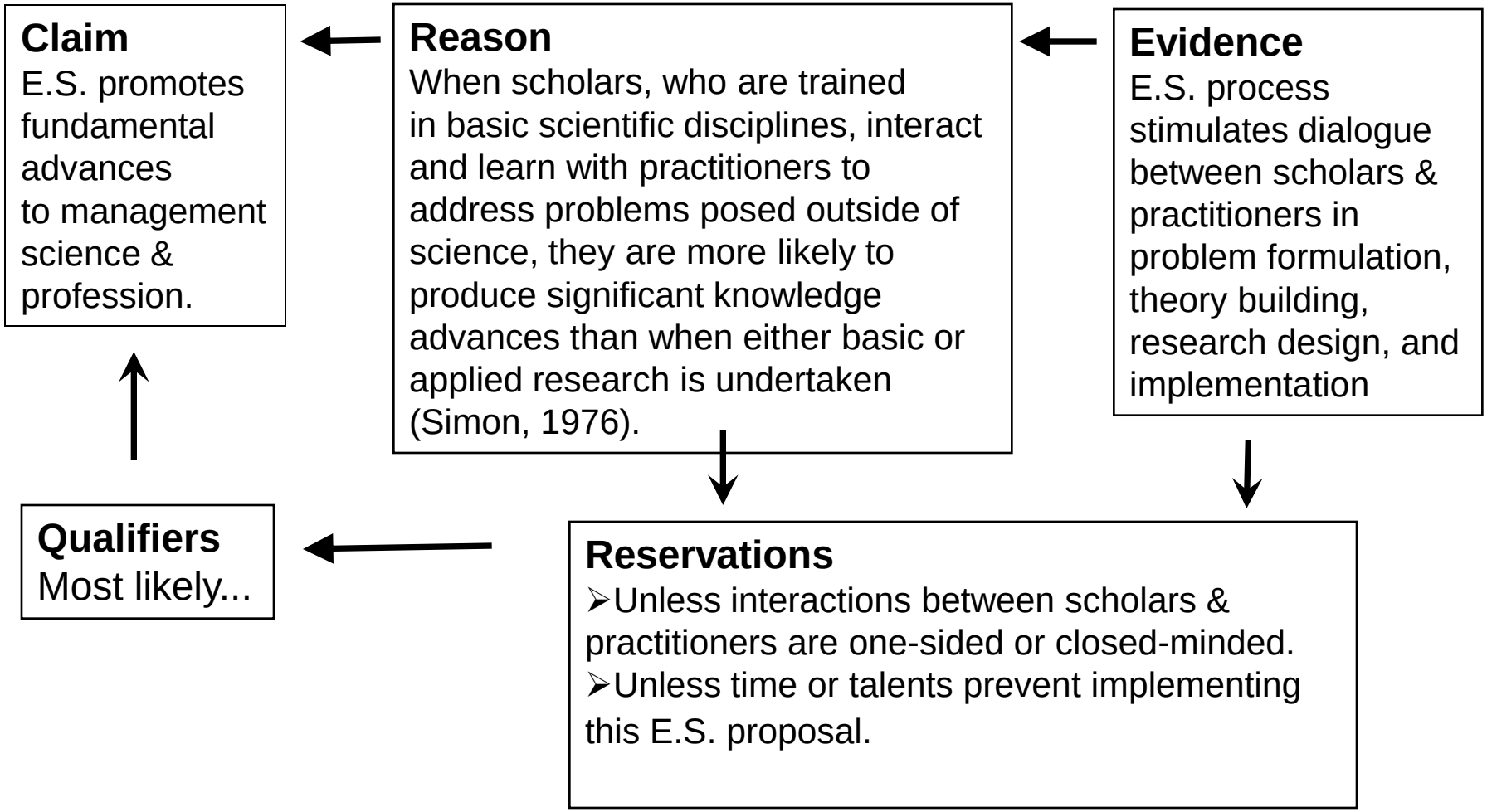
Dimension of Difference	MODE OF INQUIRY: From the Outside		From the Inside
Researcher's relationship to setting	Detachment, neutrality	⟷	"Being there," immersion
Validation basis	Measurement and logic	⟷	Experiential
Researcher's role	Onlooker	⟷	Actor
Source of categories	A priori	⟷	Interactively emergent
Aim of inquiry	Universality and generalizability	⟷	Situational relevance
Type of knowledge acquired	Universal, nomothetic: theoria	⟷	Particular, idiographic: praxis
Nature of data and meaning	Factual, context free	⟷	Interpreted, contextually embedded

Source: Roger Evered and Merly Reis Louis, Alternative perspectives in the organizational sciences: 'Inquiry from the inside' and 'Inquiry from the outside,' *Academy of Management Review*, 6, 3 (1981), p. 389.

