A Theoretical Review on the Professional Development to Be a Scholar-Practitioner in Business Management

JOSEPH KIM-KEUNG HO
Independent Trainer
Hong Kong, China

Abstract:

There has been a burgeoning interest on the topic of scholar-practitioner. The concept has been adopted in the promotion of Doctor of Business Administration programs by business schools; in the meantime, academics in business schools are increasingly required to work as scholar-practitioners. This prompts the writer to review and synthesize ideas related to scholar-practitioner to come up with a theoretical framework on the professional development to be a scholar practitioner in business management. This framework is intended to inform research on the scholar-practitioner topic as well as to inform scholar-practitioners on their own professional development initiatives. Moreover, the literature review findings on scholar-practitioner are examined based on a Multi-perspective, Systems-based (MPSB) Framework. Overall, the paper espouses a complicated understanding on the professional development of scholar-practitioners.

Key words: Scholar-practitioner; Business management education; Business management research; a Multi-perspective, Systems-based (MPSB) Framework

Introduction

Articles on the topic of scholar-practitioner are mainly published in academic journals such as *Advances in Developing Human Resources* (SAGE Publications) and *The Journal of*

5393

Applied Behavioral Science (SAGE Publications). While a burgeoning topic in the business management education field and others, dedicated works on scholar-practitioners are still not common, with Wasserman and Kram as representative theorists, see, for examples, Wasserman and Kram (2009) and Kram, Wasserman and Yip (2012). The notion of scholar-practitioner has been much promoted to practicing managers by universities with their Doctor of Business Administration Degree programs, as the following illustrates:

> The Doctor of Business Administration (D.B.A.) is a practitioner-scholar doctoral degree in business administration and management. It is targeted to business executives who have a master's degree in a discipline or field related to the program/specialization for which application is made and who have practical business management experience. The program helps students enhance their career profile with real-time knowledge—in preparation for expanded roles with their current employer or with another organization, or for roles as consultants or university-level teachers (Walden University 2014).

> The Mission of GCU's College of Doctorial Studies is to create a unique doctoral experience that connects faculty and learners in a vibrant learning community and creates an accelerated learning opportunity for scholar-practitioners to complete a purposeful doctoral journey…. Our DBA is a practitioner's degree that is targeted toward a variety of audiences. Oftentimes individual in healthcare and education wish to earn a Doctor of Business Administration in order to gain the business knowledge and skills they need to move to a management role within their respective field… (Grand Canyon University 2014).

As the topic of scholar-practitioner is still not much examined in the Management Education and Research Methods literature, the writer thinks it is useful to conduct a literature review and offer a framework on the development process to be a scholar-practitioner. As the writer mainly works in the

business management education field, the ensuing discussion is related to this setting.

Main topics in scholar-practitioner study

A scholar-practitioner has been defined as follows:

- Someone with doctoral degree who is "actively engaged in both scholarly activity and practice beyond the academy." (Kram, Wasserman and Yip 2012).
- Someone "who is dedicated to generating new knowledge that is useful to practitioners" (Schein as reported in Wasserman and Kram 2009).

These two descriptions appear similar, with the former placing more stress on formal doctor degree qualification. One problem with Kram *et al*. (2012)'s definition is that it excludes people who are not able to afford to pay the hefty school fee of a professional doctorate program. [There are, naturally, DBA graduates who are not actively engaged in scholarly activities, thus not scholar-practitioners.] Other similar terms are "researcher-practitioners", "scientist-practitioners", "practitioner-theorists" and "reflective-practitioners" (Wasserman and Kram 2009). Scholar-practitioners conduct management research, teach management-related subjects, and publish academic works in management as their scholarly activities. They also participate in the world of management practices, as managers, consultants, etc. Scholar-practitioners may get involved in both scholarly activities and management practices at the same time, or switch jobs between academic and non-academic settings over their careers. For instance, this writer had been working in the industry as a systems analyst and a management accountant from 1986 to around 2000; took up a Ph.D. study on a part-time basis from 1992 to 1996; and has been teaching business and information systems subjects on a part-time basis since 1992. The writer's first published

article is Ho and Jackson (1987); has since published over 30 academic articles and made several presentations in academic conferences over the years. Besides, the writer has been an editorial member and a member of an advisory board of academic journals. It had been an especially hectic life on the writer's part, from 1992 to 1996, to work full-time in the industry, while also doing part-time teaching, studying part-time for a Ph.D. degree and sitting for professional examination all at the same time. This profile matches that of a scholar-practitioner as defined by Kram, Wasserman and Yip (2012). From the very beginning of this writer's tertiary management education, it has been the writer's learning attitude and belief that (i) the study of academic management theories is only considered successful and meaningful if it can improve the writer's managerial competence and (ii) managerial competence is built on intellectual competence. This learning attitude buttresses this writer's interest to learn management theories that have both high academic and practical values. Readers should also refer to Schein (2009) for an account of his experience of being a scholar-practitioner.

The literature on scholar-practitioner covers the following topics, among others:

1. *Topic 1[SPT-1]:* The *profiles* and *career development* of scholar, practitioner and scholar-practitioner (Kram Wasserman and Yip 2012). It is also related to the *intended career paths* of them.

