

AMERICAN
INSTITUTE *of*
ORGANIZATIONAL
EFFECTIVENESS

The Organizational Scholar-Practitioner

The Business of Integrating Research with Practice

Scholarly research and practical business application are artificially separated. This separation creates a lag between problem identification, theory development, and resolution application. This paper proposes a means to reconnect these two areas: the Scholar-Practitioner model for business improvement. Similar to traditional research in the robust, scientific approach, it is different in that it reconnects applied research with the routine business practices through having a “foot in both camps.”

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EXECUTIVE SUMMARY

American professionals are in crisis. Once heralded as a triumph in modern business operations, the professions have fallen on disrepute as they have been ineffective at solving problems. This crisis centers on the “false separation” between research and practice, leaving business leaders with management practice lagging management theory. This paper explores the historical rationale for this separation, describes the function and form of the Scholar-Practitioner, and introduces the American Institute of Organizational Effectiveness (AIOE).

There is a dominant view that the realm of knowledge creation rests with the scholar, while application of the scholar-derived knowledge in the form of theories and techniques rests with the practitioner. The scholar’s management theories are being questioned as to their useful link to business practice due to *what* they are taught and *how* they are taught. What they are traditionally taught is that knowledge creation through “rigorous scientific inquiry” with the “reconciliation of observable data.” The positivist admits that *practical* knowledge exists, but it does not fit into their categories and, then, is somewhat trivial. How they are traditionally taught is in the university system that is committed to “a view of knowledge that fosters selective inattention to practical competence;” it plays only a minor role in guiding management policy and practice. As well, the American university is reluctant to foster cross-discipline knowledge generation, which is central to organizational management.

Research and practice are essential parts of an indivisible whole. Bringing theory and practice closer together is a key issue facing organizational managers. Currently, the relationship between research and practice is by the tenuous connection of the university professor acting as “part-time” consultant and the business leader assuming the dual role of routine management and the “reflective-practitioner” (action researcher). However, research, as conducted by the scholar-practitioner, is “mindful inquiry.” The scholar-practitioner is **“someone who mediates between her or his professional practice and the universe of scholarly, scientific, and academic knowledge and discourse”** through strategic applied research, supporting consulting interventions, and professional development.

The American Institute of Organizational Effectiveness (AIOE) is an association of professionals fusing scholarly and business experience together in harmony as a scholar-practitioner model of organizational improvement. AIOE is dedicated to addressing real-world issues that challenge our sponsoring organizations and the industries in which they operate. Embracing a systems perspective and a holistic approach, AIOE represents a partnering of scholar and business perspectives to identify, address, and improve upon the foundational issues underlying business excellence.

AIOE works directly with the members of our sponsoring organizations to conduct real-world research. This research, coupled with proven consulting and training concepts and methodologies provides the repertoire for improvement interventions. Adopting a partnering and process consultant philosophy to facilitate organizational learning, the AIOE strategic intervention leads to expanded employee skills, a proactive and collegial atmosphere of continuous improvement, and a more responsive and competitive organization.

INTEGRATING RESEARCH AND PRACTICE

American professionals are in crisis (see expanded discussion in Addendum 1: Scholarship and Practice, Separate Cultures). There is a growing sense that they are losing credibility in society as evidence mounts to their ineffectiveness and, on occasion, dishonesty. Much of this can be attributed to the sole reliance on past experience as a guide to the future, rather than an understanding of the evolving situation as a map to the future. Quality expert W. Edwards Deming referenced this nearly two decades ago when he stated:

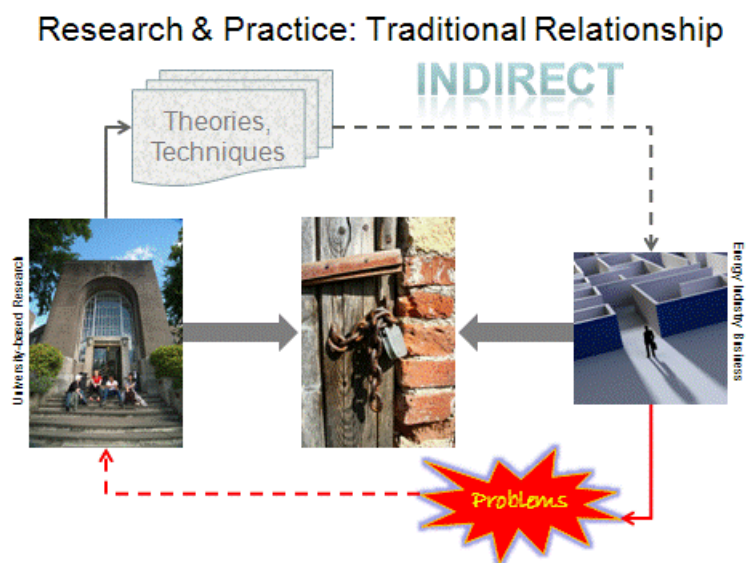


Experience alone, without theory, teaches management nothing about what to do to improve quality and competitive position, nor how to do it. If experience alone would be a teacher, then one may well ask why are we in this predicament? Experience will answer a question, and a question comes from theory. The theory in hand need not be elaborate. It may be only a hunch, or a statement of principles. It may turn out to be a wrong hunch.

This paper proposes that the institute-based Scholar-Practitioner, working “arm-in-arm” with the sponsoring organizations, with a “foot in both camps” of academia and business, will provide the mechanism by which the American professional can be strengthened through applied research, focused consulting, and professional developmental.

There are tremendous changes in the business world. These pose significant challenges to the business leader. A question that arises is why is the professional business leader often ineffective at addressing these emerging challenges? Some contend that it is the result of the “institutionally separate” basis for university-centered research and the “real-world” needs of business practice. This has resulted in the scholar and the practitioner occupying different worlds. Problems encountered in practice are passed to the researcher who, in turn, develops theories and techniques that are subsequently passed back to the practitioner. This indirect scheme has resulted in management practice lagging management theory.

There is a dominant view that the realm of knowledge creation rests with the scholar, while application of the scholar-derived knowledge in the form of theories and techniques rests with the practitioner. The two worlds do not directly meet (see graph at right, Attachment 1, and expanded discussion in Addendum 2: Scholarship and Practice, Disconnects). The practitioner applies the “systematic knowledge base” derived by the scholar through



rigorous scientific inquiry. There is active debate relative to this.

The scholar's management theories are being questioned as to their useful link to business practice. They are criticized as "ambiguous, cognitive, abstract, and intangible," playing only a minor role in the business world. It is interesting to recognize why practice, reliant on research-derived theories, is "falsely" separated from theory development? There are two fundamental sources for this division: *What* they are taught (Addendum 2a: What we're taught.) and *how* they are taught (Addendum 2b: How we're taught).