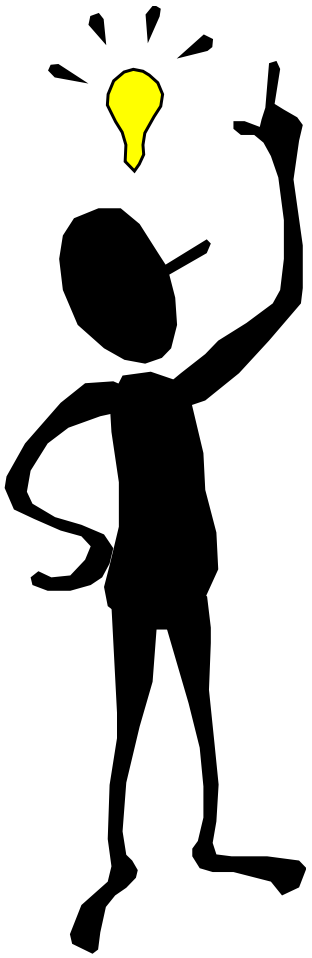
Challenges in Practicing Engaged Scholarship

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

Summary of Argument for Engaged Scholarship (ES)



Your Observations Please!



- Questions & comments about engaged scholarship
  - –
- Do you practice engaged scholarship?
  - –
- What keeps you from practicing engaged scholarship?
  - –

Thank You!

http://umn.edu/~avandeve

Questions to Practice Engaged Scholarship

1. **What research problem and question are you studying?**
   - Address who? what? where? when? why? & how? the problem exists up close & from afar
   - Is it to describe, explain, predict, evaluate, or control?
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 & use findings with intended audience?
5. **What/Who's perspective will you take?**
   - For whom and with whom are you conducting the study?
   - Who's point of view will you take to conduct the study?
   - Who will you engage to answer these questions?

- **Don't go it alone!!**

Q1. How Develop a Research Problem?

1. Situate the problem/topic
   - In terms of perspective, focus, level, and scope
2. Ground the problem/topic
   - State who, what, where, when, why & how the problem exists
   - in particular (up close) with example, experience or observations
   - in general (from afar) with data on prevalence and context of problem
3. Diagnose the problem/topic
   - Define & classify data elements into key categories or concepts
   - Analyze & aggregate patterns or relationships among categories
   - Make a heuristic inference (a claim with reasons) for the problem
   - Refine the problem to fit the particular case
4. Formulate the research question
   - State question in analytical and researchable terms.
   - Permit more than one plausible answer

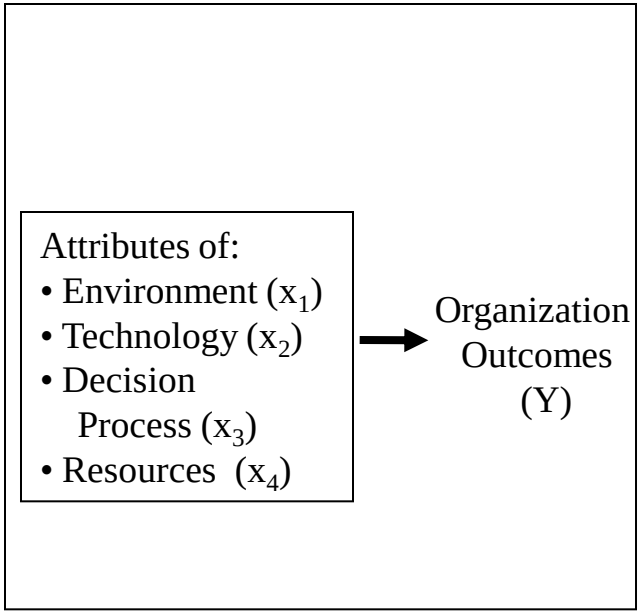
Q2. How Build a Theory?
3 Activities and 3 Modes of Reasoning

1. Conceiving a theory by abduction
   - An evolutionary process of variation, selection & retention of conjectures (thought trials)
2. Constructing a theory by deduction
   - Principles of logical deductive reasoning
3. Justifying a theory by argument and induction
   - An explanation for a theory in terms of reasons, evidence, qualifications, and reservations for a claim (proposition or hypothesis).

- These three activities are highly related.