2. *Topic 2[SPT-2]:* The *role conflicts* and *professional development challenges* arising from working in both the academic world and the real-world of business management practices. [Scholar-practitioners are considered as boundary-spanners, connectors, translators, semiotic brokers, which imply a conflict role.] (Kram, Wasserman and Yip, 2012; Tenkasi and Hay 2004)

3. *Topic 3[STP-3]:* How to bridge the *knowledge-action gap*

in management and how to produce *actionable scientific knowledge* in Management Research (Tenkasi and Hay 2004; Splitter and Seidl 2011). The question is how the boundary-spanner role played by a scholar-practitioner in business management can contribute to closing the knowledge-action gap.
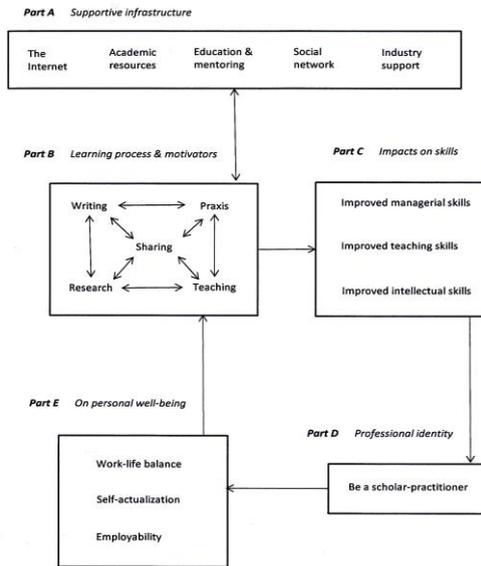
4. *Topic 4[STP-4]: Approaches* and *contents of business management education* that should be offered by business schools to aspiring scholar-practitioners, bearing in mind their unique professional identity.

These 4 topics provide some ideas about the scope and concerns of study on scholar-practitioner, which, in the writer's view, is broad, complex and stimulating.

A proposed framework on the professional development process to be a scholar-practitioner in business management

Based on the writer's literature review, a theoretical framework on the professional development process to be a scholar-practitioner in business management is formulated and presented in Figure 1. There are 5 related parts with inter-related items in the framework:

Figure 1: The professional development process to become a scholar-practitioner in business management

Part A: Supportive infrastructure: this comprises 5 interrelated items, namely,

- **The Internet (A1)**: The Internet enables scholar-practitioners to conduct Internet research (see Bryman and Bell, 2011, Chapter 26). It also provides a platform to support e-learning by them. Nevertheless, the Internet and related mobile technologies also promotes a multi-tasking culture that weakens people's mindfulness (see Pickert, 2014; Ho, 2013a), which is bad for intellectual learning. Overall, the Internet support to professional development is pervasive.
- **Academic resources (A2)**: Such resources include textbooks and academic journal articles; many are

now accessible via the Internet. The libraries (including e-libraries) of business schools remain a vital resource to scholar-practitioners, although academic articles are increasingly available from open access journals. A2 is necessary for research works (B2).

- **Education & mentoring (A3)**: This includes formal professional doctoral programs offered by business schools to aspiring scholar-practitioners. The literature on Business schools makes the following main observations:

  • There has been *complaint* on business schools for delivering management education programs that "emphasize the wrong models, ignore important work, fail to meet society's needs, and foster undesirable attitudes." (Cheit 1985, 50 as cited by Dehler *et al.* 2001). Similarly, the AACSB International Doctoral Education Task Force (2013) reports that: "Today's evolving faculty models increasingly are incorporating industry engagement and the production of research that bridges the academic-practice divide – neither of which is well presented in doctoral education.". We can call this a *business/society-business school gap*.

  • There has been *social and market demand* on business schools to "produce relevant research, to educate students to meet the demand of the 21st century" (Kovoor-Misra 2012). In the same vein, as universities are increasingly run as "market funded commercial organizations" (Parker 2012), they are demanded to "provide their graduates with managerially useful knowledge" (Alajoutsijärvi, Kettunen and Tikkanen 2012).

  • There have been *attempts* by business schools to

offer professional doctorates in response to the complaint and demand (Lester 2004). With these attempts, academic staff are also expected to be "academic decathletes", capable to take up teaching, research, administrative and practitioner-oriented roles simultaneously (Kovoor-Misra 2012).

Management education (e.g. in the form of Enlightening Management Education of Ho 2013b) and mentoring support (see Stephenson Jr. and Christensen 2007) are useful for developing scholar-practitioners. However, as Nikitina and Furuoka (2011) remind us, the notion of enlightenment in education embraces the metaphor of "the search for light", but it is not clear where light comes from. Is it "from the above, from the outside, from within, or from below?" (Nikitina and Furuoka 2011). Thus, there is no single model answer on what management education to offer. Alongside, management education needs to consider the specific learning styles of students (Pimpa 2009). The market factor, the national cultural heritages, university traditions, and the motives of professionals who are involved in the development of the business schools all influence the business models of business schools (Alajoutsijärvi, Kettunen and Tikkanen 2012), which in turn, affect the kind of management education they provide to aspiring scholar-practitioners. At present, there is "a surprising amount of diversity in doctoral education models worldwide." (AACSB International Doctoral Education Task Force 2013).

Finally, mentoring is a vital support to aspiring scholar-practitioner. For example, this writer is lucky to have Professor M.C. Jackson, who taught

systems thinking at the University of Hull, UK to this writer from 1985-1986, as a life-long mentor. Via his support, this writer was able to publish academic articles in *Systems Practice* (Plenum) and *Systems Research and Behavioral Science* (Wiley); and was invited to join the Editorial Board of *Systems Research and Behavioral Science*, etc. Mentoring is said to be able to provide "more psychosocial support", "career development, business knowledge support" and "more job satisfaction, more career satisfaction" to students and graduates (D'Abate 2010).

The item of *Education & mentoring* is related to SPT-4 (approaches & contents of business management education) in this paper.