The scholar-researcher is imbued with positivism, "technical rationality," and knowledge creation through "rigorous scientific inquiry." The positivist perspective is that knowledge creation is via the "reconciliation of observable data." The positivist admits that *practical* knowledge exists, but it does not fit into their categories and, then, is somewhat trivial. The basic positivist's principles include:



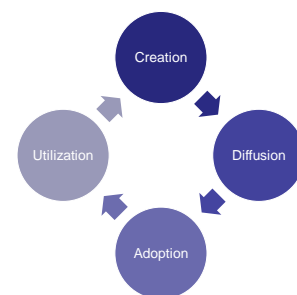
1. In Nature there are laws that *can* be known
2. In Nature the causes of things *cannot* be known
3. Any proposition which cannot ultimately be reduced to a simple statement of fact, special or general, can have no real or intelligible sense
4. Only relations between facts can be known

There is a prevailing deference to the inviolability of scholar-dominated scientific research. Positivism, with its emphasis on "critical inquiry, rigor, specificity, and verification" has become the standard by which most research is conducted, what scholars believe, and how they teach. Unsited to such rigor, practical knowledge receives only anemic recognition.

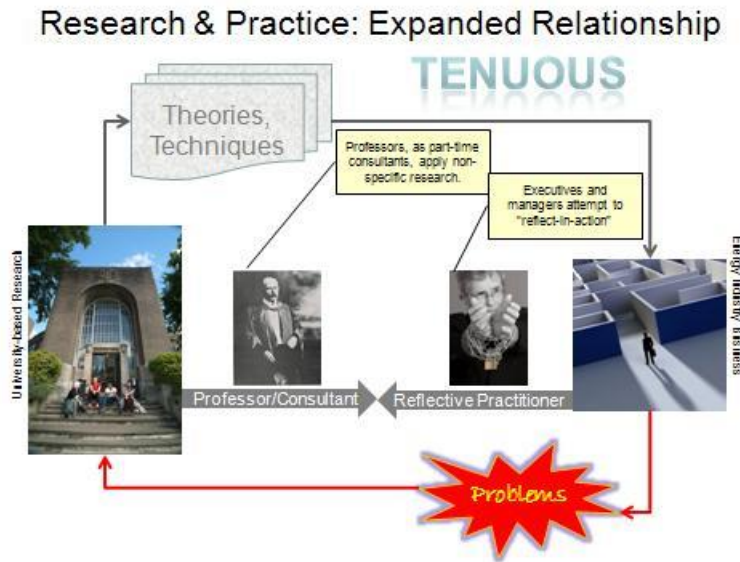
Universities are committed to "a view of knowledge that fosters selective inattention to practical competence;" it plays only a minor role in guiding management policy and practice. Insulated from the pressure for their research to have practical applicability, pure "intellectual pursuits" are the domain of the universities. The American university is reluctant to foster cross-discipline knowledge generation, which is central to organizational management. As well, they are more concerned with "descriptive" understanding of the nature of organizations than with "prescriptive" advice for them. Of course, the organizational practitioner requires beneficial research findings that can be implemented.



Research and practice are essential parts of an indivisible whole. Their connection, depicted as the "knowledge transfer cycle," suggests that scholars and practitioners must work in harmony (see expanded discussion in Addendum 3: Scholarship and Practice, Connections). Bringing theory and practice closer together is a key issue facing organizational managers. Perhaps because management advice is difficult to find in management science and the discomfort that practitioners have with "research," the prevailing relationship

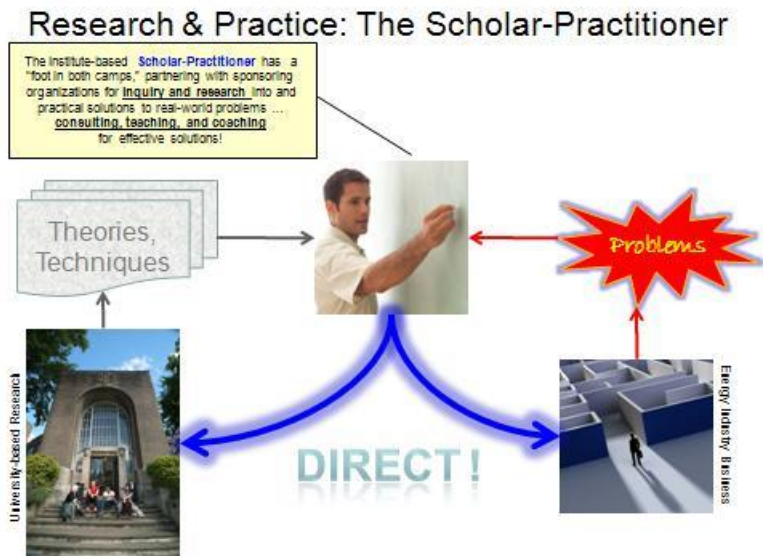


between research and application has been dominated by the management consultant. Regardless of the model of consultation executed, the consultant has influence but no direct control. An expanded relationship between research and practice is by the tenuous connection of the university professor acting as “part-time” consultant. This role, however, remains principally a scholar. Another expanded relationship is to place the manager in the dual role of routine management and acting as a “reflective-practitioner” (action researcher), see Attachment 2.



An emerging role of the organizational leader is that of research, designing learning processes to integrate an understanding into the organization of trends and forces at play in the industry in which the organization exists. Conversely, the management consultant divorced from participation in research centered on “real-world” and real-time problems can only perpetuate the lag between theory and practice. Therefore, it is essential to bring research and practice together in a meaningful way.

Research, as conducted by the scholar-practitioner, is “mindful inquiry.” The researcher is “someone who mediates between her or his professional practice and the universe of scholarly, scientific, and academic knowledge and discourse.” [1] (See graph at right, and Attachment 3).



It is important to know what, within this scholar-practitioner model, constitutes “research.” What is the role of “researcher? And, if conducting research was different, what is it? How is it applied or used?

These were the questions that formed the impetus behind this paper – the contemporary, philosophically-grounded, Scholar-Practitioner researcher: How is it different, how to build it, how will he or she work?

CONSTRUCTION PRINCIPLES AND THE SCHOLAR-PRACTITIONER

Research is often considered an exercise in the application of strict methodologies and techniques, employing accepted tools and procedures, and considering “observable evidence”. Often there is anemic mention of the researcher. This has led circuitously back to the questions: How is research different from the traditional view, how does one go about “building” the Scholar-Practitioner, how will the new researcher conduct their work (see Addendum 4: The Scholar-Practitioner Model)?



The old construction adage states that *form follows function*. Will the Scholar-Practitioner’s form, as with the new office building downtown or the house down the street, reflects their foundational function? Yes. This view led to an exploration of how to “build” the Scholar-Practitioner. The first task in the construction job: Identify what is different, in function and form, in the Scholar-Practitioner model (see Addendum 4a: Construction Principles and the Scholar-Practitioner).

Function



Researcher is different. Fundamental to the Scholar-Practitioner model, is the concept that the researcher, rather than the research question, is at the center; “the person is always at the center of the process of inquiry.” In human and social sciences, where claims of researchers’ independence are harder to sustain, there are those who have tried to turn this apparent ‘problem’ into a virtue. This is the tradition of action research. The Scholar-Practitioner is someone who mediates between their professional practice and the universe of scholarly, scientific, and academic knowledge and discourse (see Addendum 4b: Function).