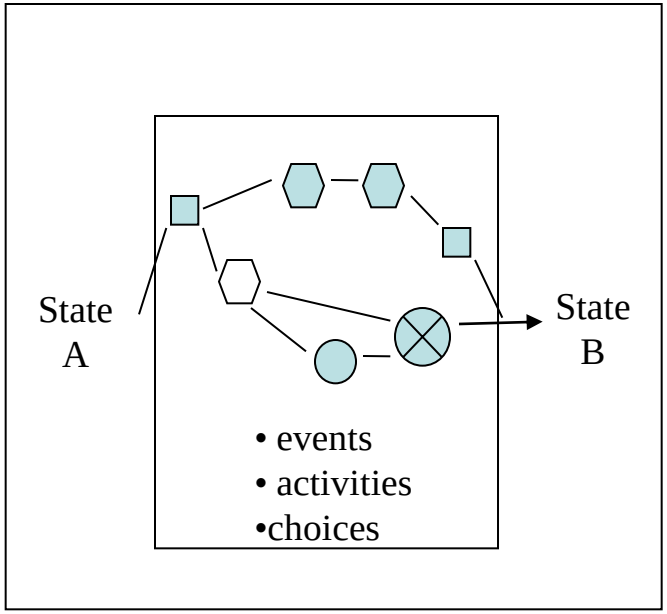
Q3. How Design a Research Study?
Variance and Process Models

Variance Model:
What causes what?



$Y = f(x_1, x_2, x_3, x_4)$

Process Model:
How do things change?



Q4. How will you Communicate Findings to Encourage Use by Intended Audience?

- Typical answer? Write a report, publish it, and present at conferences & host sites
- Problem: Sound research is often not used as intended
- We need deeper understanding of communicating knowledge across boundaries and more engaged relationship with intended audience.
- Proposition: The more novel and different the knowledge, the greater the difficulty of communicating it across boundaries between speakers and listeners.
  - When syntax is clear the problem is knowledge Transfer from speaker to listener
    - fidelity of message
  - When semantics unclear the problem is knowledge translation
    - conversations about meanings
  - When interests conflict the problem is knowledge transformation
    - negotiate goals and uses of knowledge

Source: Paul R. Carlile, 2004. Transferring, translating, and transforming: An integrative framework for managing knowledge across boundaries, *Organization Science*, 15, 5: 555-568.

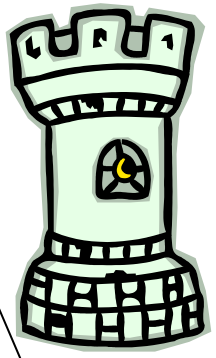
Boundary Spanning in a Professional School

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

Boundary Work & Boundary Objects

- 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, 07)

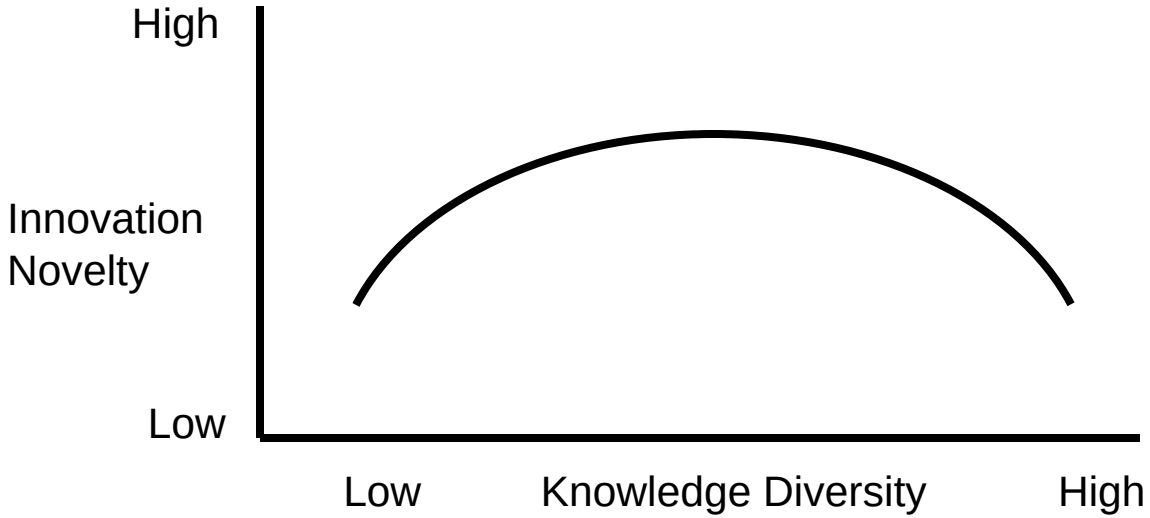
Harry Collins, "Interactional expertise as a third kind of knowledge," Phenomenology and the Cognitive Sciences, vol. 3 (2004), pp. 125-143

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 & innovativeness



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.