- **Social network (A4)**: Social networking and communities of practices with academics and non-academics are important sources of information, advices as well as access points for conducting research in the world of management practices. Increasingly, learning and research activities by scholar-practitioners take place in the digital social media platform, comprising Facebook, Google +, Youtube, Twitter, Blogger and LinkedIn, etc. see Sacks and Graves (2012) and Ho (2013a; 2013c) for further discussion.). Some of the writer's invitations to contribute academic articles to journals came from the social networking source, for example. This item of A4 is related to SPT-2 (role conflicts; professional development challenges), SPT-3 (knowledge-action gap; actionable management knowledge) and the Internet (A1) above.

- **Industry support (A5)**: Industry support can take the form of sponsorship to a case study research in a corporation, or even a full-time job for a scholar-

practitioner, who, in this case, carries out academic activities on a part-time basis. Industry support offers opportunities for management praxis (an item in Part B below). Nonetheless, taking a professional Doctor of Business Administration degree study while working full-time in the industry is a tough career challenge to an aspiring scholar-practitioner. The item of A5 is related to SPT-2 (role conflicts; professional development challenges), SPT-3 (knowledge-action gap; actionable management knowledge) and social network (A4).

Part B: Learning process and motivators: This professional learning process is made up of 5 inter-related activities (B1 to B5) with the invariant consideration of "motivators" as a propeller, which answers the question why a scholar-practitioner should strive to learn and work so hard? The motivation consideration is related to Part E of this framework. Part B is related to SPT-1(profiles; career development; intended career paths) and SPT-2 (role conflicts; professional development challenges). The 5 activities are as follows:

- **Writing (B1)**: This mainly refers to concepts such as "reflective writing" and "Writing is thinking" (Duke University 2013; University of New South Wales 2013; Cayley 2011; Tagg 1997; Hunt 2010; Southampton SOLENT University 2014). B1 also includes learning the academic writing style so as to avoid unintentional plagiarism and to write academic articles. It is clear that academic writing "requires progressive mastery of advanced language forms and functions" (Uccelli *et al*. 2013). This item of B1 is related to research (B2) and sharing (B5) in Part B.

- **Research (B2)**: Research skill can only be built up via study as well as practices. Main research methods that are especially relevant to management praxis (B4) and actionable management knowledge creation include collaborative management research, action science, action research and insider/outsider team research (Wasserman and Kram 2009). Nevertheless, the Research Methods academic community is quite diverse; different sub-communities espouse different research philosophies. For example, on the topic of generation of "practically relevant knowledge", Splitter and Seidl (2011) discern three theoretical approaches, namely, a technical-linear approach, a systemic-discursive approach and a practice-theory approach, which have different views on the feasibility to generate and transfer "valid knowledge about management praxis". Research philosophies, e.g. Positivism, Realism and Interpretivism, that are incompatible, are explained in Business Research Methods textbooks, such as Saunders *et al.* (2012) and Bryman and Bell (2011). Naturally, different scholar-practitioners also uphold different research philosophies that are shared by various sub-communities in the academic world. This item of B2 is related to SPT-3 (knowledge-action gap; actionable management knowledge) and writing (B1).
- **Teaching (B3)**: The teaching styles and approaches of scholar-practitioners are influenced by the approaches on "practically relevant knowledge" (Splitter and Seidl 2011) adopted. For example, scholar-practitioners that embrace the technical-linear approach hold the view that knowledge is "an abstract, objective, representation of the external reality, which can be transferred directly from one

context to another" and "research results need to be better communicated to practitioners" (Splitter and Seidl 2011). From their standpoint, teaching, as a form of knowledge transfer, is a technical problem. This view on teaching supports objectivism, which "holds that there is an objectivist reality that…. learners assimilate." (Botha 2009). The preferred teacher role is likely to be that of a sculptor, in Ljoså (1998)'s term. That is, the teacher "controls the schedule and curriculum of the students…. The dialogue in the classroom aims mainly at clarifying the presentation of the textbook and correcting students' work." On the other hand, the systemic-approach "emphasizes the dependence of knowledge on context" (Splitter and Seidl 2011). With that, an authoritative style of teaching is considered inappropriate; teaching, based on the systemic-approach, is inspired by (i) constructivism which "believes that there is no real world, no objectivist reality" and (ii) relativism in education (Splitter and Seidl 2011). The favored teacher role is that of an entertainer, in Ljoså (1998)'s term – that is, the teacher "feels that it is her responsibility to arouse the interest and make it easy to grasp the central issues of her subject…. She works with background and perspectives." In short, the research philosophy of a scholar-practitioner (i.e. the item of Research (B2) in Part B) influences his/her preferred teaching style and teacher role. As teaching can make use of professional learning communities, B3 is thus related to sharing (B5).

- **Praxis (B4)**: Praxis is "the process by which a theory or lesson becomes lived experience" (Stephenson, Jr. and Christensen 2007); it "demands reflective contemplation" on the part of a scholar-practitioner.

The organizational setting for management praxis could be a client organization with the scholar-practitioner being a consultant, or an enterprise that the scholar-practitioner works for as a full-time staff. Action research, action learning and both Modes 1 and 2 of Soft Systems Methodology (Checkland and Scholes 1990, Chapter 10) are appropriate methods to employ in this respect. Praxis is related to SPT-3 (knowledge-action gap; actionable management knowledge) and research (B2).

- **Sharing (B5)**: The main activities here are sharing ideas with other academics in the social media platform, in professional learning communities, as well as sharing ideas via publications. The pressure to publish is captured in a popular phrase "Publish or perish". More fundamentally, to be recognized as scholarship, a scholar-practitioner's written work has to be "shared with peers; and subject to peer review" (Accreditation Council for Graduate Medical Education 2012). Sharing also takes place when a scholar-practitioner shares his/her knowledge as a teacher with his/her students. Furthermore, sharing includes collaboration and dialogues with people in both academic as well as non-academic settings. This item of B5 is related to SPT-1 (profiles; career development; intended career paths), SPT-3 (knowledge-action gap; actionable management knowledge), social network (A4) and research (B2) of this framework.