Research is different. Many contend that there are two fundamental assumptions that undergird all scientific endeavors: First, the behavior of the universe is orderly; it is not capricious, chaotic, or spontaneous. Second, every natural event has an explanation that may be eventually discovered by intelligent and diligent men and women. The Scholar-Practitioner model is different from this. Contemporary human and social research is about more than cold facts with one explanation, or one truth, but rather “multiple perspectives” and, therefore, different meanings relative to the same set of circumstances or events.

Research approach is different. Each research method has strengths and weaknesses, and certain concepts are more appropriately studied by some methods than by others. This is similar to the Scholar-Practitioner model in that varying research questions will require appropriate and applicable means of research. However, in accordance with this model, research is not simply the application of a specific, well-selected tool. Rather, the Scholar-Practitioner approaches creating knowledge in the human and social sciences, each with its own model of what counts as knowledge, what it is for, and how it is produced.

Research environment is different. A major difference in the Scholar-Practitioner model is the assumed environment in which it is designed to operate. The traditional principles of scientific research are built upon a positivism philosophy. However, positivism as a rather limited notion of the scientific method as not only a prescription for conducting research and producing scientific knowledge, but a comprehensive worldview, social ideology, and definition of the meaning of life.

Form



Foundational Socialization. The first significant difference in form is the concept that the Scholar-Practitioner must be “socialized” into a community of scholars. Ultimately the Scholar-Practitioner does not act alone. Popular understanding of the research process includes the notion that others will review, critique, and, in some cases, vehemently oppose the researcher’s findings. Most of what ensues rests upon this (see Addendum 4c: Form).

Philosophical Support System. A foundational perspective that is important for the Scholar-Practitioner is that of the philosophical underpinnings that the contemporary social researcher employs. A view of research is that it bridges philosophy with practice, taking responsibility for producing knowledge and for knowing why it is knowledge and defining what knowledge is and integrating it into one’s self leads to deepening one’s experience of the meaning, value, and richness of life.

Maturity. One identifying trademark of the Scholar-Practitioner is that of “maturity,” they are personally, ethically, and professionally responsible. The Scholar-Practitioner is well versed in the use of their professional experience and knowledge in the exercise of creating new and testing existing knowledge. This “two-way relationship” is one identifier of the mature Scholar-Practitioner. This mature, well-grounded research perspective culminates in action. The mature Scholar-Practitioner is ready to engage in change initiatives. They make a difference.

Structured Inquiry. While the Scholar-Practitioner model differs significantly from the traditional “positivism-based” research, one area of similarity is that of the integrity of the research exercise. It is a “structured” endeavor. This, in part, is the differentiation from that of common inquiry. The Scholar-Practitioner, like his traditional counterpart, approaches research with a logical, systematic methodology. The act of “mindful inquiry” conducted by the Scholar-Practitioner, while different, remains one of rigor and sophistication.

Peer Acceptance. Here again the Scholar-Practitioner model has much in common with that commonly considered in research. The “form” that the Scholar-Practitioner will assume is that of a peer-accepted scholar. In the Scholar-Practitioner model, the creation of and the questioning and testing of existing knowledge is conducted within the context of a community of peers whom, by tradition and necessity, will critically review it.

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Traditional Management Consulting

Much of management consulting continues to take a mechanical nature to organizational improvement (Addendum 5: Traditional Management Consulting). It is interesting to note, then, that management consultants, armed in many cases with antiquated concepts, are credited with doing a better job bridging the gap between research and practice than academia. Management consultants, however, tend to deal with “idealized problems” and thus neglect other aspects of organizational operation. The human problems from the methods of “scientific management” have been “glaringly obvious” since first introduced.

Functioning as a Scholar-Practitioner

If management practice lags management theory, if “scientific management” grounded consulting is only partially effective, and if “part-time” professor/consultants are not addressing the immediate issues facing organizations, what are business executives to do? The most effective means to bridge the gap between research and practice, to fuse the experience and expertise of the scholar with that of the practitioner, to jointly diagnose the organization’s “real-world” problems, to affect improvement interventions with proven consulting, training, and coaching concepts, practices, and methodologies is to associate with an institute-based Scholar-Practitioner with a “foot in both camps.” That is the mission of the *American Institute of Organizational Effectiveness (AIOE)*.

Business Overview

Institute Description

AIOE will “move between the worlds of higher education and business in pursuit of breakthrough management knowledge and more effective practice” [2]. There is a strong call for scholars to work with practitioners to “identify problems” [3], or as Edgar Schein describes, to conduct “joint diagnosis” [4]. Management research is not the exclusive preserve of “experts” [5], but rather is most effective when mutually conducted from the complementary perspectives of the scholar and the practitioner. The mutual effort of the institute-based Scholar-Practitioner and the organization-based practitioner will, as suggested by Trim and Lee, explore and develop new management subject areas and approaches [6]. This will be of immediate benefit to the sponsoring organization, but will, as well, be of greater benefit to the industry in which the sponsor organization resides.

While the focus of the paper has been the introduction of the Scholar-Practitioner model, the role of consulting, training, and coaching will play a critical role in AIOE as the instruments of organizational intervention. The purpose of the institute is to affect tangible improvements to the organization. While action and applied management research is important, it is one leg of a multi-legged structure that undergirds organizational effectiveness.

President/CEO, Richard L. McElroy

Dr. McElroy holds the undergrad degrees of B.S., Nuclear Engineering Technology and B.S., Organizational Management, in which he was honored as a Merit Scholar for academic excellence in the business management curriculum. He holds the graduate degrees of M.A., Organization Design and Effectiveness and M.A., Human and Organizational Systems. Dr. McElroy completed his doctoral work with research in executive development, specifically measuring the hierarchical development of complex reasoning. Dr. McElroy is a former business owner and has extensive experience consulting to profit and non-profit organizations, including wide experience in American electric utilities and the biomedical industry.

Mission

The American Institute of Organizational Effectiveness (AIOE) is an association of professionals fusing scholarly and business experience together in harmony as a scholar-practitioner model of organizational improvement. AIOE is dedicated to addressing real-world issues that challenge our sponsoring organizations and the industries in which they operate. Embracing a systems perspective and a holistic approach, AIOE represents a partnering of scholar and business perspectives to identify, address, and improve upon the foundational issues underlying business excellence.

Approach

AIOE works directly with the members of our sponsoring organizations to conduct real-world research. This research, coupled with proven consulting and training concepts and methodologies provides the repertoire for improvement interventions. Adopting a partnering and process consultant philosophy to facilitate organizational learning, the AIOE strategic intervention leads to expanded employee skills, a proactive and collegial atmosphere of continuous improvement, and a more responsive and competitive organization.