Part C: Impacts on skills: 3 types of impacts are identified and they are related to SPT-1 (profiles; career development; intended career paths). Impacts include an improvement of "successful intelligence" as developed by Sternberg (2005). According to Sternberg (2005), successful

intelligence is "1) the ability to achieve one's goals in life, given one's sociocultural context; 2) by capitalizing on strengths and correcting or compensating for weaknesses; 3) in order to adapt to, shape, and select environments; and 4) through a combination of analytical, creative, and practical abilities".

- **Improved managerial skills (C1)**: The vigorous development efforts should improve a scholar-practitioner's managerial skills.
- **Improved teaching skills (C2)**: A scholar-practitioner should become more resourceful and skillful in teaching so as to transfer management knowledge more effectively to other people, including students.
- **Improved intellectual skills (C3)**: Higher intellectual competence is able to improve a scholar-practitioner's performance in academic and non-academic works, e.g. contribution to actionable management knowledge.

Part D: Professional identity: This comprises the attitudes, ideals and principles that define the scholar-practitioner in his/her professional career (ask.com 2014). In the same vein, it is defined as a "professional self-concept based on attributes, beliefs, values, motives, and experiences" (Slay and Smith 2011). Professional identity is "not a stable entity", is "complex, personal and shaped by contextual factors" (Clarke *et al* 2013). Professional identity construction is found to be important for its association with career success (Slay and Smith 2011).

If a person is at an early stage of professional development to be a scholar-practitioner, he/she is an aspiring scholar-practitioner; as to those who are very experienced and capable on management and scholarly activities, they are established scholar-practitioners. For those who spend much

time on reflective management practices with some scholarly activities, they can be called practitioner-scholars, instead of scholar-practitioners. A *boundary spanner* and a *conflict role* are implied in the professional identity of a scholar-practitioner. For Wasserman and Kram (2009), there are (i) "critical variations of how the role [*the writer's words*: of scholar-practitioner] is enacted" and (ii) dilemmas arising from the pursuit of "both scholarship and practice" that scholar-practitioners, as a *boundary spanner* and in a *conflict role*, experience. A *boundary spanner* is a person whose role is to link people in organizations (P2P Foundation 2012) while a *conflict role* is one subject to the oppositional expectations of two role-sets (Katz and Kahn 1978). This item of professional identity is related to SPT-1 (profile; career development; intended career paths) and SPT-2 (role conflicts; professional development challenges).

Part E: On personal well-being: Personal well-being mainly covers the social, economic, psychological, spiritual and medical state (Wikipedia 2014a). For a scholar-practitioner, the notion of well-being from a positive psychology perspective is more relevant, which focuses on both subjective well-being (i.e. the hedonic elements of life) and psychological well-being (i.e. "the eudaimonic dimensions of growth, meaning and direction") (Simsek 2009). This item of personal well-being is related to SPT-1. Pursuit of personal well-being motivates a scholar-practitioner to go through the learning process (Part B). Three items are noted in Part E:

- **Work-life balance (E1)**: The engaging lifestyle of being a scholar-practitioner must maintain an appropriate work-life balance to be sustainable. How to do so depends on an individual scholar-practitioner's own value and belief; lack of work-life balance is self-inflicted (Yemm 2006). Similar concepts to E1 are work-family balance and balanced life.

- **Self-actualization (E2)**: This is about fulfilling a person's potential and becoming all that a person is capable of being (Cherry 2014). All the engaging efforts made on academic and non-academic endeavors are expected to lead to the experience of self-actualization by a scholar-practitioner.
- **Employability (E3)**: This refers to a scholar-practitioner's ability to "gain and maintain employment" (Wikipedia, 2014b). It depends on "the knowledge, skills and abilities (KSAs)" (Wikipedia 2014b) that a scholar-practitioner possesses. Employability has much to do with SPT-1 (profiles; career development; intended career paths).

The items in the 5 parts of the professional development framework have been discussed briefly with the aim of clarifying their nature, the diverse viewpoints and options involved as well as their relationship with SPTs 1-4 somewhat. Some items in the framework are less controversial, e.g. Part B item on writing (B1), while others are not, e.g. Part A: Education & mentoring (A3) and Part B: Research (B2). A set of arrows linking up these 5 parts of the framework is intended to convey an underlying systemic and dynamic process. In actual situation, the professional development process is idiosyncratic to each individual. Furthermore, the development process does not work in a sequential circular mode, but is in a flux of interacting events, ideas, perceptions and actions over time (Checkland 1989), with the scholar-practitioner as a manager of the process. Following Checkland's soft systems perspective (Checkland 1989), the development process involves other autonomous actors making different evaluations and actions, creating issues that the scholar-practitioner need to cope.

Specifically, the professional development framework serves two purposes:

a. as a synthesizing theoretical cognitive structure,

  depicting an overall research landscape on a scholar-practitioner's professional development in business management; different researchers, for whatever reasons, may be interested in different portions of the framework as their objects of investigation.

b. as a flux-form process model to guide an aspiring scholar-practitioner to explore his/her own professional development and intended career path in business management. In this regard, the professional development framework supports a nearly "maximalist view" of life-long learning as "the identification of education with the whole of life" (Zajda 2003) for a scholar-practitioner. [Life-long learning and life-long education does not imply life-long reliance on formal education at universities.]

Regarding purpose (a), depending on an investigator's interest, a different "primary boundary" and a different "secondary boundary" on the study topic of scholar-practitioner can be drawn (see Midgley 1992a for analysis). In this case, an investigator can be an aspiring scholar-practitioner, a Business School dean, a management consulting firm partner, a client company's project sponsor, or an academic who is interested in the topic of scholar-practitioner. Tension arises, however "when the primary and secondary boundaries carry different ethical implications" (Midgley 1992a). In this case, the difference in boundaries drawn on the topic of scholar-practitioner reflects incompatible interests and values between investigators who hold diverse perceived meanings and values on scholar-practitioner.

  With regard to purpose (b), it is posited that there are alternative stances at the theoretical and practice levels on most of the items in the 5 parts of the framework. The development process also exhibits soft complexity. Because of that, a scholar-practitioner needs to be sensitive to all these positions at the theoretical and practice levels in his/her

personal development to be a scholar-practitioner. Moreover, managing the career and professional development process of a scholar-practitioner requires skills on diversity management as explained by Flood and Romm (1996).

A Multi-perspective, Systems-based (MPSB) perspective on the main aspects of a scholar-practitioner's professional development process

To further make explicit the diverse positions in theories and practices involved in the professional development of a scholar-practitioner, the writer makes use of a Multi-perspective, Systems-based (MPSB) Framework to synthesize the related concepts from the scholar-practitioner, Business Management Education, Business Management Research Methods and Systems Thinking literatures, see Table 1. Briefly, the Unitary perspective supports an objective theoretical position; the Pluralist perspective supports a subjective theoretical position. Finally, the Critical perspective embraces emancipatory and critical thinking, see Ho (1995; 1996) for further information on the MPSB Research and the MPSB Framework.

	Unitary perspective	*Pluralist perspective*	*Critical perspective*
Education paradigms (Bothia, 2009; Dehler, Welsh and Lewis, 2001; Perriton and Reynolds, 2004) [row 1]	Objective	Pluralist	Critical
Business management education approaches (Willmott, 1997; Kociatkiewicz and Kostera, 2012; Perriton, 2000;	Traditional management education Management education based on a managerialist perspective	Action learning Co-narrative method of Kociatkiewicz and Kostera	Critical action learning The organizational version of critical management education of Perriton

Freire, 1972) [row 2]			Conscientization of Freire
Metaphors of education (Nikitina and Furuoka, 2011; Vince, 2010; potsdam.edu, 2014) [row 3]	Education as production Education as business transaction Education as initiation	Education as enjoyment Education as discovery	Critical management education as challenge (Vince, 2010)
Teacher roles (Ljoså, 1998; ed.psu.edu, 2014; Fazel, 2013; Patchen and Crawford, 2011) [row 4]	The sculptor The manager An innoculation	The entertainer The lighthouse The coach The gardener The tour guide	The devil's advocate The emancipator
Streams on practically relevant knowledge generation (Splitter and Seidl, 2011; Ulrich, 1983; Mitroff and Linstone, 1993) [row 5]	A technical-linear approach First way of knowing: Agreement The second way of knowing: Formula	A systemic-discursive approach The third way of knowing: Multiple realities	A practice-theory perspective Critical systems heuristics The fourth way of knowing: Conflict
Business management research methodologies (Checkland and Holwell, 1998, Chapter 1; Bryman and Bell, 2011, Chapters 20, 22; Dijk, 2014; Wodak and Meyer, 2014; Berglund and Kristoferson, 2012; Flood and Romm, 1996; Jackson, 2000) [row 6]	Positivist hypothesis-testing research Grounded theory The functionalist systems approach	Action research The interpretative systems approach	Critical discourse analysis A Freirean-based participatory action research The "oblique use' of methodologies by Flood and Romm The emancipatory systems approach

Table 1: An overview of education paradigms, business management education approaches & teacher roles, etc., based on an MPSB

Framework

Referring to Table 1, on education paradigm (row 1), a *paradigm* is: "…. a set of ontological and scientific assumptions that make up a framework within which knowledge can be obtained, acted upon, evaluated, and developed…" (Nørreklit, Nørreklit, and Mitchell 2010). This topic is related to Part A (Education & mentoring (A3)) and Part B (Teaching (B3)) of Figure 1. On *business management education approaches* (row 2), they are specific methods used in teaching on business management. The topic is related to Part A (Education & mentoring (A3)) and Part B (Teaching (B3)). On *education metaphors* (row 3), a metaphor can be considered as "seeing or describing or interpreting some unfamiliar educational phenomenon, event or action in terms of a familiar thing, event or action (e.g. teachers are guides, learning is an uphill battle).." (Botha, 2009). The topic is related to Part A (Education & mentoring (A3)) and Part B (Teaching (B3)). On *teacher roles* (row 4), a role is "a standardized pattern of behavior required of all persons playing a part in a given functional relationship" in its "organizational form" (Katz and Kahn, 1978). It is explained by Handy (1993) that: "any individual, in any situation, occupies a role in relation to other people… The particular individual with whom one is concerned in the analysis of any situation is usually given the name of focal person. He has the focal role and can be regarded as sitting in the middle of a group of people…. called his role set…". The topic of *teacher roles* is related to Part A (Education & mentoring (A3)) and Part B (Teaching (B3)). On *streams on practically relevant knowledge generation* (row 5), the main underlying concept is an *inquiry system* which produces valid knowledge based on a specific guarantor, see Mitroff and Linstone (1993). An *inquiry system* can be based on agreement, formula, multiple realities, conflict, and Unbounded Systems Thinking. The topic is related to Part B (Research (B2) and Praxis (B4)). As to *business management research*

methodologies (row 6), the main concepts are management research philosophies, methodological choices and related systems methodologies considered as research methodologies. The topic is related to Part B (Research (B2) and Praxis (B4)).