Services

Applied Research

- Organization
- Leader / Leadership
- Management
- Developmental Neurocognition

Consulting

- Organization Effectiveness
- Organization Design
- Strategy, Development and Integration
- Change Management
- Quality and Process Improvement
- Corporate Revitalization, Productivity Improvement
- Executive and Management Development

Training

- Classroom
- Workshop
- Coaching

<p style="text-align: center;">Educational Topics Classroom, Workshop, Coaching</p>

- Strategy: Development
- Strategy: Execution (Balanced Scorecard)
- Organizational Design
- Organizational Change
- Employee Motivation
- Business Planning: Mission, Vision, Development
- Organizational Systems: Theory and Practice
- Behavioral Modification
- Executive and Management Development
- Management: Theory and Practice
- Leadership
- Leadership Development
- Leadership & Culture
- Leaders of the Future
- Quality Improvement
- Quality: Theories, Tools, Methods
- Cross-Functional Teams
- Theory of Constraints
- Continuous Process Improvement
- Statistical Process Control

ADDENDUM

Addendum 1: Scholarship and Practice, Separate Cultures

American professionals are in crisis [7, see e.g., 8]. There is a growing sense that they are losing credibility in society as evidence mounts to their ineffectiveness and, on occasion, dishonesty [see e.g., 7]. Schon speaks to this past ineffectiveness in the “professionally managed disasters” of the U.S. defeat in the Vietnam War, the Cuban invasion debacle at the Bay of Pigs, and the industry-destroying accident at Pennsylvania’s Three Mile Island nuclear plant [7]; however, contemporary accounts from American business support his claim (e.g., Enron, Tyco International, Worldcom, Chiron, Adelphia Communications, Credit Suisse First Boston, and Arthur Andersen). Nearly two decades ago quality expert W. Edwards Deming called for a change to the Western style of professional practice. He said [9]:

Experience alone, without theory, teaches management nothing about what to do to improve quality and competitive position, nor how to do it. If experience alone would be a teacher, then one may well ask why are we in this predicament? Experience will answer a question, and a question comes from theory. The theory in hand need not be elaborate. It may be only a hunch, or a statement of principles. It may turn out to be a wrong hunch.

As this paper proposes, the institute-based Scholar-Practitioner, working “arm-in-arm” with the sponsoring organizations, provides the mechanism by which the American professional can be strengthened, as suggested in Deming’s statement. Rather, as Deming cautions against, relying solely on experience, working with the Scholar-Practitioner the business leaders can, as promoted by Schon [7], “reflect in action.” Subsequently, the professional will shift perspective from past as guide to the future, to rather systematic reflection on the evolving situation as map to the future. Through this practice the professional’s competence is increased as he “learns how to learn” [8]. Businesses need research that anticipates future developments and problems [10]. Who are these professionals?

Professionals permeate American society. Professions are “a craft or discipline with its own history, core competencies, recognized standards of practice, and expert practitioners” [11]. The professionals include lawyers, doctors, architects, engineers, accountants, and marketing reps [8, 12]. Schon [7] includes in the list of institutions in which professionals practice as that of schools, hospitals, government agencies, courts of law, and armies. It is reasonable to include the organizational manager and leader in this list given the evolving demands to their roles [13]. Why are professionals important?

The professional is “essential to the very functioning of our society” [7]. Recently the United Kingdom’s Prime Minister commented that the “success of Britain’s industry and public service depends on how organizations exploit knowledge, skills, and creativity” [Department of Trade and Industry’s Competitiveness White Paper, reported in 3]. This crisis state of the professions is, then, important to society in general. As this paper explores, the crisis is particularly important to the business organization. While some claim that the general understanding of the work of the organizational manager is in its infancy [14], there is little controversy about the tremendous change the manager’s organizational world is facing [see e.g., 15, 16-18]. These change-demands include the organizational design, specifically “an internally consistent approach to organizing that touches all the major elements of an organization” [19], and organizational psychology [13, 20-22]. Expertise

relative to these change endeavors, in large part, rests with the “professional.” If so important, why does evidence suggest that the professional is often ineffective?

Schon [7] reports that the professions, once heralded as “triumphant” with “expansion in nearly all fields of practice” are having their legitimacy questioned. Central to the evolving skepticism is the knowledge in which the professional proclaims to possess. Schon attributes the decline in confidence to the “institutionally separate” basis for university-centered research and the “real-world” needs of business practice [7]. Relative to organizational operation this is supported by Grun in his belief that “management science is too far removed from business practice” [10]. This “false separation between action and research... practice and theory” [23] has resulted in the scholar and practitioner occupying different worlds [3] or, as Schon proclaims, each “lives in different worlds” [7]. Scholarship and business practice are today separated into distinct cultures. Schon explains, problems encountered in practice are passed to the researcher who, in turn, develops theories and techniques that are subsequently passed back to the practitioner. This indirect scheme has resulted in management practice lagging management theory [10]. Chris Argyris and Donald Schon [8], in *Theory in Practice: Increasing Professional Effectiveness*, explore the problem of integrating thought with action or research with practice, which, as Easterby-Smith et al. argue is crucial in that “management requires both thought and action” [5]. What might underlie the rationale for such a split between research and the practical area of application? What disconnects exist between the realm of scholarly research and that of business practice?

Addendum 2: Scholarship and Practice, Disconnects

There is a dominant view that the realm of knowledge creation rests with the scholar, while application of the scholar-derived knowledge in the form of theories and techniques rests with the practitioner [7]. The two worlds do not directly meet [3, 7], see Attachment 1. The practitioner applies the “systematic knowledge base” derived by the scholar through rigorous scientific inquiry, itself based on “technical rationality” [see 7]. There is active debate relative to this. The scholar’s management theories are being questioned as to their useful link to business practice [24]. Tranfield et al. report that these theories are criticized as “ambiguous, cognitive, abstract, and intangible” [3]. They are playing only a minor role, the disconnect posing a continuing problem. Why would practice, reliant on research-derived theories, be “falsely” separated from the scholarly work of theory development? There are two fundamental sources for this division: *what* we’re taught and *how* we’re taught. While too far abreast of the topic of this paper for more full exploration, these two are briefly described next.

Addendum 2a: What we're taught.

The foundational underpinning of scientific teaching rests with the early philosophers Rene Decartes (1596-1650) and Auguste Comte (1798-1857). Separated by two centuries, these men constructed the working epistemological system by which Western scientific teaching is conducted. Descartes argued that there are two parallel domains, what became known as the “Cartesian dualism” [25, 26]:

1. Mind, whose essence is thought, where every event is *cogitatio*, or a content of experience [27];
2. The material world.