The location of various concepts into the cells in Table 1 is suggestive, based on the writer's knowledge on these topics. This writer welcomes others to review and amend the content in Table 1 with intellectual justifications. For a brief paper like this, the writer cannot afford to explain all these concepts further; interested readers are referred to the bibliography to study the relevant readings.

Table 1 conveys the view that scholar-practitioner is not a straightforward concept: there are choices to make in terms of teacher roles, management research paradigms and management education metaphors. Further discussion of these choices can be found in the references provided in the table. A scholar-practitioner has to make and revise choices on these topics in rows 1-6 of Table 1 during his/her professional development. Choice-making by a scholar-practitioner, however, is not an unconstrained exercise. As Dehler, Welsh and Lewis (2001) point out: "Management scholars who offer thoughtful critiques of business curricula, their embedded institutionalized pedagogies risk 'cultural suicide'…. by challenging conventional assumptions of managerialist business programs…."

Another way to make use of Table 1 is to treat it as a Multi-perspective, Systems-based (MPSB) Framework, (Ho 2013a, 2013b, 2013c), anchoring on Critical Systems Thinking (Jackson 2000), Creative Holism (Jackson 2003), Pluralism (Midgley,1992b), Liberating Systems Theory (Flood 1990), Triple-loop learning (Flood and Romm 1996) and Unbounded Systems Thinking (Mitroff and Linstone 1993). Such a framework promotes debates and amounts to a complicated understanding on the professional development of scholar-practitioners. In Ho (2014), a scholar-practitioner on

Management Accounting that embraces the MPSB perspective is called a double-hybrid management accountant. In this regard, an MPSB-based professional development process to be a scholar-practitioner is suitable for double-hybrid management accountants.

Concluding remarks

It is shown in this paper that the topic of scholar-practitioner spans a number of topics, e.g. SPTs 1-4, in the Business Management Education and Business Management Research fields. Indeed, the professional development framework as proposed here appears to be a pioneering attempt to synthesize ideas on scholar-practitioner in a comprehensive way. This intellectual synthesis exercise is also unique by including concepts from the systems thinking literature. The literature review by this writer was able to be done with a *supportive infrastructure* (Part A of the development framework), notably a university e-library with a few useful search engines (Academic resources (A2)). [Note: some overseas universities in Hong Kong do not provide e-library access to part-time teachers and undergraduate students.]

To be a scholar-practitioner is intellectually testing as well as stressful as this implies a conflict role. As to the professional development process to be a scholar-practitioner, it is a flux that is complex to manage by a scholar-practitioner. All these observations indicate that the topic of scholar-practitioner is complex, stimulating and encompassing. At the same time, it deserves further research from the academic communities in Management Research and Management Education, among others, because this topic has high academic and practical values.

BIBLIOGRAPHY:

AACSB International Doctoral Education Task Force. 2013. *Report - The Promise of Business Doctoral Education: Setting the pace for innovation, sustainability, relevance, and quality.* AACSB International – The Association to Advance Collegiate School of Business. 777 South Harbour Island Boulevard Suite 750 Tampa, Florida 33602-5730 USA.

Accreditation Council for Graduate Medical Education. 2012. "Scholarly Activity Guidelines: Review Committee for Family Medicine." ACGME (url address: http://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/120_Family_Medicine_Scholarship_Guidelines.pdf) [visited at February 1, 2014].

Alajoutsijärvi, K., K. Kettunen and H. Tikkanen. 2012. "Institutional evolution of business schools in Finland 1909-2009." *Management & Operational History* 7(4). SAGE Publications: 337-367.

Ask.com. 2014. "What is Professional Identity?" Ask.com. (url address: http://www.ask.com/question/what-is-professional-identity) [visited at January 27, 2014].

Berglund, K.A.E. and C.W. Kristoferson. 2012. "Using pictures and artefacts in a PAR process to disclose new wor(l)ds of entrepreneurship" *Action Research* 10(3). SAGE publications: 276-292.

Botha, E. 2009. "Why metaphor matters in education." *South African Journal of Education* 29: 431-444.

Bryman, A. and E. Bell. 2011. *Business Research Methods.* Oxford University Press.

Cayley, R. 2011. "Using Writing to Clarify Your Own Thinking." January 12, Exploration of Style: A Blog about Academic Writing (url address: http://explorationsofstyle.com/2011/01/12/using-writing-to-clarify-your-own-thinking/) [visited at January 26,

2014].

Checkland, P.B. 1989. "4: Soft systems methodology." In *Rational Analysis for a Problematic World,* edited by J. Rosenhead, 71-100. Chichester, England: Wiley.

Checkland, P.B. and S. Holwell. 1998. *Information, Systems and Information Systems: making sense of the field*. Chichester, England: Wiley.

Checkland, P.B. and J. Scholes. 1990. *Soft Systems Methodology in Action*. Chichester, England: Wiley.

Cheit, E.F. 1985. "Business Schools and their Critics." *California Management Review* 27(3): 43-62.

Cherry, K. 2014. "What is Self-Actualization?" About.com – Education: Psychology (url address: http://psychology.about.com/od/theoriesofpersonality/a/hierarchyneeds_2.htm) [visited at January 27, 2014].

Clarke, M., A. Hyde and J. Drennan. 2013. "Professional Identity in Higher Education." In *The Academic Profession in Europe: New Tasks and New Challenges, The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, vol. 5, edited by B.M. Kehm and U. Teichler, 7-21. Springer Science + Business Media Dordrecht.

D'Abate, C. 2010. "Development Interactions for Business Students: Do They Make a Difference." *Journal of Leadership & Organizational Studies* 17(2). SAGE Publications: 143-155.

Dehler, G., M.A. Welsh and M.W. Lewis. 2001. "Critical Pedagogy in the 'New Paradigm'." *Management Learning* 32(4). SAGE Publications: 493-511.