The church, perceiving a threat from scientific advances, orchestrated a division of the two (usually through threat of physical violence). Science readily ceded the soul and conscious mind to religion. This is understandable given Descartes’ argument that matter is subject to scientific inquiry while mind and consciousness are not. Science retained the material world [see general discussion 25]. Dualism precluded a rigorous examination of the interrelationship of the two; the link between psychological mind and phenomenal mind continues to be ill understood [27]. This is particularly pertinent given Schon’s argument that artistry, intuition, creativity, and ingenuity are part of the practitioner’s repertoire. They fall, however, “outside the bounds of technical rationality” and, thus, not prone to “scientific inquiry” [7]. Descartes four rules for knowledge creation, which are still evident in business schools today are [28]:

1. Never accept anything except clear and distinct ideas
2. Divide each problem into as many parts as are needed to solve it
3. Order your thoughts from the simple to the complex
4. Always check thoroughly for oversights

Auguste Comte coined the term “positivism” [29] for the scientific approach whereby he hoped to “create a synthesis of thought and action” [28]. You will recall the earlier reference to Easterby-Smith et al. argument, from a practitioner’s perspective, that “management requires both thought and action” [5]. Comte’s scholarly perspective of thought and action is that a synthesis of the two can only be achieved through rigorous and scientific examination [29]. It is, therefore, outside the realm of practitioner.

Schon speaks to the scholar-researcher paying homage to positivism, “technical rationality,” and knowledge creation through “rigorous scientific inquiry” [7]. He explains the positivist’s view that practical knowledge exists, but it does not fit into their categories. Polkinghorne elaborates on this positivist perspective when he suggests that the role of science being knowledge creation via the “reconciliation of observable data” into categories [30]. Unsited to such rigor practical knowledge receives only anemic recognition. The basic positivist’s principles include [28]:

1. In Nature there are laws that *can* be known
2. In Nature the causes of things *cannot* be known
3. Any proposition which cannot ultimately be reduced to a simple statement of fact, special or general, can have no real or intelligible sense
4. Only relations between facts can be known

There is in these claims a reflection of the prevailing deference to the inviolability of scholar-dominated scientific research, to the university given over to “the scientific enterprise, to the ethos of the Technological Program, and to Positivism” [7]. Positivism, with its emphasis on “critical inquiry, rigor, specificity, and verification” [31] has become the standard by which most research is conducted, what scholars believe, and how they teach. However, there are contradictory forces comprising a strong argument against the inviolability of traditional science [see expanded discussion of the split with classic physics in 26]. Coincident with these arguments one can reasonably question the similar foundational underpinnings of the university-dominated management research system.

Addendum 2b: How we're taught

Universities are committed to “a view of knowledge that fosters selective inattention to practical competence” [7]. Research-based knowledge plays only a minor role in guiding management policy and practice [3]. This is a direct result of the evolution of the American university system. Collins [32] explains that the 19th Century rise of the German university system was imitated around the world. Scholars, finishing their undergraduate work in their home countries, traveled to Germany to complete advanced study. While witnessed in all countries, Collins suggests that “the pattern was strongest of all in the United States” [32]. The emerging American university system, founded on the German traditions, was dedicated to research and the development of “pure theory.” They were, then, insulated from the pressure for their research to have practical applicability. In this scheme, all intellectual pursuits were the domain of the universities.

American universities foster a reluctance for cross-discipline knowledge generation, which is central to organizational management. Their prevailing concept of rigorous research precludes dealing with “real-time issues” [8]. There are two primary reasons generally believed for the continuing division between scholarly pursuits and practical application [3]. First, the university-based scholar is required to follow writing conventions that may be difficult for practitioners to decipher [3], having to present material in a manner which is unintelligible to the business practitioner [10]. This is particularly important considering that one of the most “daunting challenges” in management research is communicating the results to the business practitioner [24].

Secondly, Thanfield et al. suggests that scholars are more concerned with “descriptive” understanding of the nature of organizations than with “prescriptive” advice for them [10]. This notion is supported by Easterby-Smith, Thorpe, and Lowe [5], in *Management Research: An Introduction*, when they suggest that the predominance of quantitative research methods may be a contributing factor by providing for the description of events “at the expense of understanding of why” [5]. These methods make the research results “opaque” to managers [24]. It is interesting to note that, conversely, some management research is designed to be prescriptive. Research in Total Quality (TQ) is “almost completely prescriptive in orientation” [33]. These accounts suggest that the university-based, scholar-researcher’s management theories are concerned with understanding, not improving organizations. Of course, the organizational practitioner requires beneficial research findings that can be implemented [10].

Addendum 3: Scholarship and Practice, Connections

Friedlander [23] argues that research and practice are essential parts of an indivisible whole. Their connection, depicted by Tranfield et al. [3] as the “knowledge transfer cycle”, suggests that scholars and practitioners must work in harmony. Their joint knowledge creation which is directly relative to and relevant for the organization must, in turn, be disseminated and used. Bringing theory and practice closer together is a key issue facing organizational managers [14]. Perhaps because management advice is difficult to find in management science [10] and the discomfort that practitioners have with “research,” the prevailing relationship between research and application has been dominated by the management consultant [3]. Regardless of the model of consultation executed [e.g., purchased expertise, doctor-patient, process, see 4], the consultant has influence but no direct control [34]. An expanded relationship between research and practice is by the tenuous connection of the university professor acting as “part-time” consultant. His role, however, remains principally a scholar. Another is to place the manager in the dual role of routine management and acting as a “reflective-practitioner” [7], see graph on next page, and Attachment 2.

Senge proposes that an emerging role of the organizational leader and manager is that of effective research [35], designing learning processes to integrate an understanding into the organization of trends and forces at play in the industry in which the organization exists. The management consultant divorced from participation in research centered on “real-world” and real-time problems can only perpetuate the lag between theory and practice. Therefore, it is essential to bring research and practice together in a meaningful way. As described in this paper, such a mechanism to directly fuse the two is working with the institute-based Scholar-Practitioner with a “foot in both camps” of academia and practice.

Addendum 4: The Scholar-Practitioner Model

With the Scholar-Practitioner model I was introduced to a concept of research and the researcher that were different from that which I had been earlier taught. Research is actually “mindful inquiry” conducted by the socially-conscious, philosophically-based “Scholar-Practitioner.” Research, I understand, is a philosophical endeavor (i.e., searching for knowledge), but the researcher is also, by design, a “practicing epistemologist” [36] and **“someone who mediates between her or his professional practice and the universe of scholarly, scientific, and academic knowledge and discourse”** [1]. This sounded significantly different from that which I had been taught. It was also significant to my evolving recognition that I should merge my consulting role with my doctoral-level role as researcher, author, and teacher, see Attachment 3).

Much, I learned, that has been taught about research has been geared to, as graphically explained during my orientation to the Scholar-Practitioner model as “individuals wearing lab coats, taking measurements.” I wanted to know what, within this new model, constitutes “research.” What is the role of “researcher,” critically necessary given the individual’s intimate involvement with research? And, if conducting research was different, what is it? How is it applied or used? How would I know how to proceed, choose the right “tool?” These were the questions that formed the impetus behind my inquiry - The contemporary, philosophically-grounded, Scholar-Practitioner researcher: How is it different, how to build it, how will he or she work?