Dijk, T.A.V. 2014. "18 Critical Discourse Analysis." discourses.org (url address: http://www.discourses.org/OldArticles/Critical%20discourse%20analysis.pdf) [visited at January 29, 2014].

Duke University. 2013. "Writing is Thinking II Takes it to the Next Level" Graduate School homepage, April (url

address: http://gradschool.duke.edu/gsa/newsletter/2013/04/writing-is-thinking-ii-takes-it-to-the-next-level/) [visited at January 26, 2014].

ed.psu.edu. 2014. "Teacher metaphor", ed.psu.edu (url address: http://www.ed.psu.edu/englishpds/discussion/metaphor8-02.html) [visited at January 27, 2014].

Fazel, P. 2013. "Teacher-coach-student coaching model: A vehicle to improve efficiency of adult institution." *Procedia – Social and Behavioral Sciences* 97: 384-391.

Flood, R.L. 1990. *Liberating Systems Theory*. New York: Plenum Press.

Flood, R.L. and R.A. Romm. 1996. *Diversity Management: Triple Loop Learning*. Chichester, England: Wiley.

Freire, P. 1972. *Pedagogy of the Oppressed*. London: Penguin.

Grand Canyon University. 2014. "Rise to the challenge of leadership." Brochure, College of Doctoral Studies, Grand Canyon University (url address: http://www.gcu.edu/Documents/Brochures/College-of-Doctoral-Studies.pdf) [visited at January 30, 2014].

Handy, C. 1993. *Understanding Organizations*. Pengiun Books.

Ho, J.K.K. and M.C. Jackson. 1987. "Building a 'Rich Picture' and Assessing a 'Quality Management' program at Thornton Printing Company." *Cybernetics and Systems: An International Journal* 18: 381-405.

Ho, J.K.K. 1995. "An Example on the Operation of the MPSB Filter." *Systems Research* 12(4): 297-308. Chichester: Wiley.

Ho, J.K.K. 1996. "MPSB Research Explained." *Journal of Operational Research Society* 47: 843-852.

Ho, J.K.K. 2013a. "A Research Note: An exploration on the intellectual learning process of systems thinking by managers in the digital social media ecosystem." *European Academic Research* 1(5): 636-649.

Ho, J.K.K. 2013b. "An endeavor to render an impressionistic

image of Enlightening Management Education in Multi-perspective, Systems-based Research." *European Academic Research* 1(6): 1013-1034.

Ho, J.K.K. 2013c. "A research paper: Providing e-learning support to part-time students in business disciplines using Facebook from the Multi-perspective, Systems-based (MPSB) perspective." *Systems Research and Behavioural Science* 30: 86-97.

Ho, J.K.K. 2014. "An exploratory exercise to establish the profile of a double-hybrid management accountant with justifications" *European Academic Research* 1(11): 4261-4273.

Hunt, L. 2010. "How Writing Leads to Thinking." American Historical Association, Feb. (url address: http://www.historians.org/publications-and-directories/perspectives-on-history/february-2010/how-writing-leads-to-thinking) [visited at January 26, 2014].

Jackson, M.C. 2000. *Systems Approaches to Management*. Kluwer Academic/ Plenum Publishers.

Jackson, M.C. 2003. *Systems Thinking: Creative Holism for Managers*. Chichester, England: Wiley.

Katz, D. and R. Kahn. 1978. *The Social Psychology of Organizations*. Chichester, England: Wiley.

Kociatkiewicz, J. and M. Kostera. 2012. "The Speed of Experience: The Co-narrative method in Experience Economy Education." *British Journal of Management*, British Academy of Management 23: 474-488.

Kovoor-Misra, S. 2012. "Academic Decathletes: Insights from the Metaphor and an Exemplar" *Journal of Management Inquiry* 2(3). SAGE Publications: 279-286.

Kram, K.E., I.C. Wasserman and J. Yip. 2012. "Metaphors of Identity and Professional Practice: Learning From Scholar-Practitioner." *The Journal of Applied Behavioral Science*, March. SAGE Publications, 48(3): 304-341.

Lester, S. 2004. "Conceptualising the practitioner doctorate"

Studies in Higher Education 29(5) (url address: http://www.sld.demon.co.uk/pracdocs.pdf) [visited at January 30, 2014].

Ljoså, E. 1998. "The role of university teachers in a digital era." EDEN conference, Bologna, June 26 (url address: http://www.eurodl.org/?article=18) [visited at January 26, 2014].

Midgley, G. 1992a. "The Sacred and Profane in Critical Systems Thinking." *Systems Practice* 5(1). Plenum Publishing Corporation: 5-16.

Midgley, G. 1992b. "Pluralism and the Legitimation of Systems Science." *Systems Practice* 5(2): 147-172.

Mitroff, I.I. and H.A. Linstone. 1993. *The Unbounded Mind: Breaking the Chains of Traditional Business Thinking*. New York: Oxford Unversity Press.

Nikitina, L. and F. Furuoka. 2011. "Revisiting metaphors for education: a student's perspective." *Asia Pacific Educ. Rev.* 12, Springer: 311-318.

Nørreklit, H., L. Nørreklit and F. Mitchell. 2010. "Towards a paradigmatic foundation for accounting practice." *Accounting, Auditing & Accountability Journal* 23(6): 733-758.

P2P Foundation. 2012. "Boundary Spanner." February 23, (url address: http://p2pfoundation.net/Boundary_Spanner) [visited at January 26, 2014].

Parker, L.D. 2012. "From Privatised to Hybrid Corporatised Higher Education: A Global Financial Management Discourse." *Financial Accountability & Management* 28(3), August. Blackwell Publishing Ltd.: 247-268.