Addendum 4a: Construction Principles and the Scholar-Practitioner

I found that most of my research books, collected early in my career, treated research as an application of strict methodologies and techniques, employing accepted tools and procedures, and considering “observable evidence” [37]. Granted many of these books were statistical guides to the behavioral sciences [e.g., 37], social science [e.g., 38], and psychology [e.g., 39]. But I found anemic mention of the researcher in other, more contemporary research-centered works. I found no mention of the researcher or the researcher role other than that necessary to apply the methodologies set out. As an example, in *Qualitative Inquiry and Research Design, Choosing Among Five Traditions* Creswell does not explore this role, in a book with the stated purpose to “examine five traditions of qualitative inquiry... and compare them in six phases of research design” [40]. It seemed appropriate especially after my introduction to the Scholar-Practitioner model that some mention of the researcher would have been appropriate (specifically so in a text devoted to the exploration of qualitative inquiry). This led me circuitously back to my questions: How is research different from that previously learned, how does one go about “building” the Scholar-Practitioner, how will the new researcher conduct their work?

As I reflected on this, I was reminded of the old construction adage: form follows function. I wondered if the Scholar-Practitioner’s form, as with the new office building downtown or the house down the street, reflects their foundational function. I suspected yes. My curiosity about this topic led me to an exploration of how to “build” the Scholar-Practitioner. The first task in my construction job: Identify what is different, in function and form, in the Scholar-Practitioner model.

Addendum 4b: Function

Researcher is different. I found that most of the research books in my personal library did not specifically mention the researcher while, they significantly developed within their texts the methodologies and tools to be used by the researcher. I was reminded of the “how to” books that I frequently see in the large, super hardware stores in my community that are written for the weekend craftsmen. These books seldom, it seems, explore the concept of what it is to be a craftsman, only what the craftsman should do to successfully complete a task, conveniently displayed in easy to understand, step-by-step procedures. The role of the craftsman, I was becoming aware, is taken for granted or, at least, that those assuming such tasks are considered to have a minimum of requisite skills.

I also found this omission, curiously, in newer research texts; these books also failed to explore the researcher. I found their focus to be on the exercise of conducting research, as if the role of researcher was a given or constant within the research community, much like the craftsman had been ignored in the “how to” manual. Such omission may be a function of the prevailing attitude and beliefs relative to conducting research. “The traditional assumption in science is that the researcher must maintain complete independence if there is to be any validity in the results produced” [5].

I found this so even for research-related books devoted to work requiring a close and empathetic relationship between the researcher and the subject of his or her research. Moustakas [41], in *Phenomenological Research Methods*, requiring a close researcher-participant relationship, failed to explain just what constitutes a researcher instead providing an excellent overview of the “underpinnings of phenomenology.”

I found that these works failed in two fundamental perspectives relative to the concepts which I recently had been introduced: 1) the proposition that the research question is at the center of research rather than the researcher and 2) the exercise of research being one “without philosophy” [36].

Fundamental to the Scholar-Practitioner model, is the concept that the researcher, rather than the research question, is at the center; “the person is always at the center of the process of inquiry” [36]. This seems natural to me. It appears that others hold the same belief. “In social sciences, where claims of researchers’ independence are harder to sustain, there are those who have tried to turn this apparent ‘problem’ into a virtue. This is the tradition of action research” [5]. I find it a difficult proposition to conduct research, especially qualitative research, somehow at arms length. The Scholar-Practitioner is someone who mediates between her or his professional practice and the universe of scholarly, scientific, and academic knowledge and discourse.

Another common theme in my older research books is that the act of research is void of philosophy. There is no mention of the researcher’s responsibilities, or obligations relative to the philosophical foundations of the endeavor. I discovered, however, that the philosophical positioning of research is a fundamental tenet of the Scholar-Practitioner model. I was discovering that “... it is impossible to fully understand the nature of research or to make the best choices about it without some attention to its philosophical context, its assumptions, its *a priori* constructions of reality, its knowledge values.” The researcher is an “applied philosopher” [36].

Research is different. (synthesis, philosophical). The research perspective of the Scholar-Practitioner model is also different, significantly so, than that of my earlier models (e.g., lab coats and measurements). After high school and lab experiments, in the early 1970's I entered the U.S. Navy's nuclear power program. I became enveloped in the sound beliefs and practices of "science." I had become accustomed to the "fact" that, as espoused by John Roscoe, that "there are two fundamental assumptions that undergird all scientific endeavor: (1) the behavior of the universe is orderly; it is not capricious, chaotic, or spontaneous and (2) every natural event has an explanation that may be eventually discovered by intelligent and diligent men [and women] [37]. The Scholar-Practitioner model is different from this.

It seems that contemporary research is about more than cold facts with one explanation, or one truth, but rather "multiple perspectives" and, therefore, different meanings relative to the same set of circumstances or events. This seems vastly appropriate to my selected research area of developmental neurocognition and the development of the organization executive.

Research approach is different (cultures). In reviewing the research texts in my library, I found another mechanistic view of research. It seems, like the craftsman choosing a hammer for one job and a screwdriver for another, that approaching research has been taught as selecting the "right tool for the job." Babbie teaches that "Each of those methods [survey, field, and evaluation research] has strengths and weaknesses, and certain concepts are more appropriately studied by some methods than by others" [29]. Generally, I believe this is similar to the Scholar-Practitioner model in that varying research questions will require appropriate and applicable means of research. However, in accordance with this model, research is not simply the application of a specific, well-selected tool. Rather, the Scholar-Practitioner "... approaches creating knowledge in the human and social sciences, each with its own model of what counts as knowledge, what it is for, and how it is produced" [36].

Research environment is different. A major difference in the Scholar-Practitioner model is the assumed environment in which it is designed to operate. I had been taught early about the fundamentals of science and research. I had learned the positivism philosophy. That is, "a philosophy or strict empiricism – the only genuine or legitimate knowledge claims are those founded directly on experience" [42]. It appears that this tradition remains, "... current research training and research textbooks in the social sciences are often still based on positivists ideas" [36]. Bentz and Shapiro view positivism as a "rather limited notion of the scientific method as not only a prescription for conducting research and producing scientific knowledge but a comprehensive worldview, social ideology, and definition of the meaning of life" [36].

Addendum 4c: Form

In keeping with my metaphorical view that, as in construction, form follows function, I now turn my attention to the “form” that the Scholar-Practitioner will take. I knew, from my introduction to the functions (or functional beliefs) of the Scholar-Practitioner that the form must, similarly, be different from that held in my earlier research model.

As I stated earlier, the Scholar-Practitioner is someone who “mediates between her [or his] professional practice and the universe of scholarly, scientific, and academic knowledge and discourse” [36]. Their proposition relative to the form (or role) that the Scholar-Practitioner will take is that one can identify a “mature” (i.e., sophisticated, seasoned, veteran) Scholar-Practitioner based on their relationship to and understanding of knowledge, their use of a structured form of inquiry, and professional acceptance of their generated knowledge. This, I find, rests, in accordance with the Scholar-Practitioner model, upon a foundation constructed of strong socialization into a community of scholars and the strong supporting system of interwoven philosophical beliefs.

Foundational Socialization. The first significant difference in form is the concept that the Scholar-Practitioner must be “socialized” into a community of scholars. It appears to me that much of what the Scholar-Practitioner will become or will do rests upon this foundation. Ultimately the Scholar-Practitioner does not act alone. I find that one’s degree of socialization can be considered relative to the conclusion of the research-related endeavor as “...your [the Scholar-Practitioner] contribution to the general community of scholarship and the more specific constituencies who will find your contribution of value to the ongoing work of a delimited cohort of scholars and Scholar-Practitioners” [1]. This makes sense to me; no man is an island. However, as I had in so many other comparison forays into older research texts, there is an absence of discussion on this topic. It seems the proposition put forward in these works is that research, by and large, is an individual or small team exercise. It is, then, portrayed as independent, autonomous. I believe, instinctively, that this cannot be the case. Popular understanding of the research process includes the notion that others will review, critique, and, in some cases, vehemently oppose the researcher’s findings. It seems to me that the earlier books on research assumed an interrelationship with fellow researchers, with the greater community of scholars but was a secondary proposition rather than, as espoused by those arguing for the Scholar-Practitioner model, that socialization is foundational. Most of what ensues rests upon this.

Philosophical Support System. Another foundational perspective that I believe important for the Scholar-Practitioner is that of the philosophical underpinnings that the contemporary social researcher employs. As Creswell argues, research is a view to, “... bridge philosophy with practice” [40]. Bentz and Shaprio [36] do much the same thing in *Mindful Inquiry in Social Research*. However, rather than simply “bridging” or providing an elementary understanding of the philosophy which lies beneath the many rich traditions in research, they embrace the concept, incorporating it fully into the Scholar-Practitioner model. They form four interwoven schools of philosophy into a single coherent “philosophical foundation of research” [36]. They believe that, “as a person who takes responsibility not only for producing knowledge but for knowing why it is knowledge and defining what knowledge is and integrating it into one’s self leads to deepening one’s experience of the meaning, value, and richness of life” [36].

With a clearer perspective of the foundation for the Scholar-Practitioner model, I now turned my attention to developing a better understanding of the observable form that the Scholar-Practitioner will assume.

Maturity. One identifying trademark of the Scholar-Practitioner is that of “maturity.” Bentz and Shapiro point out that the mature Scholar-Practitioner is “personally, ethically, and professionally responsible” and understands the nature and limits of knowledge [36]. The Scholar-Practitioner is well versed in the use of their professional experience and knowledge in the exercise of creating new and testing existing knowledge. This “two-way relationship” is one identifier of the mature Scholar-Practitioner. This mature, well-grounded research perspective culminates, as Bentz and Shapiro contend, in action. The mature Scholar-Practitioner is ready to engage in change initiatives. They make a difference.

Structured Inquiry. While the Scholar-Practitioner model differs significantly from the traditional “positivism-based” research, one area of similarity is that of the integrity of the research exercise. It is a “structured” endeavor. This, in part, is the differentiation from that of common inquiry. The Scholar-Practitioner, like his traditional counterpart, approaches research with a logical, systematic methodology. The act of “mindful inquiry” conducted by the Scholar-Practitioner, while different, remains one of rigor and sophistication.

Peer Acceptance. Here again the Scholar-Practitioner model has much in common with that commonly considered in research. The “form” that the Scholar-Practitioner will assume is that of a peer-accepted scholar. In the Scholar-Practitioner model, the creation of and the questioning and testing of existing knowledge is conducted within the context of a community of peers whom, by tradition and necessity, will critically review it. The “shaping” of scientific knowledge is accomplished by “making explicit knowledge claims and validating them through some public procedures that have been established as producing reliable methods of knowledge that have been widely criticized, analyzed, and agreed on by at least a significant number of scholars” [36]. Such review is a positive element of the research endeavor. It is through this step, in addition to and complementary of, the professional processes applied by the researcher that research findings are considered knowledge.

Addendum 5: Traditional Management Consulting

As stated earlier, the prevailing relationship between research and application has been dominated by the management consultant [3]. It is important to review the area of management consulting, considering the argument presented in this paper that the effective fusing of research with practice is accomplished by the institute-based Scholar-Practitioner.

Frederick Taylor's "scientific management," in the period between the World Wars, laid the foundation for the profession of management consulting [43] or as explained by early consultant advocates, management consulting roots go back to the early 1900s in a dominant engineering orientation influenced by Taylor [44]. Taylor's approach, considering employees as machines to be manipulated by managers [45], focused attention primarily on managerial activities rather than more holistic aspects of organizational function [46]. Taylor and other early 20th Century theorists Fayol, Gulick, and Urwick [see expanded discussion 46] centered their attention on the development of administrative arrangement (maximizing efficiency). Seen as an "enemy of the working man," Taylor's principles of scientific management significantly influenced work design through the first half of the 20th Century and, as mentioned in cautionary tone by Gareth Morgan, "in many situations prevail right up to the present day" [12]. Conflicting with a systems perspective of an organizations, Taylor's five principles of scientific management are [12]:

1. Shift all responsibility for the organization of work from the worker to the manager (managers should do all of the thinking).
2. Use scientific methods to determine the most efficient way of doing work.
3. Select the best person to perform the job thus designed.
4. Train the worker to do the work efficiently.
5. Monitor worker performance to ensure that appropriate work procedures are followed and that appropriate results are achieved.

Much of management consulting continues to take a mechanical nature to organizational improvement [see e.g., 12]. It is interesting to note, then, that management consultants, armed in many cases with antiquated concepts, are credited with doing a better job bridging the gap between research and practice than academia [10]. Management consultants, however, tend to deal with "idealized problems" and thus neglect other aspects of organizational operation [43], as reflected in Taylor's philosophy where aspects of the worker were secondary to the efficient operation of the organization [45]. The human problems from the methods of "scientific management" have been "glaringly obvious" since first introduced [12]. However, as previously mentioned, they prevail. The "idealized problems," as explained by Bertrand and Fransoo [43], are simplified versions of "real life" problems which actually exist in organizational operations. This simplification included [43]:

1. Only those aspects of the problems were included that were assumed to be relevant from the perspective of the method and technique dealt with;
2. The problem was formulated independently of any particular instance of the problem in industry.