Patchen, T. and T. Crawford. 2011. "From Gardeners to Tour Guides: The Epistemological Struggle Revealed in Teacher-Generated Metaphors of Teaching." *Journal of Teacher Education* 62(3). SAGE Publications: 286-298.

Perriton, L. 2000. "Verandah Discourses: Critical Management Education in Organizations." *British Journal of*

Management 11, British Academy of Management: 227-237.

Perriton, L. and M. Reynolds. 2004. "Critical Management Education: From Pedagogy of Possibility to Pedagogy of Refusal?" *Management Learning* 35(1). SAGE Publication: 61-77.

Pickert, K. 2014. "The art of being mindful" *TIME Asia* 183(4), TIME Asia (Hong Kong) Ltd.: 32-38.

Pimpa, N. 2009. "Learning problems in transnational business education and training: the case of the MBA in Thailand." *International Journal of Training and Development* 13(4), Blackwell Publishing Ltd.: 262-279.

Potsdam.edu. 2014. "The Changing Metaphors of Education." potsdan.edu (url address: http://www2.potsdam.edu/mausdc/class/601/metaphor.html) [visited at January 27, 2014].

Sacks, M.A. and N. Graves. 2012. "How Many "Friends" Do You Need? Teaching Students How to Network Using Social Media" *Business Communication Quarterly* 75(1). SAGE Publication: 80-88.

Saunders, M., P. Lewis and A. Thornhill. 2012. *Research Methods for Business Students*. Harlow, England: Pearson.

Schein, E.H. 2009. "Reaction, Reflections, Rejoinders, and a Challenge." *The Journal of Applied Behavioral Science* 45(1), March. SAGE Publications: 141-158.

Simsek, Ö. F. 2009. "Happiness Revisited: Ontological Well-Being as a Theory-Based Constructed of Subjective Well-Being." *J Happiness stud* 10, Springer: 505-522.

Slay, H.S. and D.A. Smith. 2011. "Professional identity construction: Using narrative to understand the negotiation of professional and stigmatized cultural identities." *human relations* 64(1). SAGE Publications: 85-107.

Southampton SOLENT University. 2014. "Reflective thinking

and writing." Site: Solent (url address: http://mycourse.solent.ac.uk/mod/book/tool/print/index.php?id=2732) [visited at January 26, 2014].

Splitter, V. and D. Seidl. 2011. "Does Practice-Based Research on Strategy Lead to Practically Relevant Knowledge? Implications of Bourdieusian Perspective." *The Journal of Applied Behavioral Science* 47(1). SAGE Publications: 98-120.

Stephenson, Jr. M. and R. Christensen. 2007. "Mentoring for Doctoral Student Praxis-Centered Learning: Creating a Shared Culture of Intellectual Aspiration." *Nonprofit and Voluntary Sector Quarterly*, Supplement 36(4) December, Association for Research on Nonprofit Organizations and Voluntary Action: 64S-79S.

Sternberg, R.J. 2005. "The Theory of Successful Intelligence." *International Journal of Psychology* 39(2): 189-202.

Tagg, J. 1997. "Thinking about Writing" daphne.palomar.edu (url address: http://daphne.palomar.edu/jtagg/thinkwrite.htm) [visited at January 26, 2014].

Tenkasi, R.V. and G.W. Hay. 2004. "Actionable Knowledge and Scholar-Practitioners: A Process Model of Theory-Practice Linkages." *Systemic Practice and Action Research* 17(3). Plenum Publishing Corporation: 177-206.

Uccelli, P., C.L. Dobbs and J. Scott. 2013. "Mastering Academic Language: Organization and Stance in the Persuasive Writing of High School Students." *Written Communication* 30(1). SAGE Publications: 36-62.

Ulrich, W. 1983. *Critical Heuristics of Social Planning: A New Approach to Practical Philosophy*. Chichester, England: Wiley.

University of New South Wales. 2013. "What is Reflective Writing?" UNSW Australia, July 29 (url address: https://student.unsw.edu.au/what-reflective-writing)

[visited at January 26, 2014].

Vince, R. 2010. "Anxiety, Politics and Critical Management Education." *British Journal of Management* 21, British Academy of Management: 26-39.

Walden University. 2014. "Student Publications: Doctor of Business Administration (D.B.A.) Walden University (url address: http://catalog.waldenu.edu/preview_program.php?catoid =71&poid=16334&returnto=13122) [visited at January 27, 2014].

Wasserman, I.C. and K.E. Kram. 2009. "Enacting the Scholar-Practitioner Role: An Exploration of Narratives." *The Journal of Applied Behavioral Science*, March, SAGE Publications, 45(1): 12-38.

Wikipedia. 2014a. "Well-being" Wikipedia, (url address: http://en.wikipedia.org/wiki/Well-being) [visited at January 27, 2014].

Wikipedia. 2014b. "Employability" Wikipedia (url address: http://en.wikipedia.org/wiki/Employability) [visited at January 27, 2014].

Willmott, H. 1997. "Making Learning Critical: Identity, Emotion, and Power in Processes of Management Development." *Systems Practice* 10(6). Plenum Publishing Corporation: 749-771.

Wodak, R. and M. Meyer. 2014. "Critical Discourse Analysis: History, Agenda, Theory, and Methodology" sagepub.com (url address: http://www.sagepub.com/upm-data/24615_01_Wodak_Ch_01.pdf) [visited at January 29, 2014].

Yemm, G. 2006. "Work-life balance: Why is it out? How to get it back." *Management Services*, Winter: 26-28.

Zajda, J. 2003. "Lifelong learning and adult education: Russia meets the West." *International Review of Education* 49(1-2). Kluwer Academic Publishers: 111-132.