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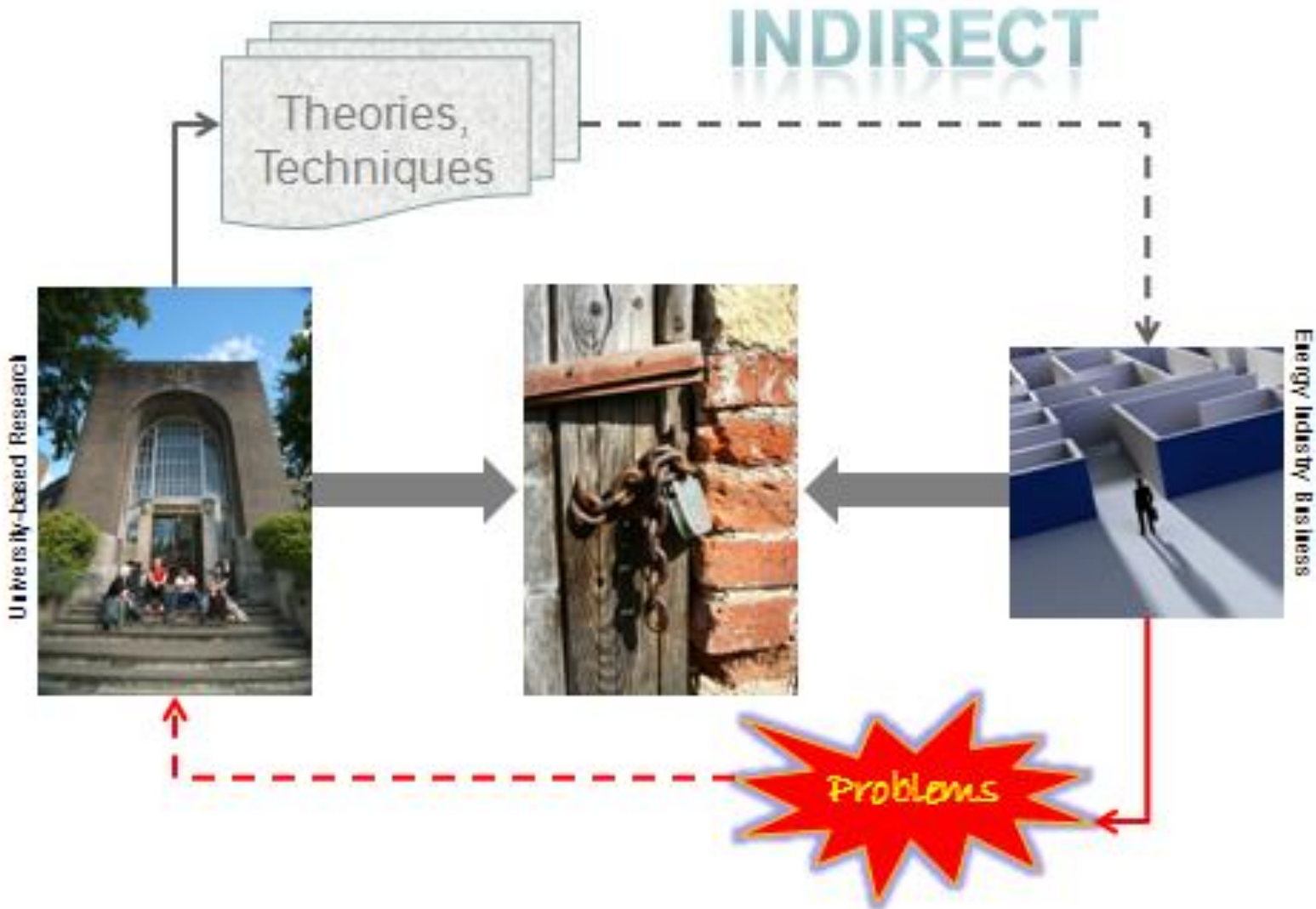
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ATTACHMENTS

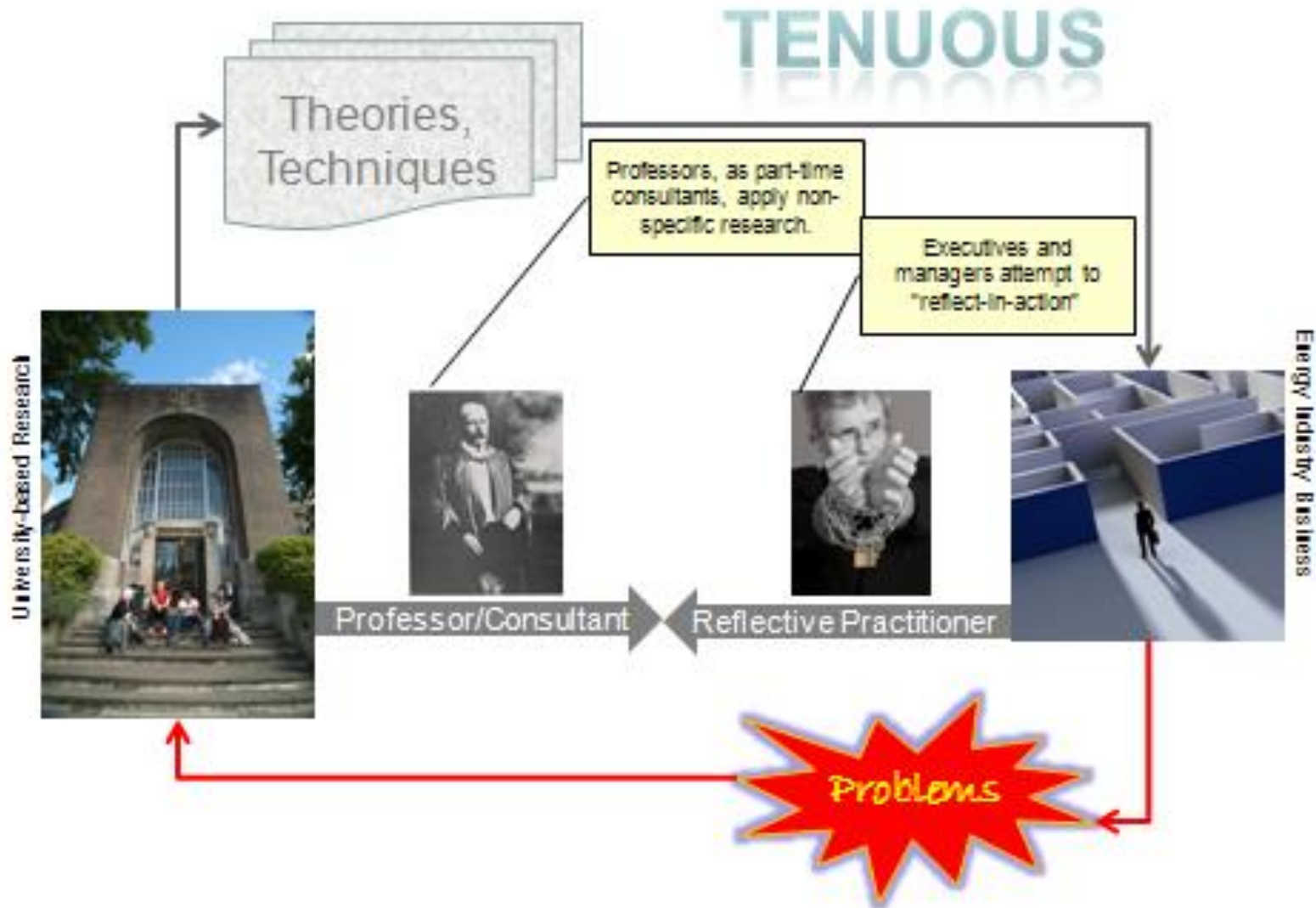
Attachment 1, Traditional Relationship

Research & Practice: Traditional Relationship



Attachment 2, Expanded Relationship

Research & Practice: Expanded Relationship



Attachment 3, The Scholar-Practitioner

Research & Practice: The Scholar-Practitioner

